



# PLUG AND PLAY

Resource Kit Developed  
by Youths for Youths



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# Introduction

## AIM OF THIS TOOLKIT

Through conversations with our stakeholders in the Institutes of Higher Learning, NCSS realised that many youths are passionate about generating awareness on mental health and addressing stigma associated with mental health conditions. However, they do not have the necessary knowledge, content and resources to kickstart their own anti-stigma initiatives within their peers and school. Hence, NCSS has decided to co-develop this toolkit with Youth Alliance and youths from Youth Corps Singapore, this toolkit contains activities that youths can adapt for their own use, resources and tips on how to kickstart their own anti-stigma initiatives.

## WHO IS THE TOOLKIT FOR?

We created the toolkit for youths who want to know how to implement your own anti-stigma activities. It is for:

- **Youths (aged 18 and above)** who wants to kickstart their own anti-stigma initiatives within their community
- **Social and community professionals and paraprofessionals** working with youths
- **Parents** who would like to explore having conversations on mental health with their youths

## HOW TO USE THE TOOLKIT?

The toolkit is divided into the following sections:

### 1. Starting up conversations

- In order to normalize mental health conditions, we need to have open conversations with our friends and loved ones. This can bring us closer to a society where people with mental health conditions can address their concerns without fear of judgment.
- As such, this section has collated 4 activities to guide youths to kickstart more conversations with their peers. These activities may be used individually or in sequence over multiple sessions.



# Introduction

## 2. Experiential activities

- The 2017 NCSS Study on Attitudes towards Persons with Mental Health Conditions in Singapore, found that improving knowledge does not directly reduce social distance, and it is most effective to improve affective attitudes, which are the feelings <sup>1</sup>.
- Studies have shown that experiential activities are able engage youths' feelings and behaviour <sup>2,3,4,5,6</sup>.
- Hence, this section has included an example of an experiential activity that youths can take reference and adapt into their future events.



## 3. Tips to kickstart initiatives

- Many youths have expressed their passion to generate awareness on mental health but they lack the content and resources to implement their own activities.
- This section will provide some tips and pointers for youths to consider when implementing their own initiatives.



## WILL THE TOOLKIT BE UPDATED?

The toolkit will be updated annually to reflect new activities/initiatives that have been successfully implemented by youths. If you would like to contribute to the toolkit, do send in your project information including the description, photographs, impact and reach of your project to [NCSS\\_Mental\\_Health@ncss.gov.sg](mailto:NCSS_Mental_Health@ncss.gov.sg).

<sup>1</sup> Reference: Data is derived from the Study on Public Attitudes towards Persons with Mental Health Conditions 2017

<sup>2</sup> Swaim KF: Children's attitudes and behavioral intentions toward a peer presented as having autism: does a brief educational intervention have an effect?. PhD thesis. 1998, University of Memphis, Department of Psychology

<sup>3</sup> Pinfold V, Toulmin H, Thornicroft G, Huxley P, Farmer P, Graham T: Reducing psychiatric stigma and discrimination: evaluation of educational interventions in UK secondary schools. *Br J Psychiatry*. 2003, 182: 342-346.

<sup>4</sup> Rickwood D, Cavanagh S, Curtis L, Sakrouge R: Educating young people about mental health and mental illness: evaluating a school-based programme. *Int J Mental Health Promot*. 2004, 6: 23-32.

<sup>5</sup> Couture SM, Penn DL: The effects of prospective naturalistic contact on the stigma of mental illness. *J Community Psychol*. 2006, 34: 635-645.

<sup>6</sup> Angermeyer MC, Matschinger H: Social distance towards the mentally ill: results of representative surveys in the Federal Republic of Germany. *Psychol Med*. 1997, 27: 131-141.

# Starting Up Conversations

## WHY SHOULD WE ENGAGE IN CONVERSATIONS

Talking openly about mental health, including mental health conditions, can help break down the stigma. Discussions help us understand just how common mental health conditions are, providing us with opportunities to correct misconceptions and feel comfortable enough to recognize when we need help.

The Mental Health Commission of Canada (MHCC) held



of such summits included conversation cafe between **2014-2015**

Notable increase in the number of students who had non-stigmatising responses for survey

From pre-test of **47%**



To post-test of

**66.6%**

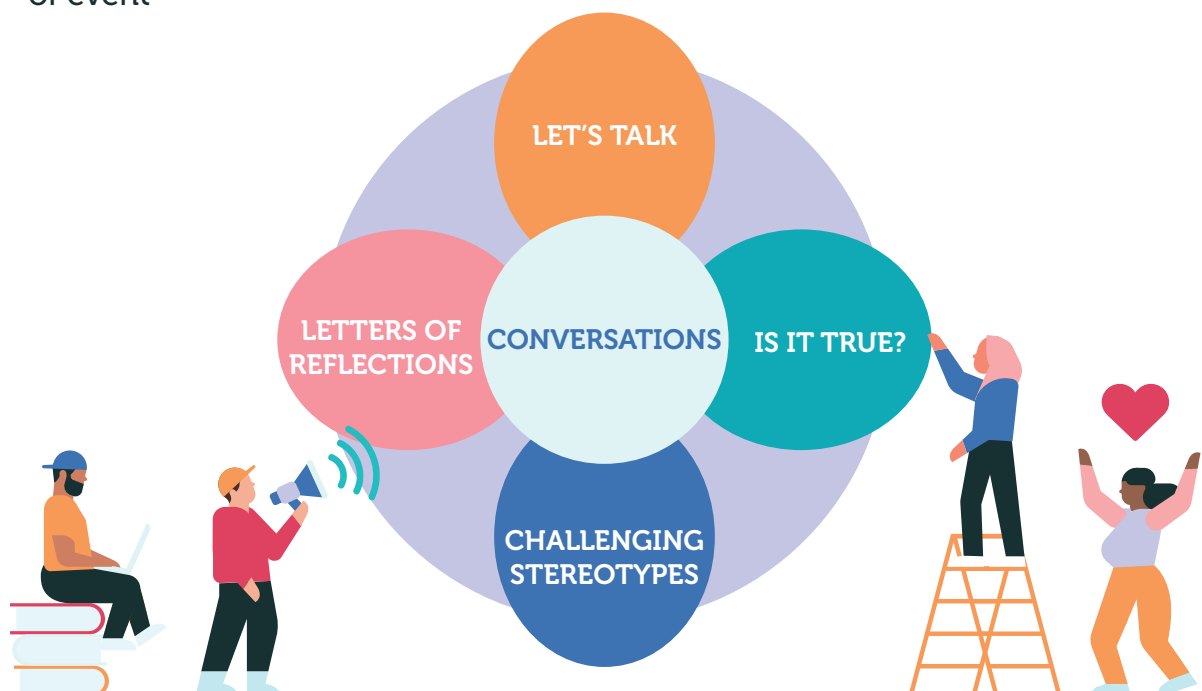


Summits with higher adherence to program model and content saw higher levels of change

Researchers measured effectiveness of this activity (as part of a youth summit) through the collection of

**Participant data**  
to assess potential reach of event

**Student survey before and after the event**  
Stigma Evaluation Survey, see Appendix A



# #1: Let's Talk

## ACTIVITY

Begin a conversation using conversation starters such as the cards from **Beyond the Label SmolTok Conversation Cards**.



The Beyond the Label SmolTok Conversation Cards are meant to be a tool to facilitate meaningful conversations on mental health. NCSS found that the public has fear and anxiety interacting with persons with mental health conditions. Many do not dare or know how to interact with someone with a mental health condition. The perceived barrier to interaction is high and daunting. A tool that is light and fun would help to break the ice and allow interactions in a more positive and engaging way.



It is important to have it in a **conversation style**, rather than just question & answer.



Feel free to add in any other questions or topics that you think should be talked about.



To request for the Beyond the Label SmolTok Conversation Cards, do scan the QR code to indicate your interest.

## #2: Is It True?

### ACTIVITY

- ✓ Try to match each of these statements and discuss whether it is true or false.
- ✗ If it is just a myth, discuss and expand on it as to how and why it exists, and talk about ways to prevent misunderstanding about the stereotype.

Here is the collection of truths and myths about mental health:

- Mental illnesses can't be cured.
- Mental illnesses can be managed with appropriate treatment.
- People with mental health conditions can snap out of it if they try hard enough<sup>8</sup>.
- Mental illness is rare and won't happen to me<sup>7</sup>.
- Mental illness is common and can happen to anyone.
- Mental illness is an illness people can't help suffering from and need proper treatment for.
- Mental illness isn't a real illness.
- Mental illness isn't a weakness but a medical condition – they can't help falling sick.
- People with mental health conditions are no more violent than the general population.
- Mental illness is a sign of weakness<sup>8</sup>.
- People with mental health conditions are dangerous and violent<sup>8</sup>.
- Although symptoms of mental illness are sometimes 'invisible' to the public, the condition is still real.
- Women are more prone to mental illness.
- Poorer or less intelligent people are more prone to mental illness<sup>9</sup>.
- Mental disorders can happen to anyone but may affect women and men differently. Some disorders are more common in women, while others more prevalent in men.
- Stress causes mental illness<sup>9</sup>.
- Mental illness can happen to anyone regardless of wealth and intelligence.
- Stress, among other factors like genetics and chemical imbalances, can possibly contribute to mental health conditions.
- People with mental health conditions are weird<sup>8</sup>.
- While some with mental health conditions may behave strangely, it is important to note that the condition is the one contributing to their behavior.



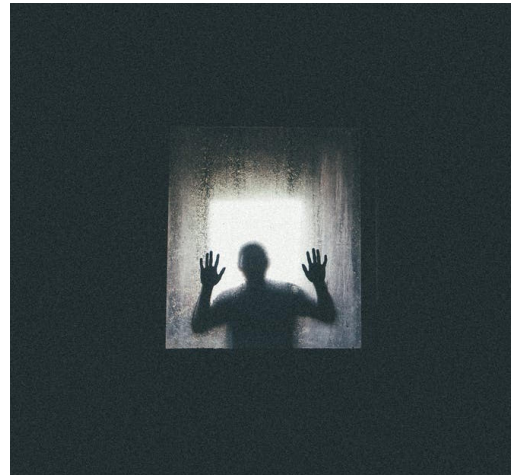
# #3: Challenging Stereotypes

## ACTIVITY

In addition to the earlier activities, images and videos are alternative resources to kickstart conversations on the misconceptions about mental health.

Some guiding questions can include the following:

- How does this image/ video make u feel about mental health?
- How does this image/ video portray mental health?
- What are the stereotypes that were included in this image/ video?
- How can we challenge these stereotypes?



## KEY LEARNINGS AND TAKEAWAYS

Facilitator can get participants to share their key takeaways from the conversations. Facilitator can kickstart the sharing by utilising the 2 examples below.



Avoid labelling people with mental health conditions.



Be empathic for people with mental health conditions.



# #4: Letters of Reflections

END IT OFF WITH A REFLEXIVE SESSION AND LETTERS AMONG YOUR CLASSMATES/GROUP

## 1. Random Assignment



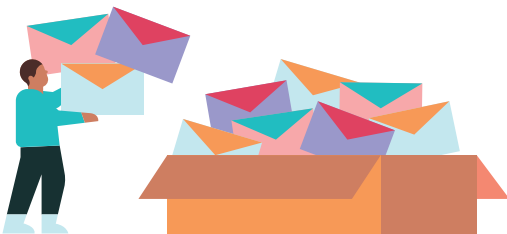
Participants are assigned to a random number.

## 2. Writing The Letter



Participants can write or draw out their thoughts and feelings.

## 3. Collating Letters



Letters are gathered together, rearranged and given randomly to other participants to read.

## 4. Replying Letters



If there's something that they can relate or feel like replying to, participants can write back to that letter with words of encouragement and support.

## 5. Future Conversations



Participants can leave their assigned number in the letter if they want to continue the conversation in the future.

# Experiential Activities

## WHY SHOULD WE LEVERAGE ON EXPERIENTIAL ACTIVITIES?

Experiential learning is defined as hands-on learning that includes activities such as co-operative education, internships, study abroad placements, and simulations<sup>1</sup>. The ideal outcomes of experiential learning are ones that create positive perceptions of people living with a mental illness.

Experiential activities facilitates youths' interaction with other human beings, engage youths' feelings and behaviour and not just cognition-based points of view<sup>2,3,4,5,6</sup>, which can help to reduce social distance towards persons with mental health conditions.

In addition to the Youth Alliance Escape room, you may refer to resources from See Me Scotland ([www.seemescotland.org](http://www.seemescotland.org)) to curate your own experiential activities.



<sup>1</sup> Austin, M.J. and D.Z. Rust, *developing an experiential learning program: Milestones and challenges. International Journal of Teaching and Learning in Higher Education*, 2015. 27(1): p. 143–153

<sup>2</sup> Swaim KF: *Children's attitudes and behavioral intentions toward a peer presented as having autism: does a brief educational intervention have an effect?. PhD thesis. 1998, University of Memphis, Department of Psychology*

<sup>3</sup> Pinfold V, Toulmin H, Thornicroft G, Huxley P, Farmer P, Graham T: *Reducing psychiatric stigma and discrimination: evaluation of educational interventions in UK secondary schools. Br J Psychiatry*. 2003, 182: 342-346.

<sup>4</sup> Rickwood D, Cavanagh S, Curtis L, Sakrouge R: *Educating young people about mental health and mental illness: evaluating a school-based programme. Int J Mental Health Promot*. 2004, 6: 23-32.

<sup>5</sup> Couture SM, Penn DL: *The effects of prospective naturalistic contact on the stigma of mental illness. J Community Psychol*. 2006, 34: 635-645.

<sup>6</sup> Angermeyer MC, Matschinger H: *Social distance towards the mentally ill: results of representative surveys in the Federal Republic of Germany. Psychol Med*. 1997, 27: 131-141.

# Youth Alliance Escape Room

## ACTIVITY

### Objectives:

- To help de-stigmatise mental health issues among youths by young adults in Singapore
- To promote help-seeking behaviour among youths and young adults
- To educate youths and young adults on the early identification of mental health signs and symptoms

### Plotline:

You are (NAME to be inserted) and you've just started your internship. However, you are facing difficulties transiting into the work environment and meeting deadlines. You have also been missing out on important social events with friends and family. With all these stressors, you start to experience symptoms associated with mood disorders, such as depression and anxiety.



**If you are interested to adapt the Escape room, do scan the QR code to send in your request and we will provide you the details on the puzzle mechanics and logistics required.**



# Tips on Youth-Led Activities

## Sharing Personal Experiences

### WHY SHARING PERSONAL EXPERIENCES IS IMPORTANT

One of the most impactful things that one can do is to talk openly about a personal experience of a mental health condition.

By sharing your personal experiences, it can show that people can continue to work and manage mental health conditions. It encourages others to speak openly and seek help for their mental health condition.

Contact with persons with mental illness **diminishes stigma**<sup>1</sup>.



**People enjoy sharing.** It is a good way to learn about mental health conditions and to debunk myths about them.



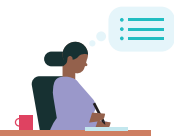
Stories can hold **powerful** messages that could **change** others' views/perceptions<sup>3</sup>.

In an evaluation of an anti-stigma summit,

**>65%**

of participants said that speakers with lived experience were the best part of the event<sup>2</sup>.

### BEFORE THE SHARING



It's important to **plan and write out the story** you have even if it's still fresh in your mind. This is so that you can recount it in a clear and cohesive way.



Keep the sharing **moderately long** (at least 10 minutes), **but not too much**. Your listeners are very interested in what you have to say, so feel free to go into as much detail as you want.



Remember that this **might be the first time** your listeners might be hearing from a person with mental illness in real life.

So, it would be good to take the opportunity to present the parts of you that **other people might not have known** e.g. your hobbies, passions, studies or work, and your social life.

# Tips on Youth-Led Activities

## DEVELOPING YOUR STORY FOR SHARING

### Think about the key message you want to bring across

1. Keep the key messages in mind as you craft the flow of your story.
2. When you are looking to be effective in reducing stigma, highlight messages of hope and recovery.
3. Suggested key messages to include in your story:
  - Presence of hope - individuals can recover from mental health issues
  - Individuals are not defined by their mental health issues
  - Individuals living with mental health issues can and are able to lead their lives happily and successfully
  - Stigma reduction - this is the collective effort of everyone

### Think about the flow of your story

1. The story could be organised in three sections:
  - The Opening
  - The Body of the Story
  - Closing

### Think about the content of your story

1. Which part of your journey are you comfortable with sharing?  
How much detail would you like to share with others?
2. Important aspects such as
  - What encouraged you to seek help?
  - What were the challenges you faced in seeking help?
  - Your journey
  - What inspired you to share your story? Could be included as part of your story?



# Tips on Youth-Led Activities

## PRESENTING YOUR STORY

### Presenting your story

#### Online

**Step 1:**

Dial-in early before the presentation starts to give yourself time to settle in.

**Step 2:**

Dress appropriately.

**Step 3:**

Ensure that there isn't anything around you that will distract you during your sharing.

**Step 4:**

Maintain some form of eye contact with the camera.

**Step 5:**

Be enthusiastic, this will help set the audience in the right mood and allow them to be absorbed into your sharing.

**Step 6:**

Take note of body language.

### Presenting your story

#### Offline

**Step 1:**

Maintain eye contact with your audience to show sincerity and engagement.

**Step 2:**

Use gestures to strengthen your message. Do be careful to not use distracting gestures that may distract the audience's attention on your story.

**Step 3:**

Consider how and where you are going to stand when presenting to a live audience.

**Step 4:**

Positioning and movement - it is important to consider how and where you are going to stand when you're presenting to a live audience.

**Step 5:**

Take note of your volume, tone and speed of speaking.

**Step 6:**

Voice - take note of your volume, tone, and speed of speaking.



# Tips on Youth-Led Activities

## PLATFORM FOR SHARING/FORUMS/ONLINE EVENTS

### Resilience Collective

An IPC registered mental health charity powered by peers, for peers that aims to promote social inclusion for persons with lived experiences through meaningful dialogues, community-driven initiatives and engagements.

### The Tapestry Project

A voluntary ground-up initiative that empowers mental health recovery through first-hand, personal stories.

## Planning Mental Health Campaigns

### PLANNING MENTAL HEALTH CAMPAIGNS

1. Keep in mind not to use stigmatising language or carry stigmatising attitudes while working on the campaign.



- a. See *Beyond the Label media guide* for more information.



2. Get the perspectives of persons with mental health conditions, as well as mental health professionals. In addition, many of your audience would be interested in hearing from the perspectives of these individuals. You may refer to Annex A for some potential agencies for collaboration.



- a. Things to consider:
  - i. How do we find persons with mental health conditions, and mental health professionals?
  - ii Multimedia content, such as videos, pre-recordings, and short films, can be used to complement sharing

# Tips on Youth-Led Activities

## PLANNING MENTAL HEALTH CAMPAIGNS

3. There are several grants that you can draw upon to kickstart your mental health campaign, including:



a. the Young ChangeMakers grant (<https://www.nyc.gov.sg/en/initiatives/grants/young-changemakers/>)

b. the Youth Action Challenge (<https://youthactionplan.sg/YACSeason2/>)

4. Types of events that you may consider:



- a. Sharing by persons with mental health conditions, professionals
- b. Panel discussions with Q&A segment
- c. Human libraries

5. Be sure to take care of your own mental health so that you can better plan and execute your campaigns



It's important to foster a safe & open environment in your team, one that places special emphasis on the mental health of individual members.

6. Linking participants to help-seeking avenues in Singapore<sup>4</sup>.

**Mindline**

Mindline.sg

**Belle, Beyond the Label helpbot**

<https://go.gov.sg/belle-pluginplay>



**Community Health Assessment Team (CHAT)**

<https://www.chat.mentalhealth.sg/>

<sup>4</sup> <https://www.channelnewsasia.com/news/singapore/in-focus-young-people-mental-health-singapore-treatment-13002934>

# Tips on Youth-Led Activities

**TOUCHLine by Touch Youth Services**

1800 377 2252 (Mon - Fri, 9am - 6pm)

**INSIGHT, Care Corner mental health department**

<https://www.carecorner.org.sg/insight>

**Singapore Association for Mental Health (SAMH)**

<https://www.samhealth.org.sg/>

## POST ACTIVITY: QUANTITATIVE AND QUALITATIVE SCALES

1. Quantitative scale to measure the impact of your activities

a. Singapore-based study on "Stigma among Singaporean youth: a cross-sectional study on adolescent attitudes towards serious mental illness and social tolerance in a multi-ethnic population"<sup>5</sup>

i. includes the ATSMI-AV Scale (validated 21-item self-report scale that measures attitudes towards mental illness) and Social Tolerance Scale

b. Mental Health Literacy Scale (MHLS) developed by O'Connor, M., Casey, L. (2015)



You may refer to Annex B for a simplified version of a quantitative scale to use for your activity

2. Qualitative inputs can be gathered from the following questions

- "Can you think of an example in your life, your family or your school of what stigma means?" (Stigma Awareness)
- "What are the best ways that youth can overcome the stigma of mental illness and take action to promote positive change in society?" (Potential Anti-Stigma Actions)
- "Why is it important to erase the stigma of mental illness?" (Anti-Stigma Rationale)
- Organise focus group discussions to understand the knowledge and attitudes before and after joining a peer support group



<sup>5</sup> <https://bmjopen.bmj.com/content/7/10/e016432>

# Tips on Youth-Led Activities

## PUBLICITY (GENERAL, FOR MENTAL HEALTH)

Publicity is putting your event/initiative in front of the public so you can showcase them. The main aim is to attract your target audience and make them aware about your event/initiative.

Publicity is important because it helps increase awareness and visibility of your event/initiative. For a start, you may consider using the following social media platforms to publicise about your event/initiative.

Publicity Platforms	Instagram	Facebook	TikTok	YouTube
<b>Pros</b>	<ul style="list-style-type: none"> <li>• Targets youth groups between the age of 18 to 34 years old<sup>1</sup></li> <li>• A medium that emphasizes on visuals</li> <li>• Appealing Interface</li> <li>• Wide reach</li> <li>• Useful in enhancing awareness and driving conversation about mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Targets youth groups between the age of 18 to 34 years old<sup>2</sup></li> <li>• Wide reach</li> <li>• Useful in enhancing awareness and driving conversation about mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Targets younger youth groups between the age of 13 to 24 years old<sup>3</sup></li> <li>• Short video format (eye-catching)</li> <li>• Useful in enhancing awareness about mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Wide reach</li> <li>• Easy-to-digest video format</li> <li>• Useful in documenting the highlights of your anti-stigma event</li> </ul>
<b>Cons</b>	Additional promotional material needed (posts, story, etc) to sustain the platform	Additional promotional material needed (posts, story, etc) to sustain the platform	Lack of detailed information which might reduce the impact of your videos	Will need to leverage on other social media platforms to increase viewership of videos

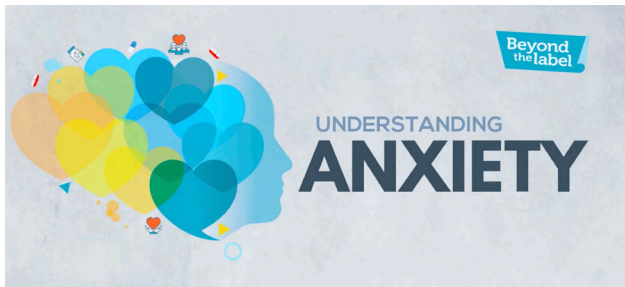
<sup>1</sup> <https://www.statista.com/statistics/325587/instagram-global-age-group/>

<sup>2</sup> <https://sproutsocial.com/insights/facebook-stats-for-marketers/>

<sup>3</sup> <https://wallaroomedia.com/blog/social-media/tiktok-statistics/>

# Tips on Youth-Led Activities

## ADDITIONAL RESOURCES



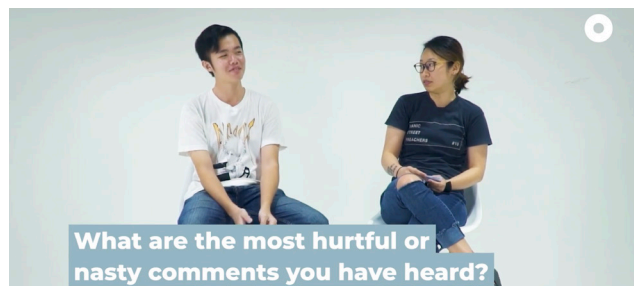
Understanding Anxiety



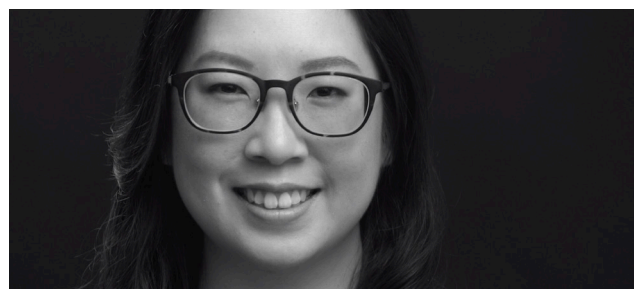
Understanding Depression



Understanding Obsessive-Compulsive Disorder



Can Ask Meh? People With Mental Health Conditions



Stories of resilience and recovery from Beyond The Label Ambassadors





# Annex A – List of potential agencies for collaboration

**Campus PSY**

**Campuspsy movement@gmail.com**

**www.facebook.com/campuspsy**

Campus PSY (Singapore) is a registered Non-Profit Organization, that aims to promote mental health awareness and peer support among youths in the schools and young adults in the workplace, through advocacy, training, support, volunteering and intervention, to create an inclusive and supportive community for youths with mental health issues.

Their vision is to rally and empower like-minded youths within the campus and beyond, alongside young working adults, who are passionate about impacting the mental health community from the ground-up, to ignite positive change in the youth mental health space.

**TOUCH community services**

**tcs@touch.org.sg**

TOUCH Mental Wellness (TMW) runs personalized therapy and counselling programmes to empower individuals to rise above their circumstances.

Specifically, their Do You M.I.N.D.? programme uses innovative approaches such as adventure-based experiential learning and virtual reality immersive experience to equip youths with knowledge to mind their mental health.

They also have Upper Room, a 12-month mental health intervention programme consisting of individual, family and groupwork sessions for youths facing mental health issues, aiming to strengthen these youths by improving their emotional regulation, interpersonal effectiveness and resilience through the employment of positive coping strategies and habits.



# Annex A – List of potential agencies for collaboration

**AMKFSC  
Community  
Services**

MindCare is a community mental health service within AMKFSC. MindCare aims to respond to the increasing needs for community mental health support.

**contact@  
amkfsc.org.  
sg**

MindCare provides the following services:

- Assessment & Screening of mental health issues
- Psychoeducation for clients and caregivers
- Case management
- Psychological support
- Counselling
- Group therapy
- Caregiver support
- Referral to mental health services
- Consultation
- Training

They also have a movement called #imOKru, which stands for “I’m okay, are you?”. It is a movement aimed to create a socially inclusive society for persons with mental health issues (PMHI) through meaningful conversations and affirmative actions. These may be done through various platforms, such as the #imOKru mobile App, website, events, collaborations with community mental health agencies, and outreach to schools, corporates, and the public.

**Resilience  
collective**

A mental health charity that support persons on their journey of recovery by providing recovery-focused education and a peer support network.

**contactus@  
resilience.  
org.sg**

Resilience Education is one of their programmes that comprise a series of 6 modular workshops largely for peers with the lived experience of a mental health condition.

Their peer support programmes include Circle of We and Virtual Coffee, safe spaces where peers are able to openly share their thoughts, and Photostory, which celebrates the journey of mental health recovery through visual imagery and stands testament to the impact of empowerment and resilience.

# Annex A – List of potential agencies for collaboration

**SHINE  
Children  
and Youth  
Services  
(ResiL!ence)**

**resilience@  
shine.org.sg**

ResiL!ence is a community-based youth mental health programme meant for youths, aged 12 to 25 years, and their caregivers who are keen to gain insights and improve mental wellbeing.

Their range of services aimed at promoting youth mental health include:

1. Psychoeducation for youths and caregivers
2. Information and referral
3. Mental Health Screening
4. Interest based resilience building groups and activities
5. Basic emotional support (mentoring, support groups, peer supporting)
6. Caregiver support

**SAMH  
YouthReach**

**youthreach  
@samhealth.  
org.sg**

YouthReach provides psychosocial support and recovery programmes for youths (aged 12 to 21) with emotional, psychological and psychiatric issues in the community.

Services include:

1. Counselling
2. Case management
3. Family psychoeducation programme
4. Expressive therapies
5. Psycho-social activities

# Annex B - Evaluation Tools

## STIGMA EVALUATION SURVEY

### Tips on conducting evaluation

- Online survey can be conducted via [typeform.com](https://www.typeform.com) or [surveymonkey](https://www.surveymonkey.com)
- Distribute survey via social media, or QR code at the event
- Offer incentives for completing the survey

## STIGMA EVALUATION SURVEY

	Agree Strongly	Agree Slightly	Neither Agree nor Disagree	Disagree Slightly	Disagree Strongly
1. Before the event, if a friend had a mental health issue, I would have known what advice to give them to get professional help	1	2	3	4	5
2. After the event, if a friend has a mental health issue, I would now know what advice to give them to get professional help	1	2	3	4	5
3. Before the event, I felt that one of the main causes of mental health issues is a lack of self-discipline and will-power	1	2	3	4	5
4. After the event, I feel that one of the main causes of mental health issues is a lack of self-discipline and will-power	1	2	3	4	5

# Annex B - Evaluation Tools

## STIGMA EVALUATION SURVEY

	<b>Agree Strongly</b>	<b>Agree Slightly</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree Slightly</b>	<b>Disagree Strongly</b>
5. Before the event, I felt that people with mental health issues should not be given any responsibility	1	2	3	4	5
6. After the event, I feel that people with mental health issues should not be given any responsibility	1	2	3	4	5
7. Before the event, I would have been willing to work with a person with a mental health issue	1	2	3	4	5
8. After the event, I would be willing to work with a person with a mental health issue	1	2	3	4	5
9. Before the event, I would have been willing to continue a relationship with a friend who develops a mental health issue	1	2	3	4	5
10. After the event, I would be willing to continue a relationship with a friend who develops a mental health issue	1	2	3	4	5

# Annex B - Evaluation Tools

## FEEDBACK SURVEY

1. How did you hear about this event?
2. On a scale of 1-10, how would you rate the event overall?
3. On a scale of 1-10, how satisfied are you with the following aspects of the event? (can be specified based on event, e.g. content, location, speakers, information provided, relatability, aesthetics, etc)
4. Would you attend more of such events in the future?
5. Would you recommend this event to your friends and family?
6. If you could change one thing about this event, what would it be?

## Acknowledgements

NCSS would like to thank the following partners and individuals for their invaluable contributions to the guide –

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Lim Yun Yee

Sheila Chai Shi Rui

Cho Ming Xiu (Campus PSY and Youth Alliance)

Wong Yong Xuan Joel (TOUCH Community Services and Youth Alliance)

