

MindOut

Promoting Social and Emotional
Wellbeing: A Programme for Young
People in Youth Settings

The National Youth Health
Programme (NYHP)

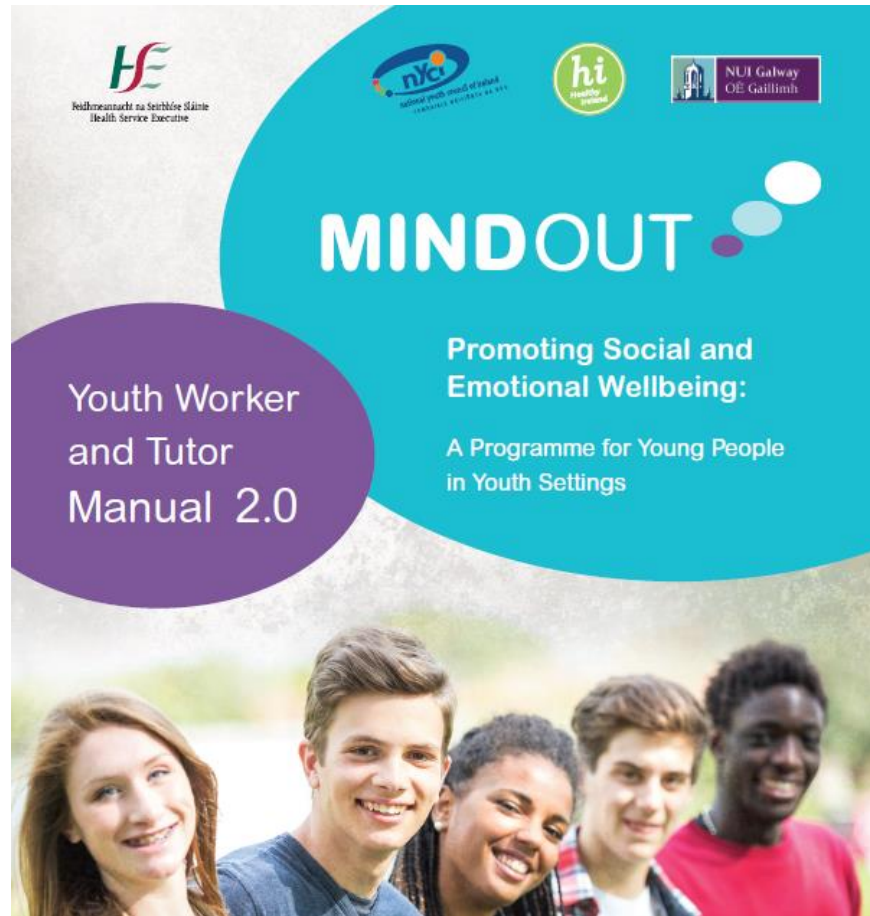
National Youth Council of Ireland
(NYCI)



**PROMOTING HEALTH
IN THE YOUTH SECTOR**



Welcome to Mindout Day 1



**PROMOTING HEALTH
IN THE YOUTH SECTOR**

Your favourite
book

A film you
love watching

Your favourite
food

Your favourite
item of
clothing

A funny story

A team you
support

Your favourite
colour

Your favourite
animal

A happy
memory

A joke

What relaxes
you

Your favourite
film character

A special skill
you have

A hobby you
enjoy

A food you
dislike

A place you
would like to
visit someday

Your favourite
song

Who inspires
you

Something
you are
grateful for

Your favourite
song

What are your
goals/intentions
for this training?

Group Agreement



**WHAT DO YOU NEED IN ORDER TO LEARN
AND PARTICIPATE OVER THE NEXT 2
DAYS?**

Group Agreement

Respect

Personal
responsibility &
confidentiality

Results- focus
on our purpose

Commitment- to
the group and
ourselves

Communication-
listening to and
hearing others

Challenge-
honest &
constructive

Participate

Privacy- the
right to pass

Practicalities-
timekeeping,
breaks, phones...

Capture the Impact of youth work with Skills Summary

<https://www.skillssummary.ie/>



Measures skills
gained in youth
work

Supports
vulnerable young
people

Builds
confidence

Dialog tool btw. a
young person &
youth worker

Values youth
work

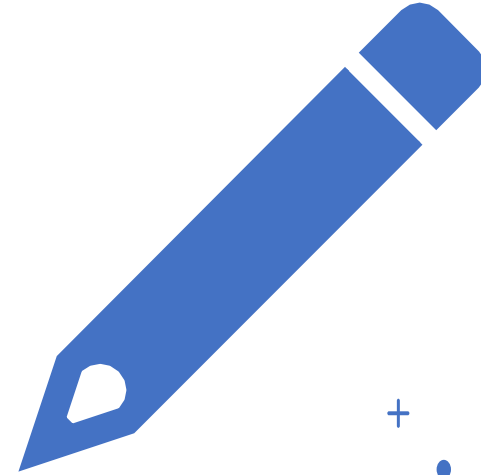
Self-assessment
& self-reflection
tool

Supports job
application
processes

Captures `7 Personal &
Social Developmental
Outcomes` of DCYA

Gives young people a
language around their
skills

Activity: Draw a person who presents as mentally healthy



1. Include in your **drawing**:

- How this person might:
 - Look
 - Feel
 - Think
 - Behave
 - Cope
- How they might be with other people

2. Name a famous person who you think is a **mental health role model**

3. What are your '**5 a day**' for mental health and wellbeing?

4. Come up with a **definition** for mental health.

How's your head? Young Voices During Covid 19 Report



**PROMOTING HEALTH
IN THE YOUTH SECTOR**

MINDOUT

Youth Worker
and Tutor
Manual 2.0

Promoting Social and
Emotional Wellbeing:

A Programme for Young People
in Youth Settings



**PROMOTING HEALTH
IN THE YOUTH SECTOR**

Guidelines for Dealing with Difficult Situations

Start the programme by:

- Setting ground rules
- Providing for Privacy and Confidentiality
- The limits of confidentiality

Through the delivery stage:

- Responding to an upset individual
- Responding to disclosure
- The topic of suicide and self-harm
- Support materials

Conditions for Success

1. Youth worker and tutor training
2. Preparation
3. Time
4. Group size
5. Delivery approach
6. Needs led modular format
7. Whole organisational approach
8. Ensuring and promoting equality and inclusiveness

**Programme
targets**

15-18 year olds

Role of the Facilitator

Encouragement and positive reinforcement

Maximise involvement of young people

Direct flow of conversation to ensure all major points are covered / misinformation corrected

Opt out option if necessary

Setting ground rules

Providing for Privacy and Confidentiality

The limits of confidentiality

Use of Terminology

- **MindOut** refers to the overall resource
- **MindOut Programme** refers to the individual modules that you deliver to your group of young people
- **Modules** are based on the 5 Social and Emotional competencies and are composed of a number of individual sessions
- **Sessions** incorporate the key elements of Social and Emotional Learning and are linked to Needs Analysis Themes (NATS)
 - **NATS** refers to clusters of needs identified by young people in relation to their mental health and wellbeing.
- **Activities** make up the session

5 NATS

Overall MindOut Framework

5 Modules

Needs Analysis
Themes
(NATS)

Self-Awareness
Core Module

Self-Management
Modules

Social Awareness
Modules

Relationship
Management
Modules

Responsible
Decision Making
Modules

A

Internalising Behaviours

(Low self-esteem,
withdrawal, anxiety,
depression...)

B

Externalising Behaviours

(Aggression, violence,
drug/alcohol misuse...)

C

Social Relationships

(Family, friendships,
romantic relationships...)

D

Dealing with Problems

(Bullying, peer pressure,
making tough choices...)

E

My Future

(concern, lack of focus
or direction about the
future...)

1 Understanding
Emotions
(60 mins)

2 Knowing
Yourself
(75 mins)

3 Boosting
Self-esteem &
Confidence
(60 mins)

4 Managing Emotions
(30 mins)
5 Managing Stress
(45 mins)
6 Managing Thoughts
(40 mins)

4 Managing Emotions
(30 mins)
5 Managing Stress
(45 mins)
6 Managing Thoughts
(40 mins)

4 Managing Emotions
(30 mins)
5 Managing Stress
(45 mins)

4 Managing Emotions
(30 mins)
5 Managing Stress
(45 mins)

7 Staying Motivated
(85 mins)

8 Receiving Support from
Others (55 mins)

8 Receiving Support from
Others (55 mins)

8 Receiving Support from
Others (55 mins)

8 Receiving Support from
Others (55 mins)
9 Understanding Feelings
of Others (45 mins)
10 Appreciating Others &
Diversity (65 mins)

10 Appreciating Others &
Diversity (65 mins)

11 Communicating With
Others (45 mins)
14 Seeking Help (45 mins)

11 Communicating With
Others (45 mins)
12 Speaking Assertively
(45 mins)
13 Connecting With
Others (55 mins)
14 Seeking Help (45 mins)

11 Communicating With
Others (45 mins)

11 Communicating With
Others (45 mins)
12 Speaking Assertively
(45 mins)
13 Connecting With
Others (55 mins)

11 Communicating With
Others (45 mins)
12 Speaking Assertively
(45 mins)
13 Connecting With
Others (55 mins)

15 Solving Problems and
Making Decisions
(45 mins)

15 Solving Problems and
Making Decisions
(45 mins)

15 Solving Problems and
Making Decisions
(45 mins)

15 Solving Problems and
Making Decisions
(45 mins)
16 Managing Online
Behaviours
(Cyberbullying) (80 mins)

15 Solving Problems and
Making Decisions
(45 mins)
16 Managing Online
Behaviours (Online
Reputation) (80 mins)

16 Sessions

Each is subdivided into 'Activities'

Overall MindOut Framework

MINDOUT

The Manual

1. SETTING THE SCENE

Introduction to MindOut

Exploring Mental Health and Wellbeing

Carrying out a Needs Analysis using a Needs Wheel

2. SESSIONS X 16 with:

Overall introduction

Objectives

Activities (2-4 per session)

3. ACTIVITIES include information on:

Timing to complete activity

Goal of activity

Resources needed

Methodologies used – discussion / role play / game / video / group work

Preparation needed

Tips on 'Personal Reflection' for youth worker/tutor

Whole Organisational Approach

Session 1 Understanding your Emotions	51	Session 8 Understanding the Feelings of Others	169
Naming Emotions	53	Stand Up, Sit Down	171
Body Mapping	58	Below the Water	174
Talking about Emotions	62	Walking In Someone Else's Shoes	177
Session 2 Knowing Yourself	69	Session 10 Appreciating Others & Diversity	183
What Makes You Happy: VIDEO – 0-100	71	Appreciating Diversity	185
Who am I?	74	Insider Outsider	190
Defining your Strengths: VIDEO – Ditch the Monkey - Accept	76	Similarities & Differences	193
Session 3 Boosting Self-Esteem & Confidence	82	Session 11 Communicating with Others	196
Helpful Self-Talk	84	Distracted Listening	198
Believing in Yourself	88	Communication Error	202
Showing Gratitude; VIDEO - An Experiment in Gratitude	92	Communicating Clearly	206
Session 4 Managing Emotions	98	Session 12 Speaking Assertively with Others	211
Take 5: VIDEO - Walk In My Shoes	100	Perspective Taking	214
Responding to Emotions	106	Assertive Communication	219
Session 5 Managing Stress	112	Session 13 Connecting with Others	230
Identifying Coping Strategies	114	Find Someone Who	232
Helpful, Unhelpful and Harmful Coping	117	Human Knot	236
		How to Connect	239
Session 6 Managing Thoughts	123	Session 14 Seeking Help	241
Thoughts, Feelings, Behaviours	125	Speaking Up & Getting Help	243
Challenging Unhelpful Thoughts: VIDEO - Ditch The Monkey - Aware	129	Identifying Local, National and Online Supports	246
Session 7 Staying Motivated	137	Session 15 Solving Problems & Making Decisions	252
Prioritising Values	139	Quick Decision-Making	254
Goal Setting	143	Three-Step Decision-Making Debate	257
Overcoming Failure: VIDEO – Famous Failures	149		
Session 8 Receiving Support from Others	152	Session 16 Managing Online Behaviours	266
Helpful vs. Unhelpful Support	154	Wellbeing and Technology	268
My Supports	160	Cyberbullying: VIDEOS – Stand Up for Jen & Tagged Videos	270
One Good Adult: VIDEO - One Good Adult	165	Online Reputation: VIDEO - The Interview	275
		Sexting: VIDEOS – Forever, For Your Eyes Only & Just for Fun	277

Page numbers

Structure of the 16 Sessions in your MindOut Manual

(Page 7)

MindOut - A Nine Step Approach



MindOut Needs Wheel of

NAME _____

A Date

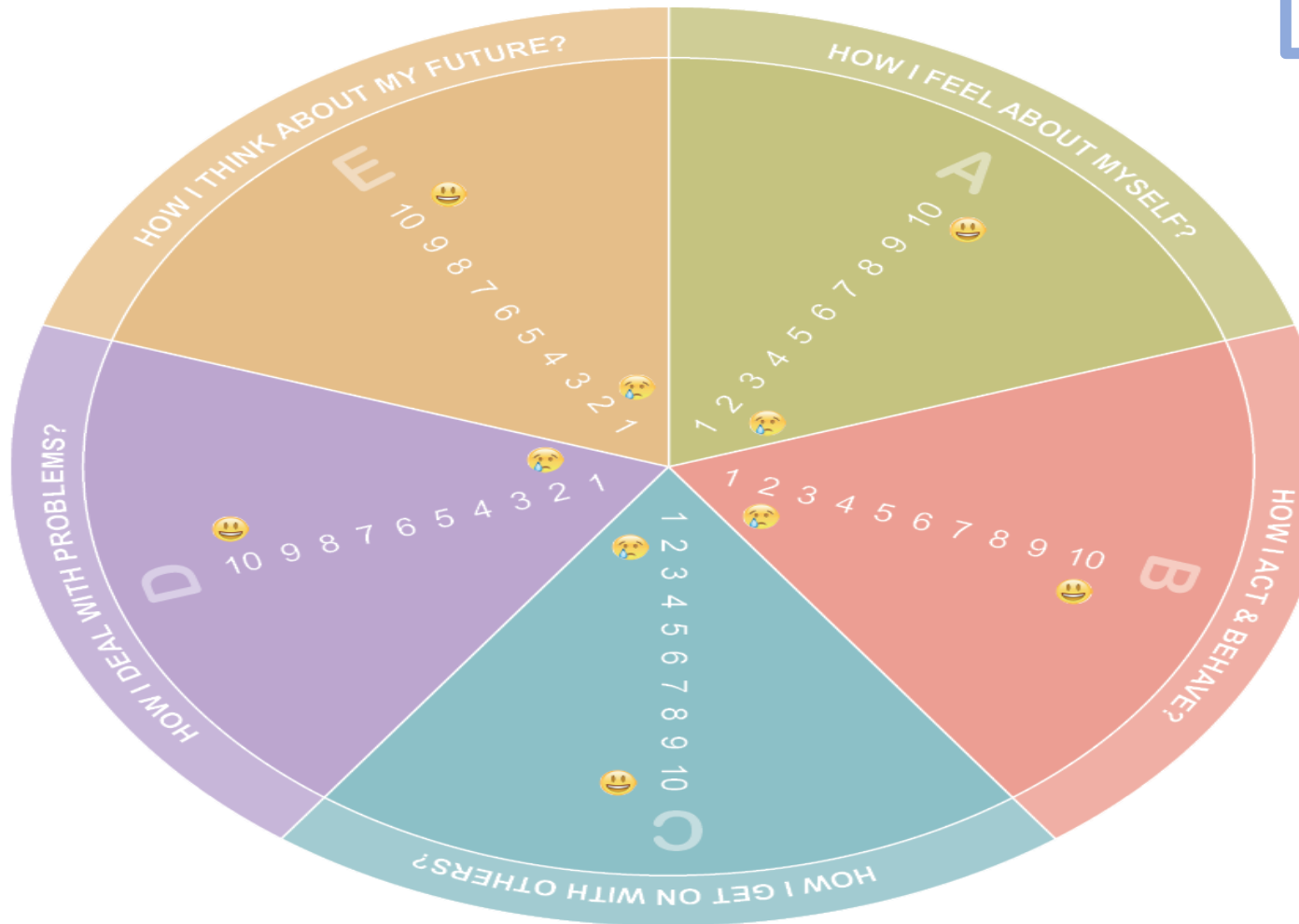
B Date

Please select on a scale from 1 to 10,

with 10 being **VERY GOOD** and 1 being **NOT GOOD AT ALL**,

how you have felt most often in the past 2-4 weeks about these questions.

Page 25



Prompts to Complete the Needs Wheel

Page 27-28

A HOW I FEEL ABOUT MYSELF?

- How happy or satisfied are you with who you are?
- Do you compare yourself to others? Would you consider yourself of equal worth as others, of higher or lower worth?
- Are you able to talk about your emotions and feelings with others?
- Do you find it easy to deal with your emotions?
- How worried have you been about situations in your life?
- How often have you felt positive feelings, how often have you felt negative feelings?
- Do you have someone in your life that you feel you can talk to when you are feeling down or stressed?

B HOW DO I ACT AND BEHAVE?

- How do you react in difficult situations, for example, in relation to peer pressure to do something you are uncomfortable with? Do you walk away, challenge the behaviour or do you act aggressively?
- How do you deal with your emotions, such as anger, frustration and annoyance? Do you talk about the situation to someone? Do you do something active or do you take it out on yourself and others?
- How good are you at making sure not to lash out when you feel angry or frustrated? Do you count to 10 or do you lose your temper easily?
- How often do you find yourself reacting to situations by yelling, using aggression or using violence etc.?
- How often do you engage in risky behaviours which may be harmful to your wellbeing? Examples – smoking, drinking or drug use.
- How do you treat others, especially those who are different to you in some way? Are you respectful and friendly towards them? Do you include them in your group of friends or do you ignore and exclude them?

C HOW DO I GET ON WITH OTHERS?

- How would you describe your relationships with others; your parents, brothers and sisters, family, friends?
- Do you find it easy or difficult to connect with others close to you or in your wider community?
- Do you find it easy or difficult to make new friends?
- Do you know where to get support if you are struggling with a difficult situation or problem?
- Do you have someone in your life that you trust and can go to for help, advice or support?
- How well can you deal with conflict situations and disagreements with others?
- How good are you at working with others?
- How good are you at communicating your needs to others and listening to what others have to say?

D HOW DO I DEAL WITH PROBLEMS?

- Do you find it easy or difficult to solve a problem you are having?
- When you have a problem, how do you tackle it? (e.g., ignore it and hope it passes on its own, ask someone for advice/help, take time to assess your options and weigh up the outcomes of each, etc.)
- How good do you think you are at dealing with disagreements or arguments with others?
- Have you ever witnessed a problem such as bullying taking place?
- How do you feel about the way that you acted in that situation?
- Do you have someone in your life that you feel you can talk to if you are struggling with a problem such as bullying?
- How good do you think you would be at dealing with situations where you are faced with a big problem?
- How good do you think you would be at helping or giving advice to someone else with a problem?

E HOW I THINK ABOUT MY FUTURE?

- Can you clearly identify what is important to you in your lives? (e.g., your friends, family, sport that you enjoy, listening or playing music, your boyfriend or girlfriend, having a part-time job or continuing your education.)
- Do you have a goal or something that you really want to achieve in the future?
- Do you have a plan of how you are going to achieve this goal?
- How good are you at setting goals for yourself and making plans to achieve these?
- How positive do you feel about your future?
- How often would you find yourself getting stressed about the future? (e.g., money, a job, relationships, college/school?)



Please take a look at the questions in the previous slide- 'Prompts to Complete the Needs Wheel' and see which questions you would adapt that might work better for you and the young people you work with.



It is also important to note that some questions will require further exploration with young people.

Sample of A Completed Needs Wheel

MindOut Needs Wheel of

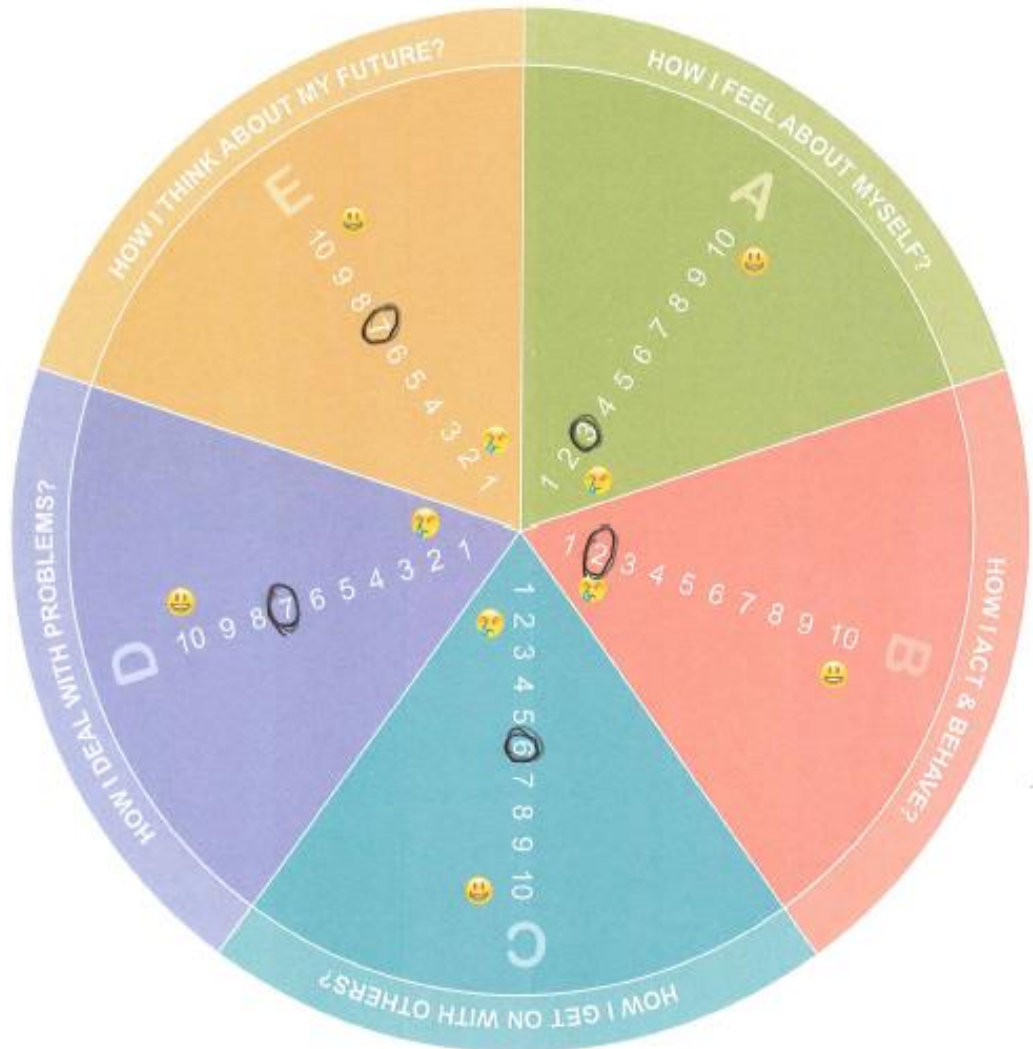
NAME MICK JONES

A Date 1/12/17 B Date

Please select on a scale from 1 to 10,

with 10 being **VERY GOOD** and 1 being **NOT GOOD AT ALL**,

how you have felt most often in the past 2-4 weeks about these questions.



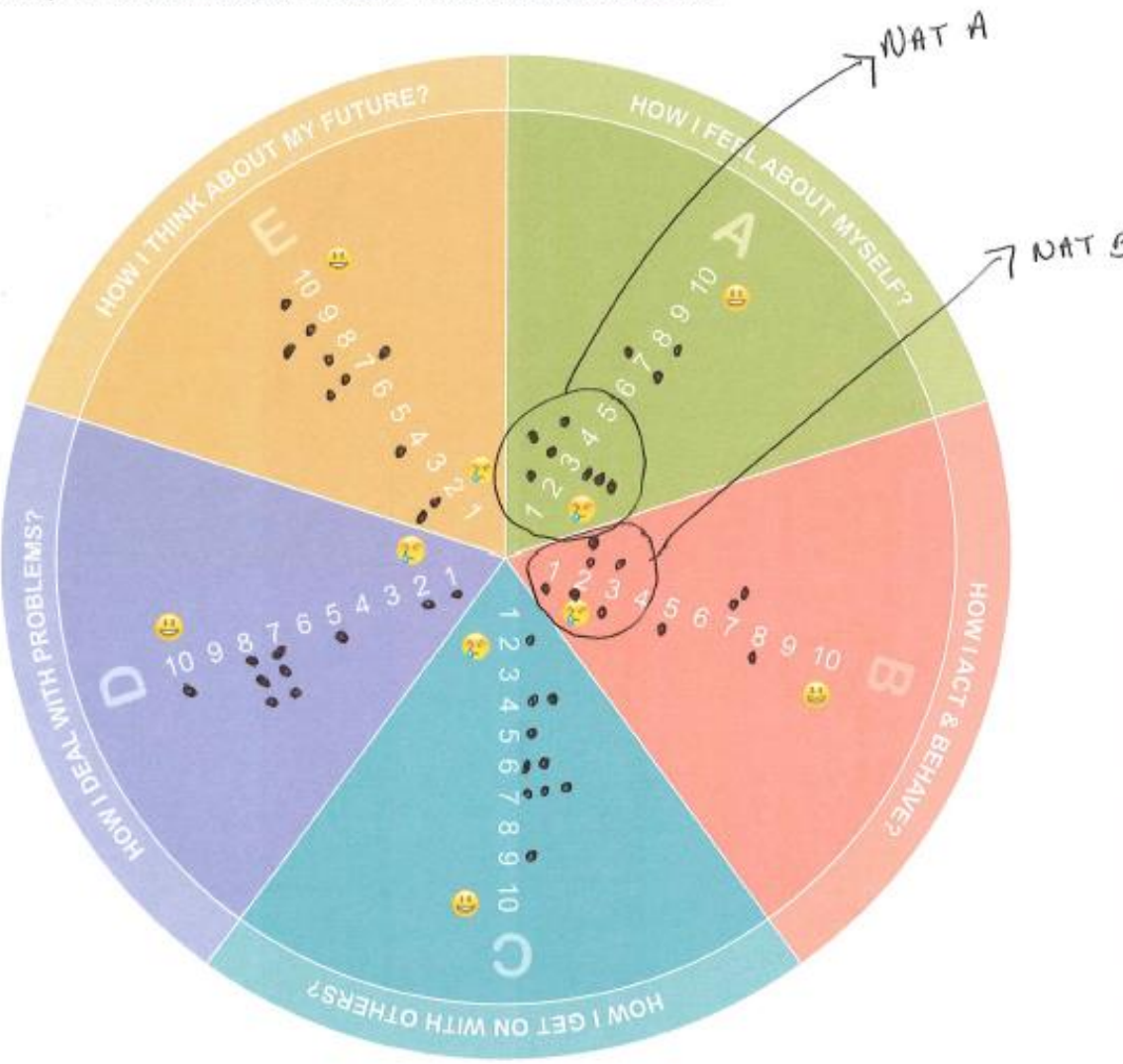
Compiling the results of your groups Needs Wheels

Group 1 Needs Wheels

NAME

A
Date 1/12/17
B
Date

Please select on a scale from 1 to 10,
with 10 being VERY GOOD and 1 being NOT GOOD AT ALL,
how you have felt most often in the past 2-4 weeks about these questions.



Choosing NATS



Identify two NATS to be covered in the Mindout Programme



These will be the two NATS which score the lowest for the group



If you have more than two NATS which score the lowest, you can either ask the group for their preference for two NATS to be chosen or use your own judgement.

5 Needs Analysis Themes (NATS)

Needs Wheel to NATS

Questions on Needs Wheel

A

How I feel about myself?

B

How I act and behave?

C

How I get on with others?

D

How I deal with problems?

E

How I think about my future?

A

Internalising Behaviours - Negative behaviours that are focused inward. These include anxiety, social withdrawal, depression and low self-esteem. This NAT relates to Question A on the Needs Wheel – How I feel about myself.

B

Externalising Behaviours – Negative behaviours that are directed outward toward others. These include: violence, hitting out, vandalism/antisocial behaviour, aggression and misuse of drugs and alcohol. This NAT relates to Question B on the Needs Wheel – How I act and behave.

C

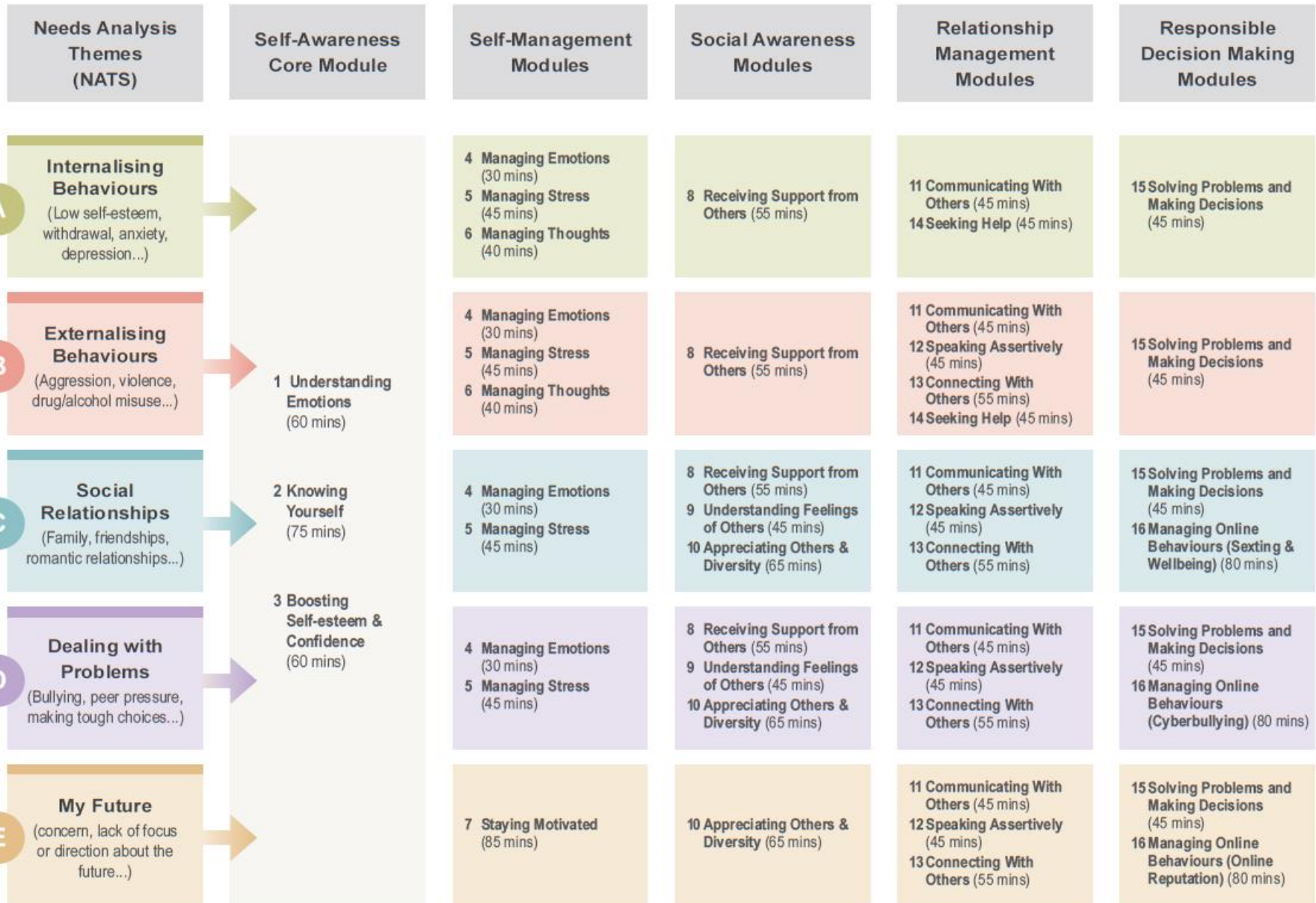
Social Relationships - Difficulties in interactions with others. These can include friendships, family and romantic relationships. This NAT relates to Question C on the Needs Wheel – How I get on with others.

D

Dealing with Problems - Bullying behaviours (including the person bullying, being bullied and the bystander) as well as online/cyberbullying. It also refers to peer pressure and making tough choices. This NAT relates to Question D on the Needs Wheel – How I deal with problems.

E

My Future - Concerns about the future and a lack of focus and direction about the future. It is also useful for those needing encouragement to think about the future. This NAT relates to Question E on the Needs Wheel – How I think about my future.



Self Awareness Core Modules

1: Understanding Emotions

2: Knowing Yourself

3: Building Self Esteem and Confidence

*The Self-Awareness sessions in the Framework are core sessions.

Step 5- Using Selected NATS to Complete Mindout Planning Framework






The **self awareness sessions** in the Framework are **core sessions**. They are designed to be included as foundational sessions in all Mindout programmes. The remainder of the programme will be made up of the particular sessions that best meet the needs of the group based on their completed Needs Wheels.

Centre.....

Prepared by.....

Date.....

Group.....






Needs Analysis Themes (NATS)	Self-Awareness Core Session	Self-Management Sessions	Social Awareness Sessions	Relationship Management Sessions	Responsible Decision-Making Sessions
	1. Understanding Emotions (60 Minutes)  2. Knowing Yourself (75 minutes) 3. Boosting Self-Esteem and Confidence (			

Centre: **Hold Youth Organisation**.....

 Prepared by: **Mary Jones**.....

 Date: **1st October 2020**.....

 Group: **Willow Group**.....

Needs Analysis Themes (NATS)	Self-Awareness Core Session	Self-Management Sessions	Social Awareness Sessions	Relationship Management Sessions	Responsible Decision-Making Sessions
Internalising Behaviours (A) 	1. Understanding Emotions (60 Minutes) 	4. Managing Emotions (30 mins) 5. Managing Stress (45 mins) 6. Managing Thoughts (40 mins) 	8. Receiving Support from Others (55 mins) 	11. Communicating with Others (45 mins) 14. Seeking Help (45 mins) 	15. Solving Problems and Making Decisions (45 mins)
Externalising Behaviours (B)	3. Boosting Self-Esteem and Confidence (60 minutes)	4. Managing Emotions* (30 mins) 5. Managing Stress* (45 mins) 6. Managing Thoughts* (40 mins)	8. Receiving Support from Others* (55 mins)	11. Communicating with Others* (45 mins) 12. Speaking Assertively* (45 mins) 13. Connecting with Others* (55 mins) 14. Seeking Help (45 mins)	15. Solving Problems and Making Decisions* (45 mins)

MindOut Planning Framework

Centre: **Hold Youth Organisation**.....

Prepared by: **Mary Jones**.....

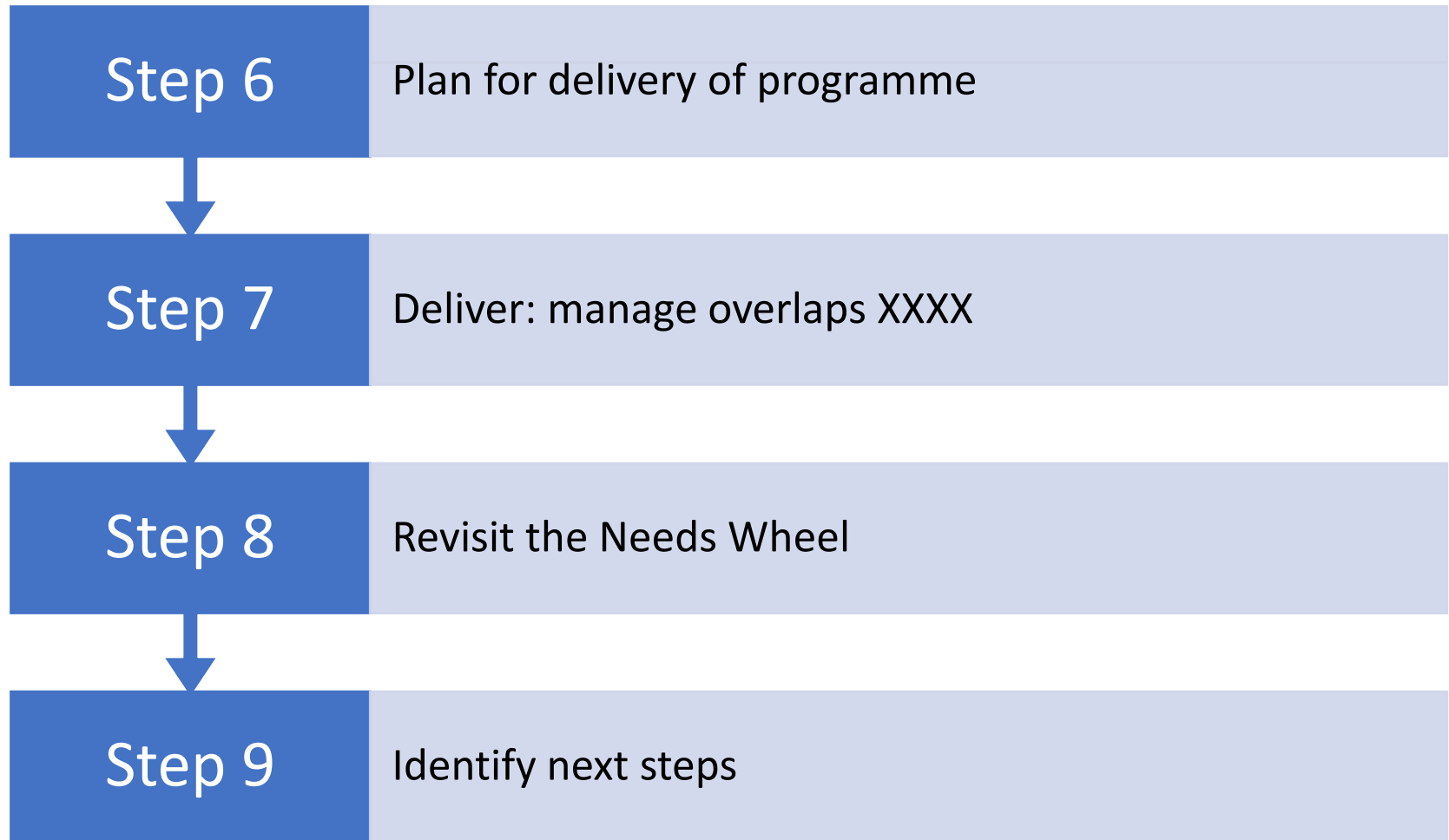
Date: 1st October 2020.....

Group: Willow Group.....

Completed Example

Needs Analysis Themes (NATS)	Self-Awareness Core Session	Self-Management Sessions	Social Awareness Sessions	Relationship Management Sessions	Responsible Decision-Making Sessions
<p>Internalising Behaviours (A)</p> <p>→</p>	<p>1. Understanding Emotions (60 Minutes)</p> <p>2. Knowing Yourself (75 minutes)</p>	<p>4. Managing Emotions (30 mins)</p> <p>5. Managing Stress (45 mins)</p> <p>6. Managing Thoughts (40 mins)</p>	<p>8. Receiving Support from Others (55 mins)</p>	<p>11. Communicating with Others (45 mins)</p> <p>12. Speaking Assertively (45 mins)</p> <p>13. Connecting with Others (55 mins)</p> <p>14. Seeking Help (45 mins)</p>	<p>15. Solving Problems and Making Decisions* (45 mins)</p>
<p>Externalising Behaviours (B)</p>	<p>3. Boosting Self-Esteem and Confidence (60 minutes)</p>				

Remaining steps



SETTING THE SCENE

Minding Your Mental Health and Wellbeing

OBJECTIVES

Young people will:

- Be introduced to MindOut
- Establish ground rules
- Explore what mental health and wellbeing means
- Learn practical ways to promote mental health and wellbeing



TIME REQUIRED
FOR THE SESSION:

60
mins



ACTIVITIES
IN THE SESSION:

3

- **ACTIVITY 1**
Introduction and ground rules
- 10 minutes
- **ACTIVITY 2**
Exploring what Mental Health and Wellbeing means
- 30 minutes
- **ACTIVITY 3**
Complete A Needs Wheel
- 20 minutes

SESSION 01

Understanding Your Emotions

This session helps young people explore and become aware of their emotions. It also helps them to learn how to identify how they are feeling. The ability to recognise and express emotions falls under the core competency 'Self-Awareness' as outlined by CASEL.¹⁴

OBJECTIVES

Young people will:

- Accurately name their emotions
- Explore their body's reactions to the emotions
- Talk about emotions with others



TIME REQUIRED
FOR THE SESSION:

60
mins

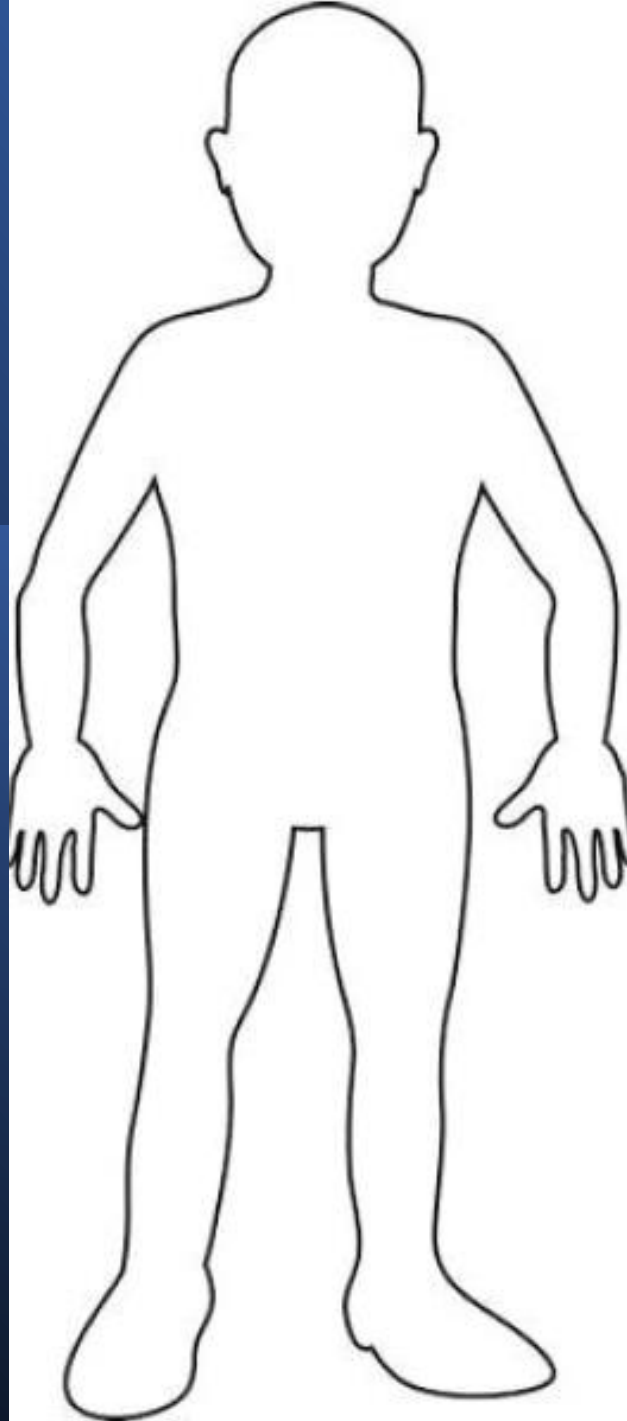


ACTIVITIES
IN THE SESSION:

3

- **ACTIVITY 1**
Naming Emotions - 20 minutes
- **ACTIVITY 2**
Body Mapping - 20 minutes
- **ACTIVITY 3**
Talking About Emotions - 20 minutes

Session 1 : Activity 2 Body Map



Anger/
Frustration

Nervous/Anxious/
Worried

Hurt/Upset/
Down

Excited/Happy/
Thrilled

Proud/Honoured

Loving/Caring/
Adoring

SESSION 02

Know Yourself

This session encourages young people to get a better sense of who they are and to learn how to value themselves. Developing a strong and positive perception of one's self can lead to high self-esteem, confidence, resilience and a sense of overall wellbeing. The development of a strong identity is closely linked to the core competency 'Self-Awareness' outlined by CASEL.¹⁴

OBJECTIVES

Young people will:

- Reflect on what makes them happy
- Explore their concept of self
- Identify their personal strengths



TIME REQUIRED
FOR THE SESSION:

75
mins



ACTIVITIES
IN THE SESSION:

3

- **ACTIVITY 1**
What Makes You Happy
- 15 minutes
- **ACTIVITY 2**
Who Am I - 45 minutes
- **ACTIVITY 3**
Defining Your Strengths
- 15 minutes

SESSION 03

Boosting Self-Esteem and Confidence

This session encourages young people to learn skills to boost their self-esteem and confidence. Practising strategies for strengthening self-esteem and confidence can be useful in helping young people become more resilient, build relationships with others and increase their overall happiness and success. The strengthening of self-esteem and confidence are closely related to CASEL's competency 'Self-Awareness'.¹⁴

OBJECTIVES

Young people will:

- Replace unhelpful self-talk with helpful self-talk
- Identify what they are grateful for in their lives
- Increase their belief in their abilities

TIME REQUIRED
FOR THE SESSION:

60
mins



ACTIVITIES
IN THE SESSION:

3

- **ACTIVITY 1**
Helpful Self-Talk - 25 minutes
- **ACTIVITY 2**
Showing Gratitude - 20 minutes
- **ACTIVITY 3**
Believing in Yourself
- 15 minutes



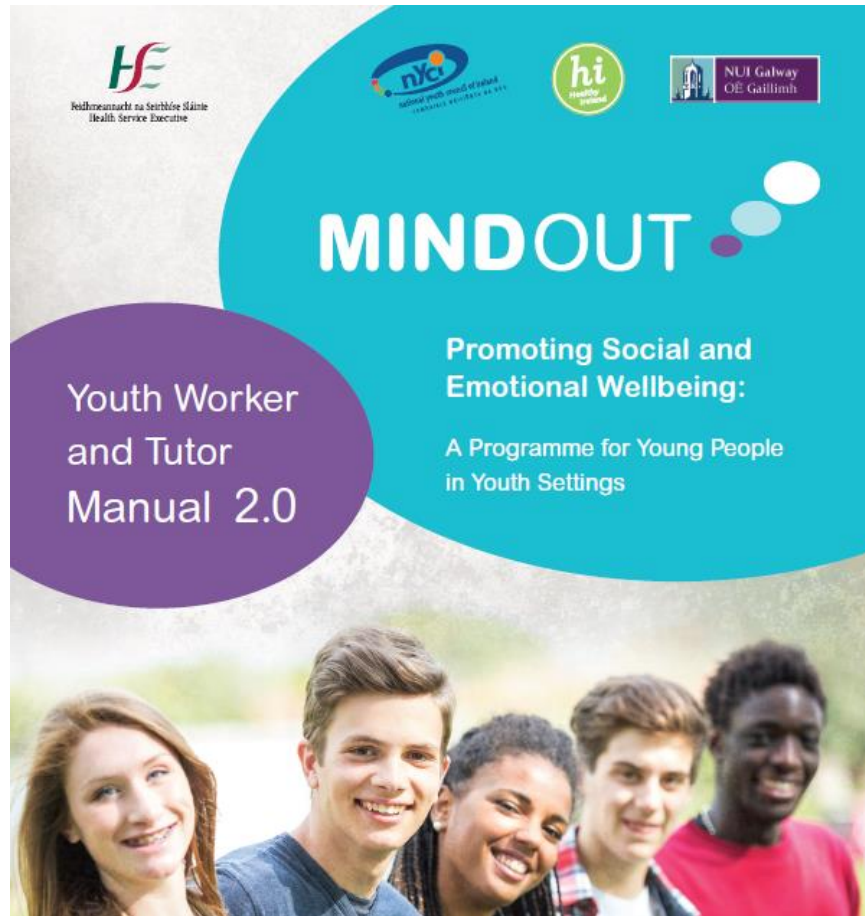
DAY 2- Practicing the MindOut Activities

Presentation:

Review your session and prepare to walk the group through it by:

1. Giving them an overview of the session, including what module it relates to (as per the first page of the session).
2. Give an overview of the:
 - Objectives of the session
 - Activities in the session
3. Delivering the activity from the session, as outlined in the green box above
4. Walk the group through:
 - All additional activities
 - The Whole Organisational Approach
 - Personal reflection piece

Welcome to Mindout Day 2



**PROMOTING HEALTH
IN THE YOUTH SECTOR**

Day 2 Outline



Presentation of sessions
by groups



Overview of sessions not
presented



Evaluations



Wrap up

Mindout Activity Edits 2021

- **Session 6 Activity 1 (page 125/126)** - alternative scenarios to 'Roberts Story'
- **Session 6 Activity 2 (page 129)**- aim for facilitators to play the volunteer A & B roles, depending on the group
- **Session 8 Activity 1 (page 158)**- Youth Workers can take all 3 roles 'criticize', 'ignore', and 'encourage' OR youth could take the 'encourage' while YW take the 'criticize' and ignore'
- **Session 8 Activity 2 (page 160)**- keep broad and work in smaller groups, again depending on the group as some may find it difficult to identify their supports
- **Session 10 Activity 1 (page 185)**- pause on this activity for now
- **Session 10 Activity 2 (page 190)**- pause on this activity for now

Managing Emotions

This session encourages young people to learn how to manage their emotions so that they are able to respond to situations more appropriately. The session will build upon the module 'Understanding your Emotions' which introduced young people to the importance of being aware of their emotions. Young people will explore 'Take Five', a strategy they will be encouraged to use the next time they feel like their emotions have taken over. This strategy is especially important for preventing young people from acting on their emotions in a way that might have negative impact on themselves or others.

OBJECTIVES

Young people will

- Practise the 'Take Five' strategy
- Reflect on the differences between responding 'in the moment' vs. after 'Taking Five'



TIME REQUIRED
FOR THE SESSION:

30
mins



ACTIVITIES
IN THE SESSION:

2

- **ACTIVITY 1**
'Take Five' - 15 minutes
- **ACTIVITY 2**
Responding to emotions
- 15 minutes

Managing Stress

This session encourages young people to identify a range of coping strategies to manage their stress and to understand the differences between helpful, unhelpful and harmful coping strategies. This ability to manage and deal with stress corresponds with the competency 'Self-Management' outlined by CASEL.¹⁴

OBJECTIVES

Young people will:

- Identify different types of coping strategies
- Explore the difference between helpful, unhelpful and harmful coping strategies



TIME REQUIRED
FOR THE SESSION:

45
mins



ACTIVITIES
IN THE SESSION:

2

- **ACTIVITY 1**
Identifying coping strategies
- 25 minutes
- **ACTIVITY 2**
Helpful, unhelpful and harmful
coping - 20 minutes

Managing Thoughts

This session helps young people to learn skills for managing their thoughts effectively. Knowing how to manage thoughts, feelings and actions is related to the 'Self-Management' competency outlined by CASEL.¹⁴

OBJECTIVES

Young people will:

- Understand the link between thoughts, feelings and actions
- Challenge their unhelpful thoughts



TIME REQUIRED
FOR THE SESSION:

40
mins

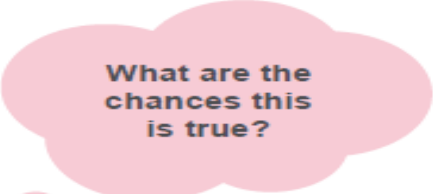


ACTIVITIES
IN THE SESSION:

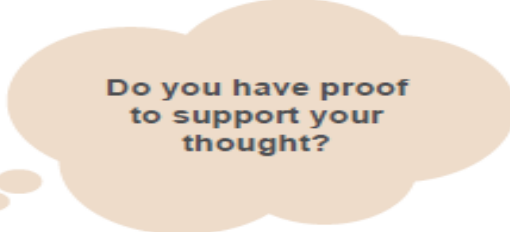
2

- **ACTIVITY 1**
Thoughts, feelings, behaviours
- 20 minutes
- **ACTIVITY 2**
Challenging unhelpful
thoughts - 20 minutes

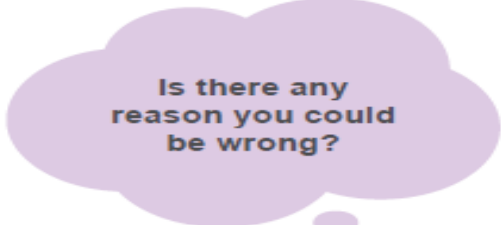
Thought Challenges



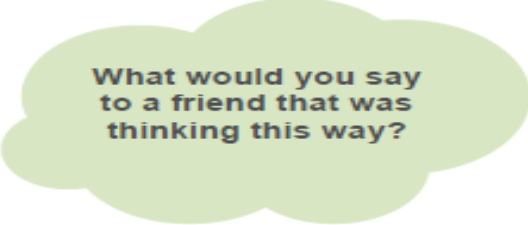
What are the chances this is true?




Do you have proof to support your thought?



Is there any reason you could be wrong?



What would you say to a friend that was thinking this way?



How will you feel about this in 6 months?

SESSION 08

Receiving Support From Others

This session encourages young people to learn how to identify the helpful supports in their lives, including their 'One Good Adult'. It also helps them recognise the differences between helpful and unhelpful sources of support. The skills learned within this session map onto CASEL's competency 'Social Awareness'.¹⁴

OBJECTIVES

Young people will:

- Notice differences between helpful and unhelpful supports
- Identify and reflect upon their own supports
- Realise the importance of and identify their 'One Good Adult'



TIME REQUIRED
FOR THE SESSION:

55
mins



ACTIVITIES
IN THE SESSION:

3

- **ACTIVITY 1**
Helpful and unhelpful support
- 20 minutes
- **ACTIVITY 2**
My supports: - 25 minutes
- **ACTIVITY 3**
One good adult - 10 minutes

Understanding the Feelings of Others

This session helps young people develop empathy skills by learning how to appreciate the thoughts and feelings of others, and understand what they can do to support someone. Perspective-taking and showing empathy towards others are closely related to CASEL's competency 'Social Awareness'.¹⁴

OBJECTIVES

Young people will:

- Be more aware of the thoughts and feelings of others
- Practise "putting themselves in someone else's shoes"
- Reflect on how they can show support to others



TIME REQUIRED
FOR THE SESSION:

45
mins



ACTIVITIES
IN THE SESSION:

3

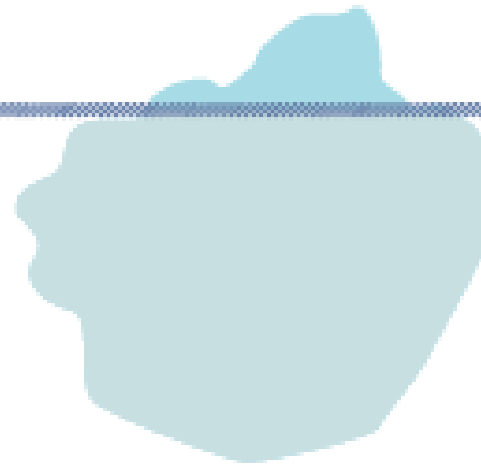
- **ACTIVITY 1**
Stand up, sit down
- 10 minutes
- **ACTIVITY 2**
Below the water - 15 minutes
- **ACTIVITY 3**
Walking in someone else's shoes - 20 minutes

Below the Water

What we see



What we
do not see



SESSION 14

Seeking Help

This session promotes help-seeking behaviour, and enables young people to identify and overcome barriers to accessing helpful sources of support online and within the local community.

The skills learned within this module are reflected in CASEL's core competency 'Relationship Management' which recognises that young people need skills in being able to seek help when needed.¹⁴

OBJECTIVES

Young people will:

- Discuss and reflect on the barriers and enablers facilitators for seeking help
- Research different types of online, local and national supports and services for specific problems
- Consider how they might help others in distress



TIME REQUIRED
FOR THE SESSION:

45
mins



ACTIVITIES
IN THE SESSION:

2

- **ACTIVITY 1**
Speaking up and getting help
- 15 minutes
- **ACTIVITY 2**
Identifying online, local and national supports and services
- 30 minutes

Sources of Help

Close Supports	Local Support Services	Online Supports
Parents	GP	Jigsaw
Siblings	Youth Worker	HSE Crisis Text Line
Friends	Counsellor	Spunout.ie
Grandparents	Psychologist	Samaritans
Close relatives	Psychotherapist	Pieta House
Coach/Instructor	Social Worker	MentalHealth.ie
Teacher	Guidance Counsellor	Belongto.ie
Neighbour	Jigsaw	Bodywhys.ie
Family Friend	Pieta House	Shine
	CAMHS	Childline
		NYCI Mental Health Signposting Tool



Managing Online Behaviours

This session will help young people understand appropriate ways to behave online. It will introduce young people to the issues of cyberbullying, online reputation and sexting.

OBJECTIVES

Young people will:

- Explore the potential positive role of online technology on young people's lives
- Examine the impact of cyberbullying from the perspective of the person who is the target, the person who is bullying and the bystander
- Discuss the impact online reputation can have on a young person's wellbeing
- Explore the topic of sexting and the impact this may have on a young person's wellbeing



TIME REQUIRED FOR THE SESSION:

80 mins



ACTIVITIES IN THE SESSION:

4

The session is split into two sections, which can be delivered over two days. It is important to complete both sections.

Section 1:

- **ACTIVITY 1**
Wellbeing and technology:
- 10 minutes
- **ACTIVITY 2**
Cyberbullying - 35 minutes

Section 2:

- **ACTIVITY 3**
Online reputation:
- 20 minutes
- **ACTIVITY 4**
Sexting: - 15 minutes

Definition of Bullying:

Unwanted negative behaviour, verbal, emotional or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

Definition of Cyberbullying:

Cyberbullying is the repeated actions by an individual or group intended to embarrass, humiliate or intimidate a target using online technology such as the internet or mobile phone

Closing Session

The final session will recap on everything that has been covered in the previous weeks so that the young people are reminded of the many skills that they have learned and developed throughout the course of the programme.

OBJECTIVES

Young people will:

- Review the learning from the previous weeks and identify the core skills and knowledge learned
- Share and discuss the most important things they will take away from the programme



**TIME REQUIRED
FOR THE SESSION:**

**50
mins**



**ACTIVITIES
IN THE SESSION:**

2

- **ACTIVITY 1**
Appreciating Ourselves & Others - 20 minutes
- **ACTIVITY 2**
What I have Learned
- 30 minutes

Questions to note

Q. What would be the **supports to maintain young peoples mental health** in your area?

Q. What would be the **supports to maintain your mental health** in your area?

- Social prescribing- [Social Prescribing - HSE.ie](https://www.hse.ie/eng/health/mental_health/mental_health_services/social_prescribing/)

text about it

50808

Crisis Text Line Ireland

Text **HELLO** to **50808** to start a conversation, any time - day or night for free

Chat anonymously with a trained volunteer

Signposting

- **Crisis Textline Ireland**

<https://text50808.ie/>

- **NOSP Suicide Resource Officers**

<https://www.hse.ie/eng/services/list/4/mental-health-services/nosp/resourceofficers/>

- **Mental Health First Aid**

<https://www.mhfaireland.ie/>

- **NYHP Mental Health Signposting Tool**

<https://www.youth.ie/programmes/youth-health/youth-mental-health-signposting-tool/>

- **Skills Summary**

<https://www.youth.ie/programmes/projects-initiatives/skills-summary/>