

# Young people's mental health and wellbeing

## Case studies of prevention work in the voluntary sector

### About this document

The voluntary and community sector (VCS) plays a vital role in supporting young people's mental health and wellbeing. This includes prevention and early help, supporting young people's engagement in decision making and providing services. The Young People's Health Partnership has been working with the National Children's Bureau to support the VCS to engage in the transformation of mental health services for children and young people.

As part of this work we have gathered some examples from the VCS of prevention work they have undertaken with young people which can support their mental health and wellbeing. This document shares these examples as a way of increasing understanding about the range of work happening in the VCS and the importance of a focus on prevention.

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### Evidence statement

The case studies included in this document are from a broad range of services and were submitted following a call for examples of work on mental health prevention and early intervention in the VCS. They do not represent a systematic review of all such work that is happening and inclusion in this document does not mean that the projects have any kind of official endorsement from YPHP or AYPH. The intention is to bring together some interesting examples of practice. Many of these will require further trial and evaluation to confirm their effectiveness.

There are significant challenges to demonstrating impact for prevention work however we need to look at why certain activities have an effect on young people, and what kind of effect we should expect. These examples have started that process and we hope to encourage others to share the work they are doing in this important area.

## Catch 22: Axis – The Hive

<b>What:</b>	Engaging and supporting young people to improve their lives, support their emotional wellbeing and improve access to services. Delivered by a partnership of organisations from a youth base.
<b>Who:</b>	All young people aged 16-24 living or working in Camden
<b>Where:</b>	London Borough of Camden
<b>Funded by:</b>	London Borough of Camden and Camden Clinical Commissioning Group

### About the work

Axis @ the Hive is a joint project to help bridge the gap between child and adult health and wellbeing services, particularly for young people who are currently not engaging with any services. Managed by Catch22 in partnership with local specialist organisations, Axis operates from a youth base called The Hive.

The service engages and supports young people to improve their lives, emotional wellbeing, access to services and their transition into adulthood and independence. We achieve this through a combination of specialised one to one support work and group work delivered by young people (Axis), targeted activities and a safe space to be (The Hive) and offering training opportunities with our youth-led social enterprise (Underground Camden Tours).

The service provides a safe space for young people and all our work is informed by emotional well being approaches.

### How has the work impacted young people’s mental health and wellbeing?

For one to one work young people complete an *Emotional Wellbeing Form*. These contain the Warwick Scale and the Resilience Scale. Young people complete these at the beginning, the end and at three month intervals. Within the Hive and Social Enterprise aspects of the service, evaluation and monitoring is conducted with young people on a quarterly basis – this can take the form of questionnaires, focus groups, and confidence and resilience measuring tools. Furthermore young people give feedback through the Youth Board, a steering group of up to 20 young people from various aspects of the service.

The service reports detailed outcomes and outputs to the commissioner on a monthly and quarterly basis which allows the service to continually respond to feedback.

### How are young people involved?

The entire service has been co-designed with young people from inception. The service is youth led: young people choose the areas of their lives they want to work on whether this is assisting in practical skills or support around emotional wellbeing e.g. education, employment, physical health, sexual health, relationships and emotional wellbeing.

**For more information:** [www.catch-22.org.uk/services/axis-the-hive/](http://www.catch-22.org.uk/services/axis-the-hive/)



# Hear our Voice – Young People Cornwall

<b>What:</b>	Early help and prevention / education around young people’s mental health and emotional wellbeing provided within a youth work organisation.
<b>Who:</b>	All young people aged 11 – 19 years
<b>Where:</b>	Cornwall
<b>Funded by:</b>	NHS Kernow, DH Health & Social Care Volunteering Fund, Cornwall Council, St James Place, Duchy Health Charity.

## About the work

Hear Our Voice delivers direct work with young people, and training to professionals and parents. Group programmes are based on the needs and interests of each group, and take the ‘5 Ways to Wellbeing’ principles as a starting point. They include opportunities to build resilience, develop positive coping and self-care strategies, learn about mental health and how and when to get help. Activities can include arts, music, cooking, gardening or outdoor activities. In addition we provide 1 to 1 support for young people aged 11 – 19 years who are identified as having higher levels of need.

Our training focuses on mental health awareness and emotional resilience sessions in schools, colleges and community groups, for whole classes or year groups, as well as mental health and self-harm training for professionals and volunteers working with young people. This aims to build understanding, confidence and skills among the wider workforce. We are currently piloting parent information/awareness sessions and a ‘whole school’ offer.

## How has the work impacted young people’s mental health and wellbeing?

We use a range of outcomes measures with young people to determine progress and impact. Including the Youth Outcomes Star (<http://www.staronline.org.uk/>), goal based outcomes, RCADS and our local authority outcomes framework. Since January 2016 87% of group participants reported a significant increase in scores over all areas, with 87% reporting an improvement in wellbeing. In addition, 75% of group participants reported improved mental health and improved relationships, and 70% reported an improvement in confidence and in ability to manage feelings.

## How are young people involved?

Youth involvement is central to all our work. Each group is planned and evaluated collaboratively with young people.

For more information: [www.youngpeoplecornwall.org](http://www.youngpeoplecornwall.org)



‘the group did make me think about all the negative things in my life, but helped me know how to change these things’

Young Person

# Motiv8

<b>What:</b>	<b>Support for young people experiencing a range of emotional and behavioural issues, such as anxiety and low self-esteem.</b>
<b>Who:</b>	All young people aged 12-19
<b>Where:</b>	Havant
<b>Funded by:</b>	Children in Need

## About the work

Motiv8 provides individual 1-2-1 and small group support to young people experiencing a range of emotional and behavioural issues including low confidence and self-esteem, raised anxiety and difficulties developing and maintaining relationships with their peers.

The main aims of the project are to increase confidence and self-esteem and for participants to have a more positive outlook on life and goals for their future.

## How has the work impacted young people's mental health and wellbeing?

To assess levels of confidence and self-esteem the project uses recognised scaling tools at the start and at the end of the project. In the latest report 80% of the young people exiting the programme demonstrated increased levels of confidence and self-esteem. In addition to the assessment tools, young people provide their own reflective evaluation on where they feel they have experienced significant difference and improvements in their emotional health and wellbeing. 100% of young people who provided evaluation in this way described themselves as having improved their emotional health and wellbeing.

Case studies also play an important part in evidencing the difference that the project has made and include the additional outcomes achieved e.g. Increased engagement with education and training and improved relationships with family and peers.

## How are young people involved?

Young people develop a personal achievement plan in which they set a number of goals and objectives to be worked towards whilst on the programme. The plans are regularly reviewed by the young person with support from their worker. Through the review process the young person develops skills that help them to look positively on their achievements and to constructively consider how they can further improve and set new goals. Through this process the young people are encouraged to take ownership to make their own choices about how support is structured and develop confidence in their own ability to make positive choices.

Young people provide evaluation feedback during the programme and when they exit. In addition, evaluation and feedback is sought from parents, carers and other professionals where appropriate.

**For more information:** <http://motiv8south.org.uk/>



# Wanted Not Wasted

<b>What:</b>	Counselling and mentoring for children and young people
<b>Who:</b>	Young people aged 5 – 25 who are experiencing economic disadvantage
<b>Where:</b>	Weston Super Mere
<b>Funded by:</b>	Children in Need, Alliance Homes, Knightstone Housing and donations

## About the work

Wanted Not Wasted provide counselling, mentoring and groups for children and young adults experiencing social and economic disadvantage. The project aims to help young people increase their coping mechanisms, improve their emotional wellbeing and have better life outcomes.

## How has the work impacted young people’s mental health and wellbeing?

At the beginning of the counselling we carry out an assessment where children identify three areas that are most troubling them, and what change would look like for them. We regularly review these with them. We also ask them to measure how confident they are in certain areas of their lives. We also measure mood in the beginning, middle and at the end of the counselling. Apart from feedback from children we measure success through our own observations and feedback from school/parents in areas such as:

- If self-harming has stopped
- If suicide ideation has decreased, stopped
- If school work/attendance has improved
- If mood has significantly improved
- If confidence has improved
- If relationship with peers and family has improved
- If risky behaviour has decreased

Young people say during and after counselling that they can cope better with the issues in their lives, that they feel happier, less isolated, more confident about the future, are getting on better with others and importantly, that they like themselves more.

'It has helped me. The counsellor listens and can see from my point of view. She has helped me as I can feel confident to talk to her about my problems. I can now slowly talk to more people'.  
Young Person

## How are young people involved?

Most of what we deliver has been informed by the young people we have worked with. We have listened to what they have wanted and adapted our service accordingly. We have also developed resources for other children to use, from what we have learned from this knowledge. The children who attend our groups have a sense of ownership of our service and building. They plan the programme, and inform what we do and how we do it. We regularly consult with children about our service and what they would like us to do differently. In the counselling we have listened to the children who have used our service, and what they have found helpful and unhelpful-not just in the support we have offered but which they have received from other services. There are areas of support we would like to develop which children have told us they would find helpful such as setting up a peer counselling service.

**For more information:** [http://wantednotwasted.wixsite.com/wantednotwasted/about\\_us](http://wantednotwasted.wixsite.com/wantednotwasted/about_us)



# Tackling the Blues

<b>What:</b>	<b>Educational and peer led activities to tackle experiences associated with mental illness</b>
<b>Who:</b>	All young people aged 6-16
<b>Where:</b>	Sefton, Liverpool, Lancashire and Warrington
<b>Funded by:</b>	Edge Hill University and Everton in the Community

## About the work

The programme offers a range of interactive and engaging activities to recruit young people who, once engaged, participate in tailored educational and peer-led activities to tackle anxiety, depression and low self-esteem. Weekly coaching and classroom based sessions include competitive and non-competitive activities which have been associated with positive behaviour change among those experiencing mental health issues.

Key to the programme are the peer-mentors, who have authority in the eyes of the young people, but at the same time are not seen as authority figures. The use of peer-mentors in bringing about desired changes in behaviour of participants is a key component of the effectiveness of sports based programmes. The personalities of the peer-mentors and leaders has been key in developing trusting relationships with participants, which has allowed them to increase their confidence and feel comfortable when talking about mental health issues.

## How has the work impacted young people's mental health and wellbeing?

Research about the impact of mental health issues on young people and the education professionals who work with them is being undertaken using a mixed-methods design with schools and young carers groups to generate qualitative and quantitative data.

A number of key findings have emerged from the research that are used to inform the design and future work of the project. These include:

- Supportive, engaging and non-authoritarian relationships between mentors and participants are key to encouraging trust and increasing confidence in young people to be aware of their mental wellbeing and to discuss their feelings with mentors, coaches and peers.
- Bespoke sport, physical activity, health and educational activities that complemented and extended what young people already received were grounded in young people's preferences.
- Schools and community groups are often unsure how to help the young person deal with mental health needs and support and training is required to help manage the mental health of young people in schools and communities.

## How are young people involved?

Young people have been involved from the outset in the design of the project. Through consulting with young people on what activities they would like delivered, and allowing young people the freedom to design and deliver their own sessions, engagement has been sustained throughout the programme. The young people have benefitted from this through increasing their self-esteem and confidence in speaking in front of their peer groups and working in large groups.

**For more information:** <https://www.edgehill.ac.uk/sport/eitc-ttb/>



# YMCA Right Here

<b>What:</b>	<b>Mental health and wellbeing peer facilitated workshops delivered in local secondary schools</b>
<b>Who:</b>	All young people aged 13-25
<b>Where:</b>	Brighton, Hove and West Sussex
<b>Funded by:</b>	Brighton & Hove Clinical Commissioning Group, Brighton & Hove City Council - Public Health, West Sussex County Council, Health watch Brighton & Hove

## About the work

YMCA Right Here's youth volunteers deliver peer facilitated workshops in local secondary schools, the workshops are: the 5-ways to wellbeing, coping with (exam) stress, social media – the good, the bad, the ugly, mental health awareness, self-harm, food & mood.

The project has produced information resources for young people (self harm guide, wellbeing guide), films (getting the most from your GP appointment, the good, the bad, the ugly of social media) and websites (www.wheretogofor.co.uk , www.findgetgive.com )

Our Young Men's Health Champions, on behalf of the local Clinical Commissioning Group, consult boys and young men in Brighton & Hove around health related issues, including mental health e.g. barriers to counselling report. Our health promotion volunteers have undertaken GP practice visits where they assess each practice on its youth friendliness and responses to young people's mental health.

"It has given me different ways of telling when I am stressed and ways to calm down."

Young person

YMCA Right Here also delivers therapy based, resilience building activities in Brighton & Hove and West Sussex, including canine 1:1 counselling, canine walk & talks (groups), equine assisted therapy (families and groups), food & mood (families and groups), mind management (groups), bush craft (groups) and anger management (groups).

## How has the work impacted young people's mental health and wellbeing?

The project has been independently evaluated by IVAR (Institute of Voluntary Action Research). Our activity based therapy programme in West Sussex was independently evaluated by Interface. Individual strands of work are evaluated through usual methods e.g. evaluation forms, YP CORE outcome measurement tool, etc. Individual strands of work are reported to the commissioner which includes young people's feedback.

Young people identified several features of Right Here that had been particularly beneficial to them. These included the importance of different types of activities, skilled staff, continuity of staff and the ability of staff to empathise with young people. Young people liked that the project equipped them to help themselves and help others.

## How are young people involved?

YMCA Right Here is a youth participatory project. Two teams of volunteers aged 16-25 co-design and co-deliver our work with paid project staff.

**For more information:** <http://right-here-brightonandhove.org.uk/>



RUN BY YMCA DOWNSLINK GROUP

# Action Minds

<b>What:</b>	<b>An early intervention mental health project for young people using a collaborative action learning methodology</b>
<b>Who:</b>	Young people aged 11- 18
<b>Where:</b>	York
<b>Funded by:</b>	The Wilderness Oak Charitable Trust

## About the work

The project is designed to work alongside young people to identify what they see as key issues relating to their experience and their peers. The young people then decide on and put in place interventions to improve mental health and resilience. The project commenced in April 2014, after growing concerns in the school of increased anxiety and pressures being experienced by pupils. The initial group of ten pupils has now grown to two groups across the two sites of this split site school. The groups have been involved in surveys, increasing awareness of the importance of mental health through special events and school assemblies, providing information, carrying out a school wellbeing survey, establishing a bespoke website and signposting to further sources of support. They are currently being trained to establish and pilot a peer listening service in the school.

## How has the work impacted young people’s mental health and wellbeing?

No formal evaluation has taken place yet but we have seen the following positive benefits. Within the two groups pupils have expressed numerous positive remarks about the taking part in such a group – increasing their own knowledge of mental health and satisfaction of working together, across sites and different year groups. The school now has posters about the work distributed across the sites and awareness of the group has blossomed through school assemblies and feedback given by pupils and staff afterwards.

Former group members now at University are still linked to the group and contributing to the work at a distance, especially in supporting audio-visual work and website development. The group has been recognised by the wider community by their nomination as finalists for the 2016 York Spirit of Youth Awards, the ceremony to be held in October. Their impact has also been felt amongst school staff, who have now followed the methodology and spirit of the initiative to form their own Staff Action Minds, commencing September 2016.

## How are young people involved?

Young people have been involved and at the helm from the outset. Although the original design came from Dr Brendon Harvey, in collaboration with school senior staff, there was an open invitation for young people to come forward to join in 2014. Dr Harvey facilitated the group for the first 12 months. The group members planned meetings, deciding upon agendas, action planning and evaluating. The well-being survey was co-designed and solely delivered and co-evaluated. Promotions of both their identity and seeking support from other pupils through assemblies were designed and led by the students in Action Minds. The Lower site group comprising of Years 7-9 self-organise, hold their own meetings, often without a staff facilitator, and distribute minutes to the other Action Minds group via a shared e-mail server.

There has been considerable involvement in issues that matter to them and the group comment on how they have welcomed this approach to working collaboratively, alongside peers but most importantly their teachers and senior staff. Pupils have commented on the increase in their self-esteem and confidence in talking to small and large groups.

**For more information:** <http://www.city-arts.org.uk/express-yourself/>

# Mind and Body

<b>What:</b>	<b>Supporting young people who are vulnerable to self-harming behaviours</b>
<b>Who:</b>	Young people aged 14-17
<b>Where:</b>	Kent, Cornwall and Lancashire
<b>Funded by:</b>	CAMHS transformation funds

## About the work

The Mind and Body programme is a multi-component risk reduction programme for young people who are involved in or vulnerable to self-harming behaviours.

The aim is to identify and support young people who would not meet the thresholds of specialist mental health services (CAMHS) but who need more support than universal services can offer.

## How has the work impacted young people's mental health and wellbeing?

A 2014- 2015 evaluation of the Mind and Body Canterbury Pilot programme found that:

- Positive behavioural and attitudinal changes continued to improve in the months after participants had completed the sessions, suggesting that young people continued to constructively employ the skills and strategies they gained as part of the programme.
- 67.5% of participants who thought about self-harming at the start of the programme reported a reduction in the number of days on which they did so at exit.
- 64.5% of participants who acted on self-harming thoughts at the start of the programme reported a reduction in the number of days on which they did so at exit.
- 26.1% of those who self-harmed at the start of the programme had stopped completely at exit.
- 78.7% of participants in total registered an improvement in their mental wellbeing.

“It makes you realise that other people are similar to you when you think they're not. It's good to open up to people and share views and experiences.”

Young Person

Results showed an improvement across all of the following areas: substance use, wellbeing, safety and security, structure (including education), citizenship and relationships with family and adults. 70.9% of participants reported an overall improvement across these six areas at the end of the programme.

## How are young people involved?

Participants from the initial pilot sat on focus groups which informed the development of the current programme. Following their suggestions, 'Mind and Body' has been expanded and post-programme sessions have been added. Six participants formed part of the external qualitative data analysis conducted by Kent University.

Artwork from participants has been used in the manual. A letter from two young people (Beth and Emily) is given to all young people as they start on the programme. Participants are involved in a social prescribing element of the programme, producing creative pieces (including art, photography and creative writing) to reflect on the topic of self harm and young people's mental health more broadly. These will form part of an exhibition, promoting 'Mind and Body', and the need to talk more openly about self harm and mental health in general.

**For more information:** <http://www.addaction.org.uk/>



# S~TEEM

<b>What:</b>	<b>The S~TEEM programme is a series of five weekly sessions delivered in schools which aims to boost self-esteem among young people who are at risk of disengagement.</b>
<b>Who:</b>	Young people aged 11-13
<b>Where:</b>	East Hampshire
<b>Funded by:</b>	Local schools, plus additional funding from central (charity) reserves.

## About the work

The S~TEEM programme is delivered over five weekly sessions. It is specifically designed to help young people who struggle with issues around self-worth, emotional resilience, and/or with social wellbeing. The programme is targeted at students who have been identified as being at risk of future social and/or educational exclusion or disengagement. It is therefore an early intervention, preventative measure.

Each of the five half-day sessions has a particular theme. For each session there is a range of activities to choose from, enabling staff to create a learning experience that is tailored to the group's needs. The programme employs outdoor activities, crafts, team games, creativity, multi-media presentations, small group discussion and one-to-one conversations.

## How has the work impacted young people's mental health and wellbeing?

Over the past three years we have delivered the programme to several hundred young people. In the last year alone, we have worked with 65 young people. 98% of attendees said their self-esteem has improved as a result of the programme. Using the Rosenberg Self-Esteem (RSE) assessment tool, participants' self-esteem rose on average by 28%. Meanwhile, 92% reported feeling 'happier with myself'.

Emotional resilience was also improved, with 87% reporting being more in control of their feelings at the end of the programme.

As a consequence of the programme, most young people report having greater confidence to engage socially with other young people and with staff at school, enabling them to gain far more from their opportunities at school and in wider life.

"I am much more confident in myself than I thought I would be. I feel better in making myself heard and having great relationships with [my] parents and friends"

Young person

## How are young people involved?

We consult with the young people at every stage of the delivery of the programme; where necessary, tailoring the delivery method to the specific needs and desired outcomes of each group. At the end of each programme, we ask the young people to feed back on their experience, asking them to suggest ways in which we could further develop S~TEEM. We also ask the young people to be 'ambassadors' of the programme to other students at school who may in future be selected for S~TEEM, thus reducing the stigma surrounding mental health issues. As a consequence, S~TEEM 'graduates' feel a greater sense of confidence about sharing with their peers about their own emotional journey and the importance of accepting help when it is available.

For more information: <http://thekingsarms.org.uk/what%20we%20do.html>



# Express Yourself

<b>What:</b>	Using high quality arts engagement to support young people's emotional health and wellbeing
<b>Who:</b>	Young people aged 13-17
<b>Where:</b>	Gedling and Nottingham City
<b>Funded by:</b>	Lankelly Chase Foundation

## About the work

Co-ordinated and delivered by City Arts, the programme engages participants in making and exploring the arts, working with artists to deliver better mental and emotional wellbeing for vulnerable and at risk young people. The programme engages young people 13-17 years who are under the [previous] Tier 2/3 frameworks within Child and Adolescent Mental Health Service (CAMHS) in high quality arts interventions out of school hours. Each project is 10 sessions and culminates in the work created being made visible within the community. Sharing of work is an essential part of every project; having their work appreciated and admired by friends, family and wider audiences is a powerful affirmation.

We use a multi- agency approach to support and help develop the resilience of young people and their families to improve life chances. Our programme complements the resources that the CAMHS team offers, but can also be accessed via self-referral.

## How has the work impacted young people's mental health and wellbeing?

An evaluation of the work highlighted the following. Participants found that they had greater confidence in meeting and talking to new people and making friends. They realised that trying new things might be scary at the start but more fun than expected by the end. All recognised an increase in self-confidence by the end of the project. Parents also reported noticeable improvements in self-confidence.

"before I just wanted to fit into the crowd but now I feel like I can be my own person, I've got more confident within myself"

Young person

Social interaction between participants was a significant theme throughout the projects. Time was taken by facilitators to ensure participants had time to get to know each other. The programme has supported resilience through a supportive and safe environment where participants are able to work as a group and share ideas in a reciprocal way, acknowledging everyone's contributions.

## How are young people involved?

Formal consultation and listening to participants has resulted in many changes including changing dates and venues, providing taster sessions, providing self referral. We also created a film for and by participants; to enable potential participants to hear about the project from previous participants and to try and address the initial anxiety which may be a barrier to attendance.

Participants also have influence on the design, delivery and promotion through volunteering, programme steering group participant representative, leading consultations with the public and talking about the project at events.

**For more information:** <http://www.city-arts.org.uk/express-yourself/>



# The Resilience Lab

<b>What:</b>	<b>Psycho-education program for young people delivered in schools and youth settings co-designed and delivered with young people.</b>
<b>Who:</b>	Young people aged 14 – 25
<b>Where:</b>	Bristol and South Gloucestershire
<b>Funded by:</b>	Mixed funding streams

## About the work

The project delivers a psycho-education program for young people that supports participants to develop their psychological literacy, learn good (and proven) self-care techniques, and draw from their strengths in managing adversity. The workshops are co-led by young peer facilitators, who have been through a training that supports them to reflect on and develop their own personal resilience.

Resilience Lab equips young people with a personal toolkit that stands them in good stead for the challenges that they will face in life, but it gives them a space to reflect on the context in which these challenges arise from. It provides an opportunity for participants to explore and discuss the socio-economic inequalities that can be cause of the distress that they experience.

Resilience Lab is the project providing mental health promotion within Off The Record Bristol a Youth Information Advice and Counselling service. The team delivers approximately 250 workshops a year in schools, colleges and other youth settings on a variety of resilience based themes. Weekly drop-in workshops are also provided at our site in Bristol. It has a growing online presence, including innovative interactive resources and a blog.

## How has the work impacted young people’s mental health and wellbeing?

The Resilience Lab workshops content integrates theory and practice from a number of different psychological approaches. We focus on promoting the ‘7 Learnable Skills of Resilience’, (K. Reivich and A. Shatte, 2002) through a host of different games, activities and group discussion. Working with a local higher education institution, the project is in the process of looking into engaging in a feasibility study to develop a substantial piece of research into the efficacy of the Resilience Lab. Alongside this, we collect feedback from all of our workshop in-house and in school, colleges and other youth settings.

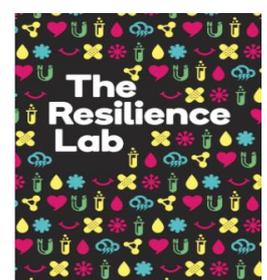
“Enjoyed the most - talking about pressures and expectations because it made me realise that other people have the same pressures ”  
Young person

## How are young people involved?

The workshops were designed through a structured period of co-production between practitioners with expertise in the fields of mental health and a group of twelve young volunteers. The hope was that by making the project truly participatory from the outset, we would develop a content that was genuinely engaging for young people and offered them tried and tested techniques that their peers had vouched for; things that really worked in real life instead of ideas passed down from ‘experts’

Alongside this young person led content development, young people are also at the heart of delivery, facilitation and development. The resilience lab has a pool of young peer facilitators who are at the heart of developing and delivering Resilience Lab workshops.

**For more information:** <http://www.otrbristol.org.uk/resilience-lab/>



## Other resources

There are many other providers of prevention and early intervention support. Some other voluntary sector providers are listed below as well as organisations who can provide more information about services in your area.

### Other providers:

- **Place 2 Be** <https://www.place2be.org.uk/> Place2Be provides emotional and therapeutic services in primary and secondary schools, building children's resilience through talking, creative work and play.
- **Mental Health First Aid for Youth** <http://mhfaengland.org/first-aid-courses/youth-mhfa/> Youth MHFA course is an internationally recognised course designed specifically for those people that teach, work, live with or care for young people aged 8 to 18 years.
- **PATHs for schools** <http://www.pathseducation.co.uk/> The PATHS® Programme for Schools (UK Version) is for educators and counsellors and is designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.
- **Restorative Thinking** <http://www.restorativethinking.co.uk/schools/> Restorative Thinking is an interactive toolkit that equips children with the skills and language to find solutions to every day conflicts and to reflect more on their own behaviour. It is solution-focused and deepens and develops children's understanding of the spiritual, moral, social and cultural aspects of life.
- **Young Minds** <http://www.youngminds.org.uk/> Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. Driven by their experiences we campaign, research and influence policy and practice.

### Finding out more about where services are in your area:

**AddAction** – <http://www.youngaddaction.org.uk/> Addaction provides friendly and expert advice on drugs and alcohol for young people aged 10 to 17.

**Ambition** – <http://ambitionuk.org/> Ambition is the leading youth charity, reaching half a million young people every year across the UK.

**Brook** – <https://www.brook.org.uk/> Brook is the UK's leading provider of sexual health services and advice for young people under 25.

**StreetGames** – <http://www.streetgames.org/> The StreetGames network delivers Doorstep Sport initiatives throughout the country, working together to change sport, change lives, and change communities.

**Youth Access** – <http://www.youthaccess.org.uk/> Youth Access is the advice and counselling network, promoting the YIACS model as part of local services for young people everywhere.



Young People's  
Health Partnership

The **Young People's Health Partnership (YPHP)** is a seven-strong consortium of organisations working with the Department of Health, Public Health England and NHS England as strategic partners to raise the profile of the health agenda across the voluntary youth sector.

YPHP is part of the Health and Care Voluntary Sector Strategic Partner Programme which brings the power of the voluntary sector together with the health system, to improve services and promote well-being for all. For more details about the programme contact:  
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