

Place2Be's

CHILDREN'S  
MENTAL HEALTH  
WEEK

# SECONDARY / HIGH SCHOOL PACK

5-11 FEBRUARY 2024

EVERYTHING YOU NEED TO GET YOUR SCHOOL  
INVOLVED IN CHILDREN'S MENTAL HEALTH WEEK 2024

# THANK YOU FOR TAKING PART IN CHILDREN'S MENTAL HEALTH WEEK 2024

## We're delighted that you're taking part in Children's Mental Health Week 2024.

Launched in 2015, the week exists to **empower, equip and give a voice to every child in the UK**. This year's theme is *My Voice Matters*. (Read more on page 4)

1 in 6 children and young people now have a diagnosable mental health condition. By taking part in Children's Mental Health Week 2024, you can help us to ensure that children and young people across the UK feel listened to, and know that they're not alone.

This pack contains everything you need to take part in the week – from group activities, top tips and an assembly guide, to information on how to take part in **Express Yourself** and raise vital funds for children's mental health. However you take part, we're so grateful for your support.

## 5 WAYS TO GET INVOLVED IN THE WEEK



### Ask young people for their thoughts and ideas

**(it's their week!)**. Visit page 5 to read some tips from children and young people we spoke to about what they need from schools.



### Express Yourself

Express Yourself allows children and young people to celebrate what makes them unique. Find out more on page 12.





### Class activities

Split by age group, these activities can help you get your class or group using their voices, and understanding the importance of listening too. See more on page 8.



### Run an assembly

Get your whole school (or year group) thinking about mental health, and how they can use their voices. Visit page 6 to read more.



### Share with families

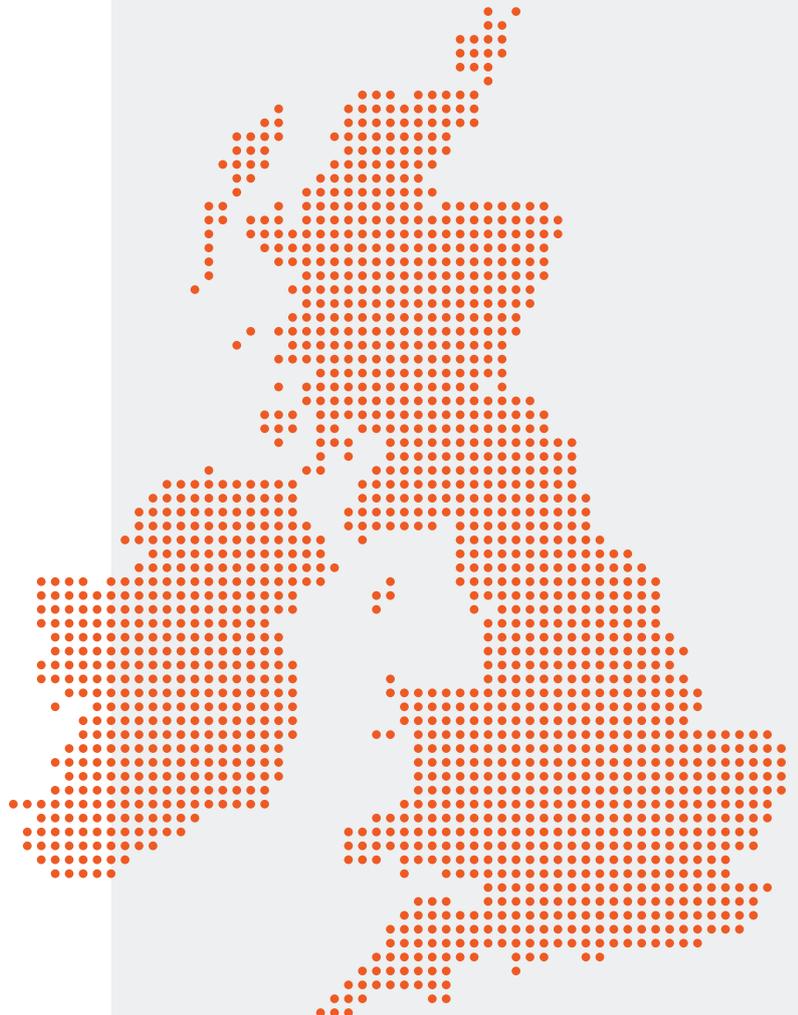
Families play a vital role in a child's mental health. Print and share our tips for families on page 16 (written by children) so they can also take part in the week.

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## ADD YOURSELF TO OUR MAP!

We'd love to know what your plans are for the week. Add yourself to our map to let us – and other schools around the UK – know you're taking part in the week. [bit.ly/46l4npP](https://bit.ly/46l4npP)



# My VOICE MATTERS

"We just want you to listen, and want to feel heard. We don't always need you to give us solutions or tell us what to do."

Secondary / high school student

**This year's Children's Mental Health Week theme is My Voice Matters.**

**Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.\***

As adults, we should empower children and young people, and provide them with time, space, and opportunities to express themselves. We must also ensure they have opportunities to influence aspects of their worlds that directly - or indirectly - affect their wellbeing.

Empowering children and young people can have a positive impact on their health and wellbeing. For example, children and young people who feel that their voices are heard - and that what they say makes a difference - have higher levels of self-efficacy and self-esteem. They also have a greater sense of community - and as people become empowered, they can work together to create positive changes for themselves and for others.

There are some children and young people whose voices are marginalised. For example, those who have a special educational need or disability, those who are care-experienced, those who are part of the LGBTQI+ community, and those from racially minoritised groups. This Children's Mental Health Week we want all children and young people, whoever they are, and wherever they are in the world, to be able to say - and believe - "My Voice Matters".

\*The UN Convention on the Rights of the Child



Watch our theme video to learn more about the theme, directly from children and young people themselves.  
[bit.ly/45bNC4F](https://bit.ly/45bNC4F)

## EXPRESS YOURSELF

Help young people's voices to shine through and empower them to tell their own stories by organising an **Express Yourself day**. Learn more on page 12!



## How could you involve students in your plans for Children's Mental Health Week?

Ask them for their ideas on how to mark the week - perhaps they'd like to lead an assembly or class session, or organise an Express Yourself day for the school.

# TOP TIPS



## What children and young people say they need from schools

### Would you like to do more to support the pupils in your school?

**This Children's Mental Health Week we want all children and young people, wherever they are, and wherever they are in the world, to be able to say – and believe - "My Voice Matters".**

We visited primary and secondary schools to ask students what they wanted from the week – to help shape the activities we create for schools, the messaging we give to teachers, the tips we give to other children, and the advice we give to parents, carers and families.



### How do you listen to the pupils in your school?

Take a look at our 'How well do we listen?' resource and consider what more you could be doing to get feedback and input from the children you work with.

[bit.ly/3PVkxpz](https://bit.ly/3PVkxpz)

### Here's what young people told us they need from their schools:

- 1 We want mental health to be talked about more in school to remove the taboo around it– not just one-off assemblies or PSHE lessons.
- 2 We want you to acknowledge our mental health – not just mention it once in assembly. Sometimes we say we're stressed with homework and it seems like all our teachers care about is the deadline, not how we're feeling.
- 3 If you're talking about mental health, make it clear that mental health isn't a bad thing.
- 4 We want to know more about specific themes on mental health – men's mental health, teenage mental health etc.
- 5 Try not to make it sound so scary. Language like 'you have to tell someone' puts pressure on us, and can put us off – even if you don't mean to.
- 6 Make our assemblies or lessons on mental health more interactive – let us ask more questions, do a quiz, role play – then we'll want to engage more.
- 7 Give us opportunities to lead lessons on mental health ourselves. We have lots of ideas, and might know more than you think – we also have lots of advice to give.
- 8 If you're planning an assembly (on mental health, or anything else!) keep it short, active, play music, involve us in it.
- 9 Stop making out like social media is responsible for all of our problems. We know there are challenges with social media, but when we use it carefully it can help us connect with friends and find advice and support when we're struggling.
- 10 If we're being bullied or having issues with friends, don't just focus on punishing the other person or fixing it. Excluding someone might punish them, but it doesn't help with the way we feel about what has happened. Make the time to talk about our feelings too, if we need to.

# ASSEMBLY GUIDE FOR 11-18 YEAR OLDS

Visit [bit.ly/46yMGZf](https://bit.ly/46yMGZf) to download our free editable assembly slides.

If you're running this assembly on your **Express Yourself** day, you may also want to use it as an opportunity for pupils to share their stories. Visit page 12 for more ideas.

## AIM:

To introduce young people to the idea that their voices matter.

## YOU WILL NEED:

Laptop / projector.

As students enter and leave the room, you could play some inspirational music such as:

- Bob Marley – Get Up Stand Up [bit.ly/45Xy99g](https://bit.ly/45Xy99g)
- Sara Bareilles - Brave [bit.ly/3L47yPt](https://bit.ly/3L47yPt)
- John Lennon – Imagine [bit.ly/45XxMLw](https://bit.ly/45XxMLw)



### Slide 1

Morning everyone. Today's assembly has been inspired by Place2Be's Children's Mental Health Week. The theme this year is 'My Voice Matters'. But what does this mean?

### Slide 2

Play the theme video to the group.

In today's assembly we are going to think about how we can use our voices to create the changes we want to see. Sometimes we can use our voices to make a big difference in the world, but equally important is the way we use our voices to make a difference in small, everyday ways.

Historically, there have been voices that have been silenced and marginalised. If you have privilege, that gives you access to systems of power and influence, and that means you can use your voice to lift the voices of those who are not being listened to.

### Slide 3

Let's think about someone famous like Ashley Banjo. As you probably know, Ashley is a dancer, choreographer and actor. He is the leader of the dance troupe Diversity who won the third series of Britain's Got Talent. Ashley also famously created a dance that aired in the wake of the murder of George Floyd in 2020. We are going to watch that performance now:

### Slide 4

Play the video: [bit.ly/44BVwDV](https://bit.ly/44BVwDV)

- What impact did the performance have on you?
- What feelings came up for you when you watched this performance?
- What was the effect of the message being portrayed through dance rather than spoken or written words.

### Slide 5

This performance caused a lot of controversy - ITV received 27,000 thousand complaints and took out full page adverts in the national press to justify their airing of the performance.

But Ashley stayed the course – and was resilient in the face of the criticism and the hate:



## Slide 6

Play the video: [bit.ly/4839P7J](https://bit.ly/4839P7J)

What do you think of Ashley doing this? Do you think he was brave? How do you think he felt?

Although we don't all have the platform that Ashley Banjo has, all our voices do matter. Every one of us has a message, a view or a passion that we can share with the world. Speaking up can feel scary, but it's important that we learn how to feel comfortable with expressing our thoughts and beliefs.

## Slide 7

Who else can you think of who has used their voice and platform to make change? Invite students to put their hands up and suggest answers.

## Slide 8

So how can you use your voice to talk about something that matters to you?

This could be something small – getting involved in the school council, volunteering, joining an organisation that lobbies for change (add to list, relevant to your school, community, area).

When we use our voice to speak up for what we believe in, we are saying that we care about our impact in this world that we share.

## Slide 9

This week, in your <PSHE lesson, tutor time etc>, you will be given the chance to explore your voice and how you can use it....

But don't forget, just making time to listen and support your friends and others in an ordinary, everyday way can help them feel heard, and as if their voice matters.

## OPTIONAL FOLLOW-UP ACTIVITY: Make a change in your school

Share videos, books and quotations from and about other young people who have used their voices to campaign or bring about change. We've suggested a few below:

- Youthquake: 50 Children and Young People that Shook the World by Tom Adams.
- Young fearless, awesome. 25 young people who changed the world by Stella Caldwell.
- "You are never too small to make a difference" - Greta Thunberg
- "We must tell girls their voices are important" - Malala Yousafzai
- "These children matter. These children are the future of this country. They are not just another statistic. And for as long as they don't have a voice, they will have mine" - Marcus Rashford

What would you change in your school if you could?  
Create a display of their pictures / ideas / posters.



# BAFTA

## MORE INSPIRATION FROM YOUNG BAFTA

Young BAFTA will be supporting Place2Be's Children's Mental Health Week with a series of short films fronted by their Young Presenters, highlighting the importance of why everyone's voice matters. Follow us on social media (or sign up to our newsletter) to be the first to hear when these videos are available - or follow @YoungBAFTA on YouTube.

# ACTIVITY IDEAS FOR 11-14 YEAR OLDS

These activities are designed for 11-14 year olds. To differentiate or extend the content, take a look at our activities for 14-18 year olds on page 10, or the activities in our primary pack: [bit.ly/3PVkxpz](https://bit.ly/3PVkxpz)

## Pride VS Humility

This activity encourages young people to think about themselves and show how they matter by celebrating their achievements. This does not have to be a big thing.... It only matters that it is important to them. Sometimes we find it hard to talk about ourselves, maybe it's a cultural thing? Ask students to think of some words or phrases that we use to stop people celebrating themselves? (E.g. don't get too big headed!)

**Discuss:** Why do **you** think we find it hard to celebrate our achievements?

Psychologists have found that pride in achievement- i.e. if you're going for a run, if you avoid harmful behaviours such as smoking AND then you feel proud of yourself - this actually increases self-control. [bit.ly/45Wu0SN](https://bit.ly/45Wu0SN)

**Watch** Stormzy's rise to the Pyramid Stage at Glastonbury 2019 [bit.ly/3P4FpZN](https://bit.ly/3P4FpZN), then **discuss as a whole class, or in pairs / small groups:**

- How does Stormzy show he is proud?
- How does he show his humility?

(You could also share / read this article: [bit.ly/45yC64r](https://bit.ly/45yC64r))

**Ask young people to think about something they've done that they are proud of and tell the person next to them.**

- How did it feel to celebrate their own achievements?
- How did it feel to hear their partners' achievements?

**WHAT MATTERS TO YOU? CREATIVE VIDEO ACTIVITY FOR 11-18 YEAR OLDS**

This wellbeing activity can help young people think about and share what matters to them.

[bit.ly/3LBD2wK](https://bit.ly/3LBD2wK)

## Different viewpoints

Talk with students about how we can all have different ideas and points of view, but it is important to listen and try and understand differences.

- Agree some rules about respectful listening.
- Set up posters on different walls in the room reading Agree – Disagree – Undecided. Give the pupils various statements they have to respond to and ask them to move to the poster which is the response for them. Explore reasons for responses that students make.
- Example statements to debate (and ask students to come up with their own!):
  - Having a choice of pronouns is important
  - 16 years olds should be allowed to vote
  - We should have a shorter summer holiday with more breaks during the year

**Optional extension:**

Ask students to decide on one of the statements and have a more in-depth discussion or debate about it.

## What's your news?

Encourage young people to develop their own newsletter or have a dedicated page on the main school newsletter where they can share information about their views / what's important to them. This could be for the whole school, or a class / year group newsletter.

- Give young people time to discuss ideas in groups and then share ideas with the class.
- Look at previous school newsletters, or newsletters from other organisations, to agree on layout and formatting (Microsoft have a range of free newsletter templates). The format can include drawings, text and audio to make it inclusive and allow everyone to share their voice and thoughts in a way that is meaningful for them.

**Optional extension:** Could students write to the local newspaper and share their thoughts on a topic? A letter could be published, or the paper might do an article about student voice in your school.

## Your online voice

Talking and being listened to is very important for our mental health. How do we talk and listen to each other in real life and online, and are they different? **Discuss as a group:**

- Do you ever feel that technology allows you to talk and be heard better than in real life?
- Do you ever feel that technology gets in the way of talking and being listened to?
- Do you feel people are more or less respectful when they interact online?

### Split into pairs:

- Give each pair a piece of flipchart or A3 paper, and ask them to divide it in half – labelling one side positive, the other negative
- Ask pairs to list all the positive and negative things about talking to others online.
- Share the posters with the whole group and discuss.

Mark one end of the room as YES and one end as NO. Ask young people to move to one end if they think yes, or the other end if they think no. Discuss each statement as they move to explore the results. If the room is small, answers can be given in a different way.

(e.g. by standing up, or raising hands.)

- It is easier to talk online than in real life
- People listen better in real life
- People behave differently online than they do in real life
- It is okay to share everything you feel when you are online
- People are more confident online than in real life
- Do you ever feel that you don't want to be on a social media platform, but you have to so that you can stay in touch with your friends?

**Optional extension activity:** Split the group up and ask them to produce a list of tips for young people in the year below them, sharing dos and don'ts when they are talking and / or listening online.

# EXPRESS YOURSELF

Organise an **Express Yourself** Day, show your pride and celebrate what makes you... you! Go to page 12 to find out more.



# ACTIVITY IDEAS FOR 14-18 YEAR OLDS

These ideas are designed for 14-18 year olds. To differentiate, take a look at our activities for 11-14 year olds on page 8.

## Using your voice to take a stand

Discuss the idea "If you're not part of the solution, you're part of the problem".

Talk to students about how they can use their voices to speak up when they believe something is not right. Do any of them have any experience of this – in real life or online? Discuss how it felt to speak out, what were the challenges and how they overcome them.

Introduce the idea of being an active bystander to tackle harmful/potentially harmful situations (content warning for discussion of rape and sexual assault). The below resources may be helpful:

- Online Sense: Cyber Bullying, Bystanders and the role of the Upstander ([bit.ly/44SwFw5](https://bit.ly/44SwFw5))
- Bystander Revolution: Demi Lovato ([bit.ly/3L8mIJ2](https://bit.ly/3L8mIJ2))

**Discuss** what stops us from speaking out (e.g. embarrassment, fear of retaliation, peer pressure etc).

- What can you do to overcome the obstacles to speaking out?
- What other ways can you think of to say something about what is concerning you? (speak to a friend, adult, withdraw from group chat etc.).
- If you don't speak out does that mean you are colluding and condoning what has happened? Or does it mean that you do not agree with what is going on, but you haven't yet found the right way to speak up about it?

**In pairs or small groups**, ask young people to consider an issue that's important to them and discuss what they can do about it. Examples of topics might be: bullying, racism, sexual harassment etc. You could use the following scenarios to get the young people talking. What would/could you do if...

- You receive a video of a classmate you know they'd not want shared
- You overhear people using offensive, sexualised language when talking about another student
- A friend impersonates the voice and gestures of a disabled classmate
- You get sent or are told a racist 'joke'

Ask students to discuss what they think are the safest and most effective ways of intervening when they witness oppressive language and/or behaviour. Share posters and campaigns such as:

- Breaking the Silence ([bit.ly/3PyE5QJ](https://bit.ly/3PyE5QJ))
- Railway Guardian ([bit.ly/45USnjF](https://bit.ly/45USnjF))

Encourage young people to **make a display** of what they, and other students can do to intervene safely when they see something that is not right. Make sure the display signposts where students can go for support – around the school, in their local community and on the evenings, weekends and holidays e.g. national helplines.

## The importance of hearing each other's voices

Young people cannot only use their voice to express how they feel about things, but can also be instrumental in hearing the voices of others. There is something very powerful in having your voice listened to – to being seen, heard and validated.

- Ask if anyone can give examples of when they've been really listened to – how did it feel?
- Ask for examples of when they have not felt listened to – how did that feel?

Watch this video ([bit.ly/45Q08FQ](https://bit.ly/45Q08FQ)) about a buddy project - a young person to young person support project for those experiencing self-harm and suicidal ideation. Ensure you are aware of any particularly vulnerable young people in the group and give the whole group a trigger warning about the content.

### Discuss as a group:

- What does a good listener/bad listener do verbally? (what sorts of things do they say?)
- What does a good listener/bad listener do non-verbally? (what sort of things do they do?)

**Split the group into pairs.** Explain that in this activity they will take turns in having their voice heard. Ask them to think of a topic that will not cause them distress and that they feel comfortable to talk about. Remind students that they are not to talk about what their partner said, unless they are concerned about their wellbeing (in which case they should speak to the teacher, who will follow the school's safeguarding procedures.)

Allow the students to pair up with someone with whom they feel comfortable. Allow the students to spread out in the room so they cannot be overheard. Be aware of any students with speech, language and communication needs or who are neurodivergent. These students may wish to express themselves differently e.g. through drawing or writing and having someone show interest in what they create. Young people will take turns taking on the role of **speaker** and **listener**.

After 3 minutes ask the pairs to swap roles. After 6 minutes ask the pairs to feed back. They are NOT to feedback on the content of what was spoken about – but on the process. Discuss as a group:

- What was it like to be listened to for 3 minutes?
- What was it like to be the listener? What was easy/hard about it? How hard was it not to talk?

To wrap up, ask young people to consider:

- How they can continue to use their voices to speak up about things that are important to them
- How can they listen carefully to others around them, especially those who do not usefully get 'heard'?

You could link this to Buddy/Mentor schemes that you have running in your school.

### Speaker

Talk (write, draw) about something that is important to you for 3 minutes.

### Listener

Listen to the speaker (or witness their drawing or writing) without interrupting. Use your verbal and non-verbal listening skills to really hear their voice.

# EXPRESS YOURSELF

What matters to you? Organise an Express Yourself day and celebrate what matters to you! Learn more on page 12.



# YOUR EXPRESS YOURSELF DAY

We are so grateful that you are joining the Children's Mental Health Week 2024 community. By taking part, you are helping to give a voice to children across the UK. Organising an Express Yourself fundraiser is easy peasy.

## ① Choose a date

Why not join thousands of schools across the country and **Express Yourself** on Friday 9 February? If this day doesn't work, you can hold your fundraiser at any point.

## ② Spread the word

Make sure nobody misses out on the fun! Use our posters and email templates to spread the word – and don't forget to share the **Express Yourself** fun on social media using #ChildrensMentalHealthWeek.

## ③ Raise money

Every pound raised will help take a step closer to a future where no child has to face mental health problems alone. Check out the ideas on page 14 to help kickstart your fundraising.

## ④ Set up a JustGiving page

By setting up a JustGiving page, your friends, family, colleagues and students can make a donation to your **Express Yourself** day. Setting up a fundraising page is super easy:

1. Create your fundraising page at [justgiving.com/campaign/CMHW2024](https://justgiving.com/campaign/CMHW2024)
2. Personalise your page with photos and a special message to say why you're raising money for Place2Be.
3. Share your JustGiving link with friends and family. Once a donation is made, it comes straight to Place2Be!

## ⑤ Send in your fundraising

Pay in your fundraising by Friday 29 March to be automatically entered into a free prize draw to win an Amazon voucher. More information on how to bank your funds can be found on page 19. Terms and conditions for the free prize draw can be found on our website.



# LET YOUR IMAGINATIONS RUN WILD



**We're all different – we all have different things that make us tick and that bring a smile to our face.**

Express Yourself allows children and young people to celebrate what makes them unique with an incredibly fun dress-up day – this could be sharing their favourite hobby, such as skateboarding or dancing, or wearing their favourite colour or accessory. Or it could just be coming in as themselves.

Express Yourself is about letting children and young people's voice shine through and empowering them to tell their own stories! If you need a little inspiration, here are some ideas on the right to get you started!

①  
Let your inner disco diva shine on the dance floor

②  
Let your personality shine through with your favourite colours

③  
Embrace your creative side and unleash your artistic energy

④  
Show off your team spirit with your favourite team's kit

⑤  
Take the stage as the coolest rockstar in town

⑥  
Come as you are and wear your comfiest clothes!

⑦  
Bring the cool energy of the skate park to the playground

⑧  
Share what makes you... you and celebrate what sets you apart.



# FABULOUS FUNDRAISING IDEAS

There are many ways to help put the fun into fundraising. We've got some inspiration and suggestions below - but be as imaginative as you like in coming up with your own.



## Bake a difference

Everyone loves a tasty treat, so why not add a delicious extra touch to your Express Yourself day with a themed picnic or cake sale?



## Express Yourself sponsored challenge

Celebrate what makes you unique and ask friends and family members to sponsor you. Football lovers could hold a keepy uppy challenge, budding artists could hold an art exhibition to sell their work and disco divas could hold a sponsored dance-a-thon. There's no limit for what you could do!



## Display a collection box

Why not display a collection box or tin in your reception area? You can download a free template from the Take Part section on our website. [bit.ly/46p3jWY](https://bit.ly/46p3jWY)



## Quiz night

Quiz nights are a fantastic way to get your school community together and are often one of the most popular dates in the school calendar. Show children and young people that their voice matters by letting them write the questions!



# MEET JASMINE

Over the past few years, 7-year-old Jasmine has been spreading all kinds of Children's Mental Health Week positivity. From helping her friends improve their mental health at Brownies via an 'affirmation station' to placing kindness-inspired post-it notes around her school, to raising money with a sponsored swim and climbing Mount Snowdon. Jasmine's amazing efforts have not gone unnoticed.

In 2023, Jasmine swam as far as she could during Children's Mental Health Week and raised a sensational £245. This could pay for more than 15 children to speak to a qualified counsellor about their worries in a Place2Be lunchtime session. At her Brownies' Express Yourself day, Jasmine also fittingly chose to dress as the iconic Superwoman, striking a pose alongside her colorfully dressed pals.



## EXPRESS YOURSELF & MAKE A DIFFERENCE

Whether providing counselling and support to children when they need it most, working with parents who may be struggling or providing invaluable mental health training to teachers and school staff – every single pound you raise during Children's Mental Health Week will help ensure no child has to face mental health problems alone. For example...

**£54**

could pay for a child struggling with trauma to have a 50-minute one-to-one session with a counsellor.

**£252**

could pay for 4 specialised parent coaching sessions for a parent and child to have together.

**£500**

could allow over 31 children to speak to a counsellor about their worries in a lunchtime session.

**£1080**

could help fund a full round of one-to-one counselling sessions for 2 vulnerable children.

# TIPS FOR FAMILIES



## Talking to your child about mental health

### Are you a parent or carer who wants to talk to your child about mental health?

This Children's Mental Health Week we want all children and young people, whoever they are, and wherever they are in the world, to be able to say – and believe - "My Voice Matters".

We visited primary and secondary schools to ask students what they wanted from the week – to help shape the activities we create for schools, the messaging we give to teachers, the tips we give to other children, and the advice we give to parents, carers and families.



### Here's what children and young people told us they need from you:

- 1** We don't need to have 'one-off conversations about our mental health' – sometimes a chat on a journey or at bedtime is enough.
- 2** I need to know it's okay to talk to you about any and all of my feelings. Please hear what I have to say, without interrupting me.
- 3** Please listen to me carefully and acknowledge how I am feeling – it might seem silly to you but what I am going through is important to me.
- 4** Playing with pets can make me feel better. Same with playing football, basketball or whatever type of sport I am into.
- 5** Don't compare my experiences to your own when you were a child.
- 6** Sometimes I just need you to listen and hear what I'm saying – I don't always need answers (or lectures)
- 7** Please don't worry about trying to fix things for me – I often just need to know you are there for me and understand what I am going through.
- 8** If you are open with me about your feelings, this can help me to be more open about mine.
- 9** Sometimes I don't want to talk. Please trust that I will come to you (or another grown-up or someone my own age) when I'm ready. Sometimes it's easier for me to talk to someone nearer my own age – my siblings, cousins, friends, younger teachers at school - because they 'get it'.
- 10** Sometimes a hug is all it takes to make me feel supported.



# TIPS FOR YOUNG PEOPLE

Place2Be's  
**CHILDREN'S MENTAL HEALTH WEEK**

## 10 ways to look after your mental health

Here are some brilliant tips from young people just like you on how you can look after your mental health.



- 1 Don't keep it all to yourself and spend too much time in your own head. This can sometimes make it keep piling up, and make you feel worse.
- 2 Talk to someone you trust and feel comfortable with – a teacher, parent, sibling, cousin, friend... if you can't think of anyone and need to talk, try talking to someone like Shout by texting SHOUT to 85258 for free.
- 3 Write your thoughts and feelings down.
- 4 Keep in contact with people, don't isolate yourself.
- 5 Don't dismiss your feelings because you think they aren't valid. Everything you feel is valid and important to you.
- 6 Focus on the good parts of your life and doing what you love, rather than the negative.
- 7 If you feel like harming yourself then tell someone you trust and distract yourself in the meanwhile.
- 8 Do something you enjoy to help you relax and have a break – watch a film, play a game, watch your favourite YouTuber, listen to music.
- 9 Be your own best friend because at the end of the day, you're stuck with you – so look after yourself!
- 10 Remember that you're not alone, even if it sometimes feels like you are.

\*With thanks to students at Stewards Academy and Ark Globe Academy.

### ASK FOR HELP

Let your family, friends, and teachers know if you are struggling so that they can support you.

If you're feeling overwhelmed and need to talk:

- Text P2B to 85258 for free to speak to Shout
- Call 0800 1111 to speak to Childline, or visit [childline.org.uk](https://www.childline.org.uk) for their free online chat
- Visit [place2be.org.uk/help](https://www.place2be.org.uk/help) for more advice



# SPREAD THE WORD

We'd love your support to help us spread the word and raise awareness of the importance of children's mental health. We've created assets, example tweets and posts, to make it as easy as possible for you to shout about the week. Feel free to adapt the content according to your needs, or develop your own.

## Key information

Please help spread the news about Children's Mental Health Week on social media by tagging Place2Be in all of your posts and use #ChildrensMentalHealthWeek.



@Place2Be



@\_Place2Be



@Place2Be



@Place2BeCharity

## Suggested copy for social media

This copy has been written for X (formerly Twitter), but could be adapted for use on other channels or your email newsletters. Graphics to accompany your posts can be downloaded from the Children's Mental Health Week website [bit.ly/46qJChG](https://bit.ly/46qJChG).

We're proud to be taking part in @Place2Be's #ChildrensMentalHealthWeek (5-11 February 2024). This year's theme is My Voice Matters, and @Place2Be hopes to empower, equip and give a voice to every child in the UK. Learn more, and join us: [childrensmentalhealthweek.org.uk](https://childrensmentalhealthweek.org.uk)

1 in 6 children and young people have a diagnosable mental health condition. In February, we're supporting @Place2Be's #ChildrensMentalHealthWeek – raising awareness of the importance of children and young people's mental health. Learn more: [childrensmentalhealthweek.org.uk](https://childrensmentalhealthweek.org.uk)

<INSERT NAME OF SCHOOL> is proud to be taking part in @Place2Be's #ChildrensMentalHealthWeek in February. Join us and help shine a light on the importance of children and young people's #mentalhealth. Find out more and get involved: [childrensmentalhealthweek.org.uk](https://childrensmentalhealthweek.org.uk)

Express Yourself this #ChildrensMentalHealthWeek! From 5-11 February 2024, @Place2Be is encouraging schools and youth groups to let children's voice shine through and empower young people to tell their own stories. Get involved: [childrensmentalhealthweek.org.uk](https://childrensmentalhealthweek.org.uk)

This year's #ChildrensMentalHealthWeek (5-11 February 2024) theme is 'My Voice Matters'. @Place2Be's free resources can help schools to empower children and young people, and provide them with time, space, and opportunities to express themselves. Learn more: [childrensmentalhealthweek.org.uk](https://childrensmentalhealthweek.org.uk)



# HOW DO I PAY IN MONEY THAT I'VE RAISED?

There are a number of ways you can return the money you raise this Children's Mental Health Week, and the sooner you pay in your fundraising, the sooner we can put it to work equipping, empowering and giving a voice to children and young people across the UK.

## Use your online fundraising page

Use your JustGiving fundraising page to collect donations and to pay in any cash donations you receive.

Head to [justgiving.com/campaign/CMHW2024](https://www.justgiving.com/campaign/CMHW2024) to get started. All donations made to your fundraising page come straight to us making it super easy for you!

## Donate online

Deposit the funds into your bank account and pay with your credit or debit card on the Children's Mental Health Week website at [bit.ly/3ZZL7Bu](https://bit.ly/3ZZL7Bu).



Or by scanning the QR code.

## At the bank and bank transfer

Please get in touch with the Children's Mental Health Week team at [hello@childrensmentalhealthweek.org.uk](mailto:hello@childrensmentalhealthweek.org.uk) if you would like to donate via BACS, Bank Transfer or by depositing your fundraising at a bank branch.

## By post

Cheque and CAF vouchers can be made payable to Place2Be and sent to the address below.

Children's Mental Health Week Team  
Place2Be  
175 St John Street  
London  
EC1V 4LW

**Please do not send cash by post.**

Please include a note with your cheque or CAF voucher letting us know your details and that you raised this money through Children's Mental Health Week fundraising.





Place2Be's

CHILDREN'S  
MENTAL HEALTH  
WEEK

WE'D LOVE TO  
HEAR ABOUT  
YOUR PLANS!  
GET IN TOUCH.

Contact the Children's Mental  
Health Week team

hello@childrensmentalhealthweek.org.uk

020 7923 5500

childrensmentalhealthweek.org.uk

[place2be.org.uk](https://place2be.org.uk)

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