



# EH&WB Event July 2016

Sefton Young Advisors have facilitated an Emotional Health & Well being Event in partnership with M.A.D, CAMHS & Adele Maddocks (CYP IAPT).



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# Who are Sefton Young Advisors?

Young Advisors are young people aged between 15-23 who work in partnership with community leaders and decision makers to enable the voices of young people to be heard in community life.

Young Advisors are trained and employed agents of social action. Their role is to guide and support local organisations – local authorities, housing associations, CCGs, the Voluntary, Community and Faith sector and other local partners on what it is like for a young person to live, work, learn and play in their neighbourhood. They speak out for young people, making sure their thoughts and feelings are considered in decisions that affect them and work closely with adults to support them on how best to engage with young people. Young Advisor teams across the UK are commissioned by organisations to support them to better engage with, and involve young people. We make sure young people are being given the chance to be involved in decision making and influencing change.

The Sefton Young Advisor team is made up of 20 young people from across the Sefton borough. The team has won local and national awards and has worked in partnership with many organisations including; LSCB (Local Safeguarding Children's Board), Sefton Council, NHS, E-ON, Edge Hill University and NCS. To view examples of our work please visit our website — <http://sefton.youngadvisors.org.uk/examples-of-work>.



# What was the purpose of the event?

Sefton has identified Emotional Health and Wellbeing (EH&W) as a priority for young people within the borough. Therefore, a range of organisations and services have been looking at how we can improve services that support young people in terms of their EH&W which has led to the drafting an Emotional Health and Wellbeing Strategy.

As a result of this and Sefton's CYP IAPT, the Sefton Young Advisor team along with members of the MAD group (Looked After Children's Council) and The Camhelions (Youth Mental Health Voice Group) and members of the CYP IAPT worked together to develop and deliver the EH&W event with young people from schools and groups in Sefton.

We wanted to find out from the young people their opinions and experiences of emotional health and wellbeing services and support, what services they already knew of and how accessible they thought they were. It was also a good opportunity to make them aware about the services that are available and what they offer.

What we tended to focus on were the services/people that can work as a prevention method, like school- teachers, mentors, school nurses, youth groups and organisations, sports groups, and doctors. However we also talked about the services at the other end- like CAMHS, Samaritans, etc.

Sefton's Young Advisors have worked closely with these organisations to deliver a consultation event with the school council member's from 10 High School's from across Sefton and 4 groups of young people that actively work with and promote mental health. The elements that we have focused on in order to influence the EH&W strategy for Sefton are;

- Understanding emotional health
- Promoting resilience
- Improving access to effective support
- Developing the EH&WB workforce
- YP's vision of EH&WB



# A breakdown of the day

## **Understanding emotional health**

We wanted to find out from the attendees how much knowledge they already had on emotional health and wellbeing but also to find out what makes them emotionally happy/unhappy. This was to try to get them to be more aware about what makes them emotionally healthy as individuals. We included prompts in this exercise to get the YP to think about; school, families, friends, GPs, counselling, youth groups, clubs, hobbies and other services such as Samaritans, NSPCC and CAMHS.

## **Promoting resilience**

Firstly, we demonstrated to the YP examples of good and poor resilience through a role-play activity. We wanted the YP to explore how they could be more resilience in difficult situations. Each table added their ideas of how a YP can be more resilient. In particularly focusing on how a YP that is not resilient, how can they build on that to become more so. At most, thinking about how the YP can at least cope with a difficult experience that they may encounter.

## **Improving access to effective support**

Starting with a discussion on what does 'access' and 'effective' support mean. We then focused on the services in Sefton that the YP had already identified. The focus was on how the services can be accessed and how that accessibility can be improved. Alongside this we looked at what support the services provided and how the services can provide effective support to an individual that accesses a service. The YP also identified barriers to effective support and how these can be overcome.

## **Developing the EH&W workforce**

The focus here was on the actual staff of the EH&W workforce. Within their groups they designed what their 'ideal' member of the EH&W workforce would be like. The discussion then developed into who are the people that need to help with the development of the workforce. Prompts were used to get the YP to think about; teachers, school nurses, mentors/peer mentors, GPs, CAMHS, etc.

## **YP's vision of EH&W**

The YP created their own individual vision for EH&W in the form of a Tweet.





# Findings and recommendations

## Understanding emotional health

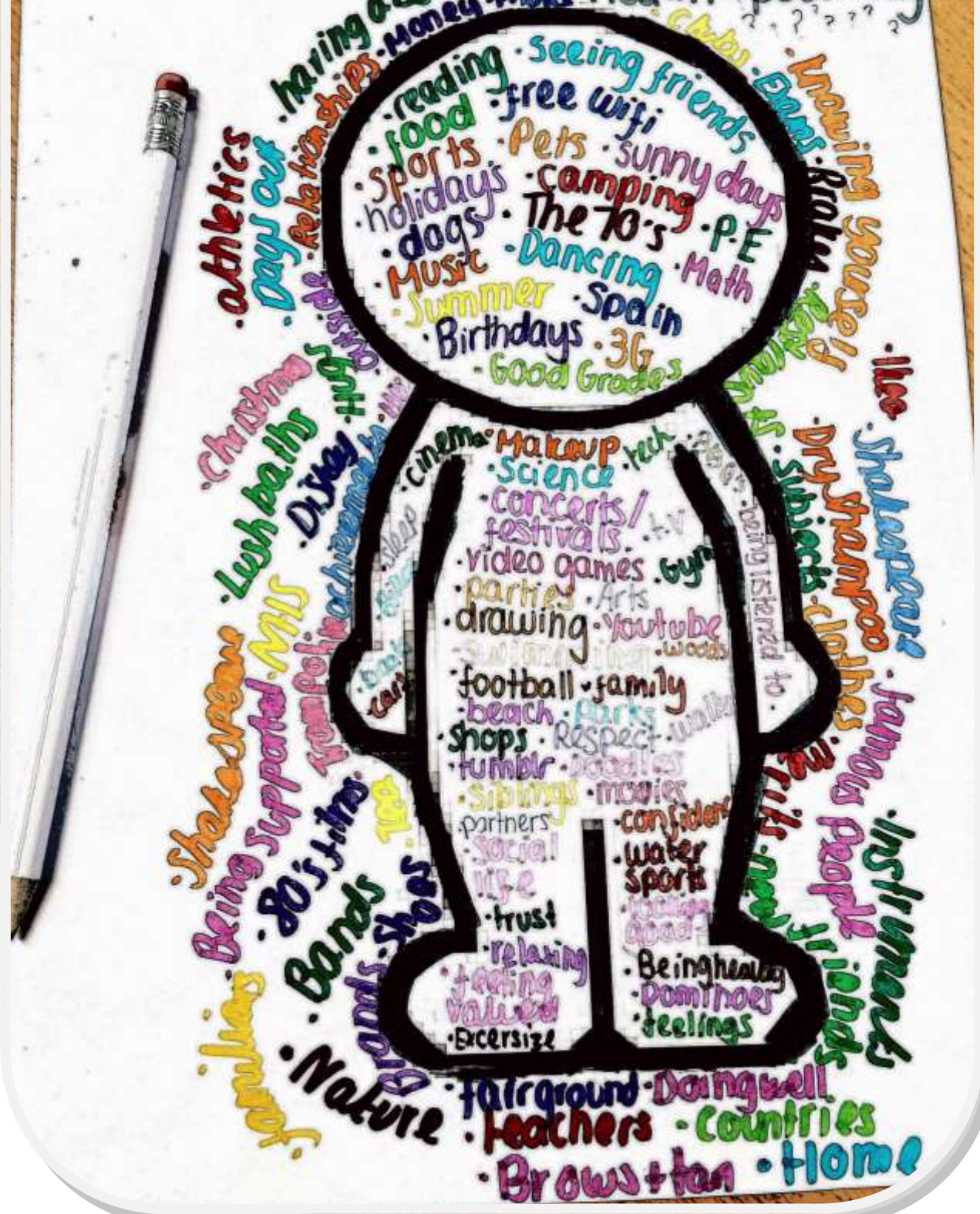
We delivered an activity with the young people to allow them to explore what affects their emotional health positively and negatively. Prompts were used to get them to think about things such as; services, people, activities, places, events, etc. Once they had thought about what affects them individually, they used an avatar to express their factors. Outside of the avatar they wrote what affects their emotional health negatively and what affects them positively on the inside. Some young people preferred to discuss rather than write what affects them and this was noted by the Young Advisors. This activity represented that the positive things should remain on the inside and the negative aspects should remain outside of the body (outside of the young persons mind).

Another activity that ran alongside the avatar was the 'clouds' activity. Individuals were encouraged to write on grey clouds what made them emotionally unhappy and on white clouds what made them emotionally happy. These were then hung on a washing line for everybody to see.

Then the young people took it in turn to reflect back to everyone (all attendees) what their group had come up with.

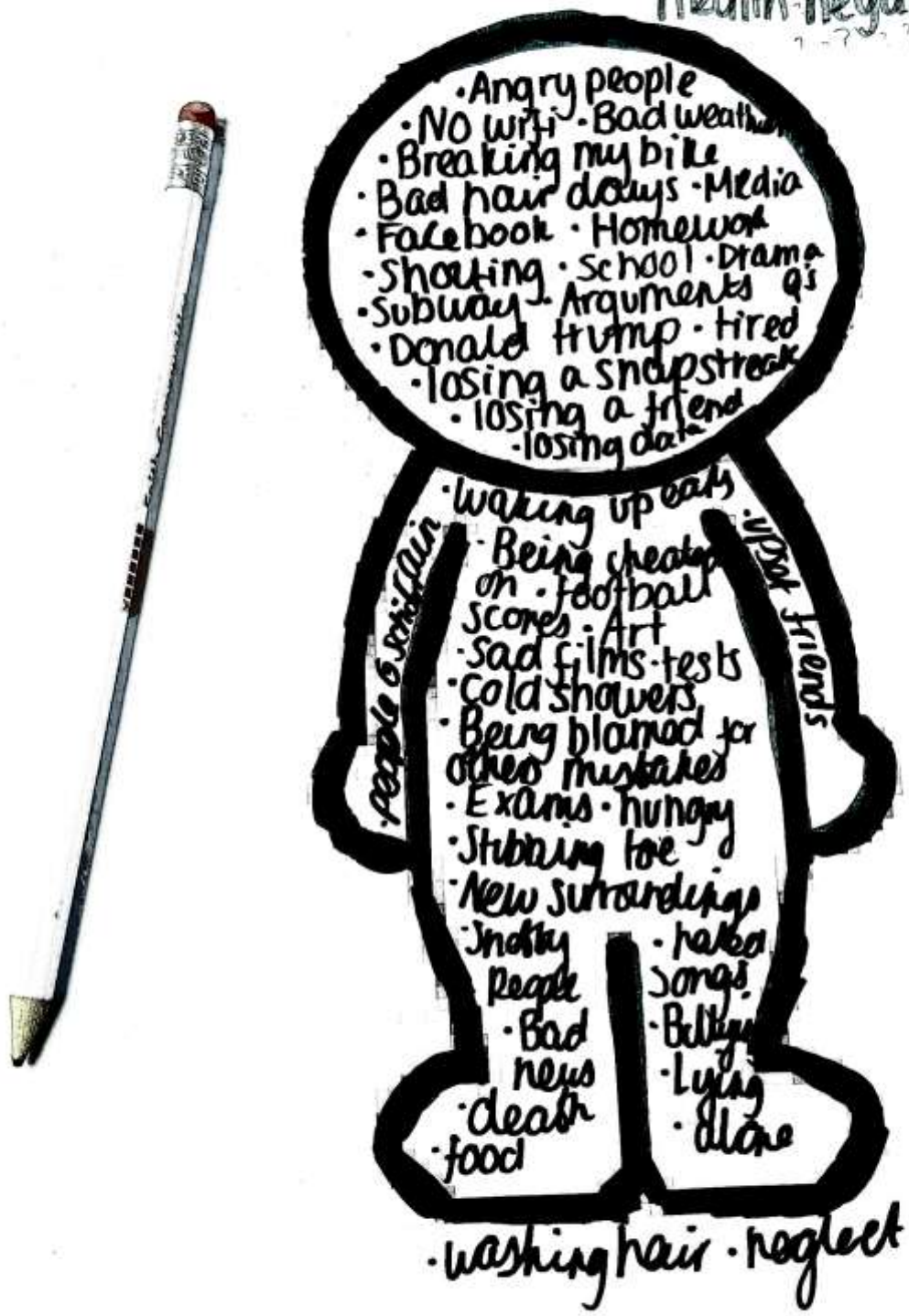


# What affects your mental health positively?





# What affects your mental health negatively











# Promoting Resilience

**TOP TIPS**  
ON BEING MORE  
**RESILIENT**

---

CREATED BY YOUNG PEOPLE ACROSS SEFTON

---

|   |   |
|---|---|
| <br><b>Always think positively.</b> | <br><b>Don't give up!</b> |
| To be civilized but to also stand your ground.  | Be in 'the know' and ignore the 'haters'.   |
| Prepare yourself for different situations and surround yourself with good people.                                     | Believe and you will achieve, what's the worst that can happen?.  |
| Terminate negative relationships.   | Ignore the negative people, prepare and plan ahead.   |

A drama activity was delivered to the young people about resilience and how they can be more so. The Young Advisors gave examples of good and bad resilience. From the examples given through the drama, they were able to define resilience and gave examples of how young people can develop their individual resilience. All of the examples that were given have been collected in to the green poster. Each table also gave their group tip on how to be more resilient.



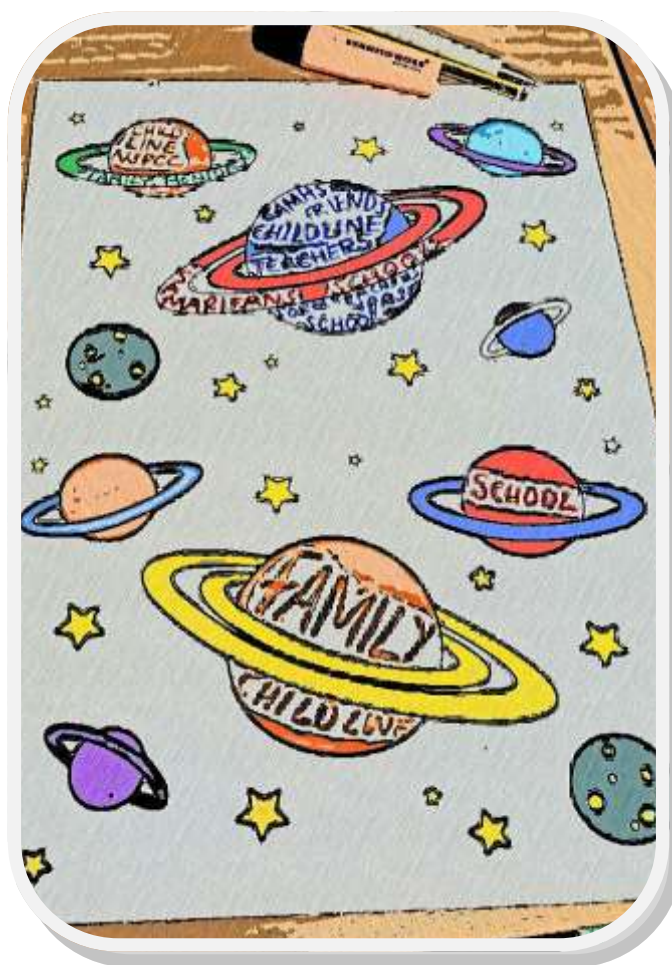
# Promoting Resilience

## Jenga Activity

For this activity Jenga blocks were labelled with services and people that support with EH&WB. The YP had to remove blocks that they thought were least important to them and explain to the rest of their group their reason for that. The idea of this activity is to show that when you remove certain services, it can affect YP's EH&WB in particularly their resilience. Therefore the removal of a block resulted in the tower falling, representing downward negative spiral of a YP's EH&WB.



# Improving access to effective support



## Solar System activity

Firstly a discussion was lead on what does 'access' and 'effective support' mean. In order to explain this, examples were given from the previous services that had already been mentioned (CAMHS, Samaritans and Child Line).

The overall idea of this session is to encourage the young people to think about the services and people available in terms of emotional health and how they can be improved.

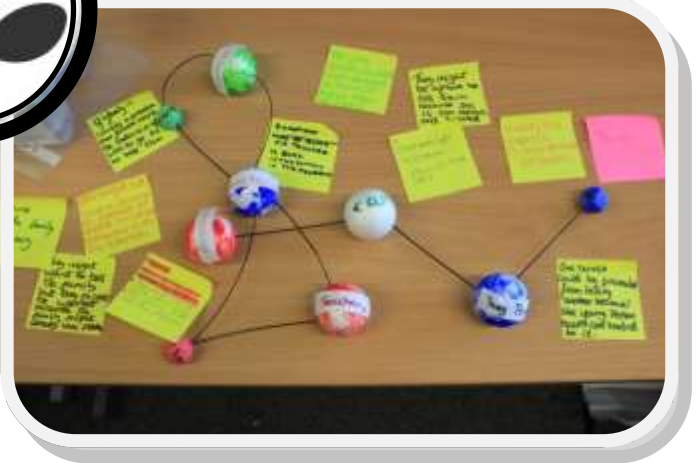
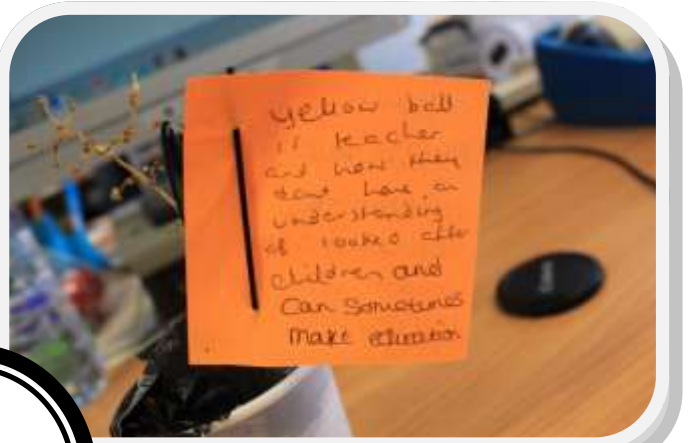
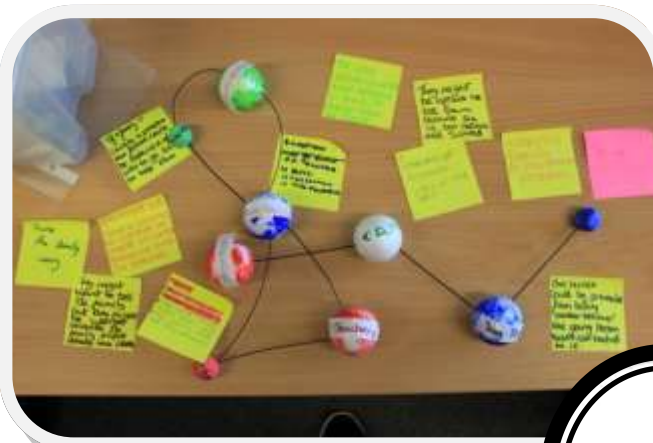
Each group had polystyrene spheres which represented services and people. They had to label as many spheres with as many service and people that they knew of, of who could assist with any EH&WB issues.

Then they created barriers which were represented by aliens. They had to think about all of the possible barriers that could break down the communication system of services and people available. It was explained as 'what could prevent effective support?'

When each part of their solar system was labelled, they put their communication system together and pitched to the rest of the room what their model represented.







## Barriers to effective support

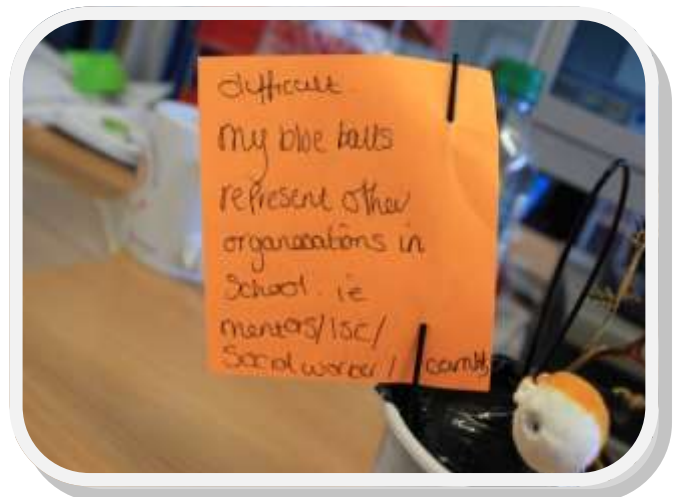
Alien figures were labelled with sticky notes with what could prevent or break the chain of communication between the services/people. The barriers that were identified are;

- An individual may lose their close friend that they relied upon
- Sharing issues can cause their family to worry
- Indecisive YP do not know who to turn to
- Family problems may prevent YP from sharing experiences
- A teacher may be too busy
- Not wanting to cause the family to argue/stress
- YP not wanting anyone to know of the problem



## Barriers to effective support continued

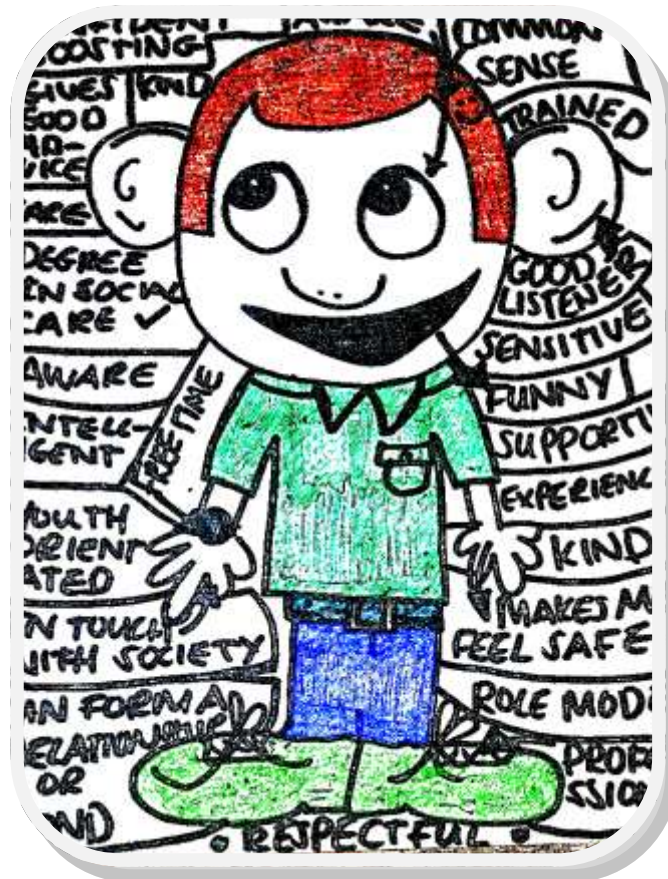
- Services may not be able to share information due to confidentiality, however the information may be valuable to the other services dealing with the YP
- YP may be too embarrassed to tell anyone
- A lack of knowledge with the specific problem
- CAMHS is not accessible
- Most people do not know who CAMHS are, it is not published well enough to the general public
- YP may be too afraid of school finding out about personal problems
- Scared to talk to friends and family about emotional health issues as they spend a lot of time with these people (be easier to speak to someone they do not know)
- Sometimes the support is not always accessible all the time due to; school holidays, weekends



# Developing the EH&WB workforce

## Avatar exercise

The groups were asked to create a new avatar but of a person that represented the 'perfect' member of the EH&WB workforce. Once they had created a person, they were asked to write on their attributes, skills and their personality.



This exercise was used more creatively as the young people were asked to present their avatar differently. For example if their 'perfect' member was a good listener, they would need to represent that—big ears.

# The 'perfect' member will be

The responses have been divided into three areas, personality, skills and qualities that the ideal member of the EH&WB will have.

| Personality              | Skills                                   | Qualities  |
|--------------------------|--|--|
| Caring/Kind              | Trained                                  | Willing to chat  |
| Friendly                 | Common sense                             | Relatable  |
| Funny                    | Good listener                            | Approachable   |
| Good sense of humour     | Good communication skills                | Understanding  |
| Young                    | Confidential chit-chat                   | Shared experiences                                       |
| Down to earth            | Confidence boosting                      | Willingness to talk                                      |
| Sensitive                | Experienced                              | Someone who is accessible                                |
| Discrete                 | Has connections                          | Willing to come to the YP                                |
| Has free time            | Ability to provide a comfortable setting | Can put themselves in your shoes                         |
| Respectful               | Makes me feel safe                       | Reliable   |
| A friend                 | Has a degree in social care              | Understanding  |
| Considerate              | Intelligent                              | A positive thinker                                       |
| No prejudice             | Someone who can read signals             | Role model   |
| Someone who can relate   | Someone who gives good advice            | Aware of situations                                      |
| Sympathetic              | Someone who pays attention to detail     | Intelligent  |
| Thoughtful               | Organised                                | Expressive   |
| Trustworthy              | Professionalism                          | Youth Oriented   |
| Open minded              | Logical                                  | In touch with society                                    |
| Share the same interests | Observant                                | Can form relationships                                   |
| Supportive               |  | Someone who will stay with you through the whole process |



# The 'perfect' member will be



Here are some of the young people's avatars

# The YP's vision for the future of EH&WB in Sefton

## Twitter exercise

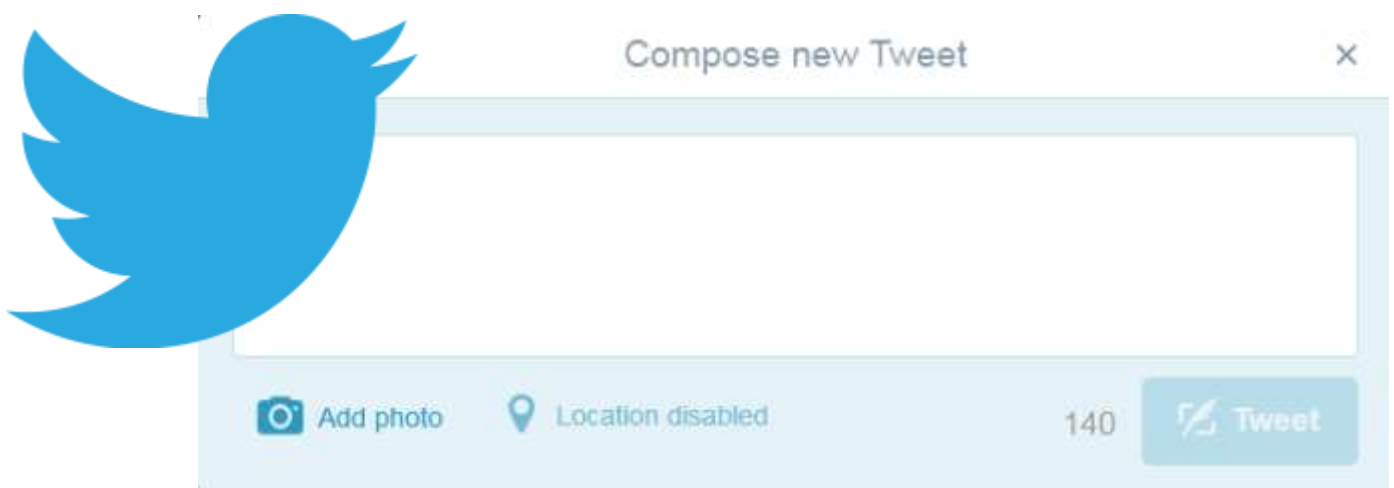
The idea of this exercise was to get the young people to create their own mission statements, using only 140 characters, for what would success look like in terms of EH&WB?

Each young person was given a blank tweet box and they were asked to create their own statement. Each statement was then collected by the Young Advisors.

'No barriers, people caring, listening and freedom'

'To be happy and proud of who we are. We are all different for a reason'

'I'm autistic but look at me now I'm sitting with 'normal' people so am I really that different?'



## Tweets

'Happy, good balance of emotions, confidence, acceptance for everyone and everything'

'Success would be complete confidence and contentness in every decision and challenge: the ability to talk to people without anxiety or worry: to sleep happily. '

'In a perfect world, I have a massive house and I just £1 Billion. Life's great. Everyone's happy.'

'Everything is great! I've never been so happy! #LoveLife #BePositive loving life all the time!'

'Life is boss, services on point providing loads of support #ServicesOnFleek #Happy #Vivo #LifelsGreat '

'The Sun is always shining and you have great friends and fun'

'Happy everything's going great , family '

'My services are perfect, I'm loving life #IWinAtLife #OnPoint #Sefton #Twitter #MyMentorIsBetterThanYours #LifeLike '

'OMG so happy! #LifelsGood #MyMentorIsBetterThanYours'

#LifelsGreat #ServicesOnKep #LovingLife #ServicesOnFleek

'Everything is finally going well! Yay'

'My life is perfect and I feel great. No worries or concerns or problems. My supportive workers and companies were successful. Wow, how great it is to be #Free'

I't's a brilliant day!'

'Another perfect day, everyone is happy and no one is upset #LifesGR8'

'Feel like I can do anything and that nothing, even if the sky crashes down, could kill my mood, I'm on top of the world'

'I love my mates and my family. Everything is perfect in my life'





# Attendees



 **EH&WB  
School  
Council Event**

**35+ YOUNG PEOPLE**

Young advisors facilitated the consultation with school council members from across the Sefton borough (ages 11-16).

The schools involved were...

- Birkdale High
- Christ The King
- Formby High
- Greenbank High
- Hillside High
- Litherland High
- Maghull High
- Savio Salesian
- St Michael's High
- Stanley High
- MAD Group
- Camhelions
- Well YP
- Venus

# Continuing the conversation

## Promotion of creative arts projects with Caroline Scott

Sefton CVS runs creative arts projects around young people's mental health. The lead for these projects is Caroline Scott who introduced herself to the young people and explained more about her projects. Flyers were handed out to the YP and there was also an opportunity for the YP to vote on funding. Each YP was given a voting ticket and took a vote on where they would like mental health funding to be spent. Either at the preventative, community or CAMHS stage.

## Youth Parliament

A representative from Youth Parliament attended the event and explained what it is and how the YP can be more involved.

Gabby explained how the YP can be involved in their 'Make your mark' campaign. She encouraged the school council representatives to take the information back to their teachers for other students to vote. This is a vote for which topic out of 10 should be the priority for the British Youth Council in 2017.

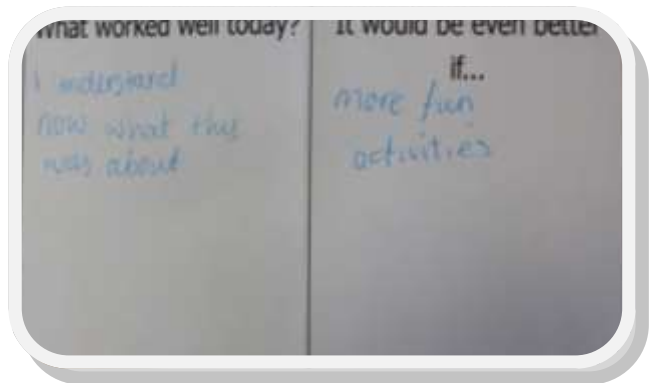
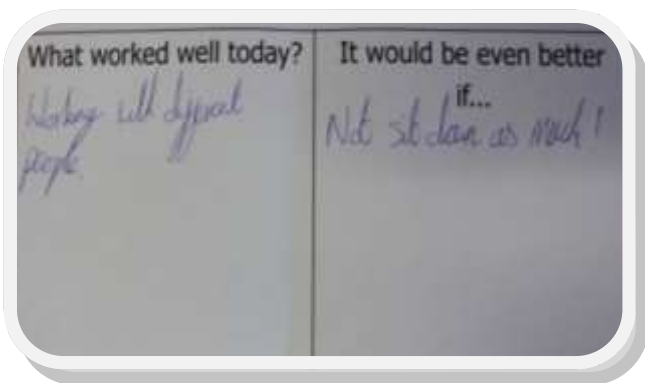


# Reflections

## Evaluation of the event from the young people involved

Each YP filled out an evaluation form to reflect on their day at the EH&WB event. They were asked what worked well on the day and what could have made the day better?

| What worked well on the day?  | It would have been even better if...  |
|---|---|
| <ul style="list-style-type: none"> <li>• Activities worked well as now has an understanding of EH &amp;W</li> <li>• The solar system session was fun and creative but also got people thinking</li> <li>• Activities because they tested people's confidence</li> <li>• Session because it allowed people to make friends</li> <li>• Social activities (icebreakers and energisers)</li> <li>• Confident young people presenting the day</li> <li>• Good communication between facilitators and that helped those who did not understand</li> <li>• The effort to mix up different schools</li> <li>• Games we played</li> <li>• Planning of the event</li> <li>• Working with different people</li> <li>• We learnt actually how to get in contact with different organisations</li> <li>• Working as a team</li> <li>• The avatar activity, Fruit salad</li> <li>• Feedback from each activity</li> <li>• No body was left out as everyone took part</li> <li>• Learning ways on how to get help when they have EH&amp; W problems</li> </ul> | <ul style="list-style-type: none"> <li>• Even more fun activities</li> <li>• Everyone took part</li> <li>• We could continue and do it again</li> <li>• If there was more people</li> <li>• Had a break away from the room</li> <li>• Icebreaker games between all activities</li> <li>• If the activities were more interesting</li> <li>• If I met more people</li> <li>• More people interacted with another</li> <li>• We did not sit down as much</li> <li>• If we watched some videos</li> <li>• If more people out of each school came to the event</li> <li>• Room was too stuffy</li> <li>• Done more activities to boost peoples confidence to get them more involved</li> <li>• If more sensible people came, not people that just wanted to mess around</li> <li>• If the event was separated into year groups</li> </ul> |





# Appendix

## Session plan

## Resources

## Recorded findings for each activity



# SEFTON YOUNG ADVISORS

## Emotional Health & Wellbeing School Council Event Session Plan.....

| TIME  | ACTIVITY  | DESCRIPTION  | RESOURCES  |
|-------|---|--|--|
| 09:30 | Arrival,<br>Registration<br>Lead: Alex and<br>Isabelle<br><br>Introductions<br><br>Lead: Eleanor      | <p>Explain the purpose of today- Sefton has identified EH&amp;WB as a priority for young people. A lot of organisations, the council and professionals have been looking at how we build better services that support young people. We have worked closely with these partners to design a consultation day with young people so that you have the opportunity to influence the EH&amp;WB strategy for Sefton. There are lots of elements that need to be considered and discussed- we are going to focus on a few of these.</p> <p>REFER to continuum- during our conversations we will look at the range of services and people out there who support us. What we will tend to focus on are the services/people at help that is at the prevention - like our schools- teachers, mentors, school nurses, youth groups and organisations, sports groups, our doctors. This doesn't mean we can't talk about the services at the other end- like CAMHS, Samaritans, etc.</p> <p><b>But- how can we improve prevention so that fewer young people need the clinical/focused support,</b></p> | Name badges<br>Pens<br>Sign in sheet                     |
| 09:45 | Icebreaker/Team<br>builder<br><br>Lead: Sam   | <p>Human bingo  </p> <p>We will start with an activity that allows us to find out information about each other. Everyone needs a 'human bingo' sheet and pen. The aim of the game is to find a different person to answer each of the topics</p> <p>There will be a prize for the 1<sup>st</sup> person to complete their sheet, with different names for each box.</p>  | Human bingo sheets<br>Pens                               |
| 10:00 | Game<br><br>Lead: Jo Lee  | <p><u>Nintendance</u></p> <p>This is a game that will get everyone working together and having fun</p>   |  |
| 10:20 | Understanding<br>emotional health<br><br>Lead: Ryan<br><br>Clouds- on<br>washing lines<br>around room | <p>Based on the groups formed above, Split room into 5 groups of 6.</p> <p>Avatar – draw around someone/ draw a bubble person.<br/>Inside of the avatar: what do you need to be emotionally healthy? <u>What makes you happy?</u></p> <p><b>Prompt YP: look at each part of the body and what it does (listening, being heard/sharing how you are feeling, moving- so hobbies and activities, TV shows, music, food, security of networks, etc)</b></p> <p>Outside of the avatar: what could affect your emotional health &amp; wellbeing both positively and negatively? These</p>  | Flipchart paper/ roll<br>of long paper<br>Pens<br>Clouds |

|       |  |  |   |
|-------|--|--|---|
|       |  | <p>can be services, people, things, activities, places, events, etc. What in your environment affects your mental health? What experiences have you had that affect how happy you are?</p> <p><b>Prompt: get YP to think as widely as possible to include: school, families, friends, peers, GP, school nurses, Samaritans, NSPCC, CAMHS, counselling, youth groups, clubs, hobbies, sports, etc</b></p> <p>Events- exams, falling out with friends, arguing with parents, not enjoying a lesson, getting lost somewhere you don't know...</p> <p>Each group to feedback to the rest of the group- 2 things inside the avatar and 2 things outside.</p> <p><b>N.B. anything that the group identify as something that really impacts on them positively, stick it onto the white clouds. Anything that is identified to have a negative impact on the group, stick on the grey clouds.</b></p> |   |
| 10:45 | <p><b>Break</b></p> <p><b>YAs stick the services/places/people/things etc. onto the giant jenga blocks.</b></p>  |  |   |
| 11:00 | <p>Promoting resilience,</p> <p>Lead: Joel (Ryan and Katie to be part of roleplay)</p><br><p>Lead: Isabelle</p> <p>All team to facilitate each group</p> | <p>Activity- what is resilience</p> <p>Roleplay to demonstrate good/poor resilience</p> <p>Ask YP to explain what was happening</p> <p>Ask YP "When you are experiencing tough emotions, what do you do?"</p><br><p>Each table to think of 1 thing that can be added to the Resilience umbrella</p><br><p>We are going to play jenga. We will have a full group run through and then you'll work on your tables.</p> <p>Giant jenga – jenga blocks will have stickers on the side with the services/people/places/events etc on. Ask the group to play giant jenga, removing the blocks with the things that they don't feel are the most important.</p>   | <p>Giant jenga</p> <p>Paper/stickers</p> <p>Pens</p>                            |
| 11:35 | <p>Improving access to effective support</p><br><p>Lead: Katie</p> <p>All team to facilitate each group</p>  | <p>Start with a discussion of what this is- what does 'access' and 'effective support' mean. Refer to the services they have already identified- this part of the session is going to look at why these people and services don't always communicate effectively and how we might suggest they improve this</p><br><p>In groups, YP will have polystyrene spheres- Some spheres will be pre-labelled but the others need to be labelled with an important person,</p>  | <p>Barriers</p> <p>Toy cars</p> <p>Flipchart paper</p> <p>Pens</p> <p>Flags</p> |



|       |  |  |  |
|-------|--|--|--|
|       |  | <p>service, agency that can support EH&amp;WB (use the list created for the previous session).</p> <p>They will have barriers (in the shape of jelly babies); they need to explain how these barriers stop the people/services/agencies/events above from giving effective support. They can write the barrier on a post-it note</p> <p>The groups then need to build a communication system that bypasses/breaks down the barriers and links people/services/agencies together around the YP in need</p> <p>They will do this by linking the spheres together around a young person</p> <p>Feedback- what ways did they think would be best to provide 'effective' access</p> |  |
| 12:05 | <p><b>Lunch</b></p> <p>Youth Voice Opportunities- point young people towards finding out about MYM and contributing to <a href="#">Cambelions</a> survey</p> |  |  |
| 12:50 | <p>Energiser<br/>Lead: Joel</p>  | <p>All change – fruit salad<br/>Go round the group and get the YP to name themselves either <del>banana</del>, apple, pear, grape. Then call out one of these and those people need to move seats.<br/>If time, move on to naming things that they have/do not have to get them moving (eg: everyone with blond hair/ wearing earrings/ wearing a school uniform...)</p>   |  |
| 13:00 | <p>Developing the workforce<br/>Lead: Ryan</p> <p>All team to facilitate each group</p>  | <p>Groups need to refer back to the avatars made earlier as a reference point<br/>Groups to make a new Avatar – what makes a "perfect" member of the EH&amp;WB workforce?<br/>Ask:<br/>Who are the people we need to help us?<br/>Prompt them to think about teachers, school nurses, mentors, peer mentors, GPs, CAMHS, etc.<br/>Draw around someone, ask people to fill in the attributes/skills/personality of a "perfect" member of the workforce<br/>Feedback to the rest of the group- 2 or 3 points from each.</p>  | <p>Flipchart paper<br/>Pens</p>            |
| 13:35 | <p>Mission statements<br/>Lead: Katie</p>  | <p>Ask the group to create a mission/vision statement in 140 characters like a tweet for 'what would success look like'. Ask people to work together on their tables to create a tweet.</p>  | <p>Clouds<br/>Tweet templates<br/>Pens</p> |
| 13:45 | <p>Youth Voice Opportunities<br/>Session Evaluation</p>  | <p>Make Your Mark<br/>The <a href="#">Cambelions</a><br/>Evaluation</p>  |  |
| 14:00 | <p>Mindfulness exercise<br/>Lead: Shana</p>  | <p>Breathing exercise to finish our day</p>  |  |

# BINGO

find someone who..

|   |   |  |  |  |
|---|---|--|--|--|
| Can name a type of food that makes them happy | Is looking forward to the summer holidays | Can tell you about their hobby                           | Has finished all their exams             | Has a great best friend                      |
| Has techniques to de-stress                   | Is a laid back person                     | Find the person who has the best hair style in the room. | Is going on holiday this year            | Can tell you about their favourite place     |
| Gets on well with their siblings              | Has read a book recently                  | Can tell you about their favourite musician              | Can tell you about what makes them happy | Can tell you about their favourite belonging |

Compose new Tweet



What's happening?



140

Tweet

## Understanding emotional health notes

### White and Grey Cloud Notes

The 5 groups both discussed what affects their emotional health positively and negatively with examples such as music (positive) and arguing with friends (negative). The positive things were then written on white clouds whilst the negative things were put on grey clouds.

### White Clouds

|                         |                         |                            |                       |
|-------------------------|-------------------------|----------------------------|-----------------------|
| Books                   | Drawing                 | Exercise                   | Chinese Food          |
| Reading                 | Netball                 | Outside                    | NHS                   |
| Meeting up with friends | Hockey                  | Chick Flicks               | Singing               |
| Food                    | Shot-put                | Achievements               | Crispy Wontons        |
| Wi-Fi (Free)            | Watching YouTube and TV | Art                        | Dry Shampoo           |
| Tennis                  | Swimming                | The Woods                  | Teachers              |
| Playing with my cat     | Ed Sheeran              | Good Relationships         | My nan                |
| Rounders                | Going to the gym        | Pocket Money               | Japan                 |
| Football                | Everton FC              | Going to clubs             | Queen (Band)          |
| Bench Ball              | Family                  | My phone                   | Twenty One Pilots     |
| Sunny Days              | Going to the beach      | Passing Exams              | Troye Sivan           |
| Cheese                  | Internet                | Term brakes                | Drumming              |
| Holidays                | Derby Park              | McDonald's                 | Flower Crown          |
| Camping                 | My bike                 | Getting involved           | Days Out              |
| British Bulldogs        | Subway                  | Geography                  | KFC                   |
| Cycling                 | JD Sports               | Clothes Shopping           | Josh Dun              |
| Hummus                  | Formby Pinewoods        | Getting Merits             | Halsey                |
| The 70's                | Being respected         | Meeting new friends        | Coldplay              |
| Music                   | BBQ's                   | Hitting your target levels | Feeling understood    |
| Dancing                 | Tumblr                  | Instagram                  | Having a belief       |
| The Summer              | Doodling                | Snapchat                   | Knowing yourself      |
| Spain                   | Being listened to       | The Conjuring 2            | Having stable         |
| Pets                    | Siblings                | Fairs                      | relationships         |
| Maths                   | Movies                  | River Island               | Lush Bath bombs       |
| My birthday             | Harry Potter            | Nike                       | 80's Movies           |
| Unlimited Data          | Partners                | Huaraches                  | Shakespeare           |
| P.E                     | Confidence              | John Lewis                 | Netflix               |
| Good Grades             | Walking                 | Pizza Express              | Ikea                  |
| New makeup              | Social Life             | Trampoline                 | Caffeine              |
| Science                 | Camping                 | Tea                        | Familiar Surroundings |
| Shopping                | Water Sports            | Nando's                    | Athletics             |
| Concerts/Festivals      | Boats and Cars          | My stepdad                 | Christmas             |
| Cinema                  | Social Media            | Guinea Pigs                | Going home            |
| Chips                   | Looking Good            | Pugs                       | Barbados              |
| Tech                    | Trust                   | Disney                     | Opportunities         |
| Video Games             | Relaxing                | Hugs                       |                       |
|                         | Being Healthy           | Game Day                   |                       |



## Understanding emotional health findings

### Grey Clouds

When there is no internet or service  
Angry people  
Bad weather  
When I break my bike  
Homework  
Facebook  
Bad hair days  
When people shout when they are right next to you  
School  
Subway  
Arguing with friends  
Drama Queens  
Donald Trump  
Losing a snapstreak  
Being tired  
Losing a friend over something stupid  
Losing data  
No Wi-Fi  
Waking up early  
Being cheated on  
When Liverpool lose  
When Everton win  
Some modern art  
Sad films  
Arguments  
Adting  
Tests  
Getting a cold shower  
Rain  
People at school  
Being blamed for other people's mistakes  
Seeing a friend upset  
Arguing with siblings  
Exams  
Being hungry  
New surroundings  
When you stub your toe  
Snotty people  
When you get bad news  
When you have to do something you don't want to do  
When a song you hate comes on  
If the RSPCA shutdown  
If chocolate runs out  
Bullying  
Lying  
When people die  
If pets die  
Being grounded  
Salad  
Tomatoes  
Periods  
Washing your hair  
Lettuce  
Being alone  
Detentions  
Family issues  
Domestic violence  
Stressing about exams  
Neglect  
Death of loved ones  
Unhealthy relationships

## Understanding emotional health findings

### Jenga Notes

On the group's tables, there were sets of Jenga with the wooden blocks having labels on them.

On these labels were things such as:

- Friends
- NSPCC
- GP
- Samaritans
- Youth Workers
- Teachers
- Free Time
- Sport

### Group 1

Sport – Don't really need sport that much, other things are more important

Free time – People may waste their free time

Teachers – Some teachers aren't very good at helping you

Youth Worker – Never used that service

Samaritans – Didn't know about them

GP – Needs to be more accessible

NSPCC – Important for when in danger

Friends – Very important otherwise you may feel lonely

### Group 2

Least important services

Hobbies – not as important as school

Doctor/GP – don't like telling them personal information

Mentors/Form Tutors – Usually too formal dealing with problems/situations

School Nurse

Family – Rather talk to someone else about issues and problems

Most important services

- School – Most important
- Hobbies
- Friends
- CAMHS

## Promoting resilience findings

- Think positively
- Terminate relationships when needed
- Stand your ground
- Be civil
- Make the effort for others
- Be in the know
- Ignore 'haters'
- Surround yourself with good people
- Prepare
- Find something to occupy yourself
- Believe and you will achieve
- What's the worst that can happen?
- Ignore them
- Prepare, plan ahead
- Don't give up!

## Improving access to effective support

### GROUP 1

#### Services/Support

- CAMHS
- Teachers
- Form Teachers
- Child line
- Friends

#### Barriers

- Cause family worry - Family
- If a family is causing a problem then friends could be indecisive of who to go to, to help them – Friends
- Maybe the family is the problem – Family
- The Teacher maybe busy – Teacher/Form Teacher
- They may lose that friend – Friend
- Don't want to cause their family stress or cause or arguments – Family
- Young person might no want anyone to know about the problem
- The service might not be able to share the young person's information with other services



## Improving access to effective support findings

### GROUP 2

#### Services/Support

- School
- YPAS
- Child Line
- NSPCC
- CAMHS
- Local GP
- Family
- Samaritans
- Friends
- Mentors
- Teachers
- Form Tutors

#### Barriers

- May be embarrassed to tell others
- Lack of confidentiality
- Lack of knowledge with the specific problem
- Not a well known service
- YP might feel like their problems aren't bad enough to justify contacting a service

### Group 3

#### Services/Support

- Family
- School
- Teachers
- Friends
- CAMHS

#### Barriers

- Not accessible – CAMHS
- Most people don't know what it (CAMHS) is as it is not publicised well enough to the general public
- You might be afraid of people on your school finding out about your problems – School/Teachers
- You always spend time with them but you may be nervous talking to them about personal things like your mental health – Friends and Family
- You can't access their support all the time e.g. School holidays, weekends – School/Teachers

## Developing the EH&W workforce findings

### Group 1

- Trained
  - Common Sense
  - Willing to just chat
  - Relatable
  - Good Listener
  - Approachable
  - Good Communication
  - Caring
  - Friendly
  - Funny
  - Good sense of humour
  - Young/understanding
  - Shared Experience
  - Down to earth
  - Sensitivity
  - Discreetness
  - Free time
  - Willing to talk
  - Confidential chit-chat
  - Accessible/Willing to come to you
  - Can put themselves in your shoes
- Group 2
- Understanding
  - Supportive
  - Kind
  - Respectful
  - Reliable
  - Confidence Boosting
  - A friend
  - Considerate
  - A positive thinker
  - Sense of humour
  - Not prejudice
  - Role Model
  - Experienced
  - Connections
  - Provide a comfortable setting
  - Safe
  - Degree in Social Care
  - Should make you feel comfortable and at ease

### Group 3

- Aware
- Can relate
- Wise
- Good listener
- Intelligent
- Can read your signals that show your down
- Expressive
- Can connect with you
- Can give good advice
- Pays attention to the small details
- Organised
- Professional
- Fun

### Group 4

- Youth orientated
- Funny
- Guiding
- Accessible
- In touch w/ society
- Reachable
- Sympathetic
- Thoughtful
- Can form relationships
- Ability to put themselves in your shoes

### Group 5

- Trustworthy
- Open-minded
- Logical
- Keen to explore issues
- Share similar interests
- Observant
- Can look deeper into issues
- Can carry on through bad times
- Can break down walls
- Will stay with you
- Can see both sides of an issue

## YP's vision of EH&W findings

- 'No barriers, people caring, listening and freedom'
- 'To be happy and proud of who we are. We are all different for a reason'
- 'I'm autistic but look at me now I'm sitting with 'normal' people so am I really that different?'
- 'Happy, good balance of emotions, confidence, acceptance for everyone and everything'
- 'Success would be complete confidence and content contentness in every decision and challenge: the ability to talk to people without anxiety or worry: to sleep happily. '
- 'In a perfect world, I have a massive house and I just £1 Billion. Life's great. Everyone's happy.'
- 'Everything is great! I've never been so happy! #LoveLife #BePositive loving life all the time!'
- 'Life is boss, services on point providing loads of support #ServicesOnFleek #Happy #Vivo #LifelsGreat '
- 'The Sun is always shining and you have great friends and fun'
- 'Happy everything's going great , family '
- 'My services are perfect, I'm loving life #IWinAtLife #OnPoint #Sefton #Twitter #MyMentorIsBetterThanYours #LifeLike '
- 'OMG so happy! #LifelsGood #MyMentorIsBetterThanYours'
- #LifelsGreat #ServicesOnKep #LovingLife #ServicesOnFleek
- 'Everything is finally going well! Yay'
- 'My life is perfect and I feel great. No worries or concerns or problems. My supportive workers and companies were successful. Wow, how great it is to be #Free'
- 'It's a brilliant day!'
- 'Another perfect day, everyone is happy and no one is upset #LifesGR8'
- 'Feel like I can do anything and that nothing, even if the sky crashes down, could kill my mood, I'm on top of the world'
- 'I love my mates and my family. Everything is perfect in my life'
- 'Feeling really happy with my friends'