



SUMMER

NEWSLETTER

2022

In this edition we will focus on transitions. Starting or leaving school can be very exciting but it can come with challenges. We are better equipped to manage challenges when we are prepared.

The Healthy Minds Team are pleased to offer a face-to-face session to Year 6 classes in the final half term to work through any last minute worries, such as:

- Identifying worries associated with starting secondary school
- Help young people to recognise that it's okay to feel worried
- Identifying a trusted adult to help
- Give top tips to help with starting a new school and managing endings

To book a session, please contact your link worker.



TOP TRANSITION TIPS

Share your worries with other pupils - most young people have similar thoughts about a new school.

Enjoy your summer! Plan some fun activities with family and friends.

Don't be afraid to ask your new school if you can go for a visit - this doesn't have to be with your class, you could try out the route you will be taking every day - the more we do something the less scary it becomes.

Be prepared! Knowing you are well organised for the start of school will make you feel more confident.

Embrace change - Make a list of the changes that you are excited about. Also make a list of the changes you are worried about and discuss them with your teacher, or take them with you when you visit your new school with your class.

FOLLOW OUR TOP TIPS ON THE NEXT PAGE FOR 'MENTAL HEALTH'



MENTAL

HEALTH AWARENESS

WEEK

LONELINESS

To coincide with the theme of the recent Mental Health Awareness week, the Healthy Minds Team have been focusing on how we can combat loneliness, as we spend a lot of time in schools individually. As a team we spent some time together doing something we all enjoy – a lovely windy walk along the South Shields beach! Who would you take with you?

Here are some other top tips for managing loneliness:

- Expressing your feelings through art, sport or by keeping a journal.
- Join a club, whether this be in school or outside of school. The South Tyneside Youth Service has a range of youth clubs on offer across the locality.
- Reach out to someone if you are struggling. You are not alone.



POSITIVE HEALTH AND WELLBEING

We have two programmes starting in the next academic year to help promote positive health and wellbeing in schools.

In Secondary Schools we will be offering Living Life to The Full (LLTTF)



Living Life to the Full (LLTTF) is one of the world's most used life skills training systems. Using the widely recommended cognitive behavioural therapy (CBT) approach, but without the jargon. By taking the key elements from CBT, translated into an everyday language, the Living Life to the Full approach has touched many millions of people around the globe.

We deliver LLTTF over 6 sessions, designed to cover feelings, how to feel better, problem solving and coping strategies. Each session is the length of one lesson.

WE EAT ELEPHANTS



In primary schools we will be delivering a programme called 'We Eat Elephants' (WEE). If you were faced with the challenge of eating an elephant, how would you do it? One chunk at a time of course! This course looks at tackling problems by breaking them down into chunks. Using the principles from Living Life to the Full, , We Eat Elephants is engaging, story based, looks at everyday situations that young people may face and gives them the skills to build their resilience and face challenges. This programme will be offered as whole class work in Primary Schools in the new academic year - see your healthy minds link worker for more details.

SUMMER SUPPORT

The Healthy Minds Team are available if you need support over the summer. We operate on a full year basis from Primary Care Centres. There are also lots of helpful websites to help you through summer worries.

CREATIVE WORKSHOPS TO SUPPORT YOUNG PEOPLE AGED BETWEEN 15 AND 18.

North East Theatre Company - Operating Theatre is partnering with NE Youth in offering FREE workshops designed to help young people talk openly about mental health. The workshops, which are lively and entertaining as well as informative, are built around a film called Squirrels about a group of girls with chaotic lives who form their own support group. Shown at the start of the workshop, the film is designed to encourage those watching to share their own mental health concerns in a supportive environment. For more about Operating Theatre's work: www.operatingtheatre.org.uk



On My Mind is a new website which aims empower young people to make informed choices about the mental health support they want, the treatments they receive and the outcomes they desire.

Co-produced with young people, the site consists of 8 free digital resources aimed at those aged up to 25.

- Youth Wellbeing Directory:** Find free mental health support from services local to you
- Jargon Buster:** Understand what medical terms and phrases mean with definitions written by other young people
- Receiving Support:** Videos and Q&A's to help you know what to expect from working with a service
- Understanding Referrals:** Know what the referral process is, how to get one and what to do if you're waiting to be seen
- Options are and what the evidence says about each treatment**
- Helping Someone Else:** Top tips from young people about how to help a friend or relative with their mental health
- Know Your Rights:** Understand what your rights are when working with a service
- Self-care:** Discover activities which may help you manage your mental health if you're feeling low or anxious

www.onmymind.info



USING

A VISUAL

TIMETABLE

WHAT IS A VISUAL TIMETABLE?

A visual timetable or timeline is a visual account of a task or a child's routine throughout the day. A visual timeline can be used individually with children or as part of a whole group setting.

WHY USE A VISUAL TIMETABLE?

Visual timetables are useful for children who have:

- problems with their memories
- high levels of anxiety
- problems with attention and concentration
- difficulties with speech and language
- behavioural problems

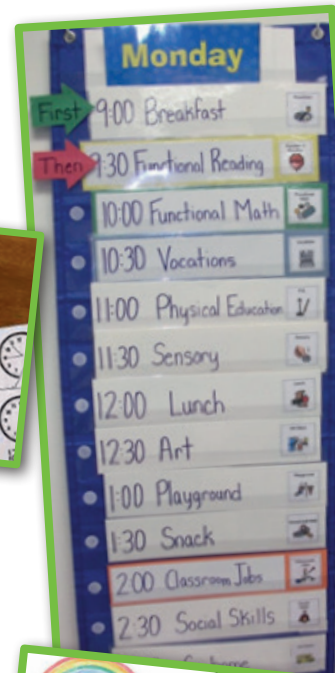


HOW DO VISUAL TIMETABLES HELP?THEY PROVIDE:

A MEANS THROUGH WHICH THE DAYS ACTIVITIES CAN BE PLANNED AND AGREED IN ADVANCE.

Once your child learns that changes to the timetable only occur in exceptional circumstances, they are less likely to make a fuss about activities that they don't want to do or to try and persuade you to let them do something different. If you have a child who is anxious, or who finds it hard to wait for a favourite activity, the timetable will help them to see exactly what they will do that day. This means that they don't have to constantly be asking you when things are happening.

Some examples:





USING

A VISUAL

TIMETABLE

A GOOD OPPORTUNITY FOR YOU TO HELP YOUR CHILD GAIN SKILLS IN COMPROMISING WITH OTHERS.

Children are much more likely to accept that they have to do chores, or activities that their brother or sister has chosen, if they can see that something they want to do has been timetabled in later. When using the timetable, you can provide your child with a model of how to compromise – listening to others, talking about what it is you want, finding a solution that fits everyone at least a little.

A MEANS THROUGH WHICH YOUR CHILD CAN GET THINGS RIGHT AND BE PRAISED.

Many children who have difficulties in the areas above get things wrong a lot of the time. They are used to being told 'no' or 'stop it' and often have poor self-esteem. Visual timetables are a good way of setting small and achievable tasks for your child for which they can then receive praise. Plan in times for your child to help with household chores as well as activities they enjoy. Rather than saying 'no', direct your child to the timetable and ask what they are meant to be doing now or next and ask for their cooperation. Refer back to how you agreed on the timetable together that morning and made it fair for everyone.

TIPS FOR USING THE TIMETABLE

1. Consistency.

The timetable will work best if you always use it in the same way and always carry out the activities that are planned except in exceptional circumstances. This makes things very clear for your child – and of course for you too!

2. Manageable Tasks.

Make sure the activities that are timetabled in are appropriate to the abilities of your child in terms of the task itself and the duration that you expect your child to stick at it.

3. Praise and Encouragement.

The timetable is not a way of occupying your child while you do something else (although some activities might allow more independence than others). It is important to have fun with your child, join in the activities with them, and give them plenty of praise and encouragement. Remember if your child gains more attention by acting naughty than they do for what you want them to do you will be fighting a losing battle.



YOUR

SCHOOLS

RESPONSES

FEEDBACK

The Healthy Minds Team are always ready to help and provide support. Here are some responses following work completed at school.

Across South Tyneside our team have successfully been delivering our preventative workshop 'Everyone Worries' to Year 1 pupils across a number of primary schools. The workshop aims to introduce worry as something which will visit us all at different stages of our lives, how we can recognise worry in our bodies and some ways to reduce worries.



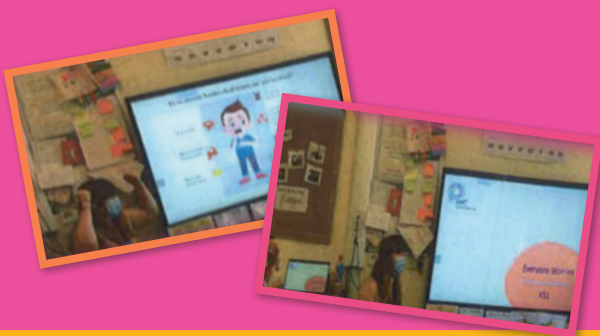
I had fun and liked putting my worry in the worry monster at the end!

PUPIL



It was hugely beneficial to the class and the delivery and resources were superb

TEACHER



ENJOY A WELL EARNED
SUMMER BREAK
WE WILL SEE YOU IN
SEPTEMBER.

CONTACT US

The Healthy Minds Team continues to provide a free and confidential NHS service for children, young people and families in South Tyneside. If you are a parent /carer or young person you can speak to your teacher or school staff and they will complete a request for support form. If you want support but do not want to speak to your teachers or school, you or your parents / carers can contact our Single Point of Contact team on 0191 283 2937.

Don't forget you can follow us on Twitter too! @HealthyMindsST