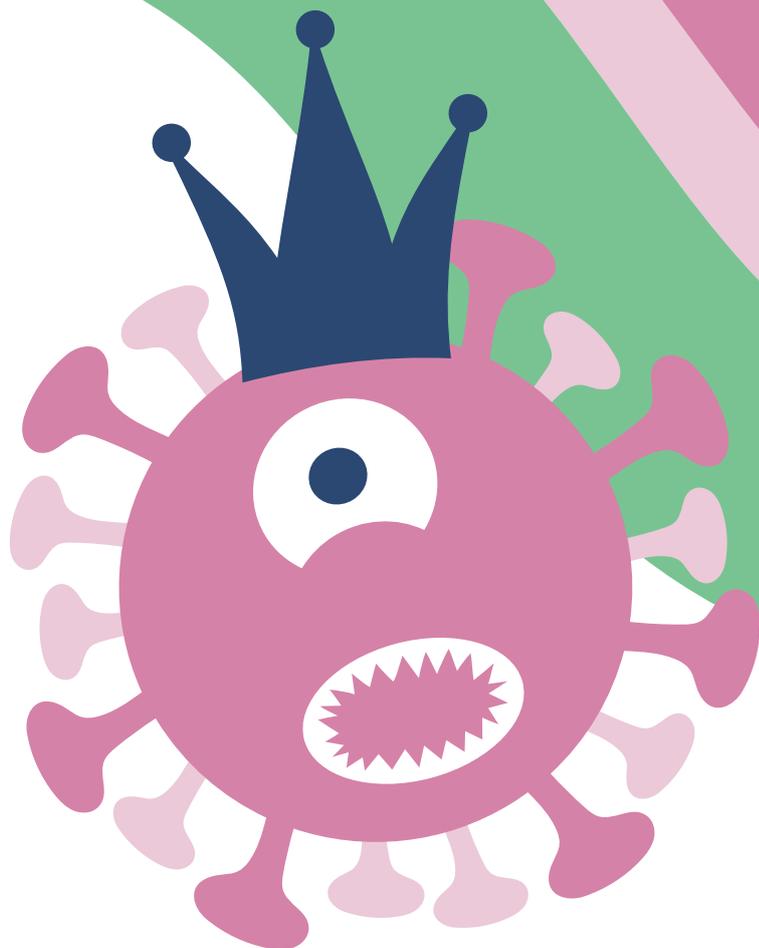


# It's ok to worry about going back to school after coronavirus

A resource pack **to help teenagers** prepare for going back to school after coronavirus





This pack was created by  
the Early Intervention team  
in Child and Adolescent  
Mental Health Service  
(CAMHS) in NHS Grampian

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Part 1:

# Coming out of lockdown

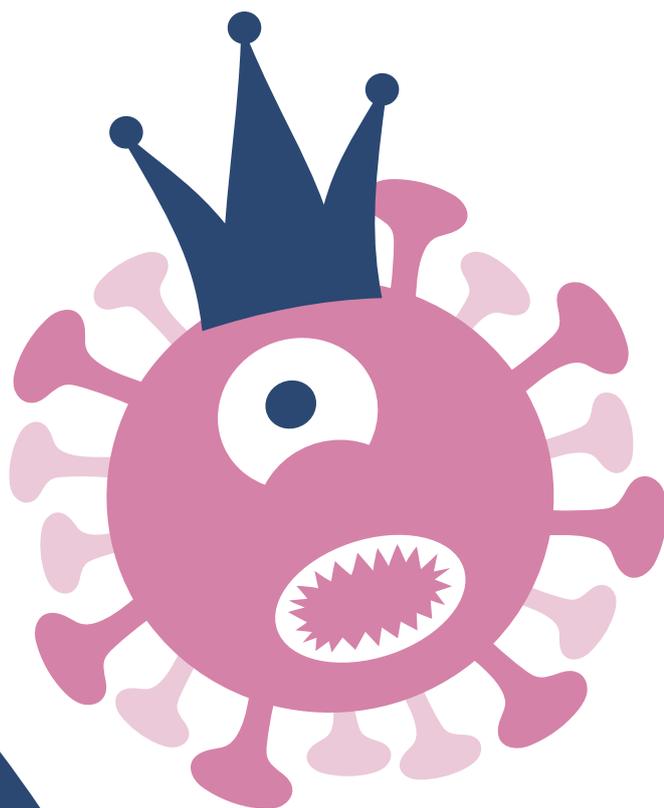
# How can this resource help me?

Coronavirus (COVID-19) is a new virus that spreads very quickly between people. In order to keep ourselves and other people safe we were asked to reduce our contact with other people by staying at home until infection rates had dropped.

The Scottish Government has advised it is now safe to re-open schools as we have entered Phase 3 of our national plan for coming out of lockdown. Your school and parents will decide when the time is right for you to return to school.

**This resource was designed to help you prepare yourself for going back to school after COVID-19. It offers some information and suggestions about:**

- + The changes that you might see when you go back to school
- + Ways you can prepare yourself for going back to school
- + Ways to manage your own emotional wellbeing during this time



# Reflecting on lockdown

Before you go back to school it could be helpful for you to think about what lockdown was like for you. Use the space in the boxes to write down your thoughts:

## How did you feel at home?

(Happy? Worried? A mixture of different feelings?)

## How were your days different at home?

(Getting up/going to bed later than usual? Not being as active as usual?)

## What did you enjoy about being at home?

(Spending time with pets?  
Not wearing school uniform?)

## What did you not enjoy about being at home?

(Missing friends? Arguing with your family?)

## What were the positives of being at home?

(Protecting yourself and other people from getting sick?  
Spending more time on hobbies?)

## What were the negatives of being at home?

(Being bored? Worrying/feeling down more than usual?)

# Transitions

Transitions are periods of change. Going back to school or starting a new school are transitions that might be happening for you right now. Changes can be new and unknown and it can feel difficult or uncomfortable when familiar situations have to change. Adjusting to going back to school will take time and **that is okay**.

## What changes might happen to me during a transition?

### Physical changes

Our bodies notice and respond to changes in our routine. You might start to feel physical symptoms like an increased heart rate, upset stomach, headache or feel more tired than usual. These are normal reactions to changes and new situations.



### Psychological changes

You might have noticed changes in the way you think. You may feel confused because you don't know what going back to school will be like and you may find you have more worries about going back to school than usual. These are normal responses to uncertain situations.



### Social changes

You might feel nervous about leaving your household or you might be looking forward to being around people at school again. You might be comparing how you feel about returning to school with others but transitions feel different for everyone and there is no right or wrong way to feel.



# Things I can control

It is normal to feel a sense of loss when you realise that something is going to change and you will be losing your old routine. This might make you feel sad or angry.

You might feel like going back to school is not within your control and this might make you feel anxious about what will happen.

While it is not possible to control COVID-19 or what school will be like when you return, there are things that are still within your control.

**Focusing on the things we can control can help us feel calmer and less anxious:**



# Preparing for going back to school

The following things are within your control and you can begin to prepare right now before you go back to school:

## Information gathering

You or a parent/carer can check your school's website or contact your guidance teacher for updates on how your school day might look. Also see pages 9-10 for information about possible changes you might see at school.



## Planning & organising

You can begin to make some practical preparations for going back to school (e.g. planning your journey to school and starting to wake up earlier in the mornings). See pages 11-12 for ways you can start getting prepared.



## Creating a support system

You can get the people you trust on board to support you while you adjust to your new situation. See pages 15-17 for tips on connecting with other people..



## Managing feelings

You can start trying out different ways to cope with difficult feelings that may arise. See page 24 for tackling negative thoughts and pages 29-33 for coping strategies you can use to help you tolerate uncomfortable feelings and situations.



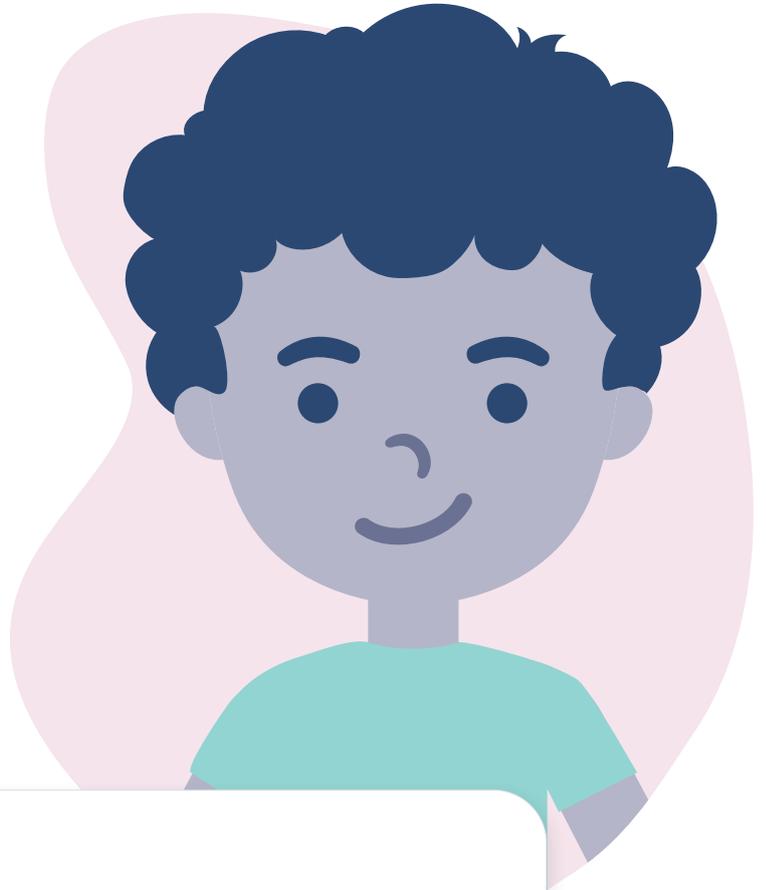
Part 2:

# Preparing for a fresh start

# What might my school day look like?

To stop COVID-19 spreading, everyone has been advised to take extra precautions around meeting up with people from different households, and to practice good hygiene to help stop the spread of germs. In order to keep everyone safe, schools may make changes to the way your classroom looks, who is in your class, and to your usual timetable and these changes will be different at different schools. Speak to your guidance teacher to find out what changes will be made at your school.

## Some of the changes you might see could include:



### Mixing with other people

Schools may try to keep your contact with others as limited as possible by reducing class sizes and keeping you with these people all day. Think of you and your new school group as being in your own 'bubble'.

They may ask you to keep a 2 metre distance between yourself and other people.

Different class groups may have different start times, breaks, lunchtimes and end the school day at different times from other groups in the same school.

A one-way system might be introduced in corridors.

The number of people that can use the bathroom at the same time might be limited.

Where your learning takes place may be different sometimes (e.g. outdoors or at home).

# What might my school day look like?

## Hygiene routines

You will be asked to wash your hands:

- + When you arrive
- + Before and after you eat
- + At regular intervals throughout the day

Some items may have been removed from your classroom, any equipment that people touch regularly will be cleaned frequently throughout the day, and you'll be asked not to share your equipment or personal items with other people.

Ways of ventilating the classroom (e.g. ventilation units or keeping the windows open) may be introduced.



## How do I keep myself and others safe at school?

- + Follow your new school rules at all times
- + Don't attend school if you or anyone in your household has COVID-19 symptoms (and if you feel unwell at school- tell someone immediately!)
- + Try not to touch things if you don't need to (e.g. handrails)
- + Use a tissue when you cough or sneeze (then put the tissue straight in the bin) and wash your hands
- + Walk in single file through the corridor and take the quickest route possible when moving around the school
- + Dress warmly in case there are ventilation units or windows open in your classroom



# Planning and organising

Being unprepared can make us feel anxious and stressed out. Getting prepared for an event before it happens is one way people help themselves feel calmer on the day of the event itself. Below are some practical things you can do to start planning and organising to ensure you have a more calm and pleasant morning when you do go back to school.



## Visit school before your first day back

Returning to school after lockdown might feel a little unfamiliar- you haven't been there in a while or maybe you're starting at an entirely new school. Taking a trip to the school building before your first day back gives you a chance to become familiar with your school. It also provides an opportunity for you to find out how you feel about going back and to manage any difficult feelings that could come up when you're there, so that you don't feel uncomfortable on your first day back.

## Plan your journey

Rushing about in the morning can make us feel stressed. Knowing how you will get to school and having everything you'll need ready for the journey can help you feel calmer in the morning before school. If you're cycling; have your bike, helmet and bike lock prepared. If you're taking a bus; check what time it arrives (if you walk to the bus stop, what time do you need to leave your house?) and make sure you have a face covering to wear. If you're walking; do a practice walk to school and time how long it takes so you know what time you need to leave your house in the morning.

# Planning and organising

## Prepare the things you will need for your first day

It might be a while since you've worn your school uniform and you might have grown since you last had it on. Try your school clothes on ahead of going back to make sure they still fit. Some items you used to bring to school (e.g. schoolbags) may no longer be allowed, check with your school/guidance teacher which items you are and are not allowed to take with you. The night before school starts, lay out your clothes and any items you are taking with you, so you know where everything is in the morning.

## Start using a sleep schedule

During lockdown and the summer holidays you may have been enjoying getting up and going to bed later than usual. Our bodies get used to routines so it might feel hard to wake up early again the first few times you have to do it. You can make getting up for school easier by making gradual adjustments to your sleep routine (going to bed and getting up a little earlier each week) before school starts. If you find it difficult to sleep at night have a look at the sleep tips on the next page. Remember to be consistent- stick to your new bed and wake up times- even on weekends. Try using the sleep diary on page 14 to record your sleeping habits and track any patterns you notice.

# Sleep tips

Here are some tips to distracting yourself during coronavirus.

The average teenager needs between eight and ten hours of sleep every night. Lots of things can interfere with us getting a good night's sleep, follow the steps below to ensure that you are getting enough sleep:

**If you find it difficult to fall asleep make sure you get some exercise during the day.**

Try to use your bed only for sleeping. If you usually sit on it to watch TV or to play on your tablet or games console, get a chair to use instead.

**Try to avoid sugar and caffeine (sweets, chocolate, fizzy drinks, tea and coffee) in the evening as these are stimulants and can keep you awake.**

Try to avoid napping during the day.

Try not to use screens (tablets/phones/TVs/ games consoles) in the hour before you go to bed.

**Plan a bedtime and a wake up time and stick to them (try to avoid hitting the snooze button- putting your alarm on the other side of your room can help you get up when it goes off).**

The air becomes cooler in the evening when we are meant to be asleep, your body temperature also drops after a warm bath or shower and some people find this helps them feel sleepy if they have one before bed.

# Sleep diary

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Time you went to bed							
Time you got up							
Total hours of sleep							
What you did in the hour before you went to bed							
Exercise done during the day							
Number of caffeinated drinks during the day							
How well you slept (0-10)							

# Your support network

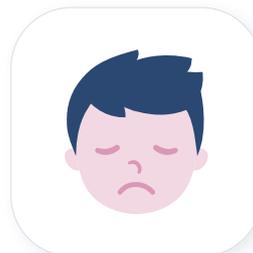
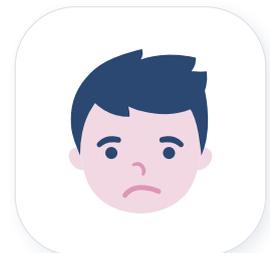
Human beings are social animals, positive relationships with other people make us feel good and even benefit our physical health! During lockdown we were asked to stay at home and not meet up with people from other households. Life is changing again for everyone right now; you are going back to school and the people in your household may be going back to work. This means you won't be around the people in your household as often and people will be busier so you may not have as much time to spend together as you have had recently. That's why it's important to have as many people as possible supporting you through your transition back to school.

## Identifying your current support system

Identify who listens and supports you when you need to talk or have a problem (e.g. family members, friends, a boy/girlfriend, and/or adults in your community). If you don't feel that you have someone supportive that you can trust, there are organisations you can contact who can support you (see page 36 for more information and contact details).

## Re-connecting

If you haven't talked to your school friends much recently, reconnecting with them before you go back to school can help you feel more confident about going back. If you can't meet up in person, you could text, phone, or video chat with them. Your friends might not be in your classes when school starts again, together you can think of ways you can stay in touch if you don't see each other in school anymore.



# Your support network

## Reaching out to new people

Humans are social creatures that like to be included by others. Often our fear of rejection (that other people won't like us) can make it difficult for us to talk to new people. Going back to school after lockdown is a fresh start and everyone is in the same situation- it's new for you all! This is a good opportunity to welcome new people into your support system, the steps below can help you feel more confident about giving this a go:

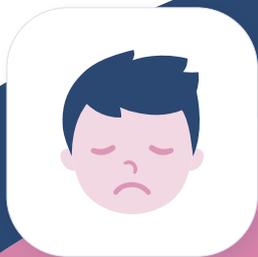
- + **Think positively**  
When we're not worried about what other people might be thinking about us, we unconsciously become more open and warm towards them- this puts others at ease.
- + **Smiles are powerful**  
Smiling at someone is a human's way of telling someone that we're not trying to threaten them. This makes other people feel more relaxed around us (when you smile your brain releases endorphins that reduce stress and make you feel good too!).
- + **Prepare conversation starters**  
If you get nervous talking to new people, have some conversation starters prepared. If you've not met the person before you could start by telling the person your name and asking theirs. If you notice something you like about them, pay them a genuine compliment. Search for similarities and common ground between you (e.g. you've both just been in lockdown, on summer holidays, and started back at school).
- + **Keeping the conversation going**  
Although they might feel awkward, silences are a natural part of the flow of conversation. If silences worry you and it's hard for you to think of things to say when you're 'on the spot', you can plan some topics to discuss in advance in case this happens. Asking people about themselves shows you are interested in them and what they have to say. Use 'what?/why?' questions rather than yes/no questions to keep them talking (e.g. "what job would you like to be doing after school?" or "what's on your bucket list?").

### + **Active listening**

Show people that you're really listening to what they have to say by looking at the person (don't get distracted by your phone), nodding and smiling at them when they're talking.

### + **Be open**

Sharing personal information (as long as it's something you're comfortable sharing) with others can help you form new social bonds. Share your true thoughts and opinions, not what you think people want to hear, so that people can get to know the real you.



## **Supporting other people**

Helping other people benefits both them and you! It makes you feel good physically (it can make you calmer), mentally (it can increase self-esteem) and widen our social circles. It can make the people we help feel less lonely and improve their mood too. Supporting other people can be as simple as taking the time to ask how they are doing and listening to what they tell you. Although we've all been in lockdown, everyone's situation was different and some people may be struggling more than others (e.g. they may have had family members who were unwell with Covid-19, or other serious things to cope with in their family). Supporting those around us by including them and being kind towards them can help them (and us) to adjust to this new situation we are in.

# Naming your feelings

If you're feeling worried, why don't you try this?

Recognising our feelings is an important first step in learning how to cope with the ones we find difficult or uncomfortable. Different feelings can feel the same in our bodies (e.g. some people get butterflies in their tummy when they're feeling excited and also when they're feeling nervous) and different people can experience the same feeling in different ways.

**Giving names to our feelings helps us understand what we are feeling and helps us communicate to other people how we feel.**

## Do you have any other words you use to describe these feelings?

Happy:

Sad:

Angry:

Scared:

Tender:

Excited:

# Mixed feelings

Sometimes we can feel a mixture of feelings all at the same time, especially when we are faced with a big change or something unexpected happens.

When Tommy's parents told him he was going back to school he felt:



**Having a mixture of different feelings at the same time is normal and it's ok to feel all kinds of feelings.**

Feelings are not right or wrong; they're just feelings. What is important, whatever the feeling, is that we find ways to cope with it so that it doesn't get in the way of us living our lives and doing the things we need and want to do.

# Getting familiar with your feelings

The way you experience different feelings is unique to you and different people react in different ways to the same feelings. To help you get familiar with how you experience different feelings, ask yourself the following questions:



When I feel sad, I think things like 'no-one likes you.'



## How do you know what you're feeling?

What happens in your body?

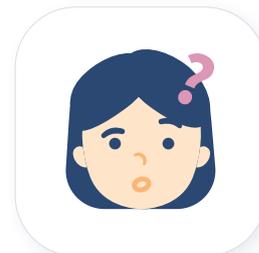
Are there things you do when you feel a certain feeling?

Do you have certain kinds of thoughts when you feel certain feelings?

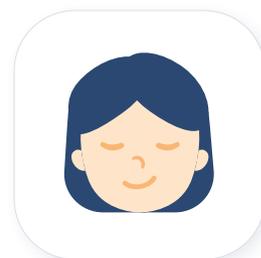
When I'm anxious it's hard to breathe and I feel shaky like I might faint.



When I'm happy I'm patient with my little sister, when I'm irritated, I snap at her.



My mum can tell I'm mad. I clench my teeth and she can see my jaw gets all tense.



When I'm excited, I can't stop jiggling about. People say "you've got ants in your pants"

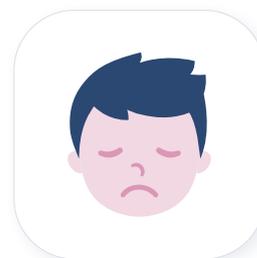


## How do other people know what you're feeling??

How does your face look?

What does your body look like?

How do you act around other people?



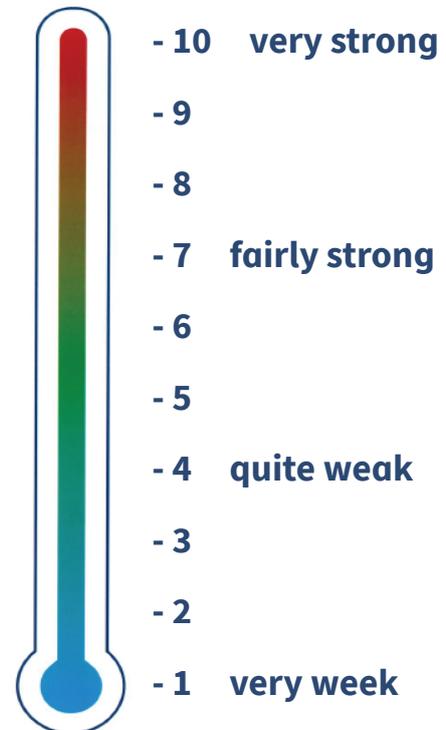
My friends always know when I'm sad because I don't reply to their messages.

# How strong are your feelings?

Feelings come in different 'strengths'. Just like we can use a thermometer to measure the temperature of the air, we can use a 'feelings thermometer' to rate how strong our feelings are.

Once you've identified which feeling(s) you are having, use the 'feelings thermometer' to rate how strong it is (e.g. a 1 would mean the feeling wasn't that strong and a 10 would indicate a very strong feeling).

For example, you might be able to tell you are feeling 'scared' in a particular situation but the strength of this feeling will be different in different situations.



## Feeling: scared

Situation: **Pulling off a plaster**

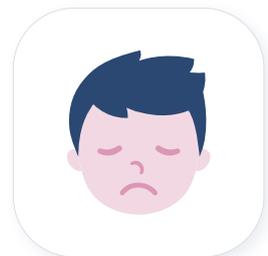
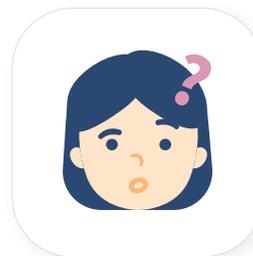
Description: 'A little nervous'

Strength of feeling: 3 out of 10

Situation: **Getting an injection**

Description: 'Terrified'

Strength of feeling: 10 out of 10



**Knowing how strong your feelings are in particular situations can help you figure out what you can do to increase or decrease the strength of different feelings.**

# Feelings check-in

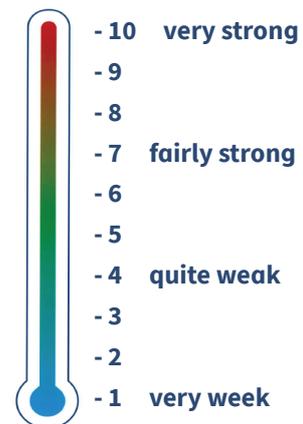
Writing down your thoughts about situations can help you clarify how you feel about them- especially when you have mixed feelings about them. If you are worried about something, writing it down creates some distance between you and these thoughts (it 'gets them out of your head') and can help you see whether you're worrying about something that is in your control or not.

If you have lots of worries or difficult feelings about going back to school, talk to someone in your support network about them and use the exercises on page 25 (to tackle your worries) and pages 29-33 (to manage your difficult feelings).

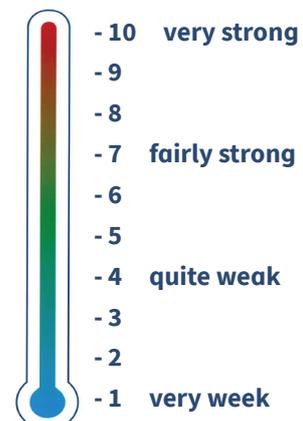
**How are you feeling about going back to school?**

**Do you have any worries about going back to school?**

## Rate your feelings



## Rate your worries



# Identifying automatic negative thoughts

The way we think affects the way we feel. When we think negatively, we feel bad! No-one wants to think negatively but most of the time it happens automatically. Try noticing if you have any of the following kinds of unhelpful thoughts:

## Fortune telling

When we guess what will happen in the future or what other people are thinking (in reality no-one can predict the future or read minds).

## Snowballing

One small negative thought leads to more negative thoughts that race out of control.

## Negative glasses

Negative glasses only let you see the negatives in a situation (even when things go ok, they filter out the positive bits).



## Labelling

Labelling is when you put yourself down in an unfair, harsh or critical way (e.g. instead of thinking you didn't do so well in a test you label yourself as 'stupid').

# Managing automatic negative thoughts

Sometimes simply acknowledging you're having negative thoughts without engaging with them (or judging yourself for having them!) is enough to help them pass. If you find it difficult not to engage with your negative thoughts or you find them 'snowballing' out of control, you can try challenging your negative thoughts using the following techniques:

## Put your thoughts on trial:

Imagine you are collecting evidence for a court case to prove that your negative thought isn't true. What evidence do you have that your thought is true and what evidence is there that it's not true?

## Talk to yourself like a friend:

We are often harder on ourselves than other people. What would you tell a friend if they were in your situation?

## Remind yourself that thoughts aren't facts:

Think of a time where you were sure something bad was going to happen but it didn't.

## Take a different perspective:

Ask yourself how you would look at the situation differently if you were feeling happy and calm. Ask yourself how someone else might see the situation.

## Consider other, less scary, outcomes:

What are some other ways the situation could resolve itself?

## Imagine positive outcomes:

Think of as many ways as you can that the situation could be resolved positively.

## Take a time out:

Instead of trying to tackle the thought when your feelings are very strong, wait until later when your feelings are less intense and see if you feel differently.

# Positive thinking

Learning to think in a more positive way can be tricky at first. The more you practice looking for the positives, the easier and more automatic positive thinking will become. You can introduce positive thinking to your life by writing down three positives about your day - every single day.

These could be good things that have happened to you, things you did well or things that you're grateful for. It could be as simple as 'I felt satisfied after a lovely dinner' or 'It was a sunny day'. You could even write about good things that happened somewhere else in the world that you've heard about.

**Have a practice of thinking positively by writing down some good things about school:**

**Positive memories of school**

**Who are you looking forward to seeing?**

**What are you looking forward to when you go back?**

# Unhelpful behaviours

Just as our thoughts can affect how we feel, so can the things we do (or don't do!). Not doing things that make us feel uncomfortable may make us feel better at the time but **avoiding** doing things is actually an unhelpful behaviour. When we avoid uncomfortable situations, over time the thought of them becomes even worse than it was in the first place. Unhelpful behaviours play a role in keeping us stuck in an 'avoidance trap'.

## Common unhelpful behaviours

Avoiding going to certain places (e.g. school)

Leaving situations if we feel uncomfortable (e.g. leaving a lesson we don't like)

Not talking to people we don't know (e.g. staying quiet when in a group)

## Negative judgements of yourself

(e.g. 'I'm not good at talking to people')  
These lead to even more discomfort the next time you're faced with the situation)

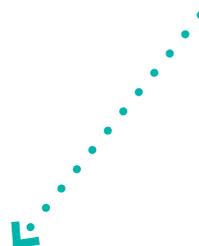
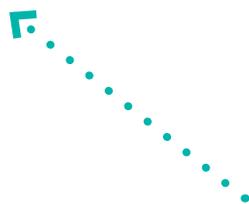


## Negative thoughts

(e.g. 'people won't be interested in talking to me')

## Unhelpful behaviours

(e.g. not talking to people at school)



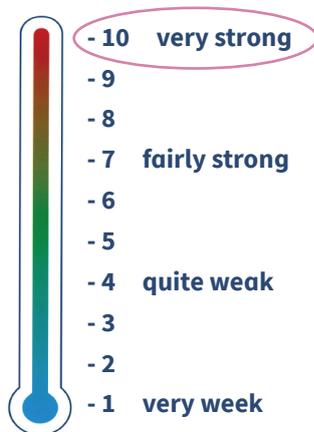
## Difficult feelings

(e.g. embarrassed, shaky, sweaty)

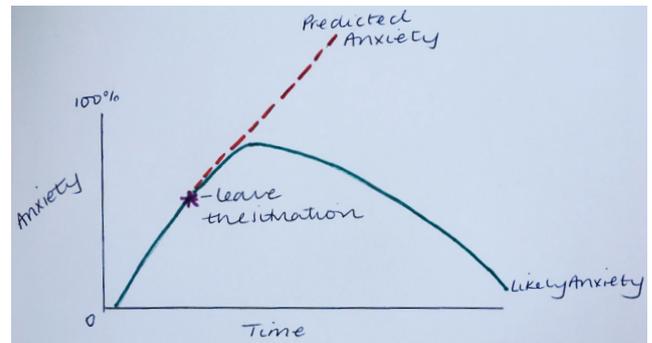
# Changing unhelpful behaviours

Replacing our unhelpful behaviours with behaviours that are more helpful to us in the long term can help us find our way out of the avoidance trap and make us feel more confident about our ability to cope in uncomfortable situations. Sometimes people find it difficult to stop engaging in their unhelpful behaviours for the following reasons:

- + They predict that the level of discomfort they will feel in the uncomfortable situation will be so high that it would be unbearable (e.g. a 10 out of 10)
- + They predict that the distress they feel in the uncomfortable situation will keep increasing if they don't do the unhelpful behaviour (e.g. leaving the situation)



## NHS Education for Scotland



This kind of thinking is known as ‘fortune telling’ (when we guess what will happen in the future). In reality, no-one knows what will happen or how we will feel in the future.



# Coping strategies

Behaviour change doesn't happen overnight, learning any new skill or behaviour takes time. The easiest way to learn something is to break down the overall task into smaller, more manageable, steps and to get comfortable with each new step before tackling the next one. For example, if you want to start talking to new people but that feels too difficult, you might start by smiling at a stranger, then try saying hello a few times until you're comfortable enough to try having a full conversation with them.

When we try new things that make us feel uncomfortable, we can use coping strategies to help us tolerate the discomfort. Coping strategies can be used to manage our difficult thoughts and feelings and to help us stay in uncomfortable situations.

**Below are some ways you can develop your own coping strategies for difficult times:**

## 1. Make a list of coping statements

Coping statements are positive and encouraging thoughts about our ability to cope in difficult times. You can repeat these in your head to help you tolerate difficult situations. You might like to think about your strengths or times you've dealt with challenges to make them personal to you. For example:

- + I can do this/I've done this before
- + I've felt like this before and I got through it
- + Even if the outcome isn't what I want, I will be able to cope with it
- + This feeling won't last forever - it will pass
- + Making a mistake is part of learning, it doesn't mean I've failed
- + Short-term pain for long-term gain
- + Keep calm and carry on

# Coping strategies

## 2. Make a list of kind thoughts

Kind thoughts are positive thoughts about ourselves and our worth as a person. You can repeat these in your head to help you tolerate difficult thoughts and feelings. You might like to think about all of your good qualities or compliments others have given you to make them personal to you. For example:

- + I might be a bit shy around new people but my friends enjoy talking to me
- + I'm trying my best
- + I am a valuable person
- + I deserve to feel ok
- + I don't have to believe my negative thoughts
- + One step at a time
- + It doesn't matter what others think of me, I accept myself for who I am

## 3. Visualise a positive future

Positive thoughts about the future can help you tolerate setbacks and refocus you on your goals and the positives associated with them. Close your eyes and imagine yourself achieving your goal(s), think about:

- + How good you will feel
- + The things you will do
- + How life will be different for you

## 4. Practice grounding

When we worry, we are living in the future, thinking about all the things that may or may not happen. If you find yourself having worrying thoughts, shift your mind away from these and back into the present by bringing your awareness to your surroundings.

# Look around you and name

5

things you can

**see**

1

thing you can

**taste**

4

things you can

**touch**

2

things you can

**smell**

3

things you can

**hear**

# Coping strategies

## 5. Try distracting

When our attention gets taken away from something we are said to be distracted. If you find yourself getting caught up in automatic negative thoughts you can try to take your attention away from them by mentally distracting yourself.

- + Describe the steps of performing an activity you know how to do well (e.g. tying a knot, making your favourite meal)
- + Count backwards from 100 in 7s, 5s or 3s
- + Pick an object and describe it in detail (its colour, texture, size, weight, scent and any other qualities you notice)
- + Spell your full name and the names of three other people backwards
- + Name all your family members, their ages, and their favourite activity
- + Read something backwards letter by letter
- + Think of an object and draw it in your mind

## 6. Try a breathing exercise

When people feel anxious or stressed sometimes they hold their breath or they over-breathe (take quick shallow breaths). This makes people feel even more anxious and stressed.

Try taking some slow, steady, deep breaths when you need to calm down your body and mind:

### Birthday cake breathing

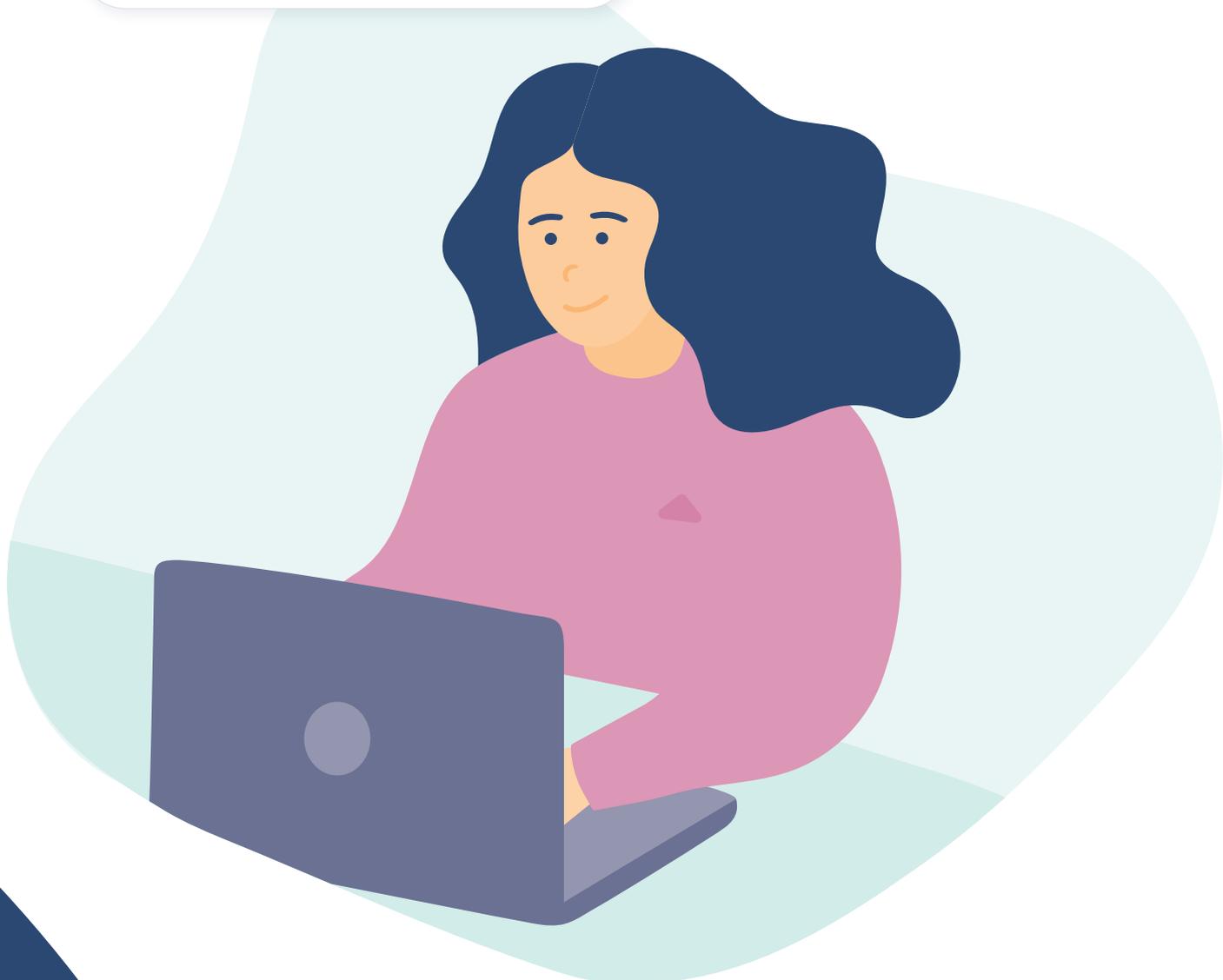
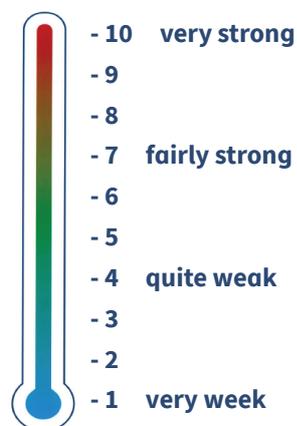
**Imagine:** Smelling a chocolate birthday cake as you breathe in and blowing on the candles when you breathe out (slow and controlled as if you're trying to make them flicker but not blow them out entirely).

### Balloon breathing

**Imagine:** A balloon in your tummy that inflates with each breath in and deflates with each breath out.

**Everybody is different and there will be some of these coping strategies that you prefer to use over others.**

Keep a record of all the strategies you try, and rate how you feel before and after using the strategy using the feelings thermometer, so that you know which strategies are the most helpful for you.



Part 3:

# Staying on track

# Rewarding yourself

Being back at school after a long break might feel very tiring. Also, if you've been trying some of the exercises in this resource you may feel more tired than usual because we use up a lot of mental energy learning new things. However, things feel more difficult when we're tired, so it's really important to get enough rest to 'recharge your batteries' enough to help you cope with your new situation. When you get home from school, having some 'relaxation time' to do an activity that is enjoyable or helps you wind down from your day is a good way of resting.

A lot is being asked of you at the moment by school, your family and even the government. You have coped with lots of unexpected changes and difficult situations- take time to reward yourself for everything you have achieved so far. If you are trying to make positive changes to the ways you think or behave, remember to plan more rewards for yourself for all of your efforts in the future!

**For a list of over 90 'self-care' ideas, you could also visit:**

[www.annafreud.org/on-my-mind/self-care/](http://www.annafreud.org/on-my-mind/self-care/)

**If you struggle to think of ways to reward yourself, there are some examples below:**

Have a movie night

Have a bubble bath

Make your favourite meal

Spend time with friends or family

Listen to your favourite music

Read your favourite book, comic or magazine

Drawing or painting

Meditation

Photography

Revision

Acceptance

Spending time with animals / pets

# Additional resources

## Organisations that can support you if you're struggling

### **Young minds**

[www.youngminds.org.uk](http://www.youngminds.org.uk)

text YM to 85258

Telephone 0808 802 5544

The UK's leading children and young people's mental health charity

Text the YoungMinds crisis messenger for free 24/7

### **Childline**

[www.childline.org.uk](http://www.childline.org.uk)

Telephone 0800 1111

A free, confidential counselling service for children and young people aged under 19 years of age

To talk to a Childline counsellor

## Self-help resources

### **Child and Adolescent Mental Health Services (CAMHS)**

[www.camhs-resources.co.uk/coronavirus](http://www.camhs-resources.co.uk/coronavirus)

CAMHS have created downloadable resources for coping with COVID-19 stress, uncertainty and a range of difficult feelings. There are also links to apps and other websites for further mental health support

### **Child and Adolescent Mental Health Services (CAMHS) Grampian**

[www.camhsgrampian.org/covid](http://www.camhsgrampian.org/covid)

CAMHS (Grampian) provide mental health input for under 18's across the Grampian region. Their website has further anxiety management resource packs available for download

[www.camhsgrampian.org/podcast](http://www.camhsgrampian.org/podcast)

They also run a podcast series sharing top tips for better emotional wellbeing

### **The Anna Freud Centre**

[www.annafreud.org/on-my-mind/](http://www.annafreud.org/on-my-mind/)

A world leading mental health charity. Their website has a section named 'on my mind' which was produced by young people who have experienced their own mental difficulties, in an effort to share information about how other young people can cope with their mental health difficulties

### **Mindshift**

Available on iOS and Android

The Mindshift app can be used to help manage and reduce anxiety. It includes a feelings check in, chill zone with audio bodyscan, breathing exercises, coping cards, and a thought journal



## Information about going back to school

[www.gov.scot/](http://www.gov.scot/)

For the most up-to-date advice from the Scottish Government about COVID-19 and returning to school please see the Scottish Government's website:

[www.aberdeenshire.gov.uk/schools/schools-covid-19/](http://www.aberdeenshire.gov.uk/schools/schools-covid-19/)

Or check your local authority's homepage

[www.aberdeencity.gov.uk/services/coronavirus-covid-19](http://www.aberdeencity.gov.uk/services/coronavirus-covid-19)

[www.moray.gov.uk/moray\\_standard/page\\_132517.html](http://www.moray.gov.uk/moray_standard/page_132517.html)



**If you feel your worries  
are getting bigger,  
you or a parent/carer  
can contact:**

**Samaritans:** 116 123  
[www.samaritans.org](http://www.samaritans.org)

**Breathing Space:** 0800 83 85 87  
<https://breathingspace.scot>

**NHS 24:** 111  
<https://www.nhs24.scot>

**Your local GP**

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **[altformats@nes.scot.nhs.uk](mailto:altformats@nes.scot.nhs.uk)** to discuss how we can best meet your requirements.



NHS Education for Scotland  
Westport 102  
West Port  
Edinburgh EH3 9DN  
tel: 0131 656 3200  
**[www.nes.scot.nhs.uk](http://www.nes.scot.nhs.uk)**