

YOUTH CONNECT 5

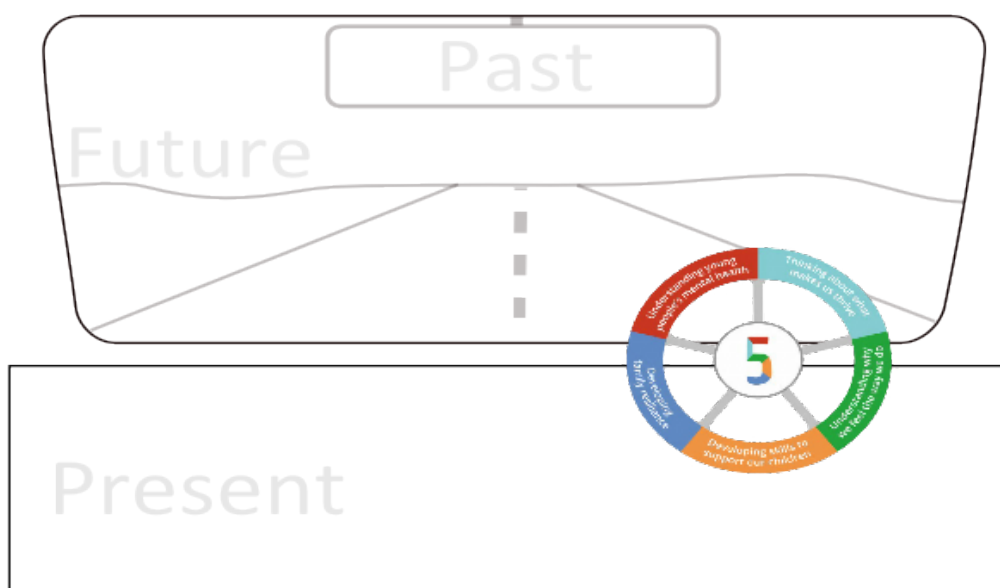
Trainer Manual



Welcome to Youth Connect 5

The aim of Youth Connect 5 is for families and carers to gain the understanding, knowledge, skills and tools to support and promote resilience & wellbeing for their children. In turn we would hope that children and young people (CYP), are empowered and confident to talk about emotional wellbeing, and know how to access information, support and services.

The programme frames the course and each session using a car journey metaphor. Each week is a different way of making the journey more comfortable, safe and pleasurable. We will be looking out of the front window to move forward, occasionally looking in the rear view mirror to check what else is around and making sure we know where the rest breaks, fuel stops and emergency services are.



Week 1 is about preparing for the journey: Looking at the map, planning the route and understanding the terrain.

Week 2 Is about adjusting the seat so the drive is comfortable. Adjusting the temperature of the car and maybe putting on some music. It's also about keeping an eye on your instruments – so that you know when you need to pull into a service station for fuel and a rest.

Week 3 is about becoming more aware of your bad driving habits in order to make the journey, safer and more pleasant. It's about how we keep calm and manage the obstacles in the road.

Week 4 learning to adjust you're driving in accordance with the condition of the road e.g. listening to the car, knowing when to slow down and avoid the bumps.

Week 5 is the opportunity to reflect on where have you been and where are you heading; are there more stops to make and if you do need to stop, where are the services along the way? Also its a chance to look at yourself in the mirror and noticing your strengths- what will help you get through difficult times.

Aims of the course:

The overarching aims of the course are set out in the steering wheel below. You will see throughout the slides that each part of the course relates to at least one of these aims. The relevant section of the wheel will be lit up on the slide to show which aim is being met by each activity.



Session Aims:

Each session has 5 aims that have been set up as sign-posts or stages of the journey. These stages are also set out on the front of each week's hand-outs for participants;





Training style:

As trainers we are primarily role modelling many of the themes of the training programme. We will not have all the answers but rather we are helping the group think together, explore the issues, share their experience: we trust that through the process they will come to their own solutions. Solutions that will be in line with their own experience, values and resources rather than ours.

In the sessions there is no right or wrong. The more we can get the group to do the thinking, talking the better. We are aiming for the 20-80 balance. 20% of learning is from our input and 80% from the participants and the group

We are not driving instructors or co-drivers we are more like an experienced driver offering advice and support in order to help the driver acquire more skill and confidence. We don't have the map and we are not trying to reach any particular predefined destination. Rather we are aiming to support the driver to find their own way. This might well not be the way we would have gone ourselves but it is the route that is best for this particular driver at this particular time.

Right from the start important to set the tone. Participants will be apprehensive, nervous and of course as it is about mental health the stigma surrounding mental ill health will never be far away. Parents especially might harbour the fear that they are responsible for their child's emotional difficulties especially if they themselves suffer or if there has been difficulties in the family. It important therefore set a tone that is one of equality (we are all in this together), non-judgmental, accepting, open and honest. This will take time to establish, for some more time than others, but right from the start we need to be modelling and conveying these attitudes.



YOUTH CONNECT 5

Supporting the emotional
wellbeing of young people

What can I do to
help my child?

What's going on in
my child's head?

What's it like to be a teenager?

What is risk and resilience?

What is mental health?

Session 1

Please adjust to suit your venue.

Slide 01

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Supporting the emotional wellbeing of young people

Session 1

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Slide 02

House Rules

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We ask them to fill in the questionnaire, explaining to them that we take a measure at the beginning and at the end as a way of measuring whether the course has had an impact on wellbeing. We will share this with them so they can see whether it has and we use it to justify the resources to deliver the training. We reassure them that we do not use their names, everything is confidential. In reports we use the scores not names, in fact we only take names so that we know who you are at the end to show you if your score has changed (so you could do initials or codes)

Slide 03

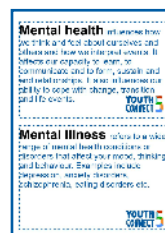
Welcome



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Aims	Instructions	Timings and Equipment
<p>To develop a group agreement</p>	<p>Before we get going it is important for us to have some group rules or expectations for how our group will work so that we work well together.</p> <p>Has anyone got any suggestions? [you may have to prompt and give some examples to help get things going]</p> <p>[Key things to think about: Confidentiality ('what's said in the room stays in the room'. The exception to this rule is if anything is raised which is a matter of safeguarding. You will need to explain that if this happened, you would speak to that person about the need to share information with relevant professionals; Time keeping; one person talks at a time; respect one another's views; switching mobile phones on to silent or vibrate so that we don't have any interruptions; the right to pass etc].</p> <p>Okay, can we go round the room again and maybe say something about what you hope to get out of this course. Perhaps think about what needs to happen for you to say to yourself that coming on the course was a good idea.</p>	<p>10 mins</p> <p>Slide 04</p>
<p>For parents to reflect on their own journey using the car metaphor.</p>	<p>Ask participants to complete the car worksheet looking at their present (inside the car), the past (rearview mirror) and what they would like in their future (windscreen).</p> <p>Parents to personalise their car now or at home</p>	<p>5 mins</p> <p>Slide 05</p>
<p>Introduce overall aims and the stages for session 1</p>	<p>Over the next 5 weeks we are going to learn about resilience – how we can cope with difficult times and challenges that life throws up for us.</p> <p>We are going to think about some of the challenges that our children face as they grow up; and learn about mental health and wellbeing and how we can improve wellbeing.</p> <p>We will also be looking at feelings; why we feel the way we do and why we do the things we do; and what we can do to make ourselves and our children feel better.</p> <p>Each week will cover 5 stages. This week we will be looking at:</p> <ul style="list-style-type: none"> ● What is mental health? ● What is risk and resilience? ● What is it like to be a teenager? ● What's going on in my child's head? ● What can I do to help my child? 	<p>5 mins</p> <p>Slide 06</p> <p>Slide 07</p>
<p>To clarify some key terms that will be used throughout the course.</p>	<p>Hand out cards, each one containing one of the definitions on slide 8. Ask the participants to work in pairs to discuss their word and phrase and then feedback to the whole group.</p>	<p>5 mins</p> <p>Slide 08</p> <p>Worksheet definitions p64/65</p>



Slide 04

Group Agreement

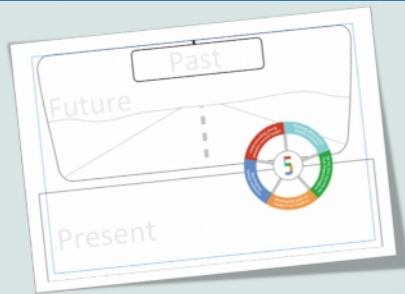
- Mobiles off or on silent please
- We keep to time
- We respect each others' views
- Confidentiality – personal details shared in this room remain in this room
- Opt out/personal safety – you don't do or say anything that makes you feel uncomfortable
- No such thing as a silly question – ask if you don't understand!
- We all get involved, "share the air"
- Enjoy the course – it's a serious subject matter but we can enjoy learning!
- Any others?

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Slide 05

I Like Driving in My Car



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Worksheet Activity

Slide 06

Course Aims:



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Slide 07

The Journey Today



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Slide 08

What do we mean by...

Mental Health?
Mental Illness?
Risk?
Resilience?
Wellbeing?




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One of the key points here is that participants understand the difference between mental health and mental illness. We all have mental health.

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Aims	Instructions	Timings and Equipment
<p>To explore mental health through 4 case studies.</p>	<p>We would like to introduce you to four children who we will be helping us to think about mental health, wellbeing and resilience.</p> <p>There's</p> <p>Joe, who's 11 years-old Beth, who is 15 years-old Naomi, who is 8 years-old And Hassan, who is 13 years-old</p> <p>Divide group into 4. Each group has a different character. Give each group one of the case studies handouts (in the resources section of the manual) giving a bit of information about one young person and some things they are saying.</p> <p>In your groups...</p> <p>Discuss what seems to be going on for the child</p> <p>What might be the reason for their problems</p> <p>Would they be able to access any services and get professional help? If so, which one(s)</p>	<p>10 mins</p> <p>Slide 09-10</p> <p>Worksheets p66-69</p> 
<p>Help group think about constructs of mental health and wellbeing and how mental health is defined.</p>	<p>Let's put the car into neutral, stop and have a think (the aim of this exercise is to explore what is mental health, what we know and what we assume). Each small group to feedback and then follow with a whole group discussion that pulls together some of the key themes from the case study discussions (see in the blue box across the page for some ideas of what may arise).</p> <p>During feedback facilitators should take the role of a detective (similar to the approach in cognitive behaviour therapy). Keep asking questions, for example 'what made Beth feel this way', 'that's an interesting point, why do you think that is?', 'Why might that young person need that service?' Etc.</p> <p>The person is more than the diagnosis yet the diagnosis determines access to services</p>	<p>10 mins</p> <p>Slide 11</p>
<p>To introduce the concept of resilience.</p>	<p>Another way of understanding mental health and wellbeing is in terms of risk and resilience. Resilience is about our ability to cope in the face of risk and adversity (life challenges).</p> <p>What sort of risks or challenges do people face in their lives? [Seek suggestion from the group]</p> <p>It's almost impossible to get through life unscathed without facing some kind of challenge. We will all experience bereavement, some of us may have to deal with money problems, losing a job and being unemployed.</p> <p>Then there are the 'daily hassles' like arguments with your children, neighbours and family, problems with the car, pressures of time etc. These can all mount up and be a drain on our resources and ability to cope.</p> <p>What are the sort of things that help us to keep going, to be resilient? [Invite suggestions from the group]</p> <p>Having friends, family and people who are important to us can help. Having a hobby or interest to take our mind of things and allow us to enjoy ourselves; Time to relax; physical exercise; eating well; self-confidence, self-esteem and a positive mental attitude.</p>	<p>5 mins</p> <p>Slide 12</p>

Slide 09

Meet



Joe Beth
Naomi Hassan


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Slide 10

For Each Child

- Discuss what seems to be going on for this person
- What might be the reason for this person's troubles and problems?
- Would they get a service and if so, who from?



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Slide 11

Let's have a think



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Some of the themes which might come out:

How quick we are to label experience as illness e.g. Beth is depressed. But what does that tell us?

We use different mental health experience words interchangeably e.g. worry, anxiety, stress, depression, sadness and we might all have different understandings of these.

When does experience become clinical e.g. when does being low become depression, when is depression clinical? Lay language can give us a good understanding. Clinical language does not give us so much.

We are quick to make assumptions. Our brains can't help but fill in the gaps. We borrow from our own experience to fill in the picture. This might not colour it in with the right shades. We tend to psychologise. It is better to listen to the person's experience.

Emotional experience is complicated, subjective, fluid, and episodic. Diagnoses is like a snap shot, 2 dimensional flat picture of a certain experience at a certain time. Real life experience is more like a movie. It's moving, changing and dynamic (is effected by outside events). And this is especially so for young people who are making huge changes (more on this later).

Experience is subjective which means we have to rely on what people report. This has number complications: does the person tell the truth (stigma means they often don't)? Is the sufferer aware of their experience? Does the person open up to some people and not others? Does what they report depend on how they feel at that time?

Accessing services. How is this done, what do they offer. Who else can help? What else can help?

Slide 12


Risk and Resilience



Vulnerable Resilient

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Aims	Instructions	Timings and Equipment
<p>To consider how we balance risk and resilience.</p>	<p>Our ability to cope and weather difficulties depends on the balance between the number of challenges we face and the number of strength factors or things that make us resilient. As the number of risks or challenges we face increases, we need to counterbalance this with things that keep us resilient</p> <p>Lets return back to the characters we looked at earlier. In your groups, have a think about what the risk factors are for the child you looked at before, and what are the resilient factors.</p> <p>Give the groups 5 minutes and then seek feedback.</p>	<p>10 mins</p> <p>Slide 13</p>
<p>Understanding what it's like to be a teenager.</p>	<p>Dealing with life's challenges is complicated for teenagers as these challenges are occurring during a time when they are going through a lot of change and readjustment.</p> <p>It can make it harder to get a grip on things and make them feel like their world is in a spin.</p> <p>It's confession time!! It's a good time for us to think back to what we were like when we were teenagers</p> <p>Get people to discuss this in pairs or threes and write down all of the changes/challenges that they experienced on post-it notes. Then seek feedback.</p>	<p>10 mins</p> <p>Post-it notes</p> <p>Slide 14-15</p>
<p>Understanding what it's like to be a teenager continued.</p>	<p>Let's have a think about some of the changes that our children have to cope and adapt to. On the gingerbread person outline write down some of the changes that go on inside the child/teenager (write these inside the gingerbread person) and changes outside the child/ teenager- the stresses and strains (write these on the outside of the gingerbread person).</p> <p>[Give a couple of suggestions from the list below to get people going, if needed:]</p> <p><u>Within child</u></p> <p>Physical growth Puberty Strong emotions Changes in the way they look (self image) and sound (voice breaking)</p> <p><u>Outside</u></p> <p>Moving from primary to secondary school Managing relationships, including romantic and sexual relationships Dealing with new responsibilities, increased independence and increased expectations Examinations Driving tests Exposure to drugs, pornography, body image</p> <p>Our children's lives are complicated.</p>	<p>10 mins</p> <p>A3 gingerbread person outlines p70</p>  <p>Slide 16</p>

Slide 13

Risk and Resilience



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Slide 14

World is in a Spin



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Slide 15

What was it like for you being a teenager?



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Slide 16

Everything Changes



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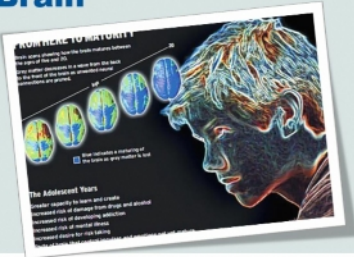
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Aims	Instructions	Timings and Equipment
<p>To gain insight into how the teenage brain works.</p>	<p>Using our car analogy, let's now look under the bonnet. What's going on in our child's brain?</p> <p>It is important to know that our children's brains are an unfinished product. In fact, the brain doesn't stop developing until 20-22 years of age.</p> <p>During the teenage years, the brain goes through a major stage of construction. It prunes or gets rid of unused information and improves the connections between brain cells to make the brain a faster and more efficient machine.</p> <p>One of the last parts of the brain to mature is the frontal lobe. Scientists think this part of the brain is responsible for decision making and it also has a role in controlling emotions and impulses. It explains why some teenagers may be poor at controlling their behaviour, make poor or risky decisions and overreact to things.</p> <p>With all this change going on, being a teenager is bit like being a learner driver behind the wheel of a super turbo charged car. It's a powerful machine that will take time for them to master.</p> <p>Teenagers have to learn to adjust to their growing body- this is why children can be a bit clumsy because their brains haven't been able to keep up with the changes to their bodies e.g. length of their arms and legs.</p> <p>Teenagers also have to adjust to their increased strength, changes in mood and emotions as a result of hormones and changes in the way they feel about people and things, including changes in relationships.</p> <p>Ask participants to complete the worksheet in the handout to show what they think is going on in the head of their child/young person. For example they might have exams going on at the moment or be preoccupied with friendship worries, boyfriends/girlfriends or their phone.</p> <p>Once completed give individuals from the group a chance to share theirs with the rest of the group.</p>	<p>10 mins</p> <p>Slides 17-19</p> <p>Worksheet activity</p>
<p>Understanding what it's like to be a teenager.</p>	<p>Our ability to solve problems or find solutions to problems usually depends on how we see the problem. Have a look at this problem. Can anyone solve it?</p> <p>Give the group a couple of minutes to have a go, then show slide 21. Here's the solution.</p> <p>In trying to solve the puzzle, few people think of extending the straight lines beyond the dots. Most people think of a square when trying to solve the puzzle, which doesn't get them anywhere.</p> <p>As in real life, we often get locked into seeing problems or situations in one way and we get stuck in our attempts to solve the problem, often repeating the same strategy or solution, even though we have already experienced that it doesn't work.</p> <p>New solution opportunities can occur when we put on new glasses and try to see the world differently.</p>	<p>5 mins</p> <p>Slide 20</p> <p>Slide 21</p>

Slide 17

The Teenage Brain



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Slide 18

The Learner Driver


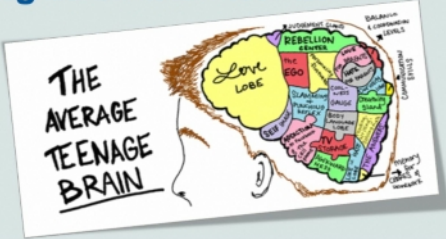


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Slide 19

What's going on in their heads?



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Worksheet Activity

Slide 20

The Solution




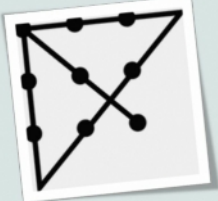
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Slide 21

The Nine Dot Challenge

Can you join all 9 dots using 4 lines?



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Aims	Instructions	Timings and Equipment
<p>To think about our perspectives on things,</p>	<p>Let's put on our glasses and with a new pair of eyes, take another look at the four children (characters).</p> <p>Ask participants to go back to their original groups to review their case study. If they put on a different pair of glasses - rose tinted glasses, do things appear to be any different?</p>	<p>5 mins</p> <p>Slide 22</p>
<p>How to put on rose tinted glasses.</p>	<p>Can you see the old woman?</p> <p>Can you see a young woman?</p> <p>Sometimes we need to search for things we want to see. It's a bit like looking for positives. We are prone to notice the bad things that go on for us each day and ignore the good stuff. We often need to actively look and pay attention to the good stuff.</p> <p>I am going to ask you to do something over the week and to report back when we meet up again. I would like you to put on your new glasses and take a fresh look at your child - wear your rose tinted spectacles and start to notice . If you don't notice much at the time, don't worry. At the end of the day we want you to put a note pad by your bed and just before you go to sleep we want you to make a note of 3 things that have happened that you are pleased about.</p> <p>The brain has a tendency to notice the negatives and so we have to make a conscious effort to be positive.</p> <p>People who tend to notice the good things that happen, tend to be happier and more satisfied with their lives than those who focus on the negative things.</p> <p>Make a happy list- things you are happy and pleased about.</p>	<p>3 mins</p> <p>Slide 23</p> <p>Slide 24</p> <p>Worksheet</p>
<p>Summary</p>	<p>We've thought about what mental health is and what that means when looking at the problems experienced by children and young people.</p> <p>We've considered how the balance of risks and resilience factors can play a part in people's wellbeing and ability to cope.</p> <p>We've also looked at life can be very challenging for our children as they learn to adjust to developmental changes whilst responding to life's challenges. We have an appreciation of what life is like for young people growing up today and we have begun to think about the importance of looking afresh at things and being open to new ways of seeing things.</p> <p>Next week we are going to look at improving wellbeing for ourselves and our family.</p> <p>Thank the group for coming and ask them to complete the evaluation forms. This may also be opportunity for you to take any individual questions that participants may have that you may have had to put on hold during the session.</p>	<p>2 mins</p> <p>Slides 25-26</p>

Slide 22

Put on your glasses



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Slide 23

What do you see?



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Slide 24

Your task for this week

Have a go at putting on new spectacles and take a fresh look at your child



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Worksheet Activity - Home Task

Slide 25

What have we learned today?

- Mental health and what that means when looking at the problems experienced by young people.
- The balance of risks and resilience factors and how they play a part in people's wellbeing/Mental Health
- The challenging for our young people as they learn to adjust to developmental changes
- Considered what life is like for young people growing up today
- Looking afresh at things and being open to new ways.

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Slide 26

Next week



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How do we make
smart changes?

What type of family
activities are important for
good mental health?

How do we change the way
our children behave?

How do we build resilience?

What do we need to be
mentally healthy?

Session 2

Youth Connect 5 Session 2

Aims	Instructions	Timings and Equipment
<p>To recap over the previous session.</p>	<p>Have Slide 01 up as people come in.</p> <p>It is always good practice to go over the house rules at the start of every session as people may have forgotten or may have missed the previous week.</p> <p>Hello everyone, welcome back. Ask participants to rate their mood from 1-10 and then apply this to the mood table on the worksheet.</p> <p>Let's kick off today's session by recapping on last week. What do people remember from last time?</p>	<p>10 mins</p> <p>Slide 01-02</p> <p>Worksheet</p> <p>Slide 03</p>
<p>To evaluate the impact of the homework.</p>	<p>Okay now last week we asked you to put on your rose tinted glasses and make a note of 3 things each night that you were pleased about.</p> <p>Do people want to share some of these?</p> <p>[Trainers to notice any changes in emotions e.g. smiling etc and feed this back to people. Noticing and thinking about positive things can help lift our moods and is a simple thing to do to promote wellbeing]</p> <p>Keeping a note of 3 positive things each day might be something you want to continue with.</p> <p>Then Take the group through the aims for today's session.</p> <p style="color: #0070C0;">In today's session we are going to....</p> <p style="color: #0070C0;">Understand what we need for complete mental health Appreciate the importance of certain types of activity for our own and families wellbeing Learn a smart way to make changes that stick and that will improve our own and our family's wellbeing</p> <p style="color: #0070C0;">Today is about looking after yourself. In terms of our car analogy, it's about adjusting the seat so the drive is comfortable. Adjusting the temperature of the car and maybe putting on some music. It's also about keeping an eye on your instruments – so that you know when you need to pull into a service station for fuel and a rest.</p>	<p>10 mins</p> <p>Slide 04</p> <p>Slide 05</p>
<p>To get parents thinking about self care.</p>	<p>Ask the group why it's important for parents/carers to follow the instructions on slide 06.</p> <p style="color: #0070C0;">Frustrating as it might be, it is largely true that we can't change other people - we can only really change ourselves. This is probably most true when teenagers are involved.</p> <p style="color: #0070C0;">So this session is all about understanding wellbeing and applying it first and foremost to ourselves, both to build our resources to cope with this demanding time and to be a good role model for our children.</p>	<p>5 mins</p> <p>Slide 06</p>

Slide 01

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Session 2

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Worksheet Activity

Slide 02

House Rules



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Slide 03

Welcome:



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Slide 04

The Journey Today




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Slide 05

Home Task Review



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Slide 06

Me, myself and I






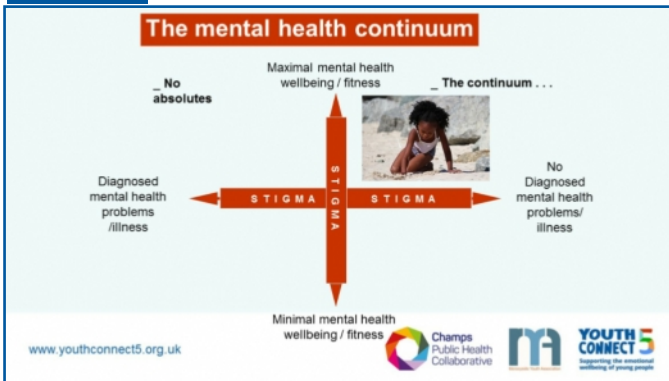
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Aims	Instructions	Timings and Equipment
<p>To introduce the mental health continuum.</p>	<p>Ask the group ‘who here has mental health’? Hopefully they will all say yes as they should have picked this up from the first session.</p> <p>Mental health exists on a continuum and there are no absolutes. The vertical axis shows the social perspective; with maximum mental health at the top (when we are feeling good, maintaining healthy relationship and can perform at our best), and minimal mental health at the bottom (when we are not feeling good, struggle with relationships and cannot perform well).</p> <p>The horizontal axis shows the medical perspective with diagnosed mental health illness to the left (for example someone has a diagnosis of Bipolar or severe depression), and no diagnosed mental health illness on the right.</p> <p>Everyone is somewhere on this continuum.</p> <p>Top right is where we would like to be; Not suffering distress or stress at levels that would be judged a clinical mental illness and we are thriving in life. It is also important to note here that people with a diagnosed mental health illness can still, will the right support and treatment experience high levels of wellbeing and mental health. However too often we can fall into the bottom right sector. We don’t have a diagnosed mental illness, but we are suffering distress or high levels of stress and don’t seem to be thriving. We don’t feel life has meaning or purpose or perhaps that we are doing well in life. We perhaps experience more negative than positive emotion, maybe even trapped in negative perception of the world.</p> <p>Today is about looking after yourself. In terms of our car analogy, it’s about adjusting the seat so the drive is comfortable. Adjusting the temperature of the car and maybe putting on some music. It’s also about keeping an eye on your instruments – so that you know when you need to pull into a service station for fuel and a rest.</p> <p>Ask the group consider where the young people from their case studies may be on this continuum.</p>	<p>10 mins</p> <p>Slide 07</p>
<p>To think about what wellbeing looks like in children, teens and adults.</p>	<p>The concept of Wellbeing comprises two main elements: feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement are characteristic of someone who has a positive experience of their life. Equally important for Wellbeing is our functioning in the world. Experiencing positive relationships, having some control over one’s life and having a sense of purpose are all important attributes of Wellbeing</p> <p>Split the group into 3 groups and hand out the gingerbread cut out worksheets found in the resources section. One group needs to write about children, one group needs to write about teenagers and the final group needs to write about adults. Each group must consider the following questions and write their responses on the gingerbread person (needs to be enlarged to A3).</p> <p>What does a child (5-11)/teen (11-18)/adult (18+) with good wellbeing look like? What do they do? What do they feel? What do they think? How are they seen?</p> <p>Each group then feeds back and trainer to pull together themes, similarities and differences e.g. trainer may point out that children’s wellbeing is influenced by their parents. Reinforces the point about parents taking care of their own mental health and wellbeing.</p>	<p>15 mins</p> <p>Slide 08</p> <p>Gingerbread resource p70</p> 

Slide 07



Naomi starts off in the top right, then her grandmother dies, low mood, poor mental health no diagnosis, time goes on she gets a diagnosis of depression and moves to bottom left. Then with support she moves into the top left. Finally with ongoing support Naomi is able to fully recover and ends up back in the top right.

Slide 08

Wellbeing

What does someone with good wellbeing look like ?
What do they do?
What do they feel?
What do they think?
How are they seen by other people?

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Aims	Instructions	Timings and Equipment
<p>To introduce the five ways to wellbeing.</p>	<p>On 5 separate flipchart sheets write the following (do this before the session) and stick the flipchart up around the room:</p> <ol style="list-style-type: none"> 1. Learning 2. Connecting 3. Giving 4. Activity 5. Noticing <p>Just like plants, humans and other animals need the right conditions and environment to thrive. Whatever your genetics, you can thrive and be the best if you can get the right nutrients from your environment. For plants, these are sun, water, nutrients in the soil, air quality etc.</p> <p>But what about for humans?</p> <p>Ask each participant to write on 5 separate post stick notes, five things that they consider to be important for their wellbeing. Use a separate post stick note for each item.</p> <p>We are going to see if we can group the things that you have written. Ask the participants to stick them on to one of five sheets of flip chart paper on the walls around the room (whichever one fits their activity best). After the participants have placed their post stick notes read them out. Explain that these five areas are tried and tested ways to improve wellbeing.</p> <p>Give participants time to record some of these onto the tree in their handouts. This time they also have to consider which of these things are outside factors (things around us, other people, our culture etc) and things that are internal factors (such as our personality, health, beliefs etc). For example 'enjoying cooking' would be an internal factor as its part of your personality, whereas spending time with family would be external as it's about other people. Some may be a bit of both, for example; 'Taking the dog for a walk.</p> <p>The five ways to wellbeing are the human equivalent of the right conditions. Challenge the group to be more APE! APE stands for:</p> <p>Achievement - Do we get a sense of achievement from an activity? People - Do we connect with other people through the activity? Enjoyment - Do we enjoy the activity?</p> <p>Both the 5-ways and APE are the nutrients/elements that make up the right conditions. They are the elements that create the sense of self-esteem, confidence, make life feel good, and create a sense of hope and optimism</p>	<p>20 mins</p> <p>Slide 09</p> <p>Flip chart</p> <p>Post-its</p> <p>Blue-tack</p> <p>Slide 10</p> <p>Worksheet</p>
<p>To think about what wellbeing looks like in children, teens and adults.</p>	<p>Notice: what do we stop doing when we get down, feel stressed. When we feel bad (down, low, stressed, depressed) we tend to stop doing the things that bring us connection, pleasure and achievement. Vicious cycle. Why is this?</p> <p>At this point get the group to engage in an activity that will give them APE. For example we recommend a paper aeroplane making competition. Get participants to rate their mood before and after the activity in their worksheets. What did they notice?</p>	<p>10 mins</p> <p>Slide 11</p> <p>Worksheet</p>

Slide 09

Does the environment have the right nutrients for the individual to thrive?



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Information about the 5 ways to wellbeing can be found in the additional information section at the back of the manual.

Slide 10

Behaviours That Enhance Wellbeing



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Worksheet Activity

Slide 11

Mood Rating



	1	2	3	4	5
Before					
After					

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Worksheet Activity

Aims	Instructions	Timings and Equipment
<p>To think about the types of family activity that increases wellbeing.</p>	<p>You are going to think about last week, and make a list of all the things your family did last week on your worksheet. When you have finished, write next to each one whether it is A- a sense of achievement; P- brings you closer to other people; E- enjoyable. Some things will be more than one, in which case, put more than one letter next to it.</p> <p>Look back at your list. Do you have a good balance of activities?</p> <p>Is there anything missing from your list? Something that you and your family have stopped doing or would like to do?</p> <p>If so, make a note of it on your list. We are now going to think about how we can introduce it or reintroduce it in our lives.</p> <p>As trainers it's important you adapt this activity to the needs of your group. Some groups may be happy to share their lists and activities, however some families, especially those with a lot of risk factors, may not wish to share theirs with the rest of the group. In this case you may wish to use a made up family's list and ask them to rate their activities and then complete their own at home.</p>	<p>10 mins</p> <p>Slide 12 worksheet</p>
<p>To make change happen by making and carrying out a plan.</p>	<p>How do you climb a mountain? Answer: One step at a time.</p> <p>The same principle applies to making changes, achieving targets or goals. We need to break things down into easy, achievable steps. We may have to pause at certain points as we climb upwards but that's okay because this isn't a race to the top. We may even slip and lose our position but because we have made the steps small and achievable, it is easy for us to resume the climb and make it steadily to the top.</p> <p>Now, let's use this idea to help us make a plan to introduce or reintroduce the activity you have identified. Have a go at breaking it down into small, easy achievable steps.</p> <p>When you've written your steps, ask yourself WHEN will you do the first 2 or 3 steps. Think about what might get in the way and stop you climbing up. Do you have any ideas about what you could do to overcome these obstacles in your path?</p> <p>Ask the group to try and carry out this plan as their home task for this week.</p>	<p>25 mins</p> <p>Slide 13 worksheet</p> <p>Slide 14</p>
<p>Recap over the key things covered in the session.</p>	<p>In today's session we have looked at a model of mental health and wellbeing</p> <p>Considered the ordinary, everyday things that are important for good mental health and wellbeing- can you remember what these 5 things are? That's right- Learn, Connect, Take notice, Be active and Give.</p> <p>Lastly, we have looked at the very useful skill for making positive changes that will have an impact on our own and our family's wellbeing. The key thing here is breaking challenges down into very small, easy steps that we can achieve.</p> <p>Next week we are going to look at how to minimise stress by understanding why we feel the way we do.</p> <p>Thank the group for coming and ask them to complete evaluations.</p>	<p>10 mins</p> <p>Slide 15</p> <p>Slide 16</p> <p>Evaluation forms</p>

Slide 12

Family Activity Audit

Think back over the last week.

Make a list of all the things you did with your family



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Worksheet Activity

Slide 13

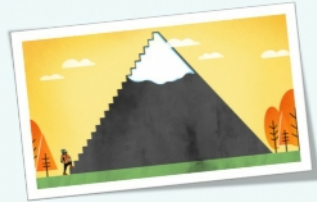
Let's Make a plan...

Step 1. First I am going to...

Step 2. Then I am going to ...

Step 3. After that I am going to..

Step 4. Then I am going to...



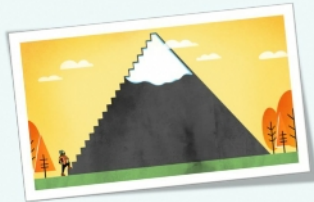
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Worksheet Activity

Slide 14

Home Task



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Slide 15

Next week



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Slide 16

What have we learned today?

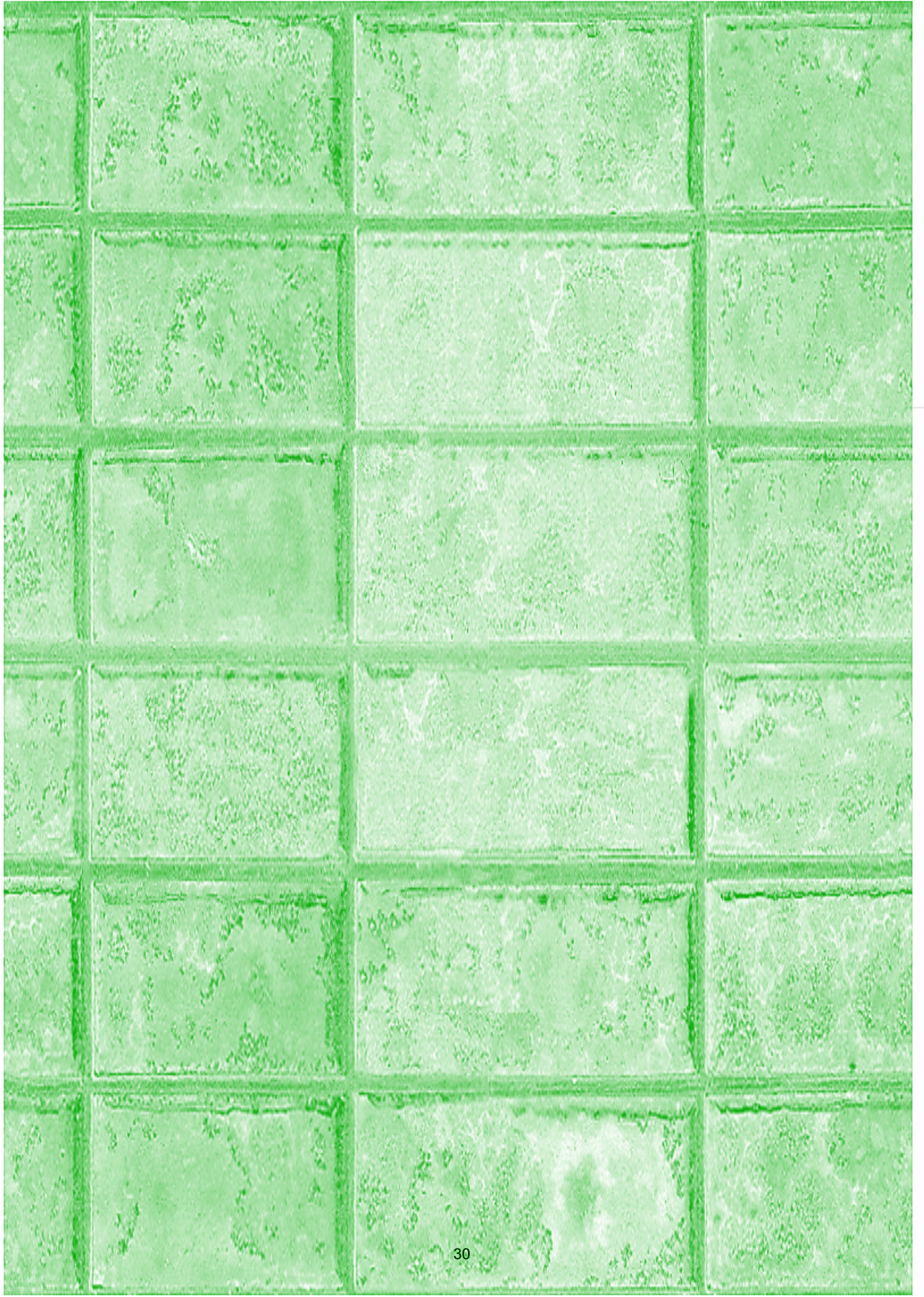
- What we need to be mentally healthy.
- How to build Resilience.
- How to change the way our children behave.
- Which type of family activities are important for good mental health.
- How to make smart changes.

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YOUTH CONNECT 5

Supporting the emotional
wellbeing of young people

What are the connections
between body and mind?

What strategies can I use to
manage distress and make
positive changes?

What is mindfulness and
emotional literacy?

How do I deal with
unhelpful thoughts?

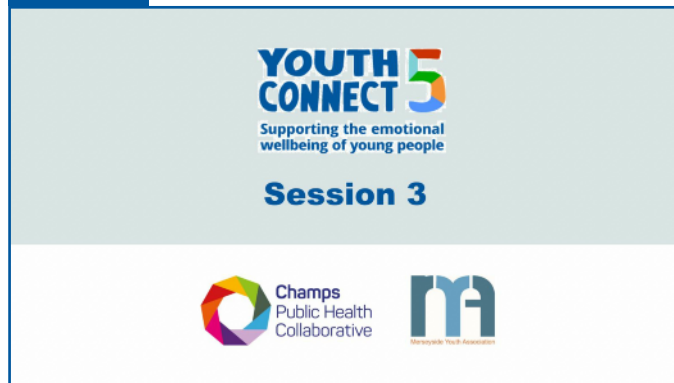
Why do we feel and behave
the way we do?

Session 3

Youth Connect 5 Session 3

Aims	Instructions	Timings and Equipment
<p>To recap over the previous session and introduce today's session.</p>	<p>Have Slide 01 up as people come in.</p> <p>It is always good practice to go over the house rules at the start of every session as people may have forgotten or may have missed the previous week.</p> <p>Hello everyone, welcome back and recap on home task - how did people find their relaxation? Offer the opportunity for a couple of participants to feedback if they wish to.</p> <p>Today we are going to...(go through the stages on slide 3)</p> <p>In terms of our car analogy, today is about becoming more aware of your bad driving habits in order to make the journey, safer and more pleasant. It's about how we keep calm and manage the obstacles in the road.</p>	<p>10 mins</p> <p>Slide 01-02</p> <p>Slide 03</p>
<p>To introduce the 5 aspects of CBT.</p>	<p>Today we are going to work on how we minimise stress. But first of all we are going to play the Balloon game.</p> <p>This exercise is designed to enable participants to experience a modicum of anxiety in order to help them understand the model of emotion. It should be undertaken in a light-hearted manner. You will need as many balloons as there are participants plus a balloon for each trainer and a pin.</p> <p>Check if any of the participants has an allergy to or phobia about balloons. If anyone does, give them the opportunity to sit out of the activity. Give each participant a balloon. You should also blow one up.</p> <p>To Participants: Please blow up your balloon. Then stand in a circle with your balloon and listen to the instructions carefully.</p> <p>Facilitator: Stand in the middle of the circle.</p> <p>To Participants: Now hold your balloon up against your nose with your eyes closed.</p> <p>Facilitator: Walk around the circle. After a moment or two:</p> <p>To Participants: Now please open your eyes</p> <p>Facilitator: Show them the pin.</p> <p>To Participants: I will be popping one balloon with the pin. Please close your eyes again.</p> <p>Facilitator: Walk around the circle, occasionally coughing and brushing participants' balloons.</p> <p>Facilitator: Burst your own balloon, low down away from people's faces</p> <p>I bet you are relieved that I popped my balloon! Come and sit down and we'll unpick what you've just experienced.</p> <p>Facilitator: I really curious and interested what your experience was. Field a discussion about their experience looking to order feedback into what happened physically in their bodies (e.g. racing heart), what they were thinking (e.g. not me, please), what they were feeling (e.g. apprehensive), how they were acting / behaving (e.g. peeking, moving back).</p>	<p>10 mins</p> <p>Slide 04</p>

Slide 01



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Session 3

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Slide 02



House Rules

Flame icon, Toilet icon, Parking icon, Person thinking icon, Coffee cup icon

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Slide 03



The Journey Today

What are the connections between body and mind?

What strategies can I use to manage distress and make positive changes?

What is mindfulness and emotional literacy?

How do I deal with unhelpful thoughts?

Why do we feel and behave the way we do?

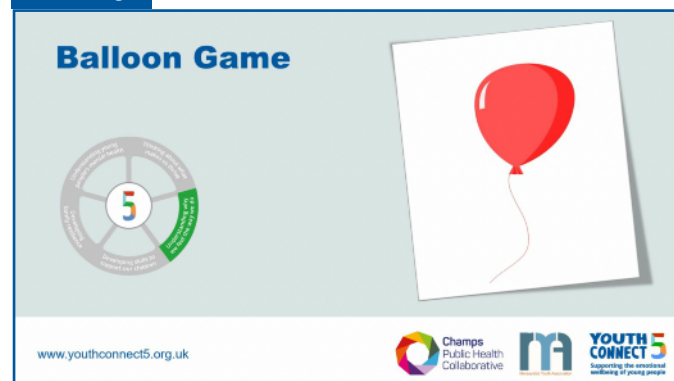
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Slide 04



Balloon Game

Five Areas Diagram, Balloon illustration

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The aim of the balloon game is to create an opportunity for stirring of emotions in the participants and analysis of their experience in terms of five areas (changes in situation, thinking, behaving, feeling, and physical reactions).

Facilitate the participants to get in touch with how the situation (threat of balloon being popped in an uncertain group situation) triggered changes in thinking, feeling, physical feelings and behaviour. Map these on to the five areas diagram. Picking out and illustrating vicious cycles.

Emphasise that participants react differently to same situation. i.e. Not the event but the interpretation of event is the issue. This is a key CBT principle. You can help yourself (self-help) and others by getting to know how and why you react the way you do. (Self-understanding)

Aims	Instructions	Timings and Equipment
<p>To introduce the 5 areas model of CBT.</p>	<p>Ask the group to feedback about what was going on with their thoughts, emotions (feelings), physical sensations (e.g heart beating fast, tense muscles) and behaviours (what did they actually do), during the balloon activity. Then link this to the Five areas model (this is where connect 5 comes from).</p> <p>The way we feel often depends on what is going on outside us- the situation. The way we view and think about the situation, our thoughts or what we say to ourselves, can affect the feelings we have inside our body, Physical Feelings, which in turn can affect the things we do; our behaviour.</p> <p>This can explain both good and bad feelings</p> <p>When the discussion is exhausted draw up the feedback on a flip chart into five areas model. The experience of an Emotion is in the interrelationship between the thoughts, feelings, and urges to behave. All the aspects of the reaction feed into each other and can form a vicious cycle that spins round and it is this that creates the mood or emotion.</p>	<p>20 mins</p> <p>Slide 05</p> <p>Flip chart split into 4 areas:</p> <p>Thoughts</p> <p>Feelings</p> <p>Behaviour</p> <p>Physical</p> <p>Slide 06</p>
<p>To allow participants to reflect on the 5 aspects of CBT using the stress bucket model.</p>	<p>Ask the group to complete their stress bucket found in the the worksheet. First ask them to write down all the things that they can think of that are causing them stress. Explain that we would consider these things to be risk factors (practice using this slide beforehand as each click brings up a different part of the slide). Then explain that when we get over-stressed it has an impact on our behaviours (which is the things that people tend to notice first), our thoughts, our feelings (probably what we notice first) and our physical body.</p> <p>As with a bucket, if it gets full, it will overflow. Therefore we need to find ways of letting out some of the stress. We call these coping strategies. Ask the group to think about ways in which they let out stress (e.g walking the dog, having a cup of tea). Make the point that some of these coping strategies may not be as helpful as they may in turn add more stress in the long-run (e.g smoking, over-eating). Finally explain that resilience is all about having a good balance of coping strategies to risk factors - the more stressors or risk factors you have, the more coping strategies you need to have in place.</p> <p>Once you work out why you feel the way you do it is easier to intervene to make positive changes. What we are going to learn about is how we can intervene at different points in the cycle, making changes to the way we think about a situation, respond and behave to a situation and/ or make changes to the way we are feeling inside our bodies.</p>	<p>10 mins</p> <p>Slide 07</p> <p>Worksheet</p>
<p>Thinking about how our thoughts, feelings and behaviours impact on those of our children and visa versa.</p>	<p>Get participants into 4 groups. Give out the Naomi character information. Ask the groups to record Naomi's thoughts, feelings, physical symptoms and behaviours onto the 'crunching gears worksheet - child' found in the resource section.</p> <p>Facilitator seeks feedback from group on Naomi's thoughts, feelings, physical symptoms and behaviours in relation to being made to go to school.</p> <p>Next, facilitator encourages the group to think about what Naomi's parent is thinking, feeling and doing in response to Naomi's behaviour e.g. resistance to go to school, recording this onto the 'crunching gears worksheet - parent'.</p> <p>Seek feedback from the groups again and then use slide 09 to explain how these two cycles can often crunch against each other (as when grinding gears in a car) which can often lead to 'sparks flying'. The way that you think, feel and behave can have a huge impact on the way your child thinks, feels and behaves and visa versa.</p>	<p>20 mins</p> <p>Slide 08</p> <p>Crunching gears worksheets.</p> <p>Slide 09</p>

Slide 05

Five Areas model

The diagram illustrates the Five Areas model. At the top is a box labeled 'Situation'. Below it are four boxes: 'Thoughts' (top), 'Feelings' (bottom), 'Physical' (left), and 'Behaviour' (right). Yellow double-headed arrows connect 'Thoughts' to 'Feelings', 'Thoughts' to 'Behaviour', and 'Feelings' to 'Behaviour'. Pink double-headed arrows connect 'Thoughts' to 'Physical' and 'Feelings' to 'Physical'. A central vertical pink line connects 'Thoughts' and 'Feelings'.

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Slide 06

Let's make sense of our feelings

The slide features two circular diagrams. On the left is a wheel with a central '5' and five segments: 'Thoughts', 'Feelings', 'Physical', 'Behaviour', and 'Situation'. On the right is a yellow gear-like circle divided into four quadrants: 'Thoughts' (top), 'Physical Symptoms' (right), 'Feelings' (bottom), and 'Behaviour' (left). A red location pin icon is placed in the center of this circle.

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Slide 07

A bucket labeled 'Risk' is shown with water being poured into it from three sources: 'Thoughts' (orange), 'Feelings' (green), and 'Physical symptoms' (light blue). A blue cloud above the bucket contains the text: 'A resilient person will have a combination of a low level of risk lead and helpful coping strategies.' A red speech bubble labeled 'Behaviour' is also shown. Text on the left says 'Unhelpful coping strategies lead to more stress.' and text on the right says 'Positive coping strategies.'

RAISE MA

Worksheet Activity

Slide 08

Working out thoughts, emotions, feelings and behaviour

A photograph of a young girl with dark curly hair, wearing a white bikini, sitting on a sandy beach and looking down at something in her hands.

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Slide 09

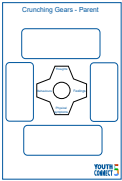
Parent and Young person's Gear Crunching

The slide features a gear diagram on the left with a central '5' and five segments: 'Thoughts', 'Feelings', 'Physical', 'Behaviour', and 'Situation'. To the right is an image of three interlocking gears: a red one at the bottom, a blue one at the top, and a green one on the right.

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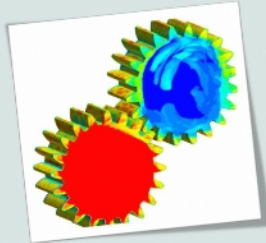
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Aims	Instructions	Timings and Equipment
<p>Thinking about how our thoughts, feelings and behaviours impact on those of our children and visa versa cont..</p>	<p>Explain to participants that it is easier for parent to make change and this will affect the child's, also it is good role-modelling. Ask the group;</p> <p>How can the parent change?</p> <p>Ask participants to return to small groups and come up with how the parent (in Naomi's story) could change;</p> <p>What could they think? What could they do? How could they change the feeling in their body?</p> <p>Record the group's answers on flipchart.</p> <p>E.g. more helpful thoughts, behaviour/physical feelings. One's that don't spin the vicious cycle round</p> <p>Example helpful Thoughts</p> <p>"At least she's attending school"</p> <p>Example helpful Feelings</p> <p>"Proud that Naomi's talking about it"</p> <p>Example of helpful Behaviour</p> <p>Staying calm and not over-reacting.</p> <p>Example of helpful physical interventions.</p> <p>Take some deep breaths Focus on body sensations become aware of your response. Keep monitoring your feelings and state.</p> <p>Seek feedback from the whole group. Try to reflect on how the changes might effect a change for the child's vicious cycle. For example look at new reactions of the child.</p>	<p>10 mins</p> <p>Slide 09</p> <p>Slide 10</p> <p>Flip chart</p> <p>Crunching Gears Resource p71</p> 
<p>Recap on thoughts feelings behaviours model.</p>	<p>We need to slow things down and increase the space between the situation and our re-action. This gives us the opportunity to stop and think about our thoughts- what we are saying to ourselves and what we are feeling inside our bodies.</p> <p>Ask group to reflect back to the previous week - doing something that gives us APE: Achievement, People, Enjoyment. Five ways to wellbeing. Learning to relax. Putting on our rose-tinted glasses. These are all ways of 'minding the gap' and preventing the gears from crunching.</p> <p>Just being aware of our own thoughts is a huge part of this.</p>	<p>5 mins</p> <p>Slide 11</p>

Slide 09

Parent and Young person's Gear Crunching

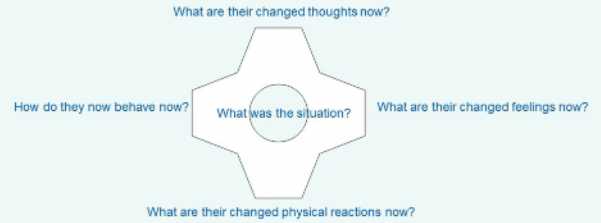


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Slide 10

What could they do differently?

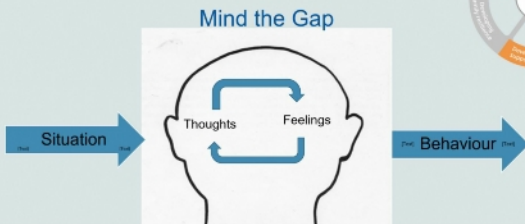


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Slide 09

Take a little time!



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Aims	Instructions	Timings and Equipment
<p>Thinking about how our thoughts, feelings and behaviours impact on those of our children and visa versa cont..</p>	<p>The way we think about things has a huge influence over how we feel and behave, and its easy to fall into negative thinking patterns. Do you recognise yourself as having some of these types of negative thoughts?</p> <p>Mind reading- saying things to yourself like, she doesn't like me, he thinks I'm stupid. Fortune telling- predicting the future. If I go to the party no one will talk to me. Setting the bar too high- or in other words, having high expectations. When we do this we say things to ourselves like I have to or I should do or I must. Blowing things out of proportion- you take something small and make a mountain out of a mole hill. For instance, you forget to send your friend a birthday card and you say, that's it, s/he will hate me. Put downs- I am stupid, I look ridiculous in this. Blame me- Taking the blame for things that go wrong. It's my fault that happened. Glass half empty thinking- being pessimistic and always seeing the negative side of things.</p> <p>Ask participants to look at slide 13 and see if they can detect which type of negative thinking it is. Once they have a good grasp of the different types of thinking ask them to complete the activity in the Worksheet to asses what types of thinking they tend to experience.</p>	<p>10 mins</p> <p>Slide 12</p> <p>Slide 13</p> <p>Worksheets</p>
<p>Recap on thoughts feelings behaviours model.</p>	<p>Ask participants to discuss in pairs the types of thinking used by Beth and Hassan (they may fall into more than one category).</p> <p>Suggested answers: I'm ugly- self critical Everyone hates me- mind reading I can't do the work...it's too hard- setting the bar too high I'm going to fail my exams.....-Blowing things up Is focusing too much on the negatives I have to keep things to myself- setting bar too high</p> <p>Parents can also have negative thoughts that drive our anxieties and worries about our children. Often we focus on the negatives- not being able to see anything positive that might be happening. We also catastrophize and make predictions about how awful the future will be for our children if things don't improve quickly.</p> <p>There are a number of things you can do to stop your unhelpful thoughts getting the better of you and making you feel bad.</p> <p>Label it- say to yourself, "oh you're that type of thought" Thought stopping- imagine yourself turning your back on your thought or putting your hand out and shouting "stop!" Self talk- talk positively to yourself. Tell yourself that you can do this or that you will give it a go or that it doesn't matter if I get things wrong etc Distraction- Do something to take your mind off your thoughts like reading, watching television, doing a crossword puzzle, describing what you can see around you or doing some other activity that requires your full attention Assess your thought- ask yourself if the thought will still be as important tomorrow, at the end of the week or in a month. Ask yourself what you would say to your best friend if you knew they were troubled by this thought. What would someone say to you if they knew you had this thought? Take action- Decide if there is anything you can do to reduce your worry or address the unhelpful thought e.g. If you think you have upset someone, you might decide to speak to them about it and apologise.</p>	<p>10 mins</p> <p>Slide 14</p>

Slide 12

Types of negative thoughts



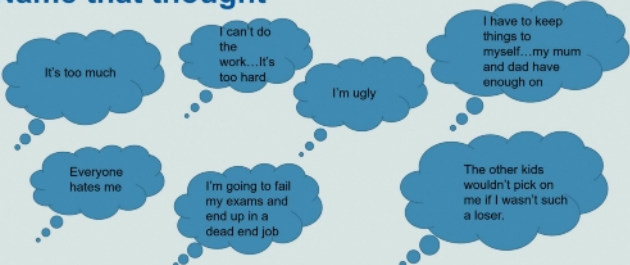
- Mind reading or fortune telling
- Blaming yourself
- Only seeing the negatives
- Set the bar to high I should... I have to... I must...
- Blow things up out of proportion
- Being self critical

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Slide 13

Name that thought



- It's too much
- I can't do the work... It's too hard
- I'm ugly
- I have to keep things to myself... my mum and dad have enough on
- Everyone hates me
- I'm going to fail my exams and end up in a dead end job
- The other kids wouldn't pick on me if I wasn't such a loser.

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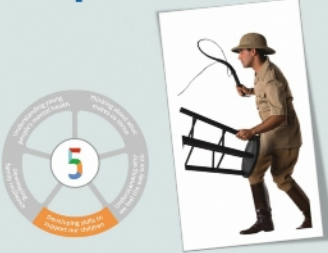


Worksheet Activity

Slide 14

How to deal with unhelpful thoughts

- Label it- what type of thought is it?
- Thought stopping
- Positive self talk
- Distraction
- Assess your thought
- Take action



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Aims	Instructions	Timings and Equipment
Thinking about the tools you have in your toolkit for dealing with thinking types.	<p>Think back to previous weeks, what skills have we picked up that could help us to deal with negative thoughts?</p> <p>Help the group to think back to the stress bucket, activities that increase APE, relaxation etc.</p> <p>It's also important to realise that our feelings influence thoughts. If you are tense or in low mood, then you are more likely to have negative thoughts.</p> <p>Show the group the clip on relaxation using the link on slide 17. If time get them to practice the techniques during the session.</p>	<p>10 mins</p> <p>Slide 15-16</p> <p>Slide 17</p> <p>Worksheets</p>
Learning to take care of your own mental health.	<p>For the home task this week I am going to ask you to spend an hour doing something for yourself. Something that will help you to relax. It could be to take a nice long bath, maybe add a few candles, get your hair done, follow some of the relaxation exercises from youtube or use the one on the back of the worksheet. Whatever it is make sure that it's something you enjoy or that gives you ACE (Achievement, Connection or Enjoyment).</p> <p>Make participants aware of the relaxation exercise on the back of the worksheet.</p>	<p>3 mins</p> <p>Slide 18</p>
Recap over key learning points.	<p>Recap over the main things covered throughout today's session.</p> <p>We have looked at: Making sense of how we and others come to feel/react the way we do. How to make positive changes to help us think, feel and behave differently. How to share what we have learned with our teenagers to help improve their well-being.</p> <p>Next week is about learning to use important communication skills that allow us to help our children to cope with their feelings and emotions.</p>	<p>2 mins</p> <p>Slide 19</p> <p>Slide 20</p>

Slide 15

Additional tools for your tool kit



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Slide 16

Behaviour



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Slide 17

Relax



<http://www.drivingpeace.com/simple-dbt-mindfulness-exercises-for-anxiety/#.V3kRNen2bIU>

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Slide 18

Your task for this week....

Relaxation practice



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Slide 19

What have we learned today?

- That there are connections between body and mind.
- Strategies that we can use to manage distress and make positive changes.
- Something about mindfulness and emotional literacy.
- How to deal with unhelpful thoughts.
- Understanding why we feel and behave the way we do.

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Slide 20

Next week



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How do I support my child
when they are in a hard place?

Practising what to say.

Practising my listening.

How do I talk to my child?

How do I listen to my child?

Session 4

Youth Connect 5 Session 4

Aims	Instructions	Timings and Equipment
<p>To recap over the previous session and introduce today's session.</p>	<p>Have Slide 01 up as people come in.</p> <p>It is always good practice to go over the house rules at the start of every session as people may have forgotten or may have missed the previous week.</p> <p>Welcome back everyone. Can you believe it, it's now week 4?!! Okay can anyone remember what we looked at over the previous weeks? (Encourage the participants to reflect on what they learnt).How did you get on with the home task over the week? Have you noticed any changes in the way you feel inside your bodies?</p> <p>Today's session is all about connecting with our children and helping them to manage and express their emotions and develop ways of coping. We're in a good position to think about how we can connect with our children because:</p> <p>We have a better insight into our children and what makes them tick and we have a good appreciation of the stresses and strains on children growing up in the UK. We have also thought about our own wellbeing and connected with our thoughts, feelings and behaviours- our drivers - and we've learned to pause and think before we react.</p> <p>In terms of the car analogy- today is about being aware of the world around us; the other cars, the road signs, the pedestrians, and also the car itself. We respond and adjust our driving so that the engine is not roaring because we are in the wrong gear and we get to where we want to be safely.</p> <p>Go through each stage of the journey on slide 03.</p>	<p>10 mins</p> <p>Slide 01-02</p> <p>Slide 03</p>
<p>To help participants to understand that it is hard for children to understand and express their feelings.</p>	<p>Like adults, children struggle to make sense of emotions and feelings</p> <p>In fact it is more difficult for children and young people because they do not have the life experiences or words to help them understand why they feel the way they do and react the way they do. Feelings are not something you can see and point to, like a car, tree or book. So for children, especially young children, learning about feelings is difficult. Helping children to understand their feelings is an important task for parents and carers.</p> <p>Like adults, children need help to learn how to unpick the jumble of feelings so that they can see how they might make changes and improve the way they feel.</p>	<p>10 mins</p> <p>Slide 04</p>
<p>To introduce the 5 universal feelings/emotions.</p>	<p>What are the five universal feelings or emotions? Can you work it out from the characters in the film, Inside Out?</p> <p>Anger Disgust Fear Joy Sadness</p> <p>What brings out these emotions in you? Ask group to write these in their worksheet. Record on feedback on Flip Chart.</p>	<p>10 mins</p> <p>Slide 05</p> <p>Flip chart,pens</p>

Slide 01

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Session 4



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Slide 02

House Rules

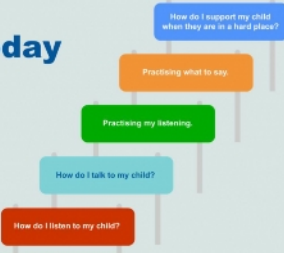


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Slide 03

The Journey Today



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Slide 04

Disentangling Feelings



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If your group are fairly confident you could use a charades style activity to introduce these emotions. Also when asking what brings out these emotions - a good example is the birth of a child which can bring out so many different emotions in each of us.

Slide 05

Disentangling Feelings



- Anger
- Disgust
- Fear
- Joy
- Sadness

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Worksheet Activity

Aims	Instructions	Timings and Equipment
<p>To understand the way that young people's brains work.</p>	<p>You can choose to either to explain this hand model of the brain yourself or show Dan Siegel's video on You Tube (approx. 2 mins 30 secs) https://www.youtube.com/watch?v=gm9CIJ74Oxw</p> <p>The model will work best when explained live, so take some time to practice it.</p> <p>Using your hand, point out the following parts: Arm is your Spinal cord, which leads to:</p> <p>Palm and thumb – limbic system and brain stem (responsible for emotions) Fingers- Cortex- the thinking, rational part of the brain.</p> <p>Show how the fingers curl over the thumb and palm, enveloping them. [Get the group to imitate you as you explain hand brain]</p> <p>Explain the concept of flipping the lid. <i>That there are times when our thinking, reasoning part of the brain flips and we are operating from our downstairs brain. This is when we experience the fight, flight, freeze response. The Fight or Flight response is a physiological response triggered when we feel a strong emotion like fear. Fear is the normal emotion to feel in response to a danger or threat. Fear also has a close relative we call anxiety. The Fight or Flight response evolved to enable us to react with appropriate actions: to run away, to fight, or sometimes freeze to be a less visible target.</i></p> <p><i>The skill that we are trying to learn is about helping the other person calm so that they can re-engage their thinking brain (upstairs brain) to dampen down the downstairs brain and close the lid.</i></p> <p><i>Our role as parents is to help our children to use their upstairs brain. Children can only do this with learning and experience</i></p>	<p>10 mins</p> <p>Youtube clip</p> <p>Slide 06</p>
<p>To think about the skills we need to listen to our children.</p>	<p>Ask the participants to discuss, in pairs, the last time that they had to sooth or calm down their child, and then feedback to the whole group. They can also write this down in their worksheet.</p> <p>Facilitator to pick up on and reflect on what has worked in the past. While the groups are feeding back the facilitator needs to start demonstrating negative body language: Pre occupied thoughts: Referring to own experiences.</p> <p>After doing this for a while stop the activity and ask the group to give their views on what just happened. Did they feel listened to?</p>	<p>10 mins</p> <p>Slide 07</p>
<p>To think about the skills we need to listen to our children</p>	<p>Show parents the video clip from the film Inside Out.</p> <p>The film is about what goes inside a child's head. The characters are the emotions- sadness, joy, anger, disgust and fear.</p> <p><i>Let's watch how first Joy and then Sadness try to help Bing Bong deal with the upset of losing his rocket.</i></p>	<p>10 mins</p> <p>Slide 08</p> <p>Youtube clip</p>

Slide 06

In the palm of your hand



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Slide 07

Activity: Thinking Time!

- Think of a time when your child was very emotional (e.g. angry, anxious or upset) and you managed to calm them down
- What did you do to soothe them?



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Worksheet Activity

Slide 08

Think about it!



<https://www.youtube.com/watch?v=QT6FdhKriB8>

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Aims	Instructions	Timings and Equipment
<p>To think about the skills we need to listen to our children..</p>	<p>After watching the clip ask the following questions:</p> <p>What did Joy try to do? What did Sadness do? Which approach was more helpful to Bing Bong?</p> <p>[Seek feedback on the questions. Use the discussion to tease out why dismissing a child's emotions and disapproving of a child's feelings can be unhelpful).</p> <p>Dismissing style can involve minimising or distracting a child because negative emotions are seen as something to avoid or get rid of.</p> <p>Disapproving style- attempts to get rid of negative emotions through discipline, focusing on the behaviour</p> <p>Being able to validate and respond to another person's feelings teaches them to accept their feelings and to have opportunities to self-regulate and learn to cope with negative emotions that result from bad events. In other words, it is important for promoting resilience.</p> <p>Read through slide 09 showing the five step response (SALES) that parents can use when their child is experiencing strong negative emotions.</p>	<p>10 mins</p> <p>Youtube clip</p> <p>Slide 08</p> <p>Slide 09</p>
<p>To think about how we can contain the feelings/emotions of our children.</p>	<p>As a parent, we often want to help our children to feel better. We give advice or make suggestions and we may feel frustrated when they don't take our advice. Sometimes the best thing we can do is simply contain our child so that they don't become overwhelmed by their intense emotions and can be helped to think and work out what for themselves what to do.</p> <p>The idea of holding your child's feelings (containment) comes from the work of Sigmund Freud and psychoanalysts. A good example of containment is when parents contain the strong feelings of babies when they are crying. By containing the infant, parents help the child to tolerate and manage their feelings and make sense of them. If, on the other hand, the parent struggles to contain the child's distress, for instance by panicking, then the child is not contained and cannot learn to manage their feelings.</p> <p>Containment can occur between parents and older children and between adults. It is achieved through attentive listening - the parent or adult is mentally and emotionally available to receive the worries, disappointment and anger and in doing so, helps the child or adult to process it. The aim of containment is not to solve your child's problems but to give your attention and understanding so that the child or adult is not overwhelmed by their feelings and is in a position to think for themselves.</p> <p>We can think of containment as a passenger in a car who contains the anxiety of the driver, enabling the driver to think and carry out the necessary tasks. The passenger needs to be someone the driver can trust, someone who knows the route, gives clear directions, answers questions in good time and calms you down when things go wrong. (Give personal driving examples if you have any.)</p>	<p>10 mins</p> <p>Slide 10</p>

Slide 08

Think about it!








<https://www.youtube.com/watch?v=QT6FdhKriB8>

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Slide 09

Five Step Response

-  **See** • Recognize and be aware of your child's responses.
-  **Accept** • Validate emotional times as opportunities for intimacy and teaching/ learning.
-  **Listen** • Listen empathetically and validate your child's feelings.
-  **Emotion** • Help your child to label emotions.
-  **Solution** • Help your child to problem-solve.



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You can give the example of a science experiment involving an explosion. The teacher will take measures to control the environment, and safety equipment is used To contain the blast and keep observers safe. This is what we do when we contain our child's feelings.

Slide 10

Holding your child's feelings



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Aims	Instructions	Timings and Equipment
To think about the skills involved in the 5 step response to containing our child's feelings.	<p>The first step to helping children to identify feelings is to name them. For example;</p> <p>'I know you are worried about.....but' 'I can understand why you are angry about..' 'You must be feeling really sad about it'</p> <p>Talking about feelings can help to open up communication</p> <p>By validating feelings (not necessarily the action), we show that we are really listening to our children</p>	5 mins Slide 11
To think about the skills involved in the 5 step response to containing our child's feelings	<p>We are going to share with you some skills and techniques used by psychologists, counsellors and therapists to help people to talk and make sense of their problems. Not to be a therapist, but just to use the skills to improve communication between you and your child.</p> <p>One of the most important skills or techniques used by psychologists and therapists is attentive listening. This is where we make a conscious effort to not only listen to the words and content of what someone says to us but also on the non-verbal communication- the emotional content, which tells us about how the other person is feeling and reflect this back to them.</p>	5 mins Slide 12
To think about the skills involved in the 5 step response to containing our child's feelings	<p>Assign the group into pairs (or just select one pair). One person will be a shop keeper, the 2nd person will be the customer who is returning a faulty item to the shop.</p> <p>Inform the participants that they are going to practise the attentive listening skills. Allow participants to role play both using and going against the attentive listening techniques.</p> <p>At the end of the practice ask for feedback. Seek feedback from the perspective of the shop keeper, using the skills and customer on the receiving end.</p>	10 mins Slide 13
To think about the skills involved in the 5 step response to containing our child's feelings	<p>It's important that we give our child our full attention and we just be with them – listening to them, without interruption</p> <p>It's a good idea to repeat or summarise what they have said as it shows that you are listening and is a good way of checking that you have understood them. It can also encourage your child to say more.</p> <p>Noticing and reflecting on feelings that are behind the words is really important. Often it is the underlying emotional message rather than the content or words that needs to be heard.</p> <p>If you have to ask questions, try to think of open questions which lead to full answers rather than closed questions which can only be answered in a single word e.g. yes, no, sometimes.</p> <p>Try not to jump in with solutions. Offering solutions too early and if unwanted, communicates that you are not listening. If you can, try to help your child to think of their own solutions. We will look at this when we consider problem-solving.</p>	5 mins Slide 14

Slide 11

Feelings

- Name the feeling

"I can see that you are angry about..."
"You seem really angry/ sad/ down etc"

- Validate the feeling

"I can understand why you are worried about..."
"I'd be upset if that happened to me"
"I can see why you are feeling angry/ sad/ worried..."
"It's normal to feel like that"



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Slide 12

Attentive listening

Attentive listening involves listening to the words and content of what is said and also listening or picking up on the emotions and feelings that are felt by the child and are being communicated.

This is especially important when talking to children as they cannot put their feelings into words very easily.



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Slide 13

Let's Listen



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Slide 14

Top skills

- Be quiet and listen- try not to interrupt.
- Repeating- summarise what your child has said.
- Notice and reflect back feelings.
- Ask open questions- 'Tell me what happened?'
- Avoid closed questions- 'Were you angry?'
- Avoid jumping in with solutions- even if you think you know what they need to do.



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Aims	Instructions	Timings and Equipment
<p>To think about the skills involved in the 5 step response to containing our child's feelings.</p>	<p>Learning to problem-solve is an important skill that will help your children to cope with challenges and be resilient. Having a sense of control is important part of mental health. Often when children have problems, adults step in and sort it out for the child. However, this stops children from learning the important skill of problem-solving.</p> <p>We can teach children how to problem-solve by asking questions as part of these 6 easy steps.</p> <ol style="list-style-type: none"> 1. The first step is to decide what the problem is. You need to ask your child to say what this is and how they are feeling. 2. Ask your child for some ideas about what they could do to solve the problem. It is important at this stage that you and your child do not judge these different solutions. The aim is to be as creative as possible. 3. Ask your child about the pros and cons of each one- what might the consequences of each idea? 4. Choose the best idea- having had time to think about it, what does he/ she think would be the best solution? 5. Plan how you will put it into action 6. Review how it went- did it work? If it didn't you might want to go back and try out another solution or start again by defining the problem. <p>Remember it is important to go with your child's ideas and not persuade them to follow your solutions, however hard that might be.</p> <p>Okay, let's do an activity. For this activity, we are going to have a practice at following the problem-solving steps for Joe. [Facilitator reminds people of Joe's issues and then works through the problem-solving steps for Joe, taking ideas and suggestions from the group]</p> <p>A number of problems for Joe may be identified but it is important to just work on one problem. Start with a statement of the problem and work through the steps. Try to do this as part of a conversation rather than a formal step by step process.</p> <p>Have we come up with a possible solution? Is it achievable?</p>	<p>10 mins</p> <p>Slide 15</p> <p>Flip Chart</p>
<p>Recap and set home task.</p>	<p>Go through the key learning points from today's session on slide 16, then ask parents to have a go at using their 5 point response with their children this week.</p> <p>Next week we are going to consider where we are heading on our journey, and whether we need to make stops along the way- places to get support.</p>	<p>5 mins</p> <p>Slide 16-18</p> <p>Worksheet</p>

Slide 15

Problem solving

Help Joe to help himself

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Slide 16

What have we learned today?

We've learned about different skills and techniques to:

- How do I support my child.
- Practising what to say.
- Practising my listening.
- How do I talk to my child?
- How do I listen to my child?

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Slide 17

Home Task

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Slide 18

Next week

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What resources and
services are there out there
for me to use?

Am I feeling more resilient?

How do I make the most
of my strengths?

What are my strengths?

What have I learned so far?

Session 5

Youth Connect 5 Session 5

Aims	Instructions	Timings and Equipment
<p>To recap over the previous session and introduce today's session.</p>	<p>Have Slide 01 up as people come in.</p> <p>It is always good practice to go over the house rules at the start of every session as people may have forgotten or may have missed the previous week.</p> <p>Welcome back everyone. It is now week 5 and sadly, our last session.</p> <p>Before we think about what we're going to look at today, can anyone remember what we did last week? [encourage the participants to reflect on what they learnt].</p> <p>How did you get on with the task over the week?</p> <p>Today's session is all about looking back over where we have been and looking to where we want to go in the future. We need to think about;</p> <p>Where have you been and where are you heading, and are there more stops to make? If you do need to stop, where are the services along the way?</p> <p>Today is also looking at yourself in the mirror and noticing your strengths- what will help you get through difficult times.</p> <p>Ask participants to get into pairs and discuss the following;</p> <p>Where have we been? What have we done? What have you tried and what's gone well? Is there anything you are thinking of trying that you haven't done yet?</p> <p>Take some feedback and then go through each stage of the journey on slide 04.</p>	<p>20 mins</p> <p>Slide 01-02</p> <p>Slide 03</p> <p>Flip chart</p> <p>Slide 04</p>
<p>To use the group to identify and validate strengths in each other</p>	<p>This next exercise is about looking at ourselves in the rear view mirror and noticing our strengths.</p> <p>Give everyone a piece of paper and ask them to write their name on the bottom of the paper. Each piece of paper is then passed round the group so that everyone can make a note of a strength they have seen in the person whose name is at the bottom of the page. As each person makes a note of the person's strength, they fold the paper over for the next person to add their note. At the end of the exercise, the sheets of paper are returned to the person whose name is on the bottom for them to read.</p> <p>Give people a few minutes to read and digest what has been written about them.</p> <p>Then ask what have they learned about themselves that they didn't appreciate before. What did they already know about themselves?</p> <p>Ask the group to make a note of some of these strengths in their worksheet.</p>	<p>15 mins</p> <p>Slide 05</p> <p>Paper</p> <p>Worksheet</p>

Slide 01

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Session 5







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Slide 02

House Rules



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Slide 03

Looking Back:



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Slide 04

The Journey Today



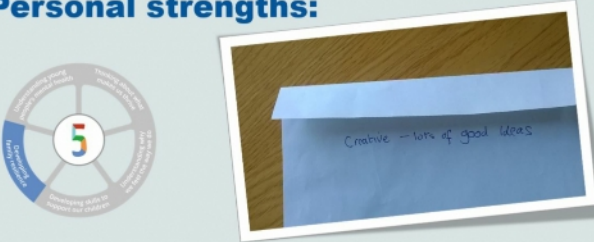
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Slide 05

Personal strengths:



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Worksheet Activity

Aims	Instructions	Timings and Equipment
<p>To think more about our strengths.</p>	<p>We are going to think a bit more about our strengths by looking at the 24 character strengths that researchers have identified as common across cultures. These Character strengths determine how we relate to other people and the world around us.</p> <p>Focusing on character strengths, rather than personal weaknesses or problems, can help improve our wellbeing and help us to be at our best. Character strengths are things like curiosity, bravery, kindness, humour, hope and modesty etc</p> <p>Ask participants to circle their top five character strengths from the list in the worksheet. Ask how they compare to the strengths identified in the previous activity.</p> <p>Next, circle the top 5 character strengths of your child. Do you share character strengths with your child?</p> <p>Explain that the participants should use the handout to think up new ways of using their top strengths every day. Evidence suggests this will increase your happiness and decrease any depressive symptoms. For example, if you are kind and sociable, make sure you make an effort to smile at everyone you see or buy flowers for someone unexpectedly or throw a dinner party. If you are courageous and persevering, make sure you set yourself plenty challenges to overcome like planning to run 5km or agreeing to write a newsletter for your club or workplace.</p> <p>How might you make your children aware of their character strengths? Seek feedback</p> <p>It's a good idea to talk about character strengths at home and work to help people become more aware of them, and less focused on weaknesses and problems. Draw attention to your child's strengths and talk about them. It can be frustrating or difficult to work only on difficulties or problems. For example, a child may be seen as hyperactive or disruptive, but what are their strengths? Perhaps they are enthusiastic, creative or curious. If you focus on these things, their strengths are likely to increase and their weaknesses may become less obvious or even improve as a result of improvements in other areas.</p> <p>You can focus on character strengths instead of achievement. This will have a more positive effect on a child's confidence as not everyone can get A grades or get A grades all the time. Some children struggle at school but every child has the potential to develop their character strengths, for example, to use their sense of humour, to be braver, to be kinder or to be more grateful.</p>	<p>10 mins</p> <p>Slide 06</p> <p>Worksheet</p>
<p>To use the group to identify and validate strengths in each other</p>	<p>Ask the group to answer the following question on their worksheets; 'If I were a Superhero who would I be and why?'</p> <p>Then ask the same question about their child. Allow time for people to share theirs if they want to. Again the key point of this exercise is to allow participants to recognise their own strengths and those of their children. Answers can be recorded in their worksheet.</p>	<p>15 mins</p> <p>Slide 07</p> <p>Worksheet</p>

Slide 06

Character Strengths:



www.youthconnect5.org.uk



Worksheet Activity

Slide 07

Strengths to be a hero:



www.youthconnect5.org.uk

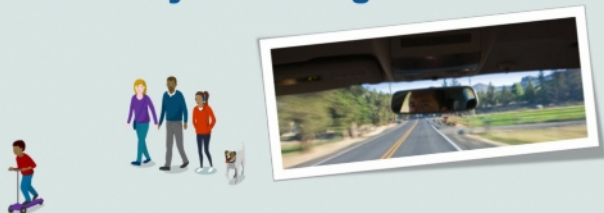


Worksheet Activity

Aims	Instructions	Timings and Equipment
<p>To review the journey and plan where we want to head next.</p>	<p>Ask each person to re-visit the car worksheet that they filled in at the start. Is there anything they wish to change or add?</p> <p>In pairs each take it in turn to ask the other Where do they want to be? When they get there, what would it look like , what would they see , what would family life be like? nb: if you can't see it your haven't unpicked it enough.</p>	<p>15 mins</p> <p>Slide 08</p>
<p>To use the group to identify and validate strengths in each other</p>	<p>Let's think about the strengths and skills you are using in your present situation and think about where you would like to be.</p> <p>Organise everyone into pairs.</p> <p>Ask each pair to decide who is going to be the questioner and who is the person answering the questions.</p> <p>Give out the scaling questions handout and explain that the point of the exercise is to help the person answering the questions to think about how they would like life to be (their preferred future) and what skills and strengths they are using at the moment to keep things as they are and to stop things getting worse. They will also be using the exercise to think about next steps towards their preferred future of how they would like things to be.</p> <p>Take feedback at the end- ie what strengths and goals were elicited?</p>	<p>25 mins</p> <p>Slide 09</p> <p>Basic Scaling resource p83</p>
<p>To give people an idea of what services are out there should they require further support.</p>	<p>Trainers to facilitate discussion about local services and resources. Draw attention to national websites and resources e.g. Young Minds, Liverpool CAMHS, Minded, Mental Health Foundation, Living Life to the Full, Five Areas Ltd., self-help materials in libraries. Remind them that links to these resources can be found on the website.</p>	<p>10 mins</p> <p>Slide 10</p>
<p>Conclusion.</p>	<p>Thank participants for attending the course. Ask them to complete the wellbeing measures given out at the start of the course and also explain that on completion of their online course evaluations they will receive their certificate.</p> <p>We trust that you now feel more confident to connect your own thoughts, feelings and behaviours, and those of your child, with the situations that trigger both positive and negative cycles, and that you feel more equipped to communicate with your child more effectively in those situations.</p> <p>Remember you are the expert on understanding your child, and you are helping them to become their own expert into their own mental health.</p>	<p>10 mins</p> <p>Slide 11</p>

Slide 08

Where are you heading?



www.youthconnect5.org.uk



Worksheet Activity

Slide 09

Services and Resources

<https://www.mentalhealth.org.uk/podcasts-and-videos/podcasts-for-your-wellbeing>



www.youthconnect5.org.uk



Slide 10

Strengths and skills



www.youthconnect5.org.uk



Slide 11



www.youthconnect5.org.uk



Resources

Mental health influences how we think and feel about ourselves and others and how we interpret events. It affects our capacity to learn, to communicate and to form, sustain and end relationships. It also influences our ability to cope with change, transition and life events.



Mental Illness refers to a wide range of mental health conditions or disorders that affect your mood, thinking and behaviour. Examples include depression, anxiety disorders, schizophrenia, eating disorders etc.



Risk is the chance or probability that a person will be harmed or experience an adverse health effect if exposed to a hazard.



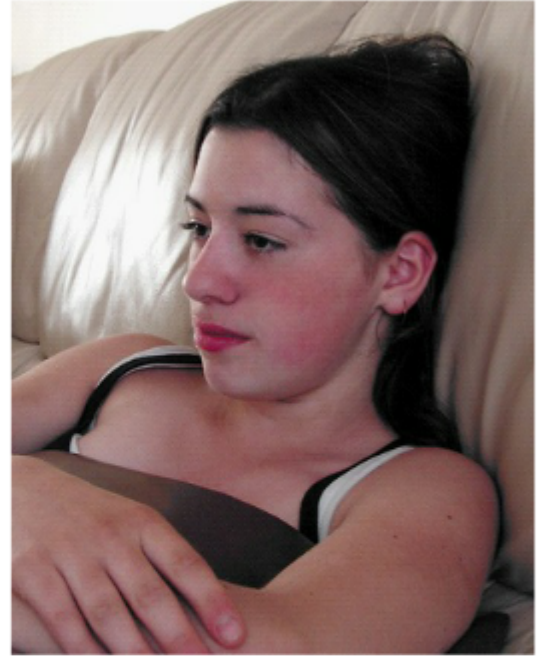
Resilience is the capacity to recover quickly from difficulties, change or misfortune; to adapt to and overcome risk and adversity – the challenges of life; to persevere and to ‘bounce back’.



Wellbeing is the state of being comfortable, healthy, or happy... It is essential for health and well-being to maintain a positive attitude to life.



Supporting the emotional wellbeing of young people



Beth

Beth is 15 years old and is in Year 10 at high school.

Beth lives with her mum and two sisters aged 7 and 19 years. Beth's older sister has mental health problems (anxiety and depression).

Beth doesn't get on with her sisters and keeps to herself when she is at home.

Beth's mum says Beth worries about school and friendships and she 'is really feeling the pressure of GCSE's this year'. Beth often arrives late to school and when she has the odd days off she finds it difficult to return to school as she worries about all the work she has missed.

Beth is negative about herself. She has made comments about being 'ugly' and 'stupid' and she has said that she cannot see a positive future.

Recently started wearing Baggy clothes with long sleeves, even in the summer.



Hassan

Hassan is 13 years-old and one of three boys. Hassan's eldest brother is at university studying medicine. Hassan's youngest brother has special needs and needs a lot of care.

Hassan's parents separated last year and are in the process of getting a divorce.

Hassan moved three months ago to a new house with his mum and younger brother as they needed to sell the family home. Hussain has had to start at a new school as it was too far for him to get to.

Hassan has had some problems with a few boys in school but he has not said anything to his parents as they 'both have enough on their plate' at the moment.

Hassan has stopped going to football practise as he says he 'can't be bothered'.



Joe

Joe is 11 years-old. Joe lives with his mum, step-dad and 4 year-old half-brother, Carl.

Joe's mum refers to Joe as 'a loveable rogue'. She says 'he has always been up to no good' from an early age and that she 'needed to have eyes in the back of her head'.

Joe was excluded in his last year of primary school and he is frequently in trouble at secondary school.

Joe has a wide circle of friends, including older teenagers and girls. Joe's teachers have warned his parents that he is mixing with a 'bad crowd'.

Joe's mum and step dad have noticed a few times now that Joe smells of cigarettes and he has come home late smelling of alcohol and is clearly under the influence of something.

Joe's parents say that have tried to address his behaviour but 'nothing seems to work'.

Joe has been in trouble with the police recently because of anti-social behaviour.

Joe's mum says he can be loving one minute and argumentative and aggressive the next.



Naomi

Naomi is 8-years-old and lives with her mum, dad and older brother Jordan, who is 15 years-old.

Naomi's grandmother died a month ago. Naomi was very close to her grandmother.

Naomi's mother was diagnosed with cancer 2 years ago but is in remission. She is currently being monitored by the hospital.

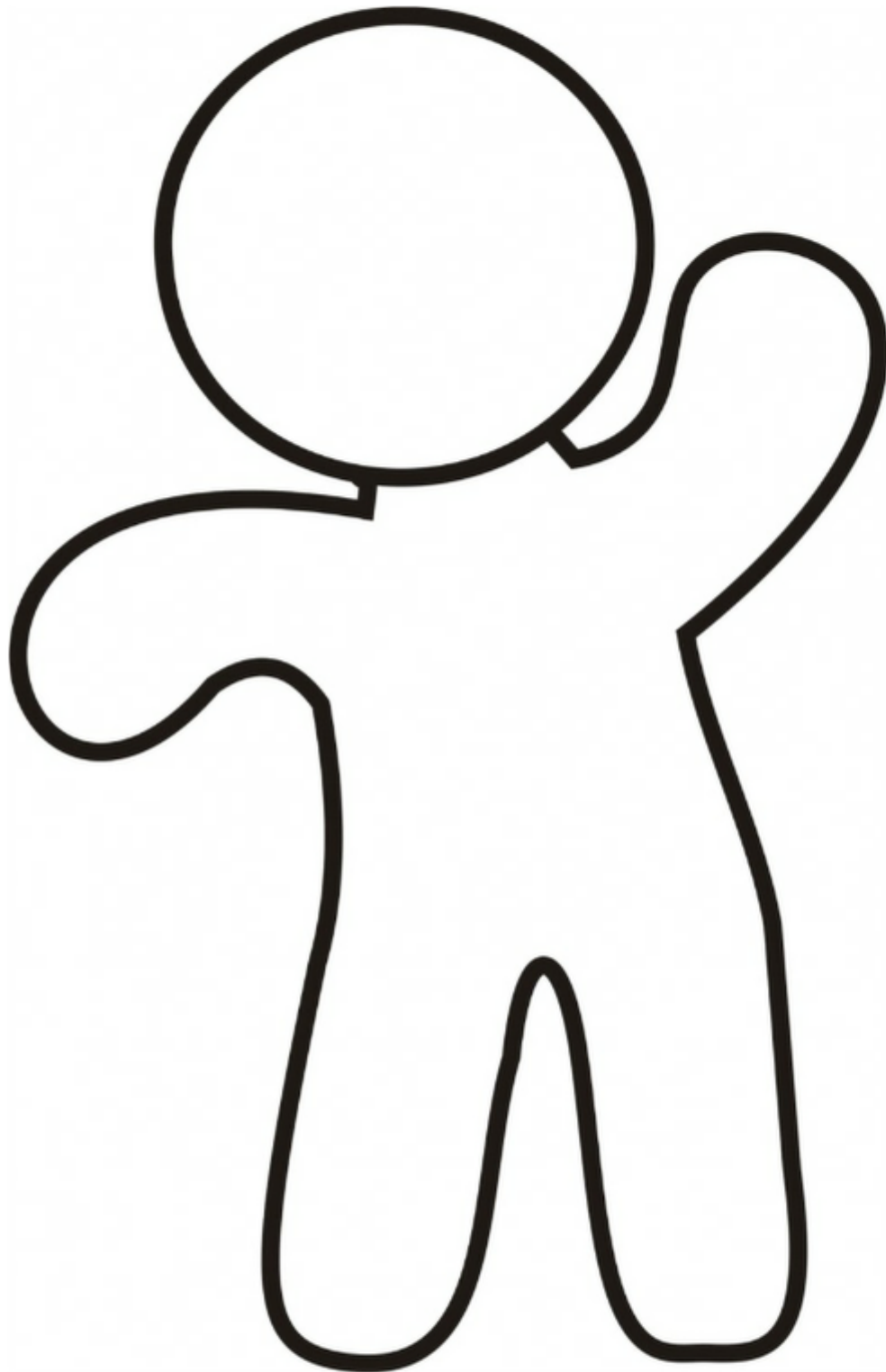
Naomi has started to complain of feeling unwell on school days and she can be clingy and tearful when her mum drops her off at school in the mornings.

Naomi has been having difficulties getting to sleep at night and she needs her mum to lie next to her.

Naomi has been asking to speak to her mum on the telephone when she has been in school

Naomi has wet the bed a few times.

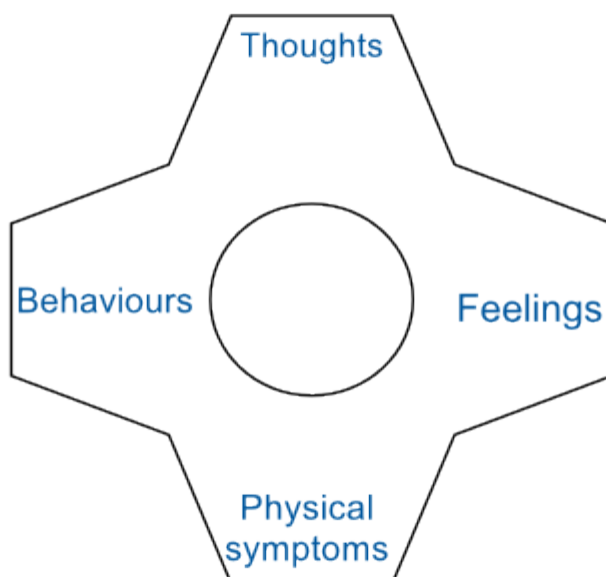
Wellbeing



Crunching Gears - Parent

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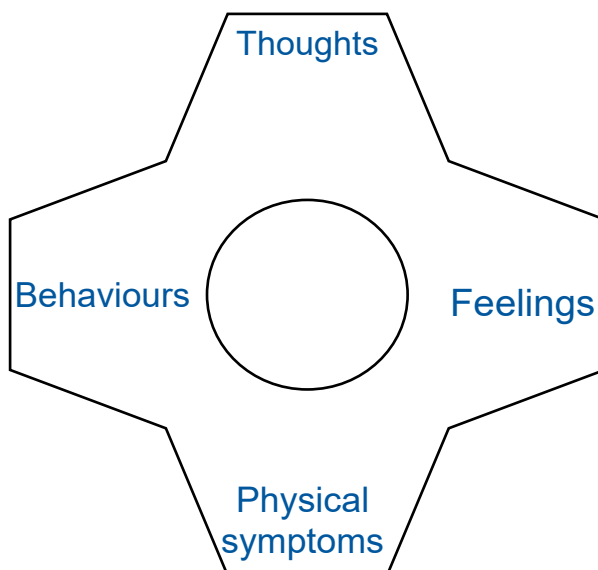
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Crunching Gears - Child

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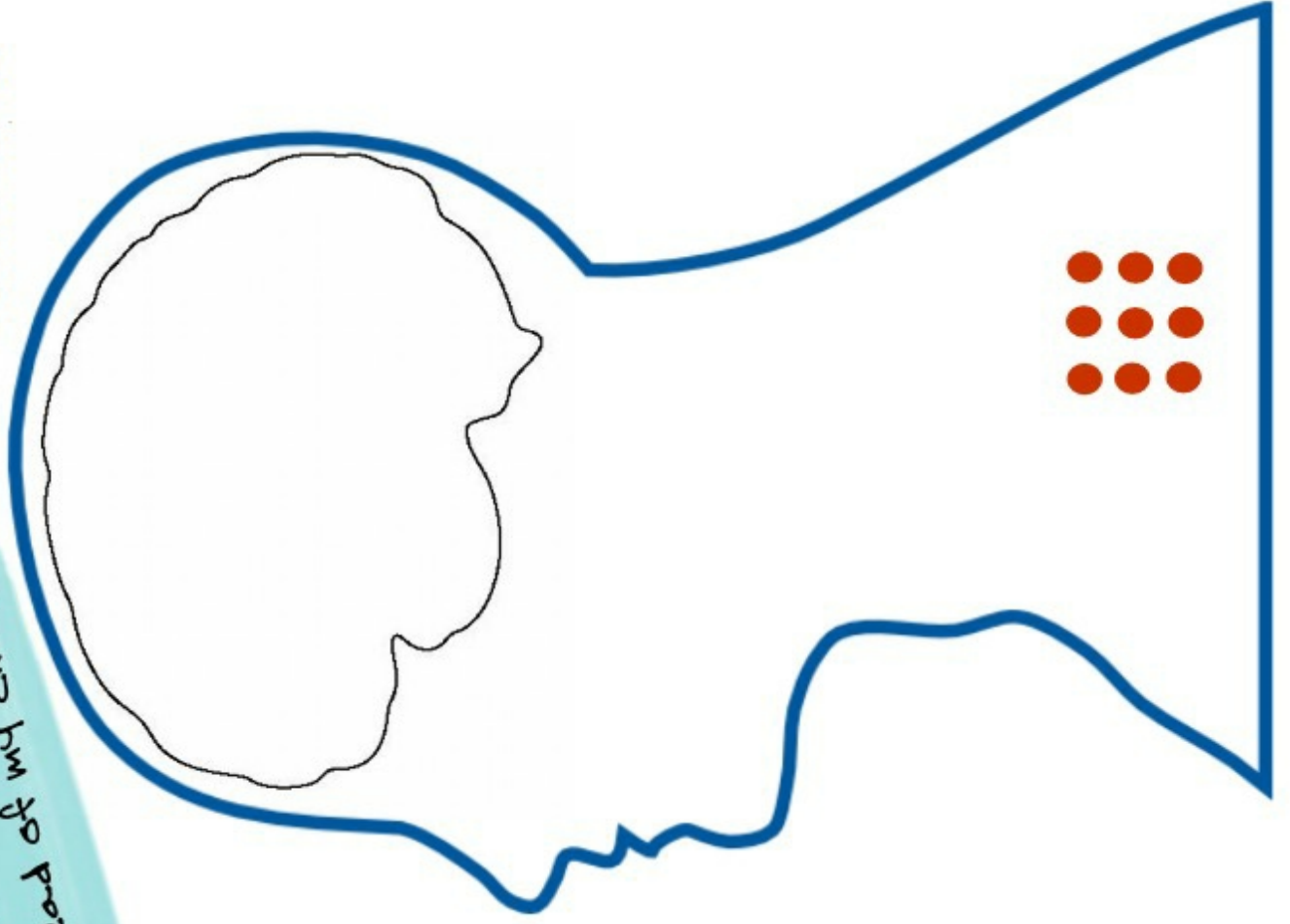
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What's going on in the
head of my child?
Parent of my child



Present



Future

Past

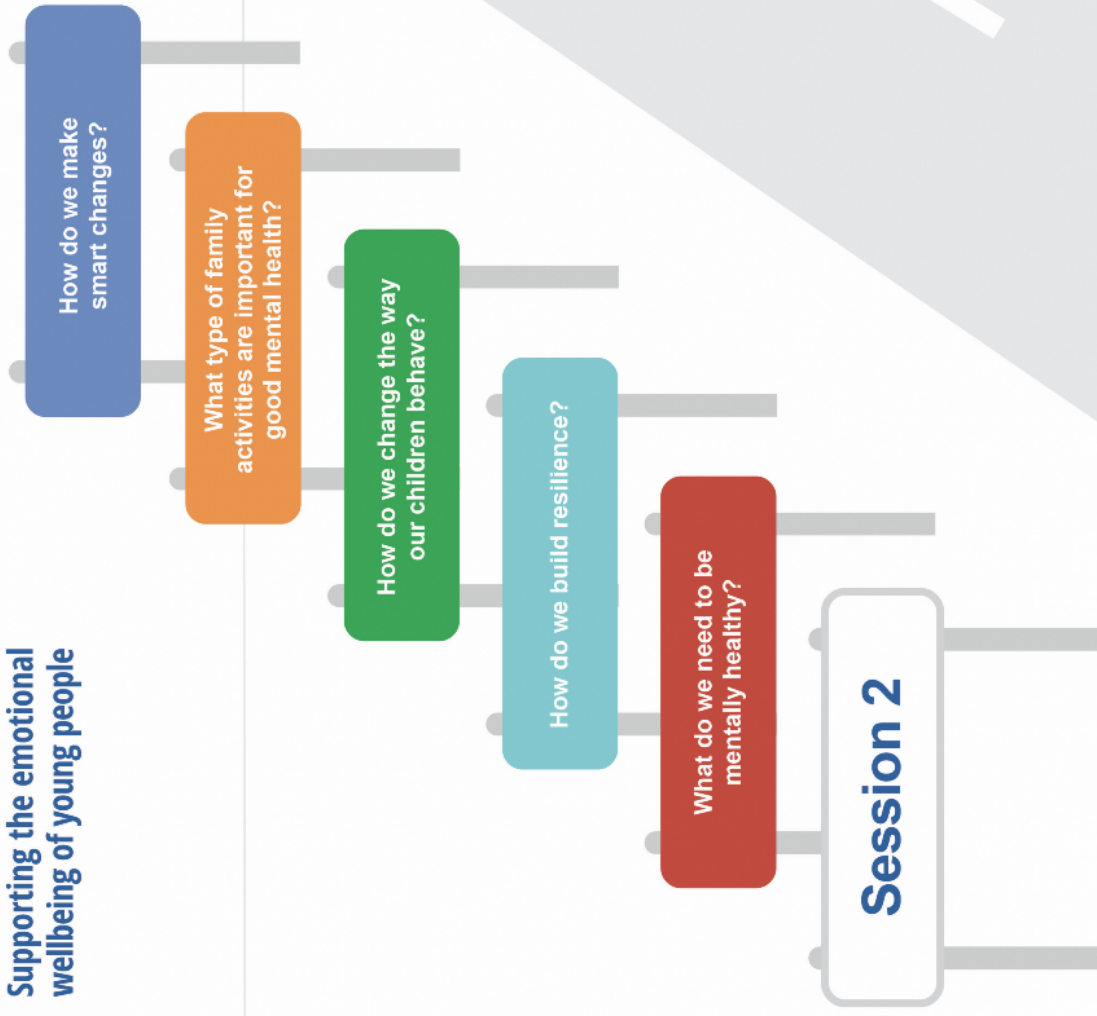
My Action Plan



Step 1...
Step 2...
Step 3...
Step 4...
Step 5...



Supporting the emotional wellbeing of young people



Under which conditions do we thrive?

What outside factors influence this?








What internal factors influence this?

Think back over the last week. Make a list of all of the activities that you did with your family. When you've done that put a letter by any that made you more **APE!**

Achievement, People or Enjoyment.

Rate your mood before and after taking part in the activity.

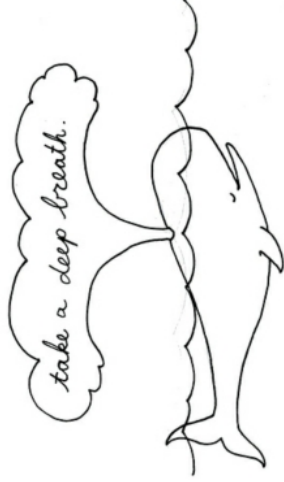
					
Before					
After					

Take 5 minutes Out

YOUTH CONNECT 5

Make yourself as comfortable as you can. If you can, loosen any clothes that restrict your breathing.

If you're lying down, place your arms a little bit away from your sides, with the palms up. Let your legs be straight, or bend your knees so your feet are flat on the floor. If you're sitting, place your arms on the chair arms. If you're sitting or standing, place both feet flat on the ground. Whatever position you're in, place your feet roughly hip-width apart.



1. Let your breath flow as deep down into your belly as is comfortable, without forcing it.
2. Try breathing in through your nose and out through your mouth.
3. Breathe in gently and regularly. Some people find it helpful to count steadily from one to five. You may not be able to reach five at first.
4. Then, without pausing or holding your breath, let it flow out gently, counting from one to five again, if you find this helpful.
5. Keep doing this for three to five minutes.

YOUTH CONNECT 5

Supporting the emotional wellbeing of young people

What are the connections between body and mind?

What strategies can I use to manage distress and make positive changes?

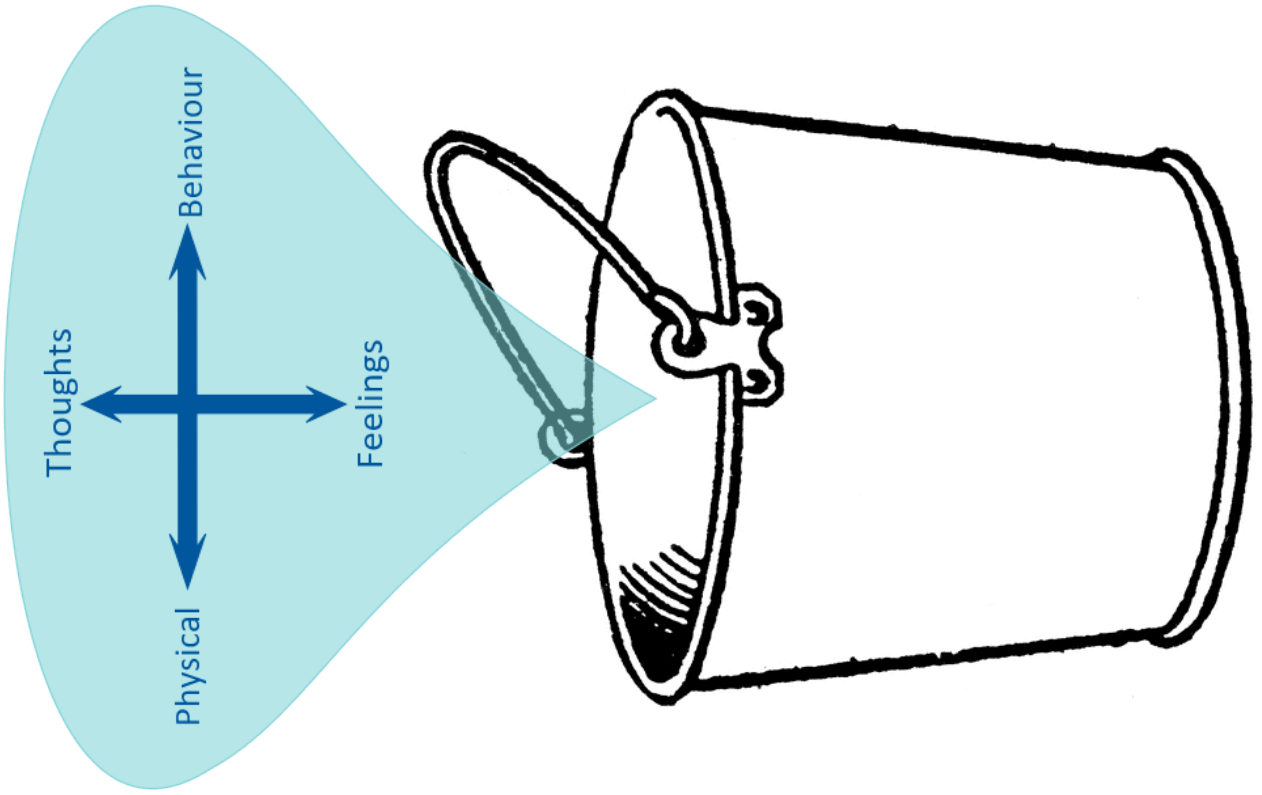
What is mindfulness and emotional literacy?

How do I deal with unhelpful thoughts?

Why do we feel and behave the way we do?

Session 3

What's in your stress bucket?



How likely am I to use the following thinking types;

	Likely	↔	Not Likely
	Likely	↔	Not Likely
	Likely	↔	Not Likely
	Likely	↔	Not Likely
	Likely	↔	Not Likely
	Likely	↔	Not Likely
	Likely	↔	Not Likely

How to deal with unhelpful thoughts:

- Label it- what type of thought is it?
- Thought stopping
- Positive self talk
- Distraction
- Assess your thought
- Take action

Problem Solving



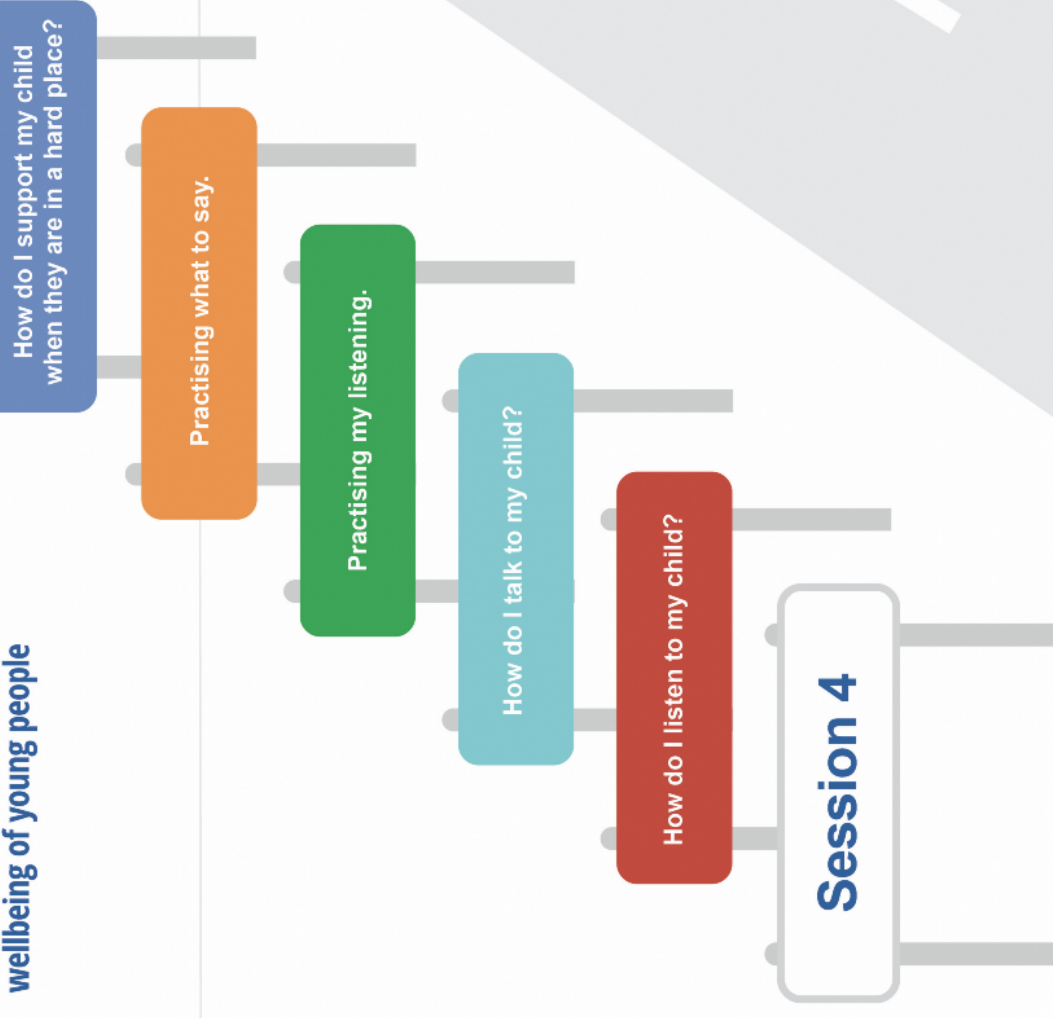
Learning to problem-solve is an important skill that will help your child to cope with challenges and be resilient.

1. Decide what the problem is.
2. Ask your child for some ideas about what they could do to solve the problem. Be creative!
3. Ask your child about the pro's and cons of each one. Think about the possible consequences of each idea.
4. Ask your child to choose the best idea.
5. Help them to plan how to put it into action.
6. Review how it went - did it work? If not you could try out another solution or even go back to the original problem and see if it needs adjusting.






Remember it is important to go with your child's idea and not persuade them to follow your solutions, however hard that may be.



Supporting the emotional wellbeing of young people



What brings out these emotions in you?

Emotion	Situation
 Anger	
 Disgust	
 Fear	
 Joy	
 Sadness	

Which of these did you experience when you had your first child?



Think of a time when your child was very emotional (e.g. angry, suspicious or upset) and you managed to calm them down. What did you do?

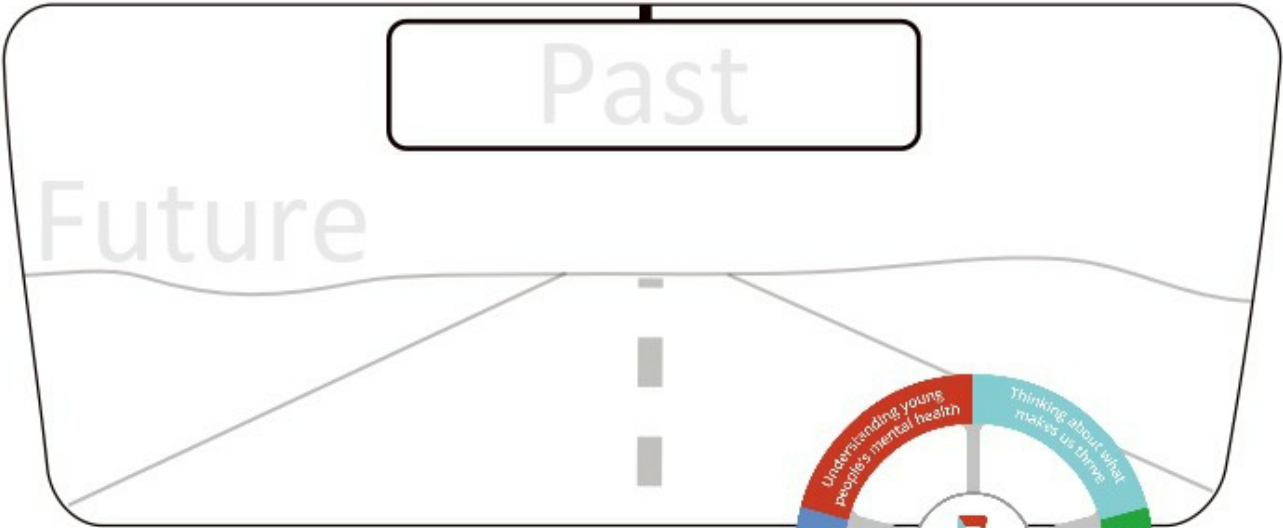
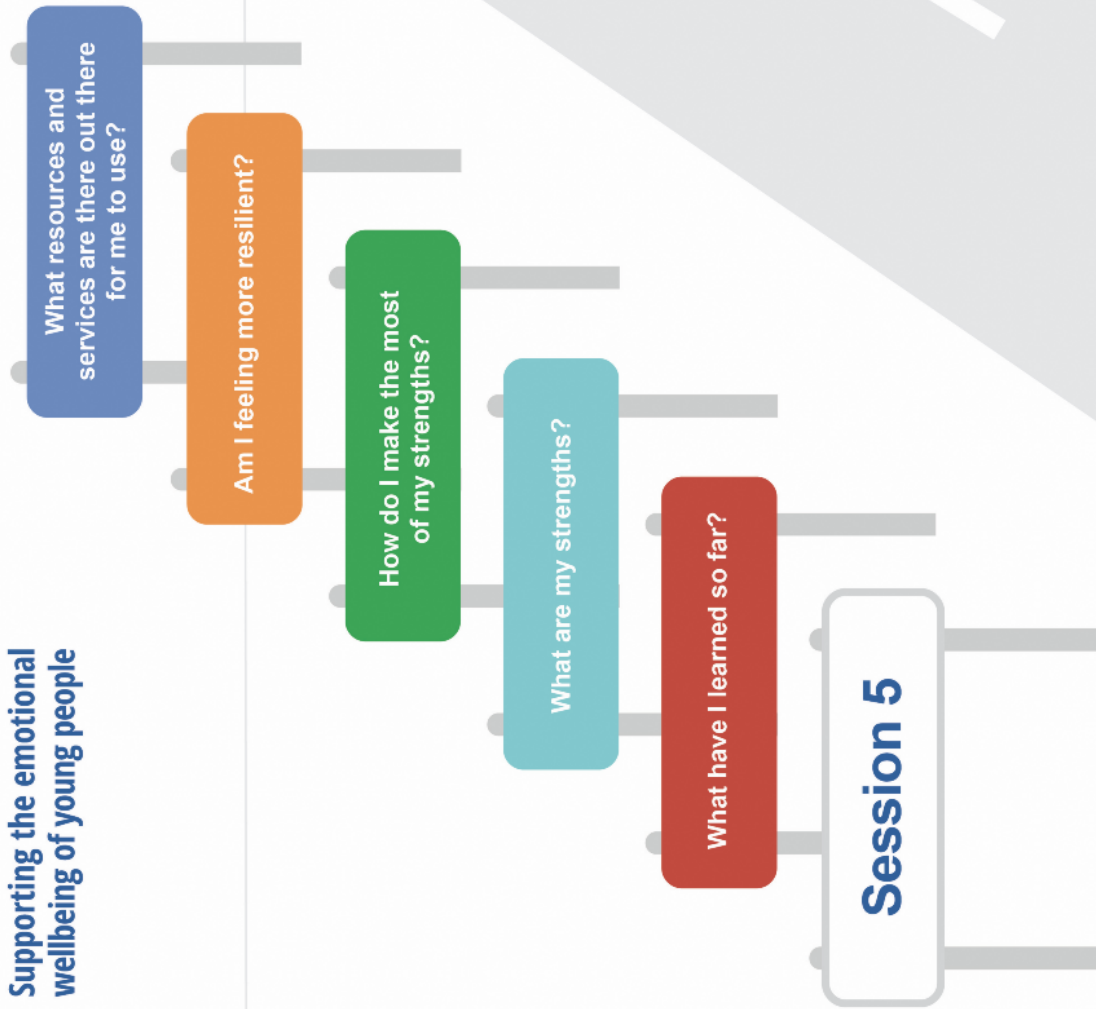
Name that Feeling:



- Recognize and be aware of your child's responses.
- Validate emotional times as opportunities for intimacy and teaching/ learning.
- Listen empathetically and validate your child's feelings.
- Help your child to label emotions.
- Help your child to problem-solve.



Supporting the emotional wellbeing of young people



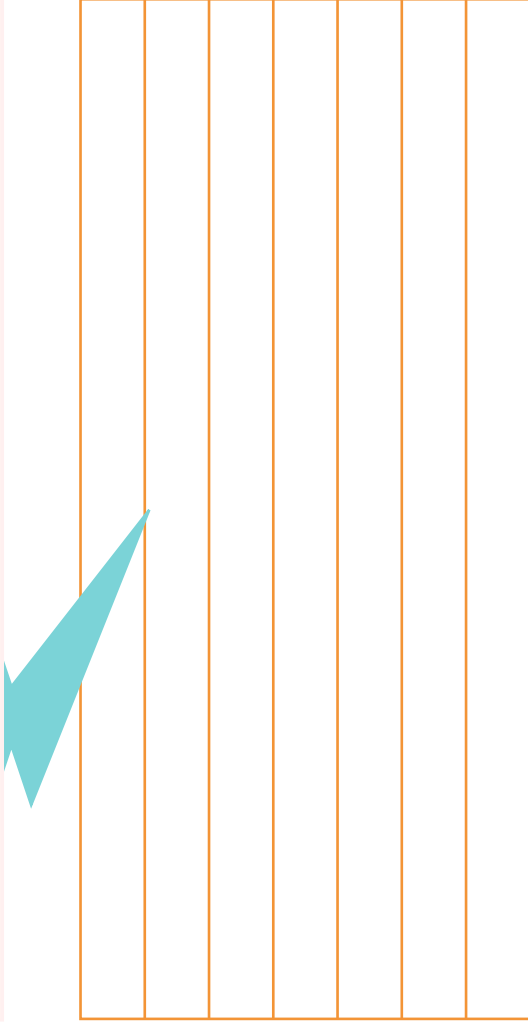
Circle the qualities that you think you have:



Did you discover anything new about yourself from what people wrote about you?

If you were a superhero, which one would you be and why?

I would be:



What about your child? Which superhero could they be? What are their strengths?




Basic Steps for Scaling

Step	Sample question
Introduce the scale	Imagine a scale from 1-10 where 1 is the worst the situation can be, and 10 is the best the outcome you could hope for.
Current position Find out where on the scale your partner is at the moment.	Where would you place yourself on that scale now?
Platform Focus on what is already working. What is your partner already doing?	What puts you at number? And not at number below? What things do you do that puts you at that number? What has helped? What else?
Earlier success Look at things from the past that have worked before.	What is the highest position you have been on the scale? What was different then? What did you do differently? How did you think to do that? What does that tell you about yourself? What else?
Visualise Help your partner to imagine how things would look higher up the scale.	How would things look at....? What would you be doing differently? How would that help you? What else?
Step forward What small steps could your partner take to move up the scale?	Where would you like to be on the scale? What could you do to move up a number on the scale? What would that mean for you? How would you stop yourself coming back down the scale? What else?

As best you can ask your Questions in a curious and encouraging way.

Why what else?

The 'what else?' question is to encourage the person to really think past what they already know and dig a little deeper for their answers. There is a basic rule of thumb that when talking about ourselves the first 3-5 things we say we have said before, the next 3-5 we have thought before and the last 3-5 are new even to ourselves. By giving people the space to think 'what else' we give them the time to work through what is going on inside them more effectively and come to a more open answer.

Remember that just because we may feel uncomfortable ourselves during a silence in conversation, the person is busy thinking and searching for information so don't jump in if they don't talk for a few moments.

Parent/Carer Session Evaluation

Name: Date:

M/F: Session No: Postcode:

How much did you enjoy the session?

Did not enjoy

It was ok

I liked it

I loved it

How useful has this session been to you?

Not useful

Somewhat useful

Really useful

Invaluable

How much has this session helped you to support your child?

Not much

A little

It has helped

It has helped a lot

How confident are you to complete your home task after this session?

Not confident

A little confident

Confident

Very confident

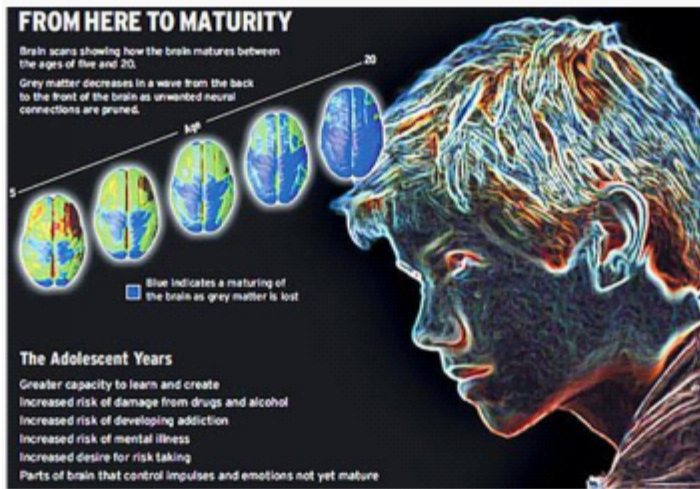
What specifically will you remember from today's session?

What would have improved today's session?



Additional
information

Further Reading on Teenage Brain Development



being a child motivated to stay at home to stay safe and attached to care givers, to an adult moving away to create a new home. Nature needs to change brain circuits in order to change motivation from staying with the safe to move toward the unfamiliar, the uncertain and the unsafe. Hence during this time teenagers are far more likely to engage in risky behaviour, and will value the praise and approval of their peers far more than that of their parents/care-givers at this time.



What's going on in the teenage mind? Time period = roughly age 12-22.

Modern neuroscience is revealing a new understanding of the teenage mind. Rather than it being a time of immaturity, or it being a time of just raging hormones what's actually happening is it is a time of neuro-maturation, a time in which the brain is re modelling in critical ways preparing the adolescent to move away from home. During this time the brain goes through a major period of pruning and myelination.



One Study has found that a 20 year old is 50% more likely than someone over 25, to do something risky if two or more peers are watching.

Pruning –a process in the brain in which unused information is eliminated. This occurs all the time in adult and children 1-2% matter is discarded but in adolescents it's more like 15% Use it or lost it period.

Myelination- a process which makes connections between synapses faster more effective, efficient and co-ordinated by about 3000%. Brain becomes more integrated.

This process is a necessary period of re-modelling as a young person is moving from

What happens in the brain?

The reward circuits change dopamine levels drop and increase release levels mean that balance is skewed toward novelty and getting a kick out of something new. And conversely feeling board with status quo and out of sorts, restless with normality

Hyper rational thinking. The natural appraisal of pros and cons become weighted in favour of the exciting parts of doing something with a decrease on the significance of the downside or potential negative consequences.

Top 4 changes in the adolescent brain.

Emotional spark

Adolescent brain is filled with more emotional processes in the body and lower areas of the brain, before it moves up to the frontal cortex where reasoning happens. NB this area of the brain is the last to be myelinated.

Upside = Adolescent can be on fire with life full of passion.

Downside = Adolescent can be moody, irritable and not be able to trust their emotional state.

Social engagement

Adolescents are driven to push away from parents and move toward peers. There is a safety in association with other adolescence it allows you to survive. Not being in a group is a risk to survival. This survival aspect can have a sense of urgency of life and death. (Adolescent might feel their life depends on the new shoes, going out etc)

Upside = They learn social skills that will last a life time and which are an essential ingredient to adult wellbeing (think about connection to people)

Downside = Drive for acceptance can lead to forsaking morality –peer pressure

Novelty

The adolescent is driven to seek out novelty and new experiences.

Upside = They are willing try the uncertain/unsafe in preparation for leaving home.

Downside risk of injury and danger

Creative exploration

Challenge own mind challenge adult world their rules, their norms, Push boundaries

Upside = Imagining a new world. Many innovations have come from adolescent minds; music, art, technology.

Downside = As a child one accepts parent's world - maybe even admires and worships parents. Adolescents become disorientated, disillusioned with their parents and their world.

For more details you can check out the following youtube clips:

<https://www.youtube.com/watch?v=f9Ya0mHslgM>

<https://www.youtube.com/watch?v=TLULtUPyhog>

<https://www.youtube.com/watch?v=hiduiTq1ei8>

Five Steps to Mental Wellbeing

Evidence suggests there are five steps we can all take to improve our mental wellbeing. If you give them a try, you may feel happier, more positive and able to get the most from life.

What is mental wellbeing?

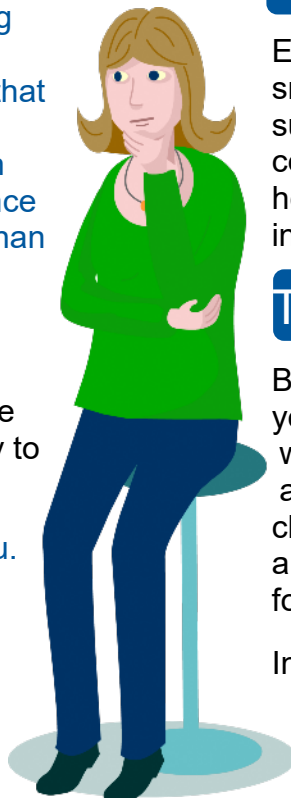
Sarah Stewart-Brown, professor of public health at the University of Warwick and a wellbeing expert, says: "Feeling happy is a part of mental wellbeing. But it's far from the whole."

Feelings of contentment, enjoyment, confidence and engagement with the world are all a part of mental wellbeing. Self-esteem and self-confidence are, too. So is a feeling that you can do the things you want to do. And so are good relationships, which bring joy to you and those around you.

"Of course, good mental wellbeing does not mean that you never experience feelings or situations that you find difficult," says Professor Stewart-Brown. "But it does mean that you feel you have the resilience to cope when times are tougher than usual."

It can help to think about "being well" as something you do, rather than something you are. The more you put in, the more you are likely to get out.

"No-one can give wellbeing to you. It's you who has to take action," says Professor Stewart-Brown.



Below are five things that, according to research, can really help to boost our mental wellbeing:

Connect

Connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships. Learn more in [Connect for mental wellbeing](#).

Be active

You don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life. Learn more in [Get active for mental wellbeing](#).

Keep learning

Learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike? Find out more in [Learn for mental wellbeing](#).

Give to others

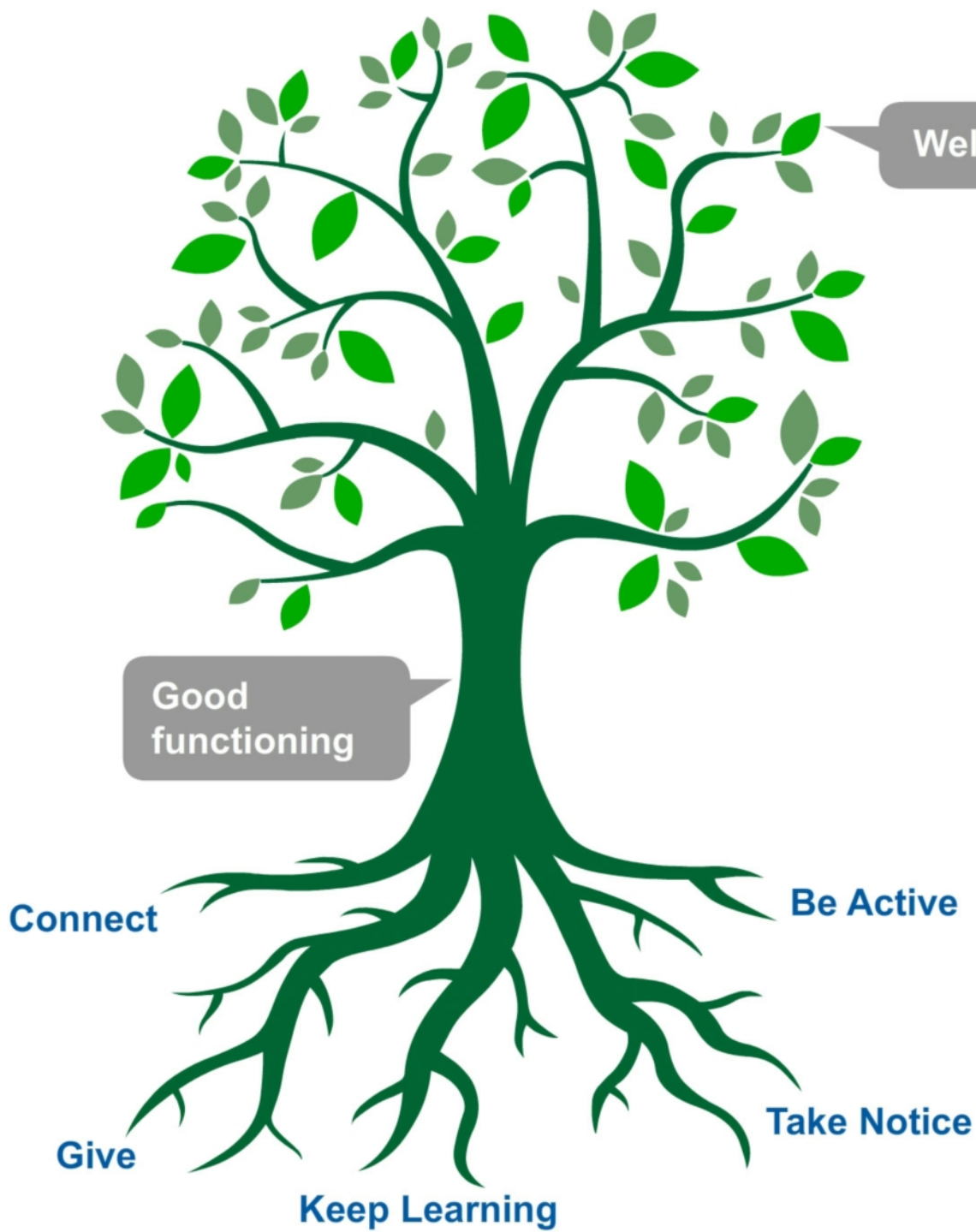
Even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks. Learn more in [Give for mental wellbeing](#).

Take notice/Be Mindful

Be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. Learn more in [Mindfulness for mental wellbeing](#).

Information taken from:

<http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx>



Resilience

What is resilience?

Ann Masten describes resilience as 'Ordinary Magic', meaning that in many cases, a resilient outcome doesn't come about as a result of something particularly earth shattering happening, it's just everyday stuff, like getting a teacher to give a bit more attention to a disadvantaged child for example.

Masten describes it as:

'Positive adaptation to adversity despite serious threats to adaptation or development'.

For more information visit:
www.boingboing.org.uk/

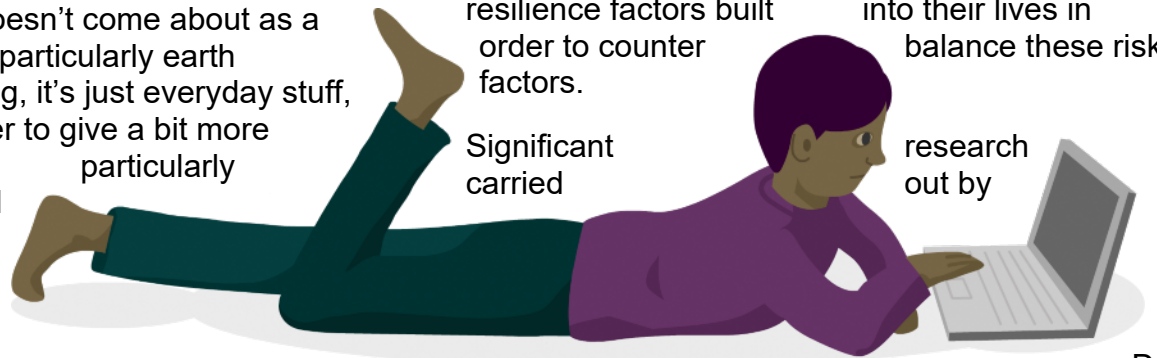
The department of education suggests that resilience involves 3 things;

"Firstly, a sense of self esteem and confidence; secondly a belief in one's own efficacy and ability to deal with change and adaption; and thirdly, a repertoire of social problem solving approaches"

*Mental Health and Behaviour in Schools
Departmental advice for School Staff (March 2016)*

There is a lively debate about the meaning of the term, particularly whether we can talk about resilience being something inside us (something we're born with, if you like), or whether it is more complicated than that. Over the years, we've steered more towards definitions that focus on external processes and mechanisms, and definitions that help us to think through what those of us in networks supporting disadvantaged people can do to make a difference.

Children and young people experiencing a high number of risk factors towards their mental health (poverty, substance abuse, low academic achievement, bullying, etc), will need more resilience factors built into their lives in order to counter balance these risk factors.



Significant carried

research out by

Dr Angie Hart and Brighton university, has identified a range of ways in which our resilience can be built. These fall into 5 core category's:

1. Basics
2. Belonging
3. Learning
4. Coping
5. Core Self

On the next page you will find a copy of the resilience frame work, outlining all of the tried and tested methods for building resilience.

You can also use the online resilience framework tool created by Merseyside Youth Association which allows professionals, young people, and parents/carers to assess and build their own resilience. You can get to this using the following link:

www.resilienceframework.co.uk/

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007

SPECIFIC APPROACHES				LEARNING	COPING	CORE SELF
BASICS	BELONGING		LEARNING	COPING	CORE SELF	
Good enough housing	Find somewhere for the child/YP to belong	Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope	
Enough money to live	Tap into good influences	Keep relationships going	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings	
Being safe	The more healthy relationships the better		Map out career or life plan	Solving problems	Help the child/YP to know her/himself	
Access & transport	Take what you can from relationships where there is some hope		Help the child/YP to organise her/himself	Putting on rose-tinted glasses	Help the child/YP take responsibility for her/himself	
Healthy diet	Get together people the child/YP can count on	Responsibilities & obligations	Highlight achievements	Fostering their interests	Foster their talents	
Exercise and fresh air	Focus on good times and places		Develop life skills	Calming down & self-soothing	There are tried and tested treatments for specific problems, use them	
Enough sleep	Make sense of where child/YP has come from			Remember tomorrow is another day		
Play & leisure	Predict a good experience of someone or something new			Lean on others when necessary		
Being free from prejudice & discrimination	Make friends and mix with other children/YPs			Have a laugh		

NOBLE TRUTHS

ACCEPTING	CONSERVING	COMMITMENT	ENLISTING
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Youth Connect 5 gives you the knowledge, skills and understanding to help your children develop strong emotional wellbeing.

You'll learn about resilience techniques that will strengthen your child's ability to deal with adversity, threats or even significant sources of stress - skills that will remain with them into adulthood.

As parents, we can't always control life's situations, but being able to handle these challenges comes from having strong skills of resilience - we like to think of it as being able to bounce back when life gets tough.

SESSIONS WILL TAKE PLACE IN VENUES THROUGHOUT CHESHIRE & MERSEYSIDE

FOR MORE INFORMATION AND TO BOOK A PLACE AT A VENUE LOCAL TO YOU, PLEASE VISIT WWW.YOUTHCONNECT5.ORG.UK



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