



Children's Mental Health Awareness Week

6th – 12th February 2023

Theme: Let's Connect

Resource Pack for Secondary Schools



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Healthy Schools Service Resources





Activity: Bird box

Brief description

This is one of our slightly more challenging tasks and will need support from an experienced member of staff. This wooden bird box activity is courtesy of wildlifetrusts.org and full instructions can be found here [How to build a bird box | The Wildlife Trusts](#)

Outcomes

This activity will enhance pupils' practical skills as well as allow lots of opportunities for learning about the importance of caring for the environment and biodiversity. Connecting with each other and with nature along the way!



Resources

- Rough cut, unplanned, untreated, softwood timber, 15 cm wide x 150 cm long x 1.5 cm thick
- Scrap rubber, such as an old inner tube from a tyre
- Galvanised 20 mm (3/4") nails
- Saw
- Hammer
- Drill
- Pencil and ruler
- Scissors



Activity: Descriptive writing using the 5 senses

Brief description

Head out on a walk to experience the outdoors with all 5 senses: sight, touch, smell, sound, taste. Record everything about the environment you are in. This can be a completely self-led exercise where pupils write as they encounter, or it can be guided. Head back into the classroom and get to writing. Works can take the form of a simple account of the walk, incorporating the environment into the story of an established character, or even a poem.

Outcomes

Increased awareness of the natural world around us and how it makes us feel. Connecting with nature and connecting with ourselves.



Resources

Clip boards and warm clothing.



Activity: Bird feeder

Brief description

Birds will greatly benefit from this log feeder filled with suet stuffed into drilled holes. Suet is easily digested and metabolised by many birds, so it provides a great source of energy for them during the winter.

Outcome

This activity will enhance pupils' practical skills as well as allow lots of opportunities for learning about the importance of caring for the environment and biodiversity. Connecting with each other and with nature along the way!



Resources

- a log (can be firewood) about 3-4" diameter and 16" long or as long as you like
- 1/4" diameter rope
- scissors
- drill
- 1" spade bit
- 5/16" drill bit
- suet

The full 'how to' information can be found here [DIY Log Bird Feeder](#)



Activity: 3D stick lanterns

Brief description

An exciting project for these wintery days and nights. Use a sprinkle of creativity along with a strong structure to create your stick lanterns. These could be a simple cube or pyramid for younger children, or something more complicated for the older years. Make your lantern look extra special by adding a colourful design or by using other natural items, such as leaves or flowers, to decorated them.

Outcome

Pupils will measure, cut and secure their sticks into the desired shape. Then just add a tea light of small candle and place them outside. You could even host an event such as stargazing or a woodland wander and use the lanterns for light.



Resources

Twigs	Scissors
Sticks	Glue
Tissue paper	String
Leaves	



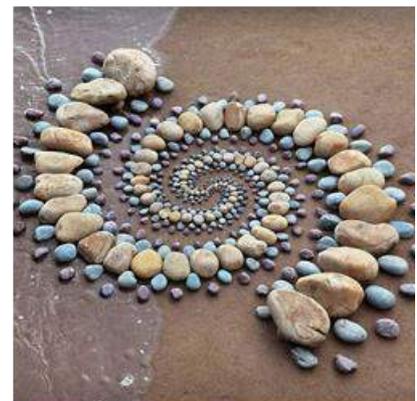
Activity: Outdoor Art

Brief description

Fresh air and Fun! Pupils can express themselves through art outdoors. After spending time noticing what nature has to offer, pupils can be inspired to use their chosen materials to design and create their masterpiece. From a picture on the ground to a fully standing sculpture, what will you create?

Outcome

Pupils will enjoy time in nature expressing their creativity and developing a knowledge of how pattern, shape, size and texture can complement their artwork.



Resources

Everything and anything that you can find outside.



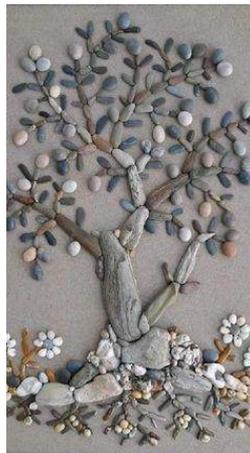
Activity: Nature pictures

Brief description

This activity can be as simple as using natural materials to create faces to something more complicated like a mixed media collage of a landscape.

Outcome

Here is a chance to get your pupils to connect with nature through art.



Resources

Stones	Acorns	Shells
Leaves	Conkers	Chalk
Pinecones	Feathers	Sand
Sticks	Flowers	Bark



Activity: Weaving

Brief description

Create a delightful piece of nature's artwork for your playground or to enjoy indoors. Start by making a weaving loom by securing sticks together to create the desired shape and size. Then tie your string/wool at equal intervals around the edges. Spend time together with friends finding natural objects that can be woven in.

Outcome

Experience nature with the senses and connect with the outside through smells, touch, patterns and shapes which can be seen, while collecting items which are perfect to weave. Weaving will help to improve pupils fine motor skills, patience and concentration.



Resources

- Twigs and sticks
- String or wool
- Leaves
- Flowers
- Ribbons



Activity: Nature photography

Brief description

Go on a mini excursion in nature and take photographs of things you find beautiful (for example: animals, plants, trees, clouds, scenery, rocks). Choose five+ of your favourite photos and present a showcase of them to others.

Outcomes

An opportunity to look more closely at the natural world around us, see things through a different lens and discuss how this makes us feel. Connecting with nature and connecting with others...



Resources

Devices for capturing digital images and for sharing favourite photos with each other. Images could be added to Power Point or a similar app to present a showcase.



Activity: Nature walk

Brief description

In this activity, children are encouraged to investigate the great outdoors and record what they can see, hear, smell, touch, and taste.

Outcome

Pupils will be given the opportunity to notice nature and increase observation skills.



Resources

- outdoor space
- worksheets and pens (optional)



Activity: Nature journal

Brief description

Keeping a nature journal is a way to develop an eye for detail and to hone writing abilities. This activity will get students started in nature writing, a practice that can be extended throughout the school year.

Outcome

Pupils will be given the opportunity to write descriptively about natural surroundings, as well as observe and note small details that make up the environment.



Resources

Further guidance with regards to resources and getting started can be found here [How To Start A Nature Journal | Sierra Club](#)



Activity: Nature writing

Brief description

This activity asks students to bring together their sensory observation skills and their figurative language tools (simile, metaphor, personification) to describe a setting. This activity allows pupils to practice the art of nature writing.

Outcome

Pupils will be given the opportunity to notice nature, increase observation skills and develop creative writing ability.



Resources

- outdoor space
- guidance attached for teacher (optional)



- Explain to students you want them to use their knowledge or figurative language (simile, metaphor, personification), sensory description and the writing process to begin creating a nature writing narrative.
- Provide students a setting to begin their writing (whether taking them outside or using a picture). Teachers can choose to have the whole class write about the same setting or different settings.
- Ask students to simply focus on writing about the setting for the time being.
- Encourage students to brainstorm how they want to describe their setting using writing diagrams (webbing) and jotting down notes.
- After fifteen minutes or so, encourage students to begin the writing process. Explain to students that this process does not need to be perfect; rather, the purpose of the exercise is for them to experiment with figurative language and description.
- Once students have had enough time to put together a few paragraphs explaining their setting, have them partner up and share their narrative.
- Partners should provide constructive feedback (what they liked, suggestions for improvement, etc.).
- Provide students additional time to make changes.
- Come back together as a large class and ask students about the writing process. a. What parts were frustrating? b. What parts were easy? c. How do they feel about this type of writing compared to expository writing?
- Optional: This process can be repeated providing students new settings, or if teachers choose, they can make this exercise a part of a larger writing activity, whereby students develop a complete story.

Place2Be Resources

Visit Place2Be's webpage for all resources, including Power Point slides:

<https://www.childrensmentalhealthweek.org.uk/schools/>



ACTIVITY 1

Music that connects us

This activity helps students to think about the songs they connect with, and create their own songs, poems or prayers about connecting.

NB: Be particularly aware of care-experienced students, adopted students and those in kinship care during this activity, and students who may have limited contact with parents or other family members.

- Listen to / watch the music video for one of the songs about connections (listed on the right) – or source one of your own.
- Discuss the lyrics with the students, posing questions such as:
 - What do you think was the inspiration for the artist to write the song?
 - What do you think the visuals add to the meaning in the song?
 - How do you feel when you listen to the song or watch the video?
 - For people that feel disconnected or lonely, what can songs and poems do for them?
- Ask students to write a list of any songs that really connect with how they have felt at an important time in their lives.
- Discuss some of the key songs and words that connect people such as Happy Birthday, Prayers, Football Anthems (You'll Never Walk Alone; Three Lions; Sweet Caroline etc); or singing together at a concert.
- Set students the task of writing a song, poem or prayer about connecting.
- Display these on a 'Let's Connect' board, alongside the students' ideas about songs that help them to feel connected.

Song ideas



Stormzy

Blinded by Your Grace

[▶ Watch Stormzy](#)



One Republic

Connection

[▶ Watch One Republic](#)



Quinn L'Esperanc

Human Connection

[▶ Watch Quinn](#)



Ed Sheeran

Photograph

[▶ Watch Ed](#)



Bruno Mars

Count on Me

[▶ Watch Bruno](#)



This activity is designed for 11-14 year-olds, but could be used with other age groups too. To differentiate or extend the content, refer to our other activity ideas.

ACTIVITY 2

Connecting through circles

This activity encourages students to explore the different ways we feel connected, or disconnected, and consider how we can make new connections.

NB: Be particularly aware of care-experienced students, adopted students and those in kinship care during this activity, and students who may have limited contact with parents or other family members.

- Seat the class or group in a circle. Do a simple warm up game around the circle, such as passing an object around whilst saying their favourite food.
- Set the ground rules (including confidentiality and the right to 'pass'). Outline that the theme of the circle is 'Let's Connect'.
- Go around the circle (using the object) and invite each student to say when they feel most connected to others. E.g. "I feel most connected to others when..."
- As a class, talk about loneliness. You may want to discuss the definition provided by the Mental Health Foundation. Loneliness can be defined as the state of distress or discomfort that results when we perceive a gap between our desires for social connection and actual experiences of it.
 - Who in society do they think may experience loneliness? Old people or students? Those who identify as heterosexual or those who identify as LGBTQ+? Those with with disabilities - including hidden disabilities - or those without? The take home message is that anyone can feel disconnected and lonely, but some groups may be particularly at risk due to discrimination and oppression.
 - Research from the Mental Health Foundation has shown that, even pre-pandemic, younger people were more likely than older people to report feeling lonely ([read more here](#) )
- Go around the circle and invite each student to say when they feel disconnected from others. E.g. "I feel disconnected from others when..."
- As a group, can they generate ideas for how to feel more connected to others? Can they think of ways to connect with those who feel disconnected or alone?
- Invite the students to generate some practical tips and advice for other students who may feel disconnected. Can this be turned into a poster?
- Where can this advice be displayed? (e.g. display board, school website). Who can students turn to when they feel disconnected in school (e.g. mentors, form tutors, counsellor etc). Consider highlighting helplines /text services such as Shout or Kooth.



This activity is designed for 11-14 year-olds, but could be used with other age groups too. To extend the content, refer to our other activity ideas.

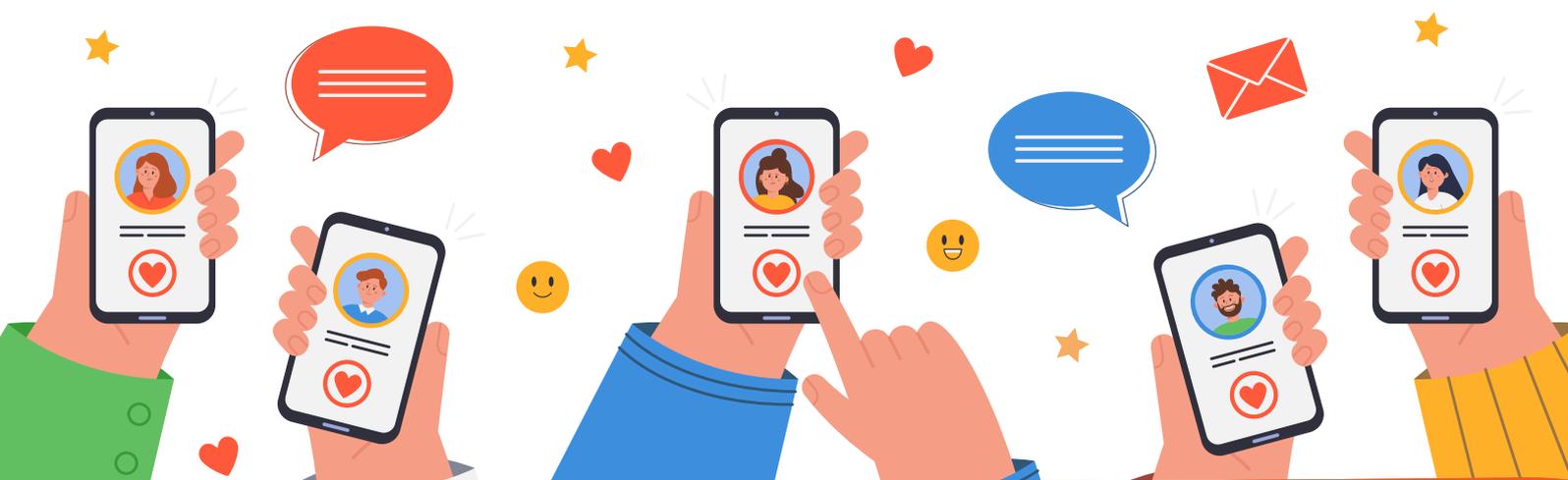
ACTIVITY 3

Connecting safely online

We know pupils often make connections with others online; on social media, or when playing video games. This activity encourages pupils to consider how they can stay safe online, but also explores the differences between online and in person connections.

- This could begin as an active quiz with pupils moving around the room according to yes/no answers to some of the questions, and then move into discussion in small groups/pairs for the open questions.
- Think about connections that are in real life and those that are online.
 - Is your online self different from your self in real life?
 - How are they different or the same?
 - Is it easier or harder to connect with others online or in real life? Why is that?
 - Is your online self a projection of who you would really like to be?
 - Does the way we use our electronic devices enhance or get in the way of connection and communication with others?
 - Encourage pupils to debate these questions.
- It's Safer Internet Day on Tuesday 7 February. Visit the [Safer Internet Day website](#)  to use Childnet's free resources to explore how pupils can stay safe online.

 This activity is designed for 11-14 year-olds, but could be used with other age groups too. To extend the content, refer to our other activity ideas.



ACTIVITY 4

Coping with disconnection and difference

Does a disagreement mean a connection is broken? This activity explores themes around broken connections, disagreement and difference, and helps students to consider their own friendships and relationships.

NB: Be particularly aware of care-experienced students, adopted students and those in kinship care during this activity, and students who may have limited contact with parents or other family members.

- Does an argument or disagreement mean the end of a friendship? Connections change all the time. They can get stronger, or can get stretched and torn.
- Share an example of disconnection, and how it was mended. This could be an example from history, such as [The Christmas Truce](#), or a personal example. Emphasise that the nature of relationships are changing and evolving. They don't stay the same. They may be full of small events which are disruptive and repairing.
- Start a discussion around disconnection, posing the following questions:
 - Are there times when you feel disconnected from those around you? How do you cope with that?
 - What do you do to repair and restore things when a connection to someone who matters to you is lost? It can be really hard to find ways to reconnect.
 - What are the first steps we can take to try to repair a broken connection with someone? When might you seek help from someone else to support you through this?
- What happens in families, or at home, when someone gets annoyed with someone else. How long does it last, how do they 'make up'. What makes an apology sincere?
- Does disagreement mean that friendships are broken? Can you have a different point of view from your friend and still be friends? How does it work when you and your friend don't agree, but are still friends? Can you be friends with someone even if they are really different from you?



This activity is designed for 11-14 year-olds, but could be used with other age groups too. To differentiate or extend the content, refer to our other activity ideas.

Optional extension activity

- As an extension to this activity, share videos with students of unlikely friendships (see ideas below) and discuss:
 - What were the differences between them and the other person?
 - What is it that connected them?
 - Do you need to have lots in common in order to make a meaningful connection with someone?
 - Have they ever not made a connection because they thought there were too many differences between them?



Video ideas (or you could find your own)

[Finding an unexpected friendship at 82](#) 

[Parole officer, former inmate forge unlikely friendship](#) 

[Former EDL Member Transformed By An Unlikely Friendship](#)  (watch from 3:21 onwards)



Assembly or tutor-time session for 11-14 year olds

Aim

- To encourage young people to consider the different ways we can connect, and the impact that these connections can have on our mental health.

Materials required

- Laptop / projector (if using slides).

NB: Be particularly aware of care-experienced children, adopted children and those in kinship care during this activity, and children who may have limited contact with parents or other family members.

Step 1

Teaching point:

Connection can mean different things to different people.

Slide 1

Hello everyone and welcome to our Place2Be Children's Mental Health Week Assembly. The theme this year is 'Let's Connect' and it is wonderful to be here together to connect and spend time together thinking about the connections which are important to us.

Slide 2

Let's take a minute to pause and reflect on what connection means to you. Does this quotation by Brene Brown match your thoughts about connection or do you have different ideas?

The presenter might like to share their own thoughts about the quote and invite young people and staff to share theirs.

Slide 3

Most of us have connections that are important to us, those people that are around us every day – family, friends, pets. Connections that are enjoyed in real life, and online.

Are there times when we take these connections for granted?

Again, take a minute to think about the people you connect with every day. Think about how you might show them how you appreciate them – what might you say or do?

Step
2

Teaching point:

Feeling disconnected can have an impact on our mental health, and the smallest connections can make a big difference.

Slide 4

Covid-19 has shown us how important connection is....and how hard it can be when we feel disconnected.

Feeling disconnected for whatever reason can have an impact on our mental health. Sometimes the smallest connections can make all the difference – a smile, a wave, a Whatsapp message or a phone call.

Connections can endure over time, even when you don't actively see the person in question. And sometimes we make connections that shift and change over time. There are people who have such an incredible impact on us they stay in our thoughts long after we have last seen them...

Show the Ian Wright video as a powerful example of this connection.

We can make connections with people when we are young that can stay with us for the rest of our lives and bring a sense of joy or inspiration.

The presenter might reflect on how people stayed connected during their childhood and/or memories of how things have changed.

Slide 5

Play the video that shares Fred's experience of evacuation and staying connected with his family (watch from 0.25 - 2.19).

- How did Fred stay connected with his family?
- How do you think it must have felt to be so far away from home?
- How do we use technology now to stay connected? How is it the same and different from what Fred experienced?
- What questions would you ask Fred about his experiences?

Step 3

Teaching point:

Technology has enabled us to connect in different ways, but that can bring about its own challenges.

Slide 6

**"We are all now connected by the Internet, like neurons in a giant brain."
Stephen Hawkins**

It is so easy to connect across the world using technology and we can forget what a privilege it is to have these types of resources.

The technology we use now has not been available for that many years and as young people the ways you connect are so different to the ways your parents and grandparents did when they were your age. Include information about Safer Internet Day

It is also important to remember that not everyone in the world has access to this technology and sometimes there are strict restrictions on what people can say and who they can connect with.

Slide 7

If we're making connections online, how can we stay safe?

Ask young people to share thoughts, or briefly discuss in pairs.

SMART is a good way of remembering the key ways to stay safe online.

- **S is for safe.** Keep your personal information safe and don't give anyone any personal details about you.
- **M is for meet.** Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger.
- **A is for accepting.** Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to, or they may contain viruses.
- **R is for reliable.** Not everything you read online is true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.
- **T is for tell.** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online, or if you see something upsetting or concerning.

Even adults don't always remember the best ways to stay safe online – adults often fall victim to phishing or online scams – so you could share these tips with your parents or carers too.

For more resources or follow-up activities on staying safe online, visit the Childnet website and take a look at their free resources for Safer Internet Day (7 February 2023).

Step
4

Teaching point:

It's important to keep connecting with others, and to make new connections.

 **Slide 8**

And as we come to the end of the assembly, let's think about how we might connect with others more.

- Who might you message or send a voice note to today?
- Are there people in the community we could reach out to?
- What could we do to create more connections? Does connecting always have to be verbal?

Share a final thought about how connecting with others supports our emotional wellbeing and mental health and share a poem or song to finish off the session. E.g., read the poem or show the video recording of 'Together' by Matt Goodfellow youtu.be/bOsbofgusak (or a poem with a similar theme).

OTHER WAYS TO SUPPORT CHILDREN'S MENTAL HEALTH WEEK



- 1 Hold a 'Dress to Express' day to raise vital funds for children's mental health childrensmentalhealthweek.org.uk/fundraise
- 2 Watch our video activities, and explore the theme of connection through art and creativity childrensmentalhealthweek.org.uk/schools
- 3 Share our tips for parents and carers with your school community childrensmentalhealthweek.org.uk/families
- 4 Spread the word by sharing how you plan to take part on social media! Don't forget to use #ChildrensMentalHealthWeek childrensmentalhealthweek.org.uk/socialmedia
- 5 Add yourself to the Children's Mental Health Week map! childrensmentalhealthweek.org.uk/map



ACTIVITY 1

Connection quotations

This activity encourages students to look at references to connection in popular culture and literature and explore the advantages and disadvantages of connecting with others.

NB: Be particularly aware of care-experienced students, adopted students and those in kinship care during this activity, and students who may have limited contact with parents or other family members.

"Only connect! That was the whole of her sermon. Only connect the prose and the passion, and both will be exalted, and human love will be seen at its height. Live in fragments no longer."

EM Forster

"We humans are social beings. We come into the world as the result of others' actions. We survive here in dependence on others. Whether we like it or not, there is hardly a moment of our lives when we do not benefit from others' activities. For this reason, it is hardly surprising that most of our happiness arises in the context of our relationships with others."

The Dalai Lama

"Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality."

Martin Luther King Jr.

"No man is an island entire of itself; every man is a piece of the continent, a part of the main."

John Donne

"The whole is greater than the sum of its parts."

Aristotle

"To the world you may be one person, but to one person you may be the world."

Dr. Seuss



ACTIVITY 1 **Continued**

- Divide the class into groups to discuss the quotations above. Each group could take one quote each, or you could ask them to work through each of the quotations.
- Pose different questions for the students to discuss around these quotations, for example:
 - What is the message in each of the quotations?
 - What are the advantages of connecting with others?
 - What are the effects of connecting with others on our mental health?
 - What are the disadvantages of connecting with others?
 - What happens when we feel disconnected from others?
 - Who in our school community might feel a lack of connection with others?
 - How can we make our school feel more connected and inclusive?
- Ask students to present back some of their answers and thoughts on the quotations.



This activity is designed for 14-18 year olds, but could be used with other age groups too.

ACTIVITY 2

Reconnecting with old friends

This activity explores broken connections and the impact these can have on our mental health. As students look ahead to leaving school, this activity can help students consider how their relationships could change over time.

NB: Be particularly aware of care-experienced students, adopted students and those in kinship care during this activity, and students who may have limited contact with parents or other family members.

- Discuss with the group how it's natural in life to lose touch with people we were formerly close to. Discuss the reasons for this (e.g. going to different schools, moving house, developing different interests, becoming busy with studies and hobbies etc.).
- Discuss the impact of the pandemic, lockdown and school closures on students' ability to connect with friends and other important people in their lives.
- How do they feel when they think about re-connecting with people they have fallen out of touch with? What stops them from re-connecting?
- [Discuss the findings from this research](#)  that indicates that we underestimate how much others appreciate it when we reach out and re-connect with them.
- Did anything surprise them or interest them? Might they consider reaching out to an old friend or a family member they have had little contact with recently? How will they do this? What method would be best? What might the impact be – on them, their old friend?
- Ask students to write a letter or email, or draft a script for a phone call, to reconnect with someone. This could be someone they've disconnected with because they've fallen out or lost contact, or someone who has passed away.
- Make sure you discuss managing their own expectations, for example, if they don't hear back.



This activity is designed for 14-18 year olds, but could be used with other age groups too.



ACTIVITY 3

Connecting with others through volunteering

This activity introduces students to the idea of volunteering, and the benefits it can have on their mental health – as well as the local community and those around them.

"A true community is not just about being geographically close to someone or part of the same social web network. It's about feeling connected and responsible for what happens. Humanity is our ultimate community, and everyone plays a crucial role." Yehuda Berg.

- Discuss the quotation above. Volunteering is one way to feel connected and to take responsibility for being the change that you want to see.
- Watch the video on Volunteering ([What is volunteering?](#))
 - Ask about students' experiences of volunteering at school, in their community, as part of a faith group etc.
 - What were the benefits – to themselves? Others? Did they like it? Would they do it again? Were there any downsides?
 - [NCVO's research on volunteering and social connectedness](#) found that volunteering can improve social connectedness.
- Discuss with your class or group:
 - What is social capital and why is it important?
 - Did anything surprise you about the research into volunteering and social connectedness?
 - What are some of the barriers and facilitators to volunteering – especially for people in your age group?
- What opportunities are there at school, and beyond, to volunteer?
- What benefits do you think volunteering might bring to you, personally?
- What might a university or employer think about you if you have been a volunteer?
- If anyone in the class volunteers, you could also ask them to share their experience of volunteering.



This activity is designed for 14-18 year olds, but could be used with other age groups too.



ACTIVITY 4

The basics of connection

This activity introduces students to the importance of non-verbal communication, and the different ways we can connect with others without using words.

Words aren't the only way that we can connect with others. Non-verbal communication - eye contact, touch, facial expression, smiling, nodding - is crucial for connection. It can be different in different cultures, for those of different ages and for some autistic people and others with different types of neurodiversity.

- Ask students to discuss some of the ways in which we communicate non-verbally to each other, and capture these on a mind map or similar.
- Think about how these might be different according to different social contexts (for example, personal space is different according to how well you know someone, whether you identify as male/female, according to different social norms.)
- Ask students to discuss this in terms of their own cultures, families, friendship groups etc.

Now, use the videos below to show students the power of non-verbal communication.

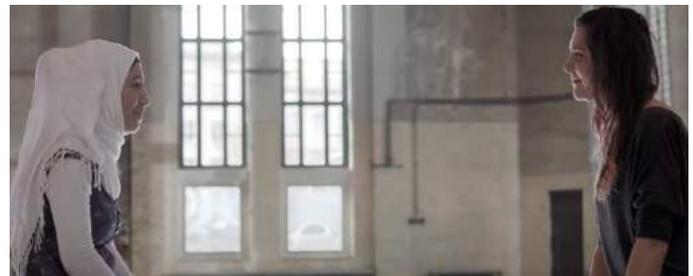


Video 1 Still Face Experiment with Dads

- How did the babies react when their dads looked away from them?
- Why do you think this is?

[!\[\]\(88f042c044ed0f8a43e6319d18feb71f_img.jpg\) Watch the video here](#)

NB: Be particularly aware of care-experienced students, adopted students and those in kinship care during this activity, and students who may have limited contact with parents or other family members.



Video 2 Eye Contact Experiment

- How did people's mood change throughout the experience? Students may notice that people seemed nervous and uncomfortable at first, but were smiling and laughing by the end.
- How would you feel if you took part in an experiment like this?
- Why do you think eye contact is so important?

[!\[\]\(4945c270a84299e830fccf8bc8af6c34_img.jpg\) Watch the video here](#)

Now that students have considered the importance of facial expressions and eye contact, ask them to take part in this non-verbal activity.

- Ask students to line up and arrange themselves alphabetically by first name, without talking.
- You could ask them to do this a few times, also lining up by month of birth, surname etc.
- After they've lined up ask them:
 - How did you connect?
 - What aspects of communication are you relying on to connect with each other?

In the height of the pandemic and lockdowns, the way we communicated changed.

- How did we stay connected during Covid?
- What got in the way of good connectivity? E.g. face masks, social distancing.
- What impact did this have and why?
- If you could advise a future generation about the best ways to stay connected during a pandemic, what would you tell them?

Ask students to create a poster or leaflet with some tips on how they can better connect through non-verbal communication.

Optional extension activity

If non-verbal communication is so important for making meaningful connections, what does this mean for the connections we make online?

Emojis were developed to infuse written text with the basic contact principles of human interaction.

Ask students to consider:

- What emojis do you use most?
- Which ones are effective in conveying what you want to say in the best way possible?
- Are there any that annoy you?

Students' perceptions of emojis may be different, and emojis can be interpreted in different ways.



This activity is designed for 14-18 year olds, but could be used with other age groups too.

ACTIVITY 5

Building safe and healthy relationships

This activity introduces students to the importance of connecting with others through healthy friendships and intimate relationships.

Key messages

- All relationships need negotiation so that everyone can be fully themselves and comfortable within the relationship.
- Knowing ourselves and what we feel comfortable with, and being able to communicate this with others, is a corner stone of having healthy friendships and intimate relationships.
- We need to be curious about and appreciate individual differences. This is especially the case when connecting with someone with a different gender, sexuality, age, disability, neurodivergence, class, race or culture etc.
- All relationships have the potential to feel safe and joyous as well as toxic and damaging.
- Fruitful relationships are not about the avoidance of conflicts but rather the management of them. For example, respectfully working through an argument or difficulty can help a friendship or an intimate relationship grow stronger.

Activity

1. In small groups, invite the students to think about all the different kinds of relationship/connections they have. For example, with:
 - Family/other people they live with
 - Friends - in real life and online
 - Romantic/sexual partners
 - Peers/colleagues
 - Strangers (on trains, in shops)
 - Teachers/adults/bosses
2. Invite the students to come up with the key ingredients for any safe and healthy relationship. This might include:
 - Listening, being honest/clear about what you want/expect, appreciating/respecting different perspectives, knowing myself physically, emotionally and cognitively), not avoiding debate and differences etc

Ask each group to share some of their ideas with the wider group. You may want to capture these ideas.



3. Encourage students to share any positive experiences of negotiating a relationship where there has been a conflict/disagreement/mismatch.

If the students can't think of any examples – why is this? Is it because, for example, once there is conflict the relationships are broken? What are the risks of never seeing if a relationship can survive any conflict?

4. Discuss the skills we all need to be able to handle conflicts, disagreements and mismatches in relationships – what are these? (eg being able to see someone else's point of view, empathy etc).

Discuss that being able to see someone else's point of view and empathising with them does not mean agreeing with them or doing something that makes you feel uncomfortable or unsafe.

5. Invite the students to consider some of the 'ingredients' of a safe and healthy relationship that they came up with earlier. Can they (individually or in pairs) think about some of these and how they relate to their own relationships? Some questions to consider include:

- Which of the ingredients do they contribute to their relationships?
- Which of the ingredients do they receive from their relationships?
- Do all their relationships follow a pattern or do they behave differently in different relationships? e.g. they might be good at being honest with friends about what they want/like/prefer but not with within their romantic or sexual relationships.
- What aspects of their relationships do they need to work on?
- Invite the students to make an action plan for

themselves. This might include making small steps, for example, being honest with a friend about how they feel or apologising to someone whose boundaries they may have crossed.

6. Reassure the students that making safe and healthy connections is a life-skill that they will need to develop throughout their lives. We all make mistakes when trying to connect with others – but it is how these are handled that counts.

Please ensure all students have access to further support and information about healthy and safe intimate relationships. Useful advice and information can be found at:

[Brook - Help and Advice](#)

[NHS - Let's Talk About It](#)

[Women's Aid - Expect Respect Toolkit](#)

Some students may need access to more specialised support and information, for example, autistic students:

[National Autistic Society - Sex Education](#)

[Robyn Steward - books](#)

Assembly or tutor-time session for 14-18 year olds

Aim

- To encourage young people to consider the ways in which they connect, and how these connections can impact their mental health and sense of belonging.

Materials required

- Laptop / projector (if using slides).

NB: Be particularly aware of care-experienced children, adopted children and those in kinship care during this activity, and children who may have limited contact with parents or other family members.

Step 1

Teaching point:

Connection can mean different things to different people.

PPT Slide 1

Hello and welcome to our assembly for Place2Be's Children's Mental Health Week. The theme this year is 'Let's Connect' and it is wonderful to be here together to connect and spend time thinking about the connections which are important to us.

PPT Slide 2

"I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship." Brene Brown

Let's take a minute to pause and reflect on what connection means to you. Does this quote by Brene Brown match your thoughts about connection or do you have different ideas?

Invite young people and staff to share their views.

PPT Slide 3

Connections that are important to us, those people that are around us every day – family, friends, pets. Connections that are enjoyed in real life and online.

Are there times when we take these connections for granted?

Again, take a minute to think about the people you connect with every day. Think about how you might show them how you appreciate them – what might you say or do?

Step 2

Teaching point:

Connecting with others can have a positive impact on our mental health, but also bring us a sense of purpose and belonging.

Slide 4

We connect in such a wide range of ways. There are the people we see every day and have a direct connection with – family, friends, people in the community.

Then there are the connections that occur because of an event or an interest or belief. Connection where you may not meet all the people in a particular group, but you have a shared love or passion – supporting the same football team, loving the same band, playing the same computer game etc. Incredible connections can also be made between people of different ages, genders, abilities, sexualities and ethnicities etc.

These connections can have a positive impact on emotional wellbeing and mental health, the knowledge that others enjoy the same thing as you or have the same beliefs is incredibly powerful and it can lead to change.

There is a joy to being open to connection and even if some connections end, happy memories can be made and held.

Step 3

Teaching point:

Connections with others are made mainly through non-verbal actions such as a smile, facial expression, or gesture. When we connect with others online, we often don't see these non-verbal actions, which brings about its own challenges.

Slide 5

Connections with others are made mainly through non-verbal actions. A smile, eye contact, a nod, facial expressions and gestures. Most of the time, these non-verbal micro-actions occur without us knowing, but they are critical to show another person that you have respect for them and that you are connecting with them.

Show video and discuss – what was the impact of the video on the young people?

Think about the number of connections you have each minute, each hour, each day in this non-verbal way.

Slide 6

When we connect online, we can't see people's non-verbal gestures – their smiles, nods, facial expressions – which means sometimes what we say online or via text can be misinterpreted.

It's worth taking some time to think about the ways we connect with each other in real life and online.

- *Are the connections we make with people online different from those that we have in real life?*
- *Is the person we are in real life the same as the one we project online to connect with others?*
- *How many people can we connect with and have meaningful relationships?*
- *What is good about connecting online and in real life? Are the connections different?*

Step 4

Teaching point:

Feeling disconnected can have an impact on our mental health, and when connections are disrupted, this can make us feel lonely and low.

Slide 7

It can affect our mental health when important connections get disrupted, broken or lost. This disconnection can make people feel lonely and low, even depressed.

It's important to remember that all relationships change, develop and evolve over time, and that, we usually find natural ways to mend and repair the breaks in our connections. This happens all the time in our family and home life, and with friends and other close relationships.

Sometimes, we need to be the person to reach out, to say sorry, to offer forgiveness or to make amends for past wrongdoing.

Step 5

Reflection

 Slide 8

And as we come to the end of the assembly, let's think about how we might connect with others more.

'We are each other's environment' Dr Denise Quinlan

- What do you think this means?
- Do you agree?

Final comment, and end with a song or poem that reinforces the 'Let's Connect' theme. We've suggested some songs on the right of this page.



Stormzy

Blinded by Your Grace

[▶ Watch Stormzy](#)



One Republic

Connection

[▶ Watch One Republic](#)



Quinn L'Esperanc

Human Connection

[▶ Watch Quinn](#)



Ed Sheeran

Photograph

[▶ Watch Ed](#)



Bruno Mars

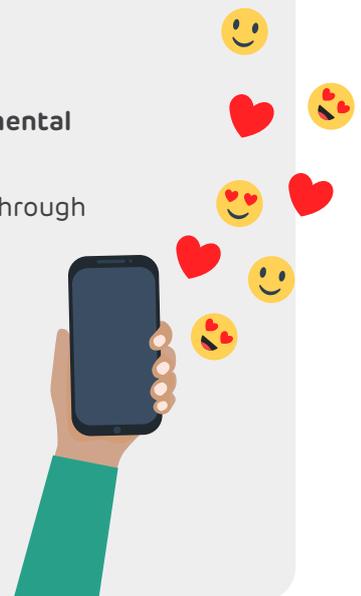
Count on Me

[▶ Watch Bruno](#)

OTHER WAYS TO SUPPORT CHILDREN'S MENTAL HEALTH WEEK



- 1 Hold a 'Dress to Express' day to raise vital funds for children's mental health childrensmentalhealthweek.org.uk/fundraise
- 2 Watch our video activities, and explore the theme of connection through art and creativity childrensmentalhealthweek.org.uk/schools
- 3 Share our tips for parents and carers with your school community childrensmentalhealthweek.org.uk/families
- 4 Spread the word by sharing how you plan to take part on social media! Don't forget to use #ChildrensMentalHealthWeek childrensmentalhealthweek.org.uk/socialmedia
- 5 Add yourself to the Children's Mental Health Week map! childrensmentalhealthweek.org.uk/map



Assembly or class session (11-14) slides

Power Point slides can be downloaded from:

[Secondary Age Activities - Children's Mental Health Week \(childrensmentalhealthweek.org.uk\)](http://childrensmentalhealthweek.org.uk)

LET'S CONNECT





LET'S
CONNECT



6-12
FEBRUARY
2023

“I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.”

Brene Brown



Important connections to us

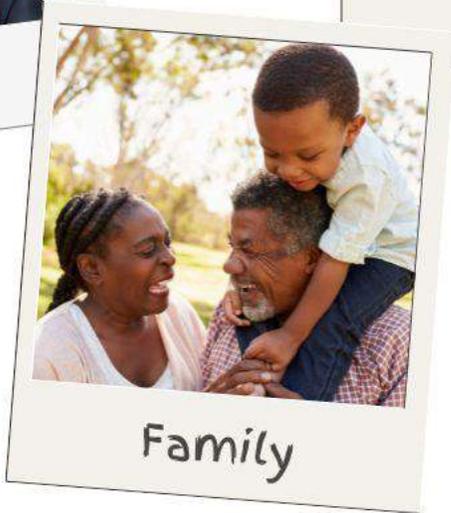
LET'S CONNECT



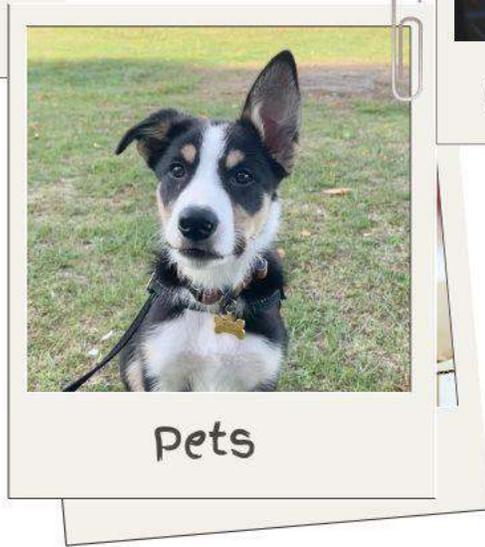
Friends



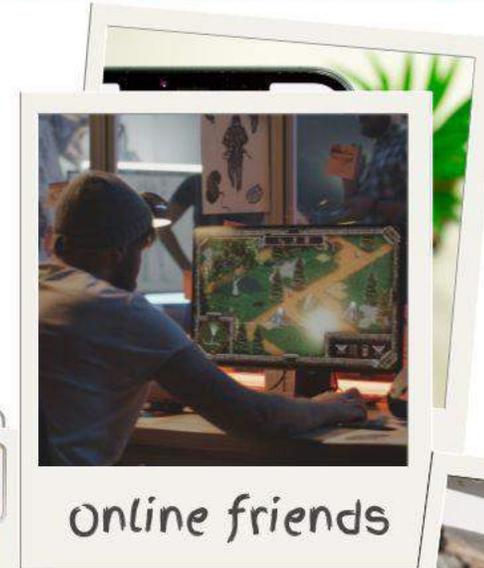
School



Family



Pets



Online friends



Group membership



**LET'S
CONNECT**

Watch this video: <https://www.youtube.com/watch?v=omPdemwaNzQ>

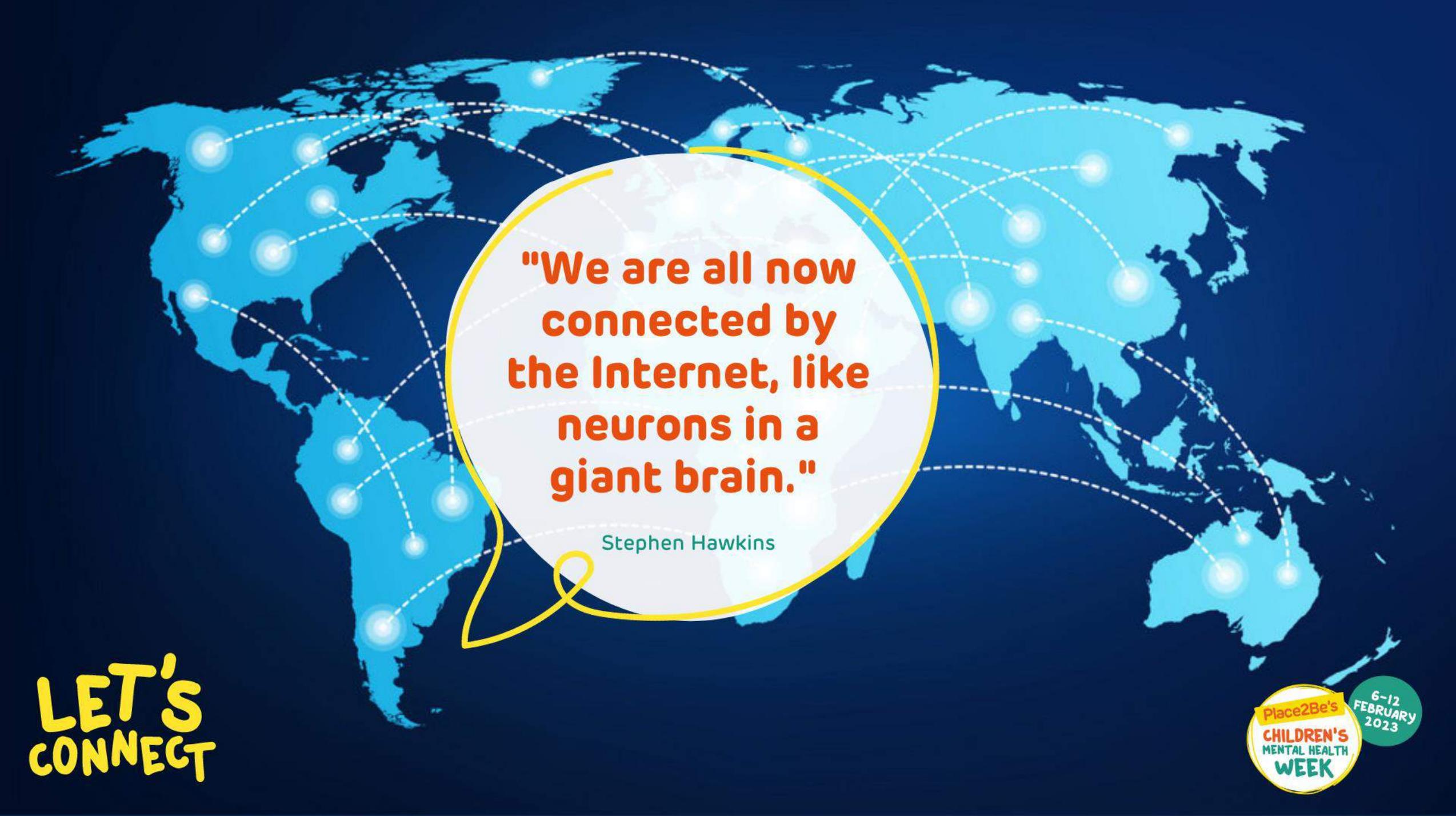


Staying connected in difficult times

LET'S
CONNECT



Watch this video: <https://www.youtube.com/watch?v=0JXnHhLT7-I&t=>



**"We are all now
connected by
the Internet, like
neurons in a
giant brain."**

Stephen Hawkins

**LET'S
CONNECT**



Connecting safely online

LET'S
CONNECT



6-12
FEBRUARY
2023

- S** is for safe.
- M** is for never meet.
- A** is for accepting.
- R** is for reliable.
- T** is for tell.



LET'S CONNECT



How can we connect more?



Assembly or class session (14-18) slides

Power Point slides can be downloaded from:

[Secondary Age Activities - Children's Mental Health Week \(childrensmentalhealthweek.org.uk\)](http://childrensmentalhealthweek.org.uk)



LET'S CONNECT

“I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.”

Brene Brown





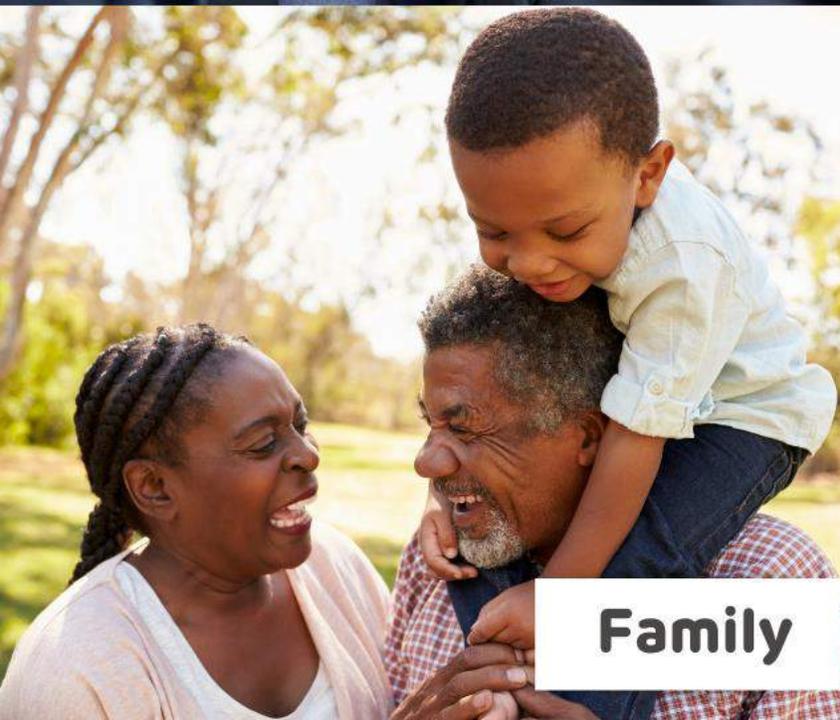
Friends



School



Online friends



Family



Pets



Group membership

What is important for making connections?



Watch this video:

<https://www.youtube.com/watch?v=qSLJ3JDIDgY>



"A true community is not just about being geographically close to someone or part of the same social web network. It's about feeling connected and responsible for what happens. Humanity is our ultimate community, and everyone plays a crucial role."

Yehuda Berg

Watch this video:

https://www.youtube.com/watch?v=Q1WtAGDTp_4&t=14s





Place2Be's
CHILDREN'S
MENTAL HEALTH
WEEK
6-12
FEBRUARY
2023

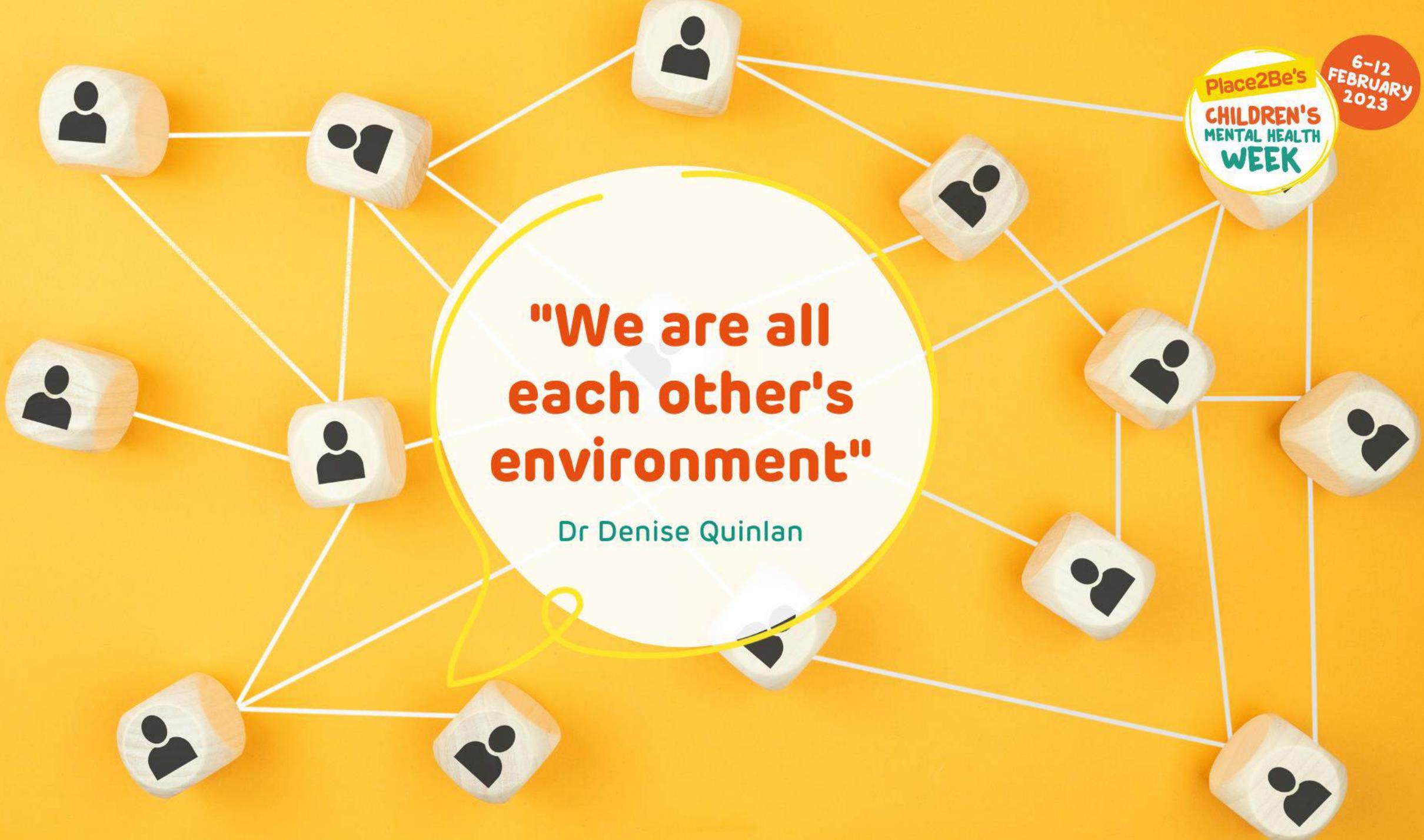
"We are all now connected by the Internet, like neurons in a giant brain."

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Place2Be's
**CHILDREN'S
MENTAL HEALTH
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6-12
FEBRUARY
2023





**"We are all
each other's
environment"**

Dr Denise Quinlan

Place2Be's
**CHILDREN'S
MENTAL HEALTH
WEEK**

6-12
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2023

TOP TIPS FOR USING OUR RESOURCES

Thank you so much for taking part in Children's Mental Health Week 2023. This year's theme is Let's Connect.

Human beings are intrinsically connected to each other, and human connection is vital for the wellbeing and survival of all individuals. Throughout life we rely on those around us to meet our physical and psychological needs, and we have a role in helping to meet the needs of others. People with positive connections to family, friends and others often experience better mental health than those who are less well connected. When our need for rewarding social connections is not met, or we don't feel understood or cared for by those around us, we can feel isolated and lonely. This is why it is so important for our mental health that we connect with others in healthy, rewarding and meaningful ways.

Our theme **Let's Connect** encourages an inclusive approach to making meaningful connections for all – during Children's Mental Health Week, and beyond.

As you explore this theme with children and young people, please be particularly aware of care-experienced children, adopted children those in kinship care, and children who may have limited contact with parents or other family members.

We've shared some tips below on how to make the most of our free resources this year.

- **Use the filters** on our website to find the right activities for the children and young people you work with. You can filter by:
 - Age (4-7, 7-11, 11-14, 14-18)
 - Resource type (PDF, Video, Powerpoint)
 - Audience (young people, schools)
- **Mix and match the activities** to develop lessons or sessions that work best for your class or group. If you're an art teacher, you may prefer to focus on the more creative activities, whereas an English teacher may prefer to focus on the activities which involve writing.
- **Differentiate or extend** by looking at activities from different age ranges. Our suggested ages are a guide, but you may find activities for other age groups work better for your class or for particular groups
- **Adapt the activities**, or assembly slides. You know what works best for your pupils, so don't feel you have to stick word by word to our suggestions.
- **Come up with your own ideas** around the theme. There are so many ways to explore connections; feel free to develop your own ideas or activities based on the theme. If you do this, we'd love to see them, so do share on social media and tag @Place2Be so we can see what you come up with!

LET'S CONNECT

Place2Be's

CHILDREN'S
MENTAL HEALTH
WEEK

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TASKMASTER
EDUCATION

Take on the Taskmaster Education challenge

Taking elements from Channel 4's smash hit comedy show Taskmaster, Taskmaster Education aims to help children develop important life skills such as teamwork, problem solving, communication, lateral thinking and resilience. During Children's Mental Health Week, host Alex Horne will set tasks each day for children to join in with at school or at home.

For more information on how to get involved, visit taskmastereducation.com

More activities from Place2Be

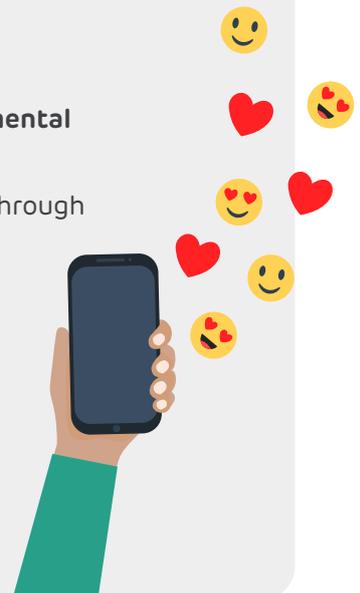
Puzzle Pieces – aimed at 4-7 year olds, this activity is presented by CBBC's Art Ninja, Ricky Martin, and will show children how we are all connected. Why not take part as a family? childrensmentalhealthweek.org.uk/puzzlepieces

Connecting Paperchains – developed by Place2Be's Art Room team for 7-11 year olds, this activity helps children think about the people, things and activities they feel connected to. childrensmentalhealthweek.org.uk/paperchains

Exchanging Postcards – developed by Place2Be's Art Room team for 11-14 year olds, this activity encourages young people to explore what connection means to them. childrensmentalhealthweek.org.uk/postcards

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- 5 Add yourself to the Children's Mental Health Week map! childrensmentalhealthweek.org.uk/map



TIPS FOR PARENTS AND CARERS

Dear parents and carers,

6 - 12 February 2023 is Children's Mental Health Week. The week is run by children's mental health charity Place2Be to raise awareness of the importance of children and young people's mental health. This year's theme is Let's Connect.

WHAT'S IT ALL ABOUT?

Let's Connect is about making meaningful connections, and for Children's Mental Health Week 2023, Place2Be is encouraging people to connect with others in healthy, rewarding and meaningful ways.

As parents and carers, you are an important role model to your child. How you connect with friends and family will influence your child, and how they develop their own friendships and relationships. For example, how you greet people and maintain friendships, but also how you forgive people or say sorry when you need to.

WHAT CAN YOU DO?

Here are a few simple ways you can connect with your child and help them to make meaningful connections.

1. Connect with your child in everyday ways

Moments of connection (and re-connection) are really important in child-caregiver relationships. For example, when you pick them up from school, or come in from work, try to give them your full attention and see if this helps you feel better connected as you hug, talk, smile and hear about their day. Watching your child play and joining in is really important to them – so put your phone away and have a bit of fun – being playful is good for adults, too!

With your older child, you may find times such as car journeys a good time to talk, or to re-connect by playing music you both like. It is important to be accessible to a teenager when they need to talk. You may have to be there 'on their terms' and be ready to listen.

2. Talk to your child about important connections

This could include talking about family members, friends, neighbours, childminders, people in the local community and others in your faith group (if you have one). Remember it's ok to talk about people they miss, for example, family members who live in a different country or people who have died.

Children learn a lot from their parents about how to express their feelings, including the joy that comes with feeling connected to others and the sadness that comes with missing others.

3. Talk to your child about their friends

As children become teenagers, their friendship groups become increasingly important to them. Be open to hearing about their friendships and try to listen without judgement.

Ask them about their life in real life and online. You may not think online friends are 'real friends', but your child may feel differently. Losing friends, feeling left out or being bullied is very painful and your child needs to know you will support them through these difficult times.

4. Connect by taking an interest in your child's world

As adults we can sometimes be dismissive of the things that our children and teenagers are interested in, e.g. their music, fashion, what they watch etc. If you do take an interest in these things, however, you may feel better connected to your child and the important things in their world. This can lead to other conversations about other things in their lives that matter to them.

5. Find time to connect as a family

Family life can become busy and stressful, so it's important to find some time where you connect together. This could include simple things like cooking, watching a film, playing a game, going to the park or even doing the family shop together.

6. Try to resolve conflict and re-connect after arguments

Arguments and moments of disconnection are bound to happen in families - between your children, between yourself and your children and between yourself and your partner, if you have one. It is important that children learn how to disagree in appropriate ways, how to say sorry and how to make amends when they have done something wrong. They will learn a lot about how to do these things from you - so try to model the behaviour you want to see in your children. Talk to them about how to re-connect with friends after arguments including what they can do to help repair relationships.

Video activities from Place2Be

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Looking for free practical advice to help you support your child?

Parenting Smart, Place2Be's site for parents and carers, is full of expert advice and tips on supporting primary-age children, and managing their behaviour. parentingsmart.org.uk

Let your child know that if they are worried about something, they should always talk to an adult they trust. It could be you, someone in your family, a teacher or someone else in their school.

If you're worried about your child's mental health you can talk to your GP or someone at your child's school.

You can also find a list of organisations that provide support and advice on our website: place2be.org.uk/help

Place2Be's

CHILDREN'S
MENTAL HEALTH
WEEK

DRESS TO EXPRESS

FUNDRAISING

PACK

6-12 FEBRUARY 2023

FIND OUT MORE
ABOUT HOSTING YOUR
DRESS TO EXPRESS
FUNDRAISER INSIDE!



#ChildrensMentalHealthWeek

childrensmentalhealthweek.org.uk

6-12 FEBRUARY 2023

#ChildrensMentalHealthWeek



YOU'RE

AMAZING!

Children's Mental Health Week is an opportunity to shine a spotlight on the importance of children and young people's mental health.

By getting involved, you're raising important awareness and vital funds to help more children and young people get the emotional support they need. Every penny and pound you raise will contribute to a future where every child has easy access to mental health support.

Thank you for getting involved!

ABOUT

Place2Be



Sadly, not every childhood has happy memories.

But Place2Be believes every child should have easy access to mental health support whenever they need it. We do this through schools. We create a safe place where students can open up without pressure. We arm them with emotional skills, to help deal with everything life throws at them. Allowing our counsellors to respond to the tears they see and look out for those they don't. Our evidence shows when we do reach children, their school performance improves and so do their life chances, and that stays with them as they grow.

By supporting Place2Be this Children's Mental Health Week, you're helping to reach more children before it's too late.

6-12 FEBRUARY 2023

#ChildrensMentalHealthWeek



DRESS

TO EXPRESS!

Dress to Express this Children's Mental Health Week!

This Children's Mental Health Week, we're asking you to **Dress to Express** on **Friday 10 February 2023**. Use clothing to express yourself by organising a Dress to Express Day with your school, workplace or with friends and family, and donate £2 to Place2Be.

A Dress to Express Day is the perfect way to take part in Children's Mental Health Week.

You could wear your favourite colour or a unique outfit to express how you're feeling, it can be as simple or elaborate as you like! Dress to Express is an opportunity for self-expression and celebrating a diverse range of emotions. The day also provides a great opportunity to be open about mental health and start conversations within your community.

We'd love to chat and help you plan your perfect Dress to Express fundraiser. Call us on 020 7923 5000 or email events@place2be.org.uk with any questions.



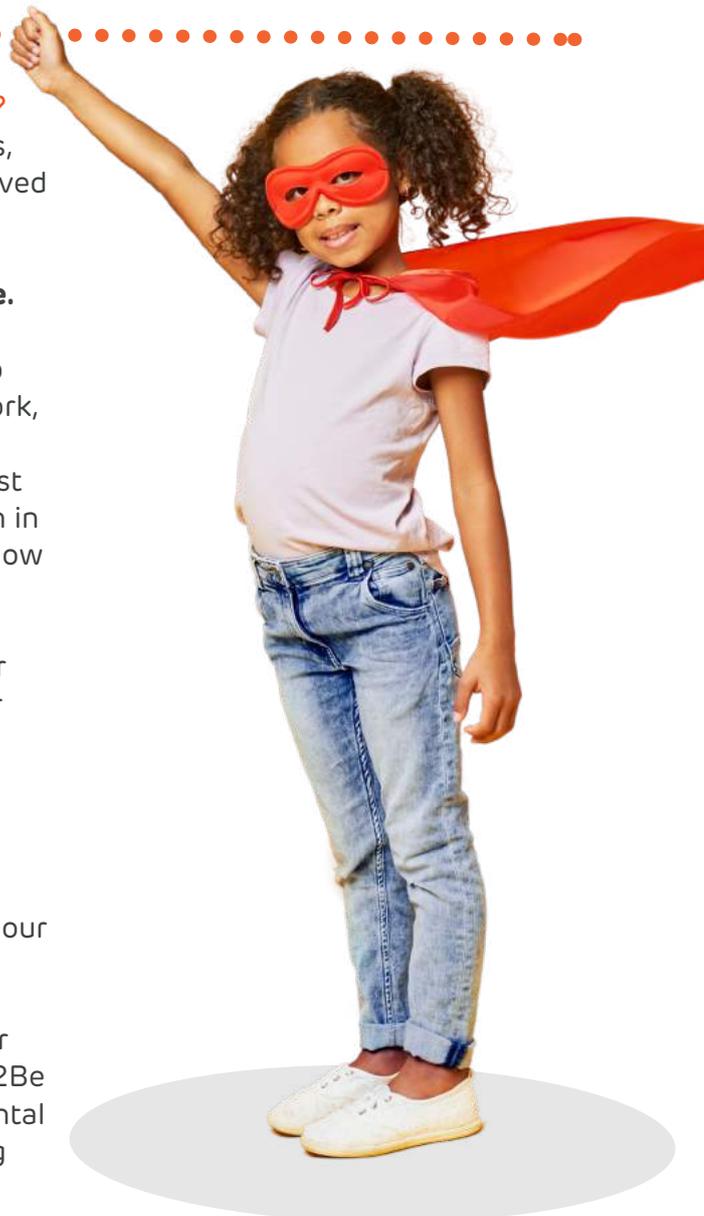
HOW YOU CAN GET INVOLVED

- **Save the date.** We recommend hosting your **Dress to Express Day** on Friday 10 February, so mark this date in your calendars! If this date doesn't suit, you could pick any day during the week to hold your fundraiser.
- **Set up an online fundraising page** at bit.ly/3WhCEr0 . Encourage parents, staff, colleagues, friends and family to get involved in **Dress to Express** and donate £2. Check out page 7 in this pack for how to set up your fundraising page.
- **Set yourself a goal.** Choose a fundraising goal that your community can really get behind and use our fundraising tracker at bit.ly/3DVi0G8  to help reach your target!
- **Spread the word.** Use our social media toolkit to let your community know about your **Dress to Express** fundraiser! Find the toolkit at bit.ly/3T8N618 .
- **Organise wellbeing activities** throughout Children's Mental Health Week. Take your fundraiser one step further by incorporating wellbeing activities throughout the week. Our free resources are packed full of activities to help you mark the week. Visit our website at bit.ly/3WnoWTm  to download the resources.
- **Download our free Parents & Carers resources** at bit.ly/3Wnp7Ow . Parents and carers play an important role in their child's mental health and our resources will help families get involved in the week.
- **The important stuff.** Be sure to check out our Fundraising Resources at bit.ly/3BKyuix  to find out all the important regulations you'll need to be aware of when fundraising for Place2Be.



TOP TIPS FOR SCHOOLS

- **Download our school resources** at bit.ly/3TUv8Rn  Full of group activities, assembly guides, lesson plans, top tips and more to help your school really get involved in the week.
- **Take on the TASKMASTER Education challenge.** Taking elements from Channel 4's smash hit comedy show Taskmaster, Taskmaster Education aims to help children develop important life skills such as teamwork, problem solving, communication, lateral thinking and resilience. During Children's Mental Health Week, host Alex Horne will set tasks each day for children to join in with at school or at home. For more information on how to get involved, visit bit.ly/3zzmj7r .
- **Give families plenty of time to prepare.** Send a letter home to let your school community know about your Dress to Express fundraiser. Check out our letter template at bit.ly/3UerAcQ .
- **Include information about Children's Mental Health Week** in your next school newsletter. You could also include a link to your school's fundraising page. Find our social media toolkit at bit.ly/3T8N618 .
- **Choose Place2Be as your Charity of the Month.** Your school can go the extra mile and fundraise for Place2Be throughout February in celebration of Children's Mental Health Week! If you want to continue the fundraising fun throughout the spring and summer terms, get in touch by emailing events@place2be.org.uk.



TOP TIPS FOR WORKPLACES

- **Ask the boss to chip in.** Most organisations love to support their employees in raising funds for charity, so why not ask if your workplace has a match funding scheme? Check out our letter template at bit.ly/3NOXLgn 
- **Host a quiz!** Add an extra little something to your Dress to Express fundraiser by combining it with a quiz. This is a great way to get your colleagues together and have some fun while you're at it. You can use Place2Be's Quiz Pack at bit.ly/3DA7aVK 
- **Choose Place2Be as your Charity of the Month.** Choose to fundraise for Place2Be during February in celebration of Children's Mental Health Week!
- **CEO Challenge.** What better way to bring your workplace together than by challenging your CEO? Come up with a challenging task (this could be anything from coming to work in an outrageous outfit to shaving their head), set a fundraising goal and once that goal is reached, your CEO must complete the challenge.
- **Put your own spin on Dress to Express.** Give your colleagues a helping hand in deciding how to Dress to Express... you could choose a silly hat day, a competition for the most eye-catching shirt or encourage everyone to come dressed ready to support their favourite sports team.
- **Link up on LinkedIn.** Use our LinkedIn social assets at bit.ly/3T8N618  to show off that your workplace is supporting #ChildrensMentalHealthWeek.



SETTING UP YOUR FUNDRAISING PAGE

Scan this QR code with your phone camera to set up your Children's Mental Health Week fundraising page



The easiest way to collect donations is to set up a JustGiving fundraising page. Head to [justgiving.com/campaign/CMHW2023](https://www.justgiving.com/campaign/CMHW2023) (or scan the QR code) and select 'Start Fundraising'. Then follow our simple tips below to be on your way to fundraising success!



Did you know that by personalising your fundraising page, you can increase the amount of donations you receive by 28%?!



UPDATE YOUR PICTURES

Adding a profile picture and cover photo could boost your fundraising by 23%

TELL YOUR STORY

Let everyone know why you're taking part in Children's Mental Health Week.

Story

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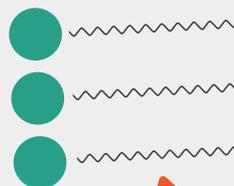
**£250**



### SET YOUR FUNDRAISING GOAL

Don't be afraid to go big!

### Supporters



### THANK YOUR DONORS

A simple thank you can go a long way, make sure you thank anyone who donates to your fundraiser!



# WHY WE NEED YOUR SUPPORT

We know that children and young people need our support now more than ever, with a record number of children being treated for mental health problems in 2022.

Last year, Place2Be supported more than 5,800 pupils through one-to-one counselling. Many of these children and young people face challenges which can make it hard for them to focus at school.

By helping to spread awareness and raise much-needed funds this Children's Mental Health Week, Place2Be can reach more children and young people and get closer to a future where every child has easy access to mental health support.

**50%**

of adults with lifelong mental health problems first experience symptoms by the age of 14.

**1 IN 10**

boys aged 5-19 with a mental health condition are excluded in some form from school

**1 IN 6**

children and young people have a diagnosable mental health condition. That's 5 children in every classroom.

**420,000**

In 2022, a record 420,000 children a month in England were treated for mental health problems.

A woman with dark hair, wearing a green shirt with white polka dots and a light blue lanyard with yellow smiley face icons, is smiling and gesturing with her hands while talking to another woman with long red hair. The background is a blurred indoor setting with vertical blinds.

**"I remember being in a really dark place, and you making me promise you that I would keep myself safe until the next meeting. You actually saved my life."**

# HOW YOUR SUPPORT WILL HELP



£16

could pay for a child to **speak to a qualified counsellor** about their worries in a lunchtime session

£54

could pay for a child struggling with trauma to have a **50-minute one-to-one session** with a counsellor

£252

could pay for **4 specialised parent coaching sessions** for a parent and child to have together

£500

could allow over **31 children** to book their own appointment to **speak to a mental health professional** about issues like anxiety, low mood or self-harm

£1080

could help fund a full round of **one-to-one counselling sessions** for 2 vulnerable children



# HOW TO RETURN YOUR FUNDS



There are a number of ways you can return the money you raise this Children's Mental Health Week, and the sooner you pay in your fundraising, the sooner we can put it to work supporting children's mental health.

## USE YOUR ONLINE FUNDRAISING PAGE

Use your JustGiving fundraising page to collect donations and to pay in any cash donations you receive. Head to [justgiving.com/campaign/CMHW2023](https://www.justgiving.com/campaign/CMHW2023) to get started. All donations made to your fundraising page come straight to us making it super easy for you!

## DONATE ONLINE

Deposit the funds into your bank account and pay with your credit or debit card on the Children's Mental Health Week website at [bit.ly/3TPzvx9](https://bit.ly/3TPzvx9)

## AT THE BANK & BANK TRANSFER

Please get in touch with the Place2Be Fundraising Team at [friends@place2be.org.uk](mailto:friends@place2be.org.uk) if you would like to donate via BACS, Bank Transfer or by depositing your fundraising at a bank branch.

## BY POST

Cheque and CAF vouchers can be made payable to Place2Be and sent to the address below.

Children's Mental Health Week team  
Place2Be  
175 St John Street  
London  
EC1V 4LW

Please include a note with your cheque or CAF voucher letting us know your details and that you raised this money through Children's Mental Health Week fundraising.





Place2Be's

**CHILDREN'S  
MENTAL HEALTH  
WEEK 2023**

WE'D LOVE TO HEAR  
ABOUT YOUR PLANS!  
GET IN TOUCH.



## Contact the Place2Be Fundraising Team

events@place2be.org.uk  
020 7923 5000  
place2be.org.uk

## Share the love!

#ChildrensMentalHealthWeek  
@\_place2be @Place2Be  
@Place2BeCharity Place2Be



With thanks to the Beaverbrook  
Foundation for their support of Place2Be  
and Children's Mental Health Week.

[childrensmentalhealthweek.org.uk](https://childrensmentalhealthweek.org.uk)

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# LightBulb's Activities Programme



St Andrew's Mental Wellness Programme for Schools

[Light Bulb » St Andrew's Healthcare \(stah.org\)](http://stah.org)

## LightBulb Activities Programme for Children's Mental Health Week



St Andrew's Mental Wellness Programme for Schools

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Every morning: LightBulb school assembly, invite LightBulb in as part of our **free** 'Let's Connect' roadshow or dial in for a Zoom assembly. Limited availability so please contact us by email on [LightBulb@stah.org](mailto:LightBulb@stah.org)

10 - 2pm LightBulb **free** Mental Health Events on Zoom: LightBulb will be hosting 30 minute sessions on the theme of 'Let's Connect' for children, teachers, parents & carers. Contact [LightBulb@stah.org](mailto:LightBulb@stah.org) for the full list of events on subjects like loneliness, social anxiety, trauma informed yoga, healthy relationships, risk factors, internet safety and much more.

Every evening: 5 - 6pm LightBulb connects with parents & carers. We are offering hints and tips to parents/carers, invite LightBulb to hold a **free Wellness Café** at your school or join us on Zoom for advice. Email on [LightBulb@stah.org](mailto:LightBulb@stah.org)





St Andrew's Mental Wellness Programme for Schools

The LightBulb programme provides schools with an opportunity to build a whole school culture of mental health support for their students.

### What is the LightBulb programme?

LightBulb is a programme that provides a ready-made framework for schools so those that participate can demonstrate and showcase excellence regarding mental health practice.

#### What are the main aims of the programme?

- Create a positive mental health culture at your school
- Reduce the stigma of mental health
- Improve a whole school understanding of mental health
- encourage resilience, coping skills and self-help strategies

#### What do schools receive as part of the programme?

- 5 hours of mental health and wellbeing training and support
- 1 hour training and support session for parents
- 1 hour training or teaching for pupils
- Wellbeing resources and activities for all school staff
- Certification upon completion

*"This programme has changed lives"*

Lorna Beard

Head of Inclusion for the East Midlands Academy Trust (EMAT)

For more information about the LightBulb, St Andrew's Mental Wellness Programme for Schools, contact us on 01604 616797 or email [Lightbulb@stah.org](mailto:Lightbulb@stah.org)

*Shining a light on mental health*

# **Additional Support**

# Mental Health Wellbeing Resources

For Young People



## Espresso Yourself

Wellbeing cafe for young people and parents to go to have a drink and an informal chat with professionals who care. Book an appointment by calling the numbers below or drop in during opening hours.

**The lowdown**  
3 Kingswell Street  
Northampton NN1 1PP  
01604 634385  
info@thelowdownnorthampton.co.uk

### Youth Works Corby

18 Argyle St  
NN17 1RU  
01536518339  
www.youthworksnorthamptonshire.org.uk

### Youth Work

97 Rockingham Rd  
Kettering NN16 9HX  
01536518339

**Mondays & Fridays**  
4pm – 8pm

**Tuesdays**  
4pm – 8pm

**Thursdays**  
4pm – 8pm

## Helpful Apps

### Calm

Helps you live a better life by stressing less, sleeping more and improving your general outlook on life.

### Young Minds

Provides young people with tools to look after their mental health.

### Be Mindful

Offers a family friendly course designed to combat depression, stress and anxiety, offers clinical-grade Digital Therapy.

### Headspace

Helps you live a better life by stressing less, sleeping more and improving your general outlook on life.

### Stem4

Focuses on teenage mental health, provides a list of useful information and apps for young people and parents

### ThinkNinja

App for 10 -18year olds. Helps you learn to manage your mental health

### distract

Offers quick and discreet access to information about self-harm and suicidal thoughts

### Moodjuice

### Moodgym

### WorryTree

Helps you to notice, record and manage worries using behavioural therapy techniques

### Action for Happiness

**Helplines**  
Trained professionals who care and want to help anyone struggling with hard feelings.

### EMERGENCY SUPPORT

If someone has seriously harmed themselves or might act on suicidal thoughts, Seek emergency support. Call **999** or go to the nearest **A&E**

### SANE

Call 116123  
4.30pm - 10.30pm

### Shout

Text "Shout"  
to 85258  
24/7

### NHS 111

Call 111  
24/7

### Samaritans

03003047000  
24/7

### Papyrus

08000684141  
Text 07786209697

Weekdays  
9am-10pm

### CAMHS Live

08001707055  
Weekdays  
9am-9pm  
www.nhft.nhs.uk/camhslive

### Switchboard

For **LGBT+**  
Call 03003300630

# MENTAL HEALTH DROP-IN SERVICES FOR 11-18 YEAR OLDS IN NORTHAMPTONSHIRE

If you find yourself needing support, we're here to listen and help in your time of need.

Book an appointment by calling the numbers provided or drop in during our opening times.



## **Monday & Friday 4pm - 8pm**

the lowdown, 3 Kingswell Street,  
Northampton, NN1 1PP  
01604 634385

## **Tuesday 4pm - 8pm**

Youth Works at Corby Mind,  
18 Argyll St, Corby, NN17 1RU  
01536 518339

## **Wednesday 4pm - 8pm**

CHAT Youth Counselling,  
Souster Youth Building,  
30 Market Road, Thrapston,  
NN14 4JU  
01832 274422

## **Thursday 4pm - 8pm**

Youth Works, 97 Rockingham Rd,  
Kettering, NN16 9HX  
01536 518339

## **Saturday 10am - 2pm**

Service Six, 15 Sassoon Mews  
Wellingborough NN8 3LT  
01933 277520

## **Saturday 12pm - 4pm**

Time 2 Talk, The Abbey,  
Market Square, Daventry,  
NN11 4XG  
01327 706706



Northamptonshire Healthcare  
NHS Foundation Trust



Service Six

Changing Lives - Creating Futures



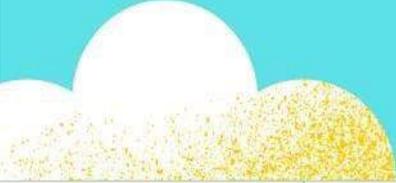


ACTION FOR HAPPINESS

# Happier Families

## PARENTS & CARERS

### DROP IN



Support

Tips

Learn skills

Boost wellbeing

Improve  
relationships

Every Friday

6pm - 8pm @ the lowdown

Drop-in to see us or call 01604 634385 to book an appointment.

Remote sessions via phone or video call are also available.

Weekly drop in sessions for parents and carers of 5-16 year olds to offload, explore strategies to improve relationships with their children and spend time with people in a similar situation.

the lowdown, 3 Kingswell Street, Northampton NN1 1PP

[www.thelowdown.info](http://www.thelowdown.info)



ACTION FOR HAPPINESS



**NEW**  
Starts 3rd November



# DAVENTRY OUT THERE GROUP

for LGBTQ+ young people aged 13 - 18

**WHEN** - Thursdays, starts 3rd November  
(term time only)

**WHERE** - The Mind Building, Old Gas Works Car Park,  
Brook Street, Daventry NN11 9YB

**TIME** - 6:30pm to 8pm

**CALL** - 07507 716106 for more info

**WANTED** - Staff and volunteers. Contact us for more info.

[www.thelowdown.info](http://www.thelowdown.info)



# ONLINE YOUTH GROUP

Is your life affected by another's drug or alcohol use and you are Aged between 10 and 17?

Join us for our weekly online youth group every Thursday 6-7pm on Zoom.

For more information contact our General Enquiries Line on 01933 224632 or email Regan on [Rmadden@family-supportlink.co.uk](mailto:Rmadden@family-supportlink.co.uk)



family support link

CHARITY NUMBER : 1196808

#



# Northamptonshire LGBTQ+ Services for Young People and their Parents & Carers

**YOUTH  
WORKS**

## MONDAYS - KETTERING

11-16 year olds Youth Group every Monday 4pm - 5:30pm  
For more info go to [www.youthworksnorthamptonshire.org.uk](http://www.youthworksnorthamptonshire.org.uk)  
or call 01536 518339



**YOUTH  
WORKS**

## TUESDAYS - CORBY

14-18 year olds Youth Group every Tuesday 6:30pm - 8pm  
For more info go to [www.youthworksnorthamptonshire.org.uk](http://www.youthworksnorthamptonshire.org.uk)  
or call 01536 518339



## WEDNESDAYS - WELLINGBOROUGH

Youth Group for up to 18 years, every Wednesday 6pm - 8pm  
For more info go to [www.servicesix.co.uk](http://www.servicesix.co.uk) or call 01933 277520



**OUT THERE**

## FRIDAYS - NORTHAMPTON

11 - 25year olds Youth Groups every Friday 5:30pm - 9pm  
For more info go to [www.thelowdown.info](http://www.thelowdown.info) or call 07585 737482



## QUARTERLY - NORTHAMPTON

Gender Neutral Swim Sessions for LGBTQ+ young people and their families.  
For more info email [lgbtqsupport@thelowdownnorthampton.co.uk](mailto:lgbtqsupport@thelowdownnorthampton.co.uk)



**OUT THERE**

## NORTHAMPTONSHIRE - Parent and Carers Facebook Group:

Follow> The Out There Group Parent and Carers Support Network  
Northamptonshire. Includes a Parents and Carers Social, 3rd Thursday of the  
month. For more info email [lgbtqsupport@thelowdownnorthampton.co.uk](mailto:lgbtqsupport@thelowdownnorthampton.co.uk)

**OUT THERE**  
LGBTQ+ Support  
Northamptonshire

# OUT THERE **LGBTQ+** SUPPORT SERVICES

WE UNDERSTAND THAT IT MAY SEEM DIFFICULT TO FIND SUPPORT.  
MANY YOUNG PEOPLE FEEL ISOLATED AND DISCONNECTED FROM SOCIAL CIRCLES  
OR EVEN FAMILIES AND WE WANT YOU TO KNOW THAT YOU ARE NOT ALONE.



Youth Group for School  
years 7, 8 & 9.  
Every Friday 5:30pm -  
7:30pm



Youth Group for  
School years 10, 11,  
12 & 13. Every Friday  
7pm - 9pm.



Plus Group for 18-  
25 year olds every  
Friday  
7pm - 9pm.



Support and social group  
for parents/carers of  
LGBTQ+ young people  
every 3rd Thursday.



Gender neutral swim  
sessions for young people  
and their families.

For full information on all our LGBTQ+ support services go to [www.thelowdown.info](http://www.thelowdown.info)  
or contact [lgbtqsupport@thelowdownnorthampton.co.uk](mailto:lgbtqsupport@thelowdownnorthampton.co.uk)

New times and  
locations starting  
January 2022



# Free and confidential counselling, wellbeing drop-ins, LGBTQ+ support, practical support and sexual health services for 11-25 year olds

## Our Mission

We offer a caring environment where young people are always supported on their journey towards positive emotional health and wellbeing.



## Our Services

the lowdown provides free and confidential counselling, wellbeing drop-ins, LGBTQ+ support, practical support and sexual health services for 11-25 year olds. There is no need for you to experience difficult situations alone. We can help.

## You're safe with us

Our fully trained team provides safe, friendly, confidential and non-judgemental services. You can choose how to get in touch and then we'll work out together how we can best support you.

## Counselling

Counselling can facilitate, support and empower you to make positive changes.

**Who can refer?** ANYONE, aged between 11-25 and living within the NN1-NN7 postcode area. The young person must always have consented to the referral.

**How do I refer?** Submit ONLINE direct from our website, or download and email to [referrals@thelowdown.info](mailto:referrals@thelowdown.info), or collect a form during our opening times. A support worker can assist with completion.

**What happens next?** After reviewal, you will be contacted within 2 weeks and offered a 1:1 assessment appointment with a qualified counsellor to discuss your needs and be added to our waiting list.

**How do sessions work?** Our initial offer is 6-8 sessions for 45 minutes with the same counsellor, at the same time each week. Sessions can be face-to-face or remote by video/phone call

## Sexual Health

Our sexual health service will be re-launching in April 2022. Please look out for more information on days and times.

## LGBTQ+ Support Services

Our Lesbian, Gay, Bisexual, Transgender and Questioning services offer a safe and confidential space to socialise, meet like-minded people, discuss issues and take part in activities.



## Out There Youth Groups:

Every Friday

School Year 7, 8 & 9 : 5:30pm - 7:30pm

School Year 10, 11, 12 & 13 : 7pm - 9pm



## Out There Plus Group:

Every Friday

18 - 25 year olds : 7pm - 9pm



## Parents and Carers Social :

For parents and carers of young people who are in the LGBTQ+ community. It's a space to meet other parents/carers, gain support and ask questions about our support groups. You can also join the Facebook group by searching for 'Out There Group Parent and Carers Support Network Northamptonshire'.



For information on how to join any of our groups contact us on 07585 737482 or email [lgbtqsupport@thelowdownnorthampton.co.uk](mailto:lgbtqsupport@thelowdownnorthampton.co.uk)

For more information on all our LGBTQ+ services visit our website [www.thelowdown.info](http://www.thelowdown.info)

Registered Charity Number : 1197273

## Wellbeing/Drop-ins

If you need support with your mental health or wellbeing, our professional mental health workers are here to listen and help you in your time of need.



**Espresso Yourself Wellbeing Café** is open on Monday and Friday evenings 4pm-8pm. The café is for young people aged 11-18 years and their parents/carers.

**19-25 year olds Drop-in** is open every Monday evening 5:30pm-7:30pm. It's a safe place to gain advice, coping strategies and support.

**Happier Families Parents Drop-in** is open every Friday evening 6pm-8pm for parents and carers of 5-16 year olds to offload, explore strategies to improve relationships with their children and spend time with people in a similar situation.

For all the above services either drop-in to the lowdown during the opening times or call 01604 634385 to book an appointment.

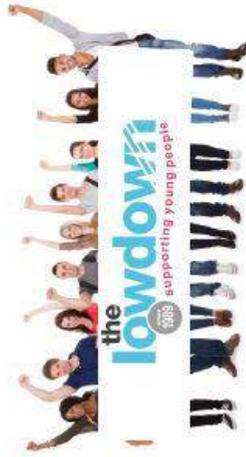
**We can help you with a wide range of issues including:**

**Abuse - Addiction - Anger  
Bereavement - Bullying - Depression  
Eating Disorders  
Family / Relationship Problems  
Gender Identity - Homelessness  
Personal Relationships - Pregnancy  
Sexuality - Self Esteem - Self-Harm  
Sexual Health**

**STIs (Sexually Transmitted Infections)  
Stress & Anxiety - Wellbeing  
Something Else? Just Ask**

All our contact details are on the back of this leaflet and our website provides lots more information about everything we do.

www.thelowdown.info



As a local charity, we rely heavily on donations and sponsorship as well as our fabulous team and volunteers.

**How you can support the lowdown**

Through one-off and monthly donations, sponsorship, fundraising events (organising your own or supporting ours), or volunteering.

**TOTAL GIVING PayPal**  
We'd like to take this opportunity to thank our supporters:



Printed March 2022

www.thelowdown.info

**Contact us for more information**

**Address** 3 Kingswell Street, off Gold Street, Northampton, NN1 1PP

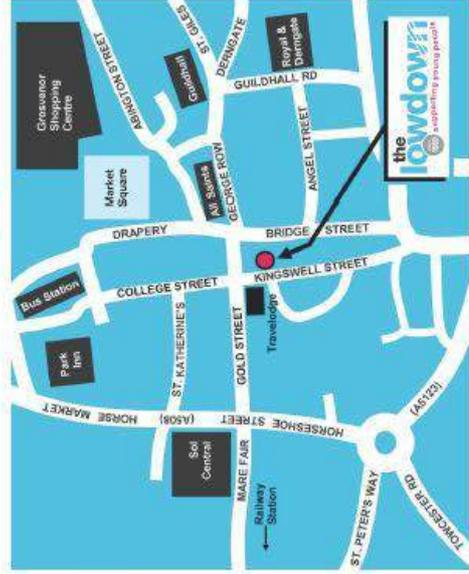
**Office** 01604 634385  
Mon to Fri 9am-5pm & Sat 10am-4pm

**LGBTQ** 07585 737482 & 07496 314703  
lgbtqsupport@thelowdownnorthampton.co.uk

**Email** info@thelowdownnorthampton.co.uk

**Website** www.thelowdown.info

**The Lowdown** thelowdownNN1  
thelowdownnn1



**Organisational Members of:**



Registered Charity No. 1197273

Established July 1989

www.thelowdown.info

If you ever need somebody to talk to we are here to help



the lowdown since 1989 supporting young people

A mental health charity providing free and confidential support services for 1-25 year olds in Northamptonshire

Registered Charity No. 1197273



# Q Space

qspacenorthampton@gmail.com

@QSpaceNorthants

07504 508325

*"It's great to have a familiar place to go where I can trust people, where people have similar experiences to me."*

*"I know people here which makes me feel comfortable, it gives me somewhere to go."*

## LGBTQ+

### Youth Support Group

Thursdays, 6:30pm-8:30pm

For 12 - 17 year olds

Castle Hill URC

Doddridge Street

NN1 2RN

*Free Membership, Refreshments, & Activities.*

*"I feel comfortable at Q Space, it's a place I can be myself."*



Phone, text, email, or drop in on Thursdays

# RE:Start

Mind | Focus | Future

Helping 16-25 year olds move forward  
on their mental health journey.



Are you...

*Aged 16-25 and living in Northamptonshire?*

*Have you worked with CAMHS  
(Child and Adolescent Mental Health Services)?*

*Do you feel you need to get the right support  
with your mental health?*

*Do you need some practical support to help you to move forward?*

*If so, we may be able to help.*

*Please contact the RE:Start team on:*

 [www.youthworksnorthamptonshire.org.uk](http://www.youthworksnorthamptonshire.org.uk)

 [www.thelowdown.info](http://www.thelowdown.info)

 01536 518339

 01604 634385

 [restart@youthworksnorthamptonshire.org.uk](mailto:restart@youthworksnorthamptonshire.org.uk)



# What is self-harm?

Self-harm is defined as *when you hurt yourself as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences*” (Mind, 2020). People may self-harm for different reasons, for some it could be a way to cope, for others the reasons may be less clear. Some common reasons may include pressures at school, bullying, losing someone close to you, breakdown of a relationship, health problems and more. People of all ages and backgrounds can be affected by self-harm, and it can be hard to imagine that you could stop. But there are steps you can take to help you make other choices over time.

## 1. What can self-harm look like?

Some ways people may self-harm can include cutting yourself; poisoning yourself; over-eating or under-eating; exercising excessively; biting yourself; picking or scratching at your skin; burning your skin; inserting objects into your body; hitting yourself or walls; misusing alcohol, prescription, and recreational drugs; pulling your hair; having unsafe sex; getting into fights where you know you will get hurt.

## 2. Where can you get support?

| Service/Support     | Who Can Access                  | How to Access                                                                                                                                                                         |
|---------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beat                | Everyone                        | Call 0808 801 0677 (over 18s), call 0808 801 0811 (students), call 0808 801 0711 (under 18s) open 365 days a year 12pm-8pm on weekdays and 4pm-8pm on weekends and bank holidays      |
| Childline           | 18 years and under              | Call 0800 1111 open 24/7, chat online 1-2-1 with a counsellor or send an email via <a href="#">Childline   Childline</a>                                                              |
| Doctors Surgery     | Any registered                  | Call your registered GP surgery for an appointment                                                                                                                                    |
| MIND                | Everyone                        | Call 0300 123 3393 open 9am-6pm Monday to Friday (except Bank Holidays)                                                                                                               |
| NHS 111             | Everyone                        | Call 111 open 24/7                                                                                                                                                                    |
| Papyrus Hopeline    | Up to 35 years                  | Call 0800 068 4141 open 9am to midnight everyday                                                                                                                                      |
| Samaritans          | Everyone                        | Call 116 123 open 24/7, or email <a href="mailto:jo@samaritans.org">jo@samaritans.org</a>                                                                                             |
| Self-Injury Support | For women and girls             | Call 0808 800 8088 open Tuesday, Wednesday & Thursday 7pm-9.30pm, text 07537 432444 or email <a href="mailto:tessmail@selfinjurysupport.org.uk">tessmail@selfinjurysupport.org.uk</a> |
| SHOUT               | Everyone                        | Text SHOUT to 85258 open 24/7                                                                                                                                                         |
| Switchboard         | Everyone                        | Call 0300 330 0630 open 10am-10pm daily for lesbians, gay men, and bisexual and trans people                                                                                          |
| The Mix             | 25 years and under              | Call 0808 808 4994 pen 4pm-11pm 7 days a week                                                                                                                                         |
| Young Minds         | Young people and parents/carers | Parent/carers helpline call 0808 802 5544 open 9.30am-4pm Monday to Friday or visit <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>                                  |

## 3. Where can you find resources?

| Resource                   | Who Can Access             | Link                                                                                                   |
|----------------------------|----------------------------|--------------------------------------------------------------------------------------------------------|
| Battle Scars               | Anyone linked to self-harm | <a href="http://battle-scars-self-harm.org.uk">Battle Scars - Home (battle-scars-self-harm.org.uk)</a> |
| distract App               | Everyone                   | Download via App Store                                                                                 |
| Healthy for Teens Website  | Teenagers                  | <a href="#">Health For Teens   Everything you wanted to know about health</a>                          |
| Life SIGNS Website         | Everyone                   | <a href="#">LifeSIGNS – the user-led self-harm small charity</a>                                       |
| Mind Self-Harm Information | Everyone                   | <a href="#">self-harm-2020.pdf (mind.org.uk)</a>                                                       |

## 4. You can access the Directory of Mental Health Services using these links:

<https://www.westnorthants.gov.uk/mental-health-and-wellbeing>

<https://www.northnorthants.gov.uk/mental-health-and-wellbeing>

## **Contact details:**

Talk Out Loud/Healthy Schools

### **West Northants:**

[healthyschools@westnorthants.gov.uk](mailto:healthyschools@westnorthants.gov.uk)

### **North Northants:**

[healthyschools@northnorthants.gov.uk](mailto:healthyschools@northnorthants.gov.uk)

