

**HEAD
ON**

THE
MENTAL
HEALTH
AWARENESS
SHABBAT

11TH & 12TH JANUARY 2019

RESOURCE PACK

OUR PARTNERS



BROUGHT TO YOU BY

Jami

The Mental Health Service for our Community

KINDLY SUPPORTED BY: THE SHORESH CHARITABLE TRUST



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WELCOME

Dear Friends,

Thank you for supporting Head On: The Mental Health Awareness Shabbat and for helping to raise the profile of mental health in the Jewish Community.

The first Mental Health Awareness Shabbat took place in January 2017, reaching 80 communities across the UK. This surpassed all expectations and grew further in 2018. I am delighted to be planning the third annual Shabbat with you all.

It is wonderful to see synagogues taking part from every denomination, joined by schools, youth and university groups, individuals and families. Panel discussions, speakers, youth activities and themed Friday Night dinners are just a selection of ideas used so far to mark the Shabbat.

There is no doubt that together, we are taking vital steps to transform the mental health landscape, and I could not be prouder of what is being achieved.

Please ensure that you take full advantage of the enclosed resources and be sure to share your plans and stories with us. We cannot wait to hear how you get on!

Thank you for your support.

Best wishes,

Laurie Rackind
Chief Executive



ABOUT JAMI

Jami is the Jewish community's mental health service and for 30 years has been committed to providing practical and emotional support for the mental health of the Jewish community.

Good mental health enables us to build healthy relationships at home, school or work, wherever we need to feel accepted, included and safe. With good mental health we are able to cope with life, bouncing back from difficulties and problems that come our way.

Jami helps people put recovery into action by providing support to build emotional resilience, in addition to managing the symptoms of ill health.

Jami delivers services that enable independence and build resilience through:

- Community Hubs and Outreach
- Education and Training
- Bespoke recovery support plans

Jami believes it is possible for someone to regain a meaningful life despite severe mental illness.



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WHY MARK HEAD ON?

Head On aims to raise the profile of mental health in the Jewish Community. It is an opportunity to encourage people of all ages to be more in touch with their own mental health and wellbeing, and to raise awareness in the local and wider community.

Head On falls annually on the Shabbat when the weekly Torah portion of “Bo” is read, which tells of the Plague of Darkness. The description of the plague of darkness has particular resonance with mental illness.

We are all striving to make our communal spaces more mental health friendly. The Head On Mental Health Awareness Shabbat is a wonderful call to action for us all to put these aims into practice, not just over this weekend, but all year round.



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KEY FACTS ON MENTAL HEALTH

WHAT IS MENTAL HEALTH?

A state of well-being in which the individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.

WHAT IS MENTAL ILLNESS?

A medically diagnosable illness which can result from a number of factors including biological or developmental. It can affect the way we feel, act and think and disrupts our ability to work or carry out other daily activities and engage in satisfying personal relationships. It can be managed through prevention, diagnosis, treatment and mental health recovery.

WHAT IS MENTAL HEALTH RECOVERY?

Mental health recovery means being able to live a good life, as defined by the person, with or without symptoms. It is a unique and personal experience that can have its ups and downs. Mental health recovery focusses on what a person CAN do rather than on what they can't. It is not necessarily easy or straightforward. Many people describe the need to persevere and to find ways to maintain hope through the most trying times.

PARITY OF ESTEEM

The principle by which mental health must be given equal priority to physical health. It was enshrined in law in 2012. The government requires NHS England to work for parity of esteem to mental and physical health through the NHS Mandate. This has still not yet been realised.

KEY FACTS ON MENTAL ILLNESS:

- 1 in 6 adults have a common mental disorder (1 in 5 women and 1 in 8 men) (Adult Psychiatric Morbidity Survey 2014, published Sept 2016)
- There were 5,821 suicides registered in the UK in 2017; a rate of 10.1 deaths per 100,000 people. The male suicide rate in the UK is the lowest since records began in 1981, but men were three times more likely than women to take their own lives in 2017 (ONS, Sept 2018)
- 60% of people with a mental health problem waited over a year to tell the people closest to them about it. The survey also said that 40% of people with a mental health problem experience stigma and discrimination on a weekly or monthly basis. (Time to Change, 2015)
- 58% of people say the stigma and discrimination is as damaging or harder to deal with than the illness itself (Time to Change, 2015)
- Mental illness is the leading cause of UK sickness absence, accounting for 70 million sick days in 2013 (ONS, 2014)
- 1 in 10 children between the ages of 1-15 has a mental health disorder (ONS, Mental Health in Children and Young People in Great Britain, 2005)
- 9/10 young people will receive negative reactions to their mental health diagnosis (Time to Change, Children and Young People's Report)
- One in eight 5 to 19 year olds have at least one mental disorder (NHS, 2018)



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WHAT CAN YOU DO?

There are many ways that you, your synagogue, school, student and youth group can get involved in 2019 and each community or individual is free to mark the Head On Mental Health Awareness Shabbat in their own way.

This Resource Pack can assist you in doing so, for example, by using one of the sermons provided, arranging activities listed within the pages of youth materials and ideas, taking part in the wellbeing exercises prepared by Jami's fitness expert or by using the conversation points as part of a discussion group.

Many communities also choose to arrange for speakers within their own congregations to share their own lived experience or mental health professionals within their communities to lead a panel discussion. Please be sure to let us know what you have planned.

HEAD ROOM EDUCATION COURSES & WORKSHOPS

There are a variety of mental health awareness courses and workshops, facilitated by Jami, that can be booked for your community throughout the year.

You can host a Jami course or a bespoke learning event can be created for your community.

Please browse the Head Room Education courses here or download the prospectus:

jamiuk.org/head-room-courses

JAMI SPEAKER

To arrange for a Jami speaker to come to your community during or around Head On please complete the 'Get Involved for 2019' form at jamiuk.org/head-on/get-involved

Speakers will be allocated on a first come first served basis.

The Head Room education team is available throughout the year and will continue to provide and advise on interactive and educational workshops to mark Head On: The Mental Health Awareness Shabbat.

On the next page, we have provided a list of suggested programmes which are suited to community settings. If you see anything else in the prospectus you would like to offer your community please do not hesitate to contact us to discuss this further.



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SUGGESTED PROGRAMMES

SELF-HARM IN YOUNG PEOPLE

According to a study by Young Minds, 1 in 12 young people and children are thought to self harm. CAMHS (Child and Adolescent Mental Health Services) have seen a huge spike in referrals for self harm in the last few years with no sign of change. This seminar sets out to explore the current rise in self harm and how it is related to young people's mental health. Why do young people self harm? We will look at the practicalities of the "do's and don'ts" around supporting someone who discloses self harm and the challenges for youth workers, volunteers and school staff relating to self harm issues.

MENTAL HEALTH IN THE JEWISH COMMUNITY

1 in 4 British adults will experience a mental health problem each year and our community is no exception. Come and join us to explore mental health and wellbeing, the social impact of mental health problems, the risk factors and how we as a community can look after ourselves and others.

BUILDING RESILIENCE IN OUR FAMILIES

Families face more pressure and strains than ever. Many of us would like to gain more insight and knowledge into how we build resilience in our children and young people, recognise when we need to ask for help and gain a bit more insight into how to manage those transitions from childhood to adolescence. Join us to gain more confidence in building resilience in our families.

THE RIPPLE EFFECT: THE IMPACT OF SUICIDE

Suicide creates a huge impact on the family of the person who has died but also a big impact on friends, colleagues and all the other people who had a relationship with the person. This phenomena is called "the ripple effect" and has a profound impact on our community life be that synagogue, school or organisation. During this session we look at impact and what we can do to build hope and education around this sensitive area of communal life.

EXPLAIN MY BRAIN: A GUIDE TO UNDERSTANDING ADOLESCENT BEHAVIOUR

"Moody, violent, untrustworthy: adolescents are often stereotyped and maligned in alarming ways."
– **Inventing Ourselves, Sarah Jayne Blakemore**

The stereotype of the moody teenager is an all too familiar trope in our society. We know that the adolescent brain is undergoing major changes when young people hit their teenager years and this has a huge impact on their behaviour. Come and join us to unravel the mystery that is the teenage brain.

SNAPCHAT, STRESS AND OUR WELLBEING (AIMED AT YOUNG PEOPLE)

Come and join us to explore our wellbeing and the stresses in our lives and the lives of our peers. By understanding what stresses us and how this impacts on our mental health we can work together to manage the pressures and expectations of today's world.



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SUGGESTED PROGRAMMES

MHFA ADULT

We are accredited providers of Adult Mental Health First Aid. This internationally recognised training course is the gold standard in equipping you with skills you can use as a 'first aid response' to help someone in distress.

Come and join us to learn more about a variety of mental health problems, including recognising and supporting people in suicidal crisis. We also look at treatments currently used in England and increase your confidence in supporting others.

This course can be run over two full days or four evenings and requires a minimum of eight and a maximum of sixteen participants.

Please be aware there is a cost for this course.

MHFA YOUTH

We are accredited providers of Youth Mental Health First Aid. This internationally recognised training course is the gold standard equipping you to provide a 'first aid response' to adolescents in distress.

Come and join our training group as a parent, a teacher or a youth worker, if you want to learn more about a variety of mental health problems, treatments currently in use and increase your confidence in supporting young people.

This course can be run over two full days or four evenings and requires a minimum of eight and a maximum of sixteen participants.

Please be aware there is a cost for this course.



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PAST PROJECT INSPIRATION

- A session was led for a group of parents and grandparents at Stanmore United Synagogue about building resilience in the family and managing stress of modern family life. This was followed by a panel event which included Jami's Education Manager, a child and adolescent psychologist, a physiotherapist specialising in chronic pain management and a psychotherapist specialising in addictive behaviours.
- Jami ran an interactive workshop on "Stress Management", working with youth groups on how to manage their stress and maintain motivation.
- Barnet United Synagogue invited their members to talk about their own personal lived experiences.
- Northwood United Synagogue prepared a special sermon and invited a member of their community with their own lived experience to share their story.
- Finchley Progressive Synagogue hosted a Mental Health Awareness Shiur.
- Radlett United Synagogue held a talk on "Mental Health in the Jewish Community" followed by a panel event with panellists including Jami's Education Manager, a Clinical Psychologist, a psychiatrist and a Mental Health Tribunal Judge.
- Edgware United Synagogue held a workshop on "Stress Pressure and Meltdown: Building Resilience in our Families" to discuss how our children's and our own emotional wellbeing are interlinked and how we can kick start those much needed conversations.
- Motivated by the Mental Health Awareness Shabbat, Rambam Sephardi Synagogue Elstree and Borehamwood arranged a Mental Health First Aid training course for members of their congregation, an internationally recognised course which teaches skills that can be used as a 'first aid response' to someone in distress.
- A Jami volunteer led a discussion at Northwood and Pinner Liberal Synagogue and at the Mosaic community in Harrow.



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SUGGESTIONS FOR INDIVIDUALS

If you are not a “shul goer” or part of a youth group but would like to mark the Head On: Mental Health Awareness Shabbat then we have listed below some suggested conversation points that can be used over a coffee, at a Friday night meal or Shabbat lunch with friends.

1. What does happiness mean to me?
Enjoy a discussion about what happiness means to each person.
2. An increasing number of young people are speaking out about their mental health. Do you think youth mental health has been negatively influenced by the world we live in today? Discuss.
3. As a Jewish community we are fortunate to have a plethora of communal organisations. How does this sense of community support our mental health? Can it hinder our mental health if we feel we don't fit in?
4. Our self-care, i.e. looking after our mental wellbeing, can often fall by the wayside. Why is this and what can we do about it?
5. Do you feel that social media helps or hinders our mental health? Discuss.



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YOUTH MATERIALS & IDEAS

Over 100 communities and organisations across the UK take part in helping to raise the profile of mental health in the Jewish Community as part of Head On: Mental Health Awareness Shabbat (MHAS).

This range of great resources has been developed to be used by teachers and youth leaders in the run up to MHAS as well as throughout the year.

We hope that this pack can support you in how you educate and talk about mental health with young people.

These resources can be used to develop your understanding of how a range of factors can contribute to young people's wellbeing.

In this pack we provide you with practical examples of age appropriate activities that promote wellbeing in young people.

Please note the year groups given are just a suggestion and some of the activities are interchangeable between year groups.

Many of the activities will work in both formal and informal education settings.

We have also included our wellbeing handout, resources needed for the different activities and listed useful websites to further inform your programme on mental health and wellbeing.



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SUMMARY

School Year	Key Concepts	Aims and Objectives	Resources Required
Year 6	Self Esteem and Confidence	Recognising both our own and others' strengths	Strength Cards
Year 7	Goal Setting	Recognising the importance of smaller goals which will help one reach a maximum bigger goal	Goal setting worksheet, pens and lined paper
Year 8	Social Media	Recognising that what we see on social media is not always a true representation of what is happening in real life	Instagram style pictures
Year 9	Self-Care	To find out what self-care product or technique is most effective for each of us	Pens and Paper
Year 10	Important topics	To find out how young people feel about various aspects of their lives	Emoji faces List of topics String Clips
Year 11	Self-Respect and wellbeing	To think about the connection between self-respect and wellbeing	Big poster paper, marker pens, magazines and newspapers
Year 12 / 13	Past, Present and Future	To consider how much we focus on the past, present and the future	Paper, pens, timer and articles provided
Year 12 / 13	Self-care post school	Gaining an awareness of the different ways to look after wellbeing post school	Paper and pens



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STRENGTH RECOGNITION: YEAR 6

AIMS AND OBJECTIVES

This activity is to demonstrate the importance of recognising both our strengths and the strengths of others.

INSTRUCTIONS

Students should be divided into pairs. Students should then be presented with the following adjectives: brave, creative, respectful, sociable, loving, wise, funny, strong, musical, honest, cheerful, artistic, helpful, clever, intelligent, sporty, graceful, playful, thoughtful, happy, generous, friendly, sensible and caring.

1. Ask students to choose 5 adjectives that they think can be used to describe themselves.
2. Ask students to choose 2 adjectives that they think can be used to describe their pair.
3. Ask students to choose 1 adjective that they admire in a family member, friend or famous person and describe why they think this trait is admirable.

Please encourage students to really think about which strength they choose and why.

If they are happy and comfortable to, ask students to share with the group/class what they discussed in their pairs.

Discussion points you may wish to use:

Why is it important to recognise my strengths?

*Why is it important to recognise my friends/
classmates' strengths?*

TIME REQUIRED:

Approximately 25 minutes.

RESOURCES REQUIRED:

Strength cards provided.



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GOAL SETTING: YEAR 7

AIMS AND OBJECTIVES

This exercise helps you determine the importance of mini goals or action steps needed to reach a main goal.

When you set a goal, you often need to set multiple smaller goals which act as steps to help reach an overall goal.

INSTRUCTIONS

First ask the class what Goal Setting is. Emphasise the importance of having lots of smaller goals, which are steps needed to reach a bigger / overall goal.

Activity 1:

Ask students to complete Goal-Setting Worksheet (see resources).

Activity 2

Ask students to write a letter to themselves about what they hope to achieve during the year. Tell students that these letters will be handed out at the end of year 7 (if appropriate or teacher agrees).

TIME REQUIRED:

Approximately 30 minutes (15 minutes per activity)

RESOURCES REQUIRED:

Goal setting worksheet, pens and lined paper.



SOCIAL MEDIA: YEAR 8

AIMS AND OBJECTIVES

This activity is to demonstrate that what we see on social media is not always a realistic depiction of what is happening in real life.

INSTRUCTIONS

Activity 1:

Divide students into pairs and give each pair an Instagram style picture (see resources).

Ask students to spend some time looking at their picture and ask them to discuss what they think happened before the picture was taken e.g. the smoothie took a long time to prepare and multiple photos were taken before the final picture was chosen.

Come back together and ask each pair to feed back to the group what they discussed.

Watch this video if appropriate, which demonstrates how social media does not always depict reality.

www.youtube.com/watch?v=0EFHbruKEmw

Activity 2 - Option 1: Social media debate

Split the group or class in two. One group should discuss how social media can boost our mental health and wellbeing and the other group should discuss how social media can deplete our mental health and wellbeing.

You may want to prompt them with ideas about how social media may help someone feel connected to a group of friends, keep in touch with someone abroad or different apps that people may use for their wellbeing e.g. mindfulness apps. For the other side of the argument ask the group to think about what happens when you spend too much time on social media or see someone's holiday pictures. After 10 minutes tell the groups they are about to take part in a debate. Each group will get 2

minutes to present their position. After each group has done this they will each have a chance to ask the other group questions.

Encourage the group to respect each other's opinions, but to think about why and when social media can boost our wellbeing and when we might want to use it less.

Activity 2 - Option 2: Balloon Debate

Split the group into approximately 5 groups of 6. Allocate each group a social media forum: Instagram, Twitter, Snapchat, Facebook and YouTube.

Ask each group to advocate for why their social media forum is the best for wellbeing and if we could only have one forum why it should be theirs.

After 10 minutes tell the groups they are about to take part in a debate. Each group will get 2 minutes to present their forum. After each group has done this they will each have a chance to ask the other group questions.

Encourage the group to respect each other's opinions but to think about why their social media forum is the best for wellbeing.

(If you would like, at the end of the debate you can ask students to rank from 1-5 the forums and see which comes out top).

TIME REQUIRED:

Approximately 45 minutes (15 minutes for activity 1 and 30 minutes for activity 2).

RESOURCES REQUIRED:

Instagram style pictures provided.



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SELF-CARE: YEAR 9

AIMS AND OBJECTIVES

To consider the various ways in which one can manage wellbeing and to think about which self-care product or technique works best for me.

INSTRUCTIONS

Activity 1:

Divide students into approximately six groups of 5 and ask each group to come up with a self-care idea that they, their friends and classmates can use to help manage their wellbeing (give examples such as listening to music, doing sports or outdoor activities, seeing friends).

Encourage students to think about organisation / planning, looking after oneself, environment and pathways to support when designing their product.

Encourage them to be as innovative and creative as possible. Ask students to present their ideas back to the group – they can do this through a skit, song, dance or mime.

Activity 2

Discuss the importance of self-care and emphasise how it should be part of our daily routine.

Discussion point you may wish to use:

Why it is important to practice self-care?

What are some of the ways we can practice self-care?

What could happen if we don't take care of ourselves?

Key Messages

- We all have mental health just as we all have physical health
- Mental health is about the way we feel about ourselves and the world. Our feelings and thoughts are part of our mental health.
- We need to look after our mental health, just as we look after our physical health.
- We can support our wellbeing by doing things we enjoy or help de-stress us.
- No one can see inside our head, so we need to tell people how we feel.

TIME REQUIRED:

Approximately 40 minutes (20 minutes for activity 1 and 20 minutes for activity 2)

RESOURCES REQUIRED:

Pens and paper.



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EMOJI EXERCISE: YEAR 10

AIMS AND OBJECTIVES

To find out how young people feel about different aspects of their lives.

INSTRUCTIONS

Use the emoji faces (see resources) and place each emoji spread out along a piece of string.

Give students 10 different colour clips each

Present the students with a list of 10 topics including: school exams, friendships, social media, world news, UK politics, economy, finding a job, peer pressure, bullying and body image.

Each colour clip represents a topic e.g. yellow clip represents body image – tell students which colour represents which topic.

Call out different topics and ask students to put the colour clip that represents that topic next to the emoji they feel this aspect of their life relates to.

Once the activity has finished, ask the students to work with the person next to them and discuss how they rated the topics and why.

Following this, ask the students to feedback to the group/class what they discussed in their pairs about how they rated the topics and why.

Then ask the students about some of the topics that bothered them and what they can do to help resolve these issues, if they are really stressed encourage them to think together as a group about what they can do to manage that. This might involve practical actions like speaking to a trusted adult such as a teacher, youth worker, parent or friend. Getting in the habit of using self-care strategies to help manage their stress is also very useful. Examples of self-care suggestions can be found at the end of this pack in the Wellbeing Handout.

TIME REQUIRED:

Approximately 25 minutes.

RESOURCES REQUIRED:

Emojis, clips, string, list of topics.



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SELF-RESPECT AND WELLBEING: YEAR 11

AIMS AND OBJECTIVES

To think about the connection between self-respect and wellbeing.

INSTRUCTIONS

Activity 1

Play Word Association – the first person starts with the word self-respect, the next person needs to say a word they associate with self-respect e.g. self-esteem the person after then needs to say a word they associate with self-esteem and so on.

A variation of the game can be played, where the first person starts with the word self-respect and all following players have to say a word they associate with self-respect.

Activity 2

Ask students to write down or think of three things they like about themselves, if they feel comfortable, ask the students to share their answers with the rest of the class/group.

Activity 3

On a big canvas write on the one side 'What self-respect is?' and on the other side 'What self-respect is not?'

Ask students to look through magazines and newspapers cut outs and pictures and group together ones that they think answer or represent 'What self-respect is?' and 'What self-respect is not?'

Once everyone has finished, look at the groups as a class and asks students to explain why they chose certain cut outs and pictures to answer the questions 'What self-respect is?' and 'What self-respect is not?'

TIME REQUIRED:

Approximately 50 minutes (15 minutes for activity 1 and 15 minutes for activity 2 and 20 minutes for activity 3).

RESOURCES REQUIRED:

Marker pens, poster paper, magazines, newspapers.



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PAST, PRESENT AND FUTURE: YEAR 12 / YEAR 13

AIMS AND OBJECTIVES

To consider how much we focus on the past, present or future.

Mindfulness is largely being present, requiring us to release ourselves from thoughts of the past and thoughts of the future and bringing our attention to the present moment.

INSTRUCTIONS

Give each student a piece of paper and a pen. Ask them to write down all their thoughts for 3 minutes.

At the end of 3 minutes ask them to label thoughts dealing with the past with a "P", label thoughts dealing with now with an "N" and thoughts of the future with an "F".

Ask students to turn the sheet over and divide it into 3 columns. The first column being "Past", the second column being "Now" and the third column being "Future".

Ask students to tally their thoughts from the front sheet into these three categories. Finish with a discussion about how their thoughts were divided.

Discussion points you may wish to use:

Which column did the majority of your thoughts fall into (the past, now or future)? Why?

What is the impact of being mindful and focusing on the "Now"?

What sort of activities require us to be mindful and focus on the "Now"?

Think about juggling or colouring.

TIME REQUIRED:

Approximately 30 minutes.

RESOURCES REQUIRED:

Pen, paper and timer.

Alternative Activity (Shabbat friendly) - Article Discussion: How Does the Media Discuss Mental Health?

Set the scene for this activity by telling the group that over the last 7 years or so, the media has started to support mental health awareness by promoting stories from famous people talking about mental health as you will see in these articles.

Give the group the articles we have supplied in this pack. Give them time to read them and then lead into a discussion. You can prompt the group to think about the following:

- Is it good to have famous people sharing their experiences of mental health difficulties in the media? (Encourage both sides of the argument to be aired and various opinions shared)
- What impact do you think it has on people going through mental health difficulties, when they see stories like these in the media?
- How does having the royals speaking up about their lived experience of mental health help people?

Time required: Approximately 40 minutes.

Resources required: Articles provided.



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SELF-CARE: YEAR 12 / YEAR 13

AIMS AND OBJECTIVES

To emphasise the importance of self-care and to think about the different ways to look after one's wellbeing and practise self-care once leaving school.

INSTRUCTIONS

Divide students into four groups.

Give each group a topic 1) Academic 2) Social 3) Relationships 4) Maintaining Student Digs

Give each group approximately 10 minutes to discuss their topic – ask them to consider the challenges associated with their topic and the ways in which they can manage this area of their lives once they leave school.

Go around the groups when they are discussing their topics and ask questions such as

How do you think learning and life may change when you get to university / leave home?

After 10 minutes ask the groups to present their discussion back to the rest of the class and explain to the class some of the ways in which they can manage (learning, social, relationships, maintaining student digs) after school.

TIME REQUIRED:

Approximately 40 minutes.

RESOURCES REQUIRED:

Pen and paper.



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USEFUL WEBSITES FOR EDUCATIONAL RESOURCES

jamiuk.org

www.time-to-change.org.uk

youngminds.org.uk

www.place2be.org.uk

www.annafreud.org

www.mentallyhealthyschools.org.uk

www.gov.uk/government/organisations/public-health-england

USEFUL WEBSITES FOR SIGNPOSTING YOUNG PEOPLE

www.studentminds.org.uk

www.papyrus-uk.org

www.themix.org.uk

www.thecalmzone.net

www.beateatingdisorders.org.uk

www.prevent-suicide.org.uk

www.nhs.uk/Conditions/stress-anxiety-depression



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SERMON

D'VAR TORAH, SHABBAT BO, 11TH – 12TH JANUARY 2019

by Rabbi Richard Jacobi

Richard Jacobi is one of the Rabbis at the East London and Essex Liberal Synagogue, and the Head of Vocational Studies at Leo Baeck College, London.

What must it have been like to be an ordinary Egyptian citizen during the period of the ten plagues? In particular, what would it have felt like if you had contact with the Israelites. R. Yehuda Halevi divided the plagues into five pairs. As an Egyptian citizen, you've endured the water plagues: your water turning to blood, frogs jumping out of the river all over you. Meantime, the slaves seemed to be drinking clean water and the frogs avoided them. You recovered from the earth plagues of lice and wild animals; you recovered from the air-carried infections of plague (cattle disease) and boils; you were overwhelmed by the air-borne hailstorms and locusts. All the time wherever the Israelites were, it seemed the plague was not there. You simply could not rid yourself of the plague. If it went, it went, but now you were getting used to expecting something else as bad or even worse.

Now, the ninth in this 'series of unfortunate events' has resulted in total darkness – you cannot see anything or anyone, yet there seem to be shafts of light for those Israelite slaves!

Seeing other people who seem immune to what you're experiencing is tough. Maybe one or two Egyptians might have realised that they'd never spared a thought for the experience of the slaves; most, probably, did not. Maybe one or two of the Israelites felt sorry for the average Egyptian; most, probably, did not.

When we are affected by our own "*tzorres*" or misfortune, it can become harder to empathise with someone else's. Or, we can use our own *tzorres* as a spur to show empathy and understanding. The name for Egypt in the Bible – *Mitzrayim* – is derived from the same verbal root. *Mitzrayim* was a place of *tzorres*! As so often, it's how we respond to the *tzorres* that matters. With such uncertainties as are besetting our country, the Jewish communities internationally, and many parts of the world, we could become absorbed in our own situation and blinkered to the experience of even those very near, and possibly very dear to us. Or not.

Rabbi Yehuda Halevi called the final two plagues supernatural acts. They were things that the Egyptian sages could not explain away. They broke Pharaoh's stubborn resistance, even if only temporarily, and enabled freedom to be gained. We know that we cannot rely on supernatural acts to bring about the breakthrough – yes, we should pray for those whose suffering we would like replaced by healing. AND, we need to reach out beyond our own situation to notice and empathise with the dire straits – *mitzrayim* – in which others find themselves.

If you are reading this, you are, most likely, not a slave nor a common Egyptian onto his or her ninth plague. You, like me, have it within your gift to be alert to the condition of others. You have the capacity to assist someone towards the alleviation of their pain and suffering, to leash and muzzle the 'black dog' darkness of depression or other mental health disorders. Knowing of organisations such as Jami, MIND, SANE, Time To Change can help you to help yourself or to signpost others towards help.

If we are fortunate enough to be in the light at a time when others are stumbling through darkness, then our easier-than-supernatural act needs to be to offer support until they re-find lightness.

If we are struggling in the dark, then we need a sprinkling of divine courage to accept whatever help and support is offered to us.

If we can make the coming week one of heightened awareness of what others are experiencing, then, even in the cold of mid-winter, we can provide the warmth of human contact and care, so that next week one more person can join in the song at the sea!



THE
MENTAL
HEALTH
AWARENESS
SHABBAT

BROUGHT TO YOU BY
Jami

The Mental Health Service for our Community

SERMON

by Rabbi Laura Janner-Klausner, Senior Rabbi for Reform Judaism

“The time the Children of Israel dwelt in Egypt was 430 years”. Not just a lifetime, but several generations of suffering come to an end in our Torah portion - Parashat Bo - this week. The final three plagues come down and finally Pharaoh relents, freeing the Jewish people from slavery. It is hard to imagine what this could have been like for a person experiencing the story our tradition tells us. Someone alive at that time would have never known anything but slavery, nor would anyone they had ever met. Any other way of living was long forgotten - slavery was everything, and liberation must have seemed even beyond the realms of dreaming. Certainly that was the reaction of the people when Moses initially came to liberate them - all they saw was the potential for life to get worse. What hardships would be brought by that leap into the unknown?

The Jewish people found themselves in a dark place, a place of despair. Certainly it isn't only centuries of slavery that lead people into such depths. This Shabbat is Mental Health Awareness Shabbat and it comes to make us realise that there are people around us, including ourselves, who similarly feel trapped in the unhappiest possible place, with no sign or hope of recovery.

For centuries, the Jewish community has failed miserably to understand issues related to mental health. In many ways, we retain relics of our medieval understanding in the manner mental health conditions are treated today. We still refer to people “committing” suicide - committing what used to be considered a crime, rather than “death by suicide”. It is still the case that people suffering from severe crises of mental health can be locked up by police rather than treated appropriately by medical professionals. A person doesn't need to be in critical condition to receive access to physical health treatment, but our young people are expected to be in a sufficiently poor state of mental health before treating them is considered worthwhile. These stigmas and this poor handling of mental health in our society only makes the path to recovery seem more insurmountable.

There is a damaging and pervasive narrative that mental health can just be wished better. There are many for whom wishing their own mental health to improve is as realistic as the Jewish people liberating themselves from slavery. We attempt to make the choices in our lives to try to help ourselves, but often we need to find the appropriate support from others in order to succeed. God, through Moses, came to liberate the Children of Israel from slavery. Those dealing with mental ill-health often cannot find the road to recovery without the appropriate intervention, treatment and support. God liberated our ancestors and now we must be God's partners and the ones to help those suffering from mental ill-health to reach their own promised land.

Within the UK, mental ill-health is increasingly common. 1 in 4 people at any given moment will be dealing with their/our own mental health problems. Our communities are not immune to this trend. Every synagogue, every social group and every youth organisation has members who are in need of support. Working in Reform communities has allowed me to see first-hand how mental health conditions are becoming increasingly prevalent at all stages of life, from our youth movements to the older generation. Mental health is a crucial component of our quality of life for everyone and working to safeguard it has to be a top priority for building a caring community.

I can speak from experience when I say how vital the right support is for people who are dealing with mental ill-health. Myself and close family members have benefited from the care I/they have been able to access. Personally, I know the magnitude of the effect mental health care and support has had on my life. The biggest problem we face is the lack of this support.



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Outstanding charities and organisations, such as Jami in our own community, are doing invaluable work. There is still so much more to be done. It took an awful lot for the Jewish people to get their freedom from Egypt - it is going to take plenty for us too if we are going to give everyone in our communities the path to liberation from their own mental health challenges that they hope for. *Kol yisrael aravim zeh l'zeh* - all of Israel are responsible for one another, and it is our responsibility to support those like Jami whose work not only vastly improves people's lives, but even saves them.

The lesson our Torah portion and the Exodus from Egypt comes to teach us is that there is always the opportunity for liberation; that we have to always try to make a difference and improve the world for people, no matter how desperate the situation may seem. When it comes to facing the crisis of mental health in our society, we can make a real and lasting difference. Even when things seem bleak, we can offer a strong hand to those who need our help and help them to reach the positive mental health we all hope for.



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By Rabbi Elchonon Feldman

Rabbi Elchonon Feldman is the Senior Rabbi of Bushey and District United Synagogue and is a certified psychotherapist working primarily for Raphael Jewish Counselling Service.

When The Beatles first released their timeless ditty 'With A Little Help From My Friends' Ringo Starr had so little confidence in its appeal that he demanded the lyrics be changed from the original words: 'What would you do if I sang out of tune? Would you stand up and throw tomatoes at me?' to avoid getting pelted by the ripe vegetable upon commencing the song. This turned out to be slightly unnecessary as, although never released as a single, the song has become one of the Fab Four's most enduring tunes. But it is the principle behind this fan favourite, and not fun facts associated with it, which specifically interest me this Shabbat.

This week's Torah portion Bo picks up with yet another encounter between Moses and the Egyptian Tyrant Pharaoh, however this time there is a deviation. The Torah records a further warning from Moses:

And your houses and the houses of all your servants and the houses of all the Egyptians will be filled [by plagues], which your fathers and your fathers' fathers did not see since the day they were on the earth until this day.' [Therewith,] he [Moses] turned and left Pharaoh."

(Exodus 10:6)

We find during this episode, out of character, Moses departing from Pharaoh mid-sentence before Pharaoh has a chance to fully respond to the threat of locusts. This is peculiar as for the last seven plagues the Israelite leader saw fit to allow Pharaoh the right of response thereby giving him the choice to realise the error of his people's ways and emancipate the Jewish slaves rather than face further suffering. Why then was this eighth time different?

For those familiar with the Pesach Seder you will know that wine stains on the liturgical Haggadah are ubiquitous to the evening experience. One of the features that contributes to this spillage is our wine finger dipping. The culmination of which is the final three drops upon the text: 'Rabbi Yehuda was accustomed to giving [the plagues] mnemonics: *Detsakh, Adash, Beachav* (Pesach Haggadah, Magid Section).'

Has this ever struck anyone as slightly anticlimactic? We have just listed the ten impressive plagues, punishments from G-d on an unimaginable magnitude and now some *chacham* decides to add his two cents offering a cute memory aid to remember their names? The answer to this questions is informed by midrashic teaching that Moses's great staff, which facilitated his delivery of each plague, was not some simple piece of wood but a uniquely created supernatural object. The Mishna in facts informs us that this staff was formed by G-d at the apex of the creation of the world. The sixth Mishnah in the fifth chapter of Ethics of our Fathers teaches:

'Ten things were created at twilight of Shabbat eve. These are...[Moses'] staff; the shamir; the writing, the inscription and the tablets [of the Ten Commandments].'

Etched upon this unique other worldly item was none other than the very mnemonic of Rabbi Yehuda - *Detsakh, Adash, Beachav*. Meaning that from the beginning of time imprinted into the fabric of reality was the determination that ten plagues would befall the Egyptian Empire for their heinous crimes towards our people; the staff prophesied it to be so.



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Moses knew therefore that for every chance he would give Pharaoh to change his mind and release the Israelites from bondage the answer would be 'no', it was preordained for this to be so and psychically marked on his most prized possession that this was the will of G-d and not to be changed. There was therefore no need to leave the presence of Pharaoh at any point in time as Moses had full confidence that the answer would consistently be 'no I will not let them go'. All of this changed at the time of the eighth plague, the plague of locusts. Uniquely here we find that the conversation between Moses and Pharaoh is in the presence of others. The Torah informs of this in the very next verse to the one recited before:

Pharaoh's servants said to him (Pharaoh), *"How long will this one be a stumbling block to us? Let the people go and they will worship their God. Don't you yet know that Egypt is lost (Exodus 10:7)?"*

Pharaoh had on this particular occasion his court and entourage with him. Moses therefore was fearful. Perhaps one of them would talk sense into their master and convince him of the error of his ways? Hence, only on this specific occasion, before Pharaoh had a chance to respond, Moses headed for the door to not allow Pharaoh the time to change his mind. As the Torah says: [Therewith,] he (Moses) turned and left Pharaoh (ibid).

Let us therefore consider the massive implications of this thought: If it was literally prophesised that the ten plagues would befall the people of Egypt, to the extent that Moses would have absolute confidence that Pharaoh would not be swayed, then why was Moses any more concerned of Pharaoh having a change of heart simply because his friends and associates were present in the room?

The Torah is teaching us a timeless message, specifically relevant to the theme of this Shabbat and through it we can come full circle to our Beatles song. With a little help from one's friends there is simply nothing which cannot be surmounted. Sometimes things in life can be seemingly as fixed as if they are written in the stars or engraved by G-d himself, but with a friend by our side, with the support of one's nearest and dearest there is nothing which is impossible. Moses knew this but do we?

This Shabbat is Mental Health Awareness Shabbat, a weekend in which we can talk about and bring to the forefront the subject of mental health. If in doing this even one person's mental wellbeing can be improved, then the whole initiative would be worthwhile. No one deserves to struggle and there are resources both within the Jewish community and beyond, both professional and lay that are here to help; to grasp the hand of anyone who reaches out. And this is the message which needs to be heard today. With a little help from one's friends, the darkest of days, the most bottomless of abysses and the longest of journeys can be ameliorated because one has support beside him or her. It is perfectly understandable, when in these most challenging of times, to feel hopeless. But a friend can be there to carry the hope for you. We can be that friend to carry that hope for the person we care about. If one is suffering reach out to find a friend, do not need remain alone, someone nearby wants to help. And if one sees someone struggling, be present, whether on the phone or in person, be that person who is providing that little bit of help to make the seemingly impossible become possible.

Please G-d in the spirit of this Shabbat of Mental Health Awareness and friendship, together, we can hope towards a time when mental health challenges are shared and brightness can be on the horizon for us all. Amen



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SERMON

THE POWER OF THE TONGUE

by Rabbi Adam Zagoria-Moffet of St Albans Masorti Synagogue

Anyone with a cursory familiarity of Judaism will tell you that Jews are obsessed with talking—talking in shul, talking about shul, talking about talking, and of course, making rules about talking. Famously, Judaism is one of a few ancient legal systems to spend a great deal of breath lambasting the danger of speech. Rabbi Akiva, in Pirké Abot, reminds us: 'Silence is a fence for wisdom.' Nearby, R' Shimon ben Gamli'él, who surely knew what he was talking about considering his father was the Exilarch, says: 'All my days I lived among the rabbis, and never did I discover something better for a person than silence.' Sick burn! It seems that the rabbinical reputation for rhetorical rhapsody is no new phenomenon!

Yet more than just praising silence, the rabbis also go to great lengths to introduce categories of prohibited speech: *lashon hara* (the evil tongue), *rekhilut* (gossip), *motsi shém ra* (defamation), etc. Today's world is full of accusations of libel, slander, and defamation of character, but for an ancient semi-legal system to spill so much ink reminding us about the dangers of speech belies a deeper and better truth. Beneath it all, our Sages believed, and perhaps we should join them in doing so, that language has power.

At its root, this idea probably can be traced to the monumentally-important but consistently-overlooked Mishnaic mystical masterpiece, Séfer Yetsirah (Book of Creation) which proposes that all creation takes place through nothing other than letter and vowels. Taking the statement of Genesis that God spoke the world into being seriously, the Book of Creation endorses a model of the universe in which all things are, at their most elemental, linguistic. Obviously, this kind of thinking has had a deep impact on a religion which is known for praising literacy and legality above all else, an academic faith which prizes language as a tool to demonstrate one's ability to argue their position rather than prove their faith.

It's because this view, that language has inherent power, is so entrenched in Judaism that we need to talk about it today, on Mental Health Awareness Shabbat. We've been asked to conquer the stigmatisation of mental illness 'Head-On,'—so let's do that, and let's start with our speech. Let's begin by looking at that elemental, creative, rhetorical place from which so much good and so much bad can come— the words that come out of our mouths.

It seems to me that a huge barrier to de-stigmatising mental illness and mental health is every day, casual language. How often do you call someone 'bonkers' just because you're frustrated with them? How many times have you exclaimed to a co-worker: 'Man, the traffic was crazytoday!' How many first-dates gone sideways have resulted in their later retelling with one (or both) parties being cast as 'insane.' How many 'You must be mad!'s have we uttered when all we really meant is, 'No way!'

We are guilty, nearly-constantly, of failing to learn the lesson that Shimon ben Gamli'él did growing up around rabbis: sometimes, silence is better. Our language, and the casual way in which we defame mental health in our day-to-day conversations may be the biggest barrier to healing and growth in our society. That's the bad news. The good news? It's also the easiest to fix.

Language matters so much not only because we believe it is the literal building blocks of creation, but because it's in our control. If we say something rude or nasty, we can't claim that someone else forced us to! No one decides what words come out of your mouth other than you. So today, when we think about what things we can do to conquer the stigma around mental health head-on, here's some advice for how to reshape our language to suit a better world:



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ADD/ADHD: “Sorry for the mess, guys! I’m so scattered today. I’ve been acting all ADD.”

Lacking focus or jumping from project to project isn’t at all conflated with ADD/ADHD, which can take many different forms. Why not just stop with “scattered”?

OCD: “Oh, you should see how organised my bookshelves are - I’m a bit OCD about it.”

People claiming they have mental health conditions when they don’t just exacerbates negative stereotypes. Being tidy or having a desire for organisation or things being “just so” is not OCD; perhaps instead, you are particular or picky about the way you keep your bookshelves.

Avoid using the terms ‘psycho’ or ‘schizo’:

In general, psychotic episodes can be the most severe and intense mental health concerns folks face; instead try ‘a person who has experienced psychosis’ or ‘a person who has schizophrenia’. Avoid using ‘psycho’ as a derogatory term. Somebody who is angry is not ‘psychotic’.

depressed: “I’m super depressed because I couldn’t get concert tickets for next week.”

Generally, what people mean when they say “depressed” in a context like this is actually upset, disappointed, frustrated, or saddened.

suicide: “Oh how embarrassing. I just want to die now.” “I’m so bored, I might as well end myself unless I figure out something fun to do.”

This one is labelled more as a general category than a specific word, but it is one we should all strive to be more careful about. The off-handed way we use phrases such as these can be like tiny bee stings against someone’s conscious if they’re struggling with suicidal ideation or working to keep themselves alive. People working in the field of suicide prevention also discourage use of the term ‘committed suicide’ as it is generally reserved for actions that many people view as a crime. People who ‘died by suicide’ or are ‘contemplating suicide’ are almost always the result of mental illness or trauma and portraying suicide as a crime stigmatises those who experience suicidal thoughts and deter them from seeking help.

That last one should drive the point home - our words, our language, our speech can literally save or kill. Ages ago, the anonymous author of the Book of Proverbs said much the same thing, but it’s never been truer than it is today: “Life and death are in the power of the tongue.” (Proverbs 18:21) To save lives, to fight the stigma, to help people heal from those things which plague them daily - all we have to do is guard our tongues, use silence as a fence for wisdom, and realise that the words we speak can create and destroy, inspire and oppress, and in their power is both life and death.



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GET ACTIVE

EXERCISE AND OUR WELLBEING

GET ACTIVE PLANS BY TRACY JACOBS, JAMI'S FITNESS COORDINATOR

As Jami's Fitness Coordinator I'm often asked for advice on getting more active as part of Wellbeing. It is important for us to feel and look fit, healthy, energised, motivated and happy. I have devised 3 plans: basic beginner, intermediate and advanced in order to GET ACTIVE both individually and in groups to help achieve these goals. There are also some helpful tips here to make it even more successful.

TIP 1: GOAL SETTING AND PLANNING ARE GREAT WAYS TO STAY MOTIVATED.

The NHS guidelines to be more active and stay healthy for most adults 19-64 suggest at least 150 minutes of moderate aerobic activity a week plus 2 sessions of anaerobic strength exercises.

That's just 30 minutes 5 times a week.

TIP 2: MAKE IT MANAGEABLE - YOU CAN BREAK IT DOWN, 10 MINUTES 3 TIMES A DAY, 15 MINUTES TWICE A DAY.

We all need to sit less and move more. Sticking to a routine and planning daily, weekly, monthly and annually helps develop new healthy habits, improved lifestyle and social outlook.

TIP 3: USE A FITBIT, STEP COUNTER, FITNESS DEVICE OR APP TO MONITOR YOUR PROGRESS.

Don't forget to plan for rest and recovery. Aim for 7-8 hours of sleep a night for your body to relax, recharge and reset. Stay well hydrated as every cell, tissue and organ in your body needs water to function optimally. Be proactive and preventative in your approach to your wellbeing.

TIP 4: SUBSCRIBING TO A HEALTH / WELLNESS NEWSLETTER OR APP HELPS STAY MOTIVATED AND INSPIRED.

Each of the three plans are designed with two elements:

- To challenge your heart which is the basis of aerobic exercise (also known as cardio exercise) and refers to the use of oxygen to meet energy needs
- Strength training exercises (anaerobic exercise) to challenge your major muscle groups - arms, legs, chest, back, shoulders and hips.

TIP 5: ENJOY, BE MINDFUL, LISTEN TO YOUR BODY, FEEL THE RUSH OF 'HAPPY HORMONES', CHECK YOUR POSTURE, YOUR FACIAL EXPRESSIONS, SMILE (OR LAUGH IF APPROPRIATE), MAKE IT A POSITIVE EXPERIENCE AND THANK YOURSELF!



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THE PLANS

PLAN 1 BASIC BEGINNER - 30 MINS X 5 DAYS

AEROBIC

Easy walk, swing your arms, draw in your belly button (core), lengthen your spine, think tall. Take short 1 min max rests if necessary.

AND/OR

Easy cleaning of your house: dusting and polishing, empty the bins, tidy the drawers and cup-boards and light ironing. Try to use both hands and arms so if you're right handed try using your left and vice versa.

AND/OR

Put on some music and dance to the beat.

ANAEROBIC

Find a chair and sit down / stand up (try not to use your hands) x 10 times (squats).

Stand on your toes and go up and down on your toes x 10 (calf raises).

Standing or sitting raise each arm singly and reach up to the ceiling, then both arms x 10 (shoulder press).

Standing or sitting reach each arm up and out to the side, single and double arms (lateral raises) x 10.

Make a fist, raise and lower your fist up and down (bicep curl).

Stand facing a wall (make sure it is safe) and press-up against the wall (chest press).

Sitting or standing knee lifts x 10 each leg.

Stand and bring each leg behind you foot to bottom (hamstring curls) x 10 each leg.

Lay on your side or stand, raise and lower each leg out or up and down x 10 (side leg raise).

Tip 6: Try a pilates or yoga class or online tutorial



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THE PLANS

PLAN 2 MODERATE - 30 MINS X 5 DAYS

AEROBIC

Now it's a brisk walk, increase your speed, distance and time walking, try not to take any rests or make them fewer and shorter.

AND/OR

Doubles tennis

Swimming

Ride a bike on level ground

Walking football

Bowling

Table tennis

Snooker

AND/OR

More intensive cleaning: vacuum, mop floors, clean windows, mow the lawn, trim the bushes, sweep the leaves.

AND/OR

Still do some dancing (maybe go out?).

ANAEROBIC

Now you can use weights (water bottles, tin cans, light hand weights up to 2 kg, about 4 lbs). Stay standing for all exercises now.

Squats with weights (hold them close to your chest) x 20

Bicep curls x 20

Triceps x 20

Shoulder press x 20

Lateral raise x 20

Calf raises x 20

Knee lifts x 20

Add plank or half plank (knees down) for 20-30 seconds

Press ups or half (knees down) on the floor now for 20-30 seconds

Tip 7: Now join a gym / class / weekly activity if you feel ready. Social activity is even more fun and good for your mental health too.



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THE PLANS

PLAN 3 ADVANCED - 5 X 60 + MINS

Now you can up the pace, heavier weights, longer faster workouts, more reps and more sets. A good rule is distance - aim to double it on your walk, jog or run.

Aerobic activity can now be Jogging and running or power walking, hill cycling or spin class, singles tennis, football, rugby or squash or martial arts plus still do the house and garden and always do the dancing!

Anaerobic can now be even heavier weights, gradually increase the weights, more reps, more sets, upper lower body combined, full press ups, full planks for 1 minute and then try modifying with single arm / leg combos. Look online for training sessions, join the gym, try a circuit, pump or hiit class, mix up your activities, challenge yourself by doing sporting activities for charity, buddy up with a novice and train with them.

Whatever your level enjoy moving your body to energise, to get fitter and stronger, to feel well, to fight disease and to stay happy.



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RESOURCES FOR THE ACTIVITIES: YEAR 6: STRENGTH CARDS

BRAVE

STRONG

SPORTY

HELPFUL

THOUGHTFUL

LOVING

FRIENDLY

SOCIABLE

SENSIBLE

CHEERFUL

CLEVER

HAPPY



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RESOURCES FOR THE ACTIVITIES: YEAR 6: STRENGTH CARDS

FUNNY

GRACEFUL

RESPECTFUL

HONEST

MUSICAL

ARTISTIC

WISE

CREATIVE

GENEROUS

PLAYFUL

INTELLIGENT

CARING



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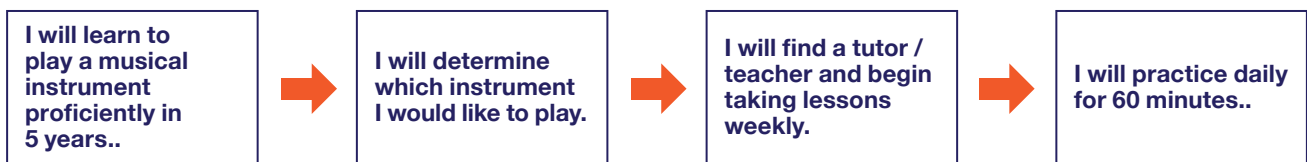
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RESOURCES FOR THE ACTIVITIES: YEAR 7: GOAL SETTING WORKSHEET

Goals need plans of action. When you set a goal, you often have to set many smaller goals which are the steps to reach the overall goal. This exercise helps you determine the mini goals or steps needed to reach the main goal.

See example below first and then complete the exercise.



In each box below, state a goal that is important to you and then identify the mini goals/action statements needed.

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RESOURCES FOR THE ACTIVITIES: YEAR 8: INSTAGRAM STYLE PICTURES





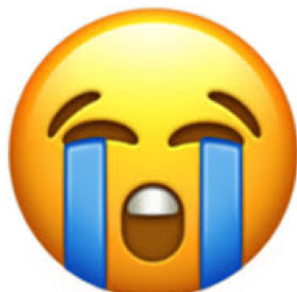
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RESOURCES FOR THE ACTIVITIES: YEAR 10: EMOJIS





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RESOURCES FOR THE ACTIVITIES: YEAR 10: TOPICS

- SCHOOL EXAMS
- FRIENDSHIPS
- SOCIAL MEDIA
- WORLD NEWS
- UK POLITICS
- ECONOMY
- FINDING A JOB
- PEER PRESSURE
- BULLYING
- BODY IMAGE



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RESOURCES FOR THE ACTIVITIES: YEAR 12: JAMI WELLBEING HANDOUT (can be used across the secondary school age range)

- We all have mental health just like we all have physical health.
- Mental health is about the way we feel and think about the world around us and our relationships with friends and family. Our mental health reflects how we manage change and uncertainty and stress.
- Just like our physical health we need to manage our mental health. It does not just look after itself.
- We need to decide as individuals what we do to support our mental health. Some of us find exercise helps us, others enjoy reading or walking the dog! Whatever we do we need to commit to it. See our top tips for more ideas.
- Sometimes our mental health does not feel so great. Just like with our physical health, we can have set backs. Perhaps we are sad about something that has happened or worried about the future or school work. If we feel we can't cope we need to speak to a trusted adult such as a teacher or a parent or carer. If we can access a counsellor at school that can also be helpful.
- **Exercise** – we aren't all born loving exercise so we might need to think outside the box here. We may enjoy exercise as a solitary activity or we may find exercising with friends can motivate us and make it more enjoyable. Do we prefer to go to the gym and use the machines or go for a run outside? Can we walk somewhere instead of taking transport or attend a dance class?
- **Managing Our Time** – it can be hard to find time to take a break, particularly when we are stressed. One way to get organised is by breaking up our work – whether school work or chores – into manageable chunks. This means separating our work into smaller tasks, taking a short break in between each one.
- **Hobbies** – Having a hobby whether creative, sports-related or relaxing is a great way to boost our mental wellbeing. A hobby can be anything that we enjoy doing and can distract us when we're stressed. For example, listening to or writing music, baking, painting, playing a sport or practicing yoga.

OUR TOP TIPS FOR SELF CARE:

- **Connect and Socialise** – this could be making new friends or making an effort to connect with our current friends. Socialising can be great for our wellbeing and many of us find it helpful to have someone we trust who we can talk to.
- **Volunteer** – helping others is a great way to boost our own wellbeing. Are there projects in school or your local community which you can become involved in?
- **Good Night's Sleep** – we all need different amounts so find out what works for you. On average a young person requires 8 hours of sleep a night. We should also be aiming to have this sleep at approximately the same time every night so we have a consistent sleep cycle. To maximise the quality of our sleep we should also think about not using our technology at least 1 hour before bed as the high level of blue light suppresses our hormone melatonin which makes us feel tired and helps us sleep.



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RESOURCES FOR THE ACTIVITIES: YEAR 12/13

PRINCE WILLIAM: NO MORE STIFF UPPER LIP OVER MENTAL HEALTH



The Duke and Duchess of Cambridge with their two children

The Duke of Cambridge has praised the high-profile public figures now speaking openly about their mental health, as he warns no-one should try to keep a stiff upper lip at the expense of their own wellbeing.

The Duke, whose brother Prince Harry has disclosed he has had therapy to help come to terms with their mother's death, said there has for too long been a "taboo" about speaking about such important issues.

Saying the idea that successful, strong people do not suffer their own emotional difficulties is false, he added: "We all do. It's just few of us speak about it."

The Daily Telegraph published an exclusive interview with Prince Harry in which he spoke candidly about the difficulties he endured after shutting down his emotions after the death of his mother, Diana, Princess of Wales.

In it, he told how the Duke had tried to help him, telling him: "This is not right, this is not normal, you need to talk about stuff, it's OK."

In an interview for CALMzine, the charity magazine aimed at tackling mental health in men, the Duke has now said: "Attitudes are changing and this is being helped by high-profile people talking about their experience."

"Men like Professor Green, Freddie Flintoff and Rio Ferdinand have led the way and made films for Heads Together showing the conversations they have had about pressures on their mental health."

"The recent interview by Stormzy about his depression was incredibly powerful and will help young men feel that it's a sign of strength to talk about and look after your mind as well as your body."

"There may be a time and a place for the 'stiff upper lip', but not at the expense of your health."

On how best to tackle stressful situations, he added:

"Sometimes, emotions have to be put to one side to get the job done, but if you have been through an especially traumatic or stressful situation it is essential to talk it through after the event."

"If you don't acknowledge how you feel it will only bottle up, and could reassert itself later as illness."

The interview, released now but conducted before Prince Harry's podcast was aired, also saw the Duke speak of his hopes for the future after noticing a new generation of emotionally articulate children during his work in schools.

"Catherine and I are clear that we want both George and Charlotte to grow up feeling able to talk about their emotions and feelings," he said.

Prince Harry also told the magazine: "We will all go through tough times in our lives, but men especially feel the need to pretend that everything is OK, and that admitting this to their friends will make them appear weak."

"I can assure you this is actually a sign of strength."

The Prince, 32, was roundly praised yesterday after speaking to Bryony Gordon's new podcast Mad World about the "total chaos" he experienced in his 20s as he struggled to process his mother's death.



Prince Harry and the Telegraph's Bryony Gordon CREDIT: ANDREW CROWLEY



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Paul Farmer, chief executive of mental health charity Mind, said: "Prince Harry speaking so candidly is a true turning point that shows that as a society we must no longer adopt a 'stiff upper lip' attitude and that we need to talk openly about mental health, something that affects us all directly."

Rosa Monckton, charity campaigner and one of Diana, Princess of Wales' close friends, said: "It is a very courageous act and I hope it will encourage many others to confront their own demons."

"I am sure Diana, who was always brave in the causes she embraced, would have been proud of him."

Julia Samuel, founder patron of Child Bereavement UK and author of Grief Works, who was also a friend to Princess Diana and is godmother to Prince George, said: "I wholeheartedly support the campaign and I'm so grateful for him having the courage to speak out."

"To open up and model that it's very important to speak about grief helps change and move the dial in our understanding about grieving, because it's still a taboo."

memories of, and connection to, the person we have lost with us through life.

"As a charity that supports children and young people's mental health in schools, we are immensely grateful to Prince Harry for his willingness to share his own experience of the impact of the loss of his mother, and to talk so openly about how he has sought help to process his grief."

Furness, Hannah, 2017, "Prince William: No more stiff upper lip over mental health", telegraph.co.uk

<https://www.telegraph.co.uk/news/2017/04/17/prince-william-mental-health-attitudes-changing-thanks-high/> (Accessed on 13.08.2018)



Dr Fiona Pienaar, from children's mental health charity Place2Be, said: "Prince Harry's willingness to talk so intimately about the impact of the loss of his mother 20 years ago, as well as how he has processed his grief, is a gift from the young royal."

"Friends and family are vitally important when we experience grief and loss, and we would hope that everyone would have a Prince William in their life to gently keep nudging them towards seeking help; but a professional will have the skills to guide the grieving process so that we may - rather than ever 'get over' a loss - begin to 'grow around' it, taking our



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RESOURCES FOR THE ACTIVITIES: YEAR 12/13

CELEBRITIES SPEAK OUT ABOUT THE SHAME AND STIGMA SURROUNDING MENTAL HEALTH ISSUES

On last week's episode of The Surgery with Gemma and Dr Radha our experts discussed feelings of shame surrounding mental health, why they happen and how everyone can help stop them.

Even celebrities aren't immune to these feelings, but thankfully they're opening up to try and stop the stigma of mental health issues, whether that be depression, anxiety, eating disorders or any number of other afflictions.

Here are just a few of the famous faces who are getting vocal about shame - and why it shouldn't be a thing.

OLLY ALEXANDER



Appearing on The Surgery back in January, Years & Years' Ollie Alexander spoke out about feeling like he couldn't tell anyone about his bulimia and self-harming. "All throughout school I really struggled with mental health problems, loads of different things, and I never told anyone," he said. "Never told my mum. And I think, looking back, it began to eat away at me. I wish I had talked sooner."

Now, Ollie knows the importance of speaking up, after seeking help from a therapist. "Today and for the rest of my life I think I'll be using the tools I've learnt from medical professionals, from what I've learnt from therapy, from what I've learnt from friends and talking about things."

KRISTEN BELL



In an interview with The Off Camera Show, Veronica Mars star Kristen spoke out about her anxiety and depression, and how nobody should feel shame over taking medication to control their mental health.

"I got on a prescription when I was really young and I still take it today and I have no shame in that because my Mom had said to me, 'If you start to feel this way, talk to your doctor, talk to a psychologist, see how you want to help yourself,'" she said.

"If you do decide to go on a prescription to help yourself, understand that the world wants to shame you for that, but in the medical community, you would never deny a diabetic his insulin."

DWAYNE 'THE ROCK' JOHNSON



Appearing on an episode of Oprah's Master Class, Dwayne - who suffered from depression in his early 20s - emphasised the importance of not hiding or being ashamed of mental health issues.

"I found that, with depression, one of the most important things you could realise is that you're not alone," he said. "You're not the first to go through it; you're not going to be the last to go through it... I wish I had someone at that time who could just pull me aside and [say], 'Hey, it's gonna be okay. It'll be okay.' So I wish I knew that."



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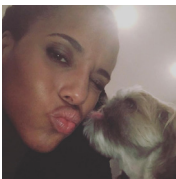
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RESOURCES FOR THE ACTIVITIES: YEAR 12/13

KERRY WASHINGTON



Speaking to Essence magazine in 2009, the Scandal star talked about her unhealthy relationship with food and compulsive exercising.

“I used food as a way to cope - it was my best friend,” she said. “I’d eat anything and everything, sometimes until I passed out.

“But then, because I had this personality that was driven toward perfectionism, I would tell people I was at the library, but instead go to the gym and exercise for hours and hours and hours. Keeping my behaviour a secret was painful and isolating. There was a lot of guilt and a lot of shame.”

Kerry went to therapy, after being approached by her dance teacher about her eating disorder, and continues to see a therapist – as well as a nutritionist – to help her communicate her feelings instead of using food as a crutch.

“Celebrities speak out about the shame and stigma surrounding mental health issues”, bbc.co.uk

<http://www.bbc.co.uk/programmes/articles/18zsJNQQSjHfrZXRtWsRyqC/celebrities-speak-out-about-the-shame-and-stigma-surrounding-mental-health-issues> (Accessed on 13.08.2018)

