

What: a week focusing on supporting young people with their mental health. The theme is express yourself.

## CHILDREN'S MENTAL HEALTH WEEK 7 FEBRUARY 29

Place2Be's

Why: to let young people know they are not alone.

Who: everyone can join in. It is supporting and promoting the work done by Place2Be, who offer counselling to young people.

Ing people not alone.

# **Overview of the week: the focus**

Monday	Tuesday	Wednesday	Thursday	Friday
Growth Mindset	Resilience	Anxiety	Over thinking	Stress
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# **Overview of the week**

- Each day this week we will focus on a different aspect of mental health.
- On each day there will be: activities for students; activities for the whole family; information on the topic and links to support and advice.

-7 FEBRUARY 2021

## Monday: Growth Mindset

Click here for activities for <u>students</u> to take part in.

Click here to learn more <u>student &</u> <u>parents/carers</u>. Growth Mindset is a way of thinking about intelligence and learning. People who have growth mindset have the attitude that learning can take place through effort and practise. Having growth mindset allows people to feel more positive towards learning experiences and allows for more successful learning.

The opposite is fixed mindset where someone believes their understanding can not be changed or developed. Click here for activities for the **whole family** to take part in.

Click here for links to external <u>support and</u> <u>advice</u>.

## **Tuesday: Resilience**

Click here for activities for <u>students</u> to take part in.

Click here to learn more <u>student &</u> <u>parents/carers</u>. Resilience is the ability to withstand obstacles and failure. You aren't born with resilience it is something that comes with practise and a positive mindset. To develop your resilience you need to accept failure and look at how to learn from it.

The opposite of resilience is defeatism. This means to give up and not attempt to overcome the issue. Click here for activities for the **whole family** to take part in.

Click here for links to external <u>support and</u> <u>advice.</u>

## Wednesday: Anxiety

Click here for activities for <u>students</u> to take part in.

Click here to learn more <u>student &</u> <u>parents/carers</u>. Anxiety is a feeling of unease, like a worry or fear, that can be mild or severe. Everyone feels anxious from time to time and it usually passes once the situation is over. It can make our heart race, we might feel sweaty, shaky or short of breath. Anxiety can also cause changes in our behaviour, such as becoming overly careful or avoiding things that trigger anxiety

> "Remember you are resilient and you will get back up when you fall down."

Click here for activities for the **whole family** to take part in.

Click here for links to external <u>support and</u> <u>advice.</u> Top tips to support and develop resilience. Information taken from Young Minds Charity.



#### • Boundaries:

Understand boundaries and keep within them It is important to help students learn about setting and keeping to limits. Setting boundaries can help students feel safe. Students need routine and structure to feel safe. Boundaries are clear rules that tell people how to behave. Encourage students to explore what boundaries are, why people have boundaries and why some people's boundaries are different from other people's.

#### • Being brave:

Being brave invites us to help children face their uncomfortable, scared feelings, and to actively work with them. Being brave enables us to experience that, and to confront our personal power, instead of passively relying on other people to sort everything out. Encourage students to explore what being brave means to them, ways that they could feel braver and how this could make them feel more resilient.

• Solving problems:

Problem-solving is a learned skill. Helping students focus on one problem at a time can help them avoid getting overwhelmed with the size of the problem. As a tutor encourage students to assess the type and size of a problem, what they need to do in order to resolve it and how they might work out who can help if necessary.

#### • Rose-tinted glasses:

Putting on rose-tinted glasses is an idea to put a resilient spin on things. It is about looking at bad things that have happened and adding a positive twist to them. This idea is about deliberately adopting a stance that helps make sense of something from the past in a positive way. It offers another view for the student to make sense of an event and develop a more adaptive view of their lives. Sometimes it is about managing life rather than changing it.

#### • Fostering their interests:

Helping students develop their favourite interest can give them opportunities to feel that they can succeed and as a result their self-esteem improves and they can have fun. The quality of their life improves. Succeeding helps students feel they have control of their lives which makes them happier and as a result stronger and more able to deal with difficulties that come their way. This can be an area where as a tutor you notice the things students do well and where they show real talent and creativity at managing difficulties.

• Calming and self-soothing:

Encourage students to notice when, where and why they are feeling upset. Try to get them to notice and understand why they are feeling stressed and ways that can help them feel more relaxed.

<u>Remember tomorrow is another day</u>: Helping students to remember that tomorrow is another day helps students find a solid place to stand and not feel overwhelmed by the stresses and challenges of a school day. Encouraging students to let go of worries can help students feel that their problems are more solvable and enables them to feel more resilient.



### Making Negative Thoughts into Positive Thoughts

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Often, we think negatively about a situation or an event that has happened or is about to happen. When we think negatively, we are likely to carry on thinking negatively, which helps to make the thought more powerful. When this happens, it is really difficult to find positive thoughts. This can lead to a one-sided view of a situation or event which is often not a true judgement.

Please complete the table below so you can see how you can change negative thoughts into positive thoughts.

Negative Thoughts	Positive Thoughts
My friends don't like me anymore because I can't go to the party on Saturday night.	Some of my friends can't go to the party either so we could meet up on Sunday instead.
I am not good at maths because I only got 16 out of 20 correct in my test.	
I don't want to move house as I won't make any new friends and I will be lonely.	
My new school won't be as good as my current school.	

### Once you have completed these examples, complete the table below with your own negative and positive thoughts.

Think what positives you can see from the situation and how you can think more positively.

The more positives you can find, the more positive you will think, as the negative thoughts will be reduced and the situation will appear more balanced.

Negative Thoughts	Positive Thoughts
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### Tangram Challenge

Cut out the shapes below. Try to complete the tangrams on the following page. Concentrate hard and complete as many as you can in three minutes.





### **Big Problems and Small Problems**

Not all problems are the same. Think about the things that are currently troubling you. Can you rank them in terms of how 'big' a problem they are? You do not have to fill every box.





Spend some time trying some meditation to try and focus your mind on a calm place and time.

https://www.youtube.com/watch?v=Bk\_qU7I-fcU

### **The 30-Day Positivity Challenge**

Day 1	Day 2	Day 3	Day 4	*Day 5
Write down 5 things you are thankful for.	Design a logo or banner which reflects you as an individual.	Write a happy note for a friend.	Design a message in a bottle by writing down something you would like to achieve or that you are looking forward to today.	Help relax your mind with some mindful colouring. (It might include a bit of maths!)
Day 6	Day 7	Day 8	Day 9	Day 10
List 5 things, words or phrases that make you laugh.	If you could have any superpower, what would it be and why?	Write down 3 of your strengths.	Write about how you feel today.	Read a book or article.
Day 11	*Day 12	Day 13	Day 14	Day 15
Write down something you love about yourself. What makes you 'you'?	Word Wheel Challenge	Write down 5 places or countries you would like to visit.	List 3 three things you can do when you feel overwhelmed.	Write down something you ar excited or happy about.
Day 16	Day 17	Day 18	Day 19	Day 20
Write down or draw 5 things which describe you.	Draw your favourite meal.	Make up a new word and write down what it means (nothing rude or offensive).	Write down at least 1 thing which makes you happy.	Set a mini-goal for the day.
Day 21	Day 22	Day 23	Day 24	Day 25
Have a sort out – organise your planner, bag or pencil case, etc.	Build something using a single piece of A4 paper.	Write down a worry.	Draw a picture with your eyes closed.	Record 3 good things that have happened this week.
Day 26	Day 27	*Day 28	Day 29	Day 30
Send a smile: smile at 5 new	Ask yourself, 'What do I need to do today?' Write down a to-	Make an origami bird.	Write down 5 positive things about yourself.	Write down one thing you could change. This could be