



HEADS UP!

A toolkit of sessions to run with young people to promote mental health and emotional well-being

HEADS UP!

A toolkit of sessions to run with young people to promote mental health and emotional well-being

Author Wook Hamilton

Designed by Lívia Halmkan

Copyright of UK Youth and the Paul Hamlyn Foundation 2015.

The material in this resource is subject to a restricted waiver of copyright to allow the purchaser or registered owner to photocopy and/or electronically print material contained in the resource for use solely within their own youth group, school or college. This restricted waiver is subject to the following conditions:

All copies shall be made without alteration or abridgement and must retain acknowledgement of UK Youth/Paul Hamlyn Foundation copyright.

The youth group, school or college shall not sell, hire, or otherwise derive revenue from copies of any material contained in this resource, nor shall they distribute copies beyond their own organisation

This restricted waiver of copyright is not transferable and may be withdrawn if any of the above conditions are breached

Permission for any other usage of the materials contained within the resource must be sought in writing by contacting info@ukyouth.org

While all reasonable care has been taken in the compilation and editing of this publication, neither UK Youth nor the Paul Hamlyn Foundation shall be liable for any loss, howsoever arising, which is occasioned to any person who places reliance upon any editorial material and in particular (but without limitation) for any loss occasioned by factual changes which have occurred since this resource was developed.

UK Youth is a registered charity, number 1110590

UK Youth is a company limited by guarantee registered in England and Wales number 5402004

info@ukyouth.org

www.ukyouth.org

This publication was made possible by funding from the Paul Hamlyn Foundation.



CONTENTS

PART ONE INTRODUCTION

Acknowledgements	5
Foreword	6
About the toolkit	7
Accreditation	8

PART TWO SESSION PLANS

Promoting emotional well-being	9
Mental health awareness	15
Looking after yourself	20
Supporting friends	23
Reaching out	28
Drugs and alcohol	31
Self-harm	35
Dealing with anger	41
Food and mood	47
Managing stress	51
Healthy relationships	55
Thinking and feeling	58
When bad things happen	64

PART THREE FURTHER RESOURCES

Useful contacts and resources	68
-------------------------------	----

Acknowledgements

This toolkit has been written with the help and support of Yvonne Richards (UK Youth), Susan Blishen, (Paul Hamlyn Foundation), and Frankie Carr (Mental Health Foundation). Inspiration for some of the activities has been drawn from ideas developed within the following projects:

Right Here, Sheffield www.right-here.org.uk/projects/sheffield

Right Here, Brighton & Hove www.right-here-brightonandhove.org.uk

4Youth, Hampshire and the Isle of White www.4youth.org.uk

Young Oasis, Brighton www.oasisproject.org.uk/services/young-oasis-centre

Healthy Conversations, The Foyer Federation
www.foyer.net/what-we-do/projects-initiatives/healthy-conversations

Body: Physical health and wellbeing activities for young people, Vanessa Rogers,
The National Youth Agency www.vanessarogers.co.uk

Academic Resilience, Sam Taylor, Angie Hart, www.boingboing.org.uk

This publication was made possible by funding from the Paul Hamlyn Foundation.

Foreword

The Paul Hamlyn Foundation is delighted to support and contribute to this publication, which draws on the experience of our five-year (2009 – 2014) Right Here young people's mental health programme, jointly run with the Mental Health Foundation and four 'pilots' in Brighton and Hove; Fermanagh, Northern Ireland; Newham and Sheffield.

One of the founding principles of Right Here was that youth work and mental health go hand in hand. The programme enabled the youth organisations running the four pilots to fully explore how youth work and early intervention and preventative mental health approaches could work together. Our evaluation results showed that when mental health was 'reframed in the context of activities which approached mental health more obliquely'¹, young people and project workers benefited. But the critical factor in this marriage, the one that made all the difference to the young beneficiaries, was 'the quality of the relationship the young people made with the youth or key worker.'²

With the benefit of this all-important relationship, the session plans and activities offered here can help you to build the emotional well-being of the young people you work with. Some of them come from Right Here; some come from other youth organisations which have successfully integrated mental health awareness and the building of resilience and emotional well-being in their work. We thank all of the organisations who have contributed and those, including UK Youth, 4 Youth, Street Games and London Youth, who gave us the opportunity to test and refine the activities in a series of training sessions for youth workers, which Right Here consultants, including young 'graduates' of the programme, ran with UK Youth last year. We are pleased that Street Games and UK Youth will be taking forward this training in 2015.

Enjoy the activities; adapt them; make them your own so that more and more young people get the support they need from the people they trust. In doing so, you'll be part of a growing movement to create new approaches to addressing the mental health needs of young people which takes account of what young people want, not what service providers think they should have. This is one of the legacies of Right Here.

Susan Blishen,

Consultant to, and former Manager of, Right Here (Paul Hamlyn Foundation)

1 Right Here (2015), Evaluation of Right Here: A Young People's Mental Health Initiative of the Paul Hamlyn and Mental Health Foundations, The Institute of Voluntary Action Research

2 Ibid

About the toolkit

*'Mental well-being can be described as a combination of how we feel ...and how we function... It is something that affects everyone, old and young, and anyone can experience good or poor mental well-being.'*³

*'Youth work and mental health go hand in hand'*⁴

Promoting emotional well-being should be at the heart of all work with young people. The sessions in this toolkit aim to:

- Build resilience in young people so that they are better equipped to deal with the challenges that come their way
- Raise awareness of mental health, the stigma that surrounds it and how best to respond
- Address particular issues which may affect young people's emotional well-being
- Encourage young people to reach out for support if they need it.

Using the toolkit

These session plans are designed to be used in a variety of settings and are meant as tools for you to use and adapt in a way that suits your own context. The following principles will help you when running sessions:

Be informed – Make sure you read up on a topic before you run a session. Links are provided to relevant information at the start of each session. Also make sure you have information ready to hand about relevant support services.

Be supported – Make sure you have someone you can talk to after a session. If we want to encourage young people to reach for support we need to make sure we are supported too - co-facilitating works well for this reason.

Be comfortable – Sessions will be more successful the more comfortable you are with the material. If you don't feel comfortable with activities then either try them out beforehand with colleagues or adapt them to fit with your own style e.g. If you're not sure about leading a relaxation session, try it out yourself beforehand or use a different one that you personally like better!

Be human – If these sessions stir things up for young people then the most helpful thing you can do is listen and be human. You are the person that the young person trusts and has chosen to talk to, so how you respond is important.

3 Right Here (2014) How to promote mental well-being in youth work practice

4 wellinformed.org.uk/young-people-and-emotional-wellbeing

Accreditation

This toolkit is designed to work flexibly as a fifteen hour programme, or as individual sessions (or a linked series of sessions). The time spent taking part in the programme can go towards one or more Challenges of a Bronze Youth Achievement Award (YAA) or count towards the Award in Personal Achievement (AinPA).

YAA can also be achieved at a higher level Award (Silver, Gold or Platinum) where young people take increasing responsibility for helping to plan, run and deliver sessions, or take on a peer education role.

Organisations will need to be registered to deliver YAA or AinPA, and delivery workers must attend an introductory training day.

For further information on accrediting the programme through these Awards please go to: www.ukyouth.org/accredited-learning

PROMOTING WELL-BEING

Time
1½ - 2
hours



Aim

- To raise awareness of what helps to promote emotional well-being
- To explore 'the five ways to well-being' and encourage young people to try these out in practice

Background information

This session is based on a set of evidence-based actions which have been demonstrated to promote mental and emotional well-being. Read the following pages before delivering this session: www.wellinformed.org.uk/young-people-and-emotional-wellbeing



Tips

Be prepared to give support and encouragement to groups when setting up the tasks and have some examples up your sleeve e.g. for the 'connect' task, some young people may struggle to think of people they can count on – be aware of this and give support as needed. For the 'keep learning' tasks, give some examples of things you may have learnt recently or want to learn how to do.

Preparation and materials

- Well-being task worksheets
- Large sheets of paper stuck together with five-pointed star drawn on it
- Coloured pens or paints

Additional optional resources:

- Well-being postcards for participants printed from:
www.neweconomics.org/projects/entry/five-ways-to-well-being-postcards

Plan

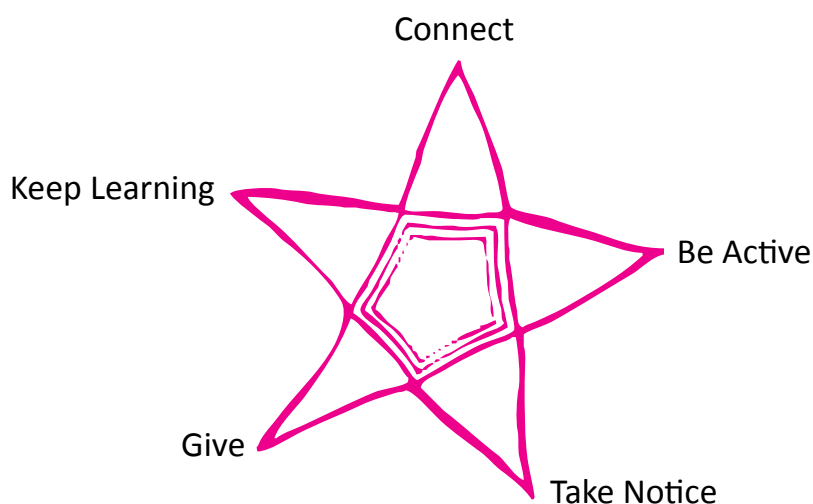
1. Introducing well-being

Open up a discussion about well-being. How can we build our well-being and confidence and feel better about ourselves?

2. Five ways to well-being

Introduce the five ways to well-being¹ and explain that these have been shown to promote well-being through simple things that individuals can do in their everyday lives. Notice if some people have already mentioned some of these in the earlier discussion. If you have printed off the well-being postcards you can hand these out now. Place the paper on the floor and explain that you will be making a well-being mandala (5-pointed star) together after you have done the activities.

Five ways to well-being



3. Well-being task groups

Divide the group into up to five smaller groups and explain that they are going to take turns doing a set of tasks relating to each of the well-being areas. Give out the task sheets to each group and ensure that they understand what is expected of them. You will need to time the task and give at least 7 minutes each. Rotate until all groups have completed all tasks.

4. Making a well-being mandala²

Finally, as a way of drawing it together (or you can invite groups to do this as they go along for a longer session) place the large piece of paper with a star on it on the floor or table. Ask everyone to contribute to the mandala or star, writing or drawing anything from the well-being tasks that they thought were good ideas to promote well-being.



Encourage participants to download the Five Ways to Well-being app which sets tasks and tracks wellbeing activities.

www.neweconomics.org/projects/entry/five-ways-to-well-being

¹ <http://www.neweconomics.org/projects/entry/five-ways-to-well-being>

² A mandala is a symbol that comes from the Hindu and Buddhist traditions and is meant to represent balance and harmony in the universe.

Five ways to well-being - GROUP TASKS



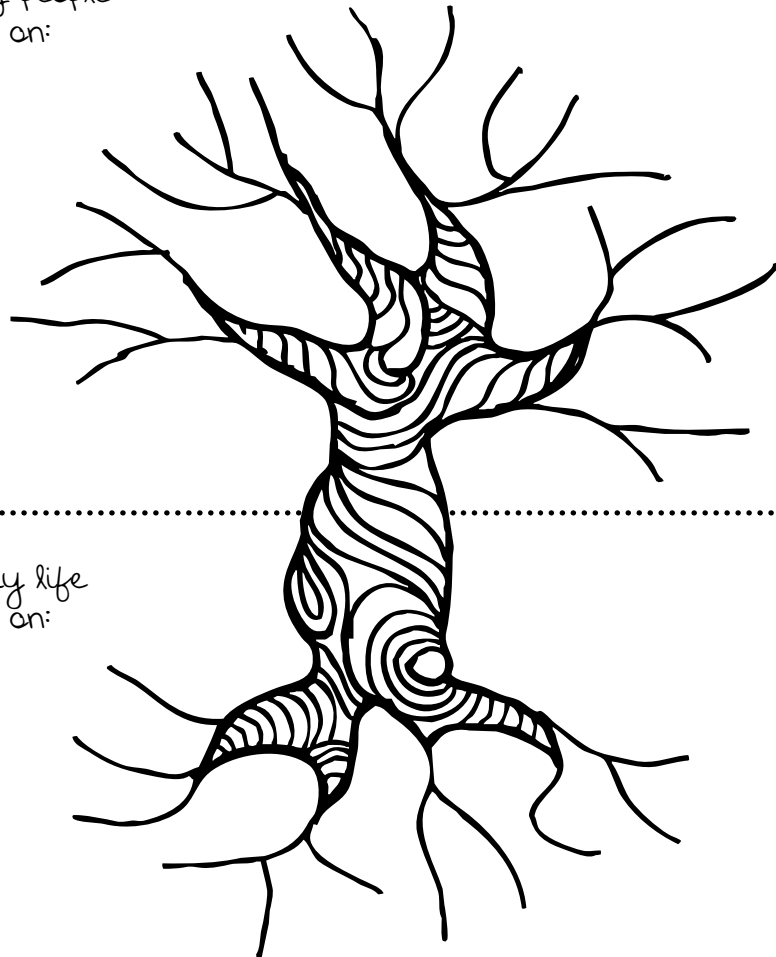
Cut out the group tasks and give one out to each group member as they go through the tasks.

Task 1: Connect

a) Fill out the tree below with people you can count on. Put friends and other young people in the branches and adults in the roots. Include people who you haven't seen for a while as well as those who are in your everyday life.

People I can count on:

Other young people
I can count on:



Adults in my life
I can count on:

Adapted from Taylor & Hart, (2014), The Resilient Classroom, BOND & Young Minds 2014

b) Saying thank you...

Is there anyone in your life you would like to say thank you to? Someone who smiled at you in the street? Someone who helped you make a difficult decision? Someone you was kind to you?

Share these cards and the stories with one other person in the group.

If you want to you, can also take these cards away and give them to the person you want to say thank you to.



<p>Thank you</p> <p>To</p> <p>.....</p> <p>Thank you for.....</p> <p>.....</p> <p>.....</p>	<p>Thank you</p> <p>To</p> <p>.....</p> <p>Thank you for.....</p> <p>.....</p> <p>.....</p>
<p>Thank you</p> <p>To</p> <p>.....</p> <p>Thank you for.....</p> <p>.....</p> <p>.....</p>	<p>Thank you</p> <p>To</p> <p>.....</p> <p>Thank you for.....</p> <p>.....</p> <p>.....</p>

Task 2: Be active

- a) In your groups share all the ways in which you do physical activity in your everyday lives and write them down on a piece of paper
- b) Nominate one person in the group to lead a 5 minute exercise class with the group. Draw straws if no one comes forward.



Task 3: Take notice

Go for a 5 minute walk on your own in the surrounding area in silence and make a note of all the things you can see, smell and hear.

- a) What can you see? (Plants? People? What does the sky look like?)

.....
.....
.....

- b) What can you hear? (People talking? Animals? Birds?)

.....
.....
.....

- c) What can you smell? (Nice? Not so nice?)

.....
.....
.....

- d) Share your answers with the rest of your group and mark the things which more than one of you noticed in common.

Task 4: Keep learning

Fill out this worksheet then share in pairs if you want to.

Include big and small things in your answers – any type of learning; outside of formal education as well as in it; learning in the home or with friends.

a) Name some things that you learnt how to do in the last year.

.....
.....
.....

b) Name some things you would you like to learn more about or learn how to do. Think of ideas for the short and the long term.

.....
.....
.....



Task 5: Give

Fill out this worksheet and share in pairs if you want to.

a) Can you think of a time when someone was kind to you recently?

.....
.....

b) List 3 ways in which you can give to others.

1. I could be kind to..... by.....
2. I could be kind to..... by.....
3. I could be kind to..... by.....

c) Some ways in which I could volunteer my time are:

.....
.....

This can be anything from just a few minutes helping someone out or a more structured activity.

MENTAL HEALTH AWARENESS AND CHALLENGING STIGMA

Time
1-1½
hours



Aim

- To raise awareness of mental health
- To challenge the stigma surrounding mental health

Background information

Mental health problems are very common – 1 in 10 young people experience mental health difficulties and 1 in 4 people will experience a mental health issue at some point in their life, yet mental illness is still surrounded by prejudice, ignorance and fear.

There is huge stigma surrounding mental health and many people say that being discriminated against in work and social situations can be a bigger burden than the illness itself.¹

It would be useful to familiarise yourself with the Time to Change website (www.time-to-change.org.uk) which tackles the issue of stigma and mental health before you run this session.



Tips

Using some of the video footage of young people talking on the websites listed in the Optional Extras section will help to bring the session alive and spark discussion.

Preparation and materials

- Mental health awareness quiz sheets
- Mental health awareness quiz answer sheet
- Small prize (a healthy one!) for the winning quiz team

Additional optional resources:

Print out some of the celebrity pictures and pledges from www.time-to-change.org.uk/pledge/c celebrities and put up around the room

¹ www.time-to-change.org.uk/what-are-mental-health-problems/stigma-discrimination

Plan

1. Graffiti wall

Split the group into two and give each a piece of flip chart – put the paper up on two opposite walls if possible. On one write ‘mental health’ and on the other write ‘mental ill health’.

Give each group some coloured post-it notes and ask them to write down any words – positive or negative - that come to mind in relation to these terms on the post-its and place them on the flip chart.

2. Read through all words and allow discussion



- what terms are appropriate/inappropriate?
- how words can stigmatise and hurt people
- what it means to be mentally healthy
- what it means to be mentally less healthy
- **mental health as a continuum – sometimes we are at one end of the spectrum and sometimes nearer the other – at different points in our lives.**

You can illustrate the mental health continuum by walking between the two flip charts and discussing what might impact on you being at one end or the other. Reinforce the point that we can all have experiences of good and bad mental health.

3. Put the following definition of mental health from the World Health Organisation up on the wall:

‘a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community’²

Does this correspond to anything they have put on the mental health flip chart?

4. Quiz

Get the group into teams of about four and hand out the mental health awareness quiz. Ask them to come up with a name for their team and write it at the top of the answer sheet. Get them to work through the quiz. Alternatively you can do this in a ‘pub quiz’ style and read out the questions.

Get teams to swap their answers for marking. Read out the quiz answers at the end and allow discussions to arise from the topics.

Collect in the answer sheets and award the winning team a small prize.

5. Ask the group to stand at either point along the line according to whether they agree or disagree with this statement:

Stigma is THE biggest burden for people with mental health problems

Agree ----- Disagree

² World Health Organisation, 2008

6. Invite the group to comment on why they stood where they did, then either read out the statements or show videos below.

Young people have described stigma as feeling:

- Isolated – Shamed – Misunderstood - Criticised as a person - Demeaned.

In fact, many said the stigma they received from friends, family, boyfriends or girlfriends, teachers and even doctors was worse than the illness itself.

I kept my symptoms and my feelings to myself quite a lot because I was scared of the reaction that other young people would have towards me
Charlotte www.timetochange.org.uk



You can supplement this session by playing some of the following video extracts:

- Young people talking about what stigma feels like:
www.time-to-change.org.uk/youngpeople/what-stigma
- 'Youtubers' talking about breaking the stigma of mental health:
- Videos of young people talking challenging stigma:
www.time-to-change.org.uk/node/96694

7. End with everyone writing ideas up on a flip chart or graffiti wall for how to challenge stigma in their lives/schools/colleges etc.

Mental health awareness quiz

Team name.....

1. What percentage of young people between 11 and 15 will experience mental health problems?
 - a) 13% of boys and 10% of girls
 - b) 20% of girls and 12% of boys
 - c) 5% of boys and 10% of girls
2. The largest number of admissions to hospital for eating disorders is among young women of which age?
 - a) 13 years
 - b) 15 years
 - c) 17 years

3. Name 3 *physical symptoms* that a person might be feeling stressed or anxious?

4. When released in the body chemical 'endorphins' make people feel happy and full of energy. What do we need to do to release them?

5. People say 'laughter is the best medicine', but what are the benefits of laughter? Name three of these benefits.

6. Can you name 3 ways in which people can help to calm themselves down?

True or false:

7. Some street drugs can cause symptoms similar to mental health issues?
True / False
8. People with mental health problems are dangerous to other people.
True / False
9. Most young people say they can talk to their friends about their mental health problems.
True / False
10. Nine out of ten people with mental health problems experience stigma and discrimination.
True / False

This has been adapted from materials developed by 4Youth in Hampshire & Isle of White

Mental health awareness quiz answers

1. What percentage of young people between 11 and 15 will experience a mental health problem?
a) 13% of boys and 10% of girls ¹
2. The largest number of admissions to hospital for eating disorders is among young women of which age?²
b) 15 years
3. Name 3 *physical symptoms* that a person might be feeling stressed or anxious?
For example - any of the following: headache, muscle twitches, feeling nervous, feeling sick, rapid breathing, shaking, fidgeting, clenched fist, butterflies.
4. When released in the body chemical 'endorphins' makes people feel happy and full of energy. What do we need to do to release them?

Physical activity / exercise / laughter
5. People say 'laughter is the best medicine' but what are the benefits of laughter? Name three of these benefits.

Boosts immune system, relieves tension, improves blood pressure, reduces pain, decreases stress, reduces aggression, has similar effects on the body to a short burst of exercise.
6. Can you name 3 ways that people can help to calm themselves down?

For example 3 of the following - breathing exercises, meditation, exercise, walking, having a bath, massage, yoga, jogging, running, stroking the family pet, listening to favourite music.

True or false?

7. Some street drugs can cause symptoms similar to mental health issues?

True. Some evidence suggests that cannabis users, especially if they use it heavily when they are young and continue over a long period of time, are more likely to suffer depression or anxiety disorders. It may also be an additional risk factor for someone who is already vulnerable to developing schizophrenia. It is difficult to be absolutely sure that it is the cannabis that actually causes these problems, but the possibility should be taken seriously.³
8. People with mental health problems are dangerous to other people.

False. The majority of violent crimes and homicides are committed by people who do not have mental health problems. People with mental health problems are more dangerous to themselves than they are to others: 90% of people who die through suicide in the UK are experiencing mental distress and suicide is the 2nd most common cause of death for young people under 24.⁴
9. Most young people say they can talk to their friends about their mental health problems.

False: Nearly three in four young people fear the reactions of friends when they talk about their mental health problems. ⁵
10. Nine out of ten people with mental health problems experience stigma and discrimination.

True: People with mental health problems often report that one of the hardest thing about having a mental health problem is the stigma that surrounds it. ⁶

1 Association of Young People's Health, 2013, Key Data on Adolescence

2 Association of Young People's Health, 2013, Key Data on Adolescence

3 www.drugscience.org.uk/drugs-info/cannabis/

4 www.time-to-change.org.uk/news-media/media-advisory-service/help-journalists/violence-mental-health-problems

5 www.time-to-change.org.uk/youngpeople/myths-and-facts

6 www.time-to-change.org.uk

LOOKING AFTER YOURSELF

Time
45 min



Aim

- To explore different ways for young people to look after themselves
- To strengthen young people's coping mechanisms
- To empower young people to find ways to look after their own mental health

Background information

One of the most important ways to promote mental health and emotional well-being is to encourage young people to find their own ways to support themselves. Not everyone has learnt to have healthy coping mechanisms so it is important to encourage this as a skill in itself. This session is about encouraging young people to share ideas about what helps them to cope and about developing new strategies to try out. Having healthy coping strategies is an important ingredient of building resilience in young people.



Tips

You could use parts of this session, especially the first aid kit exercise and 'Inhand app' alongside other sessions in this resource as a way of finishing on a positive note.

This session can also be used as an introduction to the promoting well-being session.

Preparation and materials

- Emotional first aid kit worksheet for all participants
- Monkey or any other funny object to throw

Additional optional resources:

Inhand app downloaded from www.inhand.org.uk



Plan

1. Ask the group what they do that helps their physical health and put ideas up on a flip chart. Make sure you include 'ordinary' things like walking and sitting down to eat a meal, as well as more obvious ones like going to the gym and not eating too much chocolate.

Now open up the idea that we need to look after our mental health just like our physical health.



Ask young people to bring a playlist of music that they find relaxing. Pick a name out of a hat and play the music whilst you do the following exercise. This might be something they put in their first aid kit (below).

2. Your emotional first aid kit

Hand out the emotional first aid kit worksheet. Ask them to write something in each box that they do to help themselves when they feel stressed, upset or angry. Note that some things they do for their physical health are also good for their mental health. Encourage them to include things they haven't done for a while or might like to start to do in the future as well as things they already do.

3. Invite them to share these in pairs. You can mention that not everything that people will have in their first aid kit will be good for them.



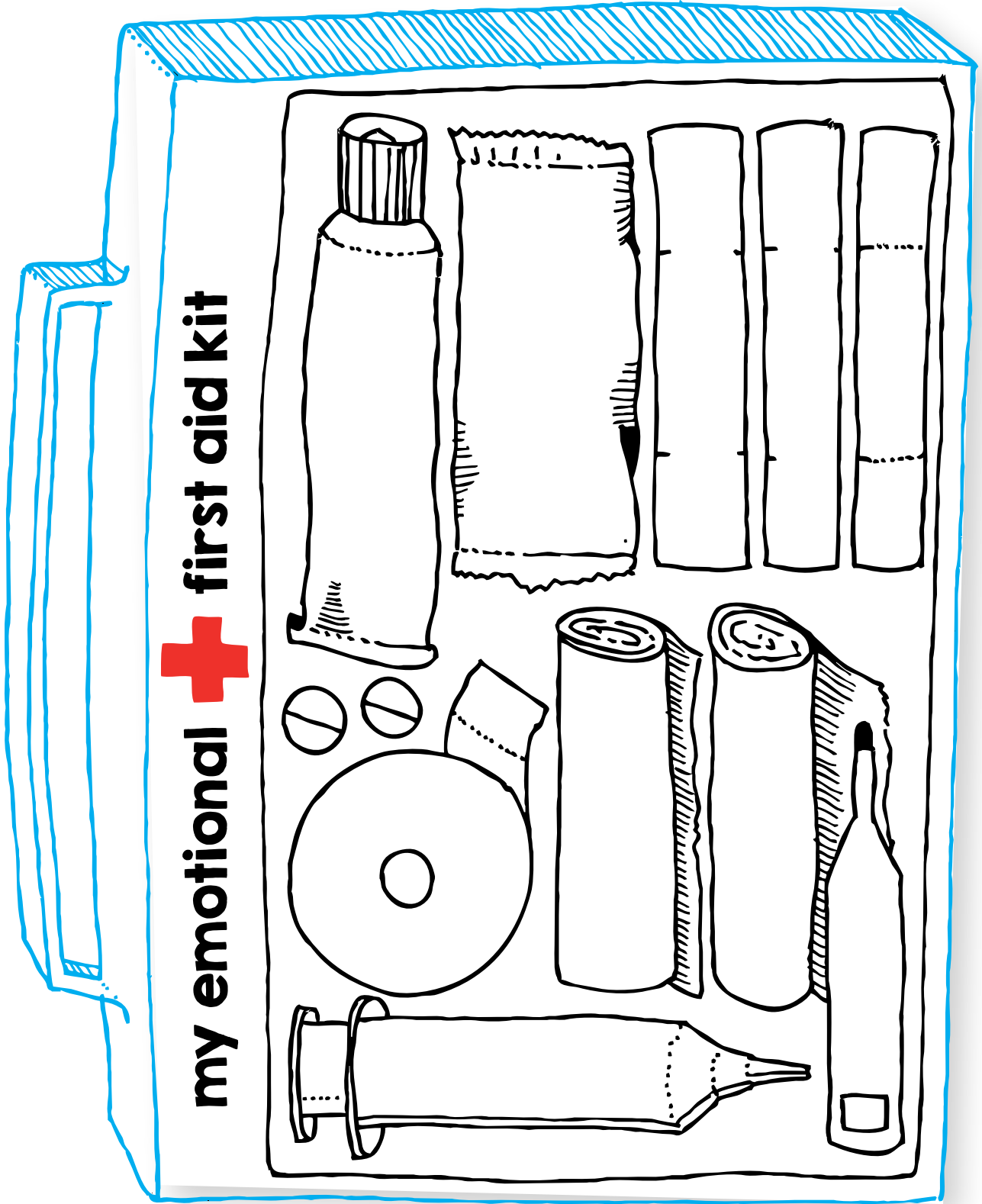
Show the group the Inhand app – some of them might want to download it and have a go. If possible you could show the clips from www.inhand.org.uk/#testimonials. Discuss how they might use the app.

4. Throw the monkey

End by standing in a circle and throwing the monkey (or any other funny object). When you catch the monkey you have to say one thing that you have put in your emotional first aid kit.

5. Ask everyone to write one new thing in their emotional first aid kit. This may be something that someone else has said and they would like to try out.

6. End by encouraging the group to go away and do something from their first aid kit that they haven't done for a while or to try out something new.



my emotional + first aid kit

SUPPORTING YOUR FRIENDS

Time
1-1½
hours



Aim

- To understand the important role that friends can play in offering support
- To explore helpful ways to respond to a friend
- To raise awareness of where to go for support and help

Background information

Friends provide a really important source of support for young people and can make all the difference to someone's emotional health.

Preparation and materials

- Human bingo score sheets – one for every participant
- Role play cards
- Be familiar with websites and helplines that support young people e.g. www.thesite.org, www.youngminds.org.uk, Samaritans helpline etc.
- Extra supporting materials can be downloaded from www.time-to-change.org.uk/Make-Time

Plan

1. Give everyone a human bingo score sheet. Get them to play a game of bingo by finding someone in the room who can say yes to the statements on the card. Instructions at the bottom. The winner is the first person to shout BINGO!
2. A friend in need is a friend indeed
Put this statement up on the wall or flip chart and ask them to think about what they want from their friends when they are in need.

In small groups get them to arrange the 'friend in need' cards into 3 piles.

- 1) Top things I want from my friend
- 2) Sometimes want and sometimes don't want from my friend
- 3) Definitely don't want from my friend!



Watch the video at www.time-to-change.org.uk/Make-Time
Print out Thea's story from www.time-to-change.org.uk/blog/it-doesnt-take-long-send-quick-text-impact-it-has-huge and get groups to discuss it.

3. Role-play exercise.
Ask for a volunteers to take part in the role-play. One volunteer will play the young person in distress and others will take it in turns to try to offer them support.
Hand out the role-play cards and set up the role-play. Take feedback and discussion afterwards.



- What was a helpful thing to say?
- The value of just listening?
- When would they suggest that they got support from somewhere?
- Where would you suggest that they went for support?



Show clips on different people's tips on how to talk to someone about mental health www.time-to-change.org.uk/talk-about-mental-health/tips

4. Everyone to have a long strip of paper attached to their back. Everyone walks around and writes one nice thing about the person on their back.





HUMAN BINGO



	Have you supported a friend who was upset in the last week?	Do you know the name of a helpline or website that supports young people?	Are you wearing black socks?
Signed			
	Have you asked someone how they are in the last week?	Have you done any exercise in the last week?	Have you cheered someone up who was feeling down in the last week?
Signed			
	Have you congratulated a friend on something they have done in the last week?	Have you made someone laugh today?	Did you have toast for breakfast?
Signed			
	Have you thanked someone for something they did for you in the last week?	Do you play a musical instrument?	Have you given someone a compliment in the last week?
Signed			

- The task is to find someone that can say YES to each of the statements above
- They must sign their name against the statement that they can say yes to
- Each statement must be signed by only one person
- You may sign your own sheet once
- You may sign someone else's sheet a maximum of twice (three times if group is small)
- When you have filled up your bingo card, shout BINGO!

Adapted from materials developed by the Right Here project in Brighton & Hove

Role play cards

instructions

Cut these up and give them out to person A and person B to do the role-play exercise.

Feeling down

Person A

You have been feeling really low for a while. You're not sleeping well and are not enjoying doing the things you usually like doing. You are worried about talking to anyone about it because you think they are already annoyed at you for being unsociable and think you have to put a brave face on it.

Person B

Your friend hasn't been hanging out with you as much as usual and seems to take offence at things really easily. You are alone together for the first time in ages and you decide to find out what the matter is.

Feeling scared

Person A

You have become frightened of going out to social events. This started a few months ago when you were out with friends and saw a fight going on – you became very panicky and your heart started to beat very fast – you felt frightened and made excuses to go home. Since then you have started to avoid going out in case it happens again. Recently you did go to a friend's party but you started to feel really uncomfortable and tearful and left early. You feel worried about talking to anyone about this because you think they will think you're being silly.

Person B

Your friend left in tears from a party the other day and you have noticed that she doesn't quite seem herself recently. You haven't seen her on her own since then. You find yourself travelling on the bus next to her and you decide to bring it up.

A 'friend in need' cards

instructions

Cut these up and copy for each group to use in the friend in need exercise

<p>Contacts you when you're off school, college or work for a while</p> <p>'friend in need' card</p>	<p>Listens to you</p> <p>'friend in need' card</p>
<p>Gives you a hug</p> <p>'friend in need' card</p>	<p>Tells you they are worried about you if you're not yourself</p> <p>'friend in need' card</p>
<p>Gives you advice</p> <p>'friend in need' card</p>	<p>Offers to come to the doctor with you</p> <p>'friend in need' card</p>
<p>Tells you what to do</p> <p>'friend in need' card</p>	<p>Tells you what they would do</p> <p>'friend in need' card</p>
<p>Knows how you really feel</p> <p>'friend in need' card</p>	<p>Blames you</p> <p>'friend in need' card</p>
<p>Tells other people about your problems</p> <p>'friend in need' card</p>	<p>You can be silly around each other</p> <p>'friend in need' card</p>
<p>Sticks up for you</p> <p>'friend in need' card</p>	<p>They call you just to say 'hi'</p> <p>'friend in need' card</p>
<p>Know just how to cheer you up</p> <p>'friend in need' card</p>	<p>Makes you laugh</p> <p>'friend in need' card</p>
<p>Ignores you when you're having a bad time</p> <p>'friend in need' card</p>	<p>Comes round to see you if you ask Tells you to get over it</p> <p>'friend in need' card</p>

REACHING OUT

Time
1 hour



Aim

- To explore what social support young people have
- To encourage young people to reach out to friends and professionals when they need to
- To expand young people's networks

Background information

Being able to reach out to people when you need to is so important in building resilience in young people. The importance of connection for our well-being is described in these pages. www.nhs.uk/Conditions/stress-anxiety-depression/Pages/Connect-for-mental-wellbeing.aspx



Tips

Keep an eye out for anyone who finds it difficult to think of people to put in their network. This exercise can sometimes highlight someone's lack of support. If this happens, you may need to help someone to think through who could go on the helping hand or to follow this up with some suggestions about how to expand their networks.

Preparation and materials

- Have some information available on local sources of support for young people

Additional optional resources:

- Download this app before the session www.moodbug.me
- Be familiar with useful websites that offer support to young people before the session.

Here are some examples:

www.sane.org.uk/what_we_do/support/www.thesite.org/mental-health



Plan

1. Act out your emotions

Get the group into a circle and put a hat with pieces of paper with the emotions written on them in the middle. Use the list below or add your own. Take it in turns to pick an emotion out of the hat and mime it to the group. Whoever guesses it right it goes next.

ANGRY – EXCITED – WORRIED – FRIGHTENED – STRESSED – NERVOUS – JEALOUS – SAD – HAPPY – DISGUSTED – SHOCKED – BORED – LONELY

2. 'A trouble shared is a trouble halved'

Put this up on a flip chart or wall. Introduce the idea that we all need to reach out for support in our lives with this well-known proverb. Research has shown that this is true and sharing your feelings can really reduce stress levels.

discussion points

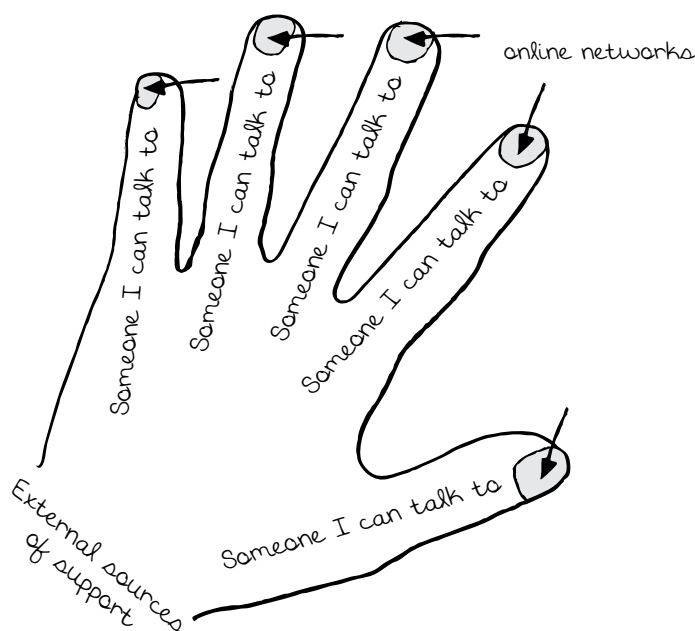
You might want to acknowledge the following at this point:

- Sometimes we might turn to people or things that are not helpful e.g. websites, abusive relationships, but underneath this is a human need for connection
- We often don't reach out for help at the very times in our lives when we most need it, which can make things worse.

3. Give out a blank piece of paper to everyone and ask them to draw an outline of their hand. Then ask them to fill in one person on each finger that they could talk to if they needed to. The list should include adults in their life as well as friends, people that you don't see so often, as well as those you do.

On the fingernails write any online networks they belong to – e.g. 246 Facebook friends, WhatsApp, online forums etc.

On the wrist ask them to write any external sources of support like local websites and helplines or somewhere they might turn to in an emergency.



discussion points

Acknowledge that sometimes there are people we would like to see more of – sometimes this is possible – if so, encourage people to get back in touch – and sometimes it's not, so sensitivity is needed here.

- 4.** Get feedback from the group about the external sources of support and encourage them to write new ideas for these on their hand from the information you have available on local support services.



Reaching out to friends - introduce the mood bug app. Get them to fill out the mood bug app and discuss. www.moodbug.me

- 5.** Reaching out for extra support.

This might be a youth support or counselling centre, talking to an adult about it or going to the doctor. Ask young people to make two lists.

1. What are the barriers to going to the doctor/youth support/counselling centre etc?
2. What would help to do this?
3. Either come back together and discuss what you need to know before you go to the doctor/youth support/counselling centre and what would help you take that step, or do this using the app below.



Show young people the docready website which helps young people get ready for an appointment with the doctor. Ask them to look through the information and advice and building your own checklist in small groups then take feedback. www.docready.org

- 6.** Return to standing in a circle and put the following emotions in the hat. Repeat the earlier exercise to finish off.

PROUD – BRAVE – ASSERTIVE – DETERMINED - PLEASED

DRUGS, ALCOHOL AND MENTAL HEALTH



Aim

- To raise awareness of why some young people drink and use drugs
- To understand the links between drinking, drugs and coping
- To be aware of the risks to young people's mental health
- To consider ways to have a healthy relationship with drink

Background information

There are lots of reasons why people drink and take drugs and some reasons are healthier than others. Sometimes young people will drink or take drugs to help them to cope with difficult feelings or to make them feel better. The trouble is, that although it may help in the short term, alcohol and drugs can also make you feel worse, and in some cases have a bad effect on your mental health.

This session aims to explore these issues with young people and help them be more aware of the relationship between drinking, drugs, coping strategies and how they feel.

Tips

This session might work well as part of a longer session on drugs and alcohol and how to keep safe.

Preparation and materials

- Reasons cards – cut up
- Traffic lights– several sets for group work

Online resources for optional extensions to session:

- www.tes.co.uk/teaching-resource/KS3-4-PSHE-Drugs-Breaking-the-Habit-6044030/
- www.talktofrank.com/mess-with-your-mind
- www.thesite.org/drink-and-drugs

Plan

1. Open up a conversation on why young people drink or use drugs and ask them to name some of the reasons.
2. Write the reasons they give onto cards and place on the floor and add the pre-prepared cards to the pile¹.
3. Divide into two or more groups (depending on numbers) and ask them to arrange the reasons cards under the red, amber and green traffic lights. Explain the red light represents a reason that might be risky/or cause for concern; amber represents a bit worrying / or depends; green represents a harmless reason.

The aim of this is for young people to have a discussion about these reasons and consider when things give rise for concern – not necessarily to get the ‘right’ answer.

Share the lists from the groups and discuss any differences of opinion.



If you have internet access and a screen then you can use the interactive clip from the talktofrank website which highlights some of the effects of cannabis on how you feel www.talktofrank.com/mess-with-your-mind or for an extended version for school age young people: www.tes.co.uk/teaching-resource/KS3-4-PSHE-Drugs-Breaking-the-Habit-6044030/

4. Hot seat debate: Put this question on a flip chart or board:
DO DRINK OR DRUGS HELP YOUNG PEOPLE TO COPE OR MAKE THINGS WORSE?

Put two chairs out facing each other in front of the group and explain that you are going to have a debate about this question. On one chair stick a piece of paper saying *Drinking or taking drugs help people cope* and on the other put *Drinking or taking drugs makes things worse*.

You may need to kick it off by sitting in the chairs and saying something controversial (e.g. *drinking is good for you and helps you to relax*). You can do this at various points in the exercise to keep the discussion going or to raise particular issues.

If anyone has something to say they must sit in one of the seats to say it. Either invite people to come forward or pick names out of a hat.



- How drinking and drugs can exacerbate how you feel e.g. you may drink alcohol to make yourself feel better in the short term, but it can also make you feel more anxious or have a depressive effect on your mood either at the time or the next day.
- People can use drink or drugs to cover up how they are feeling. It's best to get other support if you are feeling bad.

5. Put *Tips* at top of flip chart paper. Get the group to look back at the lists they made under the red traffic lights and ask them to come up with any advice or tips for young people on how to keep safe and on any other ways to cope with feelings.

Put these ideas up on the flip chart for everyone to see.

¹ This activity came from Young Oasis in Brighton

Reasons cards: Why young people may drink or use drugs



instructions

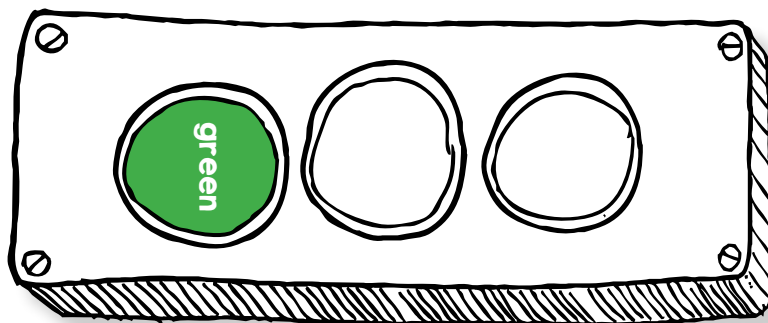
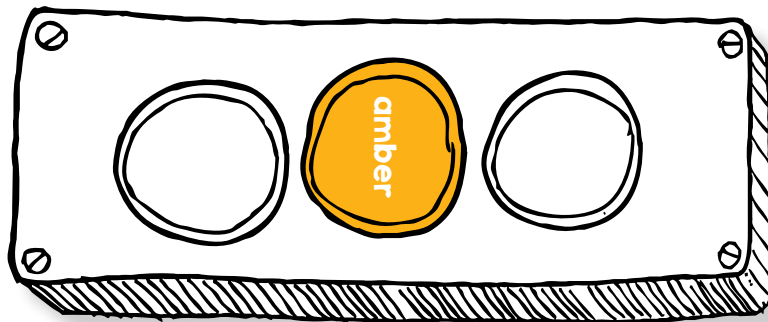
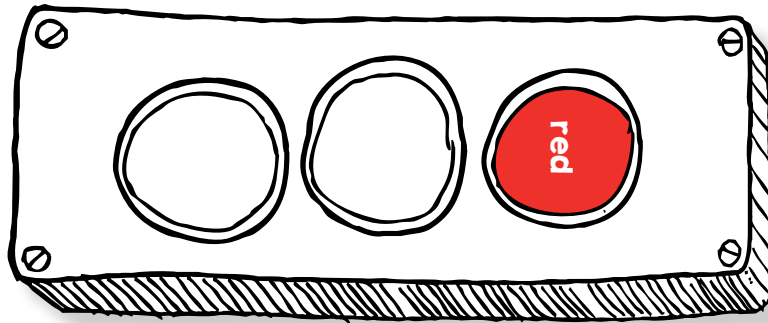
Cut these up and use in group work exercise.

Racing mind Reasons Card	Show emotion Reasons Card
Have a good cry Reasons Card	Talk about how you feel Reasons Card
Get anger off your chest Reasons Card	Have more confidence Reasons Card
Easier to talk to people Reasons Card	Have a laugh with friends Reasons Card
Chill out Reasons Card	Be cool Reasons Card
Stop you feeling anything Reasons Card	Being bored Reasons Card
To escape Reasons Card	Make you happy Reasons Card
Get drunk/wrecked Reasons Card	Have fun Reasons Card

Traffic lights



Cut these up and use in group work exercise.



SELF-HARM

Time
1 1/2
hours



Aim

- To raise awareness of why young people self-harm
- To support young people in feeling more confident about responding to self-harm
- To consider alternatives to self-harm and how to keep safe

Background information

Self-harm amongst young people has increased and it is something that professionals, young people and parents all say they feel a high level of concern about but are unsure how to respond to.¹ Many young people say they use self-harm to manage how they feel but that they feel misunderstood when they talk to others about it.

It may be helpful to read this information before you run the session.

www.wellinformed.org.uk/young-people-who-self-harm



Tips

You should bear the following in mind when running this workshop:

- Try to normalise self-harm without glamorising it
- Provide a safe place for young people to discuss their ideas (and maybe even their experiences)
- Be prepared for potential distress and have an action plan in place if this happens
- Set very clear ground rules

Preparation and materials

- Myth buster facts cards (one set)
- Safety cards (one for each participant)
- The cycle of self-harm worksheet (one per participant)
- Box of objects for alternative strategies exercise to include:
 - Ice cube tray - Bubble wrap – Glowstick - Nail varnish - Permanent red marker pen - Little notebook - Chocolate bar – Paintbrush - Elastic band - Soft toy
- Include pieces of paper saying 'tell someone', 'distract yourself with music', 'phone a help-line'.

¹ www.wellinformed.org.uk

Plan

1. Ice-breaker – go round (say name if don't know everyone) and first word you think of when you hear 'self-harm'.

Read out the following definition of self-harm:

'Intentional harming of the body by a range of different methods, commonly cutting.'²

Explain that the session is going to explore attitudes and reasons for self-harming or how to support someone who does.

2. Myth busting exercise:
Read out each of the following statements and ask them to stand on the line depending on how much they agree or disagree with the statement.

Agree-----Disagree

Ask one person at each end and one in the middle to explain why they stood there. Allow discussion in the group. Ask someone to read out the myth buster card at the end of each discussion.

- Self-harm is attention seeking
- If you are punished for self-harm you are more likely to do it again
- Young people self-harm more than any other age group
- Self-harm is a consequence of suicidal thoughts
- Self-harm is a result of mental ill-health
- Someone who is LGBTU is more likely to self-harm
- Young people self-harm as a way of expressing feelings

3. The cycle of self-harm – feelings
Ask them to discuss what might trigger a self-harm episode and how someone might feel before/during/after self-harming.

Give out the cycle of self-harm and discuss – get them to add any other feelings to the cycle they have come up with.

Explain that self-harming is a response to difficult feelings and if we can understand these feelings someone can help themselves to cope with them in different and healthier ways.

4. Alternative coping strategies
Set this exercise up by explaining that some young people who self-harm have found other ways of coping with some of these difficult feelings and this has helped them to reduce or stop self-harming.

In the box are different strategies that have helped young people to reduce their self-harming. These are things that might help you one day, or you could suggest to a friend who self-harms. These strategies could be distracting, fun, creative, new or comforting.

Take it in turns to pick one item out of the box and discuss as a group how it could be used as a coping strategy for someone who wants to self-harm. Note that these ideas have come from young people themselves but that everyone will find different things helpful.

² www.wellinformed.org.uk

5. Keeping yourself safe

Acknowledge that some people here might either self-harm or know someone who does. This exercise is about creating a plan for how to manage your own self-harm and keep safe or how to respond to a friend who self-harms.

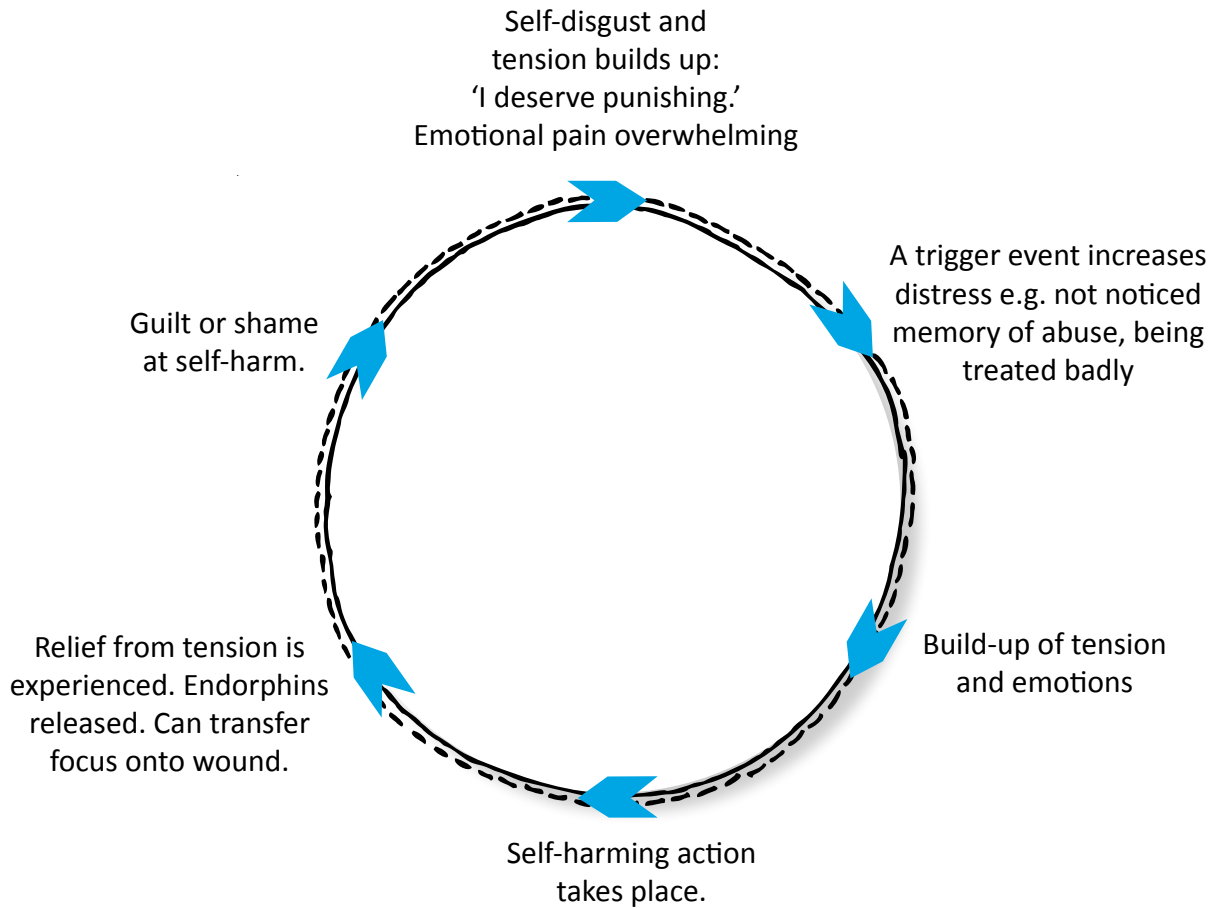
Give out safety cards and ask them to fill one or both of them in.
Allow a few minutes for everyone to complete their safety cards.

6. End session on a positive note – ask everyone to say something nice they are going to do in next 24 hours.

This session draws on work done by the Right Here project in Brighton & Hove

The cycle of self-harm

1. What might trigger a self-harm episode?
2. How might someone feel before, during or after self-harming?



This diagram shows what can happen when someone self-harms. Often something will trigger someone into feeling bad and self-harming can be a way of dealing with the feelings that build up. Whilst it may provide some temporary relief, it can also leave someone feeling guilty afterwards and the cycle continues. Understanding this can be a first step towards finding different ways to cope with difficult feelings.

Adapted from www.lifecentre.uk.com/.../Understanding_the_Cycle_of_Self_harm.doc

Safety cards



Cut these out and give one to each participant.



<p>If I'm worried a friend might be harming themselves</p> <p>I will say to them “.....”</p> <p>I will suggest they talk to.....</p> <p>And visit www......</p> <p>I will suggest that they calm and comfort themselves by.....</p> <p>I will keep myself safe by.....</p> <p>Safety plan for my friend www.right-here-brightonandhove.org.uk/selfharm</p>	<p>When I feel I can't stay safe from harming...</p> <p>I will talk to.....</p> <p>I will go somewhere safe.....</p> <p>I will look at www......</p> <p>I will calm and comfort myself by.....</p> <p>I will keep safe by.....</p> <p>Safety card www.right-here-brightonandhove.org.uk/selfharm</p>
<p>If I'm worried a friend might be harming themselves</p> <p>I will say to them “.....”</p> <p>I will suggest they talk to.....</p> <p>And visit www......</p> <p>I will suggest that they calm and comfort themselves by.....</p> <p>I will keep myself safe by.....</p> <p>Safety plan for my friend www.right-here-brightonandhove.org.uk/selfharm</p>	<p>When I feel I can't stay safe from harming...</p> <p>I will talk to.....</p> <p>I will go somewhere safe.....</p> <p>I will look at www......</p> <p>I will calm and comfort myself by.....</p> <p>I will keep safe by.....</p> <p>Safety card www.right-here-brightonandhove.org.uk/selfharm</p>

These cards were created by Right Here in Brighton and Hove

Myth buster cards

instructions

Cut these out and give them out in the discussion.

1. Self-harm is attention seeking.

Agree or disagree?

Self-harm is often dismissed as merely attention seeking behaviour but it's a sign that young people are feeling terrible internal pain and are not coping¹.

Some people do it for attention...that doesn't mean they should be ignored. There are plenty of ways to get attention, why cause yourself pain? And if someone's crying for help, you should give it to them, not stand there and judge the way they are asking for it².

- 1 Young Minds & Cello (2013), Talking Self-Harm
2 Mental Health Foundation (2006), The Truth Hurts: Report of the National Inquiry into Self-harm amongst Young People

Myth buster card

2. If you are punished for self-harm you are more likely to do it again

Agree or disagree?

Some young people say that self-harming is a way of punishing themselves. If they are punished for self-harming it is more likely to increase the shame they already feel and make the desire to self-harm stronger.

What young people say they want is to be listened to and understood.

Myth buster card

3. Young people self-harm more than any other age group.

Agree or disagree?

One in twelve children and young people are said to self-harm and over the last ten years inpatient admissions for young people who self-harm have increased by 68%... Among females under 25, there has been a 77% increase in the last 10 years.¹

- 1 Young Minds & Cello (2013), Talking Self-Harm

Myth buster card

4. Self-harm is a consequence of suicidal thoughts.

Agree or disagree?

Young people often talk about self-harm being a way of staying alive, rather than wanting to die.

'I never self-harmed with the intention of taking my life, I used it as a way to keep a hold on my life, it was something I knew I would be able to feel, when I wasn't sure what it was I was feeling.' Leann¹

Self-harming can be risky though so make sure young people know what is and isn't safe and what to do in an emergency.

- 1 www.wellinformed.org.uk/young-people-who-self-harm/

Myth buster card

5. Someone who is LGBTU is more likely to self-harm.

Agree or disagree?

Lesbian and gay, transgender and bisexual young people are more at risk of self-harming.¹

- 1 Young Minds & Cello (2013), Talking Self-Harm

Myth buster card

6. Young people self-harm to deal with the way they feel.

Agree or disagree?

'Cutting for me releases all the built-up anger and frustration and pain I feel inside.... I think body image also has a lot to do with my cutting. School is stressful, home life I can't handle sometimes.' (young person talking about why they self-harm¹)

'...a lack of control over life and a release or reaction to stress and home circumstances..'²

'Self-harm used to be a way to get rid of the feelings inside of me. To get out all the hurt, anger and pain that I was feeling. The rush it gave, the sense of feeling better was always so short-lived. So short that I was doing it many times.... I don't know how to release my feelings in any other way and find talking exceptionally difficult.'¹

- 1 Mental Health Foundation (2006), The Truth Hurts: Report of the National Inquiry into Self-harm amongst Young People
2 Young Minds & Cello (2013), Talking Self-Harm

Myth buster card

UNDERSTANDING AND MANAGING ANGER

Time
1 1/2
hours



Aim

- To consider what beliefs we hold about anger
- To think about what feelings may be underneath expressions of anger
- To support young people with some ways to control and manage angry feelings

Background information

Read the following information before you run this session:

www.wellinformed.org.uk/young-people-with-anger-problems/



Tips

Underneath anger there can be a lot of strong feelings. When you run this session, make it clear that there is nothing wrong with these feelings and make a distinction between how people express their anger and what they feel inside.

Preparation and materials

- Exploring anger questions cut up and placed in the balloons
- Balloons blown up
- 'When I get angry' worksheet

Online resources for optional extensions to session:

- Copies of the *How to deal with anger* leaflet downloadable from www.mind.org.uk/information-support/types-of-mental-health-problems/anger/ copies made for participants
- Podcast: www.youngminds.org.uk/assets/0000/0427/070903_YM_Anger.mp3

Plan

1. Exploring Anger – burst the balloons discussion¹
This can be done in small groups or as a whole group exercise.

Place the balloons around the room. Or in clusters. Ask each member of the group to pick a balloon and pop it, then read out their question to the group. Encourage the group to discuss each question.

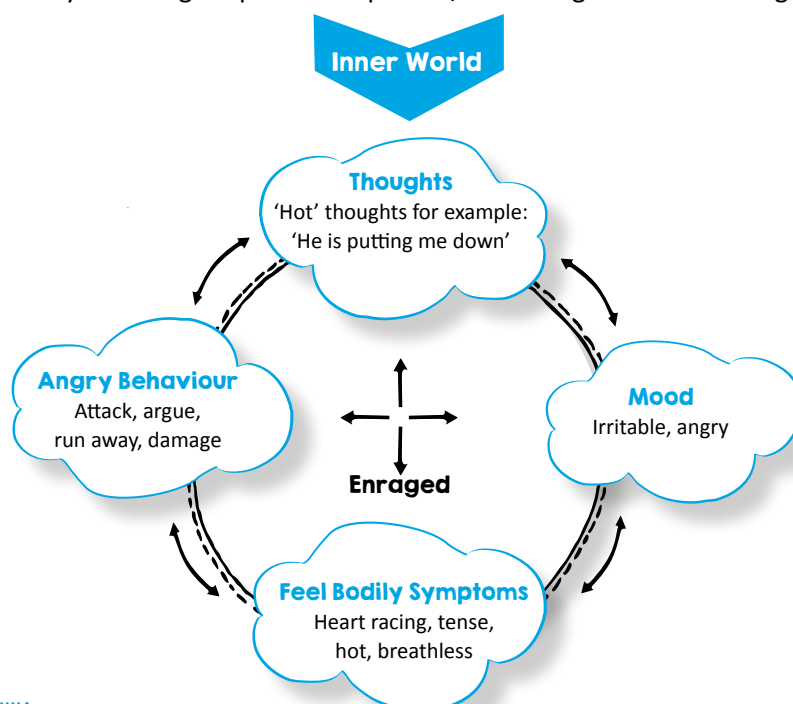
2. Give out the 'When I get angry' worksheet and ask each participant to fill in part one.
3. Invite participants to share their answers in pairs if they want to.
4. Put up the tip of the iceberg and the circle of anger on a flip chart or board. Explain that anger can sometimes be the tip of the iceberg. Anger is what gets seen by other people, but underneath there may be other feelings that don't get seen or expressed. Give out coloured pens and ask participants to write up what feelings may be underneath the anger.

Anger Iceberg



Listen to this podcast with the group and discuss www.youngminds.org.uk/assets/0000/0427/070903_YM_Anger.mp3

5. Either put the cycle of anger up on the flip chart/board or give out to small groups



¹ This exercise came from Right Here Sheffield project

- 6.** Give out post-it notes and ask people to write ideas for breaking the cycle of anger and stick them up on the flip chart. Add some examples like: talk to friends, go for a walk. Ask the group to say what they could do at each stage to help break the cycle of anger and write it up on the board.
- 7.** Belly-breathing exercise. Tell the group that this can be used as a way of calming down when they feel angry or start to notice their warning signs.
 - Ask participants to sit comfortably or lie on their backs and read out the following instructions
 - Close your eyes. Put your hands on your belly
 - Keep your mouth closed. Breathe slowly through your nose and count to 8 in your head while you breathe in
 - Hold that air in your body while you count to 3 in your head
 - Slowly let the air out through your mouth or nose
 - Repeat this 3 times
- 8.** Finally ask the group to fill in part two of the 'When I get angry' worksheet and share any final ideas.

Exploring Anger

Burst the balloons discussion



Cut these up and place each question in a balloon before you blow it up.



Is it better to keep your anger inside of you or to express it?

Are men more angry than women?

Are children/young people angrier than adults today?

Do you think food affects your anger?

Is getting angry a choice?

Is conflict necessary to help you mature?

Do you think there are more angry people in Coronation Street or EastEnders?

If someone often gets angry at things that seem very small – why might that be?

Do you think people are born angry or they learn to be angry?

When do you think anger is a good thing?

Do you think adults misunderstand young people?

What do you think are the risks if you don't express your anger?

If your best friend stood on your mobile phone and broke it, would you be angry?

This exercise has been adapted from materials from Right Here Sheffield

When I get angry

Part I. What happens when you get angry?

Put a tick next to any of the following that happen when you start to feel angry.

1. How you feel inside

- Anger or rage
- Irritable at the slightest thing
- Restless, on edge, uptight
- Flashes of rage

2. How you think

- Poor concentration. Mind goes blank
- Thinking the worst of people
- Everything seems like a big problem
- Others seem unfair to you
- Common thoughts
- 'You/they have ruined everything'
- 'You/they have made a fool of me'
- 'I'll explode'
- 'You/they deserve this'
- 'You/they let me down'
- 'I can't trust anyone'
- 'You are never there for me'

3. What happens to your body

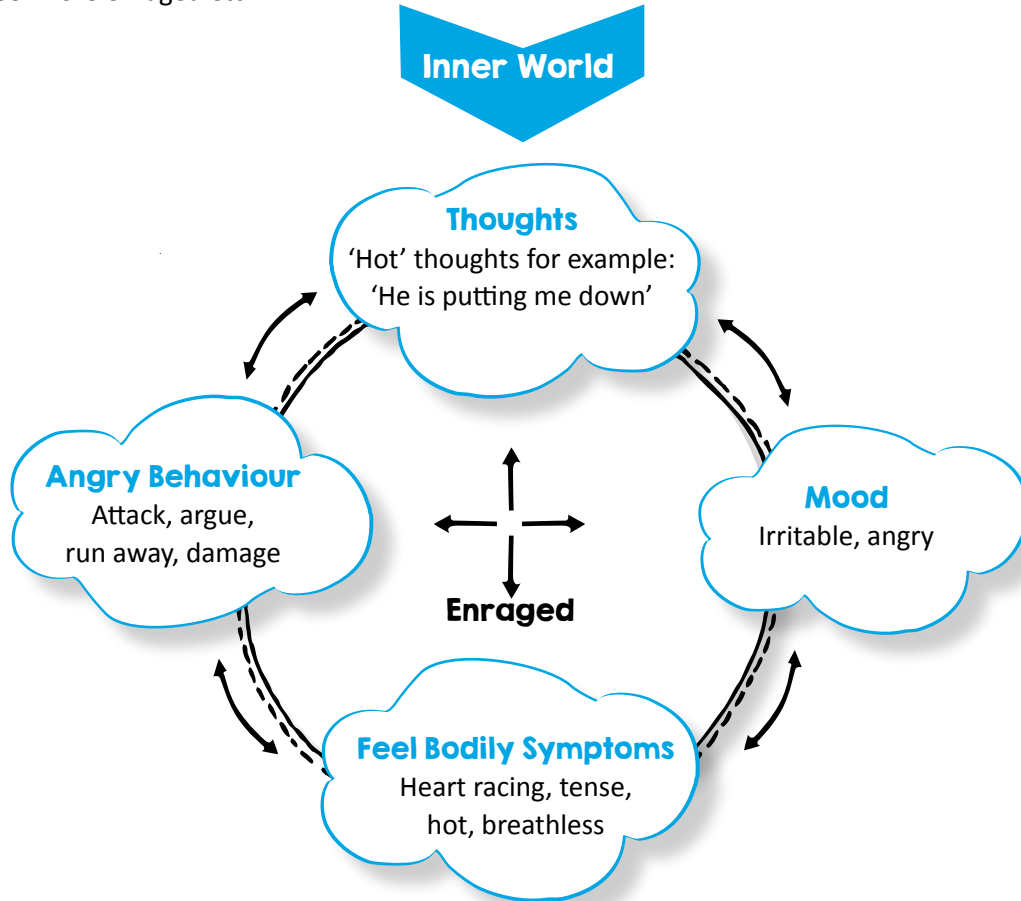
- Chest feels tight
- Stomach churns
- Legs go weak
- Muscles tense
- Go very hot
- Have to go to the toilet
- Head buzzing, pounding

4. What you do

- Snap at people and get irritated
- Shout and argue
- Hit out
- Leave the situation
- Throw/hit an object, slam doors
- Attack someone
- Say something unkind
- Cry
- Push someone
- Do nothing, bottle it up
- Get drunk/smoke/take drugs
- Hurt yourself

Vicious Circle of Anger

All these parts of anger affect each other and anger can spiral out of control. Bodily symptoms can lead us to feel out of control and this makes our mood worse. Angry thoughts can make us feel more enraged etc.



Part 2. Summary and action plan

These are some of my early warning signs that tell me that I am getting angry. Pick some of the most common things that happen to your body and thoughts that you have from the lists above that you have ticked.

.....

.....

.....

Next time I get angry I will:

.....

.....

.....

Adapted from Northumberland Tyne and Weir NHS Foundation Trust, 2013, Controlling Anger: A self-help guide

FOOD AND MOOD

Time
1 hour



Aim

- To increase awareness of the relationship between food and mood
- To open up discussions around young people's food and drink choices

Background information

Recent evidence suggests that what we eat is significant not just for our physical health but for our mental health too.

The following websites might be useful to look at before you run the session:

www.mentalhealth.org.uk/help-information/mental-health-a-z/D/diet

www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood

Preparation and materials

- One copy of the 'Food and mood' quiz
- Small cups or plastic shot glasses
- Smoothies – bought or even better, home-made and use a mix of different fruits and veg if you can
- Pens and paper
- Post-it notes
- Small prize for winner

Plan

1. Ask young people to get into small groups and write down as many foods and drinks they can think of under the headings:
 - Makes me feel better
 - Gives me energy
 - Helps me sleep

Share answers back in the main group.

2. Sit in a circle and read out the 'Food and mood' quiz pausing after each statement. Participants should stand up in the middle of the circle if they think the statement is true. Spend time discussing each statement, encouraging participants to explain their decisions and where they get their information from. Ask someone to read out the fact at the end of each statement.¹
3. What's in the smoothie?²

Young people are given small cups or shot glasses of different smoothies. Ask everyone to write down as many fruits and vegetables they believe to be in the smoothie. Points are given for each correct answer with a small prize given to the person with the most correct answers.
4. To finish off ask everyone in the group to write on a post-it note one thing they might like to change in what they eat and drink that might improve their mood. Invite them to share their ideas and put the post-its up on the wall.

¹ Adapted from Healthy Conversations, The Foyer Federation

² Adapted from an exercise in *Body: Physical health and wellbeing activities for young people*, Vanessa Rogers, The National Youth Agency

Food and mood quiz - True or False?

1. Porridge or other whole grains are a better start to your day than cereal and toast.



Porridge, whole grains and beans are slow-release carbohydrate foods that are absorbed slowly and keep your blood sugar steady as well as keeping hunger pangs away. Most breakfast cereals, fast food, white bread and biscuits, on the other hand, are fast-release carbohydrates that are absorbed quickly and make your blood sugar levels spike and dip which can then make you hungry a short time later and more irritable.

2. Bananas contain muscle relaxants and can help you sleep and reduce anxiety.



Bananas, cashews and leafy vegetables are all full of potassium and magnesium which are natural muscle relaxants.

3. Energy drinks are harmless.



Energy drinks generally contain extra-large doses of caffeine and/or other legal stimulants. Such high doses are not recommended for children and teenagers¹. They can make you jittery and cause difficulty sleeping. Excessive use has been linked to addiction and mental health problems.

4. Eating fish is good for your mental health as well as your physical health.



Doctors recommend we eat oily fish, such as tinned-tuna, mackerel, herrings etc. at least once a week. Fish contains Omega 3 which is an essential fatty acid that has many health benefits. Low levels of Omega 3 has been linked to depression. Omega 3 can also be found in walnut, linseed and flax oil as well as being available in supplements.

5. Chocolate gives you energy.



Chocolate contains caffeine, theobromine and sugar. These can keep your brain buzzing and make you wired, but will leave you more tired afterwards. (but true in the short term!)

6. Drinking lots of water can help you to concentrate.



Water helps to flush out toxins in the blood, carry nutrients round the body and helps you to think more clearly.

7. Skipping breakfast can help you think more clearly.



Eating breakfast has been linked to better performance at school, college and work. It helps prevent mid-morning mood/energy dips and helps you perform better.

1 www.nhs.uk/Livewell/Goodfood/Pages/water-drinks.aspx

8. Drinking alcohol at night can help you get a good night's sleep.



Drinking alcohol may help you get to sleep faster but can cause a more disturbed sleep for the rest of the night. Drinking alcohol will also reduce the amount of REM (Rapid Eye Movement) sleep which can mean you wake up feeling more tired. Other drinks to be careful of at night include tea and coffee and cola-based drinks which contain caffeine.

9. Drinking milky drinks at night can help you sleep.



Milky drinks have an amino acid that helps regulate sleep. Getting a good night's sleep is one of the best things you can do to help improve your mood.

10. A survey by the Food and Mood project found that of the 200 people who took part, 88% said that changing their diet significantly improved their mood or mental health².



The survey found that people's mood benefitted in particular from cutting down on sugar and caffeine, from drinking more water, eating more essential fatty acids (Omega 3) and from eating more regular meals.

Making small changes to what you eat and drink can have a big impact on how you feel.

² <http://www.actionondepression.org>

MANAGING STRESS

Time
1 hour



Aim

- To identify some common causes of stress
- To understand more about how stress affects us
- To identify ways to manage stress

Background information

It's normal to feel stressed sometimes and it can be useful to know the signs which can act as a warning for us to slow down or get support. However, sometimes stress gets out of hand and can get in the way of everyday life.

Helping young people to identify and manage stress is one of the most helpful ways to support their well-being.



Tips

It is important to choose a relaxation exercise that you feel comfortable with yourself and it is useful to try these out first. Remember too that everyone will respond differently – some people prefer visualisation exercises and some respond better to breathing exercises, so prepared to be flexible. Don't be too put off too if some young people get the giggles at first!

Preparation and materials

- Balloons
- Post-it notes
- 'When you're stressed...' worksheet for each participant
- Beach story visualisation

Online resources for optional extensions to session:

- Link to breathing exercise www.mentalhealth.org.uk/help-information/podcasts/stress-relaxation-quick-fix/
- In advance of this session you could ask young people to make a chill out playlist of their favourite songs that help them to feel relaxed

Plan

1. Stress Busters

Ask group to think about a time they have felt stressed. Continue by asking group if they have felt stressed in the last year, the last month, the last week and finally today. Conclude that stress is something we that we all experience at some point in our lives. Move on to suggest that stress can have a positive or negative affect. Share examples.

2. Now each young person should take a balloon and blow it up. On the balloon they should write one thing that makes them feel stressed quite often and put this to one side.

3. In small groups, ask young people to fill out the 'When you're stressed...' worksheet. This asks them about how people feel under stress; how their body reacts and how they behave. You might like to give some examples like – feel like I can't cope; palms get sweaty; grind my teeth; snap at people more quickly etc.

4. Ask for feedback from the group and notice how feelings, bodily reactions and behaviours all come together to make you feel stressed.

5. Ask everyone to think about one thing they can do to overcome stress and put it on a post-it note – ask them to stick them up on the wall/flip chart.

6. Now, return to the balloon. The group should then burst the balloon in whichever way they want to symbolise getting rid of that stress trigger!

7. Ask everyone to answer 2-3 feel-good questions; these could include: feel-good song, feel-good place, feel-good moment e.g. a place they love, a fun memory from a holiday. Share them in pairs or as a group.



If young people are prepared with their chill out playlist you could ask them to play a few bars from this and then ask the group to guess the tune.

8. Relaxation

These exercises aim to help people to relax when they are feeling stressed or anxious. Ask everyone to get comfortable either lying or sitting in a chair and close their eyes. Use one of the following relaxation exercises:

- Quick fix breathe easy - Play the stress-relaxation podcast at www.mentalhealth.org.uk/help-information/podcasts/stress-relaxation-quick-fix/
- Beach guided visualisation - read out the beach story
- Use your own preferred relaxation method

Encourage the group to have a go at using relaxation methods at times of stress and to find one that works for them.

TRIP TO THE BEACH: Script for guided relaxation



Get the group comfortable and ask them to close their eyes, then read this out.

Let's Begin.

Take a deep, slow breath in through your nose and out through your mouth. Keep breathing in and out, focusing on how your body feels at this moment. Feel the pace of your heart and lungs becoming slower. With each breath you take, breathe IN relaxation, and breathe OUT tension and tiredness. Feel your body sinking more and more into deep relaxation.

...It is a bright summer day and it's late in the day. You decide to go for a walk along the beach. The sun is radiating warmth and comfort as it shines boldly. The sky is crystal clear without a cloud in sight. The grains of sand beneath your feet shine from the sunlight and warm the soles of your feet. The sound of the waves beating against the shore echoes in the air.

You feel the warm, light breeze brush against your faces as you walk. Far off in the distance, you can hear the cries of seagulls...You watch them glide through the sky, swoop down into the sea, and then fly off again.

As you walk further along the shore, you decide to rest. You sit down on a mound of pure white sand and gaze out at the sea, staring intently at the rhythmic, methodical motion of the waves rolling into shore.

Each wave breaks against the coast, rising slowly upward along the beach, leaving an area of white foam. Slowly the wave goes back out to sea, only to be replaced by another wave that crashes against the shore...and travels up the beach...then slowly retreats back out to sea. With each motion of the wave as it glides in and then out, you find yourself feeling more and more relaxed. The tranquility creates a sense of calmness, peace.

As you stare into the distance, you see that the sun is beginning to sink into the horizon. The sky is turning brilliant colours of red...orange...yellow...while the sun sets, sinking down into the horizon. You feel very relaxed and soothed. You continue to watch the sun as it goes down....

The beating of the waves, the smell and taste of the sea, the salt, the cries of the gulls, and the warmth against your body – all of these sights, sounds, and smells leave you feeling very calm, refreshed, and relaxed.

PAUSE

For a moment let yourself drift...Be aware of how deeply relaxed your mind and body feel right now...Remind yourself that you can create these feelings of relaxation on your own as you do things in your everyday life.

Remember that at any point in the day you can stop and take some deep breaths inhaling relaxation and exhaling tension. Come back to this place as often as you like. You can do this to recharge your mind and body and create your own getaway in times of stress.

Adapted from www.mckinley.illinois.edu/units/health_ed/stress_audio/beach_txt.html

When you're stressed...

...how does your body react?
Draw on the figure

...how do you feel?
Fill in the feelings

...and how do you behave differently?
Write some examples in the box

Adapted from Right Here in Brighton & Hove

HEALTHY RELATIONSHIPS

Time
1 hour



Aim

- To explore what it means to have a healthy relationships
- To consider when actions are abusive in relationships
- To support young people to have equal relationships

Background information

Relationships are important to young people and the quality of these relationships can have a big impact on young people's emotional health and self-esteem.

Young people may not always be clear about what is acceptable and unacceptable in relationships, especially if they have witnessed unhealthy or abusive relationships in their own backgrounds.

There is an increasing awareness of the incidence of abuse in teenage relationships and changes in the law in 2012 recognise that victims of domestic violence and abuse include young people between the ages of 16 and 18.



Tips

This session may trigger young people to reveal to you that they are in a relationship that may be abusive. Make sure you have information available about where they can get support locally if this happens and are aware of any safeguarding procedures that may be necessary.

Preparation and materials

- 'Is this abuse?' worksheet
- Long pieces of paper for drawing round a figure - either pieces of flip chart paper stuck together or pieces cut off a roll.
- Information on local support available for young people in abusive relationships and helplines. e.g. National Domestic Violence Helpline 0808 2000 247
- Leaflets about teenage abuse can be printed out from www.gov.uk/government/publications/teenage-relationship-abuse-campaign-posters

Plan

1. Introduction

Tell the group that you are going to be thinking about relationships in this session. Explain that you will be exploring what you want and don't want from them, as well as when behaviour in relationships is not OK and when it becomes abusive. Remind them at this point that abusive behaviour can happen in any kind of relationship - same sex relationships/male to female/female to male.

2. 'This is what I want' exercise.

Split the group into small groups and give them each two pieces of long paper. Ask each small group to nominate one person to lie down and draw round them on each piece of paper to create a figure. Use your judgement here - depending on the make up of the group it may be helpful to split the group up according to gender.

On one piece of paper get them to put down how they **want** to be treated in a relationship and on the other to put down how they **don't want** to be treated in a relationship. You might want to give some examples to get them going e.g.

discussion points

- How do they want their privacy respected?
- Do they want space to be with their own friends?
- How will they deal with conflict?
- What support do they want from them?

I want....



'Perfect partner'

I don't want....



'Partner from hell'

3. Feed back by each group introducing their 'partner from hell' and their 'perfect partner'.

4. 'Is this abuse?' exercise.

Put an imaginary line on the floor with YES at one end and NO at the other. Read out the statements from the 'Is this abuse?' worksheet and ask them to stand at the point on the line that represents what they believe. Encourage open debate about the issues but be clear about what is and isn't OK. Read out the correct answer from the sheet before moving on.

Yes ----- Maybe ----- No

optional extra

You can extend this session by showing clips or printing out experiences from the www.madlyinlove.org.uk website to spark off further discussions with young people about relationships and mental health.

Is this abuse?



Read the following statements out loud and ask the group to decide if they think the answer is YES, NO or MAYBE and stand at the point on the line that represents what they believe.



Yes



Maybe



No

- 1. A young person calls another young person names**
DEPENDS, if this happens regularly between young people who are in a relationship then this is abuse.
- 2. A boy won't let his girlfriend get a job and takes all her money**
YES, financial abuse can be part of relationship abuse and is used to assert control over the person.
- 3. A boy sends his girlfriend a text to say he loves her**
NO, this is not abuse.
- 4. A boy sends his girlfriend hundreds of texts to find out where she is and who she's with**
YES, this is abuse. This kind of behaviour is aimed at controlling the other person.
- 5. A girl always threatens her girlfriend but never actually hits her**
YES, this is abuse. The constant threat of violence is used to scare and control the other person and is not ok.
- 6. A young person often pushes, kicks or hits another young person**
YES, this is abuse. The use of physical violence within a relationship is never acceptable.
- 7. One partner tells the other that they are putting on weight**
DEPENDS, it is good to be honest with each other in relationships, but if one partner always says things to make the other feel bad then this is abuse.
- 8. One partner always gets moody and shouts when the other wants to see their own friends**
YES, this is abuse. One partner is trying to scare and manipulate the other into doing what they want. Being in a relationship should not stop you having friends of your own and one partner does not have the right to tell the other what to do.
- 9. A boy calls his ex-boyfriend all the time and asks him to get back with him**
DEPENDS, if the boyfriend does not want him to be calling him and he does not respect his wishes then this may be harassment which can be part of abuse. Relationship abuse can often continue after a relationship has ended.
- 10. A boy gets jealous when his girlfriend speaks to other boys**
DEPENDS, everyone feels jealous sometimes and that is ok if they take responsibility for those feelings and don't try to put them onto someone else. If, however, they try to stop the other person doing things or make them feel bad because of the jealous feelings then this can be abusive.
- 11. A girl constantly telling her boyfriend that he is stupid and useless**
YES, this is emotional abuse which is often part of abuse.

This exercise has been adapted from Home office & Women's Aid (2010) Expect Respect, www.gov.uk/government/publications/teenage-relationship-abuse

THINKING AND FEELING

Time
1 1/2
hours

Aim

- To raise awareness of the links between how what we think can affect the way we feel
- To encourage young people to realise that they have a choice about how they respond to situations that are potentially difficult
- To find new ways of responding to challenges

Background information

Psychologists understand that the way we think about things can affect the way we feel, which then goes on to affect how we behave. Sometimes our thoughts are unhelpful and we can get stuck in a cycle which leaves us feeling bad and behaving in ways which keep us feeling bad.

Psychologists have also found that if we have a more optimistic or positive way of understanding events this can help us be more resilient to life's ups and downs.

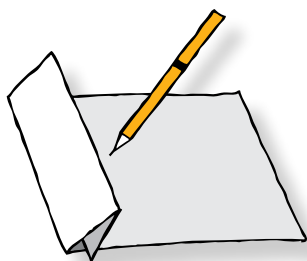
This session introduces this idea to young people and encourages them to find more helpful ways of responding to things that happen in their lives.

Preparation and materials

- A game of consequences – cut out one for each small group
- Thinking and feeling scenarios – one for each participant
- Flip chart paper

Plan

1. A game of consequences (This is a light-hearted way of showing how different events can have different consequences depending on what thoughts you have about the event).

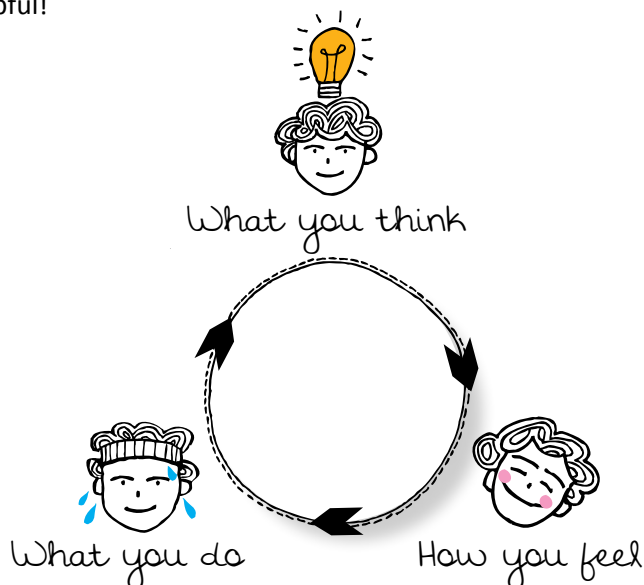


Get everyone into small groups of about three or four.

- Get each group to sit in a circle and tell them that they are going to tell the story of what happens to Rosie or Vijay by passing round the consequences strip and taking it in turns to decide on what happens.
- Give out the consequences strips to one member of the group to start off.
N.B. You can use one or both of the scenarios depending on the size of the group but make sure that if you use a scenario, you use the consequence strips in pairs (with one group having the 😊 version and the other group having the 😞 version) which show different responses. If there is an odd number of groups then double up one of the consequence strips.
- Ask them to fill in the first 'What happens next' blank section.
- Then ask them to fold over the first scenario and pass it round to the next member of the group until it's completed.
- The folded papers are then handed to the other group with the opposite 😊 who opens them and reads them out to the whole group.

2. The cycle of thinking and feeling.

Draw the cycle of thinking – feelings – behaviour on a flip chart and relate this to the stories of Rosie and Vijay and maybe include simple experiences from your own life. Using humour to do this is helpful!



Open up a discussion about how the different ways in which we think about things can affect how we feel and then how we choose to react.

3. Positive or negative?

Get the group into pairs or threes and give them each a piece of flip chart paper. Give out a different 'Thinking and feeling' scenario to each group or pair. Ask them to work through the questions and write down their responses to each question.

What did they think?
What did they feel?
What did they do?

4. Acting it out.

Bring everyone back together and ask each pair to act out their scenarios to the group. Get the rest of the group to guess what the actor was feeling in each of the scenarios.

You can expand this activity by adding your own scenarios or by asking the group to suggest scenarios for other groups to work through.

You may want to put this quote up on the wall to stimulate the discussion:

*'Be careful of your thoughts, for your thoughts become words. Be careful of your words for your words become your actions. Be careful of your actions as these become your habits. Be careful of your habits as these become your character. Be careful of your character as this becomes your destiny....'*¹

1 Chinese proverb – author unknown

This session draws on work done by the Right Here project in Brighton & Hove

Thinking and feeling scenarios




instructions

Cut out these scenarios and give different ones to each group or pair

Scenario 1.

What happened to Michael?

Michael didn't get chosen for the football team he really wanted to be in, but someone much taller than him and not such a good player (in his opinion) got a place instead.

Michael is a positive thinker... 

What did he think?

What did he feel?


What did he do?



Scenario 1.

What happened to Michael?

Michael didn't get chosen for the football team he really wanted to be in, but someone much taller than him and not such a good player (in his opinion) got a place instead.

Michael is a negative thinker... 

What did he think?

What did he feel?


What did he do?



Scenario 2.

What happened to Shona?

Shona was at a party with friends. When she walked out of the room, everyone burst out laughing.

Shona is a positive thinker... 

What did she think?

What did she feel?

What did she do?


What did he do?



Scenario 2.

What happened to Shona?

Shona was at a party with friends. When she walked out of the room, everyone burst out laughing.

Shona is a negative thinker... 

What did she think?

What did she feel?

What did she do?

A game of consequences



Cut out these consequences strips and give one to each small group.

CONSEQUENCES



What happens to Rosie?



Rosie took a mock exam in drama which is her favourite subject. She doesn't do as well as she had hoped.

She thinks to herself:
'I must be really bad at drama. Everyone must think I'm useless. I am going to stop trying.'

She feels: *Worthless and upset.*

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

CONSEQUENCES



What happens to Rosie?



Rosie took a mock exam in drama which is her favourite subject. She doesn't do as well as she had hoped.

She thinks to herself:
'I'm usually really good at drama but I was over-tired that week and didn't revise as much as I should have. I think I could do better next time if I approached it differently.'

She feels: *Positive and determined.*

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....



CONSEQUENCES



What happens to Vijay?



Vijay's friend Dave has been quite down recently. He is having a party for his birthday on Saturday which Vijay has got a Facebook invitation to. Vijay sends Dave a message asking what he's doing before the party. Dave doesn't reply.

He thinks to himself:
'Dave obviously doesn't like me. I bet he doesn't want me to go to the party.'

He feels: *Upset and rejected.*

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

CONSEQUENCES



What happens to Vijay?



Vijay's friend Dave has been quite down recently. He is having a party for his birthday on Saturday which Vijay has got a Facebook invitation to. Vijay sends Dave a message asking what he's doing before the party. Dave doesn't reply.

He thinks to himself:
'I wonder why he hasn't got back to me. He normally responds quite quickly. I hope he's OK.'

He feels: *Concerned and curious.*

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....

What happens next?

.....
.....
.....



WHEN BAD THINGS HAPPEN

Time
1 hour



Aim

- To raise awareness of some of the common responses to trauma and bereavement
- To encourage young people to seek support when difficult things happen

Background information

Trauma, abuse and bereavement can lie at the heart of many mental health issues, as well as being in the backgrounds of many young offenders. With support, most young people can recover from these events and still go on to thrive, but for some these experiences can leave them with lasting and unresolved difficulties.

This session aims to open up discussion about some of the difficult things that can happen in young people's lives and what some common reactions may be. If these are out in the open then young people are more likely to come forward to get the support they need.

Helpful background information can be found at:

www.rcpsych.ac.uk/mentalhealthinfo/problems/ptsd/posttraumaticstressdisorder.aspx
www.youngminds.org.uk/assets/0000/0683/Sexually_Abused.pdf



Tips

Be prepared for the fact that this may trigger things for young people that have happened to them. Make sure you are available to talk if young people want to share their experiences with you and that you have some helpful information available, as well as a listening ear.

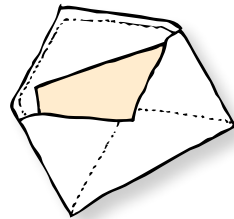
Preparation and materials

- Case studies - 'when bad things happen'. One per participant
- Information on local support and counselling services and helplines
- Envelopes, pens and paper

Plan

1. Tell the group that you will be thinking about how people react when difficult things happen – like death – trauma – accident etc. Explain that people react in different ways to events and it can help to understand some of these normal reactions and how we can help ourselves to get through.
2. 'When bad things happen' – what helps? Give out the case studies and ask them to work through the questions in small groups. These describe some different scenarios in the words of young people themselves.
3. Take feedback in the larger group and discuss any issues that come up and open up a discussion of what we need to help us get through tough times.
4. Making a survival kit. Give everyone an envelope and three pieces of paper and ask them to make a survival kit of things for someone to remember in the face of any difficulty that contains three messages:

- One message of hope
- One thing to remember
- One thing to do



Tip

This exercise works well if you have already done the promoting well-being session – if so you can remind the group of the five ways to well-being.

www.wellinformed.org.uk/young-people-and-emotional-wellbeing/

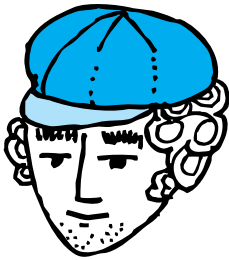
5. End the session by asking if anyone wants to read out their three messages.

Case studies - When bad things happen

Here are some very normal responses to trauma or loss that people may feel:

- Feeling numb and cut off from what happened
- Shock and disbelief
- Fear - of death or injury, being alone, not being able to cope, or the event happening again
- Helplessness - having no control
- Guilt or shame - for not having stopped the event, or for being better off than others, or for not reacting better to it
- Sadness - for things that have gone or been lost
- Isolation - feeling that no one understands or can help
- Joy at being alive and safe
- Anger and frustration - about the event, or the unfairness of it
- Re-experiencing the event through dreams, flashbacks or thoughts
- Changes in relationships - some people might seem unsupportive or unavailable, while others might seem closer than before.

David's mate



My mate's older brother was killed in a car crash last month. My mate was really brave and never cried. He went to the funeral and has helped sort out all of his brother's stuff. But now he just sits around at home, watching telly. We were supposed to be going out this weekend but he says he doesn't want to go. The only time he leaves the house is to polish his brother's bike. It sits in the garage and my mate polishes it over and over again. It now looks brand new as it has been polished so much.

What signs of loss or trauma do you think is behind David's mate's behaviour?

.....

What do you suggest that David does to help his mate?

.....

Adapted from Mind Matters: A resource book on Loss and Grief, M. Harvey, Youth Clubs UK, 1999

Michelle's story



My father used to touch me in a horrible way when mum was at work at night. I was 10 years old when it started. I felt so sick when I knew it was a night that mum had to work, worrying about what would happen. I was tense and stressing out all the time.

I was scared to tell anyone - I thought it was my fault too because I didn't stop it. He used to say I shouldn't tell anyone and that mum would kick me out if she found out. I didn't know what to do. I didn't want anyone at school finding out, because I felt like they'd all look down on me.

It's over now and my Dad has moved out but sometimes I get really upset and think there must be something really wrong with me. I don't want anyone to know about it and don't like anyone talking about sex around me. Recently I have started to have nightmares and think it's happening again and I feel really scared if ever I'm in the house on my own. I feel embarrassed that I'm not being more like my friends.

What signs of loss or trauma is Michelle experiencing?

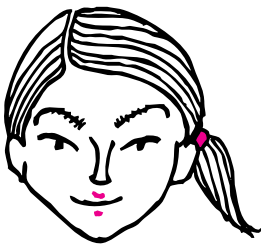
.....

What might help Michelle?

.....

Adapted from www.burstingthebubble.com/stories

Ishmal



I am fifteen. I have grown up with domestic violence between my parents, but sometimes I'm caught in the middle and I've been forced to take sides. I've also had to deal with bullying at school and at times I have found it hard to cope with stress and control my temper. Several times I've lost my temper at school and got into trouble. I also fell out with my main group of friends.

My teacher referred me to a counsellor at a local youth service about a year ago. The counsellor is good, she has taught me to deal with stress and understand how what happened in the past is still affecting me now.

My counsellor has made me understand that only I can control myself and my behaviour, and so only by changing myself can I change the way others react to me. I have learnt to be more independent and respect others' points of view, not going off at them straight away if I disagree with what they say or do.

She believes in me which has helped me to believe in myself even when others don't.

She talks to my school so they can help me to get my homework done and she keep me motivated to do tennis and netball. I am now playing for a local team and going out with my friends again.

I've started to confide in a friend and I now call her up if I ever get overwhelmed by stuff.

What signs of loss or trauma did Ishmal experience?

.....

What has helped her to move through her difficulties?

.....

Adapted from www.burstingthebubble.com/stories

Other useful organisations and resources:

Paul Hamlyn Foundation www.phf.org.uk

The Mental Health Foundation www.mentalhealthfoundation.co.uk

Right Here www.right-here.org.uk

Right Here Brighton and Hove www.right-here-brightonandhove.org.uk

Sheffield Interchange (previously Right Here Sheffield) www.interchangesheffield.org.uk

Young Minds www.youngminds.org.uk

Well informed www.wellinformed.org.uk

Time to Change www.time-to-change.org.uk

Taylor, Hart & Hove Park School, (2014) *The Resilient Classroom: A Resource Pack for Tutor Groups and Pastoral School Staff*, pub Bond & Young Minds
www.youngminds.org.uk/assets/0001/1548/The_resilient_classroom.pdf

Home office & Women's Aid (2010) Expect Respect,
www.gov.uk/government/publications/teenage-relationship-abuse

UK Youth www.ukyouth.org

UK Youth have a range of accessible and practical publications to support your delivery to young people. You may find these publications in particular useful to support issues relating to young people, mental health and emotional well-being:

- Healthaware Challenges – a toolkit of activities covering a range of topics related to health and well-being including healthy eating, relationships, drugs and alcohol and being active
- Drinkaware Challenges - a toolkit of ideas for use in your youth setting to get young people thinking about alcohol, and how it affects them, both directly and indirectly
- Youth Active Challenges – a handy toolkit of ideas to get young people more involved in physical activity
- Mind Matters series Actions, Loss and Grief, Relationships, Stress – These each relate to a mental health issue and support young people to care for their own mental health and encourage them to support others.
- Mind, Body and Society – containing over 70 activities to use in promoting young women's level of confidence and self-identity, encouraging them to analyse what influences them and articulate their feelings constructively.
- Understanding Anger – everything you need to run a three-day anger management group work programme.
- Young People Shaping Health Services – A guide to involving young people in shaping health services including a collection of practical activities used to build the participation skills of young people.

To order any of these, or to find out more please contact publications@ukyouth.org

UK Youth also offer training addressing a range of issues related to young people's mental health and resilience. To find out more and to book training please visit: www.myukyouth.org

info@ukyouth.org
www.ukyouth.org

