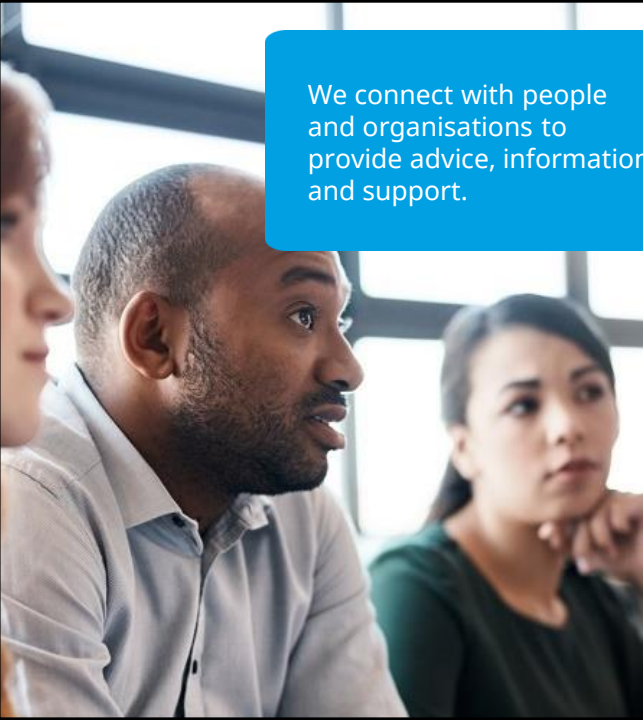


Building Resilience in Schools and Colleges





We connect with people and organisations to provide advice, information and support.

Who we are

Mental Health UK has supported people affected by mental health problems for over 40 years.

We bring together experts from four national mental health charities to improve awareness and support in communities across the UK.



Today, I'd like to share

- What Bloom is and why it is needed
- How Bloom is delivered and supports a whole school approach to young people's health and wellbeing
- What to look forward to in a Bloom workshop
- How you and your school can get involved

An Introduction to Bloom

Bloom

For young people's mental health

What is Bloom?



**A UK-wide
programme which
supports young
people's mental
health resilience**



**For those aged 14-18,
at a time of transition
and change**



**Co-delivered in
schools and colleges
to 1000's of young
people and 100's of
teachers**

Bloom Aims



Ensure more young people are mentally healthy as a result of applying knowledge/skills/strategies learnt through Bloom and have an increased understanding of mental health and resilience tools



Young people feel supported, and able to make successful life transitions now and into the future.



More young people feel able to 'step in' to support their peers when required. Have more awareness of mental health needs of others.



Teachers feel confident and committed to delivering Bloom in schools



The Need

- Most long-term mental health problems beginning in adolescence: 75% of mental illnesses start before a person's 18th birthday*
- Recent research shows that the experience of the pandemic is likely to continue to exacerbate existing mental health and wellbeing problems among young people where 1 in 6 young people now have a probable mental illness – up from 1 in 9.*
- A study involving 2,375 British teenagers found that 66% worried the pandemic would affect their mental/emotional wellbeing^

*NHS Digital, <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england>

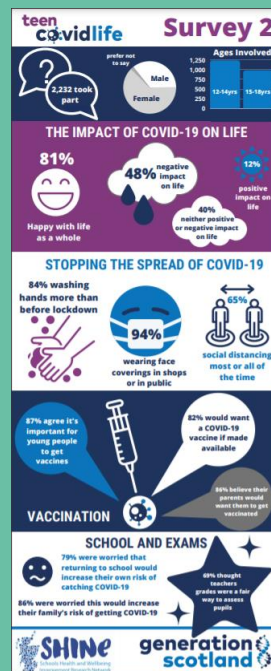
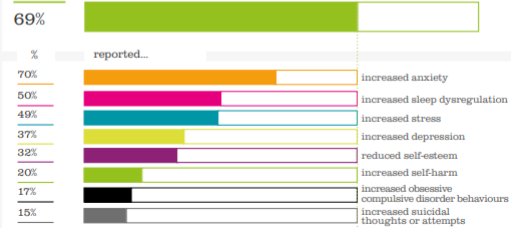
^Mental Health Foundation and Swansea University Partnership
<https://www.mentalhealth.org.uk/news/many-british-teenagers-feeling-anxious-alone-and-fearful-in-the-pandemic-new-mental-health-research>



Youth colleagues' concerns for children and young people's mental health and wellbeing were shared by our practitioners...



Of these:



We asked young people, 'Which, if any, of these would you say have the biggest negative impact on your own mental health?'

Age 14-16

Exam Pressure (36%)
Bullying (29%)
Conflict with friends (26%)
Managing studies (25%)
Social pressure (22%)
Making decisions about the future (22%)

Age 17-18

Exam pressure (38%)
Making decisions about the future (28%)
Managing studies (24%)
Juggling time on school / work / fun (24%)
Social pressure (22%)

Our Impact So Far

99,000

students in the UK have been supported with their mental health resilience through Bloom

1,750

teachers have been trained to continue delivery of Bloom in their classrooms, creating a legacy of mental health resilience

500,000

young people Bloom aims to support across the UK by 2024



How is Bloom unique?

- It is completely free!
 - Our experts are on hand to support you during and after the training.
 - We provide all the resources you need, including:
 - Easy to use Teacher Guidebooks
 - Student Workbooks
 - PowerPoint decks for each workshop
- *These are also available to download for use in delivering the programme long-term
- The needs of young people are at the heart of the programme's content.

Sessions By Age Group

14-16 year olds	16-18 year olds
<ul style="list-style-type: none"> • Resilience • Exam pressure • Friendships (bullying, conflict) • Managing studies • Social pressures • Decisions about the future 	<ul style="list-style-type: none"> • Resilience • Exam pressure • Decisions about the future • Managing studies • Work/life balance (aka 'juggling time') • Social pressures

Focus is on **immediate experiences** and contained within the school environment. For example, exam stress and difficulties with peers.

More responsibilities = more stressors, more to juggle, and often more decisions to make.

How does Bloom fit in with the Whole School Approach?

2. An ethos and environment that promotes positive and respectful relationships and values diversity

School ethos and environment are key determinants in promoting mental health and wellbeing for everyone within the school community. Everyone within the school setting

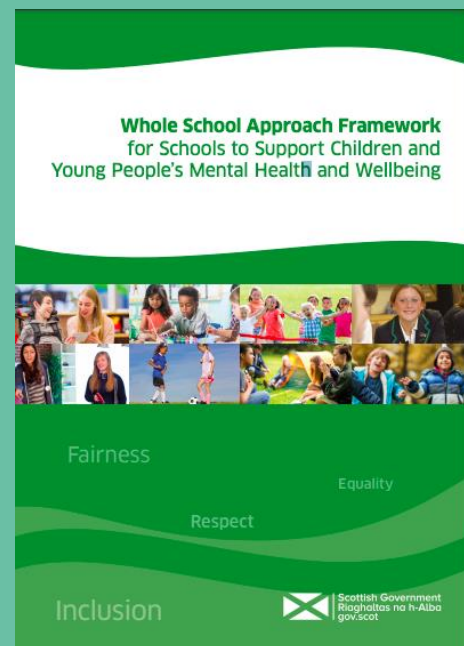
3. Effective curriculum and learning and teaching to promote resilience and support mental, emotional, social and physical wellbeing and learning

Curriculum for Excellence already places **health and wellbeing at the heart of the curriculum** and this will be further emphasised within a whole school approach to mental health and wellbeing.¹⁴ COVID-19 Educational recovery guidance similarly emphasises mental health and wellbeing within the curriculum.¹⁵ Learning across the whole curriculum as outlined within Health & Wellbeing Responsibility of All should ensure that children and young people develop the knowledge, understanding, skills, capabilities and attributes they need for mental, emotional, social and physical wellbeing. Well-chosen and evidence-informed programmes may complement curriculum delivery, and will be most effective when they are well integrated into the day-to-day curriculum.

Curricular approaches which focus on promoting resilience can be adapted to reflect the current, local context and ensure their relevance to children and young people. Learning and

5. Supporting staff professional learning and development in order to ensure their own and others' wellbeing

Professional learning and development can be key factors in empowering staff to effectively support children and young people's wellbeing as well as their own wellbeing.





What does a Bloom workshop look like?

Bloom

For young people's mental health

Workshop Outline

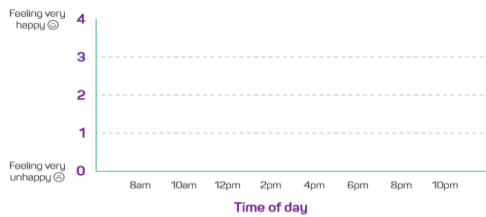
For each session, we will:

- Introduce the session topic
- Set learning objectives for the session
- Use activities, concepts and scenarios to explore and solidify learning
- Give students tools to build resilience
- Support students to set action plans
- Agree take home messages

Why is resilience important?

Activity B

Plot the graph based on your day yesterday. 0 = feeling very unhappy and 4 = feeling very happy



How did you get through the low parts of the day on the graph?



Any suggestions from the workshop you might want to use in future to get through the lower parts of your day?

- ✓ Reflection & discovery
- ✓ Self awareness
- ✓ Regulation
- ✓ Coping strategies
- ✓ Making helpful choices
- ✓ Peer learning
- ✓ Promoting knowledge of impact of mental health on behaviour

Scenario A

Eve is late for school by 2 minutes because she slept through her alarm and missed the bus. She rushes into school. She knows she needs to complete her homework before 4th period, so she spends most of her lunchtime in the library and only spends 10 minutes talking with friends. When she gets home, her little brother winds her up and she loses her cool and snaps at him. She decides to take a bath to feel better.

Has Eve shown resilience?

How? When?



Resilience rating

Activities & Concepts

Rate each of these
statements from 1 to 10.
1 = 'not at all'
10 = 'nailed it'

Resilience issue	Rating
I am good at saying 'no' to requests from friends or family to have some fun when I have planned to study	
I am good at avoiding distractions from my phone or social media when I am studying	
I give myself plenty of short breaks within larger chunks of study time	
I celebrate successes, however small, and give myself credit when I work hard	
If I am falling behind or struggling in some way, there are people I will go to to ask for help	
I don't allow my inner critic to influence me too much	
I drink plenty of water and eat healthily especially when I am studying hard	
I exercise for at least 30 minutes every day (e.g. walking)	
I have a study plan for each of my subjects and can adapt it when needed	

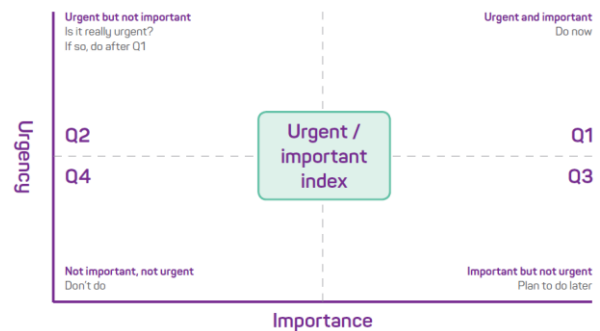


What can you do to address the issues that you have rated as a lower number?

Urgent - Important Index

A model to help prioritise competing demands:

1. Urgent & important
2. Urgent but not important
or
3. Important but not urgent
4. Not urgent & not important



Toolkits

- Each session has a unique set of toolkit strategies relating to that particular topic
- An explanation for each tool is included in the student workbooks

Decision-making toolkit

Be **curious**, open minded and willing to try something different

Set goals that move **'towards'** something constructive, not just 'away from' unpleasant things

Once you've made a decision, commit to it with **hard work** and **self belief**

Be **flexible** and **adaptable** because often things don't go perfectly to plan

Visualise what you'd like the future to look like

Thank the **part of you** that is fearful and cautious for trying to protect you

1. Attitude

Be optimistic and do your best. Adopt a 'have a go' mindset and a positive attitude!

2. Relaxation

Do whatever works for you – bath, breathing exercises, sports, music and so on.

3. Self-talk

Become aware of overly critical self-talk and be kind to yourself.

4. Focus

Choose where to focus your attention and your energies. Only multi-task if there is no other option.

5. Effort

Choose how much effort to put in – sometimes (for certain subjects or topics) you may need to put in more effort, and sometimes – less.

6. Breathing

Carry out breathing exercises (take a deep breath in slowly through your nose for a count of 4, hold for 4 and slowly release through pursed lips for a count of 6).

7. Food and drink

Drink water often to hydrate and don't drink too much caffeine, as it can make you jittery, anxious and can affect your sleep. Try to have a balanced diet.

8. Leisure time

Make sure you see your friends, do sport and exercise.

9. Visualisation (Imagination)

Before an exam or a test, imagine yourself performing well and/or imagine yourself leaving the exam knowing you've done your best. Do this several times in the lead up to exams and just before. (This is much better than having looping thoughts about how bad the future will be if you don't do well or ruminating on all your past exam 'failures'.)

10. Balance

It's important that you balance hard work and intense study periods with relaxation and social interactions.

11. Revision plan and strategies

Ask for help to put together a revision plan, with breaks and rewards. Use note-making and study methods and patterns that work for you.

12. Support

Ask for help from teachers, tutors, parents, friends and others in your life. They may be able to help you manage stress or come up with helpful study strategies.

Action Plans

- Each session includes an action plan
- A space for young people to consider which tools they will implement
- Encourages young people to get into a habit of being proactive in implementing resilience tools

Activity R – Action plan template

Based on the conversations you've had in this session, what steps are you going to take when making decisions about your future? There is no right or wrong answer as this is your template.

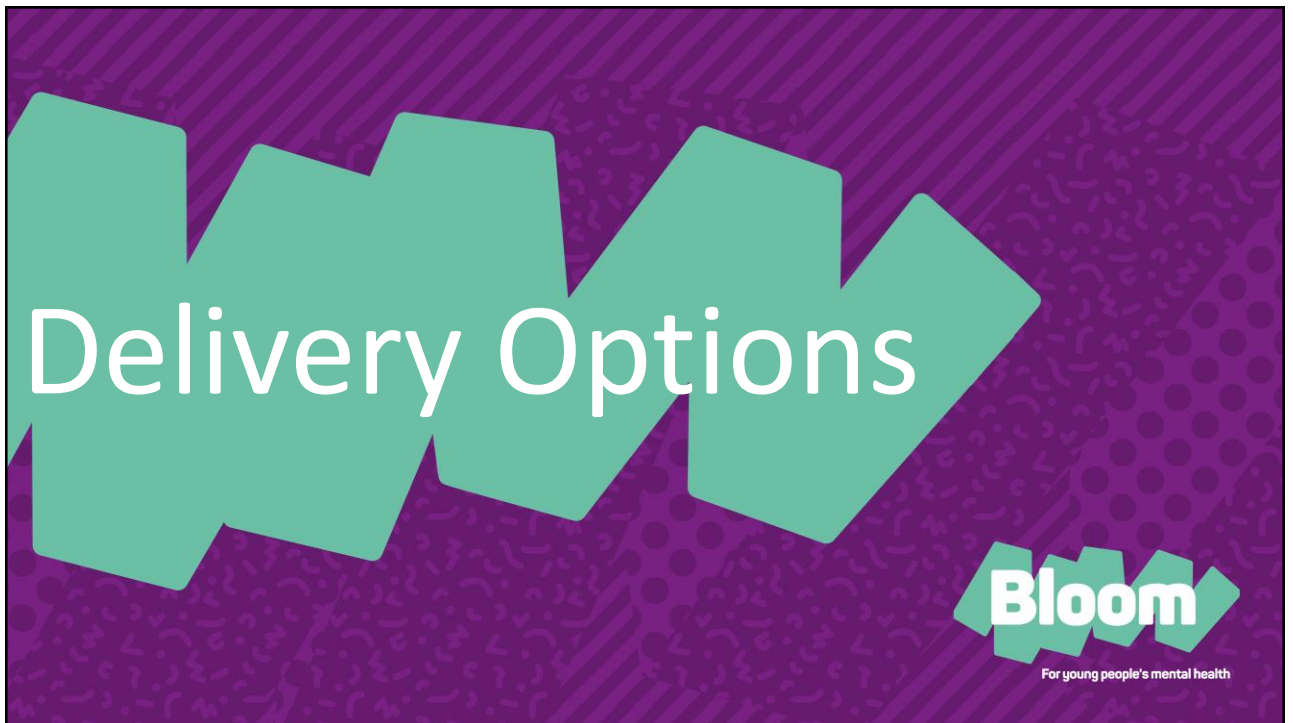
When and how?

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1st **2nd** **3rd**

What will you do?

Notes:



What are our options?

Co-delivery

(In person or online)

Half day training for
nominated school staff

Followed by seven one-hour
workshops with cohorts of 15
to 25 students

Online Teacher Training

Full Bloom Training – 3 hours
Or

Resilience, Exam Stress or
Making Decisions About the
Future only – 1 hour

Bloom Lite

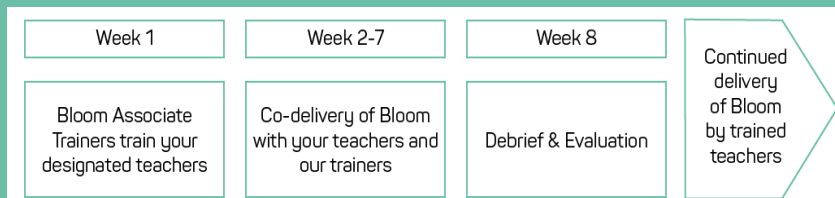
(In person)

One off Workshops on any
Bloom topic:

Resilience, Exam Stress, Making
Decisions About the Future,
Managing Studies, Friendships,
Social Pressures, Work/Life
Balance

Co-delivery

- Half-day introduction training for designated teachers by Training Associates
- 6 x 1 hour workshops for students co-delivered by Teachers & Training Associates. Plus, a 1 hour 'celebration week' workshop.
- Expertly designed Teachers Guidebook & Student Workbooks pdf formats
- After the full delivery cycle, the trained teachers will take over ownership of delivery
- You can contact us anytime for support or more information



Schools Charter

- 3 designated teaching staff
- 2 cohorts of 15-25 students
- Taking part in short surveys to help us evaluate the programme.
- Commitment to organising logistics in your setting and delivering Bloom in the future.

NB: This works best if we have one named person who would be responsible for the overall coordination of the programme.

Feedback

After our training **94%** of teachers felt confident and equipped to deliver Bloom in their schools and **97%** said they had a better understanding of resilience.

80% of young people who participated in the programme felt more confident in their understanding of resilience.

"My favourite thing about being in Bloom, I think it is just taking in board other people's opinions and just the discussions, I enjoyed the discussions the most. That way you can, like I can give out advice that I have learnt, and other people can give advice that they have learnt, that is nice as well. You can kind of have those lightbulb moments. That is what I enjoyed the most, they are intellectually stimulating conversations when people are bringing things up that you had never considered before." [Young person]

"The lesson headings are perfect for the age and stage of our young people and they have really engaged with the content. It has been valuable for both young people with existing mental health issues and those with no concerns" [Teacher]

"How accommodating and how understanding and how much [name of Bloom contact] and [name of Bloom training associate] got how schools work. I don't think they understand how unusual that is, particularly with outside agencies. Often we are forced into a square that doesn't fit for us. I can't say enough how brilliant they are." [Teacher]



The lesson headings are perfect for the age and stage of our young people and they have really engaged with the content. It has been valuable for both young people with existing mental health issues and those with no concerns.

Sian Oliver, Trinity Academy

Bloom

For young people's mental health

Stay in Touch



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Find out more:

See our Charter or visit
mentalhealth-uk.org/bloom

Online Bloom training:

<https://mentalhealth-uk.org/bloom-online-teacher-training>




UK wide inboxes:

schools@mentalhealth-uk.org
or colleges@mentalhealth-uk.org



Resource library


Resilience






What is resilience?

Video 1

We hear the word 'resilience' all the time, but what does it really mean? We can learn by looking at what resilience is and isn't, as well as why it's important for our mental health.

[Download worksheet](#) 






Your attitude & resilience

Video 2

Getting through the 'not so fun' times can feel hard when we don't feel in control. Here we look at how making a conscious effort to improve our attitude can help us regain control and take positive action.

Stress

Stress

Video 3

Too much stress can be unhelpful. It can shut down our ability to think clearly. We look at what happens to our brain when we feel stressed and how we can manage it by encouraging new ways of thinking.

<https://mentalhealth-uk.org/support-and-services/supporting-young-people/resources-for-schools-and-colleges/>



Resource library

Advice for parents and guardians

Our resource library contains tools to help you confidently engage in conversations about mental health, emotional wellbeing and resilience with the young people in your life.



<https://mentalhealth-uk.org/help-and-information/advice-for-parents-and-guardians/>

Videos to share with young people

Watch our series of animated videos based on the content of our young people's programme. Each video focuses on a topic that young people have told us is important to them and support building their resilience through suggested tips and techniques.

[Watch videos](#)



Supporting young people during Covid-19

The coronavirus pandemic has changed our ways of living. For young people this is a hugely tumultuous time as their lives aren't able to go to school or to work. We've created resources you can share with the young people in your life to help them understand and manage how they're feeling.



Dealing with uncertainty

Disappointment is natural, but do you feel completely overwhelmed or out of control when plans change unexpectedly? Feeling like you have no control over your life can help uncover resilience allowing you to manage uncertainty.



Where does the time go?

The more free time we have, the harder it can be to find a balance between productivity, leisure time and rest. Using tools from our juggling time workshop, we built some of the myths and provide you with tips to help you manage your time.



