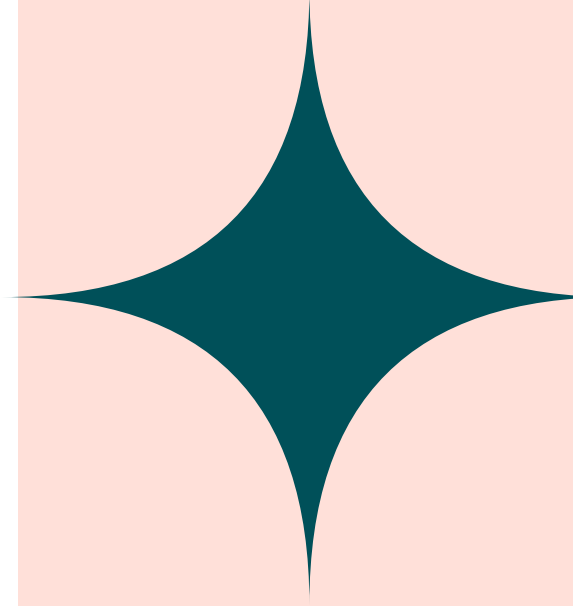


**HUMAN GIVENS  
MENTAL  
WELLBEING  
PROGRAM**  
Report 2024



Human Givens  
Foundation



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# REPORT SUMMARY

In 2024, Creative Tuition sponsored by the Human Givens Foundation partnered with five mental wellbeing coordinators in Bristol to deliver a 'Design a Mental Wellbeing App' challenge, inspired by the Human Givens approach. We worked with three university psychology students, two professionals and one Human Givens therapist, Judith Desbonne.

The program engaged 50 young people, aged 11-14, across two Bristol schools—Redland Green School and Montpelier High School.

The challenge, outlined in the appendix, focused on introducing key concepts related to the nine emotional needs outlined in the Human Givens model. In collaboration with the science team, we designed workshops that explored the origins of these emotions in the brain and their underlying causes. We then guided students through practical exercises aimed at regulating emotions such as stress and anxiety, which can arise when one or more of these emotional needs are unmet. The team also incorporated engaging games and thought-provoking questions, encouraging students to actively explore and understand their emotional wellbeing.

Equipped with this newfound knowledge, students were then tasked with designing an app tailored to their peers, aimed at educating them about emotional needs while keeping them engaged and informed. The winning teams were rewarded with vouchers for their outstanding work. The students developed impressive apps, incorporating features such as reward points and incentives, all carefully designed to resonate with their target age group.

This report presents reflections from both students and coordinators on the CTC program, with a particular focus on the mental wellbeing app challenge. Overall, students found the app challenge both engaging and educational, with many expressing excitement and enjoyment about the apps they developed.

## REDLAND GREEN SCHOOL

65%

of students said they would recommend the well-being app challenge to their peers.

>45%

of students reported feeling more comfortable reaching out for support after completing the well-being workshops

When asked what they enjoyed the most in the program, students responded:

"The mental well-being app challenge" (ID RG010).

"The App challenge" (ID RG008).

"The mental health app was the most fun" (ID RG012).

## MONTPELIER HIGH SCHOOL

72%

of students reported feeling more knowledgeable about their well-being after the workshops.

60%

of students felt comfortable discussing their mental health after the wellbeing sessions, compared to just 40% before the sessions began.

When asked what they enjoyed the most in the program, students responded:

"I really loved seeing other people's views on mental well-being" (ID MH001).



## UNIVERSITY STUDENT COORDINATORS REPORT

We recognise our programme had an impact on both the school students and the university students delivering the project. We have collected data from the university students who delivered the sessions as well as collated a short video from two students, Ella Rushton the Biology tutor and Anirudh Anil that can be viewed here.

The tutors found the CTC programme to be a highly enriching experience, offering numerous opportunities for both personal and professional growth. Many appreciated the chance to observe and participate in activities organised by universities and advanced organisations, which broadened their understanding of different educational environments. This exposure provided valuable insights into how such activities are structured, offering lessons that tutors could apply to their own teaching practices.

Financially, the programme was beneficial as well. Several tutors noted that the payment they received for assisting with day trips was particularly helpful for their personal finances, providing them with a level of financial stability that complemented their roles. Additionally, the programme enabled tutors to develop important professional skills, which were not only useful for their studies but also helped in networking and career development.

A strong sense of team spirit was fostered throughout the programme. Regular meetings were highlighted as key moments for boosting morale, offering tutors a supportive space to share experiences and feel reassured about the positive impact of their work. The use of a WhatsApp group chat further enhanced communication, making it easy for everyone to stay connected and engaged, contributing to the overall team atmosphere.

The quality of training provided through CTC stood out as a major positive for the tutors. The training sessions were described as more interactive and educational than any other professional training they had previously received. In addition, the teaching materials and lessons themselves were seen as high quality and enjoyable, further enhancing the experience.

Another key strength of the programme was its inclusivity and the impact it had on students. Tutors recognised that CTC actively reached out to children from a wide range of backgrounds and abilities, promoting inclusivity in a way that many programmes do not. Moreover, the workshops covered

Important topics, such as mental well-being, that are often overlooked in the standard school curriculum. This comprehensive approach ensured that the programme made a meaningful difference in students' lives.

Tutors also noted the safe and trustworthy learning environment that CTC fostered. Through thoughtful and creative activities, students appeared happy and comfortable, which encouraged their participation and engagement. This positive atmosphere made it easier for students to focus on academic topics and gain the most from the sessions.

The flexibility of the programme was another aspect that tutors valued. The ability to manage their work schedules alongside other commitments allowed for a more balanced experience, which was appreciated by many.

### Case study

"One of the main things I've really enjoyed about this year is being able to see the difference that we actually make to students personally, working with students at the beginning of the year and comparing that to their progress and their behaviour and general demeanour at the end of the year. I can see a huge difference in their confidence, their ability to communicate well with other students in a safe and supportive environment. Also, their science skills have really improved, and their confidence is definitely one of the key factors behind Another thing I've really enjoyed about this year is being able to bolster the skills that I need for my career.

One of those main ones being communication and throughout making through making biology workshops and delivering those to students and also working one-to-one with students, I've been able to practice these communication skills which has helped me massively for my end-of-year dissertation project and also has enabled me to win a number of awards after I graduated which was really excellent and is amazing for my CV and for my career afterwards. And yeah, I just really loved working with them this year. It's been such an amazing year. We've done so much, and we've managed to. Improve so much on what we already had laid out and I can't wait to see how we can do better in the future, and I can't wait to meet some more students."

- Ella Rushton, Biology tutor, University of West England, first year

To hear more thoughts on the 2024 program please see our video:  
<https://www.youtube.com/watch?v=4Lo1wOxcwuk>

# THE IMPACT OF HUMAN GIVENS FOUNDATION SUPPORT AND SPONSORSHIP



The 'Design a Mental Wellbeing App' challenge was an innovative way to engage students, giving them a real sense of purpose while learning about their emotional needs. This approach proved to be not only educational but also empowering, as it transformed the term "mental wellbeing" from a potential trigger into a source of personal growth and insight. Students responded enthusiastically, creating thoughtful and well-designed apps, all while increasing their comfort levels around mental health discussions.

However, the need for programs like this extends far beyond what we've been able to achieve with this initial donation. Our reach remains limited, and the demand for effective mental wellbeing initiatives is vast. With continued support, we can expand this program across Bristol and beyond, reaching more schools and young people who would greatly benefit from these sessions. We have the opportunity to make a real difference in the lives of thousands, providing them with the tools they need to understand and manage their emotions in a constructive way.

By investing in this program, you are helping to create a future where young people feel empowered to take control of their mental health, where schools have access to meaningful resources, and where we can collectively work toward a more supportive, informed, and resilient generation. Your donation will not only have a direct and immediate impact on the students we serve but will also contribute to a lasting change in how mental health is approached in schools across the UK.

We are eager to build on the success of this pilot and extend these opportunities to many more young people with your continued partnership and sponsorship of the program.

Together, we can make a lasting impact that will reach far beyond the classroom, shaping the future of mental wellbeing for generations to come.

(1) Source: [Behaviour and Mental Health in Schools Report](#) (accessed January 2025).



# APPENDIX



The appendix shows a truncated version of the booklet given to students in order to showcase what kinds of activities we delivered to the cohort 2024.





# SUMMARY OF WELLBEING SESSIONS



1

## **The tree of life**

In this session you will explore the Human Givens approach and the nine emotional needs.

2

## **All about sleep**

In this session you will explore sleep and the importance of regulating your sleep.

3

## **Managing Anxiety**

In this session you gain a better understanding of anxiety and how to manage it through personalised coping mechanisms

4

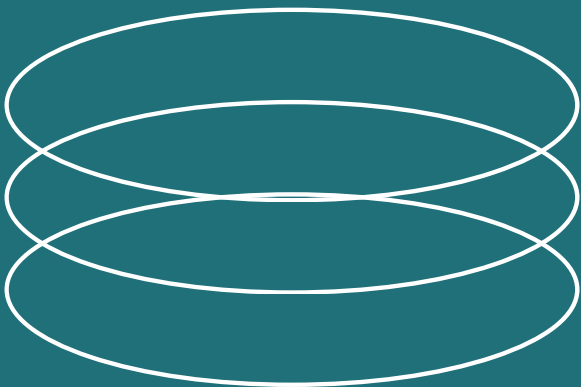
## **Managing Your Stress**

In this session you will explore the biology behind stress and identify the best ways to manage it.

5-7

## **Designing Your App**

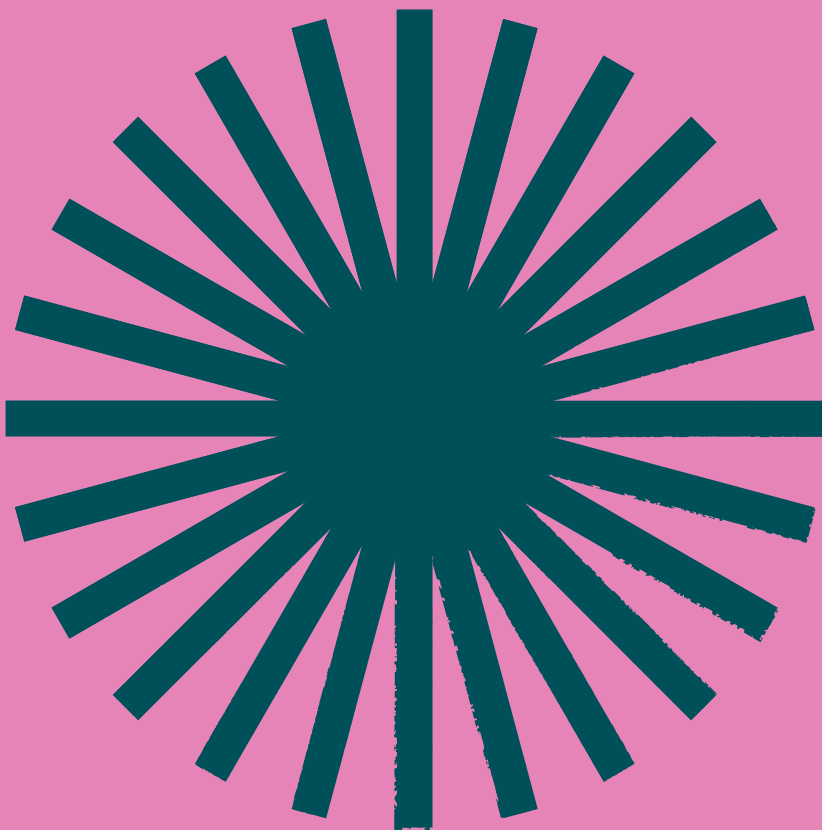
In the last three sessions you will design a wellbeing app in small groups and present it to our judges! There will be prizes for the best and most creative app ideas.



# SESSION 1

## TREE OF

## LIFE



Understanding  
our basic  
emotional  
needs

# **EMOTIONAL NEEDS:**

## **AN INTRODUCTION**

Our innate needs seek their fulfilment through the way we interact with the environment using resources nature 'gave' us. But when our emotional needs are not being met, or we are using our resources incorrectly, we suffer considerable distress. And so can those around us.[1]

In everyday terms, it is by meeting our physical and emotional needs that we survive and develop as individuals and a species. As animals we are born into a material world where we need air to breathe, water, nutritious food, and sleep. These are the paramount physical needs. Without them, we quickly die. [1]

### **Our 9 essential emotional needs are[1]:**

1. **Security** — safe territory and an environment which allows us to develop fully.
2. **Attention** (to give and receive it) — a form of nutrition.
3. **Sense of autonomy and control** — having volition to make responsible choices.
4. **Feeling part of a wider community.**
5. **Emotional intimacy** — to know that at least one other person accepts us totally for who we are, "warts 'n' all".
6. **Privacy** — opportunity to reflect and consolidate experience, and to calm down if necessary, by removing ourselves from stressors.
7. **Sense of status within social groupings.**
8. **Sense of competence and achievement.**
9. **Meaning and purpose** — which come from being stretched in what we do and think.

Along with physical and psychological needs nature gave us internal guidance systems to help us meet them. We call these 'resources'. [1]

### **The resources nature gave us to help us meet our needs include[1]:**

1. The ability to develop complex long-term memory, which enables us to add to our innate knowledge and learn.
2. The ability to build rapport, empathise and connect with others.

3. Imagination, which enables us to focus our attention away from our emotions, use language and problem solve more creatively and objectively.
4. Emotions and instincts.
5. A conscious, rational mind that can check out emotions, question, analyse and plan.
6. The ability to 'know' — that is, understand the world unconsciously through metaphorical pattern matching.
7. An observing self — that part of us that can step back, be more objective and be aware of itself as a unique centre of awareness, apart from intellect, emotion and conditioning.
8. A dreaming brain – dreaming is our brain's way of preserving our instincts and defusing unresolved or unfulfilled emotional arousals (including worries and ruminations) to create spare mental capacity for the next day.

These resources and human emotional needs interact within the brain to form distinct patterns of thoughts, behaviours and cultures that are unique and beautiful to humans. The brain comprises of **three vital parts** known as **cerebrum, cerebellum, and the brain stem**. The first part called cerebrum is broadly divided into the two cerebral hemispheres forming the outer layer called as the cortex (or grey matter) and the inner layer (or white matter) [2]. Another form of division in the brain, are the **four lobular structures called frontal, parietal, temporal and occipital lobes**. The broad functions of each lobe are provided below[2]:

1. **Frontal lobe:** Perhaps the largest of the four lobes, this part primarily focuses on cognitive and emotion functions including personality, decision-making, thinking, emotional processing, planning et cetera[2].
2. **Parietal lobe:** This lobe governs control and execution of bodily movements and sensory perception of the environment with respect to the body. It helps integrate our internal sense of the external environment with different aspects of the body[2].

3. **Temporal lobe:** Linguistic (or language) based capabilities are largely monitored, executed, and managed by this lobe. Two specific areas that are important for understanding the way in which we produce speech and understand it, are the Broca's area and Wernicke's regions[2]. This lobe also controls auditory processing (or information we hear from the surroundings).

4. **Occipital lobe:** The visual processing of information received from the environment around us, and interpretation of such information is conducted by the occipital lobe[2].

**Source:**

[1]Human Givens. (2024, April 5). What is the human givens approach? | Human Givens. 3. Imagination, which enables us to focus our attention away from our emotions, use language and problem solve more creatively and objectively.

## Discovering our Emotional Needs

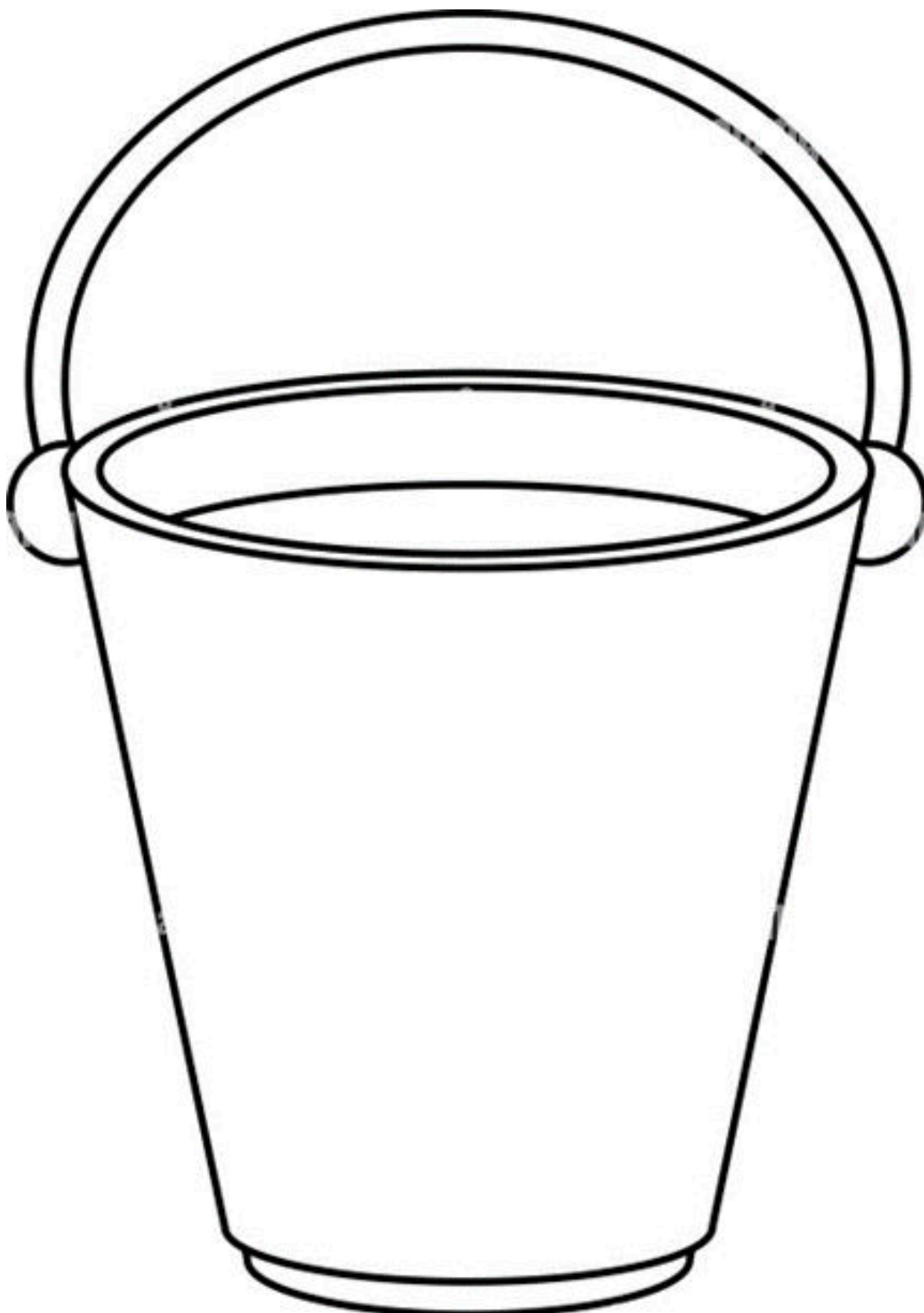
**Emotional check in:**

How would you best describe your feelings and emotions today?

Just like physical needs (food, water, shelter, clothes), we have emotional needs. When these needs aren't met, we might feel a little empty inside. Each day, it's best for our emotional needs bucket to be full so we can feel good.

Observe the list of emotional needs mentioned: security, attention, control, meaning and purpose, privacy, community, intimacy, status, achievement. Which of these are most relevant to your current life? If you had to pick emotional needs that you require into your bucket, which ones would you pick? (Write these inside the emotional needs bucket!)

What do you think you could do to fulfil these emotional needs?





# THE TREE OF LIFE

**Step A:** Draw the tree of life comprising the following elements:

1. Ground - present life
2. Roots (background) - draw the roots and write aspects of your background (who your family consists of? What ethnic backgrounds do you belong to? Where did you grow up? Who was the most inspiring/important figure you considered in their lives?)
3. Trunk - What skills are you good at? What other skills do you have? (soft skills) cooking, cleaning, helping your parents, etc. Skills of loving, caring, sharing, supporting family members. Supporting a friend against bullies, racism.
4. Branches - Hopes, dreams and wishes that you have for your life.
5. Leaves - Important people in your life. People you value or hold precious in your life. May have passed away or are alive, but they are still important in your life. They make 'your heart warm'.
6. Fruit/flowers - Gifts you have received from important people in your life.
7. Storms - Challenges and responding patterns, how long did they last? What did they make the student feel like?



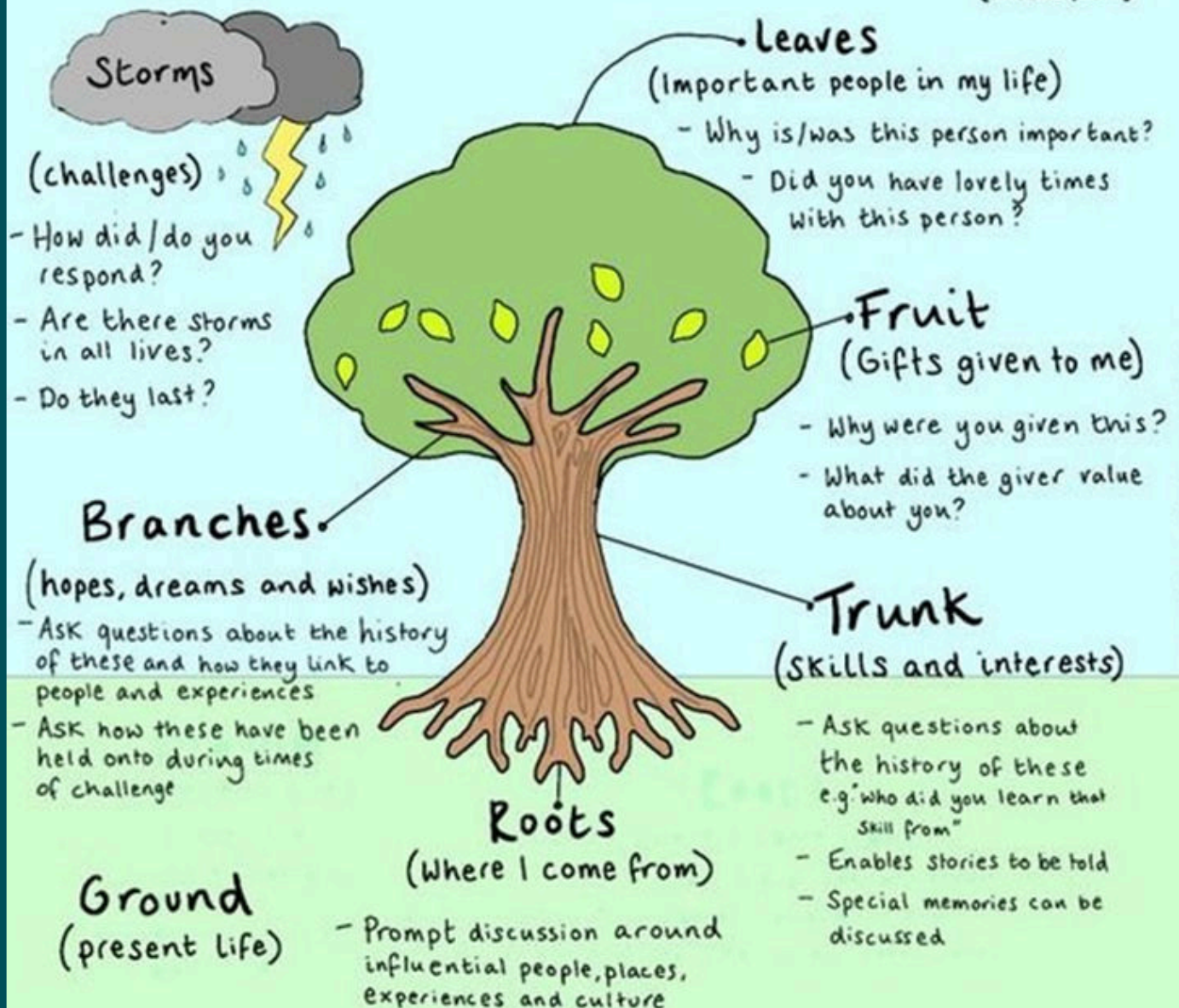
# Example guide for drawing your tree

This exercise helps you look back on what's influenced you, assess what you're up to now, and think about where you want to go next. It's great for young people figuring things out, but also for adults feeling stuck in their personal or professional lives, and for couples wanting to reconnect. It gives you a structured way to reflect and plan, so you'll walk away with a better sense of who you are and where you're headed.

② Facilitating dialogue in...

## Narrative Therapy Tree of Life

(Ncube, 2006)





**DRAW BELOW:**

**Step B:** Look at the 9 emotional needs for think about what they mean to you and research what they mean. (1-2 mins). Using the sticky notes and look at your tree of life and stick them onto each part of the tree that it is associated with. For example, 'meaning and purpose' could be stuck onto the branches as our hopes and dreams can be derived from what we see as our meaning and/or purpose.

## 9 EMOTIONAL NEEDS:



### Security

a safe environment which allows us to develop fully



### Attention

( to give and receive it)  
- a form of nutrition



### Control

having a sense of autonomy and control



### Meaning & Purpose

which comes from being stretched in what we think and do



### Privacy

opportunity to reflect and consolidate experience



### Community

feeling connected to a wider community



### Intimacy

emotional connection to others through friendships and loving relationships.



### Status

sense of status within social groupings



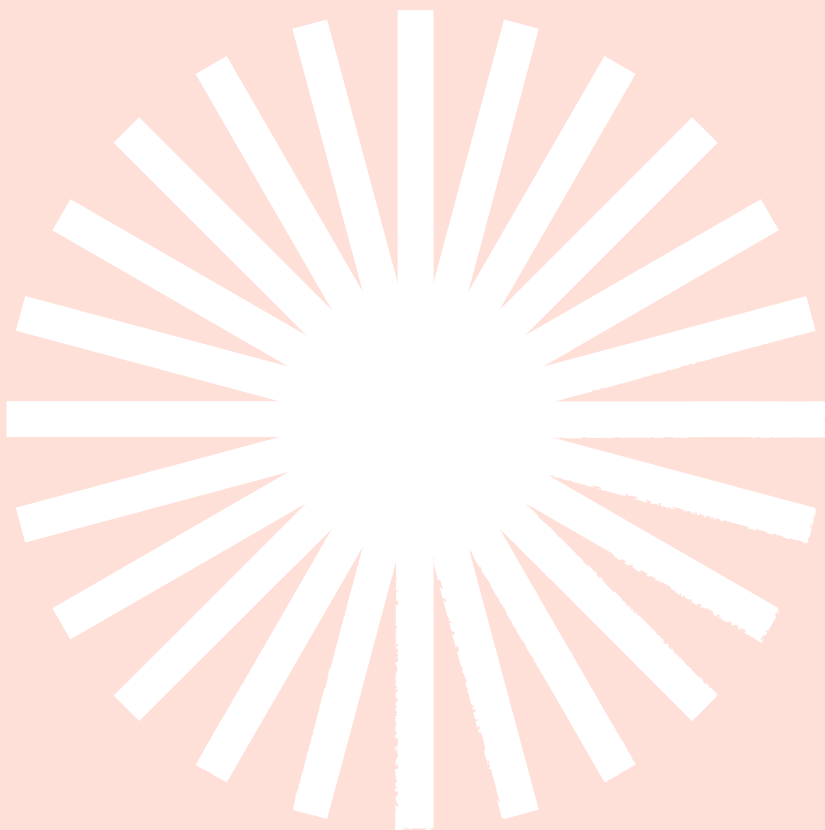
### Achievement

a sense of our competence and abilities



# **SESSION 2**

## **ALL ABOUT SLEEP**



Understanding  
our basic  
emotional  
needs



# WHY IS SLEEP SO IMPORTANT?

## The Biology Behind Sleep

As we go through puberty, a neurotransmitter (Chemical messenger) called melatonin (Linked to sleep) is progressively released later and later in the evening. This change is known as a shift in our 'Body clock'. Compared to adults and children, this shift can cause teenagers to feel tired at a later stage of the evening.

### Why does sleep matter?

When we sleep, a range of biological and psychological (mental) processes take place, these include:

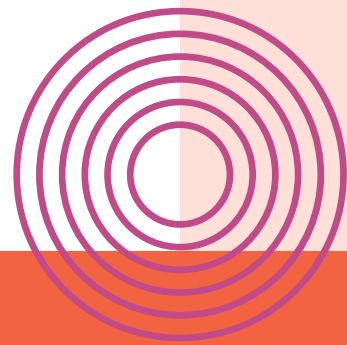
- **Protein synthesis**
- **DNA replication**
- **Information processing**
- **Consolidation of memories**

Good sleep is associated with:

- **Greater immunity (Lower rates of illness).**
- **Better mental health**
- **Enhanced decision-making skills**
- **Emotional resilience**

As melatonin stimulates this sleepy feeling, we enter a stage of sleep known as 'non-REM' sleep; during this phase, our bodies slow down (our heart rate decreases, our temperature drops slightly, and our muscles relax). Eventually, our bodies go into REM sleep, a shorter sleep stage called Rapid Eye Movement Sleep. During the REM stage, our brain activity increases significantly and this is when we are likely to experience vivid dreams.

# I WANT TO IMPROVE MY SLEEP, WHERE CAN I START?



- **Record your sleep** in a 'sleep diary' (Example on page X).
- **Get ready for school in the evening;** this takes pressure and anxiety away from your morning routine, giving you more time to get up and get ready each day.
- **Set boundaries around when you work and rest,** e.g., 'I'm not studying past 7 p.m.' or 'I will be in bed by 10 p.m.' It's good to be **flexible with these boundaries,** as different times of the week may pose different challenges and time constraints.
- **Practice mindfulness and meditation**
- **Use progressive muscle relaxation skills** (Body-scanning)
- Do you feel like you can't rest in silence? Could you switch TikTok or Instagram out for a calming playlist or ambient noises?
- As you get older remember to **limit your caffeine** intake as much as possible.
- **Form a consistent nighttime routine:** This could be as simple as showering, brushing your teeth and reading a book, OR it could be as advanced as a five-step skincare routine followed by journaling, a warm drink and a progressive muscle relaxation activity in bed.

# SESSION 3 TECHNIQUES TO HELP YOU MANAGE YOUR ANXIETY



For additional  
support please  
see the  
University of  
Bristol wellbeing  
services

# **SESSION 4**

# **MANAGING**

# **YOUR**

# **STRESS**



Understanding  
our basic  
emotional  
needs

# THE IMPACT OF STRESS ON US

Write down four ways the animation says we manage our stress responses:

1.

2.

3.

4.

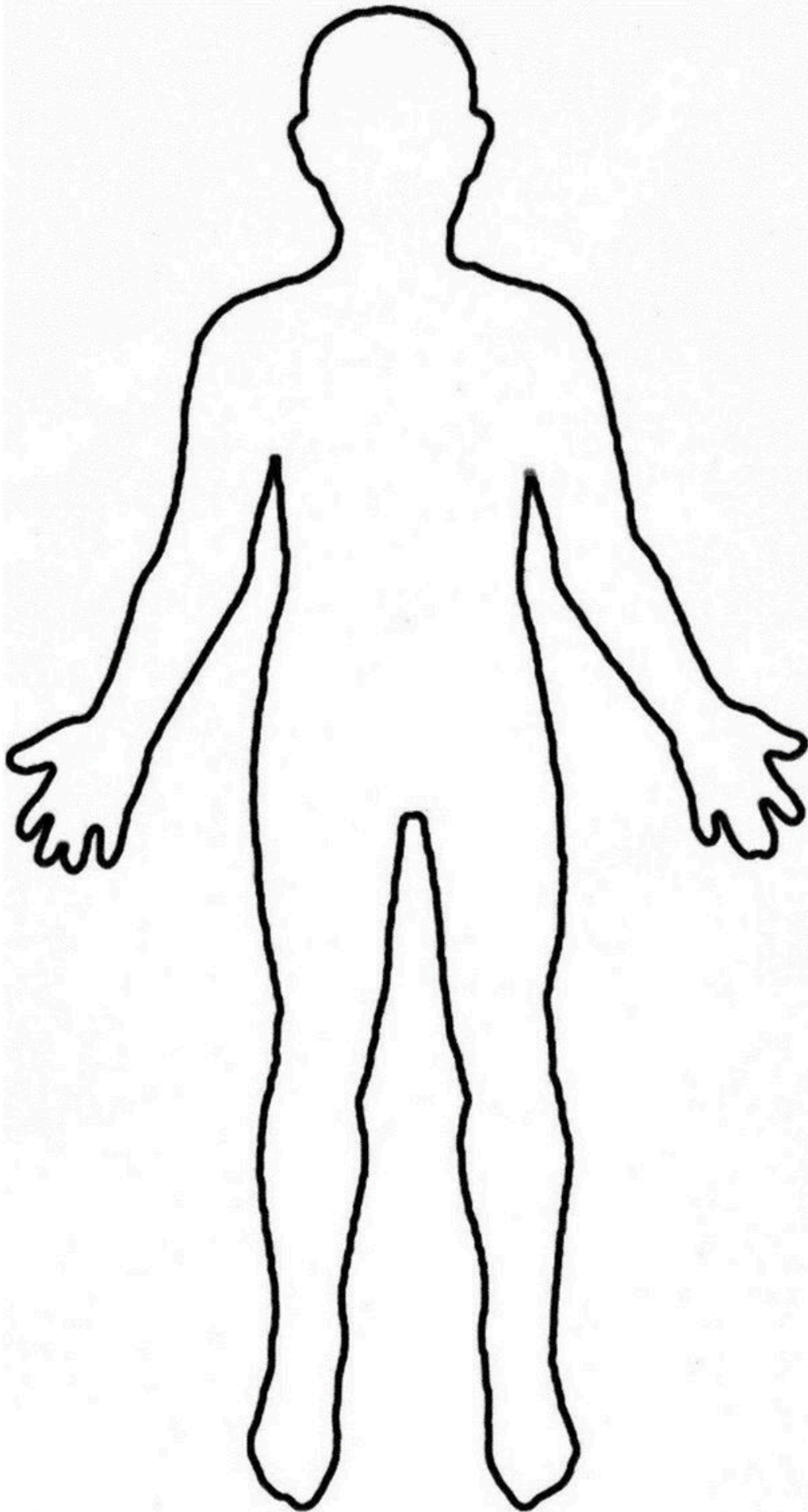
What brain structure is activated by stress?

What hormones are released in response to stress?

Label the diagram with the different impacts too much stress has on us. The animation gave us four examples (one was tension headaches), can you think of any others? These can be impacts on your body or your feelings or your behaviours.

Some ideas: You may experience changes in your skin, energy levels, temperature, concentration, how you act with others, how happy you feel





# STRESS MANAGEMENT

What does the acronym MAGIC stand for, and what does each word mean?

**M**

**A**

**G**

**I**

**C**



# **SESSIONS**

## **5-7**

# **CREATING**

# **YOUR APP**



Understanding  
our basic  
emotional  
needs

# YOUR CHALLENGE

## DESIGNING A WELLBEING APP

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Many teenagers are struggling with their wellbeing so finding different ways to support them is really important, and technology is an incredible tool for doing this. Over the next course of workshops, we'll explore different ways to look after our wellbeing and feel as well as achieve our best. Then you will have to tackle an exciting challenge: designing an app that can help other young people take care of their wellbeing!

### Design Brief:

In small groups you will design wellbeing apps, and here's the best part- there will be prizes! We will award prizes for the best app (£20 vouchers), most creative idea (£15 vouchers), most practical solution (£15 vouchers). So, get ready to be creative and think outside the box!

### Here's what you need to do:

1. Work together: Work in your group to come up with ideas for your app. You can use the techniques for managing well-being we have discussed in workshops, the information in your booklet and your own ideas.
2. Design an app: Think about how you can turn those different techniques into features of an app. Maybe you want to include mood tracking tools, guided meditations or exercises, game-type elements such as rewards and challenges for engaging in good coping strategies!
3. Create a presentation: Once you've designed your app, create a short presentation to tell us all about it. Include the name of the app and describe the different features it has to improve your wellbeing!

# SUMMARY

## TIPS FOR TAKING CARE OF YOUR WELLBEING

Scientists have been researching the best ways you can improve your wellbeing, here is a list of some of them!

Remember, everyone is different, so different things will work for different people. If you don't want to try something you don't have to, its all about finding what works for you.

**Being active** is one of the best ways to improve wellbeing and reduce stress and low moods. It releases feel good chemicals (endorphins) and uses up adrenaline, the stress hormone!

**Mindfulness** is a type of meditation practise that scientists have found to rewire your brain to make you happier and less stressed! It involves taking your focus to the present moment and away from your thoughts. Our thoughts massively influence our wellbeing, dwelling on the past or worrying about the future can make you upset or anxious. Practising mindfulness helps you learn that thoughts come and go and don't define you, and it will improve your ability to let them go. See our mindfulness page for info on how to start practising!

**Journalling.** Often when we are upset or stressed negative thoughts will swirl around in our heads making things even worse. Journalling is a great way to sort through your thoughts and feelings, it helps you express and understand them. Having it down on paper makes it feel less overwhelming!

**Grounding techniques** are like mental tools you can use to calm yourself when you feel intense emotions like anxiety or anger. They help you focus on the present moment and your surroundings, distracting you from your thoughts and feelings and interrupting the brains emotional response. Here are some simple ones-

- **54321 method**- Take some deep breaths and acknowledge 5 things you see, 4 things you feel, 3 things you hear, 2 things you taste and 1 thing you taste



- **7/11 breathing** technique calms the body's stress response and activates its relaxation mode. It is as easy as it sounds:
  1. Breathe in for a count of 7
  2. Breathe out for a count of 11

If it's difficult to lengthen your breathe this long, you could breathe in for 5 and out for 8 or what ever works for you. Doing this for about five minutes is a quick and powerful way to managing emotions.

**Staying connected** to others is really important for your well-being and is one of our emotional needs as social beings! You could try to organise something with friends or family or try meeting new people by joining a new club or volunteering.

**Getting a good night's sleep** is key for your mental health. It replenishes the hormones associated with happiness, serotonin, and reduces your stress hormones like cortisol.

**Doing things you enjoy** is really important for improving your mood even if you feel like there's no time for it. This could just be watching a movie, seeing friends, reading a book, or gaming. Its about what you like to do! If you don't know what you enjoy, that's okay, a lot of people don't, read our next tip for ideas!

# MINDFULNESS

Here is a simple guide to start practising mindfulness 10 minutes a day:

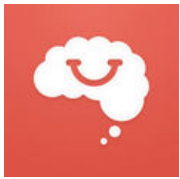
1. Choose a convenient time in the day that works best for you, it could be before school or just before bed
2. Find a quiet and comfortable space you won't be disturbed for the duration of your practise, perhaps your bedroom, a quiet corner of your house or even in nature
3. Get comfortable, you can sit on a chair or cushion with your back straight or lie down with your arms by your sides. Close your eyes if you wish.
4. Set a timer for 10 minutes
5. Bring your attention to your breathe. Notice the sensations of air entering and leaving your nostrils, the fall and rise of the chest and stomach. You don't need to control your breathing, just let the breath breathe itself.
6. Sooner or later your mind will start to wander, you might think about something you need to do, remember something from earlier in the day. This is not a mistake, its what minds do! Simply acknowledge where the mind went and gently bring it back to the breathe. Your mind will wander over and over again, so you just need to keep bringing it back without judgement. This is what mindfulness is about, not clearing the mind of thoughts but observing it!
7. Stay consistent! Doing this meditation for ten minutes each day as much as possible is the best way to gain the benefits of meditation



# RESOURCES FOR MINDFULNESS

It can be helpful to listen to a guided audio of meditation or have reminders on your phone for doing it. Here are some resources for this;

## APPS



**Smiling Mind** - a free app with tailored programs for all ages



**MyLife Meditation** – free meditation and mindfulness app that helps you find your quiet place practice.



**Insight Timer** - Meditation, Sleep, Music – Free app for guided meditation



**Mind Shift app**- free app to help teens and young adults cope with anxiety.



**Headspace** – a recommended NHS app for mindfulness and meditation, to help build resilience and reduce stress.



## WEBSITES AND VIDEOS

**Stressed Teens-** website with lots of resources to help manage stress along including mindfulness exercises.

**Every Mind Matters-** YouTube videos on mental health along with mindful breathing exercise video

**Kelty Mental Health** – mindfulness section with videos of other teens speaking about their experiences with mindfulness, includes also podcasts and guided meditations

Mark Williams mindfulness meditations on YouTube guided meditations created by a Professor at Oxford University.

## DESIGNING YOUR APP

### Key questions to think about:

#### Empathise:

- What is the problem or challenge we are trying to address?
- Who are the stakeholders affected by this problem?
- What are their needs, desires, and pain points?
- How can we better understand the experiences and perspectives of those affected?

#### Define:

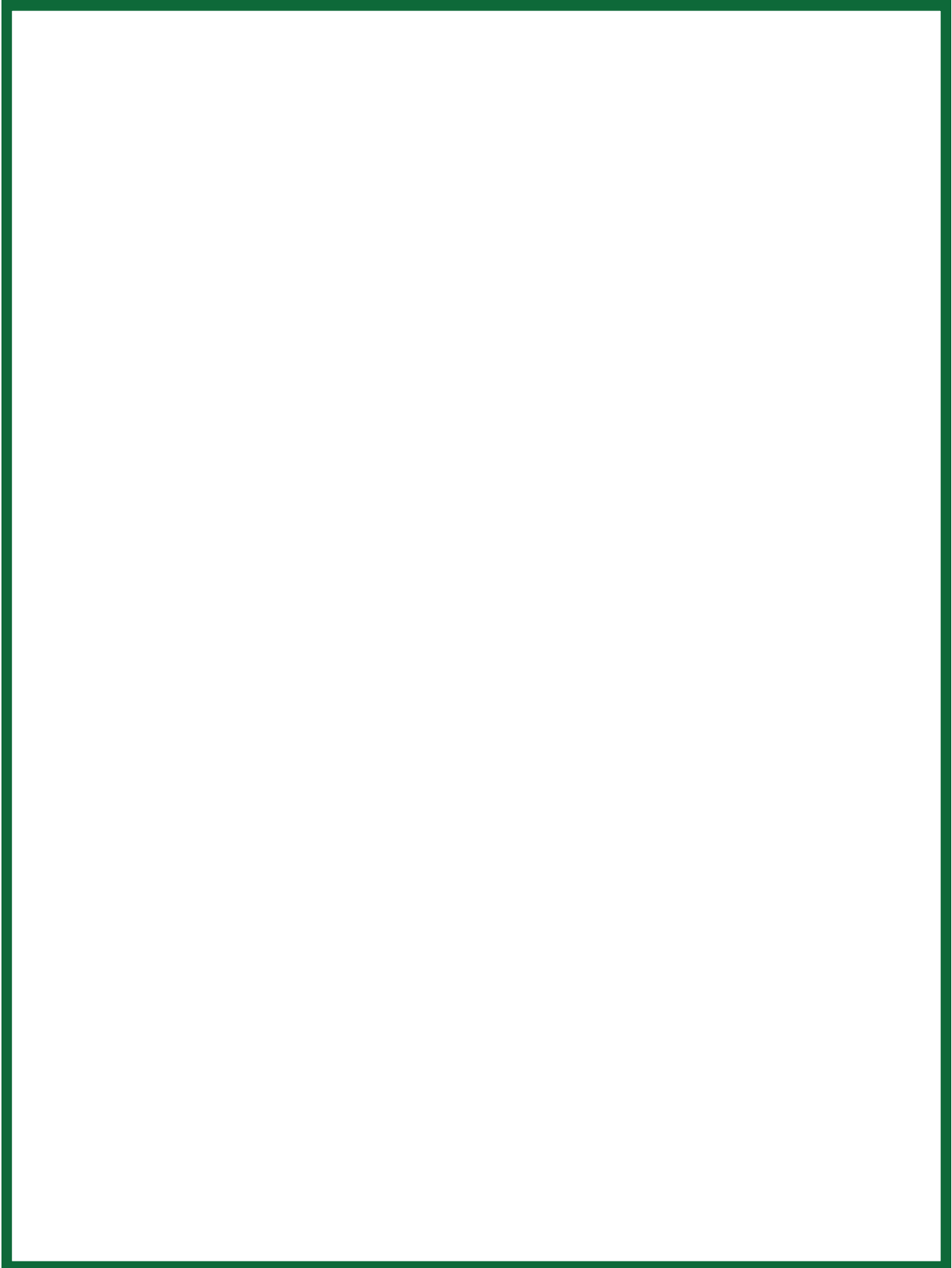
- What are the key insights we've gathered from empathizing with stakeholders?
- What are the specific goals or objectives we aim to achieve?
- How might we reframe the problem to uncover innovative solutions?
- What criteria will we use to evaluate potential solutions?

#### Ideate:

- What are some creative ways to address the identified problem or challenge?
- How might we encourage out-of-the-box thinking and generate a wide range of ideas?
- What brainstorming techniques or tools can we use to facilitate idea generation?
- How can we build on each other's ideas and collaborate effectively as a team?

# DESIGNING YOUR APP

PLAN HERE



# NATION WIDE MENTAL HEALTH RESOURCES FOR YOUNG PEOPLE

## Young Minds

- Information on topics including self-harm, suicide, eating disorders, personality difficulties, trauma, PTSD, anxiety and mood disorders (Bipolar disorder/Depression etc.)
- Signs and Symptoms of mental health difficulties in young people.
- How to support a friend or family member struggling
- Information on neurodiversity (ADHD/Autism).

## Kooth

- Suitable for anyone aged 11-18 years old.
- Kooth provide a free, online chat function where you can speak to professional counsellors and get access to anonymous and confidential support.
- Resources include 'Mini-activities' for wellbeing and moderated chat platforms where you can speak to other young people.

## Childline

- Suitable for anyone up to the age of 19
- For free confidential support call Childline at 0800 111888
- Don't feel like talking? A free online chat function where you can speak to professional counsellors and get access to anonymous and confidential support
- Childline also provide a 'tool box' of mental health and wellbeing resources including resources journal, ' coping kit' and moderated chat platforms where you can speak to other young people.
- Childline also have games, videos and more.
- **Worried about someone finding out? Phone calls to Childline will not show up on your phone bill.**

## SHOUT

- SHOUT provide a free text service for everyone, whether you are 13 or 47, text 'SHOUT' to 85258 to access support from a trained listener.
- Available 24/7, 365 days a year
- In addition to the text service, the SHOUT website has a range of resources for topics including but not limited to bullying, student mental health, autism, eating disorders, LGBTQ+ identities and deafness.

## Support for the LGBTQ+ Community

Whether you are curious about your identify, trying to understand a loved one or in need of tailored support and guidance, a range of national charities provide support and information about gender, sexuality and LGBTQ+ experiences.

- **Mermaids:** A charity supporting trans, non-binary and gender-diverse children, young people and their families.
- Speak to a trained member of the Mermaids team at 0808 801 0400, available Monday – Friday; 9am – 9pm.
- **Mindline Trans+:** An emotional and mental health support helpline for anyone identifying as transgender, non-binary, genderfluid (or their family members, friends, colleagues and carers). Opening times: 8pm - Midnight, Mondays & Fridays 0300 330 5468
- **Young Minds and Kooth** both provide tailored information and support about sexuality, gender identity and how to breach difficult conversations with loved ones.

## Support for Neurodiversity

Neurodiversity is a term used to describe conditions including ADHD, Autism, Dyslexia, Dyspraxia and Tourette's Syndrome.

### ORGANISATIONS INCLUDE:

- The National Autistic Society; autism.org.uk
- The ADHD Foundation; adhdfoundation.org.uk
- Tourette's Action; Tourettes-action.org.uk
- The Dyslexia Association; Dyslexia.uk.net
- Dyspraxia Foundation; dyspraxiafoundation.org.uk

# BRISTOL BASED MENTAL HEALTH RESOURCES FOR YOUNG PEOPLE



**Bristol Mind** provide up to date links and signposting for a range of charities, organisations and services available across Bristol and South Gloucestershire. If you're struggling with a specific difficulty, Bristol Mind are more than likely to have relevant information on their page.

## OFF THE RECORD (OTR)

OTR offer free and confidential support for all young people aged 11-25 across Bristol and the surrounding areas. OTR run a range of activities, workshops and sessions including:

- A Youth Climate Action Group
- Mind Aid: A group workshop is for anyone aged 11-14, or 15-17 struggling with difficult feelings related to stress, anxiety, low mood, or depression.
- Resilience Labs
- 1:1 Therapy for young people aged 11-17.

## OTR LGBTQ+ Specific Support

OTR: Freedom Youth (age 13-18) provide tailored support and services for the LGBTQIA+ community in Bristol, this includes a free counselling service. There is also counselling support for young adults (Aged 18-25) called 'Freedom'.

## OTR Walk in Service - Wellbeing Hubs

OTR's Hubs are a safe and relaxed space you can simply drop into for a chat – no appointments needed. They are there for you to meet the OTR team and discover more about what we offer. You'll find they are a great place to learn about mental health and self-care too. Sessions run every week throughout the year, but there are other Hubs that pop-up across Bristol and South Gloucestershire at different times. Make sure to check the website for changes and updates to the weekly schedule.

- **Mondays 4pm – 7pm** @ 8-10 West Street, Old Market, Bristol, BS2 0BH
- **Wednesdays 3.30-5.30pm** @ Armadillo, Station Road, Yate BS37 4FW
- **Saturdays 10am – 1pm** @ 8-10 West Street, Old Market, Bristol, BS2 0BH

## Bristol Drugs Project

- Bristol Drugs Project provide free and confidential support to people who are looking for help with their own alcohol and drug use, and the people who care for and about them. Services include support groups, drop-ins, harm reduction, and a dedicated helpline. Specific and targeted support is available for children and young people, students, older people, women, and the LGBTQIA+ community. A specific service is available for recent drug and alcohol-related bereavements.

## Nilaari

- Nilaari are a Black, Asian and Minority Ethnic led registered charity with over 20 years experience delivering social care support, talking therapies and training to adults and young people across Bristol.
- Services include peer mentoring and 1-2-1 therapeutic support for people of colour in the Bristol area.
- Nilaari also provide a service called RAW Talk: A safe, male-only environment where men of colour can candidly open up to each other, RAW Talk encourages discussions about emotions, feelings, and subjects that are important to them.

## Al-Anon - Alateen service

- Al-Anon Family Groups provide support to anyone whose life is, or has been, affected by someone else's drinking, regardless of whether that person is still drinking or a part of their lives.
- **Alateen meetings are specifically for those age 12-17 who have been affected by someone else's drinking.**
- A free helpline is also available at 0800 0086 811 (UK) 7 days a week.

## SWEDA - Support with Eating Disorders

- SWEDA run face-to-face and online support groups open to anyone who has or has had an eating disorder, thinks they may have an eating disorder, has a challenging relationship with food or their body, or supports a person with an eating disorder. Go to [swedauk.org](http://swedauk.org) for more information about the support on offer.

In a mental health crisis? Call **111** for advice and guidance on what to do next, if you or someone you love is at an immediate risk of harm call **999** or attend your local **Accident and Emergency department.**



**THANK YOU  
FOR YOUR  
CONTINUED  
SUPPORT FOR  
OUR  
PROGRAMS**

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