
**Voice of Young People and
Engagement in a Children and
Young People's Community
Emotional Wellbeing Offer for
Tameside and Glossop**

Report

September 2020



www.worthit.org.uk



Contents

Contents.....	2
Introduction	4
Acknowledgments	4
Project Design and Delivery – Wellbeing Champions	5
Support Given to Participants Throughout the Process	6
Co-produced Finding Outputs	6
Key Wellbeing Findings.....	7
Tameside & Glossop Young Person’s Wellbeing Framework.....	7
Defining Wellbeing.....	7
Emotional Wellbeing	8
Mental Wellbeing	8
Physical Wellbeing.....	9
Tameside & Glossop Young People’s Wellbeing Resources Framework.....	10
Wellbeing Resources.....	10
Personal Assets	11
Support System	12
Community Offer Findings.....	14
Provision requirements	14
Barriers to accessing support.....	16
Participant Demographic Data.....	17
Number of participants engaged in each stages of the process	17
Wellbeing Champions’ experience of wellbeing challenges.....	17
Survey demographic data	18
Project Background.....	21
Participatory Child Led Approaches	21
Underpinning Methodology.....	21
Effective Co-production Framework	21
Appendix	22
Appendix 1 – Initial interview questions.....	22

Appendix 2 – Online Workshop Slides.....	23
Appendix 3 – Online Survey Questions	26
Appendix 4 – Creative Project Challenge Instructions	27
Appendix 5 – Compilation of Creative Projects.....	28
Project 1	28
Project 2	29
Project 3	31
Project 4	32
Project 5	33
Project 6	34
Project 7	36

Introduction

In June 2020, Worth-it Positive Education CIC were commissioned to partner with the Tameside and Glossop Strategic Commission in a process of engaging local young people in the design, procurement and implementation of a children and young people's (CYP) emotional health and wellbeing community offer, to align to the Getting Advice and Getting Help quadrants of the THRIVE model.

This report provides an overview of the project to date, and the key findings from the CYP engagement, to support the next stages of the procurement process.

Acknowledgments

We would like to thank all the young people who helped with this co-production.

We would also like to thank Tameside and Glossop strategic commission for their support in ensuring this project was a success.

Project Design and Delivery – Wellbeing Champions

The project was given the name 'Wellbeing Champions', as it was thought this would help with the effective engagement of CYP. An iterative co-production process was developed specifically for this project. The stages of which are outlined below.

- *Iteration 1* – One-to-one semi structured interviews (appendix 1) conducted on Zoom with 12 young people aged 10-17. These focus groups were recorded and transcribed, with parent and media/image consent obtained prior to CYP's engagement. The interviews utilised an appreciative inquiry approach and semi-structured questions in two sets:
 - A) Questions about the CYP, how they perceive wellbeing, what helps them to develop wellbeing and how this can be developed in the community for other young people.
 - B) Questions about the co-production process and how to make it engaging and accessible for other local young people to participate in.
- *Iteration 2* – Online facilitation of group work zoom workshops x2, with content developed from the interviews in iteration 1. These workshops used the young people's own language to build and strengthen initial themes and identify further themes (appendix 2) - 20 young people.
- *Iteration 3* – Administration of a short qualitative co-produced CYP Wellbeing Survey- (appendix 3). The Wellbeing Champions utilised their peer networks, enabling 66 CYP in the Tameside and Glossop area to complete this survey.
- *Iteration 4* – Development of a creative challenge project (appendix 4), championed by young people, utilising social media, drawing and PowerPoint (see appendix 5 for examples).
- *Iteration 5* – A review process, involving CYP feeding back on the drawn-up themes and findings, and amendments made as necessary, before finalisation of the findings to present back to commissioners and stakeholders.

The co-production process was itself co-produced with the CYP involved in the project. This resulted in the use of social media (Instagram) and creative participatory approaches for data collection.

Safeguarding procedures and GDPR guidelines were adhered to during the co-production process. This included the collection parental consent for engagement in the programme the collection and use of personal information/recorded media.

Thematic coding was completed at every iteration, resulting in the key findings and T&G Wellbeing Model presented in this report.

Support Given to Participants Throughout the Process

A supportive approach was built into the design of the Wellbeing Champions project. This was done in several ways outlined below:

- Through the skill and abilities of the delivery team to develop supportive relationships with CYP.
- Through the creative, adaptive and flexible approach to the project methodology, which is underpinned by co-production principles that are supportive in their nature.
- Through the engagement and recruitment process which provided detailed information about the project for parents/guardians/care givers and participants.
- Through the design of the focus groups themselves, which were inclusive, positive and supported the development of skills including confidence, communication, and self-awareness.
- Through the informed consent procedures.

Young people participating in this project have gained a number of skills including confidence, communication skills and self-awareness. Worth-it will continue to work with a group of Wellbeing Champions as the co-production and co-design elements of the project continue through to May 2021.

Co-produced Finding Outputs

A mixed methods approach was used to gather data from the Wellbeing Champions for thematic analysis. This analysis was developed iteratively throughout the process, shaping the detail of this report.

Methods for collecting outputs included one-to-one interviews, focus group discussions, and a qualitative survey.

As the co-production sessions advanced, a less open and more purposive inquiry was made, whereby themes which emerged in earlier iterations and group sessions were raised for comment and verification through the creative project activities such as drawing 'ideal service' posters. This process led to the development of the 'T&G YP Wellbeing Framework' and the 'T&G YP Wellbeing Resources Framework', representing the outputs of the focus groups organised by theme. These frameworks were presented back to the Wellbeing Champions for feedback and verification.

A synthesis of community provision requirements and barriers to support are also provided in this report, to be drawn upon during the next stages of the community offer development process. In addition, the compilation of the creative projects in appendix 5 can be used to inform further co-production and co-design sessions.

Key Wellbeing Findings

Tameside & Glossop Young Person's Wellbeing Framework



Defining Wellbeing

A set of tailored questions (see appendix 1) probed the young people's understanding of wellbeing. These questions inquired into the positive aspects of wellbeing, and the resources that enable wellbeing to be built or maintained. A clear set of themes emerged. These themes informed the development of the bespoke voice-led model that represents what

wellbeing is for Tameside and Glossop young people. Further explanation of these themes is provided below.

Emotional Wellbeing

- **Emotional Awareness** – Understanding that it is healthy to have a range of emotions, and the ability to label and understand these emotions. That it is Ok to feel sad sometimes.

“You can let yourself feel a bit down because that’s okay. “

“Not feeling sad all the time, but having an equal balance of both, like knowing it’s okay to be sad sometimes but if its all the time then maybe think that’s not quite right”

- **Emotional Management** – That there are ways of expressing and realising emotions, that these can be helpful in times of stress and upset. These include crying and strategies for releasing anger.

“One day you feel angry or upset. You could write it down in a diary and then what you do....when you get angry again, you could look back and see what makes you happy.”

- **Happiness** – A number of young people consider wellbeing to mean feeling happy.

“I think that good wellbeing means that someone is happy and feels good in themselves.”

Mental Wellbeing

- **Comfortable with yourself and others** – This theme comprised of self-acceptance, feeling ok to be yourself and comfortable in the company of other people.

“I don’t think you can be happy unless you’re comfortable with who you are and you become who you are and be happy.”

“Wellbeing is being happy and comfortable with others and expressing yourself.”

- **Knowing and doing things that help** – Through this theme young people identified that they were in control of their thoughts and their behaviours that help them to develop wellbeing. That they had to act to use their own personal wellbeing

resources and they do, it helps them to build wellbeing. This theme was also about self-awareness and knowing what does help them to feel better, as well as times when these strategies are helpful to employ.

“That they know how they are feeling and to do things that help them stay happy. That when they feel sad/angry they know how to share those feelings and have ways to make themselves feel better”.

- **Positive Coping** – This theme identified recognition of coping techniques that could either distract or lessen the intensity of difficult emotions or dealing with problems. The young people discussed different activities and strategies that enabled them to stop ruminating about a situation that could not be changed at that time. These included listening to music, drawing, going for a walk, resting in bed and caring for pets. Some used positive strategies such as positive reminiscence, by looking back and re-living good memories with the help of photographs.

“Music is a big one because it distracts you from what’s going on in the world.”

“Spend time doing things I enjoy - stroking my pet, writing things in a journal, praying to God, talking through my worries with my parents.”

“It’s like when I’m upset, just sitting alone, calming down and breathing makes me happy.”

Physical Wellbeing

- **Exercise and being active** – A range of activities, exercise and sports were listed as being important for wellbeing, as well as the ability to try out different types of physical activity to find one that you like.
- **Appearance** – There were two aspects to the theme of appearance. One was looking well, and knowing people have good wellbeing by how they look. The other was using your appearance as a strategy to help yourself feel better.

“I guess if you like the way you look it will have a good effect on you.”

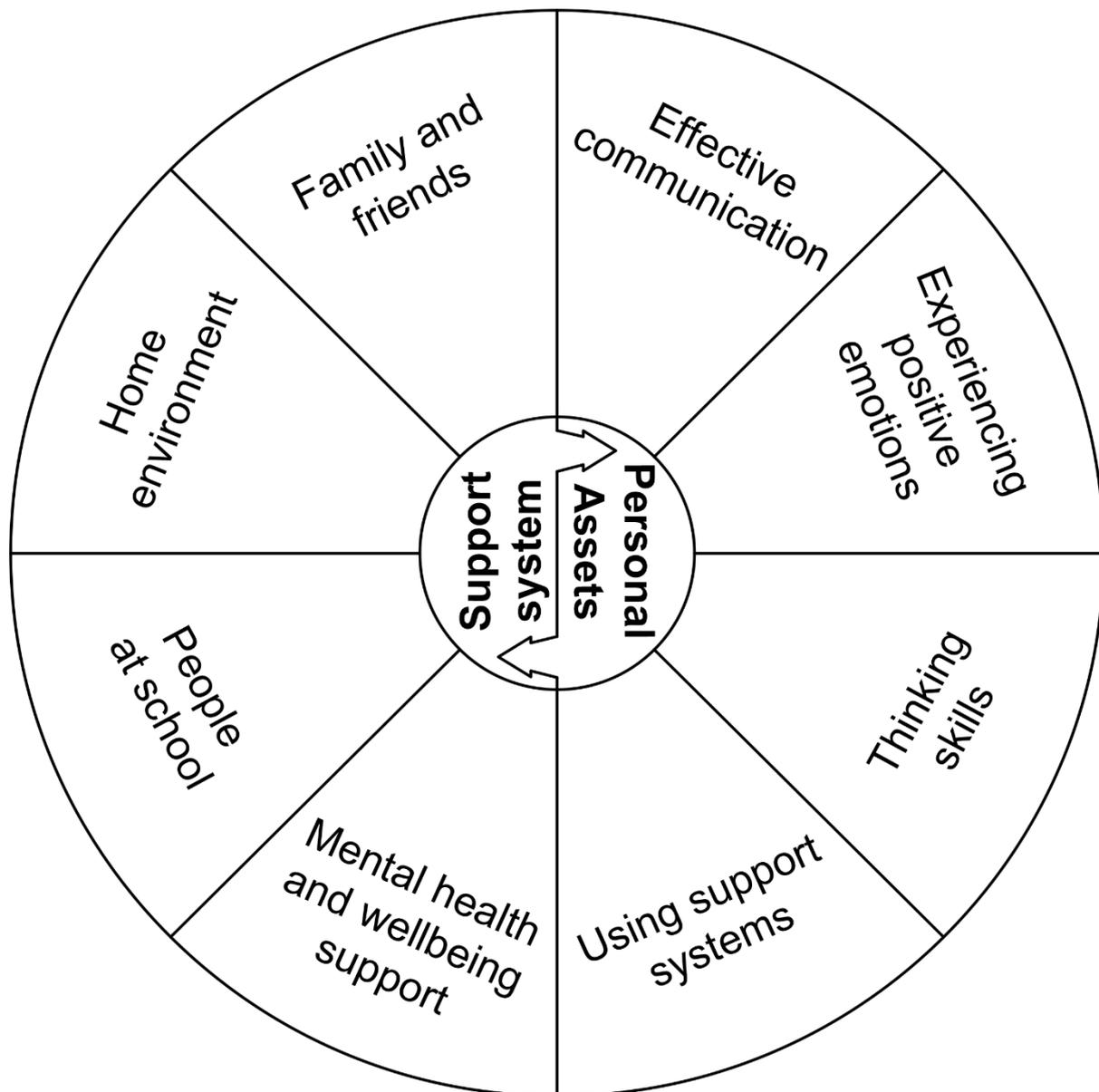
“If you take care of your appearance it shows that you care.”

“If you get your hair done and put some makeup on, that really lifts you.”

- **Sleep** – As physical wellbeing was generally mentioned by the young people without much specific detail. For example, *“It means, you have to be fit and healthy, but you have to be healthy in your mind as well”*. We felt it was important to include the

theme of sleep as an aspect of physical wellbeing. Although this theme it was not as strongly mentioned as some of the other themes, it did cover an important aspect of physical wellbeing that was relevant to include.

Tameside & Glossop Young People's Wellbeing Resources Framework



Wellbeing Resources

Wellbeing resources are a range of internal and external assets that help develop and maintain levels of wellbeing. These were identified and organised by theme, grouped into two main themes and eight sub-themes. The two main themes are Personal Assets and

Support System. Resources from within these themes are dynamic and interplay with each other. If a young person is able to draw on their own combination of wellbeing resources depending on their individual needs and situations, they can find ways to maintain and develop their own wellbeing.

Many of the strategies were referred to but they are not easy for young people to understand or express. We hope the use of this voice-led language through the identification of these themes, will be helpful to young people. We would suggest that explicitly teaching young people how to identify, use and build these resources will support the further development of wellbeing within the community offer.

Personal Assets

These are the internal factors and strategies for wellbeing that young people develop. They help them to maintain levels of wellbeing during challenging times. They consist of thoughts, feelings and actions.

- **Effective communication** – The ability to communicate how you are feeling and that you need support was considered an important resource for wellbeing. This relates to other findings about having people to talk to, including friends and family, people at school, professional support, trusted adults, and peers. Sub-themes were:
 - **Write it down** – Expressing your feelings through writing
 - **Say it out loud** – This is more than talking about problems or feelings to another person, although that is a part of saying it out loud. It is also about hearing yourself say the words out loud, someone may or may not be listening. For example, one young person suggested recording videos and deleting them, and another said talking to pets.

- **Experiencing positive emotions** – This theme identified the importance of experiencing different and personal positive emotions for wellbeing. These included
 - A sense of accomplishment
 - Engagement – *“I like doing maths work to help with my wellbeing, it’s concentrating but there’s like a little feeling of happy, just like a tiny feeling in the back of my mind of happiness.”*
 - Excitement
 - Happy
 - Grateful – *“I’m grateful because, I’ve got a loving and caring family and that’s all I need really.”*
 - Motivated

- **Thinking skills** – A range of different thinking skills and strategies were identified that help young people’s wellbeing. These include:
 - Being in the moment
 - Focusing on the good things
 - Having a good mindset
 - Being realistic
 - Planning
 - Putting things in perspective
 - Rationalising
 - Reflection

- **Using Support System** – This theme relates to the young person’s ability to know what their support system is and to use it. That they have responsibility to utilise the support that is available and accessible to them, that their support system is individual to them.

“If I have a school problem, I normally go to my friends at swimming or Guides about it. And if it’s like, something to do outside of school, then I’ll probably talk to my school friends about it.”

Support System

Support System consists of a range of external factors and resources that the young person can utilise to help their wellbeing.

- **Family and Friends** – One of the most consistent and largest themes was the importance of friends and family for wellbeing.

“My sister, she’s very strong and confident. And she’s always there for me. She always says to me, come to me if you need me, like I’m not going to turn you away, just come to me.”

“My mum helped me just by talking to me. Like she made me feel like I could rely on her, like I could just blurt everything out to her and she wouldn’t judge me at all. She just made me feel better”.

“My friends because I feel like I can tell them anything. They won’t judge me, they’ll give me good advice on what to do.”

- **Home environment** – This theme refers to feeling in control and comfortable within the home environment, having a space that they feel comfortable in.
- **People at school** – Young people identified that there were people at school that formed part of their support system. These were mainly teachers or pastoral staff members, including mentors and school counsellors. However, the person at school had to be the ‘right’ type of person with the right ‘traits of the helper’ (see provision requirements), as not everyone was suitable to provide wellbeing support.

“If you think of teacher you think more academical and you don’t think of a more emotional sense.”

- **Mental health and wellbeing support** – Young people did identify that professional mental health and wellbeing support was important. However, it was not one of the strongest themes. They listed doctors, therapy sessions and online helplines as part of the support system. This may relate to a lack of knowledge about what support is available or accessible to them. This links to the theme within provision requirements, that a lack of knowledge of support is a requirement that could be addressed by the community offer.

Community Offer Findings

Provision requirements

A number of requirements have been identified that young people would like within the delivery of the new community emotional and mental health service. Where these themes were particularly important, further detail has been provided. These requirements have also been represented in the 7 creative challenge projects (see Appendix 5). These have been listed by theme and sub-theme.

- Early awareness of mental health problems
 - “I know loads of people that probably have social anxiety but haven’t been diagnosed. So maybe if we talk to more people, more people like to be aware of stuff.”*
- Place in the community
 - Accessible place
 - Engaging for boys; boys were underrepresented within this co-production work. Some of the champions felt strongly that boys would be less likely to seek support for their emotional health.
“I feel like a lot of boys don’t know how to talk because they feel like you’ve got to be this big figure and they can’t let anyone in. They can’t show anyone emotion because they feel like they’re going to be judged.”
 - Quiet and relaxing
 - Someone online
 - Choice of activities
 - More for autism
 - Helping the community
 - Outdoor activities
 - Different sports and exercise
 - Peer-led activities
- Someone to talk to

- Traits of the helper; a major theme was identified that it was not just having a person to talk to when in need of support. It was important that the young person felt this person understood them because they had had similar experiences themselves.

“I think everyday people who might have an interest in helping young people develop their wellbeing because I think it can be daunting when you have someone who say’s they’re a specialist in it.”

There were several descriptions of the nature of those helping relationships these include being

- Compassionate
- Encouraging
- Able to give advice
- Listening
- Non-judgemental
- Reliable
- Trusted adult
- Peer to peer support
- Mental Health Professional
- Support with challenges; several specific challenges were identified that young people felt they would need to access an emotional or mental health service for.

These include

- School challenges
- Bullying
- Loneliness
- Social media
- Big Changes
 - Divorces
 - Lockdown
 - More for 17+ (transitioning to adult services)
- Mental health problems effecting everyday life
 - Sad, down, depressed
 - Self-harm
 - Suicidal thoughts
 - Worry and anxiety

Barriers to accessing support

A number of barriers to accessing support were identified. These mainly focused on internal psychological barriers. These were compounded by perceptions of support which reinforce these internal barriers.

- Feelings about support
 - I feel fear shame or judgment (this was the largest of the sub-themes) – *“When I started struggling, I felt kind of weak because everyone else was dealing with it,. ...What was wrong with me? I felt embarrassed.”*
 - It’s a difficult conversation – *“I feel like we can brush it off because, sometimes it’s a bit of a difficult conversation to have. You don’t say what you want to say because it might upset them.”*
 - I feel like nobody cares – *“I feel, like we feel like no one actually does care even though people sat that they do. I feel like they don’t.”*
- Lack of knowledge – this included not knowing how to get support or knowing they required support.
- Not enough people to help, this also included physical location of the people not being accessible, as well as there not being enough.
- Rubbish system – this refers to the systems and process required to access support being ineffective and exacerbating problems, such as *“not being bad enough”* to access support.

Participant Demographic Data

A total of 66 young people aged 10-18 from Tameside and Glossop participated in the co-production project.

Number of participants engaged in each stages of the process

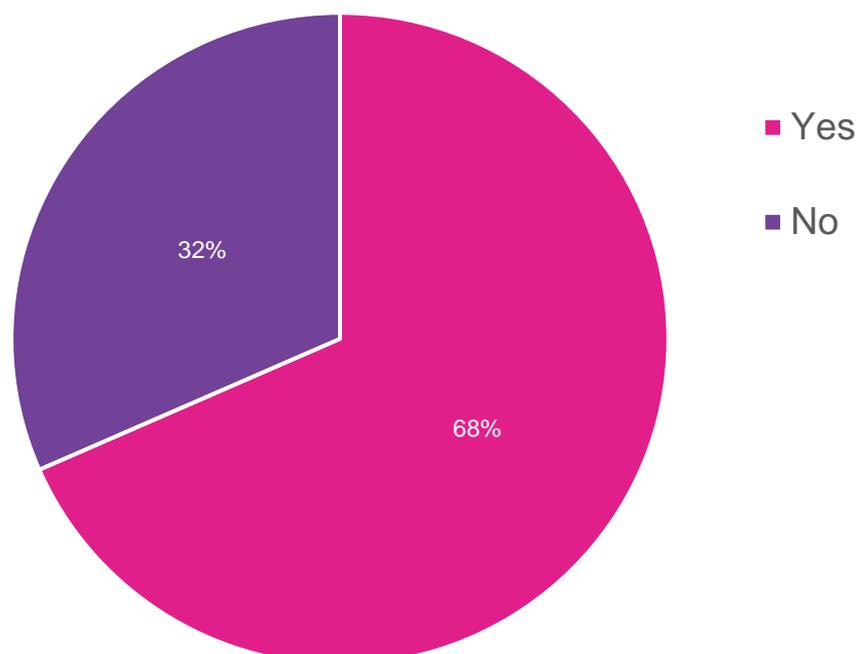
- Wellbeing Champions (N=19)
 - One-to-one interviews (N=12)
 - Group workshops (N=14)
 - Creative project (N=7)
- Online survey (N=66)

Please note, not all of the Wellbeing Champions completed one-to-one interviews, the group workshops and the creative project.

Wellbeing Champions' experience of wellbeing challenges

One of the project requirements was that the majority of recruited Wellbeing Champions had experienced or are currently experiencing emotional wellbeing challenges. 68% of the Wellbeing Champions reported during the application process that they had experienced or were currently experiencing emotional wellbeing challenges.

% of Wellbeing Champions who reported having experienced emotional wellbeing challenges

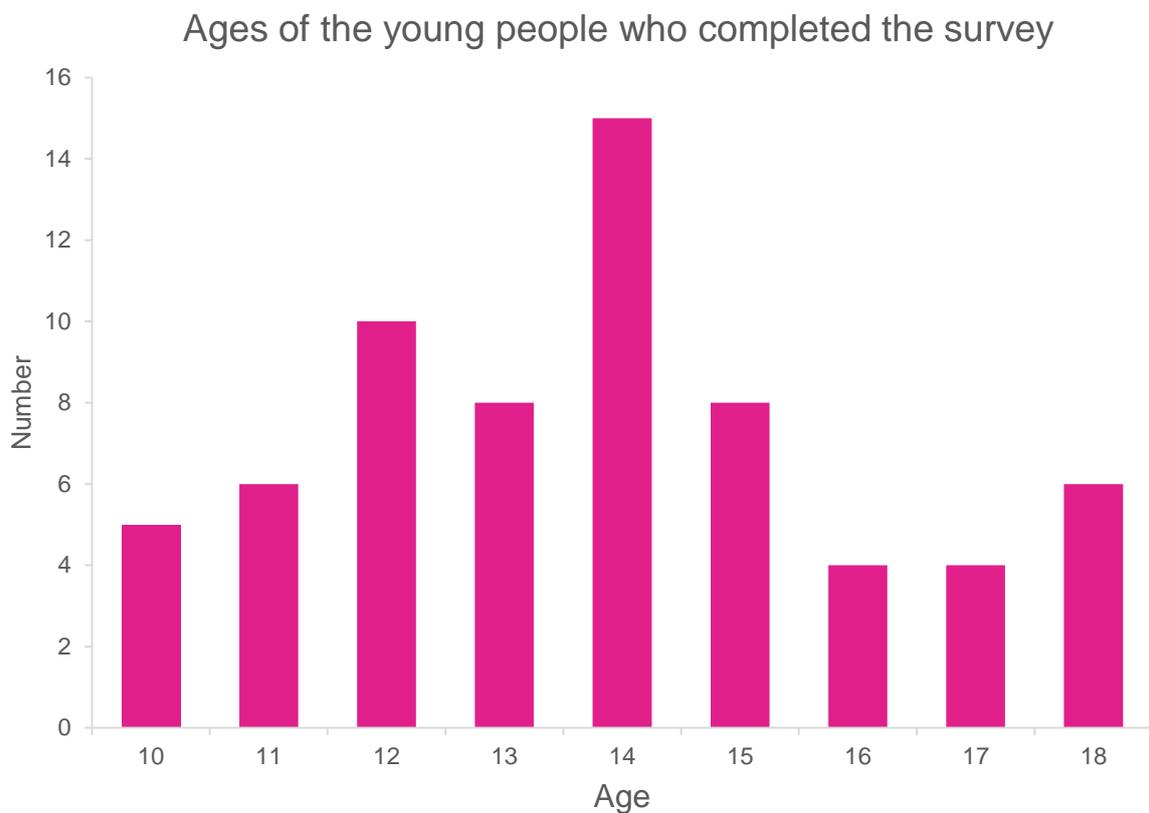


Survey demographic data

Due to the timing of the project, during the school summer holiday and with the impact of Covid social distancing meant we were not able to reach and survey as diverse group of young people as we had hoped. More females participated in the project as well as a greater number of white British young people.

Further detail of participant demographics follows.

Age of participants

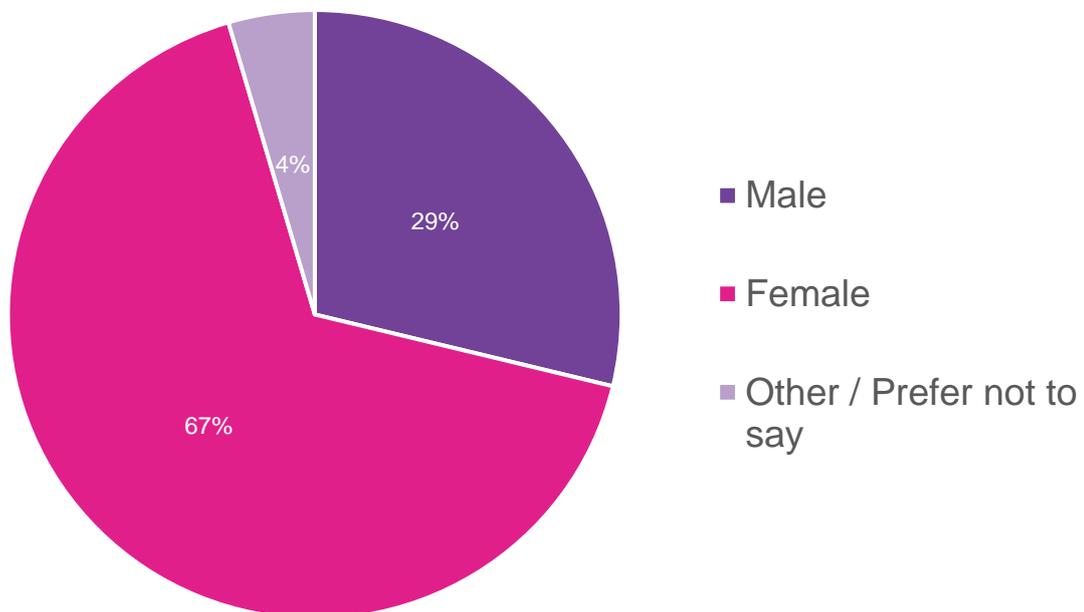


As pre-discussed, the targeted age range for the project was between ages 10 to 18. We had individuals from all these ages complete the survey. The most common age being 14.

Gender of Participants

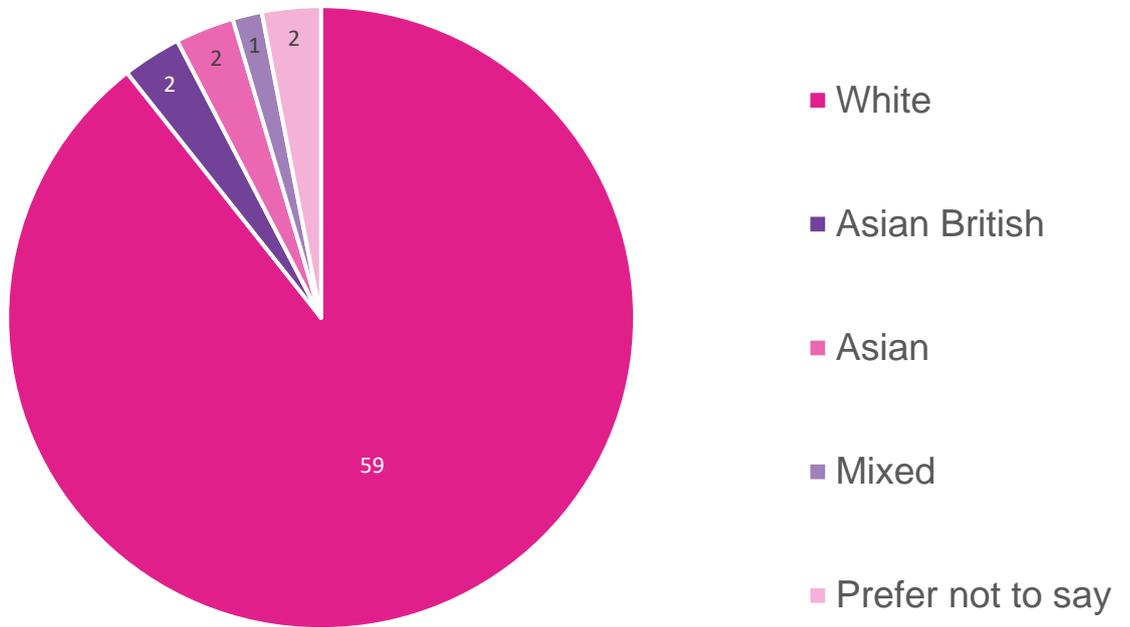
Gender	Number
Male	19
Female	44
Not listed	1
Prefer not to say	1
Non-binary	1
Total	66

Gender of the young people who completed the survey



Ethnic background of participants

Ethnic background of the young people who completed the survey



Project Background

Participatory Child Led Approaches

Worth-it specialise in voice-led participatory group work programmes for children and young people. Participatory approaches are designed to promote active involvement by the participants, meaning the voices of children and young people are central to the approach in both the design and the objectives of the research process. Benefits of this approach include:

- more effective engagement with CYP
- helping remove barriers due the participatory nature of the approach
- promoting inclusion and collaboration
- equality between CYP and the provider
- facilitating more empathetic and democratising approaches to participation
- flexibility and adaptability to evolve the process to meet the needs of CYP participating
- utilising creative and varied approaches that draw on narrative and visual 'stories' and voices.

Underpinning Methodology

Our approach utilised an iterative co-production process that was delivered within the current restrictions preventing face-to-face engagement. This was done using one-to-one and online group work facilitation, the administration of a coproduced CYP Wellbeing Survey, and the development of a creative project led by a group of Wellbeing Champions. Findings from these processes resulted in a thematically collated and accessible framework that communicates the voice of young people to commissioners and stakeholders.

Effective Co-production Framework

The programme was underpinned by the six elements of effective co-production (NEF). These are:

1. Recognising children and young people as valuable assets
2. Building on children and young people's capabilities
3. Promoting mutual benefit and a more equal relationship between children/young people and professionals
4. Developing and utilising peer support networks
5. Breaking down barriers between professionals and children and young people
6. Facilitating support rather than delivering

These elements underpinned the design of the co-production process enabling CYP to develop skills such as effective communication, self-awareness, engagement, and motivation, though taking part in the Wellbeing Champions Project.

Appendix

Appendix 1 – Initial interview questions

Set 1 – Questions about them

1. What makes you feel happy?

Prompts: Where are you? Who are you with? What are you doing? What is it about these things that make you feel happy?

2. What does wellbeing mean to you? What helps you to build it?

Prompts: what are the things you do that help build your wellbeing?

3. Who do you turn to or rely on and why? Which people do you value and why?

Prompt: apart from family/friends, who else as well in the community? What is it about them that matters to you? When things haven't been going so well, who has helped you and how?

4. What resources have you got inside you that help you manage and cope with the ups and downs of life? *Prompt: If you feel down about something – how do you make yourself feel better?*

5. If I had a magic wand and waved it and could make you feel at your best, what would you be doing, what would you be feeling and how would you be thinking?

6. What do you think young people need to help develop wellbeing in their community?

7. Is there anything else you would like me to know that we haven't already covered?

Set 2 – Questions about Co-production

1. What ideas have you got to engage other young people in this project?

2. What would be the best way for other young people to share their ideas and input into this project?

Prompts, visually, verbally, with photos, by interviews etc.

3. We want to reach up to 300 young people to share their ideas along the line of how you just have, what ideas have you got to do that?

Prompts

- *What about social media? Which would be the best?*
- *If we did a survey how would they access it what questions would you think would be best to ask.*
- *If we did some further sessions where we speak to young people in groups/ alone what ideas would you have*

Appendix 2 – Online Workshop Slides

Wellbeing Champions Workshop

1

Your Voice Matters

2

Emotional Health and Wellbeing service for you people

The focus of the Wellbeing Champions is to support the development of the two areas

- Getting Advice
- Getting Help

3

Working Together!

- Feeling comfortable to share
- Confidentiality
- No wrong answer
- We want all your thoughts and ideas! No matter how big or small
- We will use different methods to collect your ideas

4

Would you rather?

5

Emotional Health and Mental Wellbeing

- When someone has **emotional health and mental wellbeing** what do you think that means?
- How would you know some one has it?
- How do YOU get your emotional health and mental wellbeing to be better?

6



7

Positive Emotions

- What are some positive emotions?
- How do they help you?
- How do you build them?



Tameside WORTH-IT Wellbeing & Resilience
Partnership for Progress Local Enterprise Foundation

8

Balanced Emotional Health & Mental Wellbeing

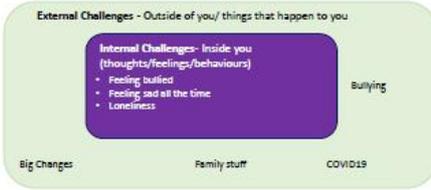
- How can young people improve emotional health and mental wellbeing?
- What are your ideas for making this more available to local young people?



Tameside WORTH-IT Wellbeing & Resilience
Partnership for Progress Local Enterprise Foundation

9

Capturing Your Challenges



External Challenges - Outside of you/ things that happen to you

Internal Challenges - Inside you (thoughts/feelings/behaviours)

- Feeling bullied
- Feeling sad all the time
- Loneliness

Bullying
 COVID-19
 Family stuff
 Big Changes

Tameside WORTH-IT Wellbeing & Resilience
Partnership for Progress Local Enterprise Foundation

10

Wellbeing Champion Challenge 1- Creative Project

- What are your ideas!
- Create your own ideal emotional health and wellbeing service
- How would you share on social media
- How could you get as many of your friends could you get do this activity?



Tameside WORTH-IT Wellbeing & Resilience
Partnership for Progress Local Enterprise Foundation

11

Challenge 2- Survey

- Take the survey and give feed back
 - Can we make it better?
- How many young people can you get to fill in and share this survey
- Who can help with this?

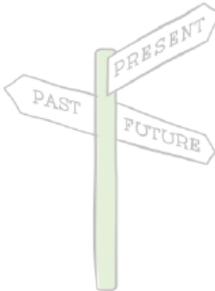


Tameside WORTH-IT Wellbeing & Resilience
Partnership for Progress Local Enterprise Foundation

12

What's next?

- Initial feedback session
 - Thursday 20th August
- Further involvement in the project
 - from September - May 2021
 - Involvement in developing the support and working with the council and NHS




13

Are you ready to go!!!

- Reach as many young people as we can! (ONLY from Tameside and Glossop)
- Be creative sharing the challenge
- Do the creative project
- Share the survey
- OFF YOU GO!!!




14

Appendix 3 – Online Survey Questions

Q1. Your age

Q2. Your gender

Q3. What is your ethnic origin?

Q4. Do you live in Tameside and Glossop?

Wellbeing is feeling good and functioning well in your life.

Q5. When someone has good wellbeing what do you think that means?

Q6. How do you get your wellbeing to be better?

Q7. What do you think will help other young people develop their wellbeing?

Q8. What would make you feel that you need to get help for your wellbeing?

Q9. What would stop you getting help for your wellbeing?

Appendix 4 – Creative Project Challenge Instructions

Wellbeing Champions Challenge 1- Creative Project

Create your Emotional Health and Wellbeing Support! Creative Project Challenge.

Your challenge is to make a creative project that shows us what you would like the emotional health and wellbeing support for young people in your community to be like.

Your creative project can contain the following

- What support is available for young people in your area?
- What would it look like and where would it be for?
- Who would go there and what for?
- How to find this support in the community?
- Who are the people that provide this support for young people?
- How do think your friends would feel coming to your dream service?

You can use any method for your project. For example- Drawing, make a model, video, vlog, blog, word cloud, collage or PowerPoint slides, Minecraft, Lego, TikTok or photography. Be creative!

Along with your project

Write a description of what the creative project means to you and the key elements of your design for support.

Send in picture of your project to our email, post on Instagram or Facebook, TikTok

You have **until** 5th August to complete this challenge!

Instagram & TikTok – TandG_wellbeing_champs

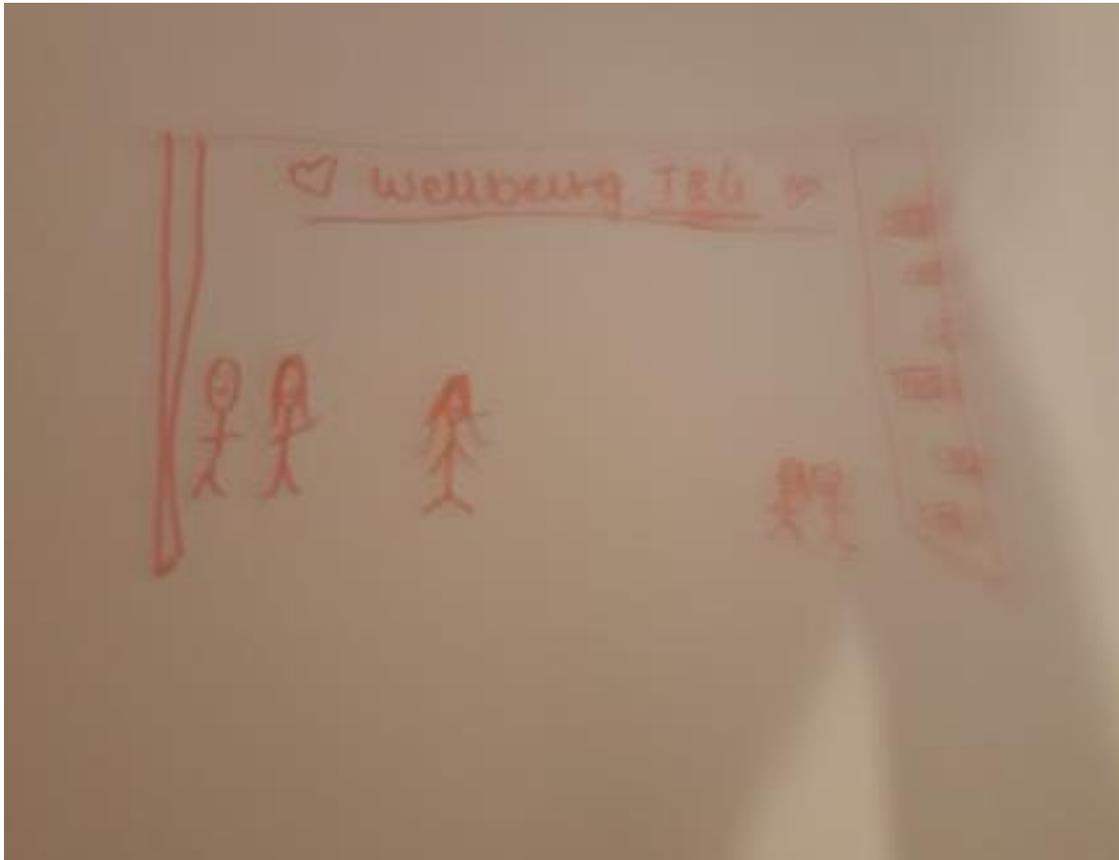
Send your project to us via email by the 5th August 2020 to info@worthit.org.uk



Appendix 5 – Compilation of Creative Projects

Project Number	Gender	Ethnic Origin	Age
Project 1	Female	White	11
Project 2	Female	White	13
Project 3	Female	Asian British	14
Project 4	Female	Asian British	13
Project 5	Female	White	11
Project 6	Female	White	15
Project 7	Female	White	15

Project 1



I would love a club of some kind where you can go like once a week and interact with others and talk about wellbeing

Project 2

Social Media Post

facebook

😊 A wellbeing Champion
Just now

Emotional wellbeing
Service @ Tameside
Library. Free entry.
All 10-18 year olds
welcome. Here's a
link to more info

[https://www.tamesidelibrary/
emotionalwellbeing/service
info/zWx231twxv9](https://www.tamesidelibrary/emotionalwellbeing/service/info/zWx231twxv9).

If you have any further
questions please contact
the number on the
website.

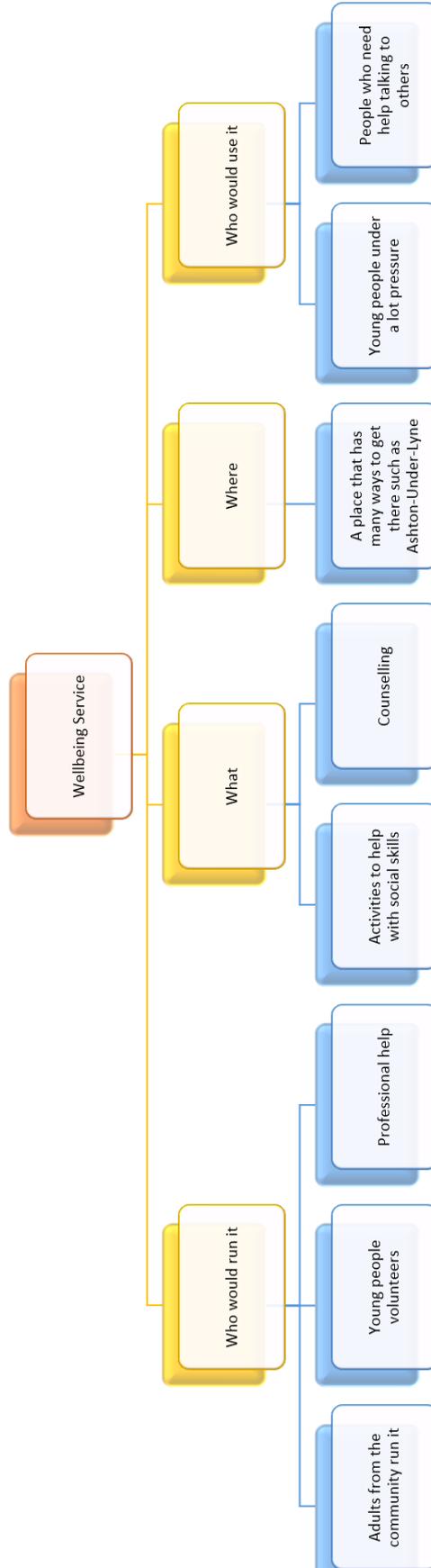
PLEASE SHARE THIS
POST! 😊

Emotional Wellbeing Service

- = information
- = areas
- ▣ = extra space

Hosted at a library/ community centre / church hall.	Monthly service Free charge Supplies come from donations	Drama Area Children could create a play to showcase.	All areas are examples of what can be done. Children who attend can choose what they want.	Sports Area Children can play sports and games	No commitment group if people don't like it they can leave.
Quiet area Children can sit and read, listen to music, etc, but are still around other people so they don't feel alone	Buddy Area Children will be assigned a buddy from a random generator. In this area, they will be able to talk to their buddy about anything they like. It may work better for buddies to have a 1 or 2 year age gap.	Baking Area Children could make some treats to eat and take home	Donation payed for rent charges	Art Area Children could produce artwork to eventually make an art gallery.	Children can put in ideas for different areas e.g a dance area
Ran by children attending Adults around for supervision					Service for 10 to 18 year olds.

Wellbeing Champions



Project 4



Ideal Health Care Service

I would love to have an area in or close to nature so I could meditate and feel peaceful. In my safe place I would love to socialize and do activities with my friends like cooking, gardening and, doing arts and crafts. This area will give me the opportunity to have a stable support system and potentially help me work on a hobby or skill

Project 5

The wellbeing creative challenge

This is kim's creative service

Why it is good for you to go there ?

It is good to get help don't do it if you don't feel comfortable because you need to be ready. It is normal to be a little bit nervous but that's ok .



1

2

How to find support in your community ?

To find support you can enter the email address in Instagram tiktok and facebook to find more information on them .



Who are the people that provide this support for young people ?

There are people who can help they are your wellbeing leaders . @tandG_wellbeing_champs they have post and information that can help .



3

4

What I think you would feel ?

You will be a bit nervous like me when I was selected to be a wellbeing champion but everyone is really nice and anything you don't really want anyone to know but the group ask them and they will keep it confidential.



Project 6

Challenge 1 - ideal mental health service

location

- easily accessible
- near towncentres with public transport links so anyone can get there easily on the bus
- people who ~~can~~ use wheelchairs can get around the premises easily (ramps and lifts)
- maybe near schools (can go to the one nearest to you)

layout and design

- 3 to 4 different rooms
- quiet room (comfortable sofas, chairs, night lights, books, colouring and writing activities)
- social room (board games, computers, snacks, bright room to increase social interactions)
- 1 to 1 room (private booths where people can have private conversations between each other that stays confidential in a comfortable way that's not forced)

running

- open 24 hours a day
- multiple staff on duty to keep everyone safe and feel wanted (both trained carers and young volunteers who've experienced their own mental health struggles with empathy)
- no one should be turned away (if they're there for genuine support and are following the rules)
- there should be no fee (for reaching out for help and using the service)
- everything is kept confidential (unless the young person is at risk of harming themselves or others)
- a crisis phone number that can be rung at any time

activities

- both independent and in groups •
- group games and discussions (to release endorphins and increase social interaction - make people more comfortable speaking up and coming out of their shell without being judged)
- reading and writing independently (down time to spend alone and get away from any chaos at home or school - get help with homework and get out bottled up feelings through words and not speech which is easier)
- group outings (only pay for transport and admission to the places like museums and nature parks)

Project 7

My emotional and wellbeing service.

Niamh Geogheghan

1

What support is available for young people in my area?

- Where I live there doesn't seem to be any support to the uninformed eyes, yet under the surface things can be a lot different.
- I myself don't know of any services because of the lack of information given to young people.
- Unless you are suffering and have informed the school; you aren't informed of any form of support.

2

What would my service look like?

- My dream service would be a youth club.
- A youth club is basically when people age 12-18 can go, bands will play and it can be a place where any one, struggling or not, can go and make friends and be with others who they can relate to and feel comfortable with.

3

Where would it be?

- In the centre of Stalybridge (where I live) there used to be lots of clubs, so we could adopt one of them and use it.
- The bar that was once dormant would be used to serve non alcoholic drinks and all the money from it would go towards paying the youth workers there; which leads to my next slide.

4

Who would go there and what for?

- With this youth club, anyone is welcome.
- The only requirements are to be age 12-18.
- Anyone can go to the youth club. You can go with your friends and meet others. If you were struggling, youth workers will be on hand if you need to speak to them.
- Overall it would just be a friendly environment to make young people feel comfortable and safe.

5

How to find this support in the community?

- If this were to become real, I would mainly promote it on social media and tell everyone around about it.
- Word of mouth would be a key factor, as it isn't just about improving a specific part of someone's well being- its trying to improve it overall.

6

Who would provide the support for the young people?

- **The support would come from on hand youth workers who would be able to give advice and help to anyone who needed it.**
- **But, it would also come from the support of other teens because people of the same age, whether they are from two completely separate worlds- always manage to relate and help one and other all in all.**

7

How would my friends feel coming to my dream service?

- **I feel my friends would very much love to come to my dream service as they aren't pressured to speak about whatever troubling them, which many young people feel during peer groups (I being one of them), and we can just be us and do what we normally do to make ourselves happy- yet also have that choice to be able to speak to someone who knows how to handle our mental health.**

8

The end

9