

Proudly supporting
youth social action



Department for
Digital, Culture
Media & Sport



Ormiston Trust
Improving life chances

Learning about Mental Health and Wellbeing as part of a Youth Social Action programme



Staff guide and lesson plans Key stage 3 and 4

Key tags: Mental Health, well-being, resilience, lesson plans, 5 key stages, Step 2 focus - Inspire, case studies, curriculum integration, skills, peer mentoring, key stage 3, Key stage 4, staff guides. PSHE, RSE



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An Overview of Our Youth Social Action Resources

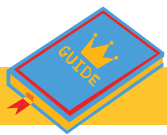
1 YSA Implementation Guide



Inspire Explore Plan Act Reflect


A comprehensive guide to support the leaders and teacher through the Youth Social Action Process.

2 Implementation Model Guide



These guides will support the leaders in exploring different models which can be adopted to implement YSA into the school.

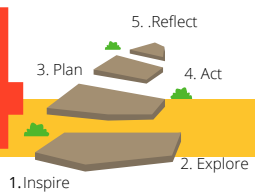
3 Skills Guides



Problem Solving Teamwork Reflection Communication


Skills guide focusing on our key skills such as Problem Solving, Teamwork, Reflection and Communication.

4 5- Step Process



The 5 step process consists of: 1. Inspire, 2: Explore, 3: Plan, 4: Act and 5: Reflect. This is a core part of the YSA process guiding the young people through the project.


5 Curriculum Guides



Poverty Climate Change Inclusion & Diversity Healthy Habits Mental Health KS4 only

Comprehensive guides to support the teaching of YSA through Poverty, CLimate Change, Inclusion and Diversity, Healthy Habits and Mental Health

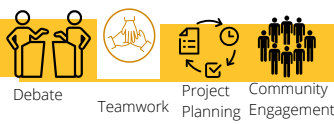
6 Passports



KS2 3 4 5

Passports for each key stage supporting and guiding the young people through their journey of YSA.


7 Additional Guides



Debate Teamwork Project Planning Community Engagement


Detailed guides are available to support teaching additional skills such as Debate, Teamwork, Project planning and Community Engagement.

8 Additional Guides



Additional resources to be developed are:

9 Case Studies




The main aim of the case studies are to provide the users with an overview of YSA projects with lessons learnt to support. These are projects within our core and external schools.

10 Online Resources



All our resources are available on line free of charge.

11 Whole School Quality Assurance



The quality assurance document supports the leaders with the assessment of YSA practise within their educational setting. Allowing them to reflect and plan next steps.

Next Steps



Using the 5 step Process to Support Thinking in Youth Social Action

WHY?

What problem do I see or feel?

now what?

What have I achieved through this? What can I further?

What

How can I discuss this problem with my class?

Learner

When

When can I do this?
In school? Out of school? Who can help/support me?

How?

How can I change this?
What knowledge and skills do I need to learn?

Introduction

Youth Social Action (YSA) refers to the activities taken by young people to develop themselves and make a positive impact in their communities and or society. Examples of Youth Social action include: organising a neighbourhood clean-up, starting a fundraising campaign for a local charity, advocating for policy changes and becoming a mental health ambassador to help others with their mental health. This document enables staff to teach young people about mental health, which will help young people feel more confident coming up with their own Youth Social Action projects.

This guide is part of a series of similar guides covering key Youth Social Action topics (i.e., physical health, environment, poverty, and inclusion and diversity) developed as part of a 2 year Youth Social Action programme that engaged over 100 schools.

This guide on mental health and well-being is divided into four sections

1. Why focus on mental health and wellbeing?
2. When can we teach young people about mental health at school?
3. Teaching mental health and wellbeing: background reading
4. Teaching mental health and Well-being: 5 lessons plans

Each lesson plan lightly integrates learning or practice of specific life employability skills such as oracy, teamwork, reflection and/or problem-solving. In addition, each lesson links learning to potential youth social projects that other young people have delivered to make a difference.

The lessons are typically provided during step 2: of the Ormiston Youth Social Action 5-step process.

Step 2 - Explore

Inspire	The second step involves further developing the young people's skills, organisation into teams and agreeing to roles. Young people will be learning about social issues as part of the curriculum, undertaking research into issues they care about and existing potential solutions. Potential plans of action that students might deliver to address issues are starting to emerge.
Explore	
Plan	
Act	
Reflect	

Key resources related to this guide include:

- Delivering YSA programmes in various different ways
- Wellbeing peer mentoring training
- Wellbeing and mental-related Youth Social Action case studies and videos
- Further skills training activities and key component guides
- Mental health assemblies

Section 1: Why focus on mental health and well-being?

- Why focus on mental health and well-being?
- Ofsted priority
- Keeping young people safe in Education 2020 (KCSIE)

Why focus on mental health and well-being?

What is mental health and well-being?

Mental health refers to a person's emotional, psychological, and social well-being. It affects how a person thinks, feels, and acts in different situations. Good mental health allows people to cope with the challenges of life, make positive contributions to society, and achieve their full potential.

Well-being refers to a state of being happy, healthy, and prosperous. It encompasses physical, emotional, and social aspects of a person's life. Good mental health is an essential component of overall well-being.

Why are young people interested in their mental health and well-being?

1. **Increased Awareness:** There has been a significant increase in public awareness and understanding of mental health issues in recent years
2. **Personal Experience:** Many young people have personal experiences with mental health challenges
3. **Social Media:** Social media has created a platform for conversations around mental health, allowing young people to share their experiences and connect with others who are going through similar challenges
4. **Stressful Environment:** Young people today are often faced with high levels of stress and pressure, whether it's related to school, work, or personal relationships. This can make them more interested in maintaining good mental health

Why is mental health an important subject for schools to teach?

Teaching young people about mental health and well-being in schools is essential for several reasons:

- **It promotes awareness and understanding:** Many young people may not have a clear understanding of what mental health is and how it can affect their overall well-being. By teaching them about mental health in school, they can learn about the common mental health conditions, the symptoms, and how to recognise when someone needs help.

- **It reduces stigma:** There is still a lot of stigma around mental health issues, which can prevent people from seeking help or speaking up about their struggles. By educating young people about mental health in school, we can reduce the stigma and create a more open and accepting society.
- **It helps with prevention:** Prevention is always better than cure. By teaching young people about the importance of maintaining good mental health and well-being, they can learn strategies to cope with stress, anxiety, and other mental health challenges before they become too overwhelming.
- **It supports early intervention:** Early intervention is critical for improving mental health outcomes. By teaching young people about mental health, they can learn to recognize when they or someone they know may need help and where to seek it.
- **It encourages positive habits:** Mental health and well-being are closely linked to lifestyle factors such as exercise, nutrition, and sleep. By educating young people about the importance of these habits, we can encourage them to adopt healthy behaviours that can support their mental health and well-being throughout their lives.

Overall, teaching young people about mental health and well-being in schools is crucial for building a healthier and more resilient society.

What does Ofsted expect schools to teach on mental health and wellbeing?

Due to its importance, the Ofsted Framework requires inspectors to routinely assess and report on young people's mental health and well-being under Personal Development. Section 412 - 415 of the Ofsted handbook requires inspectors to assess and report on pupils' mental health and wellbeing under the key judgement area of personal development. This includes aspects such as resilience, confidence, independence, and how to stay mentally healthy to provide "high-quality pastoral support....where pupils keep.... mentally healthy" In addition, as part of the behaviour and attitudes outstanding grade descriptors, young people should 'actively support the well-being of other young people'.

Grade descriptors for Personal Development

Outstanding	Good
<ul style="list-style-type: none">• The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.	<ul style="list-style-type: none">• The curriculum and the school's effective wider work support pupils to be confident, resilient and independent and to develop strength of character.• The school provides high-quality pastoral support. young peoples know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of protected characteristics.

Keeping Young People Safe in Education KCSIE 2020

The Mental Health and Behavior in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional well-being tailored to their young people's needs.

The guidance makes a clearer link between mental health and safeguarding and stresses schools' role in detecting possible problems and supporting good mental well-being.

The definition of safeguarding and promoting the welfare of children (para 4) has been updated to include preventing impairment of children's mental (as well as physical) health and development, and all staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation (paras 34 – 38).

The guidance recognises that, while only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns, which are also safeguarding concerns, with the Designated Safeguarding Lead (DSL) or deputy, and follow their child protection policy.

Staff must be aware of how adverse experiences, like abuse and neglect, can impact a child's mental health, behaviour and education.

Relevant policies and procedures should be reviewed to ensure they include clear information on how to identify and manage mental health problems and that mental health is a possible indicator of safeguarding concerns.

Although schools are not required to have a standalone policy on mental health, policies should be consistent with schools' duties under the Equality Act 2010. This Act recognises that a mental health condition that adversely affects behaviour amounts to a disability.

Staff should receive training on how to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one.

Please note that this is not a comprehensive guide to delivering mental health. These resources can be used as part of the resources, and they include advice and guidance on who to contact for further information.

Throughout the project its essential that the young people are aware of who to contact when they need additional advice and support for themselves or someone else they are concerned about.

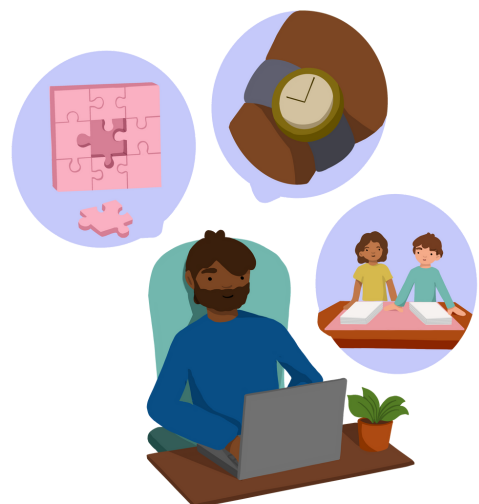
Section 2: When can we teach about mental health at school?

Ways of teaching mental health and well-being as part of the curriculum

- RSE
- PSHE
- Citizenship

Cross-curricular

- Science
- RE
- English
- Music
- Art
- IT



Delivery of Youth social action - Relationships, Sex and Health Education (RSHE)

The Department for Education (DfE) has introduced compulsory Relationships, Sex and Health Education (RSHE) to ensure that all children get a good quality education about mental health and a range of other factors that may affect their well-being. All state schools will have had the opportunity to train a senior mental health lead by 2025 in how to lead a 'whole school approach to promoting positive mental health and well-being"

The aim of teaching young people about physical health, mental health and well being is to give them the information that they need to make good decisions about their own health and well-being. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and Mental Well-Being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being and vice versa.

It is important that the starting point for health and well-being education should be a focus on enabling young people to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older young people at appropriate points. This should enable young people to understand; how their bodies are changing, how they are feeling and why to further develop the language they use to talk about their bodies, health and emotions and to understand why terms are associated with mental and physical health.

Young people should know the following:

- How to talk about their emotions accurately and sensitively using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental health and well-being concerns
- Common types of mental ill health (e.g. anxiety and depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health and well-being
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental well-being and happiness

Relationship Education at Key Stages 3 and 4

- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Know that isolation and loneliness can affect children and that children need to discuss their feelings with an adult and seek support.
- Know that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- Know where and how to seek support (including recognising the triggers for seeking support).
- Know whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).
- Know it is common for people to experience mental health and ill-being. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Teaching about Mental Health and Emotional well-being is also a requirement as part of Statutory Health Education

PSHE education helps children and young people to understand their own and others' emotions, develop healthy coping strategies and seek appropriate support. Talking openly about mental health issues is an effective means of breaking down any associated stigma.

PSHE education equips young people to adopt healthy behaviours and strategies from an early age and seek dedicated support when they or their friends need it. Protective learning – including good communication, problem-solving, healthy coping skills, resilience and recognising emotions – can reduce the risk of young people turning to unhealthy coping mechanisms. These factors lay the foundations for more specific learning about mental health, later on focusing on issues such as depression, anxiety and eating disorders.

PSHE effectively supports mental health and emotional well-being as it directly focuses on related issues and develops the underlying skills, attributes, and knowledge across the whole subject. PSHE can also help address contributory factors that can affect mental health, such as unhealthy relationships, pressures exacerbated by social media, peer pressure, bullying (online and offline), body image and substance misuse.

<https://www.sec-ed.co.uk/best-practice/mental-health-wellbeing-and-pshe/>

- Promote young people's well-being through an understanding of their own and others' emotions
- Help young people develop healthy coping strategies.
- Enhance safeguarding by providing young people with the knowledge, understanding and strategies to keep themselves (and others) healthy and safe
- Help to avoid stigma around mental health issues⁴⁹

Delivery of Youth Social Action - Personal, Social & Health Education

H1	How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
H2	To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H3	The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
H4	Simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

Mental Health and Emotional Well-being

H6	How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
H7	The characteristics of mental and emotional health and strategies for managing these
H8	The link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns
H9	Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
H10	A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
H11	The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change)
H12	How to recognise when they or others need help with their mental health and well-being; sources of help and support and strategies for accessing what they need

Delivery of Youth Social Action through Citizenship

The overview below provides gives a brief description of how mental health and well-being can be delivered through citizenship, in particular human rights and the rights of young people.

Key Stage 3

Teaching should develop young peoples' understanding of democracy, government and the rights and responsibilities of citizens. Young people should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Key Stage 4

Teaching should build on the key stage 3 programme of study to deepen young people's understanding of democracy, government and the rights and responsibilities of citizens. Young people should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Link to Youth Social Action

'Human rights education is much more than a lesson in schools or a theme for a day; it is a process to equip people with the tools they need to live lives of security and dignity.' **Kofi Annan, Secretary General of the United Nations 1997-2001**

The UK has signed the United Nations Convention on the Rights of the Child 1989 (UNCRC), which is an international treaty that protects the rights of children. However, the treaty is not legally binding, so children cannot take the UK Government to court if they do not protect these rights. Our Human Rights Act, on the other hand, is a UK law – so people can take the Government to court if they break it.

All children have the right to health, in line with international human rights law. Specifically, the right of the child to health is enshrined in Article 24 of the **Convention on the Rights of the Child**, which states that children have the right to enjoy the highest attainable standard of health and access to healthcare services. <https://www.ohchr.org/en/children/children-and-health>

- What is the Human Rights Act?
- What rights are contained in the Human Rights Act?
- How does the Human Rights Act work?
- How has the Human Rights Act protected rights in the UK?
- What is the United Nations Convention on the Rights of the Child?
- What rights are in the UNCRC?
- Why is it important?
- How can the Convention make children's lives better in England?

Link to Youth Social Action

Students and teachers can create a classroom charter through negotiation and express these in terms of rights of responsibilities.

- Why are the new school rules unfair?
- What could we do to ensure that the rules are not introduced in this school?
- What would fair rules be like?
- Do the school rules help all young people to remain healthy?
- Do they protect the mental health of young people?

The charter can focus on the following:

- A strong emphasis on mutual support and collaboration
- Behaviour is good and improving as everyone recognises and respects the rights of all to their education
- Teachers and teaching assistants model human rights-respecting behaviour, e.g. they listen well to young peoples' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for the use of sanctions; teachers avoid the use of 'blanket' sanctions of the whole class when only individual young peoples have misbehaved; teachers show respect for teaching assistants and all other adults
- Displays are used to reinforce awareness of human rights - How will we ensure we keep everyone healthy mentally and physically?
- Students respect and value each other's similarities and differences and support each other, with a very low incidence of negative behaviour, name-calling, racist or sexist comments etc.
- High status and adequate time given to Student Voice issues

Health - The Government must ensure you can be as healthy as you can be and get healthcare when you need it. You must also be able to get clean water and healthy food and live in a healthy environment. The Government must also make sure you can get information about staying healthy (article 24). For more information, see Children's Services and Sex, Health and Drugs.



Delivery of Youth Social Action

Ideally, learning about Youth Social Action topics such as mental health and well-being is delivered through your school's curriculum, linked to one or more subject areas.

Teaching Mental through a Cross-Curricular approach

Using the National Curriculum, we have linked as many opportunities as possible to deliver mental health through a range of different subject areas. These opportunities can be used to deliver the topic as a stand-alone or through cross-curricular planning with several different subject areas, depending on the school's area of focus.

The suggested lessons allow you to focus on the topic of mental health broadly using the 10 fundamentals and the five-step process. It's important to link this back to Youth Social Action and how the learning can be used to make a difference in the local and national community.

Teaching Mental Health through Science

7,8,9	<p><i>"Social media and mobile devices may lead to psychological and physical issues, such as eyestrain and difficulty focusing on important tasks. They may also contribute to more serious health conditions, such as depression. The overuse of technology may have a more significant impact on developing children and teenagers."</i></p> <ol style="list-style-type: none"> 1. Explore the biology, psychology, and social influences behind mental health and the links between physical and psychological health through science. 2. As a scientist, create a guide for young people on the safe use of technology to support the mental health and well-being of young people. 3. Explore the roles of scientists in research and the sharing of information.
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Teaching Mental Health through Religious Education

All Year Groups	Teaching meditation: Students start with meditation for 2/3 minutes with a focus on creating the right environment. What senses do we need to use for effective meditation?
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7,8 & 9	<ol style="list-style-type: none"> 1. Research the ways people practise meditation in different religions. Create a meditation guide for your family and friends. 2. Create a meditation calendar for focus for your school - Meditation focus for the week.
10,11	<ol style="list-style-type: none"> 1. What is the difference between religion and spirituality? 2. Can spirituality and religion be harmful to mental health?

Teaching Mental Health through English

7,8,9	<p>Wonder - Written by R.J. Palacio</p> <p>In this popular chapter book that spurred the “Choose Kind” movement in classrooms, a boy with a facial deformity switches to a mainstream school for the fifth grade and is bullied. “But he has a strong network of family and friends to help him overcome bullying,” says an expert at the Child Mind Institute. “Ultimately, the readers will see how differences should be celebrated.”</p> <p>The Illustrated Mum Author: Jacqueline Wilson Illustrator:</p> <p>This is a moving yet unsentimental account of two children coming to terms with their mother’s depression, mental instability and alcohol problem.</p> <p>A Pocketful of Stars Author: Aisha Bushby</p> <p>Safiya must uncover the truth of her mother’s history to help her survive the present. A beautifully written and page-turning read set in London and Kuwait that deals with changing friendships, family dynamics and learning how to say goodbye.</p> <p>You are Awesome Matthew Syed</p> <p>Resilience – the ability to overcome setbacks and persevere when things are hard – is a big watchword in educational settings. In You are Awesome, former table tennis Olympian Matthew Syed focuses on building children’s confidence and power, helping them believe in themselves and bounce back from mistakes. The book includes stories from Matthew’s past, developing from a sports novice to representing Great Britain and those of famous ‘failures’ like Steve Jobs and Dwayne Johnson. Many examples, illustrations, and bullet points will help your child believe in their abilities and develop self-esteem.</p> <p>Boys don’t cry</p> <p>Shows a detailed link between the text and the impact of appearance on mental health</p>
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10, 11	<p>Remains by Simon Armitage How does Simon Armitage bring mental health through this poem?</p> <p>Hamlet Examine early modern attitudes towards madness and how these informed Shakespeare's varied depictions of mental illness in Hamlet, King Lear and other plays. How is madness seen in King Lear?</p> <p>Exposure by Wilfred Owen The soldiers are developing psychological problems. The noise and terror of the war have caused a mental illness known as 'shell shock' or post-traumatic stress.</p> <p>Romeo and Juliet provide opportunities to explore topics such as love, romance, gangs-related issues and mental health and well-being.</p>
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10, 11	<p>Running on the Cracks by Julia Donalson Running on the Cracks by Julia Donalson is a runaway story for teenagers. It covers difficult topics with the right balance of sensitivity and humour, helping readers to understand the impact of death, mental illness, homelessness and neglect.</p> <p>Stuff that sucks Stuff that sucks: Accepting what you can't change and committing to what you can by Ben Sedley. This book has a strong emphasis on helping teenagers to feel that their emotions are valid. It shows how to reconnect with the things that are most important.</p> <p>How not to lose it: Mental health - sorted by Anna Williamson. How not to lose it: Mental health - sorted by Anna Williamson. This book covers a wealth of topics, from exam stress to panic attacks. It gives guidance to those suffering from depression, anxiety and bereavement. It is easy to read and gives readers a checklist of what to do. This leaves them feeling that there are achievable tasks they can do to make things better.</p>
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Teaching Mental through Health Music

Music's valuable role in mental health is being recognised. Singing and music-making are the ultimate health boost because they promote connectedness, improve emotional intelligence, contribute to mental health and foster spiritual well-being. It's great therapy for the soul, and you can sing yourself better. Singing doesn't have to cost a penny and could be the most effective way of addressing mental health issues in schools. [Youth Music](#)

[The Sound of the Next Generation](#) - Listen to how young people feel about music.

Music Mark. "Music Mark works to support music teachers and the organisations they work for, to build connections within and beyond the music education ecosystem, and influence music education policy and practice." Bridget Whyte – Chief Executive.

Use music as part of meditation.

Key Stage 3	Key Stage 4
<p>Music young people could use the music of nature: for example, bird songs. How does it make you feel? This could inspire their own compositions, which could be developed into mini clips for meditation. This could be done at a more advanced level in KS4.</p> <p>They could also write 'protest songs' or raps about environmental/mental health issues. Make links to design and technology by exploring the musical properties of natural and pre-used objects or materials and make musical instruments (e.g. rain sticks, wind chimes, drums, shakers). This could be done at a more advanced level in KS4.</p>	<p>Young people can use music to express their feelings. Write a play and perform it for the rest of the school linking it to mental health.</p> <p>Young peoples develop a thought of the week which can be composed, written or sung to be used throughout the school.</p> <p>17</p>

Teaching Mental Health through Art

The Art's valuable role in mental health is being recognised. It can help to boost confidence and make us feel more engaged and resilient. Besides these benefits, art engagement also alleviates anxiety, depression and stress.

7,8 and 9

How can we engage with art to boost well-being and mental health problems?

Mindful colouring activity:

- Play some relaxing music while young peoples do this activity.
- Students print pictures in the colour of their choice.
- Students also choose their own colours. Once they have finished colouring, look at the colours you were drawn to. Do they mean anything to you? How do they make you feel?

[How Colors Impact Moods, Feelings, and Behaviors](#)

10, 11

Art has led the way in seeing mental illness not as alien or contemptible but as part of the human condition – even as a positive and useful experience. Modern art has even celebrated mental suffering as a creative adventure.

Use one of the artists below to see how they portray mental health:

- Vittore Carpaccio – The Healing of the Possessed Man at the Rialto (c. 1496)
- Matthias Grunewald – The Temptation of St. Anthony (c. 1512 - 16)
- Albrecht Durer – Melancholia (1514)
- William Hogarth – The Rake in Bedlam (1733)
- Francisco Goya y Lucientes – The sleep of reason produces monsters (c. 1799)
- Theodore Gericault – Portraits of the Insane (1822)
- Gustave Courbet – Self-Portrait (The Desperate Man) (c. 1843 - 45)
- Vincent van Gogh – Self-Portrait with Bandaged Ear (1889)
- Edvard Munch – The Scream (1893)
- Josef Forster – Untitled work in the Prinzhorn Collection (after 1916)

Teaching Mental Health through Information Technology

<p>Information Technology's valuable role in mental health is being recognised. It can help to boost confidence and make us feel more engaged and resilient. Besides these benefits, IT enables us to connect and share information easily and communicate with others at the touch of a button.</p>	
7	<p>Investigate how you can use technology to raise awareness about mental health.</p> <p>What are the impacts of social media on mental health and wellbeing? How does this link to social media and the use of phones?</p> <p>What support is available for people with mental health issues? Research useful website links and helplines.</p>
8	<p>How can the internet help teach people about mental health and its impacts?</p> <p>How can we use IT to make people aware of the issues around mental health?</p> <p>What support is available for people with mental health issues? Research useful website links and help lines.</p>
9	<p>What is the impact of social media on mental health and wellbeing? Research what support is available for mental health and well-being.</p> <p>In pairs, make a PowerPoint presentation and present it to the class.</p>

Section 3: Background reading to support the effective teaching of mental health and well-being:

- Facts and figures
- Definitions
- Links to other organisations that could support the delivery of Youth Social Action.

Definition of Mental Health and Well-being

Mental health includes our emotional, psychological, and social well-being. Mental health is an integral and essential component of health. The being it affects how we think, feel, and act. It also helps to know how the WHO define Mental Health and Well-being.

"Health is a state of complete physical and mental we handle stress, relate to others, and make choices. Mental health and social well-being and not merely the absence of disease or important at every stage of life, from childhood and adolescence through infirmity."

"Mental health is about how we think, feel and act. Just like physical health: everybody has it, and we need to take care of it. Our mental health is on a spectrum and can range from good to poor. Good mental health can help you to think positively, feel confident and act calmly." mind.org.uk

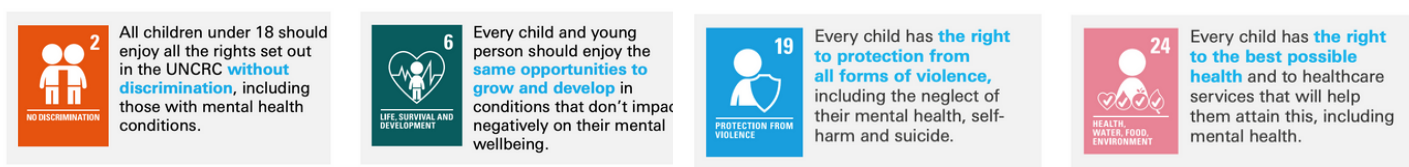
We all share lots of the same rights, but we also have different rights depending on our age and needs. You might not realise it, but rights are a part of your everyday life.

These are just some of the rights you have:

- Everywhere – The right to your own beliefs or religion and the freedom to be protected from violence and abuse
- At home – The right to a standard of living, such as money, food and housing that meets your needs
- At school or college – The right to education even if you don't go to school, you're in a hospital or in youth custody
- At work – The right to breaks, time off for holidays, and to be kept safe
- When receiving care – The right to the best possible healthcare and with your personal information kept private by professionals.

The Convention on the Rights of the Child has 54 articles (parts), and most of these articles list the different rights that children have and different responsibilities that the Government, and others, have to make sure that children have these rights.

Health - The Government must make sure you are able to be as healthy as you can be, and that you are able to get healthcare when you need it. You must also be able to get clean water and healthy food and live in a healthy environment. The Government must also make sure you can get information about staying healthy (article 24). For more information, see Children's Services and Sex, Health and Drugs.



Key Findings: Mental Health of Young People in England, 2020

The data below gives us an idea of mental health's impact on young people, which can be shared with the young people.

- In 2022, 18.0% of children aged 7 to 16 and 22.0% of young people aged 17 to 24 had a probable mental disorder.
- In children aged 7 to 16 years, rates rose from 1 in 9 (12.1%) in 2017 to 1 in 6 (16.7%) in 2020. Rates of probable mental disorders then remained stable between 2020, 2021 and 2022.
- 11 to 16 year olds with a probable mental disorder were less likely to feel safe at school (61.2%) than those unlikely to have a mental disorder (89.2%). They were also less likely to report enjoyment of learning or having a friend they could turn to for support.
- 1 in 8 (12.6%), 11 to 16 year old social media users reported that they had been bullied online. This was more than 1 in 4 (29.4%) among those with a probable mental disorder.
- 1 in 5 (19.9%) 7 to 16 year olds lived in households that experienced a reduction in household income in the past year. This was more than 1 in 4 (28.6%) among children with a probable mental disorder.
- Among 17 to 22-year-olds with a probable mental disorder, 14.8% reported living in a household that had experienced not being able to buy enough food or using a food bank in the past year, compared with 2.1% of young people unlikely to have a mental disorder.

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey>

At a Global Level

Mental disorders are attributable to 14.3% of deaths worldwide, or approximately 8 million yearly deaths.

- According to the World Health Organisation, depression can lead to suicide, leading to over 700,000 deaths yearly. Suicide is the fourth leading cause of death in 15-29-year-olds.

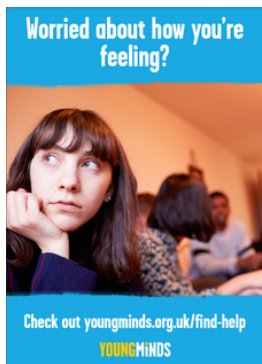
- Despite effective treatments for mental health disorders, over 75% of people in low and middle-income countries receive no treatment for them.

At a National Level

- More than 4 in 10 people say they have experienced depression.
- Nearly 3 in 4 people living in the lowest household income bracket (less than £1,200 per month) report having experienced a mental health problem, compared to 6 in 10 of the highest household income bracket (over £3,701 pm).

Resources to Support the Teaching of Mental Health

Young Minds provide a range of posters and postcards which teaching staff can use to display/share.



Organisations to Support the Delivery of Mental Health

Mind offers information and advice to people with mental health problems and lobbies government and local authorities on their behalf. It also works to raise public awareness and understanding of issues relating to mental health. The charity can be used by young people and or teaching staff as a mechanism of support.

Schools in Mind is a free network for school staff and allied professionals which shares academic and clinical expertise regarding the well-being and mental health issues that affect schools. The network provides a trusted source of up-to-date and accessible information and resources that school leaders, teachers and support staff can use to support the mental health and well-being of the children and young people in their care. The network shares academic and clinical expertise regarding mental health and well-being issues for schools and enables members to access: termly events, newsletters, training, and resources; ideas to support school staff mental health and well-being ; opportunities to take part in ground-breaking research and network with other schools

The BBC provides a mental health first aid kit for parents. This includes a range of websites, phone numbers and online services for seeking help for your child. This could be made available to parents and carers.

The Anna Freud Centre improves the lives of thousands of children and young people with mental health problems every year. It provides a vital lifeline for families under pressure. It is the UK's only children's mental health organisation to combine practice, training and world-class research with a focus on family well-being.

Using Reading Books to Support the Teaching of Mental Health and Well-being

Below is a list of reading books that can be used during English lessons or a class reading book that young people read and discuss together. It is advisable that the teacher leads discussions and ensures any misconceptions are cleared. Please read the guidance on teaching mental health and emotional well-being safely and confidentially on page XXXX.

You are Awesome

Focusing on resilience—overcoming setbacks and persevering when things are hard – is a big watchword in educational settings. In *You are Awesome*, former table tennis Olympian Matthew Syed focuses on building children’s confidence and power, helping them believe in themselves and bounce back from mistakes. The book includes stories from Matthew’s past, developing from a sports novice to representing Great Britain and those of famous ‘failures’ like Steve Jobs and Dwayne Johnson. Many examples, illustrations, and bullet points will help your child believe in their abilities and develop self-esteem.

A Pocketful of Stars Author: Aisha Bushby

Safiya must uncover the truth of her mother’s history to help her survive the present. A beautifully written and page-turning read set in London and Kuwait that deals with changing friendships, family dynamics and learning how to say goodbye.

The Illustrated Mum Author: Jacqueline Wilson

This is a moving yet un sentimental account of two children coming to terms with their mother’s depression, mental instability and alcohol problem.

Wonder - Written by R.J. Palacio

In this popular reading book that spurred the “Choose Kind” movement in classrooms, a boy with a facial deformity switches to a mainstream school for the fifth grade and is bullied. “But he has a strong network of family and friends to help him overcome bullying,” says an expert at the Child Mind Institute. “Ultimately, the readers will see how differences should be celebrated.”

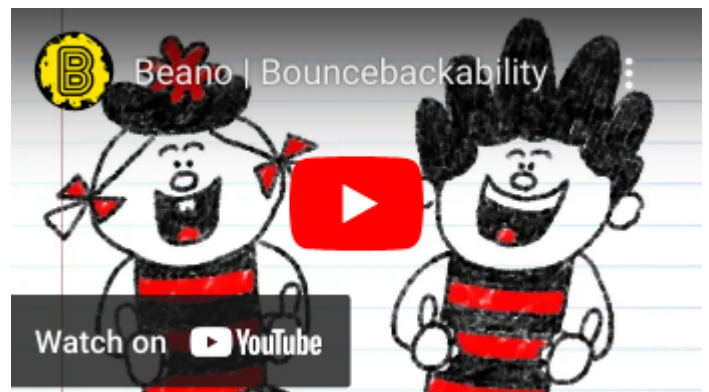
Using Resources/Organisations to Support the Teaching of Mental Health

Year 7 and 8

This video focuses on teaching the young pupils about mental health, which can be used as part of the teaching process.



Understanding your emotions lesson plans can be downloaded from [Beno For Schools](#). Emotional literacy and resilience help children understand how they're feeling and what to do when things don't feel right.



Year 9,10,and 11

This video focuses on teaching older pupils about mental health, which can be used as part of the teaching process.



Frameworks to Support the Delivery of Mental Health Education in Your Schools

The Anna Freud National Centre for young people and Families has created an evidence-based framework so that you can decide on your approach to mental health and well-being in 5 simple steps. Our 5 Steps Framework is developed by mental health experts and teachers for teachers. It is very simple and it's FREE.

Ensure there is robust mental health policy guidance on the Anna Freud National Center for children's and families.

<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/leading-change/ensure-there-is-a-robust-mental-health-and-wellbeing-policy/>

Key Dates (Please check specific dates)	26th – 30th June World Wellbeing Week
Saturday 27th January Parent Mental Health Day	Tuesday 25th July National Schizophrenia Awareness Day
Eating Disorder Awareness Week	19th September Youth Mental Health Day
Friday 17th March World Sleep Day	18th – 24th September International Week of Happiness at Work
Thursday 30th March World Bipolar Day	Tuesday 10th October World Mental Health Day
Friday 31st March International Transgender Day of Visibility	Wednesday 1st November National Stress Awareness Day
Month of April is the Stress Awareness Month	2nd – 6th November International Stress Awareness Week
Tuesday 2nd April World Autism Awareness Day	Monday 13th November World Kindness Day
Month of June is the Pride Month	13th – 17th November (TBC) Anti-Bullying Week
Wednesday 12th to Tuesday 18th June Men's Health Week	15-21 May 2023 Mental Health Awareness Week. The official theme for this year is 'anxiety'.

Teaching about Mental Health and emotional well-being, safely, and confidentiality

Before teaching mental health, it's important to create the right environment for the young pupils and the staff. Here are a few suggestions to incorporate mentally healthy practice into your classroom.

In the classroom - Could you talk about mental health in your classroom?

One of the most important things you can do is to talk to young people about mental health in a non-stigmatising way, explaining that it affects us all and is not black and white but a spectrum. The What's on Your Mind? Resources by See Me provide some helpful guidance on how to do this.

Share The Five Ways to Well-being

The five ways messages are simple to understand and easily adapted to age ranges across primary and secondary schools. They could be integrated into the classroom, for example, by creating a display board or by using each of the ways as a daily theme for form/tutor time.

If you teach PSHE, look at the PSHE Association's Guidance on preparing to teach about mental health and emotional well-being.

Model Good Habits

Young people often learn from copying what they see around them. Sharing with them how you care for your mental health can help normalise the idea of looking after your mental and physical health.

Listen and empathise

If a young person shares their worries with you, try to empathise rather than giving advice, trying to 'fix' their problem or immediately referring them to another staff member or service.

Empathy involves acknowledging what the young person is feeling, attempting to understand things from their point of view and avoiding judgement. If you happen to have any concerns about their safety, please follow your school's safeguarding policy and talk about them with your designated safeguarding lead.

For more guidance on teaching listening skills, please refer to the skills guide on communication.

For more information: <https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>

Teaching about Mental Health and emotional well-being, safely, and confidentiality

Ground rules are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teachers is important for these education lessons, especially those focusing on mental health and emotional well-being, as it:

- Protects young people from possible distress
- Enables them to feel comfortable exploring values and attitudes
- Enables them to express their own opinions and consider the views and opinions of others without the fear of negative feedback
- Enables appropriate disclosures by students to have a positive impact on learning. Inappropriate disclosures should be stopped and explained that they are more appropriate to 1:1 settings

Ground rules

Explain to young people that we will be open and honest but not directly discuss our own or others' personal lives. We will discuss general situations as examples but not use names or descriptions that could identify anyone. We will not put anyone 'on the spot' as the teacher lead the way by modelling the ground rules in your communications with the class.

Ground rules are most effective when they have been negotiated and agreed upon with young people (rather than imposed) and are:

- Written in the words of the young people.
- Displayed in the classroom
- In some cases, physically signed by the young people (like an informal contract)
- Monitored by the young people themselves
- Followed consistently by the teacher as well as the young people

As lessons on mental health may result in the young people having questions, they may need to explore them with you. Where possible, it would be helpful if you could remain available to the young people immediately after class or signpost a time when you are available for further discussions. In line with the school policy and procedure, please reiterate the support provided by the school

:

- A person or people in school (Designated Safeguarding Officer)
- Appropriate websites, helplines or text services where pupils can get further help or advice.

5 Steps to Improve Mental Health and Well-being

Evidence suggests there are 5 steps to improve mental health and well-being. Trying these things could help you feel more positive and get the most out of life. The 5 steps are:

1. **Connecting with people** in good relationships is important for your mental well-being. They can help you to build a sense of belonging and self-worth, give you an opportunity to share positive experiences, provide emotional support, and allow you to support.

Good relationships are important for mental well-being.



- Asking a friend how they have been feeling recently
- Put your phone away and speak and listen to someone
- Give sincere compliments to people
- Tell a loved one why they are special to you
- Tell a loved one the strengths that you see in them
- Thank someone for something they did, and tell them how much it means to you

2. **Being physically active** is not only great for your physical health and fitness. Evidence also shows it can improve your mental well-being by; raising your self-esteem; helping you to set goals or challenges and achieve them; causing chemical changes in your brain, which can help to change your mood positively

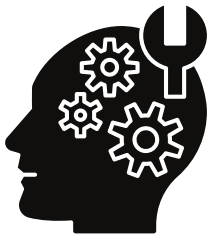
Try



- Yoga
- Pilates
- Gym
- Zumba
- Cycling or going on a walk and getting some fresh air
- Swimming

3. Learning new skills can improve mental well-being. Evidence also shows it can improve your mental well-being by

- Learning to play a new musical instrument
- Learning a new language
- Pottery
- Working on a DIY project, such as fixing a broken bike, garden gate or something bigger
- Trying new hobbies that challenge you, such as writing a blog, taking up a new sport or learning to paint
- Learning how to cook a new dish

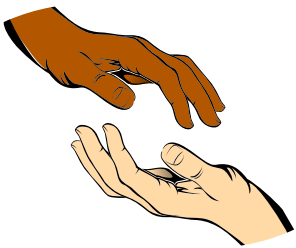


Learning new skills. Research shows that learning new skills can also, improve your mental well-being by:

- boosting self-confidence and [raising self-esteem](#)
- helping you to build a sense of purpose
- helping you to connect with others

4. **Giving To Others** Acts of giving can help your mental well-being by creating a positive feeling and a sense of reward

- Saying thank you to someone for something they have done for you
- Asking friends, family or colleagues how they are and listening to their answer
- Spending time with friends or relatives who need support or company
- Offering to help someone you know with DIY or a work project
- Volunteering in your community, such as helping at a school, hospital or care home
- Supporting local food banks by collecting some food

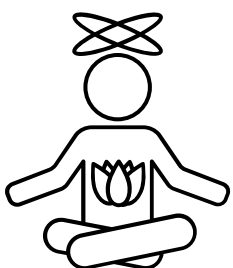


Research suggests that acts of giving and kindness can help improve your mental well-being by

- Creating positive feelings and a sense of reward
- Giving you a feeling of purpose and self-worth
- Helping you connect with other people
- It could be small acts of kindness towards other people or larger ones like volunteering in your local community

5. **Mindfulness** Paying more attention to the present can improve your mental well-being. This includes your thoughts, feelings, body, and world. Mindfulness meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander:

- Yoga
- Walking
- Mindful colouring
- Try something new, for example, a different flavour in something you like
- Notice new things on the way to work



Mindfulness Paying more attention to the present moment can improve your mental wellbeing. This includes

- your thoughts and feelings, your body and the world around you.
- Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

Youth Social Action Case Studies: Mental Health Focus

The projects listed below provide some examples of how young people can use the learning in the lessons to launch their own initiative to address well-being or mental health concerns. Please use these examples to inspire your young people.

- 1. The Student Mental Health Project:** This project was launched by a group of young high school people in Canada who recognized the need for more mental health resources in their schools. They created a website that offers information, resources, and support for young people struggling with mental health issues. The project has since expanded to other schools in the area.
- 2. The Kindness Curriculum:** This program was developed by a group of teachers in the United Kingdom who wanted to promote kindness and well-being in their classrooms. The curriculum includes lessons and activities that teach young people about empathy, mindfulness, and emotional regulation. The program has been implemented in schools throughout the UK and has been shown to improve young people's social and emotional skills.
- 3. The Youth Wellness Network:** This organization was founded by a group of young people in Canada who wanted to promote wellness and mental health among their peers. They offer workshops, events, and resources focused on topics like stress management, mindfulness, and positive self-talk. The organization has reached thousands of young people across Canada and beyond.
- 4. The Dreamline Project:** This project was created by a group of young middle school people in the United States who wanted to promote positivity and well-being in their school community. They asked their classmates to write down their dreams and aspirations on paper cut outs, which were then displayed throughout the school. Schools around the world have since adopted the project.
- 5. The Power of Words Project:** This initiative was started by a group of young high school people in Australia who wanted to combat bullying and promote positive communication. They created a campaign that encouraged young people to think about the impact of their words and actions and provided resources and strategies for responding to bullying. Schools and organizations across Australia have adopted the project.

Section 4: Teaching Mental Health

Lesson 1: What is Mental Health and Wellbeing?

Lesson 2: Understanding Factors that Could Contribute Towards Positive Mental Health and Well-being of an Individual

Lesson 3: What Can Affect Your Mental Health Well-being?

Lesson 4: Know simple self-care techniques and be physically active.

Lesson 5: Mindfulness through Art and Music

Section 4: Teaching Mental Health

This section focuses on delivering mental health. **Please** ensure that as part of every lesson, the young people know who in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).

The lessons are approximately 60 mins long, with opportunities to make the lessons shorter or longer based on the context of your young people.

Lesson	Objective	Skills
Lesson 1 : What is Mental health and wellbeing?		
<p>The main objective of this lesson is to introduce mental health and well-being as an area of focus for young people. This should address the requirements of the Ofsted Framework.</p> <p><i>"The school provides high-quality pastoral support. Young people know how to eat healthily, maintain an active lifestyle and stay physically and mentally healthy."</i> Ofsted Framework.</p>		
Lesson 1	<ul style="list-style-type: none"> • To demonstrate an understanding of mental health and well-being. • Identity mental health issues in others and yourself. (your best self) 	<ul style="list-style-type: none"> • I can understand the importance of body language when presenting. I can deliver and speak with personal confidence. • I can listen to others and take their ideas on board
Lesson 2: Understanding Factors that Could Contribute Towards Positive Mental Health and Well-being of an Individual		
<p>The main focus of this lesson is to enable young people to understand factors which can contribute to mental health with strategies on how they can start to take care of themselves. The lesson also lends to opportunities for young people to start conversations with parents and carers around the topic on mental health.</p>		
Lesson 2	<ul style="list-style-type: none"> • Make use of simple self-care techniques, such as resting and spending time with family and taking up hobbies and interests. • Explain factors which could contribute towards the mental health of an individual. 	<ul style="list-style-type: none"> • Problem-solving - I can back my ideas with evidence.

Lesson 3: What Can Affect Your Mental Health Well-being?

This lesson focuses on factors that can affect young people's mental health.

Lesson 3	<ul style="list-style-type: none">• To demonstrate an understanding of what can affect well-being and resilience (e.g. life changes, relationships, achievements and employment)	<ul style="list-style-type: none">• I can apply the PEEL method using different mediums when communicating.• I can recognise the barriers to my learning and develop strategies to overcome these.
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Lesson 4: Know simple self-care techniques and being physically active

This lesson focuses on teaching young people strategies on how mental health can be supported through physical activities.





Lesson 4	<ul style="list-style-type: none">• To understand emotional literacy and resilience• To be able to explain how they're feeling and what to do when things don't feel right• To make use of simple self-care techniques, including being physically active.	<ul style="list-style-type: none">• I can to recognise what skills I have and what needs to be improved.
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Lesson 5: Mindfulness through Art and Music

This lesson focuses on introducing young people to the subjects through which they can help their mental health.

Lesson 5	<ul style="list-style-type: none">• To demonstrate how self-care techniques through Art and Music can help when things don't feel right.	<ul style="list-style-type: none">• I can recognise what skills I have and what needs to be improved.
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Lesson 1 (60 mins) : What is Mental health and wellbeing?

				Curriculum Link: PSHE, Citizenship
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Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To demonstrate an understanding of mental health and well-being. Identify mental health issues in others and yourself. (your best self) 	<ul style="list-style-type: none"> I can understand the importance of body language when presenting. I can deliver and speak with personal confidence I can listen to others and take their ideas on board

Timing	Teacher Guide	Student Activity
5 mins	<p><i>"Promise me you'll always remember: you're braver than you believe and stronger than you seem, and smarter than you think."</i></p> <p>Christopher Robin.</p>	Write down what you think it means, share with a partner
5 mins	<p>Young people to understand what mental health and well-being are:</p> <p>Mental health and well-being is a set of malleable skills and beliefs that impact our thoughts, feelings and behaviour concerning our social and emotional functioning.</p> <p>Well-being a positive sense of well-being, which enables an individual to be able to function in society and meet the demands of everyday life.</p>	Young people share their understanding of what mental health and well-being are.
15 mins	<p>Watch the video from Anna Freud Trust: We all have mental health</p> <p>Whilst going through the video, stop and ask questions</p>	<p>What was going on with Sasha?</p> <p>What was happening with Adnre?</p> <p>How did Sasha and Andre look after their mental health?</p>

5 mins	What causes mental health issues and why?	Ask young people what they think could be a cause of mental health issues. Think about COVID-19.
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10 mins	<p>What causes young people to worry?</p> <p>Look at some role models and how they have overcome obstacles and how they have responded. Demi Lovato - Bipolar disorder; Leonardo DiCaprio - OCD; Ryan Reynolds - Anxiety; Meghan Markle, Angelina Jolie, Cara Delevingne, Winona Ryder, Kerry Washington.</p> <p>Can you think of anyone you know that has overcome obstacles?</p>	What do they have in common?
20 mins	<p>My 'best self'</p> <p>Think about a time you felt that you got something wrong, things didn't immediately work out, or you were generally having a hard time. This could include times such as falling out with friends, not achieving as well as they expected in exams or sports etc. Or you might have experienced losses or changes in your family that felt overwhelming at the time but now feel that they can cope with.</p> <ul style="list-style-type: none"> • What feelings did they experience on each occasion? How do they compare? • What did they learn about yourself when things went wrong? • If they had a similar experience now, what would they do differently? • How do they think, feel and act when being your 'best selves'? 	Think about times when you felt your 'best selves. This could be at school, at home, with extended family, with their friends, when doing sport, music or a hobby, when helping or volunteering – or all of these.

	<ul style="list-style-type: none"> • Is it easier or more difficult to be our 'best selves' during challenging times? • Think of a 'top tip' they would give to another young person to help them be their 'best selves. <p>Add thought bubbles, speech bubbles and feeling words to your picture. Know your best self is always there – even when it seems things are not going your way.</p>	<p>On a piece of paper draw your selves at your best.</p> <p>What are you doing?</p> <p>Who are you doing it with?</p> <p>Where are you?</p>
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Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

Learn a new skill - Research shows that learning new skills can also improve your mental well-being by:

- Boosting self-confidence and raising self-esteem
- Helping you build a sense of purpose
- Helping you to connect with others

What additional skill will you learn? Set a target, and review your YSA journey.

Supporting Slides for Lesson 1

These slides support the teaching of lesson 1 and should guide the young people through the tasks that need to be completed.

1

"Promise me you'll always remember: you're braver than you believe and stronger than you seem, and smarter than you think."

Christopher Robin.

2

Lesson Objectives

- To demonstrate an understanding of mental health and well-being.
- Identify mental health issues in others and yourself. (your best self)

Curriculum Link: PSHE, Citizenship

3

Skills Objectives

- I can understand the importance of body language when presenting.
- I can deliver and speak with personal confidence
- I can listen to others and take their ideas on board

Curriculum Link: PSHE, Citizenship

4

Mental Health: Mental health is a set of malleable skills and beliefs which impact our thoughts, feelings and behaviour in relation to our social and emotional functioning.

Wellbeing: A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life.

5

6

What was going on with Sasha?
 What was happening with André?
 How did Sasha and André look after their mental health?
 What are the differences between everyday feelings and overwhelming feelings?
 What are some self-care strategies that we can use to deal with everyday feelings, what does Sasha do? does it work?
 How are the feelings that André is experiencing different? What does André do to manage these feelings?
 What advice does André get from Sasha and his Head of Year?
 What are some other things André could do?
 What can you do if you are worried about a friend?

7

What causes mental health issues?

- difficult or stressful life events
- your relationships with the people around you
- your care and support you get at home and school
- your physical health - how much sleep you get, what you eat and drink, if you take drugs or alcohol, and if you have any health problems
- your environment - housing conditions, how you are treated by others, money problems
- being able to recognise and communicate your emotions.

8

- Exam pressures.** The overwhelming pressure and number of exams can have a significant effect on students' mental health.
- The modern technological world.** Young people now spend much more time indoors online rather than outside. A game of football in the park is being replaced by online games. Furthermore, young people are a number of risks online, including exposure to upsetting content and cyberbullying, which will all affect their mental health.
- Growing social media.** Social media platforms are evolving and growing in popularity daily. Sites such as Instagram produce feelings of inadequacy as teens compare themselves and their lives to those of their peers. Social media also leads to reduced communication skills and reduced human interaction with friends.
- LGBTQ+.** Students who identify as being LGBTQ+ often find it difficult to tell their friends and family about themselves.
- COVID-19.** The pandemic has completely changed young people's lives, disrupting school and their day-to-day routines. Worrying about their safety, being unable to see friends and family, and fears about their future have contributed to an increase in child mental health problems, from anxiety to agoraphobia and PTSD.

9

Everyday Feelings: come and go and are a normal reaction to what is happening in our lives. They are always changing and don't usually hang around too long.

Overwhelming feelings: hang around for a long time, change the way we feel and behave and may stop us from doing what we want to in life.

10

What do they have in common?

11

DID YOU KNOW?

- Van Gogh only sold one painting during his lifetime...
- Stephen King's first novel was rejected 30 times. King's books have sold over 350 million copies and have been made into countless major motion pictures.
- Thomas Edison failed 1,000 times before creating the lightbulb.
- Albert Einstein, Einstein didn't speak at all for the first three years of his life. He went on to become Nobel Prize winning physicist who created special and general relativity, a major contributor to quantum mechanics, statesman. He couldn't get a job in physics for two years after graduation. Worked as assistant patent examiner, passed over for promotion until he "fully-mastered machine technology".

Can you think of anyone you know that has overcome obstacles?

12

My best self

Think about a time you felt that you got something wrong, things didn't immediately work out or you were generally having a hard time. This could include times such as falling out with friends, not achieving as well as they expected in exams or sports etc. Or you might have experienced losses or changes in your family that felt overwhelming at the time, but now feel that they can cope with.

1. What feelings did you experience on each occasion? How do they compare?
2. What did you learn about yourself when things went wrong?
3. If they had a similar experience now, what would they do differently?
4. How do you think, feel and act when being your 'best selves'?
5. Is it easier or more difficult to be our 'best selves' during challenging times?
6. Think of a 'top tip' they would give to another young person to help them be their 'best selves'?

13

Think about times when you felt your 'best selves. This could be at school, at home, with extended family, with their friends, when doing sport, music or a hobby, when helping or volunteering - or all of these.

On a piece of paper draw your selves at your best.
 What are you doing?
 Who are they with?
 Where are they?

Encourage them to add thought bubbles, speech bubbles and feeling words to their picture. Let them know their best self is always there - even when it seems things are not going their way.

14

you can do it! **What will you change?**

15

16

Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

In our school, you can talk to _____

17

childline.org.uk - 0800 1111 (free 24hr) confidential listening
 samaritans.org - 116 123 (free 24 hr) confidential listening
 studentsagainstdepression.org - resources to move away from depression
 youngminds.org.uk - mental health info and guidance
 youthaccess.org.uk - young people's info, advice and counselling
 themix.org.uk - essential support for under 25s

If you have a mental health crisis and don't know whom to contact, call NHS 111. Call 111, free from any phone, 24 hours a day, seven days a week, and speak to a highly trained adviser supported by healthcare professionals.

18

Let us focus on our well-being:

"A positive sense of well-being enables an individual to be able to function in society and meet the demands of everyday life."

19

Having good well-being can help you to:

- feel and express a range of emotions
- have confidence and positive self-esteem
- have good relationships with others
- enjoy the world around you
- cope with stress and adapt when things change.

Good well-being doesn't mean you'll always be happy. It's normal to feel sad, angry, or low sometimes. But if you have poor well-being for a long time you might start to find things more difficult to cope with. www.mind.org.uk

20

5 steps you can take to improve Mental health and Well-being

21

Learning new skills. Research shows that learning new skills can also improve your mental well-being by:

- boosting self-confidence and raising self-esteem
- helping you to build a sense of purpose
- helping you to connect with others

22

Learn a new skill...

23

you can do it! **What will you change?**

24

Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Please add details of whom to contact in school if they are concerned about themselves or others.

25

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Lesson 2: Understanding Factors that Could Contribute Towards Positive Mental Health and Well-being of an Individual



Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • Make use of simple self-care techniques, such as resting and spending time with family and taking up hobbies and interests. • Explain factors which could contribute towards the mental health of an individual. 	<ul style="list-style-type: none"> • Problem-solving - I can back my ideas with evidence.

Timing	Teacher Guide	Student Activity
1-2	<p>What are we covering? See learning objectives.</p> <p>Reminder about what skills we are going to practice as part of the lesson and some key pointers about the skill?</p>	
15mins	<p><u>Mindfulness</u>: Paying more attention to the present moment can improve your mental well-being. This includes your thoughts, feelings, body, and world around you. Some people call this awareness "mindfulness".</p>	<p>Young peoples to discuss what they think mindfulness means.</p> <p>We are going to practice mindfulness now. Everyone sit back and relax, close you eyes. Starting at your head, feel the tension and release it, moving to the neck, feel how tight it s and feel it relax, moving to the shoulder, moving to the arms, fingers, back etc etc.</p>

Timing	Teacher Guide	Student Activity
15mins	<p>Mindfulness can help you enjoy life more and understand yourself better. It can positively change how you feel about life and approach challenges.</p> <p>Young people to understand and experience some mindful activities: colouring and listening to music.</p>	<p>Remind students to concentrate on their voice as you speak. Do this for 2-3 minutes. Now discuss how you feel and what you think mindfulness is now after the activity</p>
15mins	<p>Remind young people of mental health - using the quote on the slide.</p> <p>Young people to watch a video from the Anna Freud Trust.</p> <p>This includes an introduction from Kate Middleton.</p>	
5mins	<p><i>"Health - The Government must make sure you can be as healthy as you can be and that you can get healthcare when you need it. You must also be able to get clean water and healthy food and live in a healthy environment. The Government must also make sure you can get information about staying healthy (article 24).</i></p>	<p>Young people to understand that being healthy is part of their human rights.</p>
25mins	<p>Consider as you discuss the below-reminding young people to demonstrate good practice communication skills</p> <p>Discuss factors that can contribute to the mental health of young people.</p>	<p>Create a guide for parents and young people. Using problem solving skills back their evidence with data and facts etc.</p>

25mins	Social media and mobile devices may lead to psychological and physical issues, such as eyestrain and difficulty focusing on important tasks. They may also contribute to more serious health conditions, such as depression. The overuse of technology may have a more significant impact on developing children and teenagers.	
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Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

How does this lesson relate to the other YSA work you are doing?

Linking to the passport - The passport contains mindful colouring pages

How does this relate to your local context?

What could you do next to improve your mental health?

What could you do to help the mental health/well-being of others?


- Can you practice mindfulness at home with your parents?
- Let's spend 5 minutes practising mindfulness now.

Supporting Slides for Lesson 2

These slides support the teaching of lesson 2 and should guide the young people through the tasks that need to be completed.

1

Mindfulness




2

Mindfulness: Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness".

Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

3



4

Lesson Objectives

- Make use of simple self-care techniques, such as resting and spending time with family and taking up hobbies and interests.
- Explain factors which could contribute towards the mental health of an individual.

Curriculum Link: PSHE, Citizenship

5

Skills Objectives

- Problem-solving - I can back my ideas with evidence.

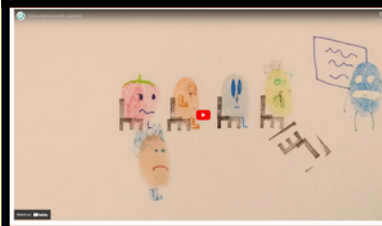
Curriculum Link: PSHE, Citizenship

6

A reminder.....

Mental Health: Mental health is a set of malleable skills and beliefs which impact our thoughts, feelings and behaviour in relation to our social and emotional functioning.

7



8

"Health - The Government must make sure you are able to be as healthy as you can be, and that you are able to get healthcare when you need it. You must also be able to get clean water, and healthy food and live in a healthy environment. The Government must also make sure you can get information about staying healthy (article 24).

- All children under 18 should enjoy all the rights set out in the UNCRC without discrimination, including those with mental health conditions.
- Every child and young person should enjoy the same opportunities to grow and develop in conditions that don't impact negatively on their mental wellbeing.
- Every child has the right to protection from all forms of violence, including the neglect of their mental health, self-harm and suicide.
- Every child has the right to the best possible health and to healthcare services that will help them attain this, including mental health.

9

Social media and mobile devices may lead to psychological and physical issues, such as eyestrain and difficulty focusing on important tasks. They may also contribute to more serious health conditions, such as depression. The overuse of technology may have a more significant impact on developing children and teenagers.

Discuss factors that can contribute to the mental health of young people.

Create a guide for parents and pupils.

10

Social media and mobile devices may lead to psychological and physical issues, such as eyestrain and difficulty focusing on important tasks. They may also contribute to more serious health conditions, such as depression. The overuse of technology may have a more significant impact on developing children and teenagers.

Discuss factors that can contribute to the mental health of young people.

Create a guide for parents and pupils.

11

Five kick-the-habit apps

Mute justmuted.com The newest app in this genre, Mute tracks screen time and pickups, and logs your "downtime" with an emphasis on celebrating the latter.

Moment inthemoment.io Moment sets daily limits on your usage, and will even try to force you off the device with a barrage of notifications if you choose that option.

Space space-app.com Space starts with a quiz to assign you a phone user "type" from Rabbit Hole Wanderer to Toxic Social Mitz and then helps you set goals to change your habits.

Hold holdstudent.com Aimed at students, Hold tracks how much time they spend not using their phone, and rewards that time points to be redeemed for real-world rewards.

Forest forestapp.cc Forest takes a different approach: starting the app plants a virtual tree, which grows for as long as you don't quit the app and thus use other apps, but dies if you use.

12

"Every one of us needs to show how much we care for each other and, in the process, care for ourselves."

Princess Diana



13

you can do it! What will you change?

14



15

Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).





Please add details of whom to contact in school if they are concerned about themselves or others.

16

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 samaritans.org - 116 123 (free 24 hr) confidential listening
 studentsagainstd Depression.org - resources to move away from depression
 youngminds.org.uk - mental health info and guidance
 youthaccess.org.uk - young people's info, advice and counselling
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Lesson 3: What Can Affect Your Mental Health Well-being?

				Curriculum Link: PSHE, Citizenship
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Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To demonstrate an understanding of what can affect well-being and resilience (e.g. life changes, relationships, achievements and employment) 	<ul style="list-style-type: none"> I can apply the PEEL method using different mediums when communicating. I can recognise the barriers to my learning and develop strategies to overcome these.

Timing	Teacher guide	Student activity
10 mins	<p>Young people understand that mental health is an illness. This video explains mental health in a young people-friendly way. Mental Health - In our own words https://www.youtube.com/watch?v=_y97VF5UJcc</p>	
40 mins	<p>Young people to reflect on their current achievements. Don't just focus on academic, sports and musical achievements but include personal achievements, too. This could include things like getting to school independently, staying away from home, managing friendship or relationship difficulties, and managing their well-being.</p> <p>Discuss how all these things take time to develop and how they will have grown over time.</p> <p>Introduce the idea of writing a letter to their younger selves.</p>	<p>What advice and reassurance can you give to their younger self? Can you write it in a letter starting 'Dear [name] aged X' and signed off from your current self.</p>
5mins	<p>What will they do and what can they change.</p>	<p>Set yourself a target.</p>

**Link to YSA: These questions can be used to bring the lesson focus back to YSA.
These questions can be asked throughout the lesson as and when needed.**

Think about daily habits. Set yourself a weekly "Well-being" Target. Could you do this on a weekly basis?

Supporting Slides for Lesson 3

These slides support the teaching of lesson 1 and should guide the young people through the tasks that need to be completed.

1

Learning New Skills

- Connecting with people
- Being physically active
- Learning new skills
- Giving to others
- Mindfulness

2

Lesson Objectives

- To demonstrate an understanding of what can affect well-being and resilience (e.g. life changes, relationships, achievements and employment)

#WeWill: Inspire and Explore
#WeWill Skills: Reflection, Communication

Curriculum Link: PSHE, Citizenship

3

Skills Objectives

- I can apply the PEEL method using different mediums when communicating.
- I can recognise the barriers to my learning and develop strategies to overcome these.

#WeWill: Inspire and Explore
#WeWill Skills: Reflection, Communication

Curriculum Link: PSHE, Citizenship

4

5

As you journey from childhood into your teen years and then into adulthood, your brain is changing in ways that might explain why the teen years can be a bit of a roller coaster. In this animation we take a look at what's happening in teenagers' heads and how researchers at the University of Oxford are trying to understand this important developmental period better.

6

Pupils to reflect on their current achievements. Don't just focus on academic, sports and musical achievements but include personal achievements, too. This could include things like getting to school independently, staying away from home, managing friendship or relationship difficulties, and managing their wellbeing.

Discuss how all these things take time to develop and how they will have grown over time. Introduce the idea of writing a letter to their younger selves.

What advice and reassurance can you give to their younger self? Can they write it in a letter starting 'Dear [name] aged X' and signed off from your current self.

7

you can do it! What will you change?

8

After each lesson set yourself a target of what you will change.

- My Self Care Action
- My Self Care Action
- My Self Care Action
- My Self Care Action
- My Self Care Action
- My Self Care Action

9

Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Please add details of whom to contact in school if they are concerned about themselves or others.





10

Need Help?

- childline.org.uk - 0800 1111 (free 24hr confidential listening)
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- studentsagainstdepression.org - resources to move away from depression
- youngminds.org.uk - mental health info and guidance
- youthaccess.org.uk - young people's info, advice and counselling
- themix.org.uk - essential support for under 25s

If you have a mental health crisis and don't know whom to contact, call NHS 111. Call 111, free from any phone, 24 hours a day, seven days a week, and speak to a highly trained adviser supported by healthcare professionals.

Lesson 4: Know simple self-care techniques and being physically active

				Curriculum Link: PSHE, Citizenship, PE
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Learning Objectives	Skills Objective
<ul style="list-style-type: none"> • To be able to explain what emotional literacy and resilience • To be able to explain how they're feeling and what to do when things don't feel right • To make use of simple self-care techniques, including being physically active 	<ul style="list-style-type: none"> • I can to recognise what skills I have and what needs to be improved.

Timing	Teacher Guide	Student Activity
5 mins	Meditation through music - <u>HipHop</u>	Inspire young people using key people from the music industry.
10 mins	<p>Being physically active - is not only great for your physical health and fitness, it can also boost your mental health by raising your self-esteem. Examples:</p> <ul style="list-style-type: none"> • Yoga • Pilates • Gym • Zumba • Cycling or going on a walk and getting some fresh air • Swimming <p>Why and how do you think being physically active helps MH and WB?</p>	Contribute to discussions.

<p>15 mins</p>	<p>Beno - Bounceability -Video Laugh, and build resilience with Beno! Video.</p> <p>Discuss what were the key messages from the video.</p> <p>Demi Lovato and JK Rowling are women who have overcome mental health issues. Big Sean and Pete Davidson are two male role models who have spoken up about mental health.</p>	<p>Young people to understand its ok to talk about mental health.</p>
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<p>30 mins</p>	<p>Using Art to express yourself.- Young people to understand that mental health is not a new issue it's something that has always existed even in Art.</p>	<p>Young people to explore some artists and draw out how they used art to express themselves and their mental health</p>
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Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.


Create activities for young people to use for mindfulness which can be used during registration activities.

Could you have a mindful corner in your class Or spaces around the school?

Supporting Slides for Lesson 4

These slides support the teaching of lesson 4 and should guide the young people through the tasks that need to be completed.

1



"You, yourself, as much as anybody in the entire universe, deserve your love and affection." – Buddha

2

Learning Objectives

- To be able to explain what emotional literacy and resilience
- To be able to explain how they're feeling and what to do when things don't feel right
- To make use of simple self-care techniques, including being physically active

#AWEBB: Inspire and Explore
#AWEBB: Skills: Reflection, Problem Solving
Curriculum Link: PSHE, Citizenship

3

Skills Objective

- I can to recognise what skills I have and what needs to be improved.

#AWEBB: Inspire and Explore
#AWEBB: Skills: Reflection, Problem Solving
Curriculum Link: PSHE, Citizenship

5



KOBE BRYANT

6

Being physically active

- Connecting with people
- Being physically active
- Learning new skills
- Giving to others
- Mindfulness

7

Being physically active - Being active is not only great for your physical health and fitness it can also boost your mental health by raising your self-esteem.

Examples:

- Yoga
- Pilates
- Gym
- Zumba
- Cycling or going on a walk and get some fresh air
- Swimming

8

- If you don't get help, it will only make the problem worse. Some mental illnesses triggered by these stressful events could mean you end up always anxious, not being able to sleep, having nightmares or changing the way you behave.
- Not getting proper help could lead to you trying to cope with your worries by using other methods, such as alcohol and drugs.
- Good physical health means good mental health. If you are very worried or unhappy, you may eat too much or too little, or eat the wrong foods - in other words, too many sweets and fatty food - and your body won't function well. This can make you feel ill and if your body feels ill, this too can affect your mental health.
- Most adults will be willing to help you. If they can't, they will know where you can get help. If you have any worries about your mental health, please speak to someone you trust. Don't be frightened to tell them how you are feeling.

9



10

1. Demi Lovato, Singer/Songwriter

Depression, Bipolar Disorder, Self-harm, Substance Abuse, Bulimia

"This is an ongoing process and the hardest part about these diseases is that they're things that I'm going to have to face every day for the rest of my life. I'm going to mess up and I'm not going to be perfect, but as long as I try everyday to get better and better myself, then I'm one step ahead of where I was before."

11

4. J.K. Rowling, Author

Depression

"I have never been remotely ashamed of having been depressed. Never. What's to be ashamed of? I went through a really rough time and I am quite proud that I got out of that."



12



"Depression affects millions of people. Anyone dealing with it needs to know that there are treatments that can help. First of all, if you think you're depressed, see a doctor and talk to them about medication. And also be healthy." - Pete Davidson recommended that eating right and exercising can make a huge difference. **Pete Davidson** recommended.

13

Artful Spotlight: BIG SEAN

"I wasn't feeling like myself and I couldn't figure out why," he said on Instagram.

"I just felt lost - and I don't know how I got there."

14

Using Art to express yourself

- Thomas Gainsborough - The Fighting Temeraire (1839)
- Matthew Greenwald - The Tempest of St. Anthony (c. 1512 - 16)
- Albrecht Durer - Melancholia I (1514)
- William Hogarth - The Race in Bedlam (1733)
- Francisco Goya y Lucientes - The Sleep of Reason produces Monsters II (1798)
- Theodore Gericault - Portraits of the mad (1822)
- Edward Munch - Self-Portrait with Bandaged Ear (1893)
- Edvard Munch - Self-Portrait with Bandaged Ear (1893)
- Edvard Munch - The Scream (1893)
- Josef Forster - Untitled work in the Prinzhorn Collection (after 1916)

15

Vincent van Gogh - Self-Portrait with Bandaged Ear (1889)

The fur cap Van Gogh wears in this painting is a reminder of the harsh working conditions he faced in January 1889; the hat was a recent purchase to secure his thick bandage in place and to ward off the winter cold. This self-portrait is thus powerful proof of Van Gogh's determination to continue painting.



16

Edvard Munch - The Scream (1893)

The painting symbolizes human anxiety. The story goes that while out for a walk with two friends in 1893, Munch observed that the setting sun had turned the clouds "a blood-red." The painter later described having felt ill and anxious.

It's because of this, coupled with the artist's personal life trauma, that the painting takes on a feeling of alienation, of the abnormal.



17

Josef Forster - Untitled work in the Prinzhorn Collection (after 1916)

Vittore Carpaccio - The Healing of the Possessed Man at the Rialto (c. 1496)



18

Explore pieces of art you can relate to and why?

19

What will you change? **you can do it!**

20

What will you change?



Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Please add details of whom to contact in school if they are concerned about themselves or others.

21

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studentsagainstdepression.org - resources to move away from depression
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22

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Lesson 5: Mindfulness through Art and Music



Curriculum Link: PSHE, Citizenship

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To demonstrate how self-care techniques through Art and Music can help when things don't feel right. 	<ul style="list-style-type: none"> I can recognise what skills I have and what needs to be improved.

Timing	Teacher guide	Student activity
5 mins	Consider the following Chinese Proverb with your young peoples: <i>A journey of a thousand miles begins with a single step</i>	Discuss what the proverb means.
50 mins	<p>My Changing Shapes Activity:</p> <p>Young people to watch the video and create their own journey so far. Referring back to the proverb - A Journey of a thousand miles begins with a single step.</p> <p>Re-enforce how music can be used to relax.</p>	<p>Young people create their own version of changing shapes activity.</p> <p>After completing the My changing Shapes activity, if the young people feel comfortable, ask them to share some examples from their 'past and future growth.</p> <p>Young people listen to music whilst creating their version.</p>
5mins	What will you do and what can you change.	Set yourself a target based on self-reflection.

Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

Share changing shapes activity with other pupils.

Supporting Slides for lesson 5

These slides support the teaching of lesson 1 and should guide the young pupils through the tasks that need to be completed.

1

"If you see someone without a smile, give them one of yours."

Dolly Parton.

2

Giving to others.

3

Lesson Objectives

- To demonstrate how self-care techniques through Art and Music can help when things don't feel right.

##WeWill: Inspire and Explore
##WeWill Skills: Reflection, Communication Curriculum Link: PSHE, Citizenship

4

Skills Objectives

- I can recognise what skills I have and what needs to be improved.

##WeWill: Inspire and Explore
##WeWill Skills: Reflection, Communication Curriculum Link: PSHE, Citizenship

5

Consider the following Chinese Proverb with your students: *A journey of a thousand miles begins with a single step.*

6

My Changing Shapes Activity

After completing the My changing Shapes activity, if the students feel comfortable, ask them to share some examples from their 'past growth'. Think about how these things could be extended in the future. For example, if they like reading books then they could also try listening to audiobooks... and they could also write a book.

Again if someone is comfortable sharing, discuss what they would like to develop from their 'future growth' shape. We tend to avoid things that we're not already good at - but we might be missing out if we don't explore them. Perhaps there is an area of their life that they have neglected for some time that they would like to get back in touch with?

This could be in learning, emotional wellbeing, physical activities, friends or social life etc. For example, a student may say that they used to love skateboarding with friends when they were younger, but no longer do so. Invite the students to keep their Changing Shapes to revisit in the future. Remind them that growth is a life-long process. (<https://www.childrensmentalhealthweek.org.uk/>)

7

Sam Cooke a change is gonna come lyrics

Bob Marley - Redemption

8

What will you change? you can do it!

9

What will you change? you can do it!

10

Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Please add details of whom to contact in school if they are concerned about themselves or others.

11

Need Help?

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If you have a mental health crisis and don't know whom to contact, call NHS 111. Call 111, free from any phone, 24 hours a day, seven days a week, and speak to a highly trained adviser supported by healthcare professionals.

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Department for
Digital, Culture
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 Ormiston Trust
Improving life chances



Ormiston Trust
Improving life chances

