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Head Start Program

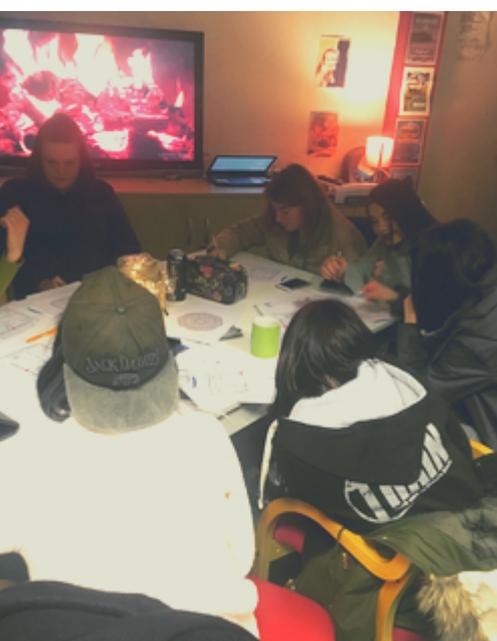
PROJECT OUTLINE

Mental
Health

Positive
behaviour
in school

Team
building &
Self-esteem

WHO WE ARE...



Didcot TRAIN - Inspiring Young People has been working in Didcot since 2002. Over those years we have predominantly worked with 11 to 18 year olds attending local secondary schools. Over the last few years we have worked with Willowcroft and Manor School with groups of year 6 students. After feeling there to be dramatically less support for primary schools from outside agencies, we have gained funding to be able to offer free 6 week group mentoring courses to up to 8 young people per group.

TRAIN works with and for all young people in Didcot, especially those who, for whatever reason, are having a tough time.

Young people can become vulnerable and disadvantaged in a whole range of ways. TRAIN is there to help them to see they do have options.

TRAIN helps the young people in Didcot make informed choices, avoid risky behaviours, find their own voices and ways out of difficult situations and be who they want to be.

WHAT IS THE HEAD START PROGRAM?

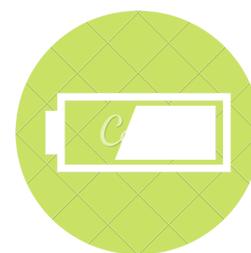
The Head Start Program is a free 6 week program, for up to 8 young people from primary schools in Didcot. There are three different programs to choose from:

Promoting well-being and exploring mental health

Promoting positive behaviour in school

Team building and self-esteem

The program is delivered by a professional youth worker at your school or in some cases can be held at our office in Didcot.



Promoting well-being and exploring mental health

Week One

This week will be focused on building a positive rapport with the young people and getting to know them. The session will consist of the following:

- Introducing well-being
- How can we build our well-being and confidence and feel better about ourselves?
- Raising awareness of what helps to promote emotional well-being
- Exploring 'the five ways to well-being' and encouraging young people to try these out in practice

Week two

Managing Stress by Looking After Yourself

One of the most important ways to promote mental health and emotional well-being is to encourage young people to find their own ways to support themselves. Not everyone has learnt to have healthy coping mechanisms so it is important to encourage this as a skill in itself. This session is about encouraging young people to share ideas about what helps them to cope and about developing new strategies to try. Having healthy coping strategies is an important ingredient of building resilience in young people.

- Challenging the stigma surrounding mental health
- Understanding more about how stress affects us
- Strengthening young people's coping mechanisms
- Empowering young people to find ways to look after their own mental health

Week Three

Recognising Feelings

- Young people will consider what beliefs we hold around feelings
- The group will think about what feelings may be underneath expressions of anger and ways to control and manage them
- Raised awareness of the links between how what we think can affect the way we feel
- Young people will be encouraged to realise that they have a choice about how they respond to situations that are potentially difficult and will think about new ways of responding to challenges

Week Four

Food, Sleep and Mood

Recent evidence suggests that what we eat is significant not just for our physical health but for our mental health too.

- increased awareness of the relationship between food and mood.
- discussions around young people's food and drink choices

Week Five

Relationships are important to young people and the quality of these relationships can have a big impact on young people's emotional health and self-esteem. Young people may not always be clear about what is acceptable and unacceptable in relationships, especially if they have witnessed unhealthy or abusive relationships in their own backgrounds.

- Young people will explore what it means to have a healthy relationship
- Young people will think about when actions are abusive in relationships
- Supporting young people to have equal relationships

Week Six

Being able to reach out to people when you need to is so important in building resilience in young people. The last session will explore what social support young people have. To encourage young people to reach out to friends and professionals when they need to and expand young people's networks. We will then gather feedback from young people and reflect on the things they have learnt over the past few weeks.

Ideally, this session will take place at Youlbury Scout Camp to give young people the chance to push themselves by taking part in a high ropes activity.

We will also give the young people the opportunity to sign up to our new Yr 6 and 7 Dinner and debate sessions.

Positive

behaviour in schools

Week One

This week will be focused on building a positive rapport with the young people and getting to know them. The session will consist of the following:

Implementing the 'People in my life' tool which enables us to assess the young people's support network, in addition to providing an opportunity for the young people to consider their support networks visually.

Check-In- This element is a TRAIN tool used to assess the young people's thoughts and feelings to determine where they are in terms of this, enabling us to have a better understanding of their emotional wellbeing.

-Rights and Responsibilities in this activity we will explore the young people's understanding and concept of Rights and Responsibility, we will explore the differences between these with the young people and ensure a better understanding of the two. This activity will increase the young people's self-awareness and understanding of their behavior.

Week two

Reputations

Implementing work with the young people in aiding them to develop an understanding of the positives and negatives that make up a reputation. We will provide an opportunity for the young people to reflect on their own reputations, what they say about them and to identify ways in which the young people can make positive changes to their reputations.

-Role-Models-

This section will involve us focusing on increasing the young people's motivation levels by exploring role models, improving aspirations by looking at successful people and facilitating the young people's reflection on positive qualities of people close to them.

These two activities will give the young people the opportunity to develop self-awareness, motivation and inspiration, communication, enhancing coping strategies, understanding of behaviour and self-esteem.

Week Three

Assertiveness

This week we will be exploring what being Passive, Assertive and Aggressive means and the differences between these. This will also involve exploring expressing feelings, standing up for yourself, making suggestions, refusing, disagreeing, complaining, apologizing and requesting explanations. This will be done using the 'Talkabout: Second Edition' tool and offers an excellent opportunity for the young people to develop positive and constructive ways of expressing their thoughts and feelings.

Week Four

-Boiling Point- A warm-up activity which will invite the young people to visually explore their individual boiling points together as a group, and then to share what helps them feel calm again together as a group. This encourages a feeling of belonging for the young people and a realization that they are not alone in their thoughts and feelings. It gives us the opportunity to challenge unhealthy ways of expressing anger and trying to feel better, and will enable us to show the young people visually that there are healthy ways of calming down.

Understanding and Managing Anger

Delving further into the topic of anger. We will be guiding the young people in considering what beliefs they hold about anger, in thinking about what feelings may be underneath expressions of anger and in supporting young people with some ways to control and manage angry feelings.

Week Five

Good School / Bad School

Guiding the young

people to explore and understand positive aspects of their school environment, to appreciate positive qualities of members of staff, and to reflect on how the young people can strive to be better students. This week's session could also involve reflective and restorative chats with members of staff.

'Fly on the Wall' NLP- Enabling the young

people to look at the situations from different perspectives, increasing their self-awareness and understanding of their behaviour, in addition to the actions of others in managing their own.

Week Six

Being able to reach out to people when you need to is so important in building resilience in young people. The last session will explore what social support young people have. To encourage young people to reach out to friends and professionals when they need to and expand young people's networks. We will then gather feedback from young people and reflect on the things they have learnt over the past few weeks.

Ideally, this session will take place at Youlbury Scout Camp where young people will gain the chance to push themselves by taking part in a high ropes activity.

We will also give the young people the opportunity to sign up to our new Yr 6 and 7 Dinner and debate sessions.

Confidence and team- building

Week One

This week will be focused on building a positive rapport with the young people and getting to know them. The session will consist of the following: Introducing the topic of self-esteem and developing an understanding of what self-esteem means. 'What am I like?' helps the young people to self-reflect and build resilience by acknowledging positive attributes and building on these. We will explore the self-esteem of those in the public eye whom young people look up to, after which we will guide the young people in reflecting upon their own self-esteem and what can elevate and deplete it. Our team will also delve into the topic of self-talk and how it can be both a very positive and negative thing.

Week two

Snapchat challenge - this is a great team building game that is fun and interactive. The first thing to say is that young people do not need the 'Snapchat' app to play, the name of the game is purely to keep it up-to-date to gain the young people's interest swiftly.

The game is comprised of two elements; In the first part the group have to take photos to earn pretend money that they will use in the second part. Once the money has been earned they then have to buy resources from the 'shop' to build a spaghetti tower. The team that has the tallest tower wins.

This challenge incorporates a variety of opportunities for the young people to develop their communication skills, problem solving, team-work skills and more in a positive and interactive way.

Week three

Building communication skills - participating in a variety of interactive team-building activities designed to challenge, prompt the use of different communication styles. We will also guide the young people in exploring how to give feedback constructively, this will involve role-play demonstrated by our team followed by the young people.

Week Four

Focused on exploring what it means to be passive, assertive and aggressive - The young people will work in teams to decide what behaviour belongs to which category in a range of different interactive activities. We will then guide the young people in exploring their own behaviour and to reflect upon when they have been passive or aggressive. The young people will be encouraged to discuss how they could be more assertive in the future as a group.

Week Five

What it means to be passive, assertive and aggressive - The young people will work in teams to decide what behaviour belongs to which category in a range of different interactive activities. We will then guide the young people in exploring their own behaviour and to reflect upon when they have been passive or aggressive. The young people will be encouraged to discuss how they could be more assertive in the future as a group.

Week Six

Being able to reach out to people when you need to is so important in building resilience in young people. The last session will explore what social support young people have. To encourage young people to reach out to friends and professionals when they need to and expand young people's networks. We will then gather feedback from young people and reflect on the things they have learnt over the past few weeks.

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NEXT STEPS

1. Pick a program that best fits your school and young people (schools can apply for up to 2, however there are limited spaces and applications will be allocated on a first come first served basis. In total we have 10 program slots available.
2. Email justina@didcottrain.org.uk with a School Referral Form.
3. Justina will then allocate spaces and will email you back to arrange a school visit.
4. Once a slot has been allocated, schools will need to ensure all young people have completed a TRAIN consent form. Consent forms will need to be given to Justina before meeting with any young people.
5. Justina and Charlotte will meet with the lead school representative, ideally the member of staff responsible for the referral. Both youth workers will then meet the young people individually to complete a pre-program impact review.
6. Sessions will begin in the first week of the specified school term.
7. The last session will potentially be a session at a high ropes centre. TRAIN will gain additional permission from parents if this goes ahead.
8. Throughout the program, Justina will be in contact with the lead school representative.
9. Once the young people have completed their program, they will gain a certificate and will be invited to our annual celebration event in February.
10. Young people that attend the program will also have to opportunity to engage in other programs that TRAIN offers early. For example Dinner and debate on a Thursday. They may also get involved in holiday programs.



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