



A MILLION HANDS

MENTAL HEALTH
RESOURCE PACK

In partnership with



A MILLION HANDS

1. UNDERSTAND THE NEED
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

The mental wellbeing and resilience of families, Scout groups and broader society improves as a result of our young people's actions

- Resilience of people likely to develop mental health problems increased.
- Awareness of mental health is raised and stigma decreased.

This A Million Hands resource helps young people and leaders explore the language and issues related to mental health, develop a lifestyle which supports their own mental health and to share this information with others.

They will be able to take practical action in the service of others, creating positive social change, as well as developing their own skills, knowledge and character.

The pack gives content in the following sections:

- **Understand the need:** Activities, which could be delivered within a Scout HQ setting, but could also include visits to community facilities and involve external speakers. This will help our young people understand the issue and increase their empathy towards people affected by it.
- **Plan Action:** Ideas that help young people plan action which can have a genuine impact on the lives of others.
- **Take Action:** Practical examples of projects that will lead to outcomes that would make the biggest difference to the issue, categorised into:
 - Practical/Hands on Action.
 - Policy Action – where the action is aimed at decision makers.
 - Land/Waterways Action – using the adoption, upkeep and use of land/waterways to affect change.
- A Million Hands does not involve raising funds for the charity partner, but could involve fundraising for the actions our young people will take to tackle the issue.
- **Learn and Do More:** Activities that allow young people to reflect on what they have learned, how they have developed and how they could make more change.
- **Tell the World:** Activities that help young people to celebrate their achievements and encourage wider society to take action.
- **Risks and Considerations.**

- **Connecting with Others:** This section will outline how adult volunteers can make contact with people affected or who are passionate about the social issue in question.

A Million Hands is rooted in the 6-25 Programme. It is explicitly designed to help you as an adult leader to provide what is already in the Programme. Not bolt-on, not additional, but activities that contribute to a wide range of badges and awards already established. The main way we have done this is structuring A Million Hands around the Community Impact Staged Activity Badge.

Resource Pack developed by



- One in four people in the UK will experience a mental health problem each year.
- 75% of adults with mental health problems first experience them before the age of 18.
- Tens of thousands of 15 to 34 year-olds are suffering from depression, stress and anxiety at any one time.
- One in ten young people experience mental health problems.

Just as we all have physical health, we have mental health too. Just as our bodies can become unwell, so can our minds. Like physical illness, mental illness affects people of any age, race, religion or income. It is not the result of personal weakness, lack of character, or poor upbringing.

Mental health problems are common - but nearly nine out of ten people who experience them say they face stigma and discrimination as a result. This can be even worse than the symptoms themselves.

This pack is designed to help young people develop an understanding of mental health; what it is, how we can affect it with our actions and the support we can provide to others through what we do.

Why Mind?

- We provide advice and support to empower anyone experiencing a mental health problem.
- We campaign to improve services, raise awareness and promote understanding.
- We work in partnership with 147 local Minds to provide services tailored to their community.
- We won't give up until everyone experiencing a mental health problem gets support and respect.
- Mind is the lead partner on action relating to mental wellbeing and resilience. They are working alongside SAMH (the Scottish Association for Mental Health) and Niamh (the Northern Ireland Association for Mental Health) in Scotland and Northern Ireland. See 'Connecting with others' section for further information.

How many people does Mind help?

In 2014 we provided direct support to 350,000 people through our network of local Minds. In addition, 57,600 people contacted our Infoline and Legal Advice Line.

Hundreds of thousands of individuals each month visit our website or contact us via social media to find information, seek support or participate in discussions. We provide the tools they need to take control of their lives.

There are millions more that will have benefited from our campaigning and policy work.

What are local Minds? Are they part of Mind?

We operate a federated structure where each local Mind is a separate, independent charity run by local people, for local people.

Mind and local Minds share a set of values. The network gives us a strong voice and insight into what's happening at both national and local level. Each local Mind is responsible for its own funding and the services it provides, but all are affiliated to Mind. Local

Minds are regularly reviewed to ensure they reach rigorous quality standards. This ensures that everyone who walks through the doors of any local Mind across the country receives a consistent standard of service and experience.

Mental Health Facts

- According to the World Health Organization, by 2020 depression will be the second most common cause of ill health after heart disease.
- About a quarter of the population will experience some kind of mental health problem in the course of a year, with mixed anxiety and depression the most common mental health problem in Britain.
- Women are more likely to have been treated for a mental health problem than men and about 10% of children have a mental health problem at any one time.
- Depression affects one in five older people.
- Suicides rates show that British men are three times as likely to die by suicide than British women, and self-harm statistics for the UK show one of the highest rates in Europe: 400 per 100,000 population.
- Only 1 in 10 prisoners has no mental disorder.

This week in the UK

- 104 people will take their own life.
- 250,000 people will visit their doctor about a mental health problem.
- 750,000 prescriptions for antidepressants will be issued.

Children and Young People

- 1 in 10 children between the ages of 1 and 15 has a mental health problem.
- estimates vary, but research suggests that 20% of children have a mental health problem in any given year, and about 10% at any one time.
- rates of mental health problems among children increase as they reach adolescence. 10.4% of boys aged 5-10, rising to 12.8% of boys aged 11-15, and 5.9% of girls aged 5-10, rising to 9.65% of girls aged 11-15.

Talking about mental health

It is good to talk – you don't have to be an expert to talk about mental health.

Anyone can experience a mental health problem so it is important to be able to talk about it. Sometimes, just doing the little things, like asking someone how they are, is all it takes to let someone know you're still thinking about them and make a big difference to how they're feeling. Below are some links to videos where people explain how they feel when they have mental health issues.

- In this video: https://youtu.be/_y97VF5UJcc 13 young people (aged 18-25) talk about their mental health problems.
- This video: https://www.youtube.com/watch?v=SE5lp60_HJk The Stand Up Kid introduces the topic of mental health in a way that is aimed at young people and may act as a good way of starting the session.
- Tips on talking about mental health are here: <http://www.time-to-change.org.uk/talk-about-mental-health/tips>
- It is important to emphasise that you don't need to be mental health experts, anyone should be able to talk about mental health. Starting conversations won't mean people get worse as they can only get better as a result of talking about it in the right way. This video shows people's expected reactions and what the reality is like: <https://www.youtube.com/watch?v=XSelazVmskA>

Young Minds definition of mental health

The capacity to live a full productive life as well as the flexibility to deal with its ups and downs. In children and young people it is especially about the capacity to learn, enjoy friendship, to meet challenges, to develop talents and capabilities.

Where do I find further info or support?

If you need support, or want to find support for someone in your group, you can call Mind's info line. Our team provides information on a range of topics including:

- Types of mental health problems.
- Where to get help.
- Medication and alternative treatments.
- Advocacy.

We will look for details of help and support in your own area.

Contact us

Our lines are open 9am to 6pm, Monday to Friday (except for bank holidays).

0300 123 3393

scouts@mind.org.uk

Text: **86463**

Website: **www.mind.org.uk**

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What other parts of the 6–25 Programme can A Million Hands help you with?

The activities within this resource pack contribute to a whole range of badges and awards. Each activity will indicate what other badges you can include, but we have summarised them below.

Badge	Beavers	Cubs	Scouts	Explorers	Network
 Team Work Challenge Award	●	●	●	●	
 World Challenge Award	●	●	●		
 Athletics Activity Badge		●			
 Book Reader Activity Badge		●	●	●	
 Communicator Activity Badge	●	●	●		
 Gardener Activity Badge	●				
 Environmental Conservation Activity Badge		●	●		
 Digital Citizens Staged Activity Badge	●	●	●	●	
 Creative Activity Badge					●
 Media and Marketing Activity Badge					●
 Artist Activity Badge		●			
 Creative Arts Activity Badge					●

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Suggested pathways through the resource pack

This resource pack contains a variety of activities that will help you Understand the Need, Plan Action, Take Action, Learn and Do More and Tell the World

Please select your own activities from each of these sections or alternatively some pathways you may want to work through are listed below.

	Beavers	Cubs	Scouts	Explorers	Network
Understand the Need	What makes us happy	Graffiti Wall	Terminology	True or false quiz	Graffiti Wall
Plan Action	High five	Five Ways to Wellbeing	Five Ways to Wellbeing	High five	Five Ways to Wellbeing
Take Action	Creating a pledge wall	Incorporating five ways into your session	Ecotherapy Canals & River Trust	Campaigning	Campaigning
Learn and Do More	Session evaluation with postcards	Revisiting	Session evaluation with postcards	Revisiting	Linking with your local Mind
Tell the World	Open day	Open day	Open day	Social media	Social media

UNDERSTAND THE NEED

UNDERSTAND THE NEED

1. UNDERSTAND THE NEED
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Activities, which could be delivered within a Scout HQ setting, but could also include visits to community facilities and involve external speakers. This will help our young people understand the issue and increase empathy towards people affected by it.

Activity	Beavers	Cubs	Scouts	Explorers	Network
TRUE OR FALSE QUIZ			●	●	●
MENTAL HEALTH AND PHYSICAL HEALTH – PUT YOUR HAND UP IF...		●	●	●	●
TERMINOLOGY		●	●	●	●
MENTAL HEALTH V MENTAL ILLNESS – GRAFFITI WALL		●	●	●	●
GAPPED HAND-OUT EXERCISE			●	●	●
WHAT MAKES US HAPPY?	●	●			

These activities are designed to introduce the concept and language relating to mental health.

Whilst this section provides a list of activities ideas it is often the individual twists put on by a leader that really make it great for a group or local community.

Activity:

TRUE OR FALSE QUIZ

1. UNDERSTAND THE NEED
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Scouts, Explorers, Network

Overview Description

The activity is designed to introduce Scouts to some of the terminology and statistics relating to mental health.

Outcome

Scouts will have a better understanding of some of the key headlines and statistics relating to mental health.

Time

20-30 minutes, dependent on how many statements are used and the discussion that follows

Equipment

- None required – the activity can be delivered as a show of hands, Scouts writing on an answer sheet or moving towards one side of the room representing ‘true’ and another ‘false’.

Linked badges



Activity Instructions

- Introduce the topic of talking about mental health.
- Introduce the quiz and pick a selection of the statements from below.
 - Anyone can have a mental health problem. (True)
 - Mental health problems are very rare. (False)
 - There are ways you can help yourself feel better if you feel bad. (True)
 - People with mental health problems are different from other people. (False)
 - It is best not to talk to someone with a mental health problem. (False)
 - Someone who has a mental health problem can't go to work. (False)
 - Mental health problems affect one in four people. (True)
 - People with mental problems aren't able to work. (False)
 - We probably all work or go to school or college with someone experiencing a mental health problem. (True)
 - One in ten young people will experience a mental health problem. (True)
 - People with mental health problems are usually violent and unpredictable. (False)
 - People with a mental health problem are more likely to be a victim of violence than the person themselves being violent. (True)
 - People with mental health problems don't experience discrimination. (False)
 - Nine out of ten people with mental health problems experience stigma and discrimination. (True)
 - It's easy for young people to talk to friends about their feelings. (False)
 - Nearly three in four young people fear the reactions of friends when they talk about their mental health problems. (True)
- Encourage Scouts to discuss the answers they gave and ask if anything surprised them.

Adaptations

The quiz can be delivered in a number of different ways, including in teams, with a show of hands, or as a more physical activity with true and false on alternate walls.

Activity:

PUT YOUR HANDS UP IF...

1. UNDERSTAND THE NEED
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Cubs, Scouts, Explorers, Network

Overview Description

Simple introduction to mental health

Outcome

Scouts understand that just as we all have physical health, everyone has mental health

Time

5-10 minutes

Equipment

■ None.

Linked badges



Activity Instructions

- This activity works well as a quick introduction to looking at mental health and increasing their understanding about what mental health means.
- Start activity by asking 'Put your hand up if you have physical health' (hopefully all hands should go up)
 - 'Put your hand up if you have mental health' (in our experience, none or very few hands go up)
 - 'Put your hand up if you've felt happy in the last week'
 - 'Put your hand up if you've felt low in the last month'
 - 'Put your hand up if you enjoy playing football'
 - 'Put your hand up if you get stressed before exams'

The above are all examples, think of your own and ask as many as you like
- Explain to the group that this is their mental health. We all have mental health as we all have physical health. Some people can become unwell physically and mentally. We can also look after our mental health as we can look after our physical health.
- Discuss.

Key Messages

We all have mental health as we all have physical health.

Activity:

TERMINOLOGY

1. UNDERSTAND THE NEED
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Cubs, Scouts, Explorers, Network

Overview Description

The activity is designed to encourage a discussion around the appropriate use of language relating to mental health

Outcome

Scouts understand why some language is acceptable and some not and the power language can have when it relates to mental health.

Time

20 minutes

Equipment

- Post-it notes to write the terminology on or print off the cards below.

Linked badges



Activity Instructions

- Divide the young people into 3-4 groups and give each group a set of cards to sort. Each card has a term or word on it used to describe someone with a mental health problem. The young people need to sort the cards along a range from acceptable words or terms, to those that are unacceptable words or terms.
- Walk round the groups as they are working and look at how they are sorting the cards. Some of these phrases may be unacceptable in any context, others perfectly fine. It is also worth discussing the difference between how someone might describe themselves or as part of a community, as opposed to how someone else would describe them.

MENTALLY CHALLENGED	SPECIAL
EXPERIENCING A MENTAL HEALTH PROBLEM	DISABLED
SUFFERING WITH THEIR NERVES	UNWELL
HAVING A BREAKDOWN	GOING MAD
LOOKING FOR ATTENTION	A BIT WEIRD

Activity:

GRAFFITI WALL

1. UNDERSTAND THE NEED
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Cubs, Scouts, Explorers, Network

Overview Description

This activity is about mental health and language

Outcome

Scouts share language they have heard or know and discuss what they think is acceptable and isn't

Time

20 minutes

Equipment

- Flip chart paper, pens, Post-it notes.

Linked badges



Activity Instructions

- Split the group into two and give each a piece of flipchart paper. On one write mental health and on the other write mental illness. This activity is most effective when each group does not know what word the other has.
- Give the group Post-it notes to write what words, positive and negative, come to mind when they hear these terms. Individuals should then stick the Post-it notes onto the relevant flip chart sheet.
- Rules:
 - Everyone must contribute at least one Post-it note;
 - People cannot cross out something they don't agree with.
- Once everyone has done this, go through the terms and discuss. This may be better achieved initially in the groups as they are, before bringing key points back to the wider group.
- Consider what terms are appropriate/inappropriate.
- Ask young people what terms they use with their friends.
- Identify which terms are ok to use during the session.
- If the group are reluctant, the facilitator can add terms to encourage even if these are negative, as there will be a debrief.

Key Messages

- We all have mental health.
- Even if young people are aware that the terms are inappropriate, many people will come up with similar ideas for both mental health and mental illness.
- Young minds definition of mental health: "The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities." How does this differ with what they have come up with?
- Draw similarities to Physical Health. Most young people will understand that we all have degrees of physical health, which can change at points in our lives due to illness, accidents etc., and that some people can become unwell or some people may be very good at looking after their physical health. Mental Health is exactly the same and is not a constant. We can develop poor mental health but it is not a permanent condition.

Adaptations

Activity is about terminology and therefore requires an understanding of mental health, so may not be appropriate for younger Scouts.

However, the activity could be adapted to be about language relating to feeling happy and sad, and explaining how this is mental health as well.

Activity:

GAPPED HAND-OUT EXERCISE

1. UNDERSTAND THE NEED
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section	Scouts, Explorers and Network (Beavers and Cubs with adaptation)
Overview Description	The activity is based around Scouts filling out a gapped hand-out, discussing which words fit
Outcome	Scouts understand some of the terminology and language relating to mental health
Time	20 minutes
Equipment	<ul style="list-style-type: none"> ■ The gapped hand-out can either be printed on A4 for Scouts to complete individually or be reproduced on larger paper and Post-it notes used for the terminology to encourage discussion.

Linked badges



Activity Instructions

- Introduce the topic of talking about mental health.
- Split the Scouts into small groups and provide them either with individual A4 copies of the gapped hand-out or as a group with a larger copy reproduced on flip chart paper with the words on Post-it notes.

Answers

Mental health problems are very **common** About **one in four** people will have a mental health problem severe enough to ask for **professional help**.

Everyone experiences mental **distress** sometimes. This can happen for many different reasons such as if someone we care about is ill, if we are bullied at school, lose our **job** or if someone we love leaves. But if the distress goes on for a **long time** or is **interfering** with being able to live our lives, it is a **problem** and we may even be diagnosed with a mental **illness**.

One of the most common mental health problems is **depression**. A person living with this feels very low and unhappy and is often unable to do ordinary things like going to **school** or **work**, spending time with their **friends** and **family** or even getting up out of **bed**. Most of us will have known someone who has experienced this, or we may have experienced it ourselves.

People can **recover** from even the most **severe** mental health problems. But for many people with mental health problems the biggest problem they face is the attitude of **other people**.

- Feedback the answers.
- Encourage Scouts to discuss the answers they put and if anything surprised them.

GAPPED HAND-OUT

Mental health problems are very

About people will have a mental health problem severe enough to ask for
.....

Everyone experiences mental sometimes. This can happen for many different reasons such as if someone we care about is ill, if we are bullied at school, lose our or if someone we love leaves. But if the distress goes on for a or is with being able to live our lives, it is a and we may even be diagnosed with a mental

One of the most common mental health problems is A person living with this feels very low and unhappy and is often unable to do ordinary things like going to or spending time with their and or even getting up out of Many of us will have known someone who has experienced this, or we may have experienced it ourselves.

Most people from even the most mental health problems. But for many people with mental health problems the biggest problem they face is the attitude of

severe	school	recover	long time problem
work	friends	common	bed
other people	interfering	job	family
depression	one in four	distress	professional help
illness			

Activity:

WHAT MAKES US HAPPY?

1. UNDERSTAND THE NEED
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs (Scouts with adaptation)

Overview Description

Exercise designed to get Beavers and Cubs talking about what makes them happy or sad

Outcome

Scouts talk about what makes them happy and sad and they understand this is linked to mental health

Time

15-20 minutes

Equipment

- Flip chart paper, pens.

Linked badges



Activity Instructions

- On four pieces of flip chart paper, write the following:
 - 'What do you like doing at Beavers/Cubs?'
 - 'What makes you happy?'
 - 'What makes you sad?'
 - 'What do the words **mental health** or **mental illness** mean to you?'
- Put the flip chart paper on the walls, around the room.
- Supported by a leader, the young people gather around each piece of flip chart paper and discuss their answers to each of the four questions.
- Dependent on group size, the activity can either be done as one large group, or smaller groups.
- Answers can be given in a number of different ways such as talking in groups, drawing their answer, writing their answer and acting out their answer.
- When addressing the question, what do the words mental health mean to you, it may be that the young people cannot think of anything. If this is case, encourage them to think about the words separately, mental or 'health. Do these mean anything?
- Based on their answers it should be possible to discuss:
 - What makes us happy or sad is related to our mental health.
 - Everyone is different – what makes one person happy, might make another person sad.
 - Discuss/provide suggestions on what young people can do if they feel sad.

Adaptations

This can be used as an activity for older Scouts, if shortened and the focus is on discussing terms they don't understand etc. Swap the flipchart to choosing pictures to make a collage, mime or a creative activity.

PLAN ACTION

PLAN ACTION

1. Understand the need
2. **PLAN ACTION**
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Activities that help young people shape action which would have a genuine impact on the lives of others.

Activity	Beavers	Cubs	Scouts	Explorers	Network
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THE FIVE WAYS TO WELLBEING



HIGH FIVE



Activity:

THE FIVE WAYS TO WELLBEING

1. Understand the need
2. **PLAN ACTION**
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Cubs, Scouts, Explorers, Network

Overview Description

This activity introduces the Five Ways to Wellbeing; an approach to talking about mental health.

Outcome

Scouts understand the Five Ways to Wellbeing and know that there are activities they can do which will have a positive effect on their mental health.

Time

20 minutes

Equipment

- Card and pens.

Linked badges



Activity Instructions

This activity is about introducing the Five Ways to Wellbeing. They are:

- 1. Connect.** Spend time doing things with your friends and family, talking to people.
- 2. Be Active.** Doing a sport or being physical generally, preferably out of doors.
- 3. Take Notice.** Talk to a trusted person when you are sad and recognise that there are times when you may feel low, for example during times of change, during exams, when moving house or when friends move away. It is OK to feel sad and important that we can share this with someone who will understand. What do you do to relax and enjoy what you're doing at the moment, when you might be stressed about something else?
- 4. Learn.** Learning something new, either in a traditional (education) or non-traditional sense.
- 5. Give.** How have you given your time to others recently? Do a good turn to help someone at home, school or in your community.

(further details can be found here: <http://www.mind.org.uk/for-business/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing>).

The Five Ways to Wellbeing are not a prescriptive set of activities, nor do they need to be one activity. They can be introduced in a number of different ways:

- Use of a range of items, such as a football, a phone, a bike, a book etc and ask them to think about which of the Five Ways to Wellbeing that item relates to. Items can relate to multiple areas of the five ways, which is especially useful with younger Scouts.
- A game where the five ways are written out on pieces of card, distributed around the room and Scouts have to run to the right one when an activity is called. There can be multiple right answers for a single activity.
- Ask them to each tell the group about one thing they did at the weekend and decide as a group which of the five ways that relates to.

- As a group discuss:
 - Were any of the five ways more difficult than others to think of?
 - Do they do some of the five ways more than others?
 - Do they enjoy some more than others?
 - Explain that this is mental health and they can affect their mental health both positively and negatively through their actions.

Adaptations

- Language should be adapted where appropriate for each of the five ways. Younger children in particular may struggle to think about how they Take Notice. If you were to undertake these activities, such as book reading or playing sport, you may meet the requirements of the following badges: Cubs Athletic Activity Badge, Cubs Bookreader Activity Badge, Scouts Athletics Activity Badge, Explorer Athletic Activity Badge

Activity:

HIGH FIVE

1. Understand the need
2. **PLAN ACTION**
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts

Overview Description

This activity puts into action the Five Ways to Wellbeing and helps the Scouts to relate it to their own lives

Outcome

Scouts understand the Five Ways to Wellbeing in relation to their own lives and what they do individually

Time

20 minutes

Equipment

- Post-it notes to write the terminology on.
- Arts and crafts materials for Scouts to decorate and personalise their High Five hands.

Linked badges



Activity Instructions

- Give each young person a High Five activity sheet and ask them to draw around their own hands.
- Introduce the Five Ways to Wellbeing, using an activity from Plan Action 01.
 1. **Connect.** Talking to people, friends and family, spending time with them.
 2. **Be Active.** Doing a sport or being physical generally.
 3. **Take Notice.** What do you do to relax and enjoy what you're doing at the moment, when you might be stressed about something else?
 4. **Learn.** Learning, either in a traditional (education) or non-traditional sense.
 5. **Give.** How have you given your time others recently?
 (further details can be found here: <http://www.mind.org.uk/for-business/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing>).
- Once the young people understand the idea, starting at the thumb of the hand they drew, ask them to write on the fingers how they connect, be active etc.
- Once done, and time can be allowed for personalisation and decoration, ask them to turn to the person next to them and share their High Five.
- Bring the group back together and discuss:
 - Were any of the five ways more difficult than others to think of in their lives?
 - How did it feel talking to someone else about what they did?
 - What are they going to do now – who are they going to talk to?
 - How are they going to keep doing this week to week?
- Explain that this is mental health and they can affect their mental health both positively and negatively through their actions.
- If the young people are happy to, High Fives can be displayed to show the range of activities the Scouts take part in.

Adaptations

- Language should be adapted where appropriate for each of the five ways. Younger children in particular may struggle to think about how they Take Notice.
- The activity can be expanded to encourage the young people to do a group High Five (Post it notes on a flip chart) that demonstrates how Scouting links with the Five Ways, what they might suggest for a fellow Scout to do if they are feeling down or just to show the range of things they do in their lives that relate to the Five Ways.

ADDITIONAL RESOURCES

1. Understand the need
2. **PLAN ACTION**
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Further details can be found here: <http://www.mind.org.uk/for-business/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/> and are from the New Economics Foundation's Five Ways <http://www.neweconomics.org/projects/entry/five-ways-to-well-being>

Five Ways to Wellbeing

1. Connect

There is strong evidence that indicates that feeling close to, and valued by, other people is a fundamental human need and one that contributes to functioning well in the world.

It's clear that social relationships are critical for promoting wellbeing and for acting as a buffer against mental ill health for people of all ages. With this in mind, try to do something different today and make a connection.

- Talk to someone instead of sending an email.
- Speak to someone new.
- Ask how someone's weekend was and really listen when they tell you.
- Put five minutes aside to find out how someone really is.
- Give a colleague a lift to work or share the journey home with them.

2. Be active

Regular physical activity is associated with lower rates of depression and anxiety across all age groups. Exercise is essential for slowing age-related cognitive decline and for promoting well-being. But it doesn't need to be particularly intense for you to feel good. Slower-paced activities, such as walking, can have the benefit of encouraging social interactions as well as providing some level of exercise.

Today, why not get physical? Here are a few ideas:

- Take the stairs not the lift.
- Go for a walk at lunchtime.

- Walk into work, perhaps with a colleague, so you can connect as well.
- Get off the bus one stop earlier than usual and walk the final part of your journey to work.
- Organise a work sporting activity.
- Have a kick-about in a local park.
- Do some easy exercise, like stretching, before you leave for work in the morning.
- Walk to someone's desk instead of calling or emailing.

3. Take notice

Reminding yourself to take notice can strengthen and broaden awareness.

Studies have shown that being aware of what is taking place in the present directly enhances your well-being and savouring the moment can help to reaffirm your life priorities. Heightened awareness also enhances your self-understanding and allows you to make positive choices based on your own values and motivations.

Take some time to enjoy the moment and the environment around you. Here are a few ideas:

- Get a plant for your workspace.
- Have a clear the clutter day.
- Take notice of how your colleagues are feeling or acting.
- Take a different route on your journey to or from work.
- Visit a new place for lunch.

4. Learn

Continued learning through life enhances self-esteem and encourages social interaction and a more active life. Anecdotal evidence suggests that the opportunity to engage in work or educational activities particularly helps to lift older people out of depression. The practice of setting goals, which is related to adult learning in particular, has been strongly associated with higher levels of wellbeing.

Why not learn something new today? Here are a few more ideas:

- Find out something about your group .
- Sign up for a class.
- Read the news or a book.
- Set up a book club.
- Do a crossword or Sudoku.
- Research something you've always wondered about.
- Learn a new word.

5. Give

Participation in social and community life has attracted a lot of attention in the field of wellbeing research. Individuals who report a greater interest in helping others are more likely to rate themselves as happy. Research into actions for promoting happiness has shown that committing an act of kindness once a week over a six-week period is associated with an increase in wellbeing.

TAKE ACTION

1. Understand the need
2. Plan Action
3. TAKE ACTION
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

TAKE ACTION

Practical examples of projects that will lead to outcomes that would make the biggest difference to the issue.

Activity	Beavers	Cubs	Scouts	Explorers	Network
START A CONVERSATION	●	●	●	●	●
INCORPORATING THE FIVE WAYS INTO YOUR SESSIONS	●	●	●	●	●
CREATING A PLEDGE WALL	●	●	●	●	●
THE CANAL & RIVER TRUST	●	●	●	●	●
CAMPAIGNING	●	●	●	●	●

Activity:

STARTING A CONVERSATION

1. Understand the need
2. Plan Action
3. TAKE ACTION
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

This activity is designed to encourage Scouts to take what they have learnt and start a conversation in their community

Outcome

Scouts feel confident talking about mental health with their peers and in the communities

Time

20 minutes

Equipment

■ None.

Linked badges



Activity Instructions

There are loads of resources on Time to Change’s campaign page about starting a conversation about mental health with someone.

www.time-to-change.org.uk

Avoiding life’s challenges completely isn’t possible, but developing the skills to deal with them effectively when they arise help people build resilience.

Scouts should be encouraged to use the activities they’ve learnt to talk about mental health and resilience, using the five ways as an example of what they’ve been doing. These conversations can be with their friends and family, in their school or peer groups, or the wider community.

Some further tips on having conversations about mental health:

Avoid clichés

Phrases like cheer up, I’m sure it’ll pass and Pull yourself together won’t help. Try to be open minded and non-judgemental. You won’t always understand what’s going on with the other person, but lending an ear is the important part.

Think about body language

Try to be relaxed and open. It probably goes without saying that a gaping mouth, regular clock watching or looking uncomfortable won’t go unnoticed.

Ask how you can help

People will want support at different times in different ways, so ask how you can help.

Don’t just talk about mental health

Keep in mind that having a mental health problem is just one part of the person. People don’t want to be defined by their mental health problem so keep talking about the things you always talked about. Just spending time

with the person lets them know you care and can help you understand what they're going through.

Don't avoid the issue

If someone comes to you to talk, try not to brush them off. Asking for support can be a hard step to take.

Give them time

Some people might prefer a text or email rather than talking on the phone or face to face. This means they can get back to you when they feel ready. What's important is that they know you'll be there when they're ready to get in touch.

Adaptations

Level of conversation dependent on age of group:

- Discussing high five with your parents (Beavers).
- Running a workshop with parents from within your Pack (Cubs).
- Running a session in your school or a street stall (Scouts).
- Becoming a Mind volunteer and engaging other community groups or running a high five community day etc (Explorers and Network).

Activity:

INCORPORATE THE FIVE WAYS INTO YOUR SESSIONS

1. Understand the need
2. Plan Action
3. TAKE ACTION
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

This activity is about taking action in relation to the High Five concept introduced previously. It suggests activity relating to each of the Five Ways to Wellbeing, but should also be used as a guide for relating existing activity to the High Five concept.

Outcome

Scouts understand that mental health is part of their everyday life and maintaining good wellbeing, via the five ways to Wellbeing, can be incorporated into everything they do

Time

Variable

Equipment

■ Variable.

Linked badges



Activity Instructions

- This activity is about putting the High Five concept into action. Scouts should have completed their own High Five (see previous) reflecting on their own mental health and what they do to maintain wellbeing.
- In this activity, Scouts will plan a range of activities that meet one or more of the High Five elements. Example activities are suggested below, however using the definitions of the five ways, much of Scouting can be adapted to contribute to it.
- Activities can take place over a week or a term. As part of completing these activities, Scouts should be encouraged to reflect on their activity.
- It is important to note that this does not have to be five distinct activities and that many activities address a number of the five ways. For example, doing something in partnership with the Canal & River Trust around waterside clear up will contribute to Give, Be Active and possible Learn.
- Scouts should be encouraged to reflect on the five ways and how they can be enacted in their lives. For example, how do they connect and with who, and how could this be improved or increased?

Example activities for each heading:

Connect:

- Encourage the young people to share their High Five with three people in their lives, families or friends, and ask them about theirs, creating a wellbeing community cascade.
- Talk to a friend or somebody at home about what you have discussed in your meetings. This can then be fed back at the next meeting and shows that you are connecting with people outside of scouting in order to discuss mental health and raising awareness at the same time.

Be Active:

- Games and activities that are in any way physical (non-elimination games) can be great for this.
- Explain that we must keep active outside of school and Scouts as much as possible as it will help us to be well in ourselves. It is important to note though that not all children will enjoy football or running and so suggestions of alternatives like nature walks, swimming, or even going on the trampoline in your garden are all examples of keeping active.

Take Notice:

- Encourage the young people and adult volunteers to create a pledge wall in their Scout hut - this shows that you are actively agreeing to be more aware of yourself, the people around you and the issues surrounding mental health.
- Getting sections to write down or talk about experiences they have had so far or conversations people have had relating to mental health.
- Remind Scouts that we promise to 'help other people' and so we should be aware of the people around us and if they seem unhappy we should check to see that they are okay.

Learn:

- For all sections (possibly) ask the young people to go away and find an issue surrounding mental health that they think is wrong and needs to be changed or worked on. Then in smaller groups at a meeting these issues can be discussed and possible solutions be produced.
- Groups to create a newsreel of what they have learnt. Get the pack into small groups and get them to learn about a particular issue then make a newsreel, or act out live, to the rest of the pack.

Give:

- (With Canal & River Trust) Help Restore or clean up a nearby waterway and make it more accessible for people. By doing this you are actively helping your own wellbeing by getting stuck in with a practical activity but also making sure that there are areas of beauty that people can go to relax and or get exercise to keep themselves well. This can be done by all sections.
- In your meeting place, create a pledge wall where young people, adult volunteers and parents can make pledges to challenge stigma, keep active, and work towards building resilience around mental health.
- Time to Change village, big or small, in a popular space in the community. This will raise awareness and encourage people to openly talk about mental health. Have scouting activities in the village which will show how adventure can build resilience.

Adaptations

This is a series of activities based around encouraging Scouts to think about the concept of mental health and relate it to themselves. For younger groups the focus will be on the activity rather than the reflection, with a discussion where appropriate about how they felt in completing that activity.

Older groups, such as Explorers, should be encouraged to think much more explicitly about how their planned activity benefits others and reflect on that in relation to the High Five and the wider issue of mental health stigma.

Activity:

CREATING A PLEDGE WALL

1. Understand the need
2. Plan Action
3. TAKE ACTION
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

A pledge wall is a way of demonstrating a commitment to taking action.

Outcome

Scouts talk about mental health and make a commitment to making a change

Time

Variable

Equipment

- Will depend on the type of wall created, but arts and crafts equipment can be used to make the wall as creative as possible. The wall could be a display that individual pledges from Scouts are added to, or each pledge could be in the shape of a brick that builds when displayed on a wall.

Linked badges



Activity Instructions

- A pledge wall can be created for Scouts to make a commitment to how they are going to take action on the issue of mental health.
- This could be one thing they are going to do for themselves, their family or community.
- The wall should be as visually appealing as possible, using a range of art and craft materials for Scouts to contribute their pledges to.
- Think about how the pledges can be referred back to at a later date.

Adaptations

- Depending on the group, the pledge wall could be in the hall used for meetings, or in a school or local community space.
- For older Scouts, they could create a pledge wall at an event, encouraging attendees and member of the public to contribute.
- Walls can be shared on social media.
- Time to Change has an online pledge wall at <http://www.time-to-change.org.uk/pledgewall>

Activity:

THE CANAL & RIVER TRUST

1. Understand the need
2. Plan Action
3. TAKE ACTION
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

Ecotherapy improves mental and physical wellbeing by supporting people to be active outdoors doing gardening, food growing or environmental conservation work and other activities in nature.

Evidence shows that 7 out of 10 people experienced significant increases in mental wellbeing from attending an ecotherapy project. In addition to improving mental wellbeing, ecotherapy also helps people to:

- Increase their resilience levels so that they are better able to withstand difficult times and have a supportive community around them.
- Adopt healthier lifestyles including increased physical activity levels.
- Feel more involved in their local community, reducing social isolation.
- Connect more with the natural world and adopt environmentally friendly behaviours.

Between 2008 and 2013, Mind ran the Ecominds campaign, supporting over 130 projects across England to deliver support. The evidence shows:

- 69% of people involved experienced significant increases in mental wellbeing after attending an Ecominds project.
- 62% of people thought their overall health was better by the time they left an Ecominds project.
- 81% of people got more involved in community activities by the time they left an Ecominds project.

This activity builds upon the evidence that being outdoors and interacting with nature is positive to your mental health, and partners with the Canal & River Trust, Scottish Waterways Trust and Waterways Ireland.

The canal and waterways provide an incredibly important natural corridor. Bringing the countryside into the heart of our busiest cities and linking fragmented wildlife communities together, our canals, rivers and reservoirs are some of the most bio-diverse spaces in the country. Thirty per cent of them have been officially recognised for their special environmental value.

When activities take place near water the guidance contained within the safety at water margins document should be followed. This can be found at www.scouts.org.uk/watersafety

Outcome

Scouts talk about mental health and make a commitment to making a change

Time

2-3 hours or least one day a month (summer holidays or weekends)

Equipment

Transport
Depending on agreed action:

- Litter bags.
- Gardening equipment.
- Plants.
- Signage.
- Lighting.

Linked badges



Activity Instructions

Carry out an Ecominds project with your group by adopting a stretch of nearby canal or river.

Typically the Canal & River Trust would expect a stretch of around a mile in total to be adopted over a duration of around 12 months. This can be undertaken by your District, group, Unit or even a combination of groups.

Throughout the adoption the range of activities that could be completed is wide and you can work with the Canal & River Trust, Scottish Waterways Trust and Waterways Ireland to support carrying out an Ecominds project.

Just some of the activities could include:

- Keeping the canal and towpath clean, smart and clear of obstructions.
- Consider the effects of the cause you have chosen and how your use of the canal and waterways would change.
- Making improvements to access and facilities for people from your chosen cause.
- Recording and improving wildlife habitats.
- Preserve and maintain parts of the historic waterways.
- Promoting the waterway and your chosen issue to other local people.
- Running events and guided Ecominds walks.

If you are interested in undertaking an adoption and would like more information log on to **canalrivertrust.org.uk/volunteer/adopt-a-stretch-of-canal-or-river-near-you**

You will be able to download the Waterway Adoption Handbook from here. This gives you basic information on how adoption works and what you can get out of it.

To contact the Canal & River Trust for even more information you can email **millionhands@canalrivertrust.org.uk** or alternatively ring us on **0303 040 4040**

The Canal & River Trust is the lead partner on action relating to the adoption of a stretch of canal or river. They will work with Scottish Waterways Trust and Waterways Ireland to source opportunities and build local relationships for requests received from Scotland and Northern Ireland.

Once the adoption is underway:

- Visit the stretch of canal to assess the current situation and the potential for improvement.
- Think about how you can incorporate the views of other people. Conduct a consultation about what would make the stretch of canal better and find out whether any of them might want to join you.
- You could even contact your local Mind to see if their beneficiaries want to be involved. Find your closest local Mind here: **<http://www.mind.org.uk/information-support/local-minds/>**
- Plan with your District, group, section or unit how you can make improvements to the stretch of canal to improve mental and physical wellbeing. Activities could include keeping the canal and towpath clean, smart and clear of obstructions; making improvements to access, pathways and facilities; improving signage, sensory planting for people with sensory impairments (with agreement from The Canal & River Trust); promoting the waterway to Mind group (once improved) to let them know about the improvements; running an event for a local Mind group at your stretch of canal to show them the improvements and to connect with the local community.
- Discuss and refine your plans with the Canal & River Trust.
- Conduct a risk assessment.
- Ensure your District, group, unit or section has a background understanding of mental issues disability prior to this activity (see Understand the Need activities).
- Plan dates and times over the period you have chosen to adopt a stretch of canal.
- Improve your stretch of canal for your community.
- When activities take place near water the guidance contained within the 'safety at water margins' document should be followed. This can be found at **www.scouts.org.uk/watersafety**

Activity:

CAMPAIGNING

1. Understand the need
2. Plan Action
3. TAKE ACTION
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

This activity aims to raise awareness of the problem of student stress, and campaign for improvements in their school or college.

The Children and Young People’s Mental Health Taskforce was set up to look at improving outcomes for children and young people’s mental health and well-being.

In spring 2015, the taskforce published their report ‘Future in mind: Promoting, protecting and improving our children and young people’s mental health and wellbeing’. The Taskforce called for all schools to continue to develop whole-school approaches to promoting mental health and wellbeing through a new counselling strategy for schools.

At a similar time, the Deputy Prime Minister, Nick Clegg announced £1.25 billion extra funding over the next five years for children’s mental health services. He also promised that specialists in children’s talking therapy will be available in every part of the country by 2018.

The specific campaign for this activity builds upon this news and is calling for schools and colleges to prioritise pupil wellbeing, and provide more support to young people who have stress, anxiety and depression, including access to counselling.

Outcome

Scouts take action on an issue that relates to them, understanding why mental health is important to young people

Time

- 60 minutes to develop a campaign poster.
- 60 minutes to write letter to a school, college, and university outlining your campaign ask.
- One meeting with your school; it could be your school council, student representatives or head teacher. Present your campaign poster and ask them to prioritise pupil wellbeing and provide more support to young people who have stress, anxiety and depression, including access to counselling. Alternatively, it could be within Scouts, a meeting with your group, District or County, asking them to prioritise mental health within Scouting locally.

Equipment

Paper, pens, card, scissors, glitter, paint, newspaper, other creative materials for campaign poster design.

Paper, pens and/or computer to draft letter.

Resources provided: information sheet on student stress and campaign instructions.

Linked badges



Activity Instructions

Campaign poster: (Beavers/Cubs)

- Design a poster that will grab people's attention and effectively communicate what you want them to know about this issue, based on the information sheet given. You could do this in small groups or individually.
- Think about how you might change your poster from being informative about the issue to persuading people to take action.
- Talk about how you will make people share your point of view about the issue. Is it fair to bend the truth or use emotive language in campaigning?

Campaign letter: (Scouts/Explorers/Network)

- Think about the key messages coming out of your campaign poster. What are the most important points to put across in your letter to influence your school or college?
- Remember to make it clear what you want them to do. Do you want a meeting to present your ideas and talk about how they can prioritise mental health and wellbeing? Do you want to talk about the issue in a school assembly? Do you want them to increase counselling support?
- Keep your letter concise, no more than two pages.

Campaign meeting: (Scouts/Explorers/Network)

It's your meeting so it's up to you how you want it to go. Some things you might want to think about beforehand:

- Do you want an agenda? This could help you cover all the things you want to talk about in the meeting and the order you want to do this.
- How will you present your evidence? Are you going to take your campaign poster along? Do you want to adapt it for the meeting? Are you going to talk people through it or use it as a reference point?
- You might want to prepare and practice presenting your argument beforehand. What might the response be? How might you deal with that?
- How do you promote your meeting to get people to attend?
- How do you gather your evidence?
- Be clear in your meeting what you are asking and what outcome you want from the meeting.
- Let your Scout Leader know the outcome. Don't be disheartened if you don't see the changes you are campaigning for happen straight away, some things take time.

Campaign action:

- Ask your school council, student representatives or college or university student union to prioritise the wellbeing of all pupils, and provide more support to young people who have stress, anxiety and depression, including access to counselling.

LEARN AND
DO MORE

LEARN AND DO MORE

1. Understand the need
2. Plan Action
3. Take Action
4. LEARN AND DO MORE
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Activities that allow young people to reflect on what they have learned, how they have developed, and how they can make more change.

Activity	Beavers	Cubs	Scouts	Explorers	Network
EVALUATION WITH POSTCARDS	●	●	●	●	●
REVISITING FIVE WAYS TO WELLBEING	●	●	●	●	●
LINKING WITH YOUR LOCAL MIND/NIAMH/SAMH	●	●	●	●	●

Activity:

EVALUATION WITH POSTCARDS

1. Understand the need
2. Plan Action
3. Take Action
4. LEARN AND DO MORE
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

Use this short activity at the end of one of the Understanding Need sessions

Outcome

Scouts reflect on what they've learnt and what they are going to do about it

Time

5 minutes

Equipment

- Postcards, pens.

Linked badges



Activity Instructions

- At the end of an Understanding Need session, once you've had a discussion, hand out postcards to the Scouts.
- On the postcards ask them to write:
 - One thing they've learnt.
 - One thing they're going to commit to do as a result of what they've learnt.
- Ask them to put their name and address on the postcards and post them back (or give them back) to them a few weeks later, so they can think about whether they remember the session and have made that change.

Adaptations

The session can be as creative as you like, with pictures representing learning and activities.

However, the activity could be adapted to be about language relating to feeling happy and sad, and explaining how this is mental health as well.

Activity:

REVISITING THE FIVE WAYS

1. Understand the need
2. Plan Action
3. Take Action
4. LEARN AND DO MORE
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

At the end of the term or sessions where the Five Ways to Wellbeing has been incorporated, this session is designed for Scouts to reflect on what worked and next steps

Outcome

Scouts think about how they can implement the Five Ways to Wellbeing in their daily lives

Time

20-30 minutes

Equipment

- Previous High Five hands and possibly art and crafts activities to create new ones.

Linked badges



Activity Instructions

- The High Five activity is designed for Scouts to reflect on what they do now to manage their wellbeing.
- Following this, Scouts should have planned an activity that relates to the five ways (see incorporating the five ways into your sessions).
- In this activity, Scouts should be encouraged to reflect on their High Five and what they have learnt.
- If the High Fives are displayed at your meeting place, gather round to talk about them:
 - Were some of the five ways (Connect, Be Active, Take Notice, Learn, Give) easier to think of examples for than others?
 - Has this changed?
 - How have you tried to 'live' the five ways since?
- Ask Scouts to revisit a High Five, but this time focusing on the activities they plan to do in the next few months.

Adaptations

- Scouts can also be encouraged to reflect on how incorporating the five ways into sessions went, or how any of the take action sessions went (campaigning, a pledge wall etc).
- As a group, Scouts could create one group High Five, of all the activities they'd like to include in the future.

Activity:

LINKING WITH YOUR LOCAL MIND/ NIAMH/SAMH

1. Understand the need
2. Plan Action
3. Take Action
4. LEARN AND DO MORE
5. Tell the World
6. Risks and Considerations
7. Connecting with Others

<p>Section</p> <p>Overview Description</p> <p>Outcome</p> <p>Time</p> <p>Equipment</p> <p>Linked badges</p>	<p>Beavers, Cubs, Scouts, Explorers, Network</p> <p>Make contact with others passionate about the issue</p> <p>Scouts are linked to local activity</p> <p>Variable</p> <p>■ None.</p>
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Activity Instructions

- Join in pre-organised activity with your local Mind/ Niamh/SAMH.
- Contacting Mind.
 - Mind Infoline
 - Monday to Friday, 9.00am to 6.00pm
 - 0300 123 3393**
 - scouts@mind.org.uk**
- Making contact with a local Mind service for England and Wales
 1. Log on to **www.mind.org.uk**
 2. On the menu bar, go to Information and Support.
 3. In the sub menu that appears, go to Find your local Mind and click on it.
 4. This will bring up a map where the volunteer can put in their postcode or city or town.
 5. Pins will show where we have local Minds. At this stage select just local Minds, or the map will also show where all Mind's shops are.
 6. Click on the pin to bring up contact details.
- Making contact with a local service for Northern Ireland

Mind operates in England and Wales, Niamh (the Northern Ireland Association for Mental Health), is the largest and longest established independent charity focusing on mental health and wellbeing services in Northern Ireland. For more information and details on where to access support and advice please visit:

Niamh's website - **http://www.niamhwellbeing.org/**

Niamh's contact details are here - **http://www.niamhwellbeing.org/Contact-Us-8368.html**

Main switchboard number: **028 9032 8474**

80 University Street, Belfast BT7 1HE

■ Making contact with a local service for Scotland

Mind operates in England and Wales, SAMH (the Scottish Association for Mental Health) is Scotland's leading mental health charity.

Go to SAMH's website - <http://www.samh.org.uk/>

SAMH's contact details are here - <http://www.samh.org.uk/contact/contact-us.aspx>

0141 530 1000

enquire@samh.org.uk

TELL THE WORLD

1. Understand the need
2. Plan Action
3. Take Action
4. Learn and Do More
5. TELL THE WORLD
6. Risks and Considerations
7. Connecting with Others

TELL THE WORLD

Activities that allow young people to celebrate their achievements and encourage wider society to take action.

Key points for communication:

1. Be prepared and be clear. You are going to promote Scouting so be consistent in your message and know the facts.
2. Be relevant and inspiring. Remember to keep examples, photos and images relevant to the audience you are trying to reach. Always consider the tone of voice being used, which should be positive, friendly, informal and surprising.
3. Be consistent and inclusive. Scouting is open to all and any materials produced locally should represent and promote that. Always use inclusive images and plain English.
4. Be seen. Scouting has so much to offer to so many people and we should all feel proud to promote it locally.

Activity	Beavers	Cubs	Scouts	Explorers	Network
INVOLVING THE LOCAL PRESS	●	●	●	●	●
SOCIAL MEDIA	●	●	●	●	●
TELL THE WORLD THROUGH PHOTOS			●	●	●

Talking about mental health

The key thing to remember when talking about mental health is the principle of respect. Remember, we talk about people before illnesses and we don't distance ourselves from anybody experiencing a mental health problem.

Mental health problems	This is the term Mind generally uses, particularly for public audiences. Research showed it was the most commonly understood term and resonated with all audiences.
Mental distress	This is a term preferred in some circles as more inclusive than mental health problems. However, for some people this isn't engaging.
Mental illness	This is a more specific term than mental health problems, and tends to be used to refer to more severe and enduring conditions. Some people are more familiar with it than mental health problems. Others prefer it as they want their condition to be recognised as an illness. However, others reject it as part of a medical model of mental health. Some feel it's stigmatising.
Mental disorder or psychiatric disorder	This term is only to be used in the context of an official document that uses them, for example the Mental Health Act. Otherwise, they can be offensive.
People with a diagnosis of... Paul has...	These terms should be used rather than using a diagnosis as a noun: a schizophrenic or a depressive. Remember: people are people not a diagnosis. Don't use suffering with or victim of, this can be seen as negative and patronising.
Survivor or mental health survivor	This term is preferred in some networks of those with direct experience
Self-harm	This is the appropriate term. Don't use self-mutilation or self-injury.
Suicide	Generally, we would refer to someone taking their own life. Be sensitive when writing about suicide, consider the feelings of friends and family. Don't use the phrase committing suicide, it's not a crime. The Samaritans' media guidelines are a useful guide: samaritans.org/media_centre/media_guidelines

Points to consider

- Who will be reading what you write?
- Is there anything in it that could be distressing or upsetting for someone with mental health problems to read?

Never use the following words

Sane, insane, mad, crazy, nutter, loony, maniac, barmy, fruitcake, retard, psycho, schizo.

Activity:

INVOLVING THE LOCAL PRESS

1. Understand the need
2. Plan Action
3. Take Action
4. Learn and Do More
5. TELL THE WORLD
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

This activity will help members effectively tell people about their project through the local press

Outcome

Scouts will understand how to create good communication content, create positive photographs, present coverage and learn how to enlighten others of the A Million Hands project

Time

Variable

Equipment

■ Camera, computer, internet connection.

Activity Instructions

Getting to know your local media

Your local media include:

- Daily newspapers.
- Weekly newspapers.
- Local newspaper websites.
- Radio stations.
- Regional television news programmes.
- Community TV channels.
- Newsletters produced by community groups.
- Blogs and social media such as Facebook pages.

Do your research

Different media outlets are interested in different issues and cover stories in different ways. Your local newspaper might include real life stories about people in the area, or photos of fundraising events. Local radio will often discuss national and topical issues and invite organisations to provide a local perspective. Familiarise yourself with your local media so you can work out where your story fits best. Most traditional media outlets will also have a website, so research these too.

Make contacts

Build a list of journalists and contacts that might be useful to you. The website <https://media.info/global> provides a directory of newspapers, magazines, and TV and radio stations throughout the UK. It provides contact details and allows you to search by area. Ring your local media and introduce yourself. Find out the most appropriate contact, their deadlines and their preferred method of contact. Depending on the size of the media outlet, some might have a specific health correspondent or a news correspondent that covers community events.

Be aware of deadlines

Find out as much as you can about deadlines and how long different media take to work on stories. A radio phone-in might take a couple of days to put together, while your main daily or evening paper will have strict print deadlines and a very quick turn-around for news stories. Weekly papers tend to go to print the day before they come out. If you want a television

broadcaster and film crew to attend your event, you will need to hold it at an appropriate time so they can film and edit it in time for the programme.

Press releases

If you contact the media to tell them about something that's happening, they will usually ask you to email them a press release, which a journalist will use to build a story. Writing releases may seem daunting at first but, as long as you follow a few conventions, it's pretty straightforward. Below is a very short example of how to lay out a release that is clear, concise and appealing to journalists.

Press release basics

Your release should read like a news story in a newspaper. Write about your project in the third person and avoid opinion except in direct quotes. It shouldn't read like an advert.

- Keep it to one or two sides of A4.
- Use plain English, avoiding jargon. Use short, punchy sentences and paragraphs and try to make it as interesting as possible to the reader.
- Avoid complicated formatting such as footnotes and textboxes.

Writing your press release

Here are the things you need to include when writing your press release. You can see where to put them in the example below.

1. Immediate or embargoed release?

If you are launching a new service on a particular day but you want to give journalists notice, you can put an embargo on the release. This means they can't make the information public until the specified time and date. Otherwise, mark it for immediate release.

2. Headline (title)

This should be clear, short and simple. Always show journalists in your headline that this is a local story, for example by including the name of your local Mind.

3. Opening paragraph

Your first paragraph is the most important part of the press release. It must show why your story is relevant and newsworthy. Make sure you answer the Five Ws: who, what, when, where and why.

4. Quotes

Quotes are the vehicle for your key messages. You should at least have one quote from your spokesperson (usually your CEO). Also include quotes from a service user, fundraiser, a visiting dignitary, the local trust or whoever is relevant to your story.

5. Ends and notes to editor

Write ENDS at the end of the release and then conclude with your notes to editor, including web addresses, contact details and important background information. This information is not intended for publication.

TEMPLATE PRESS RELEASE

1. Embargoed for 00.01 Tuesday 20 June.
2. Second Westchester Scouts take part in A Million Hands programme.
3. A Scout group in Westchester has today taken part in the A Million Hands initiative from the Scout Association. Scouts from the group, created a pledge wall...
4. Felicity Dangerfield, Leader of 2nd Westchester Scouts, said: "This is a really exciting initiative..." Jack Smith, 18, is one of the Scouts taking part. Jack says: "The pledge wall was fun to create and really engaging for the local public..."

Anyone interested in getting involved, should contact Second Westchester Scouts on 01234 567 890.

5. ENDS

Notes to editor

- Second Westchester Scouts works across Westchester...
- For interviews email f.dangerfield@westchesterscouts.org.uk or call 01234 567890

Sending your press release

It is best to copy the text into the body of the email rather than sending a Word document as an attachment. Put press release and then the heading of your release as the subject.

Journalists receive hundreds of press releases a day. You can make yours stand out by giving them a quick call before or after you send it to sell in your story. Take a moment to think of two or three things about the story that might be of interest to them, so you can give them the information quickly and clearly. Be mindful of their deadline though. If you call a journalist on a deadline you won't get a very friendly reception.

If a journalist has agreed to attend an event, don't be afraid to give them a call afterwards and check that they have everything they need to run the story. Even if you don't secure any media coverage on that occasion, it can help you to build a relationship with a journalist so that they pay more attention to your work in future.

Activity:

SOCIAL MEDIA

1. Understand the need
2. Plan Action
3. Take Action
4. Learn and Do More
5. TELL THE WORLD
6. Risks and Considerations
7. Connecting with Others

Section

Beavers, Cubs, Scouts, Explorers, Network

Overview Description

This activity will help Scouts, Explorer Scouts, Scout Network Members effectively tell people about their project through social media

Outcome

Scouts will understand how to create good communication content, create positive photographs, present coverage and learn how to enlighten others about A Million Hands

Time

Variable

Equipment

- Camera, computer, internet connection.

Linked badges



Activity Instructions

Twitter

- Follow @MindCharity for details of Mind’s work across England and Wales, @SAMHtweets for details of SAMH in Scotland and @NIAMHwellbeing for details of NIAMH in Northern Ireland.
- Follow @scouts
- Use the hashtag #amillionhands.

Facebook

The Mind Facebook page is a community of people talking about mental health. It provides an easy way for people to contact us and get an answer, linking to new items on our website or news in the wider world, or starting a discussion about something in the news.

Social media DOs and DON'Ts

DO:

- Thank people for their time and effort.
- Treat others the way you would like to be treated.
- Say where you got info from.
- Comment and promote other people’s messages.
- Be transparent.
- Write an engaging tweet or post (one action/ ask, questions, quotes, etc).

DON'T:

- Mention something you wouldn’t say to a colleague, your gran or a friend.
- Get upset if people don’t follow or friend you.
- Jump on the friendship bandwagon without properly introducing yourself.
- Insensitively promote yourself and our brand.
- Blur the lines between professional and personal.

Activity:

TELL THE WORLD THROUGH PHOTOS

1. Understand the need
2. Plan Action
3. Take Action
4. Learn and Do More
5. TELL THE WORLD
6. Risks and Considerations
7. Connecting with Others

Section

Scouts, Explorers, Network

Overview Description

This activity will help effectively tell people about their project.

Outcome

Scouts will understand how to create good communication content, create positive photographs, present coverage and learn how to enlighten others of the million hands project

Time

Variable

Equipment

- Camera, glue, paper, computer, internet connection.

Linked badges



Activity Instructions

Create Positive Photographs

In order to create a positive image of Scouting and the A Million Hands project we need to plan in advance and make sure we capture the moment.

- Discuss what makes a good Scouting photo, for example, young people, smiling, laughing, outdoors, scarf, action photo of the activity.
- Using the supplied photos pack, discuss in detail why the photos are good or bad. Discuss how members of the public would perceive Scouting and our partners if they saw them.
- Capture ten photos of your project, before and after, showing teamwork, impact on beneficiary, smiles and mud.

Create Positive Content

We communicate in a number of ways to members of Scouting and to those in the wider community through newsletters, posters, local magazines and newspapers to get our messages across

- Using a few previously chosen example articles from either a local newspaper or even your group or District newsletter, discuss what makes a good story. Think about the intended audience, the purpose of the article and key messages.
- Discuss the importance of a story being told before, during and after the event and how the article has documented the journey.
- Each article should follow the golden rule of story writing, the Five W's: Who, What, Why, Where, When and How. Discuss the need for these when creating positive content. Go back through your article examples and check if they followed these rules.
- Write a description of your A Million Hands project and how it has progressed using the Five W's method.

Creating Positive Videos

To get maximum coverage of your A Million Hands project create a short video capturing what you achieved

- Before you begin filming your short video you will need to plan what you want to cover. Complete the storyboard template to guide you through the process.
- In order to create a thought provoking short video, you will need to discuss what you wish to film, what message you wish to portray and what feelings you want to evoke. The more detailed the plan, the easier it will be to film.
- Using your preferred equipment, video capable mobile phone, video capable SLR camera or video recorder, film the footage you need. Using the guidance, go through an editing process to ensure the film is highlighting your Million Hands project in the way you have planned.

Distribute

Tell the world of your Millions Hands project

- Now you've created the prefect picture, news article or video present it to someone not in Scouting, such as local councillors or MPs, and ask what their views are of Scouting and partners based on them.

or

- If you would like to share your content for possible sharing on national Scout channels please submit via stories.scouts.org.uk
- If you would like help and support getting your content in local Scouting channels or local media outlets please submit your story via www.stories.scouts.org.uk
- If you would like guidance on publishing content yourself please visit Media Development or your District or County Media volunteer.

RISKS AND CONSIDERATIONS

RISKS AND CONSIDERATIONS

1. Understand the need
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. RISKS AND CONSIDERATIONS
7. Connecting with Others

Mental Health and resilience

How can I support someone else to seek help?

In the course of some of these activities, you might come across young people with mental health problems. This section is about how you handle that situation.

The first thing you must do is refer to your group or organisations safeguarding policy. This will provide info on what actions you need to take.

What emotional support can I offer?

If a young person lets you know that they are experiencing difficult thoughts and feelings, it's common to feel like you don't know what to do or say. You don't need any special training to show someone you care about them, and often it can be the most valuable help you can offer. For example:

- **Listen.** Simply giving someone space to talk, and listening to how they're feeling, can be really helpful in itself. If they're finding it difficult, let them know that you're there when they are ready.
- **Offer reassurance.** Seeking help can feel lonely, and sometimes scary. You can reassure someone by letting them know that they are not alone, and that you will be there to help.
- **Stay calm.** Even though it might be upsetting to hear that someone you know is distressed, try to stay calm. This will help them feel calmer too, and show them that they can talk to you openly without upsetting you.
- **Be patient.** You might want to know more details about their thoughts and feelings, or want them to get help immediately, but it's important to let them set the pace for seeking support themselves.
- **Try not to make assumptions.** Your perspective might be useful to the young person, but try not to assume that you already know what may have caused their feelings, or what will help.
- **Keep social contact.** Part of the emotional support you offer could be to keep things as normal as possible. This could include involving the young person in social events, or chatting about other parts of your lives.

What practical support can I offer?

There are lots of practical things you can do to support someone who is ready to seek help. For example:

- Look for information that might be helpful. When someone is seeking help they may feel worried about

making the right choice, or feel that they have no control over their situation. Mind's info pages have information that will help you support their decision.

- Help to write down lists of questions that the young person you're supporting wants to ask their doctor, or help to put points into an order that makes sense, for example, most important point first.
- Learn more about the problem they experience, to help you think about other ways you could support them. Mind's website provides lots of information about different types of mental health problems, including pages on what friends and family can do to help in each case.

What can I do if someone doesn't want my help?

If you feel that someone you care about is clearly struggling but can't or won't reach out for help, and won't accept any help you offer, it's understandable to feel frustrated, distressed and powerless. It's important to accept that they are an individual, and that there are always limits to what you can do to support another person.

It is the policy of The Scout Association to safeguard the welfare of all members by protecting them from physical, sexual and emotional harm.

You can:	You can't:
<p>Be patient. You won't always know the full story, and there may be reasons why they are finding it difficult to ask for help.</p> <p>Offer emotional support and reassurance. Let them know you care about them and you'll be there if they change their mind.</p> <p>Inform them how to seek help when they're ready</p> <p>Look after yourself, and make sure you don't become unwell.</p>	<p>Force someone to talk to you. It can take time for someone to feel able to talk openly, and putting pressure on them to talk might make them feel less comfortable telling you about their experiences.</p> <p>Force someone to get help (if they're over 18, and are not posing immediate danger to themselves or someone else). As adults, we are all ultimately responsible for making our own decisions. This includes when, or if, we choose to seek help when we feel unwell.</p> <p>See a health care professional for someone else. A doctor might give you general information about symptoms or diagnoses, but they won't be able to share any specific advice or details about someone else without their consent.</p>

If anyone is having delusions or seeing things that other people can't see, they may not realise or agree that they need to seek help. They may be feeling paranoid, or experiencing psychosis. In this case, it can also be helpful to:

- Try not to either validate or challenge their perceptions.
- Acknowledge how their perceptions are making them feel, for example, anxious or unsafe.

What can I do if it's an emergency?

There may be times when your friend or family member needs to seek help more urgently, such as if they:

- Are experiencing suicidal feelings, and feel they may act on them.
- Are behaving in a way that's putting themselves or someone else at immediate, serious risk of harm.

In these cases, the following are places they can turn to for support:

Samaritans

Telephone: 08457 90 90 90 (24 hours a day)

Email: jo@samaritans.org

Website: www.samaritans.org

Provides confidential, non-judgmental emotional support for people experiencing feelings of distress or despair, including those that could lead to suicide. You can phone, email, write a letter or in most cases talk to someone face to face.

Mind Infoline

Telephone: 0300 123 3393
(9am-5pm Monday to Friday)

Email: info@mind.org.uk

Web site: www.mind.org.uk/help/advice_lines

Mind provides confidential mental health information services.

With support and understanding, Mind enables people to make informed choices. The Infoline gives information on types of mental distress, where to get help, drug treatments, alternative therapies and advocacy. Mind also has a network of nearly 200 local Mind associations providing local services.

Rethink Mental Illness Advice Line

Telephone: 0300 5000 927
(10am-2pm Monday to Friday)

Email: info@rethink.org

Website: <http://www.rethink.org/about-us/our-mental-health-advice>

Provides expert advice and information to people with mental health problems and those who care for them, as well as giving help to health professionals, employers and staff. Rethink also runs Rethink services and groups across England and Northern Ireland.

Saneline

Telephone: 0845 767 8000 (6pm-11pm)

Website: www.sane.org.uk/what_we_do/support/helpline

Saneline is a national mental health helpline providing information and support to people with mental health problems and those who support them.

NSPCC Helpline

Telephone: 0808 800 5000

Online contact: www.nspcc.org.uk/what-you-can-do/report-abuse/report-abuse-online/

Website: www.nspcc.org.uk

If you're worried about a child or have any concerns or suspicions about a child's wellbeing, contact our free helpline service to speak to an NSPCC counsellor 24 hours a day, 365 days a year.

Elefriends

Website: <http://elefriends.org.uk/>

Elefriends is a supportive online community where you can be yourself. Elefriends is run by Mind.

If you're a carer needing support you can contact all of the above as well as Carers Direct and the Princess Royal Trust for Carers, both of whom are able to provide support and advice on any issues affecting you.

Organisations that provide info for young people:

ChildLine

Telephone: 0800 1111

Email: <http://www.childline.org.uk/Talk/Pages/Email.aspx>

Website: www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of nineteen. You can contact a ChildLine counsellor for free about anything - no problem is too big or too small.

Youthnet

Youthnet provide information and emotional support for young people in the UK

<http://www.youthnet.org/>

Get Connected

Free and Confidential Help for U-25s By Phone, Email, SMS or WebChat.

0808 808 4994, <http://www.getconnected.org.uk/>

How can I look after myself?

Supporting someone else can be stressful. Making sure that you look after your own wellbeing can mean that you have the energy, time and distance to help someone else. For example:

- Take a break when you need it. If you're feeling overwhelmed by supporting someone or it's taking up a lot of time or energy, taking some time for yourself can help you feel refreshed.
- Talk to someone you trust about how you're feeling. You may want to be careful about how much information you share about the person you're supporting, but talking about your own feelings to a friend can help you feel supported too.
- Be realistic about what you can do and don't take too much on. Your support is really valuable, but it's up to your friend or family member to seek support for themselves. Remember that small, simple things can help, and that just being there for them is probably helping lots.

The Scout Association

Safeguarding. It is the policy of The Scout Association to safeguard the welfare of all members by protecting them from physical, sexual and emotional harm.

The Scout Association is committed to:

- Taking into account in all its considerations and activities the interests and the wellbeing of young people.
- Respecting the rights, wishes and feelings of the young people with whom it is working.
- Taking all reasonable practical steps to protect them from physical, sexual and emotional harm.
- Promoting the welfare of young people and their protection within a relationship of trust.

The Yellow Card, 'Safeguarding – a code of practice' should be followed at all times by all adults in Scouting. You can access a copy online at scouts.org.uk/prepared

Safety. It is the responsibility of all those involved in Scouting, so far as it is reasonably practical, to ensure that all activities are conducted safely, without risk to participants as far as reasonably practicable.

Ensuring the safety of all young people and adults supporting community impact activity is paramount. All adults in Scouting have a responsibility to manage and support safe Scouting. A large part of staying safe is about being organised, asking the right questions and doing things that promote safety, without taking away the sense of adventure appropriate for the age group. It is recommended that adults in Scouting regularly attend safety training when available.

The Purple Card 'Safe Scouting and what to do in an emergency' summaries the safety policy and code of conduct. Further information and downloads can be found online at scouts.org.uk/prepared

All activities are conducted in a safe manner without risk to the health of participants

- The provision and maintenance of equipment and buildings for members and others is safe and without risk to health and adequate for their welfare.
- Information, instruction, training and supervision is provided with the object of ensuring the health and safety of all those involved in Scouting activities or may be affected by them.
- Appropriate arrangements are made to ensure safety and the absence of risks to health in connection with the use, transport, storage and handling of equipment, and substances which are inherently or potentially dangerous.
- When activities take place near the water the guidance contained within the safety at water margins document should be followed. This can be found at www.scouts.org.uk/watersafety

Risk assessments: Risk assessments should be a useful overview and assessment of the potential hazards for an activity, in particular the environment, equipment and resources.

The purpose of completing the assessment is to be aware of any potential risk and to have considered ways risks can be reduced. This assessment must be then communicated, in the most appropriate way, to all those involved or taking part. Risk assessments should be useful and practical procedures for minimising risk and therefore should not be filed away where they cannot be communicated to those taking part.

Use the five steps of risk assessment:

1. Look for hazards. Objects or conditions that are present that could cause harm.
2. Who might be harmed and how? Don't forget people outside your planned activity.
3. Evaluate the risks. What controls/ safety measures are in place? What additional controls need to be present?
4. Record your findings. You will probably need to share this. This may be rules or instructions to be shared by the leader and young people. Write up a checklist – this might be useful for your next community impact project.

Including disabled young people: These resources are designed to be flexible and inclusive, enabling you to adapt your plans to take account of the specific requirements of the young people in your section.

Scouting extends our programme to disabled young people. We pledge to

- Welcome disabled young people.
- Make reasonable adjustments.
- Be inclusive.

It is crucial to establish the requirements of each young person in order to welcome them into the section and Scouting. Hundreds of children with a wide variety of conditions, impairments and specific requirements enjoy Scouting either through their involvement in a regular section or specialist section, some of which are attached to hospitals and schools.

Most disabled young people will require very few adjustments to ensure that they can be included in your group. Talk to the young people as well as their parents or carers to see what can be done to ensure they get the most out of Scouting.

Be aware that some conditions and impairments are not immediately obvious, for example, behaviour that challenges, such as attention deficit hyperactivity disorder (ADHD), autism, hearing impairments, and some learning difficulties, and these are referred to as 'hidden disabilities'.

A range of resources is available to help you include disabled young people in your group, which can be found in the Member Resources area of **scouts.org.uk**

CONNECTING WITH OTHERS

CONNECTING WITH OTHERS

1. Understand the need
2. Plan Action
3. Take Action
4. Learn and Do More
5. Tell the World
6. Risks and Considerations
7. **CONNECTING WITH OTHERS**

Contacting Mind

Mind Infoline

Monday to Friday, 9.00am to 6.00pm

0300 123 3393

scouts@mind.org.uk

This contact email is for support across England, Wales, Scotland and Northern Ireland.

Making contact with a local Mind service for England and Wales

1. Log on to www.mind.org.uk
2. On the menu bar, go to 'Information and Support'
3. In the sub menu that appears, go to 'Find your local Mind' and click on it.
4. This will bring up a map where the volunteer can put in their postcode or city/town.
5. Pins will show where we have local Minds (it's worth at this stage selecting just local minds, or the map will also show where all Mind's shops are).
6. Click on the pin to bring up contact details.

Making contact with a local service for Northern Ireland



Mind operates in England and Wales, Niamh (the Northern Ireland Association for Mental Health), is the largest and longest established

independent charity focusing on mental health and wellbeing services in Northern Ireland. For more information and details on where to access support and advice please visit:

Niamh's website - <http://www.niamhwellbeing.org/>

Niamh's contact details are here -

<http://www.niamhwellbeing.org/Contact-Us-8368.html>

Main switchboard number: 028 9032 8474

80 University Street, Belfast BT7 1HE

Making contact with a local service for Scotland



Mind operates in England and Wales, SAMH (the Scottish Association for Mental Health) is Scotland's leading mental health charity.

Go to SAMH's website - <http://www.samh.org.uk/>

SAMH's contact details are here -

<http://www.samh.org.uk/contact/contact-us.aspx>

0141 530 1000

enquire@samh.org.uk

Contacting the Canal & River Trust in Scotland, Wales, Northern Ireland and England

Adopting a stretch of nearby canal or river from the Canal & River Trust can form the heart of a community. Local groups can play a central role in improving and promoting canals and rivers for their communities by formally adopting a stretch of waterway.

The Canal & River Trust would expect a stretch of around a mile of canal to be adopted over a duration of around 12 months. This can be undertaken by your District, group, Unit or even a combination of such.

Within the adoption the number of activities that could be completed is wide ranging and the Canal & River Trust will work with you to support carrying out the outdoor activities in this pack.

Just some of the activities could include:

- Keeping the canal and towpath clean, smart and clear of obstructions.
- Consider the effects of the cause you have chosen and how your use of the Canal and waterways would change.
- Making improvements to access and facilities for people from your chosen cause.
- Recording and improving wildlife habitats.
- Preserve and maintain parts of these historic waterways.
- Promoting the waterway and your chosen charity to other local people.
- Running events and guided walks.

If you are interested in undertaking an adoption and would like more information log on to canalrivertrust.org.uk/volunteer/adopt-a-stretch-of-canal-or-river-near-you

The Canal & River Trust is the lead partner on action relating to the adoption of a stretch of canal or river. They will work with Scottish Waterways Trust and Waterways Ireland to source opportunities and build local relationships for requests received from Scotland and Northern Ireland.

You will be able to download the Waterway Adoption Handbook from here. This gives you basic information on how adoption works and what you can get out of it.

To contact the Canal & River Trust for even more information you can email **millionhands@canalrivertrust.org.uk** or alternatively ring us on **0303 040 4040**

