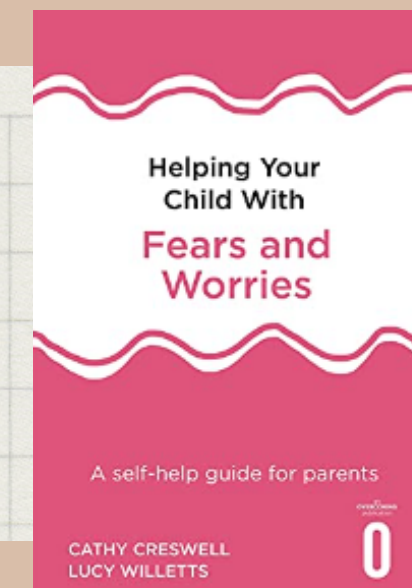


LINKS

- [Young Minds - Feelings](#)
- [Every Mind Matters - Self Care](#)
- [Every Mind Matters - Anxiety](#)
- [Health for Teens - Anxiety](#)
- [Anxiety UK](#)
- [Mental Health Awareness Week](#)
- [Young Minds - What is Anxiety?](#)
- [NHS Anxiety Disorders in Children](#)
- [NHS Anxiety in Children](#)
- [Association for Child and Adolescent Mental Health - Anxiety](#)
- [Anna Freud - Self Care](#)
- [Anna Freud, Mentally Healthy Schools - Mental Health Awareness Week Toolkits](#)
- [NSPCC Learning Resources](#)

MH AWARENESS WEEK ANXIETY HELPFUL RESOURCES

BOOKS



15 to 21 May 2023

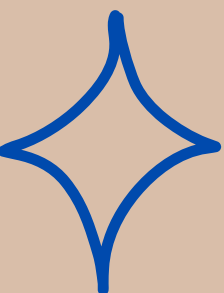
**Mental Health
Awareness Week**



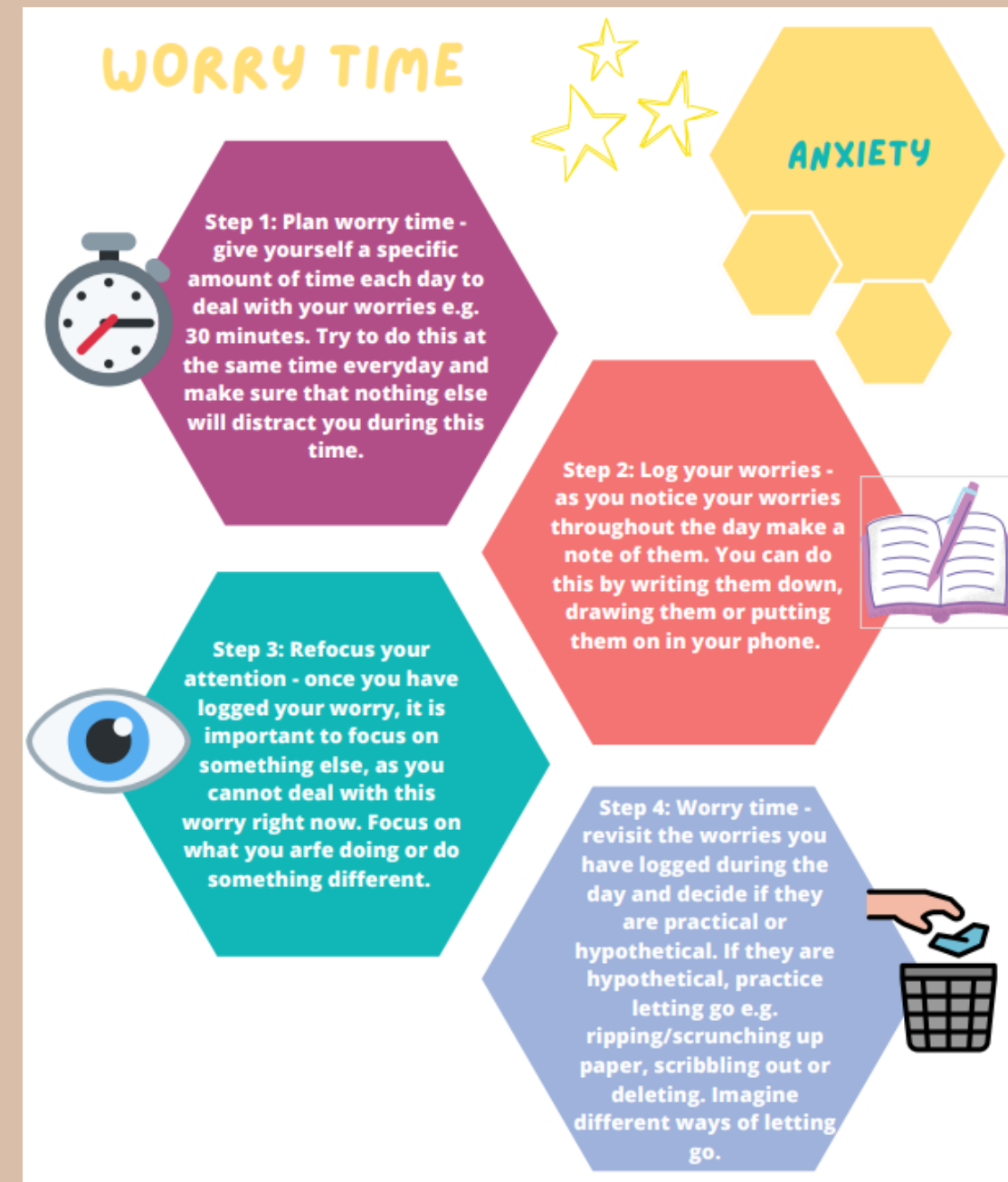
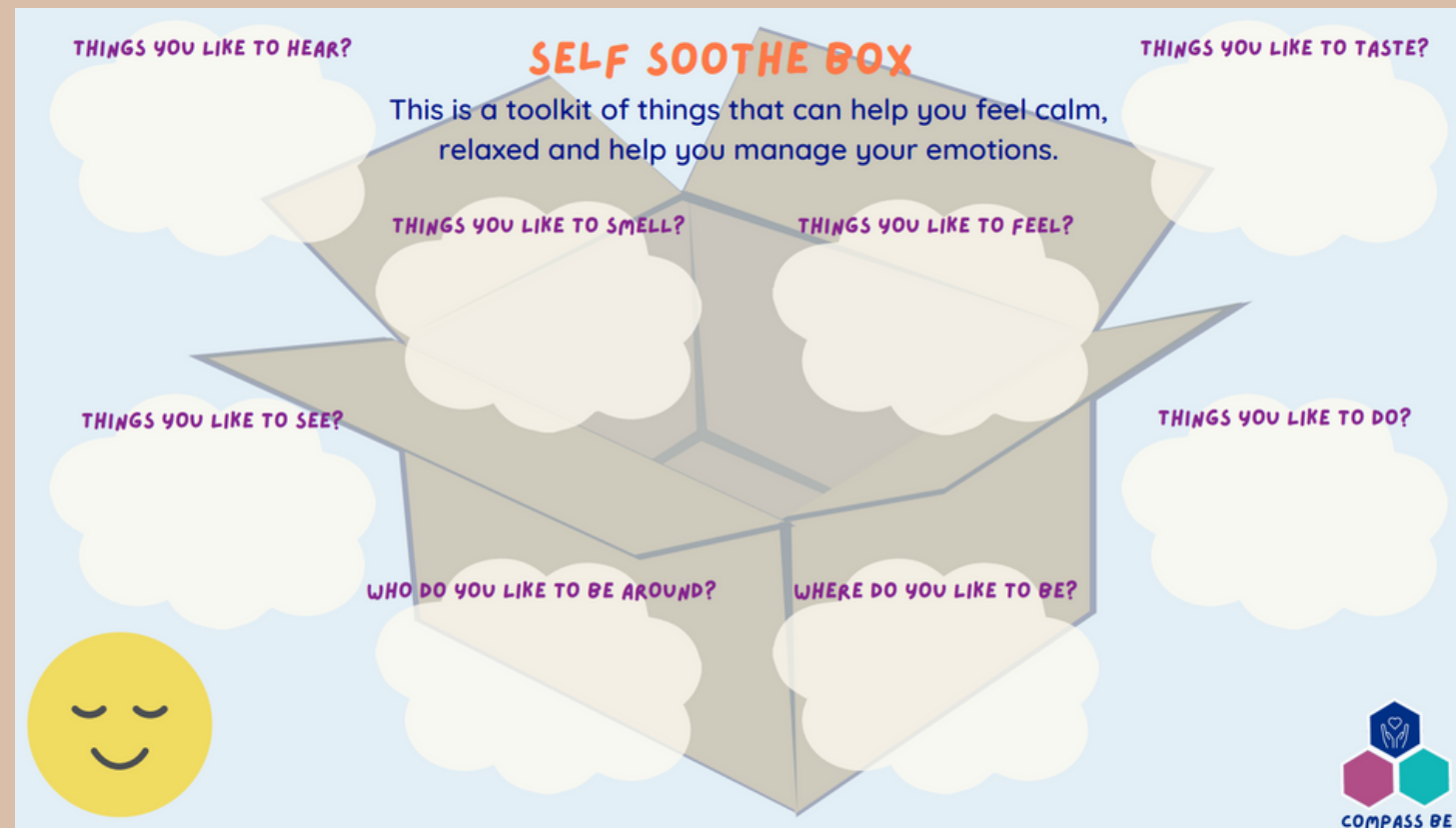
#ToHelpMyAnxiety

FREE WEBINAR

Anna Freud - Talking about Anxiety
in Schools, 22 May, 4.30pm-
6.00pm



EXAMPLE TOOLS FROM COMPASS BARNSELEY



EXAMPLE TOOLS FROM COMPASS BARNSELEY

PROBLEM SOLVING

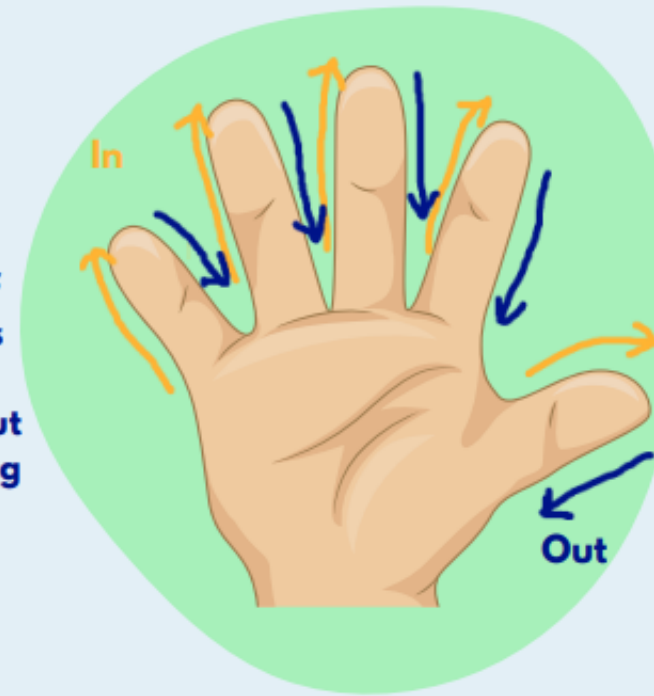
If you are having practical problems you can use problem solving to help you work through it. Practical worries can sometimes be overwhelming and it can feel easier to put them off. However, tackling them sooner can help you feel better in the long run.

ANXIETY

- ★ Step 1 - Write down your problem in no more than a couple of problems.
- ★ Step 2 - Write down all the solutions you can think of to solve your problem (even if they seem silly)
- ★ Step 3 - write down all the pros and cons for each solution.
- ★ Step 4 - choose the solution that seems the best from the pros and cons and consider if it is realistic.
- ★ Step 5 - now make a plan. consider what, when and how you will do it and who might you need help from. could there be any difficulties? What can you do to overcome these?
- ★ Step 6 - Do it! Carry out your plan.

FINGER BREATHING

- Use your index finger to trace around the edge of your fingers on the opposite hand.
- As your finger traces up your first finger take a slow deep breath in and as you trace down the other side of your first finger take a slow deep breath out. repeat as you trace up and down your other fingers.
- You can repeat this as many times as you need to, but remember to trace each one slowly so you take a long breath in and out.



SELF-ESTEEM JOURNAL

MONDAY

Something that went well today...
Something that made me smile was...
I was proud of...

TUESDAY

I felt good about myself when...
A positive thing I saw was...
Today I accomplished...

WEDNESDAY

Today I had fun when...
Today someone was nice when...
One nice thing I did today was...

THURSDAY

Today I enjoyed spending time with...
I did better at...
I enjoyed today because...

FRIDAY

My favourite part of today was...
It was really funny when...
Today was interesting because...

SATURDAY & SUNDAY

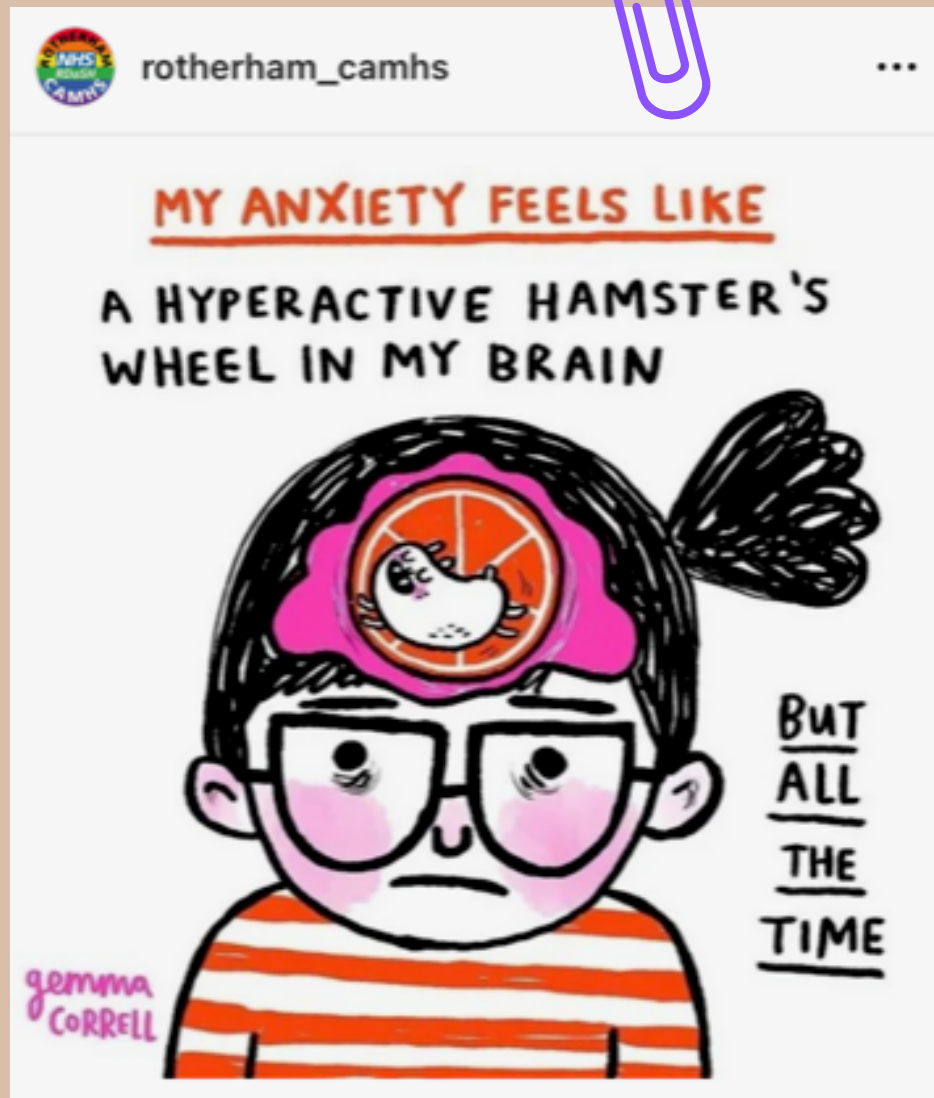
I completed...
I enjoyed...
I am grateful for...

01226 107377
compass-uk.org
@CompassBeMHST
info.barnsleymhst@compass-uk.org



FOR MORE RESOURCES PLEASE SEE OUR
Y&HCN FUTURE NHS PAGE

EXAMPLE INSTAGRAM POSTS ROTHERHAM



FOR MORE RESOURCES PLEASE VISIT
[ROTHERHAM CAMHS ON INSTAGRAM](#)



EXAMPLE WORKBOOK PAGES LEEDS



Take home task:

Encourage the young person to write a worry diary in order to capture their worries. By using this strategy, together you can both begin to identify the worries and explore how the young person is applying the skills. When making a diary entry ask the young person to ask themselves, e.g. "What do I think is going to happen?" "What is making me feel this way?" Encourage the young person to record the situation as soon as is possible, to include: the worry, determine if it was practical or hypothetical and what was the solution.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.



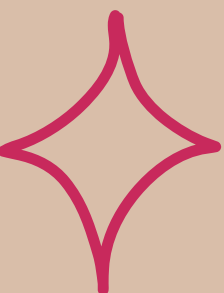
Take home task: Gratitude diary

- Ask young person to complete the gratitude diary-give some examples to help their understanding e.g. grateful to speak to a friend, grateful the sun was out.
- Link this to balancing our perspectives by taking in the positives that we might overlook. Refer back to unhelpful thinking styles from last session and 'mental filter'.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.



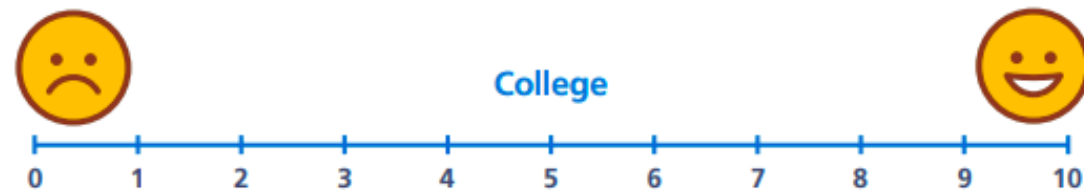
VISIT OUR [Y&HCN FUTURE NHS PAGE](#)
FOR THE FULL WORKBOOKS



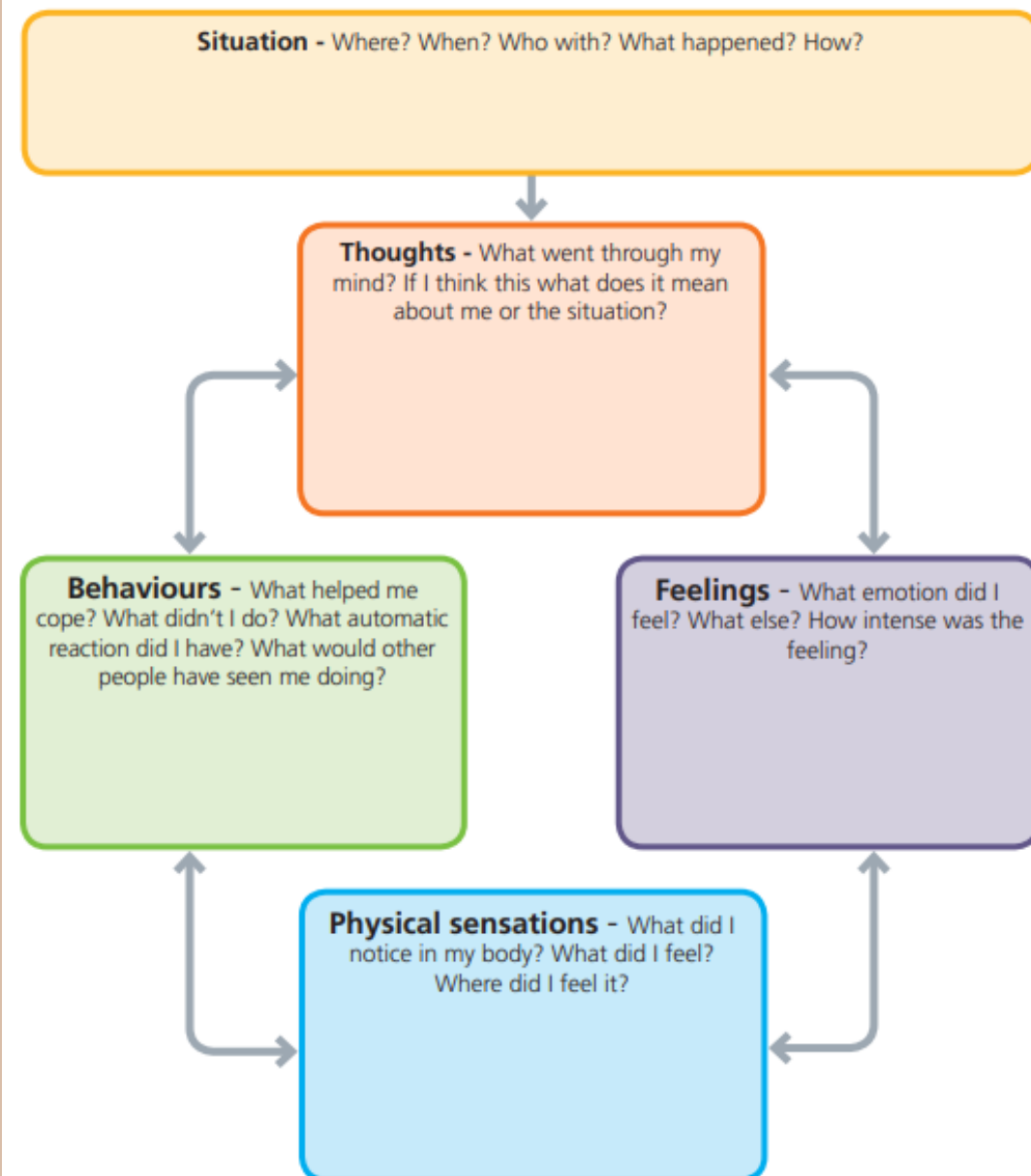
EXAMPLE WORKBOOK PAGES LEEDS

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home.



Exercise five: Take a moment to think about a situation where you felt anxious or experienced someone being anxious.



Do you notice any links between the different areas?
Where could the cycle be broken?



Can I do something about this worry now?

Yes

This is a practical worry,
consider how problem
solving may be helpful.



No

This is a hypothetical worry,
consider ways to let the worry
go or shift your focus. Could
you use worry time?

