





















Learn & Share

May 2025

Agenda

1.	Welcome & Introduction	(09:30-9:45)
2.	CYP Mental Health & Physical Activity	(9:45-11:00)
3.	Break & Networking	(11:00-11:15)
4.	Food, Nutrition & Portioning	(11:15-11:55)
5.	Adapting Physical Activities for all ages & abilities	(12:00-13:00)
6.	Lunch & Networking	(13:00-14:00)



9.30-9.45 am



Opening Address

George Gearing

Development & Commissioning Manager, Strategic Partnerships Commissioning (HCC)

09:45-11:00 am

CYP Mental Health, Wellbeing & Physical Activity

Karen Shaw (MIND Consultant)

- Spot Support Signpost session
- MIND **Self-care library** activity tasters
- Discussion/Reflection session

Herts Sport & Physical Activity Partnership (Tom & Zoe)

- The Power of Movement in Promoting Young People's Mental Resilience Learn & Share event launch – Tuesday 3rd June



Spot. Support. Signpost



Karen Shaw – Mind's Physical Activity consultant



Learning outcomes

- Increased knowledge of how to spot the signs that a child or young person may be struggling with their mental health.
- 2. Increased confidence to **support someone** (if you feel able to do so).
- 3. Increased knowledge of how and where to **signpost children and young people to support** .
- 4. Increased knowledge of the tools to **support yourself** and others .

Spot | Support | Signpost





Spot the signs someone may be struggling.

Support them (if you feel able to do so).

Signpost them to help and support.



Spot the signs someone may be struggling.





Behaviour

Mood

Physically

Changes in...

Habits

Thoughts and feelings

...or none of these signs!

- S ee if urgent help is needed
- I I nderstand the best time and place for a conversation
- P ose open-ended questions
- P rovide validation for their feelings and experiences
- ffer emotional support and show empathy
- R eassure them it's good to talk
- T hank them and summarise



See if urgent help is needed

If you or others feel at risk of harm call 999.

If they're not safe by themselves

help them get to A&E or stay with them and call 999 for an ambulance.

If you think they can keep themselves safe

encourage them to contact a helpline: Samaritans (call 116 123), Shout (text SHOUT to 85258) or call NHS 111. Or encourage them to talk to their guardian/carer to make an emergency GP appointment. R efer to safeguarding protocols.



Understand the best time and place for a conversation



Before or after the session



Quiet, informal space away from people



Pose open-ended questions

"How have you been feeling since I last saw you?"

"Have you felt like this before? What happened, and what helped?"

"Can you tell me more about how you're feeling?"

Give them your full attention. Actively listen to what they're saying.



Provide validation for their feelings and experiences

Avoid assuming you know how they're feeling. "I understand how you're feeling" may not be helpful.

Reassure them that their feelings are valid — "It's okay to feel how you do."

Let them guide the conversation. If in doubt, ask — don't assume.



Offer emotional support and show empathy

Don't try to fix their problems.

Avoid unhelpful cliches — "pull yourself together", "you're just having a bad day" or "don't stress".

Show empathy – "I appreciate this must be challenging".

Adapt your language to the young person's age.



Reassure them it's good to talk

It may have been hard to open up — "I'm glad you spoke to me. I know it might have been difficult to talk about this, but you've taken a big step today."

Don't assume they or their parent/guardian want to be signposted to support.

Empower them to decide what's next, if appropriate.



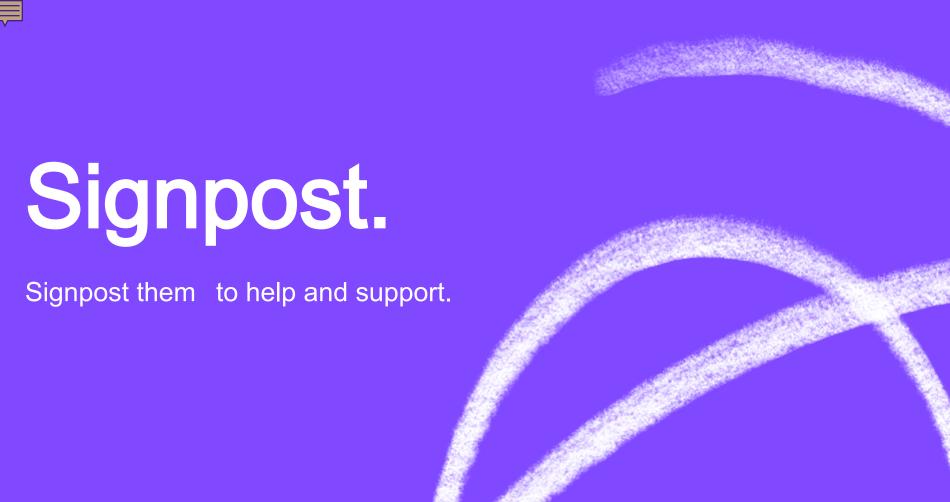
Thank them and summarise

Check if they will have support after the session.

Summarise the conversation and anything you and/or the person have agreed to do.

No such thing as a perfect conversation.

Spot | Support | Signpost







Call 0300 102 1234

(Open 9am–6pm weekdays except bank holidays)



Call 116 123



Text SHOUT to 85258



Call 0800 1111 or chat to them online at childline.org.uk



Call 111 and press 2

Young Minds

Provide practical advice and help to find support.

www.youngminds.org.uk

Hub of Hope

Enter your postcode to find mental health support in your area hubofhope.co.uk

GPs

GPs can provide advice and refer people to professional services nhs.uk/service-search/find-a-gp

Side by Side

Online peer support community sidebyside.mind.org.uk











e open ended questions



Iffer emotional support



Coach (Aisha)

Coach (Aisha)

not sleeping well.

Ok. It's just that I've noticed

that you don't seem like your

wondered if everything is ok?

I'm sorry to hear that. Let me

it as it can't be easy if you're

know if you want to chat about

normal self at the moment and

I haven't been sleeping great

recently but it's not an issue

Participant (Blake)

Participant (Blake)





Hub of Hope

support in your area

professional services

Side by Side

hubofhope.co.uk

GPs

Mental health support



Call 116 123

childline (under 19s) ONLINE ON THE PHONE ANYTOME

Call 0300 123 3393 Call 0800 1111 or (Open 9am-6pm weekdays chat to them online at except bank holidays) childline.org.uk







Call 111

shout

Text SHOUT to 85258

Mind is a registered charity in England (no. 219830)

85258



nhs.uk/service-search/find-a-gp

Supported self-help

Mind's free 6-week guided programme mind.org.uk/supported-self-help

Enter your postcode to find mental health

GPs can provide advice and refer people to



social activities they usually attend

Not attending

Avoidina or missing sessions

Changes in behaviour

Not enjoying activities they usually like

Isolating

themselves

Exercising more than usual, and it's taking over their life

Reduced motivation

⁶⁶I remember speaking with him [football coach] for about half an hour. I went from feeling so lost and heavy to having a much clearer head and sense of relief.

I know that I have a safe space to go again if I need it, which is confidential and free from judgement.99

Participant

Mind (18+)





Samaritans call 116 123

Childline (under 19s) call 0800 1111 or

childline or chat to them online

Shout text service text SHOUT to 85258

shout 85258

NHS call 111 or make a GP appointment









Self -care

How to support yourself



Spot | Support | Signpost



Self-care library

A library of self-care activities to support your own and others' mental wellbeing.

Read on V



5 finger breathing

This mindfulness technique can help to relieve stress and anxiety. It can take your focus away from worries and stressors by enabling us to pause and use our fingers to take 5 deep breaths.

- 1. Stretch out 1 of your hands nice and wide.
- 2. Use your index finger from your other hand to slowly trace up your thumb from the bottom to the top. As you do this, slowly breathe in through your nose.
- 3. Once you get to the top of your thumb, trace your index finger down the other side. As you do this, slowly breathe out through your mouth.
- 4. Keep going until you have traced your whole hand.



Sights & senses - 5-4-3-2-1

The 5-4-3-2-1 method has been found to help engage your 5 senses to calm feelings of anxiety.

The idea is that it can help you to shift your focus to what's currently happening around you instead of what's making you feel anxious.

Look around you and focus on:

5 things you can see.

4 things you can feel.

3 things you can hear.

2 things you can smell.

1 thing you can taste.

Source: PscyhCentral.com





Reflections & Discussion

- 1. What signs/mental health challenges have you seen presenting in Children and Young People attending your camps?
- 2. Do you currently do anything to introduce the topic of Mental Health to children attending your camps?
- 3. Thinking about what you have heard today how can you use MIND's Self care library and resources as part of your planning for Summer?

The Power of Movement in Promoting Young People's Mental Resilience





Online via Microsoft Teams



An East of England learn, share, collaborate event

that will explore how movement can help build resilience in primary-aged children

SIGN UP HERE



11:00- 11.15 am

Break & Refreshments

11:15- 11.55 am

Food, Nutrition & Portioning

Dr Lindsy Kass

(University of Hertfordshire Lecturer & Consultant)

HERTS HOLIDAYS ACTIVITY AND FOOD PROGRAMME MAY 2025

Dr Lindsy Kass FHEA. RNutr. CASES accredited exercise physiologist





EATING TOGETHER



Brain World, July 30 2019 Eating alone is

associated with poorer dietary habits.

Also, good time to maybe do some interactive work, such as quiz around what they are eating etc.



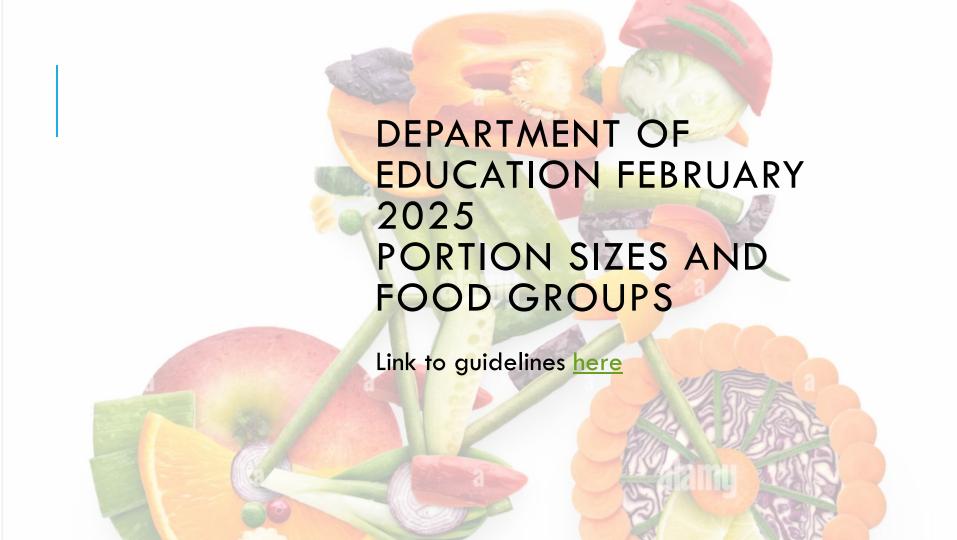
Communal eating activates beneficial neurochemicals, but also improves digestion. The dining table provides an opportunity for chatting and reconnection. When you bond with others and experience a sense of connection, endogenous opioids and oxytocin are released that stimulate pleasant feelings. The



Some evidence that the effect of social connection and a healthy diet on telomere length (a marker that indicates your rate of aging). Telomere length has been shown to be positively associated with a healthy diet in a study published in 2011 in The Journal



More studies are currently underway, as reported in the Journal Aging in 2016, to demonstrate how both diet and social factors protect your telomeres and promote longevity.



PRIMARY 4-10 YEARS][SECONDARY 11-18 YEARS

<u>Bread</u>

This includes:

White, wholemeal, granary, brown, wheatgerm, multigrain, potato bread: 1 to 2 slices of medium bread
Chappattis, plain baked naan, rotis: 1 small

Rolls1:1 small

Bagels: 1 small or half large

Pitta, wraps: 1 small pitta, 2x6 inch wraps: 1x10 inch wrap

Primary 50 to 70g][Secondary 80 to 100g

Pasta and noodles

This includes:

White and wholemeal spaghetti

Noodles and pasta shapes

Dried primary 45 to 65g][secondary 65 to

80g

(based on average weight change of wholemeal and white spaghetti, pasta shapes and noodles)

Potatoes or sweet potato

This includes:

Boiled and mashed potatoes: Raw, primary
120g to 170g][secondary 200-250g
Jacket and baked potatoes: Raw, primary

200g to 280g][secondary 330 to 410 g

Rice

This includes:

White and brown rice
Dried primary 35g to 55g][

secondary 55 to 65g

(based on average weight change of white and brown rice)



Other grains
This includes:
couscous
bulgur wheat
maize (polenta)
cornmeal
Dried, Primary 40g to 60g][Secondary 60-70g

Starchy foods where fat or oil has been added before or during the cooking process
This includes:
Potatoes cooked in oil or fat including: roast or sautéed potatoes chips potato wedges other processed potato products such as waffles Raw, Primary 70g to 100g][Secondary 120-150g

Bread with no added fat or oil must be available every day.

Fruit and vegetables

Vegetables or salad should be offered as an accompaniment to every meal, in addition to any vegetables used as ingredients in composite dishes such as casseroles and stews. Potatoes are classed as a starchy food and are not included in this food group. Vegetables or mixed salad. salad bars.

Raw Primary 40g to 60g][Secondary 80g

Vegetables Cooked,

Primary 40g to 60g or 1 to 2 tablespoons][Secondary 80g

Roast red meat Raw

Primary 50-80 g][Raw, Secondary 80g to 95g

Roast poultry Raw,

Primary 60-85 g][Raw, Secondary 85g to 125g.

Meats in casseroles etc Raw,

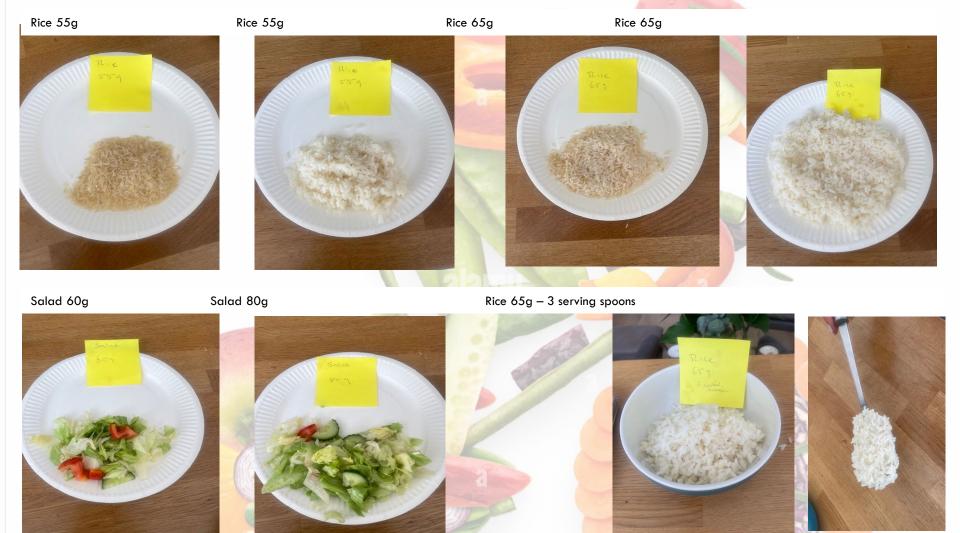
Primary 50-75g][Raw, Secondary 75g to 90g.

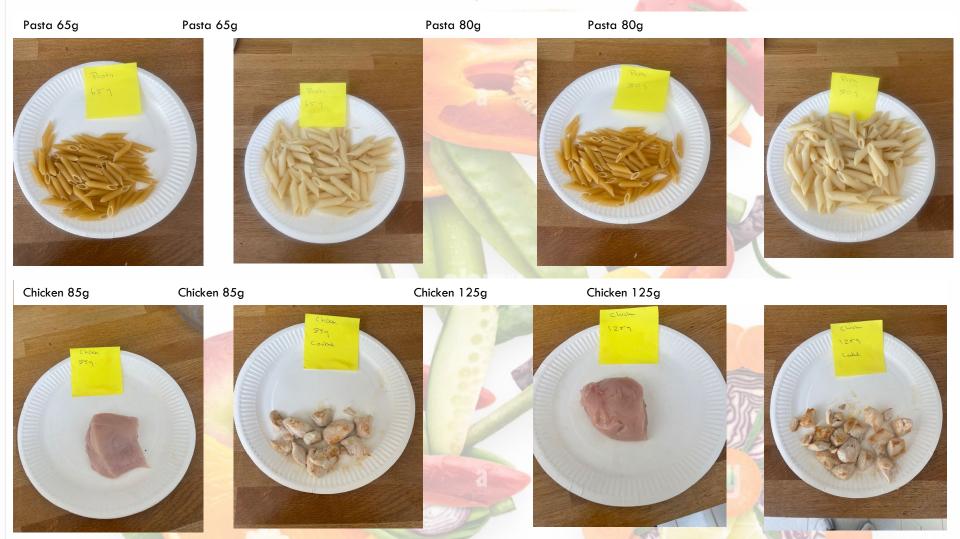
Pulses, beans or lentils

Raw, Primary 20g to 25g.][Raw, Secondary 40g to 45g.

Cooked, Primary 50g to 60g or 1 to 2 heaped tablespoons.

Cooked, Secondary 100 to 120g or 2 to 3 heaped tablespoons.







GOOD PRACTICE

Good variety
Salad and veg most days.

Good protein and Carbs
Fruit offered each day

Day 1	Day 2	Day 3	Day 4	Day 5
Spaghetti Bolognese , Garlic Bread and Salad	Chicken Casserole with Mashed Potato and Steamed Broccoli	Chicken Chow Mein Noodles with Gyoza	Beef Chilli & Rice with Steamed Veg	Chicken Burger with Potato Wedges
Veg Option(Vegetarian Spaghetti .	Mashed Potato and Steamed			Veg Option (Veg Burger with Potato Wedges)
Muffins & Fruit	Lemon Drizzle traybake & Fruit	Flapjacks & Fruit	Doughnuts & Fruit	Chocolate Brownies & Fruit

GOOD PRACTICE

Vegetables offered with main meal and salad as a side
No fried food.
Little processed food.
Dairy/yoghurt offered
Food appears as proper meals not convenience foods

Monday	Tuesday	Wednesday	
Homemade Fresh Boneless	Macaroni Cheese (G,M)	Omega 3 Fish finger (G, F)	NOTES:
Roast Chicken (G, B)		Chicken Goujons (G)	We offer the
Basmati Steam Rice		Oven Baked Potato wedges	following daily:
Gravy	Garden Pea	Baked Beans	Fresh Prepared
Hot sweetcorn			Salad
			Fresh fruit
	Plain Pasta (G)	Fishless Finger (G)	1
Roast Quorn Fillet (G, B)		Oven Baked Potato Wedges	Fruit Yoghurt
Basmati Steam Rice	Tomato Sauce	Baked Beans	
Vegan Gravy	Garden pea		
Hot sweetcorn			All Menu
			comply with the
		Cupcakes	government
Strawberry Jelly	Fruit Yogurt	·	Nutritional
			Guidelines
	Roast Chicken (G, B) Basmati Steam Rice Gravy Hot sweetcorn Roast Quorn Fillet (G, B) Basmati Steam Rice Vegan Gravy Hot sweetcorn	Roast Chicken (G, B) Basmati Steam Rice Gravy Hot sweetcorn Plain Pasta (G) Roast Quorn Fillet (G, B) Basmati Steam Rice Vegan Gravy Hot sweetcorn Plain Pasta (G) Tomato Sauce Garden pea	Roast Chicken (G, B) Basmati Steam Rice Gravy Hot sweetcorn Plain Pasta (G) Roast Quorn Fillet (G, B) Basmati Steam Rice Vegan Gravy Hot sweetcorn Plain Pasta (G) Tomato Sauce Vegan Gravy Hot sweetcorn Cupcakes Chicken Goujons (G) Oven Baked Potato wedges Baked Beans Fishless Finger (G) Oven Baked Potato Wedges Baked Beans Cupcakes

COULD BE

What changes would make this good?

Lots of good choices.

Ensure that children can't choose the Kids Meals with chips everyday. Maybe get them to choose one from each day or maybe offer only one of these each day.

Serve the panini with an alternative to chips.

Offer salad each day.

Fruit for dessert?

Mondays Only- Nuggets and Chips, Cheese Burger and Chips

Childrens Food choice Tuesday - Thursday only
KIDS JACKET POTATOES + butter portions:
Jacket with Tuna Mayo & Cheese
Jacket with Cheese and Beans
Jacket with Cheese
Jacket with Beans
Jacket with Tuna Mayo
KIDS PASTA:
Tomato & Mascarpone Pasta
Pesto Pasta
Pasta with Grated Cheese
KIDS MEALS +chips:
Hot dog meal
Fish finger meal
Sausage meal
Chicken nugget meal
Quorn vegan sausage meal
Veggie fingers meal
PANINI:
Tuna & Cheese + Chips
Ham & Cheese + Chips
Cheese & Tomato + Chips

FOR IMPROVEMENT

Sausages chips and salad for 7th April

Bolognese pasta bake and salad for 10th April

Chicken nuggets, chips and salad for 14th April

Fish fingers, chips and salad for 17th April

Good for including salad every day.

Change some of the processed foods to unprocessed eg chicken slices or drumsticks.

Needs more vegetables and fruit.

Needs to reduce high fat chips and exchange for rice or potatoes.

Monday:

Spaghetti Bolognaise

Tuesday:

Popcorn Chicken and Chips veggie sticks and cucumber

Wednesday:

Burger and Chips veggie sticks and cucumber

Thursday:

Chicken Nuggets and Chips veggie sticks and cucumber

Friday:

Pizza (Catered by <u>us)veggie</u> sticks and cucumber

BRITISH NUTRITION FOUNDATION 2025 WEBPAGE HERE

What is a portion?

Practical examples of portion sizes

Dried pasta shapes or rice	About two handfuls (75g)
Spaghetti	A bunch the size of a £1 coin (75g
A baked potato	About the size of your fist (220g
Breakfast cereal	About three handfuls (40g
Chicken breast	About size of your whole hand (120g
Cheddar cheese	A piece about the size of two thumbs together (30g
Peanut butter	About one tablespoon (20g
Soft cheese	About three teaspoons (30g

ANY QUESTIONS??

Additional resources

Feeding Britain recorded and upcoming webinars

<u>LIVE</u> - 20th May 2025, 3.30-5.00pm - Preparing for Summer Holiday Programmes of Food and Fun. This session may be particularly relevant for HAF coordinators, food network coordinators, and individual holiday clubs. - You can sign up to attend or receive a copy of the recording <u>here</u>.

RECORDINGS

Food Supplies for Affordable Food Clubs (ran 29th Jan). - You can view a recording of the session here

The Children's Kitchen Webinar: Making Food Sessions Accessible (ran 13th March) - You can view a recording of the session here

12:00 – 13.00 pm

Adapting Physical Activities for all ages and abilities

Rather than run traditional sports think about linking physical activities to the core **Life skills Principles**:

- 1. Listening
- 2. Presenting
- 3. Problem Solving
- 4. Creativity
- 5. Staying Positive
- 6. Aiming High
- 7. Leadership
- 8. Teamwork

SELF MANAGEMENT

Staying Positive

The ability to use tactics to overcome setbacks and achieve goals.

Aiming High

The ability to set clear, tangible goals + devise a robust route to achieving them.

Listening

The ability to listen and understand information.

MANAGING RELATIONSHIPS

Presenting

The oral transmission of information or ideas.

Leadership

Supporting, encouraging and motivating others to achieve a shared goal.

Teamwork

Working cooperatively with others towards achieving a shared goal.

CREATIVITY

Problem Solving

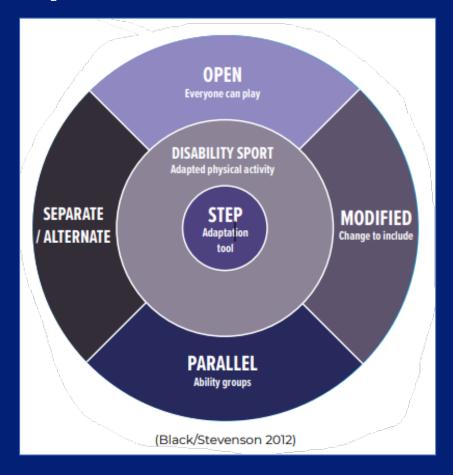
The ability to find a solution to a complex situation or challenge.

Creativity

The use of imagination and the genration of new ideas.

The Inclusion Spectrum

- 1. Open activity A simple activity based on what the entire group can do, everyone has an equal chance to take part, little-no modification.
- 2. Modified activity Everyone does the same activity with adaptations to challenge the more able and support the inclusion of everyone. Think up a new way of doing the activity, or different people taking on different roles, but always working towards the same aim. See STEPS acronym on next page.
- 3. Parallel activity group according to ability, each do the same activity but at appropriate levels.
- **4.** <u>Separate activity</u> An individual or group do a purposefully planned different activity.
- **5.** <u>Disability sport activity</u> Aspects of physical activity based on disability sport programmes can be included in all approaches.



A simple way to adapt or modify any activity is to use the **S.T.E.P.S** acronym.

This involves taking any activity and looking at <u>5</u> different aspects; to adapt it so it is relevant for any environment or group of participants.

S

Space

- Where is the activity happening?
- Can we change the space: make it bigger/smaller, indoor/outdoor, change its shape, varying the distance covered?

Т

Task

- What is happening?
- Can we adpat the task: increase number of catches, do the course backwards, change ends, break down more complex skills, ensure there is plenty of opportunity to practise where valuble, simplify the activity, add more rules



Equipment

- What is being used?
- Can we change the equipment being used: add more items, use different equipment (smaller/larger balls), use equipment in a different way, or send or receive the equipment in a different way



People

- Who is involved?
- Can we alter the numbers: add/reduce number of people, change their role, change teams, matching people/teams by abilities, involve particiants in decisions

S

Speed

- The pace of the activity
- Can we change the speed: speed it up/slow it down, or put a time limit on it



TASK

Step 1: Pick a theme – explore how this would look for young people in your camp environment.

Step 2: Pool your ideas & design a physical activity to support this mental health theme that can be adapted for children of all ages.

Step 3: Pick a representative to present your ideas and activity back to the group.

Themes

- Expressing Feelings
- 2. Showing Emotions
- 3. Stress & Coping strategies
- 4. Comfort zones & Confidence levels
- 5. Building relationships
- 6. Mindfulness & Wellbeing

Physical Activity Resources

MIND Wellbeing Activity Library

Boing Playtank

Activator Essentials Resource





Annual Partners Event

More People
More Active
More Often

19th June 2025 | 10am - 2pm

Celebrate the game-changing collaborative work between organisations in Hertfordshire.





Fielder Centre, Hatfield Avenue, Hatfield, AL10 9TP

Thank you

1pm - 2pm

Lunch & Networking