Lifemaps
...the youth work journey to build mental health

YouthAction
NORTHERN IRELAND

[Image of animated characters and spaces representing a journey]
Introducing LIFEMAPS....

LIFEMAPS has been developed by YouthAction Northern Ireland (Simon Ward and Eliz McArdle), to illustrate how youth work approaches are effective in building youth mental health. This work draws on research and evidence from the positive psychology field. This booklet has been revised in partnership with Bytes, Northern Ireland Youth Forum and Young Farmers’ Clubs of Ulster.

LIFEMAPS gives practical ideas for improving mental health.

Using this resource.

LIFEMAPS is suitable for different groups or individuals, and has been designed with young people (aged 10-25) in mind. LIFEMAPS focuses on the mental health of young people and is a resource for young people themselves, youth workers and volunteers, parents and teachers. LIFEMAPS will help the reader to gain an understanding of the many features of mental health for ourselves and for young people. It will give you tangible ideas and exercises to do yourself or to run with groups and individuals. LIFEMAPS encourages you to REFLECT and to ACT to build mental health.

On one side of each page is an explanation of an idea connected to building mental health. One idea alone cannot build mental health – flourishing mental health will combine all eight together. On the other side of each page are exercises for youth workers to use with groups or individuals, to bring these ideas to life. These are sample exercises and can be adapted or built upon for long term programmes. It is anticipated that exercises will be combined for full effect.

Within the centre fold is a short 4 page reflective booklet in which young people can record their thoughts, feelings and actions following each exercise within the LIFEMAPS model. The booklet can be photocopied for wider usage.
Building a health-promoting style

For you to encourage other people towards good mental health, your style and approach is a key to this. The ideas in LIFEMAPS are all health promoting styles to be practiced by yourself, while working to promote the mental health of others. These are for workers, parents, volunteers or healthy peers to consider and practice:

• Understand that mental health is a skill and an attitude – with practice and actions, it can be built or improved. But if neglected, it can also suffer.

• Develop an optimistic style, noticing everyday moments that please you or make you feel good. If your natural outlook notices when life goes wrong, take some time to build your noticing skills for when things are either okay or going well.

• Notice and name accomplishments, work towards achievements for you and others and then celebrate these.

• Work with and through ‘failures’ – when things go wrong, you can learn perseverance by sticking at difficult tasks. This lesson and the skill of tenacity can be directly transferred to life events outside our control, even at the worst and most painful times.

• Fear is different from one person to another, but it is often tied up with a fear of failure. This can be one of the biggest blocks you face. You need to be prepared to fail first time or not achieve. Next time round, you might be more successful and can grow bravery.

• Invest in relationships that encourage you, make you feel good, challenge you and where you feel valued. Deep friendships, light hearted friendships and friendly acquaintances all add to your mental well-being.
Creating a healthy youth work space

1. Take the time and care to build a **cosy** space for young people, with warmth, light, pictures and music.

2. Develop **healthful** habits among workers, volunteers and young people by small changes - fruit, wheaten bread and cheese, water or juice, walking and outdoor activities. It takes a while to create new habits but this recognises the links between food, mental and physical health.

3. Presenting an optimistic style can offer **inspiration** for young people. Motivate, encourage and congratulate endeavour to build self esteem.

4. Feeling **safe** is one of the biggest attractions for young people. Having quiet and loud spaces can suit a range of moods. Having different styles among the youth workers is an asset. Build an inclusive space and mood by squashing behaviour that make people feel small.
What is mental health?

Mental health is about both feeling good and doing well. Mental health helps us to notice and feel happiness and to manage everyday living. When bad things happen, having good mental health skills won’t take the pain or stress away, but, in time, it can help us find a way out of it. Mental health is not stuck at one level. With skills and practice it can be strengthened and built.

Mental health and physical health

Mental health can be understood in the same way as physical health. We may not have a physical illness, but this doesn’t automatically mean that we are fit and healthy. We can build our own health through practicing exercise and diet. If we quit our healthy activities, our health and fitness levels will probably fall.

Mental health is similar. If we have no mental illness, this doesn’t automatically mean that we have good mental health. Some people have moderate mental health, feeling okay and doing okay. But if they come across a big or small problem, their ability to cope or keep feeling okay can drop. Others are in poor mental health, finding daily living a struggle or finding it hard to feel happy.

It is also important to note that mental health and physical health are inter-related. Getting involved in physical activities improves our mental well-being. As well as improving our physical health it provides social connections, gives us a sense of purpose and involves learning, both improving on and learning new skills.
Are you languishing?

Those with poor mental health skills are ‘languishing’ – not with a mental illness, but just in a depressive or downward slump. Many of us are in moderate mental health feeling and doing okay, but nothing like as well emotionally or socially as we could. Those with moderate mental health can move upwards or downwards. They can slip into ‘languishing’ if they are not careful as their mental health skills might be out of practice and they don’t know what to do to make them feel better.

Would you like to flourish?

People who have built a positive mental health are ‘flourishing’ – feeling good and doing well. Bad things can still happen and they will still feel the same natural reactions to terrible events such as death or loss. But if they have learnt and practiced mental health skills, they can find things to do that make them feel better and help them to cope.

There is huge potential to move up or down from one level to another – languishing to moderate mental health and then to flourishing. LIFEMAPS has ideas and exercises to practice skills that can lead to your flourishing mental health.
Practicing the ‘Happiness formula’

Mental health can be learned. Scientific research has come up with a formula for ‘happiness’ that shows how we are in control of our own mental health.

The formula is $H = S + C + V$

$H$ is Happiness.

$S$ is your set point – some of us tend to be naturally more optimistic or pessimistic. If a big event happens, this may change hugely, but it will soon return to our individual set point. This adds 50% towards our ‘happiness’.

$C$ is your circumstances – some of your circumstances can be changed, e.g. getting married; losing your job; while other circumstances are outside our control, e.g. age or sex. This only adds 10% towards our ‘happiness’.

$V$ is your voluntary actions – activities and thinking that we can choose and practice. These can help us feel good and do well. This adds 40% towards our ‘happiness’.

Like physical fitness, you can’t just read a book about mental health and expect your well-being to be boosted. Instead you can develop skills, thoughts and actions that help your well-being.
L is for Learning

‘Learn to fail well’ or ‘Failing is part of learning’

Learning something new is full of risks, because we might ‘get it’ or we might not. To learn something new, we have to prepare to mess up or to miss the mark at first. If we are ready and expect that failure is a part of learning, then we will be less likely to turn back after the first failure. If we are scared of failure this can stop us trying new things. If we see failure as a weakness in ourselves, then our self-esteem will crash if we mess up.

If we don’t ‘get it’ first time round, we have a choice whether to give up or to go again. If we can try again when we fail, if we can stick at it until we get better, if we can recognise and enjoy our own improvements, this is one of the key skills for good mental health. (What is particularly important here is having goals that would stretch us but are ultimately achievable for us).

Doing tasks that stretch our ability, can help us develop thinking and activities to help us cope with tougher times.
### L is for Learning

**EXERCISES TO BRING IT TO LIFE.**

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<th>Name of activity</th>
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<tr>
<td><strong>Story-time</strong></td>
<td>Prepare random clipart images. Place in a bag or box. Each person takes 3 random images and tells a story about learning in life using their 3 images. This exercise can also be done by using story cubes.</td>
<td>Optimistic and hopeful thinking can encourage learning. Doing things that stretch your ability can help you to develop thinking. Resilience is not a trait that people have but rather it is learned through behaviours, thoughts and actions.</td>
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<td><strong>Famous failures / knockbacks</strong></td>
<td><a href="https://www.youtube.com/watch?feature=player_detailpage&amp;v=U0lGcESiLWM">https://www.youtube.com/watch?feature=player_detailpage&amp;v=U0lGcESiLWM.</a> Ask the group to actively watch the above video clip and make a note of some of the set-backs that famous people have experienced. Debrief with the group about how they responded. Emphasise that:</td>
<td>If you don’t get it first time around you have a choice whether to give up or to go again – optimists exert more continuous effort and tend not to give up. Resilience is not a trait that people have but rather it is learned through behaviours, thoughts and actions. New approaches to learning and positive risk taking improves mental health.</td>
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<td><strong>Orange riddle</strong></td>
<td>Place six drinking glasses (plastic) in a row, with the first three full of juice and the next three empty. Ask the group to move only one glass so empty and full glasses alternate. Encourage the group to try a range of options. Explain and demonstrate how to do it by; 1. Picking up the second full glass 2. Empty it into the second empty glass. 3. Return the now empty glass to its original location. Resources needed – 6 clear plastic cups, oj/dilute, two oranges, a knife to cut orange.</td>
<td>Do things that stretch your ability and require problem solving skills.</td>
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There are two types of motivation – intrinsic and extrinsic motivation. Extrinsic motivation means that we will do something because of other people, rewards or punishments. We might do something because we have to but chances are, if we are given the choice, we won’t repeat it.

Intrinsic motivation is about having an in-built desire to do something, just because we enjoy it or are interested in it. People who have intrinsic motivation for something are enthusiastic, persistent, excited and confident about the tasks that mean a lot to them. They will practice their skills, just for the drive to improve and the sense of personal achievement. Fishing, rally driving, zumba, reading, playing guitar, gaming, drawing, team games, swimming – each of these will either excite you or switch you off. Try new activities to discover a new excitement that you never knew about before. If you can find activities that reel you in, you can nurture your intrinsic motivation by investing your time and energy in this.
**I is for INTRINSIC MOTIVATION**

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<td><strong>The Hook</strong></td>
<td>Ask the group to form a circle and then face outwards.</td>
<td>Doing something because of enjoyment or interest leads to better performance, persistence and more creativity.</td>
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<td>Ask them to consider one of their hobbies and to think about how they would present this in a freeze frame image.</td>
<td>People who have intrinsic motivation are enthusiastic, persistent, excited and confident about the tasks that mean a lot to them.</td>
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<td>When each person has an image in their head they turn back into the circle but not displaying the image at this point.</td>
<td>Doing something you enjoy helps you experience a positive emotion which builds mental health.</td>
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<td>On the count of 3 ask the group to present their images at the same time.</td>
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<td>Encourage the group to observe one another’s mimes and actions and to guess what each person is doing.</td>
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<td>Debrief why young people find these hobbies and activities motivating – <strong>how does it make them feel?</strong></td>
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<td><strong>Science of motivation</strong></td>
<td>Ask the group to actively watch the video clip and make a note of some of the key strategies to support motivation.</td>
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<td>Debrief with the group on simple steps that they can and do employ to stay motivated.</td>
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<td><a href="https://www.youtube.com/watch?v=pZT-FZqfxZA">https://www.youtube.com/watch?v=pZT-FZqfxZA</a></td>
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F is for FLOW

‘Flow’ activities are where you are totally immersed in the activity, where you can lose yourself, lose track of time and be totally engrossed in the experience. A wide range of activities can bring ‘flow’, but not necessarily for everyone – it can come from gardening, designing software, reading, excercise or climbing mountains, but it has to suit you. To reach ‘flow’, the activity must be both challenging and just within your skills range. Running can be a ‘flow’ activity, but for a beginner to race Usain Bolt, neither will experience flow as the levels of skills and challenge are not evenly matched.

After the flow activity, we experience an increase in positive emotions. Flow encourages us to stick with tricky tasks. This can lead to learning something new, but slowing the tide of negative emotions, even for a little while.
This booklet describes my life map (past, present and future). It also shows the core activities which have helped me to feel happy, hopeful and healthy.

Life map (past)
This is a short description of me and my life...

Life map (present)
This describes where I feel I am at this moment in time...

Life map (future)
This is where I am going and how I intend to get there...
How I got here

The section below identifies the key elements of the LIFEMAPS model which have helped my life journey:

**L is for Learning:** 1 thing that has stretched my abilities

**I is for Intrinsic motivation:** Something that motivates me
F is for Flow: An activity that I got totally engrossed in

E is for Emotion: 3 things that make me feel positive

M is for Mindfulness: 1 thing I have learned to appreciate more
A is for Accomplishments: Something I have achieved or accomplished

P is for Purpose: 1 way in which I have contributed to others

S is for Social: 1 way in which I feel connected to others
### F is for FLOW-

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<td><strong>Flow Games</strong></td>
<td>Set up a range of short tasks and activities that the group will undertake in smaller groups. The group can rotate around a set of flow activities such as:</td>
<td>Being immersed in an activity which captures your interest.</td>
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<td>Pencil catch: one at a time each person throws 20 pencils into the area with their right hand and attempt to catch with their left hand. (Make a note of how many are caught for each person)</td>
<td>To reach ‘flow’ the activity must be both challenging and just within our skills range.</td>
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<td>Water bottle stand: three quarter fill a small plastic bottle with water. Each person flips the bottle slightly in the air attempting to have it stand on its base. After each attempt this moves to the next person.</td>
<td>It is less about finding short cuts but about putting in effort.</td>
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<td>Tissue box shake: a tissue box is pre-prepared with two long bits of string knotted in at either side. The tissue box is then tied around a person’s waist with the tissue box in place at the lower back level. Place 3 ping pong balls in the tissue box. Ask the person to start shaking their body to manoeuvre the ping pong balls out of the box without touching them. Time the activity.</td>
<td>The reward is in the challenge of self-improvement.</td>
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<td>Facilitators can also prepare their own range of activities.</td>
<td>Being totally immersed in a flow activity gives your mind a break.</td>
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<td>Flow activities provide positive emotions.</td>
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<td><strong>Sculpture</strong></td>
<td>Have some sellotape and straws prepared. In smaller groups participant must make a ‘sculpture’ using the straws and sellotape that would explain mental health to an ‘alien’ or outsider.</td>
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<td>Ask for a volunteer to present and explain their sculpture. Finish by getting everyone to clap and encourage everyone to support each other.</td>
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E is for EMOTIONS

Everybody experiences both positive and negative emotions.

Research shows that the more positive emotions you have, the more you can think creatively, overcome barriers and can recover more quickly from shocks or hard times. Positive emotions are not just about feeling happy all the time but there are a wide range of emotions like joy, serenity, hope, pride, awe or inspiration that help us feel better. They do more than make us just feel better, work, study, physical health and relationships are all boosted when we experience positive emotions.

To build good mental health, we need more positive emotions than negative ones. Research shows that we need three positive emotions to lift us up, for every one negative emotion that drags us down. We can build these emotions, not by forcing positivity, but by being open – open to new experiences, new ideas, new people and new thoughts. It is also being open to reviewing old ideas or experiences that we thought were rubbish.

Naming our emotions (positive and negative) is the first step in moving from awareness to action.
# E is for EMOTIONS

**BRING IT TO LIFE**

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| **Self letters** | Provide each person with paper, envelope and pen/pencil.  
Ask the group to clearly write their name and address on the envelope.  
The group are asked to write a short letter to themselves, noting the date and place of the activity at the top of their page. Each person writes about their feelings at this point in time; what they have been learning; and also make a note of something they want to accomplish in the next 6 months. Each person signs their letter and places it into their envelope and seals it.  
The facilitator will collect the envelopes and inform the group that this will be posted to them in 4-6 months time. | Negative emotions are an important part of life and we need to learn to manage these.  
Research shows that if you experience a positive emotion your capacity to think more clearly about problems is increased.  
Positive emotions, outlooks and behaviours can impact on all aspects of our lives including having a positive effect on others. |

| **Kid President clip (20 things we should say more often)** | https://www.youtube.com/watch?v=m5yCOSHeYn4&feature=player_detailpage | Simple steps in life which make us and others feel better. |
How often in your everyday life do you notice when things are going okay or that you are doing well or fine? Not as often as we could! We have a tendency to see where things go wrong or to notice what is missing. At your party you are disappointed by those who don’t make it, even though loads of your friends came. At a parent-teacher meeting, you remember the one negative comment made over 10 great comments. The human brain tends to notice bad things, bad events and bad people easily but this isn’t the full picture. To build a more balanced view of the good and bad aspects of our life, we need to equally notice and appreciate the positive and simple things that give small pleasures or mean we are doing okay.

Mindfulness is about trying to tune into what is happening in and around us in a conscious way. We can try to extend our enjoyment by ‘savouring the moment’. This might be about slowing ourselves down or paying attention to what we are doing, so that we can appreciate something fully in the present or in the past. We can listen more to the music, feel the wind on our face or be pleased with having a pretty good day.

Mindfulness is also about having a balance between the past, present and the future. Always looking back at the past or always dreaming of the future can mean we get stuck in one ‘place’. All the while, we should notice small or good moments from the present, from our everyday living.
### M is for MINDFULNESS

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<td><strong>Guess who has left?</strong></td>
<td>In a circle person A is selected to wear a blindfold and stand in the middle. The facilitator and group then select another person (person B) to leave the room. Ask the remaining group to change their positions. Remove the blindfold from person A and ask them to guess who has left the room. Once, or if, they can guess who has left the room person B is invited back. This can be varied as the activity goes on where blindfolded maybe no one leaves the room or two people actually leave the room. This activity helps participants to be mindful of their surrounding and others.</td>
<td>Building an appreciative outlook. Paying more attention. Being grateful for positive moments. Reducing any negativity bias or behaviours that make people feel small. Re-centering attitude to reduce stress and anxiety.</td>
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<td><strong>Mindfulness as a super power you tube clip</strong></td>
<td><a href="https://www.youtube.com/watch?v=w6T02g5hnT4">https://www.youtube.com/watch?v=w6T02g5hnT4</a> The group are asked to watch the short video clip and to think about places and situations in which they have reacted negatively and to reflect on how a more considered response may have affected their attitude and outlook.</td>
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A is for ACCOMPLISHMENTS

We feel good when we accomplish a goal that we have set for ourselves. Research also shows that our mental health improves with accomplishments - as we feel pride, we have a sense of purpose in the world and we have uncovered or nurtured a personal strength that means something to us. Achievements must be relevant to the individual for them to build self-esteem.

Many goals that we or others set result in poor mental health. Sometimes goals are set to please other people. These goals might only be concerned with or notice the end result, but might not take account of the improvements and the many small learning accomplishments along the way.

Learning goals are about building skills in an area, practicing these skills, that might lead to growing expertise in the area. Life is less about winning and losing, or passing and failing, but more about growing and learning. You notice and recognise small milestones, which builds confidence and motivation to keep improving. This is built even more by reflecting on these accomplishments with others who are meaningful in your life.
### A is for ACCOMPLISHMENTS

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| **1-20 count**   | Ask the group to close their eyes and tell them that collectively as a group they will count from 1-20 in no particular order. People can say more than one number but their eyes must remain closed.  
Ask the group to start. If two or more people say the same number the task is restarted.  
On completion of reaching 20 the group celebrate their accomplishment.  
Debrief on effort and persistence. | Accomplishments such as personal improvements and learning goals have more of an impact on motivation and persistence, rather than end products or ‘winning’. It is important to recognise and have a sense of pride in personal accomplishments, however small they might seem. Continually recognise small achievements to build mental health |
| **Ball pass**     | Have 3 small tennis sized balls (or beanies).  
The group form a circle with a little distance between them. Start by gently passing the ball to 1 person and asking them to then pass the ball to another member of the group. This is continued until each person has caught and passed the ball. The ball is returned to the starting point. If the ball drops the activity is restarted. The group reflect on this part of the activity.  
The group are asked to remember the sequence of who passed the ball to them and who they passed the ball to. You start the ball pass again but this time you introduce a second ball (passing a short time after the first ball). Once again if either of the balls fall to the ground the activity is restarted. Once again reflect with the group on what is working and what can be improved. Nurture the group’s motivation and ability to accomplish the task. The exercise is once again repeated with the introduction of a third ball. | |
P is for PURPOSE

Having a clear sense of purpose in the world adds to our feeling of wellbeing. This sense of meaning and purpose is most clear when we have goals that improve the lives of other people, rather than ourselves. When our purpose is about self-promotion, we might have a clear personal goal to have fame and fortune, but this self-absorbed goal doesn’t feed your desires. Instead, the more you get, the more you will want.

Meaning is seeing a goal that is bigger than yourself. Volunteering, helping others or joining a cause that you believe in are ways to build our sense of purpose in the world. When people help others, in small acts of kindness or large scale actions, it promotes our sense of worth as well as benefiting others.

If we feel that we have something to bring to or give to the world, this helps us feel that we are of value and meaning to the wider world. That is why the greatest way to find our purpose is in finding and building on our Signature Strengths; things we like doing and are good at. Research shows that it is mainly pointless to spend much time on fixing your weaknesses. Finding and focusing on our signature strengths brings greater successes in living and greater satisfaction with life and self. If we can use our signature strengths of bravery or justice or wisdom for the benefit of others, we build a strong internal belief that this is the purpose and meaning for being alive.
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<td><strong>Something bigger than me</strong></td>
<td>Each person pairs up and shares something they have done for someone else in their lives (a parent, a family member, a carer, a friend etc). The pairs are asked to listen carefully to one another as they will feedback the story from the other person. After about 10 minutes the group return to a circle and in turn share the stories of the persons they were listening to. Debrief the activity about how it feels to help and support others.</td>
<td>It is about feeling important in the world. It is about feeling you have something to give. It is about connecting with others – particularly having a goal bigger than you. Be mindful and listen to others when they are speaking to you.</td>
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<td><strong>Story of the pencil</strong></td>
<td>Story of the pencil comes from author Paul Coelho ‘Like the flowing river’ The facilitator prepares the group to listen attentively to a short story that will be read out. A boy was watching his grandmother write a letter. At one point he asked: ‘Are you writing a story about what we’ve done? Is it a story about me?’ His grandmother stopped writing her letter and said to her grandson: ‘I am writing about you, actually, but more important than the words is the pencil I’m using. I hope you will be like this pencil when you grow up.’ Intrigued, the boy looked at the pencil. It didn’t seem very special. ‘But it’s just like any other pencil I’ve ever seen!’ ‘That depends on how you look at things. It has five qualities which, if you manage to hang on to them, will make you a person who is always at peace with the world. 1. ‘First quality: you are capable of great things, but you must never forget that there is a hand guiding your steps. We call that hand ‘God’, and He always guides us according to His will. 2. ‘Second quality: now and then, I have to stop writing and use a sharpener. That makes the pencil suffer a little, but afterwards, he’s much sharper. So you, too, must learn to bear certain pains and sorrows, because they will make you a better person. 3. ‘Third quality: the pencil always allows us to use an eraser to rub out any mistakes. This means that correcting something we did is not necessarily a bad thing; it helps to keep us on the road to justice. 4. ‘Fourth quality: what really matters in a pencil is not its wooden exterior, but the graphite inside. So always pay attention to what is happening inside you. 5. ‘Finally, the pencil’s fifth quality: it always leaves a mark. In just the same way, you should know that everything you do in life will leave a mark, so try to be conscious of that in your every action.’</td>
<td>Debrief with the group about what they have learned or taken away from this story. Ask questions about what quality they feel is most important and why.</td>
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S is for SOCIAL CONNECTIONS

Having strong relationships with others is a key part of having good mental health. Having lots of different connections with people, even if they are not close friends, are also critical for good mental health.

We do and feel much better when we are in social networks that offer co-operation, support and enjoyment. There is a great sense of belonging by being part of a ‘community’ that can build our positive emotions. If we have no sense of belonging to any group, individual or community, this can add to the sense of isolation and loneliness that can weigh heavily on our mental health. This can lead to more negative emotions and the purpose of life seems very far away.

Building relationships with young people feeds basic and complex needs to be valued, listened to, cherished, empowered and worthwhile to the world. Significant adults can sustain and grow social connections with young people for life long health impacts.
## S is for SOCIAL CONNECTIONS
### EXERCISES TO BRING IT TO LIFE

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| **Human alphabet** | Inform the group that you will be shouting out a letter from the alphabet and that they need to create this letter with their bodies – either individual, in pairs or in a larger group.  
After the group have had a few attempts at shaping their bodies to a few letters, then ask the group to make the word LIFEMAPS.  
Debrief this activity by paying attention to contact and feelings. | Social connection involves contact and feelings.  
Happiness is often found through the range and depth of social connections and friendships. |
| **Bip Bop Tribe** | The facilitator will have prepared multiple blindfolds.  
The group form a circle and each person applies a blindfold – supporting one another if they are struggling. The facilitator then goes around each person and allocates them as either a ‘Bip’ or a ‘Bop’. They then start to narrate a story about a small island where 2 differing tribes lived side by side in peace and with good relationships. The islanders were called the Bip and Bop tribes. However, a conflict emerged on the island and the islanders went to live in separate parts of the island with no contact with the other. At this point ask the Bips to say loudly Bip Bip Bip and likewise the Bops to say after Bop Bop Bop. Ask the group to then go about the room saying Bip or Bop (with blindfolds on) to find their relevant tribe. This involves listening and touching. Once the 2 tribes have formed their separate groups the facilitator then narrates that the island had become dysfunctional, less resourceful and had made life more oppressive for each tribe. After some negotiations the 2 tribes decide that a healthier island would be favoured based on diversity, understanding, working and living together and sharing resources. At this point ask the Bips and Bops to go around the room and reform themselves into a circle whereby at either side you will have a member of the other tribe.  
Debrief in relation to the context of the society that the young people inhabit. Ask questions about what makes a healthy society? | Strong social networks and connections to community are instrumental in building a strong sense of meaning and purpose, building mental health. |
Lifemaps
...the youth work journey to build mental health

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