

Rationale MH and wellbeing Leaflet

This leaflet has been designed for young people who are leaving primary school and transitioning into high school. The front cover has been designed to allow personalisation because products that allow for uniqueness are received with a positive attitude (Del Rowe, 2017). The colourful background throughout the leaflet has been used to engage the adolescent with colours used communicate and represent happiness, creativity, mental clarity, intellect, vitality and growth (Color Matters, 2018; Canva, 2019). A range of different writing fonts and styles, a combination of images and avoiding long pieces of text provide variety which helps the reader to remain interested and engaged (*Chapter 2: Writing Style and Tone*, 1997, pp. 21-37).

During early adolescence it is important for students to feel personally accepted, respected, included and supported as they explore aspects of personal identity separate from their families, they begin to rely more on friendships for support and direction, valuing such relationships more importantly than academic attainment (Steinberg, 2008). Peer relationships and friendships are therefore very important (Rogers, 2011) and in the leaflet Picture 2 represents this point. School belonging relates to positive social relationships and Goodenow and Grady's (1993) definition has been used within the leaflet as the wording is concise, uncomplicated and simple to comprehend. The mind of an 11 year old undergoes many changes and identity, self esteem and emotions are all affected in the transition. Steinburg (2008) explains the first major restructuring and reorganization regarding one's self and their identity happens during adolescence, developing individuation and emotional autonomy too. As adolescents become more dependent upon their friends regarding emotional dependency (Steinberg, 2008), they feel compelled to in some form alter their emotions and be more emotionally vulnerable (Kerig, Schultz and Hauser, 2012). Developing effective self regulatory skills will help manage feelings and emotions (Moilanen, Padilla-Walker and Blaacker, 2018) and ultimately contribute to better mental health. Providing a holistic approach and services that are young-people-friendly which understands their changing health needs alongside promoting resilience would help the overall wellbeing of young people (Public Health England, 2015). 'Adolescents need to develop clear boundaries between their thoughts and feelings and learn how to communicate positive and negative feelings appropriately' (Wheal, 1998 pp.7). Child and adolescent mental health services (CAHMS) supports young people by listening, helping them to express themselves and offering an assessment to help with significant emotional and behavioural difficulties (CAHMS, 2017). Seven million pounds have been given to improve the mental health of children and young people in Wales (Welsh Government, 2019) Regarding supporting mental health and behaviour in schools (DfE, 2016), government identifies sense of belonging as a protective factor in building resilience, and states that school should be 'a safe and affirming place where a sense of belonging can be developed and where students are able to trust and talk openly with adults about their problems' (DfE, 2016, p. 8). Trust is developed over time and our thoughts and actions are based upon it (Hosking, 2014) and as Rotenberg *et al* (2010) describe trust as having the potential to make a person feel safe and less lonely, then trust is important to reach full actualisation regarding Maslow's hierarchy of needs as it supports the basic needs within the theory.

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Picture 1: Littlebell (2019) Available at: <https://www.dreamstime.com/royalty-free-stock-images-lesson-plan-prototype-image16449459> (Accessed: 16 March 2019)

Picture 2: Urchenko, J. (2019) *Groep kinderen studenten met schooltassen*. Available at: <https://nl.dreamstime.com/stock-illustratie-groep-kinderenstudenten-met-schooltassen-image53845929> (Accessed: 16 March 2019)

Picture 3: Thesaurus.plus (no date) *Self Perception synonyms*. Available at: <https://thesaurus.plus/synonyms/self-perception> (Accessed: 16 March 2019)

Picture 4: Tobias, S. (no date) Available at: <https://www.pinterest.co.uk/mccomas/math-quotes/> (Accessed: 16 March 2019)

Picture 5: Donaldson, M. (2017) Plutchik's Wheel of Emotions. Available at: <https://www.6seconds.org/2017/04/27/plutchiks-model-of-emotions/> (Accessed 20 March 2019)

Picture 6: Childrens Commissioner for Wales (2019) Available at: <https://www.childcomwales.org.uk/about-us/>

Picture 7 : Meic (2019) Available at: <https://www.meiccymru.org/>

Picture 8: Young Minds (2019) Available at: <https://youngminds.org.uk/>

Picture 9: The role of Child and Adolescent Mental Health Services (2019) Available at: <https://romanianmum.com/2015/08/the-role-of-child-and-adolescent-mental-health-services.html>

Picture 10: NHS (2019) Available at: <http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/>

<http://www.s4c.cymru/en/entertainment/lond-ceg/page/888/my-body/#>

<https://www.meiccymru.org/useful-links/>