Open to all

Mental Health and Social Inclusion Awareness Training for Museums and Galleries

Training notes + lesson plans

OPEN TO ALL

Social Inclusion
National Social Inclusion Programme

MLA
MUSEUMS LIBRARIES ARCHIVES
COUNCIL

Open to all

About the partnership

Open to all is a partnership project involving The Wallace Collection, Victoria and Albert Museum, MLA Council, Tate Modern, The University of Nottingham, Lost Artists Club, Nottinghamshire County NHS Teaching Primary Care Trust, Portugal Prints and the National Social Inclusion Programme, part of the National Institute for Mental Health, England (NIMHE).

Portugal Prints is part of Westminster Mind. It is an innovative mental health art and design agency promoting good mental health, combining experience of creative and commercial work to build confidence and independence. Portugal Prints is involved in promoting mental health issues with museums and galleries.

By working together, we have been able to share expertise across a number of different sectors and create materials of value to all museums and galleries.

The training package was written by Theodore Stickley, Vicky Price and Mark Foster.

Published by

Photocopying permission

The learning materials in this training package may be photocopied without fee or prior permission on the basis that copies of printed or photocopied material will be used solely for the purposes of mental health awareness training for museum and gallery staff and volunteers in the UK.

3

Contents

4 Acknowledgments

Many people have contributed to the development of this training package. Thanks go to those who conceived the idea and who drew up the original aims and objectives. These included: David Morris (National Social Inclusion Programme), Catherine Chastney (The Wallace Collection), Christa Drennan (National Social Inclusion Programme) Liz Ellis (Tate Modern), Veronika Harris (Victoria and Albert Museum), Alison Hems (Museums Libraries and Archives Council) and Laura Wilson (Portugal Prints). And grateful appreciation goes to the team in Nottingham who developed the package: Theodore Stickley, Vicky Price, Mark Foster and their colleagues Rob Van Beek, Emma Constable, Richard Burton, Richard Toon, Gale Cutts, Jo Kemp, Vicky Essler, Kate Duncan, Amanda Davison, Steve Stickley, Julie Repper, Jo Wheeler, Peter Bates. A number of these people have also contributed to the making of the DVD's that are core to this package.

The package was piloted, evaluated and revised in late 2007 and our sincere thanks go to the many people who participated in this process. This includes: Adrian Shaw (Tate Britain), Alison Lightbrown (Geffrye Museum), Chris Burns (Tate Britain), Christa Drennan (National Social Inclusion Programme), Deirdre McGrath (MLA London), Emma Finch (Holburne Museum of Art), Karen Grunzweil (Luton Museum), Melissa Strauss (Birmingham Museums and Art Gallery), Penny Strivens (Royal Armouries), Richard LeSaux (Renaissance Brighton), Sonia Rasbery (SEWS Museum Development Service), Alex Hirtzel, Anna Humphries (Tate Britain), Caroline Dorset, Catherine Chastney (Wallace Collection), Gill Hart (The Fitzwilliam Museum), J Michael Phillips (Bethlem Royal Hospital), Jane Dunbar (Tate Britain), Jocelyn Clarke, Kirstie Beaven (Tate Britain), Liz Ellis (Tate Modern), Lucie Fitton (Museum of London), Marcus Horley (Tate Modern), Maureen McKarkiel (Victoria and Albert Museum), Michael Parkhouse (Wallace Collection), Miranda Lopatkin, Nicola Robinson (Tate), Peter Rispin (Wallace Collection), Polly Liouta (National Portrait Gallery), Sarah Chaney (Old Operating Theatre), Silke Pillinger (Tate Britain), Victoria Betton (National Social Inclusion Programme), Victoria Panter (Victoria and Albert Museum), Yueh-Siang Chang (Victoria and Albert Museum), Emmajane Avery (Wallace Collection), Veronika Harris (Victoria and Albert Museum).

Our apologies if we have missed anyone off the list. Our sincere thanks to everybody who has contributed in any way to the development of Open to all.

Preface

One in four of the current UK population will experience some form of mental health problem at some time in their life. But although mental health problems touch all of us in some way, there is still shame, stigma and taboo attached, and people still find themselves excluded from many aspects of life the rest of us take for granted: jobs, education, support of friends and family, and participating in community life. The cost to individuals, their families and the country is huge, not only now but for the future.

Research has shown that for people with mental health problems, participating in museums and the arts can promote mental wellbeing and reduce mental distress, enabling them to combat feelings of isolation and exclusion. Participating in museums and the arts also increases confidence, assertiveness and self esteem. An important dimension of recovery is the belief that individuals are more than the sum of their illnesses. Through this participation people can engage in other aspects of life, widening their aspirations and opportunities.

Museums and galleries address social exclusion by encouraging participation in a wide range of activities, but also by connecting people with experience of mental health problems to the wider community, and by promoting access to training, volunteering and employment opportunities in the sector. This training package has been developed to help museums and galleries to be more inclusive.

This training package was commissioned and developed in partnership, bringing together people from the museums, health and education sectors. By pooling resources and sharing expertise, we have been able to achieve more and reach a far wider audience than any single agency could do on its own.

We hope you find this a valuable resource, and that it helps to build the bridges needed between people with mental health problems, museums and galleries, and the wider community.

Christa Drennan
National Social Inclusion Programme
July 2008

How to use this package

The aim of the training

The overall aim of this training course is to raise awareness among museum and gallery staff of issues relating to mental health and social inclusion. Participants are particularly encouraged to acknowledge the enormous potential for recovery that people with experience of mental health problems have. Many people with such problems feel isolated, discriminated against and excluded from what society has to offer. The arts have much to offer excluded people and there is evidence around the country of excellent work initiated by museums and galleries. This training package seeks to help museum and gallery staff to work more confidently with people with experience of mental health problems. Topics covered are numbered below and referred to by that number in the module and session notes in this document.

1. Mental health and mental ill health

2. Recovery and social inclusion

3. Arts and mental health

4. Resilience, self esteem and social capital

5. Stigma and discrimination

6. Interpersonal and group work skills

7. Designing courses accessible to people with mental health problems
   – practical considerations

8. The learning environment – usage and awareness of impact
   of environments/buildings, and members of the public

Learning outcomes have been identified and seek to help participants develop:

■ **knowledge and intellectual understanding**

■ **emotional understanding**

■ **intellectual skills**

■ **practical skills**

■ **key/transferable skills**

How to use this package

Included in this training package are a number of short interviews related to these themes, with people who have experience of mental health problems. The rationale behind this is to give participants maximum exposure to the views and opinions of people who are the true experts on the subject of mental health problems and subsequent issues such as discrimination and social exclusion. Each of the interviewees are not only people with experience of mental health problems, but also each has a very real interest in the arts. We think you will agree that these interviews add real depth to this training programme. It is advisable for trainers to view the interviews prior to delivering the training in order to become acquainted with the content. Each interview is about two minutes long.

Overview of the structure

The package consists of four modules. Modules 1 and 2 are designed for all museum and gallery staff. Modules 3 and 4 are specifically designed for people who work in public facing roles and people who run groups for excluded people. As such, it may not be necessary to use all four modules for staff training, although it is recommended that Modules 1 and 2 are completed together and 3 and 4 are also completed together depending on the needs of the participants. If Modules 1 and 2 or 3 and 4 are delivered on the same day, obviously facilitators will not need to repeat the ground rules and introductions in the afternoon sessions.

Facilitation

Ideally, this package should be facilitated by trainers who have worked as mental health professionals, have worked in a gallery or museum, and have also experienced mental health problems themselves. Of course, this is a tall order! So, we recommend as a compromise that Modules 1 and 2 be facilitated by a mental health professional and a person who has used mental health services (and preferably both having a very real interest in the arts and an understanding of the museum and gallery sector) and Modules 3 and 4 be facilitated by a professional from the museum and gallery sector (with an understanding of mental health problems) together with a person with experience of mental health problems.

During the development of this training package, it was pointed out that encouraging participants to work with others that they do not know and changing the groups around during the training days helps to stimulate learning.

How to use this package

How to use the package

The contents of the package provides trainers with the resources for delivering four half-day, or two whole-day training sessions. The contents of each module are broken down into two sessions, each lasting 90 minutes. The sessions are logically presented as follows:

Method / Timing / Topic / Objectives / Activity / Resources

The 1st column indicates the method of delivery, eg mini-lecture, group work etc. Timings are also offered in the 1st column as a guide. Naturally, some sessions will take longer, and some shorter than planned depending upon the amount of discussion certain points raise. Topics are identified according to the overall aims of the package and these are referred to in the 2nd column, this column also describes the activity. The final column identifies the resources required for each activity. Where Resources have been provided in this package, for example PowerPoint presentations and recordings, they are identified in the final column.

Throughout the programme, there are opportunities to show participants digitally recorded interviews with people who have experienced mental health problems, and have used mental health services. There are more than enough interviews available, and trainers can choose which ones to show by viewing them in advance.

Additionally, if a facilitator is a person with experience of mental health problems and an artist, they could display and talk about their own work throughout the training (some examples of art work created by people who have experienced mental health problems are included in the resources section of this training pack. Trainers should further populate this with local examples).

Evaluate your session

All the training sessions should be anonymously evaluated, and time at the end of each training day should be set aside to facilitate this. To help with the evaluation process, an evaluation sheet has been provided in the 'Resources' section. Trainers should seriously reflect upon the evaluation comments and adjust their training accordingly. Trainees will also be asked to participate in evaluating the longer term impact of this training on themselves and their organisations.

Learning sets

It is likely that this training will bring together museum and gallery staff working across regions. It is suggested that participants are encouraged to form learning sets to support one another in working together once the training has been completed. Learning sets can be used for sharing practice, skill development and peer supervision. Learning sets can also be used to create new ideas for inclusive projects in the future and promote collaboration in the region.

How to use this package

Collaboration

The trainers may be chosen from people who have had experience of mental health problems. If not, it is advised that people with experience of mental health problems/artists should be involved in the delivery of this training package. We would further suggest that people with experience of mental health problems are not only 'involved' but play a significant part in the local development and delivery. Trainers will therefore need to explore local contacts, perhaps among community arts organisations, forging new partnerships to develop and deliver the training package. We would warn against tokenism, however, as such nominal involvement would defeat the object of the inclusive philosophy of the training package.

This collaborative work will need to be done well in advance of beginning to plan the training. When approaching people with experience of mental health problems, either individually or through an organisation, be clear on what it is you are asking them to do. You will need to be able to find people who have the necessary skills for the work and you will have to be very clear about how you will remunerate them for their time. On the one hand, people should be appropriately paid; on the other hand, professionals should not put people in situations that will compromise their State Benefits. If necessary, seek advice on income and benefits from The National Social Inclusion Programme (NSIP). When working with people with mental health problems, occasionally you may need to take longer to think, plan and work. This is not always to do with 'illness' but may also be due to side effects of medication, or not being used to working long hours at a time. The key to working in collaboration with people who use mental health services is to work thoughtfully, genuinely and respectfully.

There are a number of national and international events and initiatives to raise awareness of mental health problems. It might be an idea to organise the training around the time of local initiatives. For example, 10 October every year is World Mental Health Day. This is often the focus for local initiatives for promoting mental health awareness.

Aims and objectives

Modules 1 and 2
For all museum and gallery staff

Two sessions within each module. Each session lasts 90 minutes.

Module 1

Mental health problems and society

Aim

To increase understanding of the nature and frequency of mental health problems and to further understanding of the concepts of recovery and social inclusion.

Objectives

- Identify as many mental health problems as possible

- Personally relate to mental health problems

- Consider the impact of having mental health problems

- Explore the myths relating to mental health problems

- Consider what recovery might mean to people with mental health problems

- Explore the concepts of recovery and social inclusion in theory, policy and practice

Module 1 Session 1
Learning outcomes

Mental health and mental health problems

- an increased understanding of the range and nature of mental health problems

- an increased acknowledgement of the frequency of mental health problems

- an increased appreciation of how we may all be affected by mental health problems

- an increased appreciation of how people with mental health problems may experience museums and galleries

- an increased understanding of how stigma and discrimination may affect people diagnosed with mental health problems

- an increased understanding of the role of the media in creating myths about mental health problems

Module 1 Session 2
Learning outcomes

Mental health, social inclusion and recovery

- an increased understanding of people's experiences of being stigmatised

- an increased knowledge of the concept of social inclusion and exclusion

- an increased knowledge of the concept of recovery

- an increased appreciation of how people with mental health problems may recover

- an increased appreciation of how people with mental health problems perceive recovery

Aims and objectives

Module 2 **Individual responsibility and access**

Aim To develop understanding of how people with mental health problems develop resilience and coping. To identify how prejudice, stigma and discrimination develops.

Objectives
- Promote self-disclosure
- Increase understanding of how people cope and develop resilience
- Identify how all of us cope in different ways
- Appreciate how we can still function when we are not feeling well
- Understand the impact of the risk agenda
- Understand something of what it might feel like to be stigmatised and discriminated against
- Experientially understand how stereotyping leads to prejudice and subsequently discrimination
- Develop skills of critical analysis
- Consider difficult situations from other people's perspectives
- Appreciate how people with mental health problems may experience the environment and staff in museums and galleries

Module 2 Session 1
Learning outcomes

Mental health, resilience, risk and coping

- an increased appreciation of how people with mental health problems cope
- an increased appreciation of how participants cope with stress and difficulty
- an increased personal understanding of coping with difficulty
- an increased knowledge of the concept of recovery
- an increased understanding of the impact of the risk agenda
- an increased appreciation of how people with mental health problems may feel discriminated against and stigmatised

Module 2 Session 2
Learning outcomes

Stereotypes, prejudice and discrimination
Learning outcomes

- an increased understanding of how prejudice and discrimination develops
- development of critical analysis skills
- an increased personal understanding of individual responses to difficult situations
- an increased knowledge of people's perceptions of museum and gallery staff
- an increased knowledge and understanding of the social construction of risk and how this affects people with mental health problems and how they may feel stigmatised by this construct

Aims and objectives

Modules 3 and 4
For museum and gallery staff in public facing roles

Module 3 **Communication skills**

Aim To promote a greater understanding of the need for increased self-awareness and interpersonal skills when working with people with experience of mental health problems.

Objectives

- Increase self-awareness

- Developing trust within the group

- Examine the significance of non-verbal communication

- Identify and develop basic counselling and listening skills

- Appreciate how people with mental health problems may experience the environment and staff in museums and galleries

- Increase understanding of what it might be like to experience mental health problems

- Learn more about and improve group work skills

- Help develop skills for dealing with difficult situations

- Develop group work skills

- Develop skills of critical analysis

- Consider difficult situations from other people's perspectives

Module 3 Session 1
Learning outcomes

Self-awareness and interpersonal skills

- an increased appreciation of how it feels to contribute to group work

- an increased appreciation of how people with mental health problems experience the environment of museums and galleries

- an increased appreciation of the need for self-awareness when working with people with mental health problems

- an appreciation of what it might feel like to hear voices

- an increased appreciation of how people with mental health problems experience museums and galleries staff

Module 3 Session 2
Learning outcomes

Dealing with difficult situations

- an increased appreciation of how it feels to contribute to group work

- increased group work skills

- development of critical analysis skills

- an increased personal understanding of individual responses to difficult situations

- increased self-awareness of the personal impact when dealing with difficult situations

- development of skills for critical reflection

- an increased appreciation of how people with mental health problems experience the environment of museums and galleries

- an increased appreciation of the need for self-awareness when working with people with mental health problems

- an increased appreciation of how people with mental health problems experience museums and galleries staff

Module 4

The practicalities of group working

Aim

To develop practical considerations for promoting inclusion for people with mental health problems in outreach, education and group work.

Objectives

- Increase self-awareness

- Develop trust within the group

- Learn more about and improve group work skills

- Develop skills for dealing with difficult situations

- Identify the practical considerations for designing outreach work and courses accessible to people with mental health problems

- Understand the importance of signposting to mainstream services

- Explore the learning environment – usage and awareness of impact of environments/buildings

- Application of the learning into planning for the future

Aims and objectives

Module 4 Session 1
Learning outcomes

Working with people who present challenges

- an increased appreciation of how it feels to contribute to group work

- increased group work skills

- an increased appreciation of how it feels to self-disclose

- development of skills of working with people who are angry

- development of skills of working with people who hold unusual beliefs

- development of skills of working with people who become distressed

- an increased personal understanding of individual responses to difficult situations

- increased self-awareness of the personal impact when dealing with difficult situations

- an increased appreciation of how people with mental health problems experience the environment of museums and galleries

- an increased appreciation of the need for self-awareness when working with people with mental health problems

- an increased appreciation of how people with mental health problems experience museums and galleries staff

Module 4 Session 2
Learning outcomes

Courses for people with mental health problems and the learning environment

- how to apply the learning from the course into the work place

- an increased appreciation of how people with mental health problems experience the environment of museums and galleries

- an increased appreciation of how people with mental health problems experience museums and galleries staff

Module 1

Mental health problems and society

Module 1
Mental health problems and society

Session 1.1: Mental health and mental health problems
Each session lasts 90 minutes

Method/Timing	Topic/[Objectives]/Activity	Resources
Powerpoint Timing 5 minutes	**Aims and Objectives of the session (A's & O's)** Reading	Laptop and projector – See Module 1 Resources A's & O's 1
Talking Timing 6 minutes	**Introductions, Ice breakers [6]** Whole group exercise	See General Resources for examples
Flipchart Timing 10 minutes	**Ground rules [6]** Whole group exercise	Flipchart and pen – See General Resources for examples
DVD Timing 5 minutes	**Understanding people's experiences of visiting museums and galleries [1,3,5,8]** Play 2 DVD's on "What are your experiences of museums and galleries?"	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of visiting museums and galleries [1,3,6]** Discuss the content of the DVD	–
Whiteboard/flipchart Timing 10 minutes	**Identifying the range of mental health problems [1]** Facilitator to ask group to call out as many mental health problems as they can	White board/Flipchart and pen
Discussion in pairs/small groups Timing 10 minutes	**Identifying the range of mental health problems [1]** People to talk about how they can personally identify with some of these problems	–
DVD Timing 5 minutes	**Understanding people's experiences of mental health problems [1,3]** Play 2 DVD's on "How does a mentally ill person behave?"	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of mental health problems [1,3,6]** Discuss the content of the DVD	–
Lecture Powerpoint Timing 10 minutes	**Facts and myths of mental health problems [1]** Teaching and listening	Laptop and projector – See Module 1 Resources, Presentation 1
Lecture Powerpoint Timing 10 minutes	**Understanding mental health problems [1]** Teaching and listening	Laptop and projector – See Module 1 Resources, Presentation 2
Whole group discussion Timing 5 minutes	**Understanding mental health problems [1,6]** Discussion	–
Break Timing 15 minutes		–

Module 1
Mental health problems and society

Session 1.2: Mental health, social inclusion and recovery
Each session lasts 90 minutes

Method/Timing	Topic/[Objectives]/Activity	Resources
DVD Timing 10 minutes	**Understanding people's experiences of mental health problems [1,3]** Play 3 DVD's on "Should I be wary of people with mental health problems?"	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 10 minutes	**Understanding people's experiences of mental health problems [1,3,6]** Discuss the content of the DVD	–
Lecture Powerpoint Timing 15 minutes	**Social inclusion lecture [2]** Teaching and listening	Laptop and projector – See Module 1 Resources Presentation 3
Written/discussion Timing 15 minutes	**Inclusion [2,3,5,7,8]** Hand out "Barriers to Access" – 9 years on – how are we doing? Compare then to now – discuss, then complete blank form for your organisation	"Barriers to Access" – 9 years on – sheet, and "Barriers to Access" blank sheet See Module 1 Resources
Lecture Powerpoint Timing 15 minutes	**Recovery lecture [1,2]** Teaching and listening	Laptop and projector – See Module 1 Resources, Presentation 4
DVD Timing 10 minutes	**Understanding recovery [1,2]** Play 3 DVD's on "What does recovery mean to you?"	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 10 minutes	**Understanding recovery [1,3,6]** Discuss the content of the DVD	–
Whole group discussion Timing 15 minutes	**Conclusion [1,2,3,4,5,6,7,8]** Applying today's learning to our workplace	–

Module 2

Individual responsibility and access

Session 2.1: Mental health, resilience, risk and coping
Each session lasts 90 minutes

Method/Timing	Topic/[Objectives]/Activity	Resources
Powerpoint Timing 5 minutes	**Aims and Objectives of the session (A's & O's)** Reading	Laptop and projector – See Module 2 Resources A's & O's 2
Powerpoint Timing 5 minutes	**Ground rules [6]** Whole group exercise	Laptop and projector
DVD Timing 10 minutes	**Understanding coping [1,4]** Play 3 DVD's on "When you have felt your worst, what has helped the most?"	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 10 minutes	**Understanding coping [1,4,6]** Discuss the content of the DVD	–
White board/flipchart Timing 25 minutes	**Resilience and coping [1,4,6]** Step 1 (a private exercise): Think of a time when we have struggled emotionally psychologically. – How did you behave? – How did you feel? – What did you think about it afterwards? Step 2 (whole group exercise): When things have been difficult in the past, what has helped the most? People call out and answers written on the board/flipchart	White board/Flipchart and pen
Mini lecture Powerpoint Timing 5 minutes	**Model for coping [4]** Teaching and listening	Laptop and projector – See Module 2 Resources, Presentation 5
DVD Timing 10 minutes	**Understanding people's experiences of discrimination [1,3]** Play 3 DVD's on "How have you been made to feel different because of your mental health problems?"	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 10 minutes	**Understanding people's experiences of discrimination [1,3,6]** Discuss the content of the DVD	–
Break Timing 15 minutes		–

Module 2
Individual responsibility and access

Session 2.2: Stereotypes, prejudice and discrimination

Method/Timing	Topic/[Objectives]/Activity	Resources
Powerpoint and discussion Timing 20 minutes	**Identifying how discrimination develops [5,6]** Step 1: Use the slide, discuss in small groups what stereotypes people hold in relation to the examples given Step 2: Discuss in small groups how discrimination develops – prejudice – stereotypes – discrimination	Laptop and projector – See Module 2 Resources Presentation 6 Slide 2 Slide 3
Facilitated discussion Timing 30 minutes	**Critical incident analysis [1,2,3.5,6,8]** Distribute copies of the article and divide into 4 groups Each group assumes the role of one of the following: – management – the person – visitors – security/FOH Analyse the scenario from your group perspective (5 mins) Feedback from each group:short group discussion (not in roles) on the value of art and artefacts	See Module 2 Resources: Newspaper cutting: Vandal Admits Hammer Attack
DVD Timing 10 minutes	**Understanding people's experiences of museum and gallery staff [3,6,8]** Play 3 DVD's on "What have you're your experiences of museum and gallery staff?"	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 10 minutes	**Understanding people's experiences of museum and gallery staff [3,6,8]** Discuss the content of the DVD	–
Mini lecture Powerpoint Timing 10 minutes	**Risk [1,2,5]** Risk and society	Laptop and projector – See Module 2 Resources Presentation 7
Whole group discussion Timing10 minutes	**Conclusion [1,2,3,4,5,6,7,8]** Applying today's learning to our workplace	–

Module 3

Communication skills

Module 3: Communication skills

Session 3.1: Self awareness and interpersonal skills
Each session lasts 90 minutes

Method/Timing	Topic/[Objectives]/Activity	Resources
Powerpoint Timing 5 minutes	**A's & O's and ground rules** Reminder of ground rules and present A's & O's	Laptop and projector – See Module 3 Resources A's & O's 3
Drawing and/or talking Timing 10 minutes	**Introductions, Ice Breaker [6]** Whole group exercise	See General Resources for examples Paper, pens, blue-tak
DVD Timing 5 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Play 2 DVD on either access, environment, group work or staff	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Discuss the content of the DVD	–
Powerpoint and whole group discussion Timing 36 minutes	**The need for self-awareness and interpersonal skills [6]** Consider the importance of self-awareness when working with people with mental health problems. Invite participants to bring difficult situations they have encountered and discuss ways of problem solving and handling such situations	Laptop and projector – See Module 3 Resources Presentation 8
Experiential exercise Timing 15 minutes	**'Hearing voices' [1,6]** Simulate the experience of hearing voices: Work in groups of 4; 2 seated people attempt a conversation (eg what you did last weekend); through rolled up sheets of flipchart paper, 2 people standing either side of one person, whisper into their ears while they are trying to talk. Rotate and take in turns	Sheets of flipchart paper
DVD Timing 5 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Play 2 DVD on either access, environment, group work or staff	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Discuss the content of the DVD	–

Module 3: Communication skills

Session 3.2: Dealing with difficult situations

Method/Timing	Topic/[Objectives]/Activity	Resources
DVD Timing 5 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Play 2 DVD on either access, environment, group work or staff	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Discuss the content of the DVD	–
Small group discussion Conclude with whole group discussion Timing 66 minutes	**Managing difficult situations [1,6,7,8]** Divide the group into 4. Hand out a scenario to each group. Given what you have learnt today, how may you work in this situation? Reflect on the personal impact of this situation on you and the person in question. Each group feedback to the whole group	See General Resources Managing Difficult Situations
DVD Timing 5 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Play 2 DVD on either access, environment, group work or staff	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Discuss the content of the DVD	–

Module 4

The practicalities of group working

Module 4
The practicalities of group working

Session 4.1: Working with people who present challenges
Each session lasts 90 minutes

Method/Timing	Topic/[Objectives]/Activity	Resources
Powerpoint Timing 5 minutes	**A's & O's and ground rules** Reminder of ground rules and present A's & O's	Laptop and projector – See Module 4 Resources A's & O's 4
Drawing and talking Timing 16 minutes	**Ice-breaker [3,6]** Whole group activity	Pens/crayons, paper See General Resources for examples
DVD Timing 5 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Play 2 DVD on Either access, environment, group work or staff	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Discuss the content of the DVD	–
Powerpoint and whole group discussion (if the facilitators have the skills, Forum theatre would work here). Timing 40 minutes	**Working in difficult situations [6,7,8]** Working with: – someone who is angry – someone with unusual beliefs – someone who is distressed	Laptop and projector – See Module 4 Resources Presentations 9, 10,11 DVD/laptop/loud speakers
DVD Timing 5 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Play 2 DVD on either access, environment, group work or staff	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Discuss the content of the DVD	–

Module 4
The practicalities of group working

Session 4.2: Courses for people with mental health problems and the learning environment

Method/Timing	Topic/[Objectives]/Activity	Resources
DVD Timing 5 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Play 2 DVD on either access, environment, group work or staff	DVD/laptop/loud speakers See DVD Resources for relevant DVDs
Small group discussion Timing 7 minutes	**Understanding people's experiences of museums and galleries [3,6,8]** Discuss the content of the DVD	–
Individual work, then pairs work, then whole discussion Timing 60 minutes	**Applying the learning to the workplace [1,2,3,4,5,6,7,8]** Think about where you work and your role. How could you apply what you have learnt on the course to your workplace? Now work with someone who is either your colleague or someone with a similar role to you and help each other to develop a plan of action, including aims and objectives and goals. Identify 3 points for development. What will you achieve in a month? What will you achieve in 6 months? Share ideas in the larger group and discuss	–
Whole group Timing 18 minutes	**Final evaluation** People to identify how they have benefited from the course and conclude	–

Case studies

Case study 1

Bethlem Royal Hospital – Young Cultural Creators (2006)

Young Cultural Creators is a visual literacy project which brings together:

- Cultural institutions

- Libraries

- Schools

- Children's authors and illustrators

Half the students worked with the paintings in the museum.

William Kurelek
The Maze

Marion Patrick
The Cross

Elise Warriner
The Anger Within

The students examined their own responses to the work, how it made them feel and what they thought the artist was trying to say. They also speculated on what the artist would feel on seeing their work now, when they had recovered and how they would respond to the reactions of present viewers.

Half the students worked with the Victorian photographs and case books.

Images © Bethlem Art and History Collections Trust

The second group began to develop a character. They also imagined conversations between those in the photographs, and speculated about how they might have interacted and what they might have thought about each other.

We allowed as much flexibility as possible. Their responses could be:

- visual or written

- prose or poetry

- story or dialogue

Whatever they were inspired to do after seeing the collections.

The results were impressive

Case study 1 continued
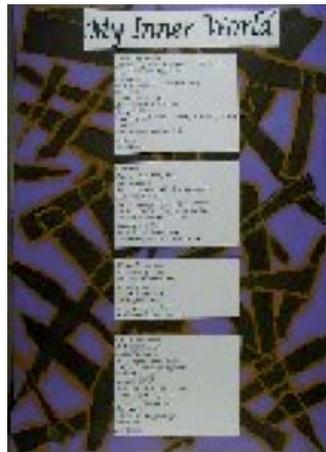
As part of the project it was important to challenge the prejudice and stereotyping that surrounds mental health. We asked the students for their initial associations with Bethlem:

scary / disturbed / tense / isolated / mad / weird

Student feedback was very encouraging

"I think everyone in the school should have a trip to the archives to help everyone realise that the mentally ill are not MAD."

"I used to think that people were called mental because they didn't know how to think or understand how they feel but now I can see from all this talent that they have the strongest emotions and it is very interesting to see the way they express their thoughts."

"It 's shown me that theses people are normal people with feelings and sensitivity sort of trapped in their problems."

"I was surprised by the paintings because they are so beautiful."

"I was inspired by the idea of people showing their inner feelings through art."

"I was surprised by the quality of the art work and how much you learn about people through it."

"Very surprising and moving."

"I was inspired by some of the stories the paintings told."

"I am disappointed by the way we judge the mentally ill."

"Surprisingly inspirational."

"I was inspired by the idea of people showing their inner feelings through art."

"Now I want my friends and other people who stereotype to come here and understand how they really feel."

Michael Phillips
Archives and Museum
Bethlem Royal Hospital
Monks Orchard Road
Beckenham
Kent BR3 3BX

Tel: 020 3228 4307/4227

Case study 2

Ways of seeing: A partnership between Cambridge Mental Health Resource Centre (CMHRC) and the Fitzwilliam Museum

Who was involved and what was the aim?

This project was devised by staff at CMHRC and the Fitzwilliam Museum Education department. The aim of the Ways of seeing (formerly known as Looking at Art) project was to move towards a programme that was inclusive and did not involve segregated access for people with a mental health label.

How did we do it?

This year-long programme started in January 2007. Service users and the general public were invited to attend drop in sessions held at CMHRC and led by the Museum's Outreach and Access Officer. Sessions were designed to get people talking about paintings. For those who wanted to find out more a five-week course took place in April and May 2007. As with the drop in sessions, four sessions took place at CMHRC and the fifth at the Museum – looking at paintings that had previously been discussed using slides.

A quote from a participant:

"I walked past a couple of paintings in the museum that we had looked at as a group. I felt such a shiver of delight as I looked at a painting I'd otherwise paid little mind to – thinking about what I knew about it now. The joy of recognition; the beginning of knowledge and skills."

Towards integrated provision

Participants were then given the opportunity to sign up for a ten-week course taking place in the Fitzwilliam Museum and at Kettle's Yard. The course was advertised in the promotional literature of both museums. Members of the public booked places on the course (30% of the places were allocated to those referred by CMHRC). This course was led by staff at the Fitzwilliam Museum and Kettle's Yard and involved behind the scenes visits to different departments within the museum as well as many group discussions and debates. This wasn't just about learning more about the museum's collection – it was about learning how to be part of a group – listening to other's opinions and sharing ideas.

Evaluation

Each phase – the drop-ins, the five-week course and the Summer School – was evaluated using questionnaires. Participants are returning to the museum in December to discuss where to go from here. At the last session of the pilot in mid-December we will be following up the requests that were made in the evaluations from people who now wish to find out more in their own time, whether that be from using online resources, knowing where to look in other museum and gallery collections to expand their learning to coming along to public programme events within the museum.

What next?

Evaluation demonstrated that the teaching methods and pace of this pilot were successful. The partners intend to repeat the project in 2008 with other service users. The aim of moving from CMHRC to the Museum as a venue was designed to make people feel comfortable in the museum environment and consider attending mainstream museum events.

Gill Hart
The Fitzwilliam Museum
Trumpington Street
Cambridge CB2 1RB

Tel: 01223 332900

Drawing classes for people affected by homelessness at the Wallace Collection

For a number of years the Wallace Collection has been working with two charities that bring people affected by homelessness into museums and galleries across London. We offer a day of discussion, art appreciation and drawing to a small group of people, some of whom come to the Collection regularly and some just once in a while. Although this is billed as a day of drawing the day is more than just an art class.

Many of the people participating in this programme have pressing personal problems and this is an opportunity for escape; to focus attention on a creative activity, to meet others, to be asked an opinion on something (a work of art) and be listened to. We offer a beautiful environment where people feel comfortable. There is always a warm welcome with a hot drink to start. There is a staggered start so people who want to chat arrive first and others arrive in time to start the activity. The art tutors regularly teach on the programme so a relationship is built up between the participants and the tutors. For one charity we offer the same activity each time they come as knowing what to expect is important (I recently asked them whether they would like to do something else but was told that they can try other things at other museums and they like what they do here).

The programme works as a partnership between the museum and the charity. The museum runs the activity but the charity is there to support the participants. We continue to work together and develop the programme. Working in this way has also encouraged us to run outreach projects with hostels and a day centre. In one outreach project we made a wall-hanging for the activities room at a hostel where many residents felt very uncomfortable travelling to new places. Maybe involvement in the project and the daily reminder of it hanging from the wall will encourage someone to come and see the Collection in situ.

Catherine Chastney
Education Officer for Community Programmes and New Audiences
The Wallace Collection
Hertford House
Manchester Square
London W1U 3BN

Tel: 020 7563 9577

Case study 4

Secrets, lies and art

This short gallery-based course ran over two months (October – November 2007) with four sessions using the title 'secrets lies and art' to explore a range of modern and contemporary art work at Tate Modern. The course participants, totalling 20 adults, on average 10 per session, are all members of castle Arts, a Southwark-based art and mental health voluntary organisation. The artworks included narrative and abstract work and included opportunities for art gossip as well as political and historical discussions.

Castle Arts and Tate Modern have an excellent relationship, having worked closely together on a range of projects since 2000. Castle Arts use a wide range of arts venues and exhibit high quality creative work regularly throughout London. The aims of the course at Tate Modern ranged from encouraging the use of the gallery as a free local resource as some in the group had never visited before, to providing an opportunity for artists in the group to critically reflect on their own arts practice. An important aim was also to support individuals in expressing opinions and ideas about the artworks in a busy public space. Tate Modern can feel hectic and overwhelming at times, so small group work was crucial, with opportunities for practical work if wanted, followed by coffee together. Following the success of this theme, we are currently planning the next stage of 'secrets, lies and art' for 2008 with plans for participants to co-lead the next series with myself.

Liz Ellis
Curator Community Programme
Tate Modern
Bankside
London SE1 9TG

Tel: 020 7887 8888

Glossary

Discrimination

Used in the context of mental health, people who have experienced mental health problems have usually experienced some form of unfair discrimination; that is, some form of prejudicial treatment for no other reason than they have mental health problems. Discrimination can affect people's opportunities for education, work and access to health and leisure services and freedom to fully engage in society.

Mental Health

Mental health is defined and interpreted in many ways. The phrase is often used to describe a level of cognitive or emotional wellbeing or an absence of a recognised 'mental illness'. Mental health may include a person's ability to enjoy life, appreciate relationships, the environment and to achieve.

Mental Illness

Mental illness describes any emotional or psychological difficulty that interferes with 'mental health'. Mental illness usually refers to a condition recognised by the medical profession as a disorder, for example depression, psychosis, bipolar affective disorder and schizophrenia.

People with Mental Health Problems

We have chosen to use this phrase to describe the group of people this training package is aimed at supporting, because we thought it was the broadest and least stigmatising of all the labels commonly used. It describes people who experience a wide range of problems which affect their ability to get on with their daily life. Mental health problems can affect anyone, of any age and background, as well as having an impact on the people around them such as their family, friends and carers.

Most people recover from their mental health problems. Long-term problems can lead to considerable disruption and difficulty in people's lives, but many of the people affected find ways of managing their problems and are able to lead active lives.

Prejudice

Prejudice is a way that people either consciously or unconsciously pre-judge one another. In the same way somebody may be racially prejudiced, so people can be prejudiced against people with mental health problems.

Recovery

A personal process of coping with the impact of experiencing mental health problems, despite their continuing or long-term presence. People can see themselves as capable of recovering rather than as passive recipients of professional services.

Resilience

The ability to overcome difficulty and be strengthened by it.

Social capital

Social capital is a term used to describe the particular features of social relationships within a group or community. This includes things such as the extent of trust between people; whether they have a shared understanding of how they should behave toward, and care for one another; the extent of participation in civic organisations such as voluntary associations, churches or political parties. Two forms of social capital: 'bonding' (connections among people with common characteristics) and 'bridging' (connecting with people unlike ourselves and with the wider community) are often distinguished. It is widely believed that bridging capital is more likely to bring about social inclusion. Social capital can also refer to economic performance, levels of crime and disorder, immigrant employment and health trends.

Glossary

Social exclusion

The compounding problems of impairment, discrimination, diminished social role, lack of economic and social participation and disability. Loss of status, work, decreased opportunities to establish family, reduced social networks, repeated rejection and consequent restrictions of hope and expectation.

Social inclusion

Social inclusion can be defined as people having the same opportunities to participate in, and contribute to, society and community as the rest of the population. A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity. This includes improving access to health and social care services and also to community services which enable people to participate. It involves increasing options and empowering people to have confidence in their own abilities and aspirations. Key areas are education, employment, housing, relationships, financial security, leisure, arts, cultural opportunities and participation in civic life.

Stereotype

A stereotype is a simplified image often held in common by people about another group. Stereotypes are typically generalisations based on limited knowledge about a group of people to which the person doing the stereotyping does not belong. Stereotypes are often negative.

Stigma

A negative stereotype about a group of people.