

Webinar transcript - Anxiety around change and uncertainty

00:00:00 Speaker 1

So throughout this session, we're going to be looking at what uncertainty is and what major changes young people could go through and what that looks like for them. We're going to understand what this looks like in real life through the example of Yasmin, one of our fantastic youth ambassadors, and then move on to recognise the signs of anxiety that are linked to change and uncertainty.

00:00:21 Speaker 1

And then we're going to think about how we can practically support that. It's very good to recognise it and now we need to apply some skills and strategies to help with that. And then we're going to understand managing change and uncertainty for those with SEND Change is a big part of daily life, particularly for those with neurodiversity.

00:00:39 Speaker 1

So we're going to look at that in some detail before moving on to look at the work of CoRay, a University of Oxford study that Alice was involved in and some of the resources they produced, as Alice mentioned, knowing where to sign post for further help and then opening up to any questions.

00:01:00 Speaker 2

So what is uncertainty? We clearly hear about it all the time, and we all experience it everyday. Nothing is a total given and nothing is 100% sure, and a feeling of not being sure. A feeling about what will happen in the future. It's something that, especially for young people, requires a lot of adapting and a lot of learning about, and a lot of this learning has to come through experience.

00:01:25 Speaker 1

So time to open up to the chat. What are the biggest changes and uncertainties young people are likely to experience whilst you're putting some things in the chat, I'm going to just talk through a few examples so you know there's some big major ones like moving house perhaps. Joining a new school, which can often be part of moving house as well, or major transitions like that. But Alice and I actually gave a talk last week at a school and they talked about those ones that you can't always predict and you can't always expect what happened at the end of year 6 as people move into secondary school.

00:02:00 Speaker 1

Changing friendship groups, or those dynamic changes that happen at times where you can't always predict and prepare for them. So I think Alice now is going to chat through some ones in the chat.

00:02:10 Speaker 2

Thanks. We've got so many coming in. It's a particular time of change and uncertainty for young people right now in June, given it's kind of exams ending, school terms are ending. September looms with new beginnings for lots of people. So I was reflecting on that this morning. We've got a lot around relationships that might be friendships. That that might also be relationships between parents or carers at home.

Supportive teachers leaving. I've just seen that was a huge one. I remember that being incredibly hard when my favourite teacher left after my first year in sixth form and I realised I'd need to go into the last year in sixth form without her around. I think we've all had those members of staff who we feel that we can't possibly get through exams without. And that's really, really hard.

00:02:55 Speaker 2

Doing things for the first time on our own. Absolutely. Perhaps that could be that we usually do things with family and we're now away from family, or it might be a change from having a partner around and then not having a partner around. There might be death in the family and grief we've got here. Absolutely. That would be a huge change of transition for a young person.

00:03:17 Speaker 2

What else have we got here? Going from school to college? Yeah, absolutely. That might be a smaller school that's a bit more personal that we know really well into a really, really large college year group, where we can feel almost kind of anonymous and that transition for some people, they can be enormous places. Puberty. Absolutely. So looking at the more internal changes and transitions that we have within ourselves as well, that are really, really difficult for to prepare for until they're kind of happy.

00:03:43 Speaker 2

And also knowing that that uncertainty and change is different for all of us and it happens at different times, so it can be difficult for young people to feel that they can definitely find people to relate to, because actually that can be quite a judgmental phase as well, in terms of people developing at different times.

Who to talk to, who we trust and. Friendships is a huge one and can feel so sensitive and difficult for all of us at any age, but especially when we're young people. A family break up, a new sibling. Yeah, that's also really important. Good. One like that could really change a whole family dynamic. Moving your groups would be a big one going off to uni, living independently. Brilliant. Thank you so much for your thoughts. Great to have all these in the air. And now we're going to hand over to Freya to introduce this.

00:04:36 Speaker 1

So Yasmin is one of our fellow youth ambassadors. She's a spoken word poet and put together this beautiful poem, which we're about to listen to about the transition from primary school to secondary school. So have a listen to it now and think about what it perhaps brings up in relation to anxiety and change for young people. Thank you.

00:05:00 Speaker 3

Hi, I'm Yasmin and I am one of the youth ambassadors at Charlie Waller and this poem is called my mum said that secondary school will be the best days of your life.

00:05:14 Speaker 3

My mum said that secondary school will be the days I remember. I always had a suspicion towards parents and teachers who imposed their rose tinted perceptions of me and my milestones. You didn't feel like that?

00:05:29 Speaker 3

The last day of Year 6, I remember reception to Year 5 stood in the playground pen like Human paths on either side of us, post sats clapping as we marched. Some of our faces tears stained. Others with grins you could Kodak snap and frame, and we waved.

00:05:49 Speaker 3

White T-shirt tattooed in Sharpie with smiley faces. Super esses we practised in pastime paradises we called play times. And bubble fonted miss yees. Good lucks. And keep in touches.

00:06:03 Speaker 3

Left phone numbers too, cause at this time we were on the cusp of phone ownership. Transitioning from Nokia Brick to Samsung Galaxy touch screens, we'd promised we'd keep in touch. We'd promise every Friday to visit the place that shaped and raised us.

00:06:21 Speaker 3

And with each cheer. Each goodbye from kids I once stood in the shoes of. And I, at the ripe age of 10 years old. Understood the feeling of nostalgia.

00:06:35 Speaker 3

Became one of those. Remember when kids remember then kids, missing the slide. I grew too tall for.

00:06:43 Speaker 3

It was pink. And would prick the back of my legs with static when the sun shined a bit too hard.

00:06:50 Speaker 3

I miss bulldog. Before the ban. Hide and seek when I purposefully peak so no one forgot that I was playing so no one forgot that I was playing. I miss own clothes, Red Nose days. Sports days. School discos. We talk about four days. Going to your best mates after school days, day trips to Brighton, the zoo to bird watch, and beatbox at talent shows. Do you remember those?

00:07:14 Speaker 3

Because at this point in your education, it wasn't all about meeting the curriculum's needs or expectations.

00:07:22 Speaker 3

Yes, I learnt how to read.

00:07:25 Speaker 3

To do maths and write, and sometimes it wasn't easy.

00:07:29 Speaker 3

But I also began to understand what was important to me.

00:07:33 Speaker 3

And who I wanted to be.

00:07:36 Speaker 3

I was fortunate that teachers never put any limitations on my half baked ideas and misspelt creations.

00:07:44 Speaker 3

And with an inhale of hesitation and exhale of acceptance.

00:07:49 Speaker 3

We emerge from the human paths and onto the green of the park behind what was once my school.

00:07:56 Speaker 3

Hugs and high fives scattered free.

00:07:59 Speaker 3

I remember what my mum had said to me.

00:08:02 Speaker 3

Secondary school days will be the best days of your life.

00:08:20 Speaker 2

Thanks team. I think the last line is I hope she is right. It just cut off at the very, very end. Thanks Martha for sharing that. Yeah, a lot of agreement there of the power of that piece of spoken word. Really, really covers so many different aspects of that transition. And it also brought so much back for me and probably a lot of us.

00:08:40 Speaker 2

Like thinking about that year 6 and getting T-shirts signed and not knowing what that summer would mean and like who's going where? And really, really complicated part of life that I think she's captured really, really beautifully.

So some questions for you all here. What feelings did a change of school provoke in Yasmin? What kind of things come through? Maybe said, maybe unsaid, but what were the feelings that this generated in you as a listener? In her rather, not in you, but perhaps both as well.

00:09:21 Speaker 2

What feelings come through? Yeah. For us. There's quite a lot of nostalgia. So sorry for all year sevens carrying so many feelings. Yes, so a lot of empathy coming in from Clara, absolutely.

00:09:33 Speaker 2

There's anxiety, there's nervousness, there's confusion. There's so much we don't know.

00:09:40 Speaker 2

Missing friends and growing up. Yeah, there's a beautiful line in there. It's like figuring out who I wanted to be. I think I'm still working that out. Most of us are. But that really is a kind of formative part of life of, like, we leave a really strong cohort of very young, wonderful friends, uncertainty, pressure of academic expectations are starting to creep in at that point. Absolutely lots to live up to.

00:10:07 Speaker 2

Yeah. And that expectation, so moving into the next question that Yasmine's mum put, like they're gonna be the best days of your life.

00:10:15 Speaker 2

Tricky one then, to rise to really, really difficult. And perhaps that's a learning here. One of our first kind of takeaways is actually trying not to impress upon young people what they will experience next. You know, trying not to kind of use language like you will have an amazing time. We don't know. none of these things are for absolute sure.

00:10:37 Speaker 2

And let's set up with an open mind of being really positive, but also kind of always appreciating that there are parts of it that we don't know.

00:10:46 Speaker 2

Yeah. Will I make such good friends again? And that was what Freya was saying earlier about the school that we worked in last week, that being really uncertain. And what are the changes does she cover in the poem that might be coming up. So we've got the really obvious transition into secondary school.

00:11:02 Speaker 2

There were a few other things she mentioned that she was kind of aware of as coming. Different modes of communication perhaps. Did anyone pick up on?

00:11:11 Speaker 2

The other changes going on here, yeah, mobiles. So we've got that creeping in as well. Exactly. Thanks, Haley. Thanks, Rebecca. So realising that perhaps the way that we interact with our friends is also not all gonna be in person. And that's quite overwhelming because there's suddenly a whole new world of the way in which we interact with other people around us. Annette shared something here. My daughter struggled with the concept of it being the best days of her life.

00:11:33 Speaker 2

She hated school, so they were absolutely not the best days of her life. Yeah, she's not the only one for sure. I think that's a very common misconception that they're gonna be the best days of our life. How can we know when the best of someone's life will be? We don't.

00:11:46 Speaker 2

We absolutely don't, and we probably don't until quite late on when we're able to reflect as well. It's quite difficult to zoom out and know at the time.

00:11:55 Speaker 2

Yeah, a lot of worry, a lot of doom scrolling time. Yeah, which is now. Kind of. Yeah, just where a lot of people are spending a huge amount of time. So and where a lot of people's friendships and relationships are a real focus and not always in the kindest, most considerate way. We're suddenly always available, not just when we're in the playground. And being present with our friends. So it's really, really different.

00:12:17 Speaker 2

Thanks everyone for contributing there. That's fantastic feeling out of place and out of depth. Yeah, absolutely. I think that's a really good way to put it Alisa as well.

00:12:27 Speaker 2

Will I fit in? Will I not? Will I find people that I'll fit in with and will I feel kind of completely overwhelmed and out of my depth? Quite possibly for a while, but it's also appreciating that those things do always shift. Eventually. Thanks. OK. So we're now going to go into the kind of next little chapter of this webinar, which is around anxiety itself. And I'm gonna hand over to Freya.

00:12:51 Speaker 1

So anxiety is a commonly used term, and here we're just going to explore what it means. So it's about the feeling when we're worried, tense or afraid. And I find that sometimes it's a feeling that you almost can't put a finger on. You just feel a little bit on edge, and that can be relating to things that were, you know, are about to happen. Perhaps your nervous about to go into an exam or which we think could happen in the future.

00:13:12 Speaker 1

Perhaps you're anxious about getting a certain illness or something like that, and it is a natural human response. And a bit later we're gonna talk about how it, you know, is an evolutionary response that used to keep us alive. And it's experienced our thoughts, feelings and physical sensations. It's experience. And sometimes, though, that can become problematic when we experience anxiety too broadly. Alice is now going to talk through that a bit more.

00:13:39 Speaker 2

Thanks. Yeah. So it affects us, our thoughts, our emotions and our physicality as well. We may worry about one or many things. Often when we're worried about a few things, they can really, really add on top of each other and escalate quite quickly. It can make us feel irritable, experience tension. Yeah, and physical discomfort, for sure. Freya and I were talking about this. Like, who doesn't get a bit of a like, irritated stomach when we're nervous about something, whether we're adults or young people, we can start to notice these things.

00:14:11 Speaker 2

We're working on a research project at the moment with York University and we discussed this last week. In terms of noticing this in infants and really young people and having a sore tummy or a headache and those things that we find much more difficult to communicate when we're a young person and actually takes a long time as we get older to realise and be able to put those two things together.

00:14:30 Speaker 2

And still, sometimes I think some of us can, like misunderstand what our body might be signalling that we need, and is that coming from our brain or our body. But at the end of the day, our brains are in our bodies, so they are all kind of very much communicating with each other. And it's really important to look, not just for the kind of the verbal signs. Also, the physical signs of irritation and distress in young people who might be struggling with anxiety.

00:14:57 Speaker 2

So anxiety can come in lots of different shapes and forms. Some of it is very functional. If we're anxious before perhaps an exam. And and we're kind of experiencing feelings of anxiety that are fleeting and kind of low level, they might actually be protecting us. They might also be appropriate for the situation. And there are always gonna be situations in life, especially if we push ourselves a bit.

00:15:18 Speaker 2

That are going to make us anxious and a little bit of stress and a little bit nervous. And if we don't experience some of those things, we're gonna lack being able to continue to move forward and challenge ourselves.

00:15:29 Speaker 2

So to some extent those can be a really healthy, useful natural learning curve. But what we can fall into potentially is anxiety feeling far more hazardous, far more extreme and harmful, and out of our control. Bigger than us, something that we lose control over rather than us having control over it and having strategies to know how to manage it.

00:15:50 Speaker 2

And what can be even more debilitating, as if this is very, very constant and persistent, and what we're going to label today as the most kind of concerning, where you would definitely need to seek kind of chemical help if this is over long, long term, immovable and disruptive of our day-to-day lives. And if it then stops us from doing things.

00:16:13 Speaker 2

So here we have an anxiety cycle, so it might start with some negative thoughts, which in a worst case scenario, if we're looking at someone who may potentially be about to experience something like a panic attack, there might be a belief of kind of I'm gonna die. I'm not able to breathe. I can't cope with what's going on. What will people think? This can be also really common in young people. In terms of worrying about feeling judged, feeling like an outcast, feeling kind of like. Not that we're fitting in. This then generates fear. So fear of potentially a social situation, a physical place, an experience that reminds us of something that's made us fearful or anxious before, and we can have a physical response. So fast heart rate, feeling shaky. Does anyone in the chat want to add any other physical responses that they make?

00:17:01 Speaker 2

Have either experienced or seen in other people in terms of anxiety? How else might it come across?

00:17:09 Speaker 2

Yeah. In terms of PTSD, absolutely. Running to the toilet, needing to use the loo a lot. Yeah. Feeling sick. Feeling nauseous, absolutely stomach aches, being unable to sleep. We're gonna move into that soon. Thank you. Feeling dizzy or tight chested? Disassociation is a really big one. So feeling that we're actually there's this kind of guise coming down between us and the situation and we can't quite access.

00:17:32 Speaker 2

Fidgeting. Yep, we see like nail picking in young people or potentially like picking off the skin of their like thumbs and fingers and can be a physical sign we might actually be able to see. Hair picking can be quite a common one in young people as well during a particularly difficult patch in my adolescence, I'd picked out most of the hair on the right hand side of my head.

00:17:54 Speaker 2

And I had much shorter hair on one side than the other. There was actually a really physically obvious sign that I was quite distressed at the time.

00:18:01 Speaker 2

I've heard of young people also of adults picking their eyebrows and eyelashes. Avoidance, lack of sleep, not talking. So changing our communication, perhaps withdrawing from a social situation. Nail biting. Yeah, absolutely. That's quite a big one that we see.

00:18:20 Speaker 2

Also, things like vaping, we've been talk like talking about a lot in schools, having tendencies like that, picking up habits that we think are potentially helpful in the moment, but not necessarily helpful longer term.

00:18:34 Speaker 2

And that's been talked about a lot in schools, so I'm sure that's something that you're all probably dealing with if you're working in secondary, specifically. Self-harm. Yeah, absolutely. So this can be when things like anxiety or depression become very, very overwhelming and somebody might be looking for a sense of relief, a sense of kind of physicalising, the emotional pain that they're in.

00:18:57 Speaker 2

And that also self harm when we do our training, we often associate too with this kind of cycle of that taking place, someone feeling a lot of guilt and a lot of shame around that, that building on more feelings of anxiety and distress causing somebody to potentially harm themselves again. And then the cycle begins again. So it's about trying really hard to work alongside young people.

00:19:19 Speaker 2

To find ways that we can start to navigate our way out of this cycle. And that's not gonna be linear either. It's not gonna be something that's suddenly snapped out of.

00:19:27 Speaker 2

It's going to be something that takes a lot of time to work towards, and to and to support. Next to this stopped as I grew older. Yeah. Thanks Luke. I think for a lot of us, hopefully that is the case for some people it's not, sadly. But it kind of varies across, and I think that's to do with also learning about coping strategies or learning what works for us a bit better as we get older.

00:19:51 Speaker 2

Overeating or not eating at all? Yeah. So these are all hopefully like thank you all for contributing so many possible responses because you might not have thought of these or you might not see them very often. So this might create a kind of list for lots of you to widen that outlook on what those physical responses could be. Thanks.

00:20:16 Speaker 2

It can become a mental health problem if it impacts a young person's ability to live their life as fully as they want to. It may be a problem for a young person if they're strong or last a long time. As I said in the last slide, if the fears or worries are out of proportion to the actual situation, what can really help with that is actually having a conversation. If somebody's able to. And somebody actually really helping to contextualise the situation. Because in our heads we can often, and especially when we're under distress, amplify the situation to feel much more overwhelming and difficult than it may be when we get there.

It could also result in fear in people avoiding situations altogether and stopping doing things. We see that in adults quite commonly with people kind of deciding not to use modes of transport, they make them feel claustrophobic on one level. Or stopping travelling because it makes feel incredibly anxious or overwhelmed. Or perhaps you know, changing their day-to-day and we see that in like in so many different ways.

00:21:22 Speaker 2

Distressing and hard to control, and then we might see things like panic attacks and and people have mentioned PTSD, OCD, kind of other aspects, which I'm not gonna go into today because I'm not a clinician, and we've not got kind of time to cover those very specific needs.

00:21:41 Speaker 2

But basically, we're at a point where we absolutely need to access help and look for further support if it's impacting the things that we enjoy and stopping us from doing things.

00:21:51 Speaker 1

So this kind of covers what we spoke about already in the chat a bit, but what are the warning signs you notice in young people when they're struggling with anxiety? And I think a lot of them, we've kind of covered in the chat already. So I might move on to look at some ones we've got as examples.

00:22:06 Speaker 2

Yeah, if anyone's not covered any cause, we've mostly looked at physical ones, so if there are also ones that kind of verbal or behavioural, then do let us know if there are things that you're noticing that could add to that, yeah.

00:22:21 Speaker 2

Thanks Freya.

00:22:23 Speaker 1

I think often there can be mental symptoms you experienced mentally as well as things like racing thoughts. That's kind of the one being unable to sort of just ground yourself, so overwhelming feelings.

00:22:33 Speaker 2

Yeah. And like particular thoughts that are almost like having channel on and way like I've thought about this, I'm not bad actually and it's still going still. Yeah, sometimes the days or weeks at a time over situations that have affected us in the past and not being able to drop it and stop it. But continually going over something that was really difficult.

00:22:55 Speaker 2

We've got some more coming in Freya.

00:22:57 Speaker 1

Yep, so tics and stuttering. So verbal, being unable to express ourselves cause we're feeling so overwhelmed in our head. Sometimes being able to separate that and be able to clearly communicate hyper vigilance. I see that a lot when people are anxious being so concerned about, you know, think they're being. They're anxious about what they're looking for. Any signs or any potential signs that a source of anxiety could be happening and social withdrawal and pacing around the room. I think they're really good examples.

00:23:27 Speaker 1

Of how, when?

00:23:28 Speaker 1

You you do feel so overwhelmed, you need to always bring things back under your control by isolating other sources of anxiety or stress.

00:23:37 Speaker 1

Unable to make a decision. I think that's a really clear example of almost having a racing mind and being unable to settle yourself. Avoidance, which we've touched on a bit, and feeling judged by others. Anxiety can be a really isolating and debilitating experience and that can make you feel like you're quite alone and different. But it's important to recognise anxiety is, broadly experienced and some anxiety is natural. Some stress is always going to be present in life.

00:24:03 Speaker 1

And being able to separate those things. Procrastination. So delaying something because you're anxious about starting it, or you're anxious about experiencing it and feeling increased sensitivity to general stimuli. I think that's a good example again of how you're feeling so overwhelmed by something else, that you can't tolerate anymore inputs into your sensory display I suppose. Alice, do you want to move on to the ones we've got?

00:24:30 Speaker 2

Yeah. We've got one from Amy around anger as well, which I think is interesting because.

00:24:34 Speaker 1

Yes.

00:24:36 Speaker 1

Yep, got distress.

00:24:37 Speaker 2

Yeah. And it's often, that often wouldn't be associated, but I think Amy's completely right, because actually we would see anxiety quite often as something like relatively private and distressful for that person. And inward looking in some ways. Whereas actually like, noticing that it can be associated with somebody being outwardly not necessarily themselves or out of character, or angry or aggressive in ways, is certainly something that perhaps was misunderstood quite a lot of the time. So thanks, Amy. I think that's really, really accurate.

00:25:12 Speaker 1

I think that's really accurate as well in cases where young people are unable to express what it is that's making them anxious, perhaps we're unsure. Perhaps we're afraid of being judged. All these things we've discussed a little bit in the chat already from some great examples.

00:25:18

Yeah. And actually they're not able to say what they need some support with and their only way of communicating that need is sometimes through challenging behaviours and anger.

00:25:35 Speaker 2

Thanks Freya.

00:25:41 Speaker 1

So one of the big ones I personally think is a warning sign of anxiety is things like focus and being unable to sleep. I think if you're the anxiety is all about having some persistence, challenging anxiety is those persistent feelings of uncertainty that's impacting your daily life and things like focusing and sleep, I think shows how distressed your mind is sometimes with being unable to just settle and relax, and that's ones that I always notice in myself in periods of increased anxiety.

00:26:11 Speaker 2

Thanks Freya. So yeah, when is it a problem? When it's affecting everyday life on more days than it's not? And that could sound quite trite. What can be quite easy to do is actually note down, potentially like councillors and therapists may well recommend this to.

00:26:33 Speaker 2

Kind of keep a tab of days, even if it's just with a small marker or some kind of illustration. If you're a bit more creative, you could do drawings, about how that might feel in whatever way. Or perhaps a colour chart of kind of over analysing either for ourselves or for the young people that we're supporting. Noticing kind of is this a majority of the time and therefore perhaps it would meet the criteria for a clinical diagnosis and need a bit more intervention, in which case our first port of call, usually, and if we can find appointments, is to access help from our GP. But we're gonna look at other ways in which we can intervene and help now. So we're gonna move into the second part of the webinar overall, which is looking. Thanks Freya.

00:27:15 Speaker 1

So thank you so much everyone for coming on this journey with us already, as we've discussed, what is anxiety, what is uncertainty? How does this feel? How do we experience this? And now we're hopefully going to apply this knowledge as we share some practical strategies when we think about communication around anxiety. And then as Alice said, some resources and signposting to support with this.

00:27:35 Speaker 1

And one of the first things we've got to do, this is something called the stress container or the stress bucket. I personally really like this analogy. I think it's really visual, which is important. I think once we can visualise and understand what's going on, it helps us feel less overwhelmed and it feels more tangible, and we can explore it in a way. So sometimes I think it's really helpful to almost draw a bucket, like you see on the screen now.

00:27:56 Speaker 1

And think about what are the orange arrows? What are the stress flows that are going into your bucket and how high are they filling your bucket? You know that can be things like so young people in this situation, it could be friendship worries. It could be concerns about mobile phones. It could be concerns about the upcoming move or any concerns around perhaps around parental divorce.

00:28:19 Speaker 1

So yeah, and then we need to measure how high is that coming in the bucket then what the really positive thing we need to then look at is those taps that let stress out. So is it for, you know, young people in these situations? Is it Tuesday Night Football Club that time to run around with their friends and have fun.

00:28:41 Speaker 1

Is it that favourite TV show that always comforts them? Or reading a book with their brother every night?

00:28:46 Speaker 1

And things that help us to relax and unwind. Is it the drive to the football and choosing that's where you can have that conversation, not necessarily looking at each other and just unwind and let out some things that are concerning us. And I think sometimes it's almost really helpful exercise to do this with other people and talk about what's flowing into your stress container.

00:29:06 Speaker 1

How are you making sure some of those things flow out? And where are your levels at? It's a good check in I think to do it regularly and just think about it in this way. But this stress goes two ways. You can do some things to help reduce it and you can do that with young people.

00:29:20 Speaker 2

Great. Thanks Freya. So we work very much around suggesting that we look closely at helpful coping strategies. These are different for all of us and these are certainly different for young people. We've got things like well-being action plans, which really really help as resources. If you're a teacher for helping young people.

00:29:41 Speaker 2

To figure out what their helpful coping strategies are. And we can deliver that in language that suits those young people. So we might wanna talk or not wanna talk to them in, in a clinical way of like coping strategies which is quite formal. But we might just say what genuinely makes you feel happy and what genuinely causes you to feel energised and excitable?

What makes you feel alive? What makes you feel yourself? and what makes you feel brave? And you know all of these different ways that we can work with children and young people at different ages and stages, and using the language that works best for you and fits you. I'm not a believer that we can hand you a textbook.

00:30:17 Speaker 2

And you can translate that into any classroom or any college. It's about really also getting to know young people themselves, which I think is so key here because that also allows us to notice changes if we kind of have a solid understanding of who people are.

00:30:34 Speaker 2

And looking at unhelpful ones, working late, avoiding situations that making us that make us anxious and kind of starting to say no to everything and starting to withdraw, which can start on a small scale, but it can become increasingly debilitating if that becomes a permanent feature longer, like further down the line, please feel free to add in any examples, that you might foresee here in young people helpful or unhelpful, or ways in which you've worked with young people to determine what those things are and would be really helpful.

00:31:05 Speaker 1

I quite like the one from Luke about being able to completely engage your brain in a different activity.

Yeah, Luke, this is gaming, and I quite like bit random bit old school. Anyway, I quite like knitting and sewing and doing old crafting techniques, and I find that when I'm learning a new stitch off a YouTube video and trying out myself or something like that, it engages me so completely. That I can't think about other things I'm anxious about, and I think it's important to support young people to find that version of their activity.

00:31:33 Speaker 2

That's a lovely one because I also think with like reading or watching or like it's great because it's active reading or viewing anything that's quite sedentary is actually quite difficult to do if we're feeling really anxious. So I do think the more active the better and even if that's subtly active, I actually bought a skateboard at 25 and realised that was something I loved doing. I was told by my entire family that was way too old to start doing that. I disagree. And it's so active and requires so much focus that there's no part of my brain that's able to think about other things at the same time. There we go. Amy's got some roller skates. Yeah. Perfect. That could work for young people, too, if we can find some on row skates to go around. Yeah, things that really feel like colouring, making, creating, making music.

00:32:19 Speaker 2

I don't know. You could like yeah, find some software on a computer that allows you to do that. Ways of expression that I'm particularly fond of in terms of kind of. Yeah. What do you want to express and how can we make a way in which you can do that creatively and actively. Yeah. Cooking great. One with Haley. Thanks. Yeah, it's so immersive and calming and exciting. And it's kind of a mixture of, like, you're learning about chemistry, but you're also learning about all sorts of different things. And you're experimenting with new things, tasting new things. So thinking about the senses. As well and which Freya supports a lot in terms of kind of thinking about using our different senses and helping people with sensory things that support them and make them feel good. What else? That's wonderful.

We've got some scales here before we move on to the more clinical side of kind of looking at stresses coming in and helpful strategies being a lesser, I definitely notice in the weeks that I'm not using my helpful ones that I get more tired and more run down more quickly. And I think we can all notice. We also use it in the anecdote of like a battery power bank, potentially of like how low is our battery and what kind of strategies do we need to kind of boost that up.

00:33:37 Speaker 2

Trying to achieve some kind of healthy balance. None of us are going to find a perfectly healthy balance for ourselves or young people at any, you know, prolonged point because stresses are gonna come in and out quite unpredictably in regards to change and uncertainty as well. But if we've got strategies that we try and ensure young people make relatively permanent, or at least kind of timetable and then that can be really helpful. Luke. Sometimes we encourage young people to learn about things that we love. Yeah, maybe we need to allow children to keep some of their hobbies as hobbies so they can revert to them when they feel anxious. Yeah, absolutely. And those hobbies need to be super important outside of education and curriculum as well. And to create fully rounded people. Who. Yeah, exactly. Are able to think. What is it that I actually, really enjoy.

00:34:22 Speaker 2

That can be hard as a young person, because we're also very, very attuned to perhaps following trends of other people. So it can take a bit longer as we grow up to think about what as individuals works for us rather than thinking that what works for someone else in our car class. That might be a kind of cool trendy trend has to work for us too.

00:34:42 Speaker 2

Because we're all different.

00:34:44 Speaker 2

Jigsaws love that. Thanks Daniel.

00:34:49 Speaker 2

Yeah, yeah. We don't need to think about it like we can make it much more subtle. We can disguise that with young people. We don't have to say at all that this is about mental health or feelings, just enjoyment. Pure enjoyment. Yeah. Jigsaws. Lovely one, thank you. So we worked with CoRay over the last couple of years.

00:35:08 Speaker 2

This is moving into the more kind of clinical evidence based side of things. We've talked a bit there about our own experiences and what helps us as individuals.

00:35:17 Speaker 2

CoRay was born out of the University of Oxford during the pandemic, and what they did was a lot of research with a lot of young people about the main key themes that were affecting their mental health. And this was during COVID. But it was also looking back beforehand. And these were the five key themes.

00:35:37 Speaker 2

That they found that managing change in uncertainty actually came out as the top one that affects young people and their well-being. Feeling lonely and isolated and disconnected is another. Bored, flat and unmotivated. Help seeking which is really important and feeling anxious around social situations. So those are the five themes and as part of this research the Charlie would have worked in partnership with CoRay to take their research.

00:36:03 Speaker 2

Which was an evidence base of very clinical black and white pages and pages of research and references, and it was absolutely nothing that young people were gonna jump out and think this is exciting.

00:36:13 Speaker 2

So, it was our job at the trust. I worked alongside some other trainers to build this research into something accessible. So, what we did was we created films, and we also wrote lesson plans, parent carer packs and we turned them into quite animated, colourful, hopefully relatively stimulating bits of material that were all grounded in the evidence that they'd found themselves, and this was one of the films that we made.

[Video played to attendees - <https://www.youtube.com/watch?v=xgRli3Te5Lo>]

00:42:46 Speaker 1

Yeah. So for those who could see it, and if you can't perhaps consider a conversation you have had with someone who's been expressing some anxiety around change view, what are the main feeling the young man in the video was voicing? And whilst you consider that, also think about what the main feelings he may not have been voicing. So there's a bit of a split.

00:43:08 Speaker 1

Yes. So Tess has almost gone ahead to the first question about not judging and didn't try to fix it. We'll come back to in a sec. Cat said. Yeah, he was confused. Changes confusing. There's so much that we don't know when we're approaching a change and so much that as adults, we don't know to help those young people as well.

00:43:27 Speaker 1

Scared, fear of the unknown fear. Yes, there's definitely those key feelings of uncertainty is what we're defining here. I think as we talked about earlier, the fear of failure as we go forward into something new, we're going to have to try new things. We're going to make mistakes and ultimately the others mean we might fail at something that it's all about. I think in primary school, I was always told that's the first

attempt in learning of turning it into an acronym, which is a good way of seeing that this is all part of change.

00:43:55 Speaker 1

Nelly says, shamed by his feelings of fear, and I think sadly that is a part of this journey you do feel, Knows that you're the only one feeling like this, and that's a shameful position to be in, but it's totally normal to feel this way, and it's really important we reassure our young people that what they're feeling and experiencing is normal.

00:44:15 Speaker 1

Has anyone considered what are the main feelings he may not be voicing and how some of you know lots he shared there, but there would have been parts I felt like he didn't always say explicitly what he was feeling. He was sorry, the explicit things he was concerned about. Just perhaps feeling so overwhelmed by the big change but couldn't break it down.

00:44:38 Speaker 1

I mean, we've had a few answers to the main strategy she is using to come alongside and support him already, but if you've got any more to share, please do. Jennifer says it was good that she said she felt a similar way when she went to Uni. That instantly makes it feeling much more relatable. And we had earlier Clara saying.

00:44:56 Speaker 1

They're both talking to each other so calmly, and that's a really tricky thing to do when people are feeling anxious, they're already feeling emotionally heightened, but it's really good that they're able to communicate that clearly and have a conversation where both sides remain calm and stay. Say what we're concerned about and how they can help. But really tricky to do.

00:45:15 Speaker 2

And quite unlikely I get her point like we've had that feedback and reviewed that a lot in terms of like this is a kind of dream. This is a dreamy scenario and certainly in my household growing up that wasn't necessarily how conversations would have gone all the time. And that's kind of like a picturesque example of the clinical lens. What's really helpful, they're very calm at that point. That we appreciate that in lots of situations that can be really difficult as a point.

00:45:41 Speaker 1

Think we spoke about that earlier as anger being a experience within anxiety, Rebecca and Allison talk about giving him a manageable starting point and pointing out the things he can control. I guess that helps us remember that not everything is changing and some things are remaining the same, or some things are manageable changes and building it up from there.

00:46:02 Speaker 1

Validation and validating his feelings. And and we've had a few responses now to the main feelings. He may not be voicing at least puts moving away from the family support system and he didn't explicitly say that, but that will have been a concern. He had. His mum. Won't be there exactly all the time to have these conversations and either perhaps they're not being good enough compared to others and it's again, I think those feelings of perhaps feeling ashamed or feel, but because we're feeling like this already not ready for the situation. But I don't think that's true at all. And everyone will be feeling like that to different degrees, I think.

00:46:44 Speaker 1

Anything you want to add Alice?

00:46:46 Speaker 2

No, I think that's great. I think, yeah, like thinking about the way that she communicates back, is really, really helpful. Hopefully takes some tips and tricks from the way in which language, her body language is really open. She's really lacking judgement, and she's also using some personal experience, which is a fine line right in, like working out where it's relevant and useful. We're gonna talk about that shortly in terms of sympathy and empathy and the difference there and how quickly it's useful to jump in with our own experiences. But in this context, it's really helpful because she's chosen a very directly relatable experience that she felt quite similar when she went off to Uni. So really wonderful things came out of that experience for her. So she also little bit of a laugh about that. Humanising it too.

00:47:33 Speaker 1

I just want to build on. Actually I think even in conversations with young people where they're perhaps feeling emotionally heightened, it's really tricky to do. But when we as adults, they're coming to some as reassurance. If we're able to stay calm even in the face of them becoming more dysregulated, it can help eventually reduce the stress in the conversation.

00:47:53 Speaker 1

Sometimes, but I recognise that's really hard to do. But something sometimes to bear in mind.

00:48:00 Speaker 2

Thanks. Perfect. OK, let's move on. Freya. Yeah.

00:48:05 Speaker 1

And so this is something I do a lot of my younger sister does have some CD needs and and neurodiversity, and I think a lot of us know that working with young people with neurodiversity, they need quite a lot of structured routine throughout the day. And that's how they manage some of their anxiety. Anxiety is a lot higher sometimes for people.

00:48:26 Speaker 1

To experience neurodiversity and so.

00:48:28 Speaker 1

To being able to help them through those anxieties around change is a key part of the daily routine, because every day the routine is going to be disrupted somewhat and and one way that I tend to do this in my family is make sort of, I think they're called social stories or storyboards. I don't always love that term, but I couldn't think of something else to call them.

00:48:48 Speaker 1

So I find them really useful techniques for any large change in routine. Actually, as I was thinking about this, you could do this for any child you know talking about your child, perhaps moving primary school to secondary school or moving house, or any change what that's going to look like. And I also find it a helpful technique for avoiding being asked quite so many questions, which sometimes is really nice.

00:49:09 Speaker 1

And I simply just make sort of a visual format on PowerPoint. You can. It's quite hard to fit the images on the PowerPoint slide, but you can see on the right here like an example of when we went to the Lake District, you know what to expect and the images before would have been how we got there. The images after would have been where we're going next and how we're getting there. Just some clear information of what to expect.

00:49:30 Speaker 1

Using nice visual pictures and to sort of already help anticipate what the change.

00:49:35 Speaker 1

Look like and then on the left you can see how I'll print it out as 6 to 9 slides on a sheet and then sort of make it a flip book that my sister will carry around with her and refer to so she already knows what to expect next and does reduce some of the questions being asked which is always nice. And I think these are adaptable. You can use them so I've used them here.

00:49:55 Speaker 1

When we've gone on trips, but you can use them for going from primary to secondary, some of those big changes we've talked about already or just as a way of making them with the young person to understand what everyone's views are on the change and align them in a way so everyone's considering the same things. I think these are really useful.

00:50:15 Speaker 2

Great. Thank you Freya.

00:50:19 Speaker 2

Yeah, they're brilliant. I can see exactly how that would help. Like, yeah, somebody foresee things.

00:50:25 Speaker 1

It was quite fun looking back on them actually and thinking, Oh no, I didn't do that.

00:50:29 Speaker 2

No worries if you need to jump off? We're at the hour point. We have got another half an hour. I don't think we'll fill the whole half an hour, but we've got some more content to get through. So if you've got time to stay with us for the next half an hour, please stay with us. If you're leaving, please do give us some feedback and you'll be sent things by e-mail. Cause I appreciate a lot of people only get an hour for lunch. Max.

00:50:49 Speaker 2

Thank you. So CoRay key recommendations. These are some of the evidence suggestions that we turn into active lesson plans, remembering that uncertainty is normal, reassuring people that we all experience it. It is not something we need to experience in solitude. It's inevitable to lots of points.

00:51:09 Speaker 2

And it doesn't mean that something bad is going to.

00:51:12 Speaker 2

Often we can assume the worst case scenario and and I I said to a friend recently who was imagining the worst case scenario was like, well, let's imagine the best as well. If we're allowed to imagine the worst. So let's try and weigh that up with something that potentially counteracts that. Identify whether it's useful or possible to remove uncertainty. So Freya has just suggested a really practical way of removing a lot of different aspects of uncertainty, so we can take some steps.

00:51:40 Speaker 2

We can't avoid uncertainty altogether or it will become quite debilitating and affect the way in which we live our lives. We can also learn how it works best for us to either sit or stand or walk with feelings of uncertainty. How can we manage that? I actually find managing, you know, feelings of anxiety. It's really, really great and like better if I'm walking and moving through it, but some people might find it more useful to be more kind of stationary and and cosy up and just have some time to kind of feel really calm, so it's also about figuring out how we want to move through that best for us focusing on the here and the now being really present actually as a teenager, improv comedy was something that randomly really helped me. Most people. That makes them feel absolutely sick with nerves, but it's really, really based in the need to be present and they need to be practical and they need to say yes and they need to say and, and build on each other.

00:52:36 Speaker 2

And those kind of core psychological principles have really stuck with me, and I think it's a really, really useful thing, especially with young people who might be feeling that playful or kind of wanting to work with each other. You have to be very in the moment. And you're not able to worry about what might happen in two hours time because you've got an immediate thing in front of you that you need to kind of build on. Which is exciting.

00:53:00 Speaker 2

Looking for things in life where it's possible to have control, so some things you know keeping Diaries and planners. I used to love a planner as a kid and being able to get those things out, annotate, draw things, look forward to things and meant things in our Diaries and know where to seek help when it's needed and we've got a whole resource on help seeking for both young people, parents, carers and teachers which will come to you shortly. But yeah, those are the kind of key, key findings from them.

00:53:30 Speaker 2

What might be the barriers? Quite a lot here and potentially things that we don't even notice that we're doing, but managing our own uncertainties and anxieties can also stop us from being as helpful and present as we might like to be. We might be worried about time if we're trying to listen to such a young person who's got a lot of worries and anxieties on their minds. We might feel a bit out of our depth and overwhelmed being too close to what they're talking about. We might have personal experience of what's going on with them, which might actually be really difficult for us.

00:54:06 Speaker 2

It might bring up lots of our own experiences, or we might be too quick to be like, well, I've been there, done that, and therefore you need to get on with it. It's not the most helpful approach either. I always found that really unhelpful as a young person. So I was like, well, it was harder for us, like trying to really kind of cut that form of dialogue, but really prioritise how they're feeling at that time. And also not rushing in to offer solutions, so allowing young people to sit with it and us to sit with them for a bit in terms of acknowledging this is difficult, this is frustrating. This is anxiety inducing because there are things we don't.

00:54:40 Speaker 2

Though before we step in instantly and offer some kind of solution or fix which many of the times we can't do either. And Tess says my daughter once told me she did not want me to fix things, she just wanted me to listen. What a wise wise girl. Yeah, absolutely. Because we can't fix lots of things, some things we can something. We can't, but we all want to be listened to, and there's also an expression that we use a lot in our work at the trust, where often I hear in schools sometimes still the term attention seeking. So we might see some of these behaviours when young people are managing uncertainty or change as attention seeking behaviours.

00:55:23 Speaker 2

But what we translate it into is connection seeking behaviours so that young person really wants to feel a sense of being listened to, being heard, being seen and feeling connected to those around them. So flipping that on its head and trying to also lack judgement in as many ways as possible.

00:55:41 Speaker 2

And Martha, I couldn't agree with you more. Sometimes it helps to just say this just sucks. This is just a really hard period and this is just really, really tricky. But somehow together, we're going to get through it and you're not on your own in that. And there's

help that we can find. And there are things that we can plan ahead for around the uncertainty. Thank you.

00:56:02 Speaker 2

What can we do so we can? We've talked quite a lot about creating environments of psychological safety. If people want to add in ways in which they do help young people manage change and uncertainty, let's learn from each other too. Please add anything in this part of the webinar that you find has been really helpful with the young people that you work with.

00:56:22 Speaker 2

And and we can do that with the qualities with which we kind of emit and the energy that we put out around young people is really likely to affect whether or not they're gonna come forward and talk to us. So for what qualities might we look for in somebody who might be able to help us in difficult phases?

00:56:42 Speaker 1

I think you'd always want someone that's praps got quite a soft, gentle approach that will vary by the young person as well, but it's something I always seek when I want someone to offload a concern to.

00:56:54 Speaker 2

Great. Yeah, a softness, a gentleness.

00:56:58

Mmm hum.

00:57:01 Speaker 1

Perhaps also someone who, yes, some of they don't want a practical solution. As an example, that's been said already. I just want someone that's going to tell me that that's hard. I just want to feel validated.

00:57:11 Speaker 2

Yeah, that is hard. Yeah. I'm not just like. Yeah, I'm not just making this hard myself. This is just a hard situation exactly.

00:57:20 Speaker 1

Yeah, I don't need to be told. OK. So have you done this? Does that need to wait 10 minutes? I think.

00:57:25 Speaker 2

Yeah. Or ask me the next day if I've. Done the next like. Yeah, yeah. But not in that moment of overwhelm, because I can't even fathom doing that one. Yeah, when you're feeling overwhelmed. Too much at once. Yeah.

00:57:36 Speaker 2

Rebecca's got a calm box. Things that will ground you like smells, textures, activities. That's really nice and sensory too. Someone to just sound off on or just listen. Yeah, absolutely. Someone who's cared about the time they've got. So kind of. I've got half an hour now because that can be such a limit, especially in the workplace. Being rushed to a lesson. Or, you know, I've only got 5 minutes. But feel free to kind of start telling me what the main things are that are worrying you. And then perhaps we can check in again.

00:58:05 Speaker 2

And and then try and give a plan to a young person of like, let's check in again on Friday before the weekend. Let's check in on Monday when you come back from the weekend and see how you're feeling about it then? So just also feeling that we're not kind of ending the conversation there and not going to come back to it.

00:58:21 Speaker 2

Practising compassion. So for those of you who know about Brené Brown, I'm sure a lot of you do. She's got a great video called Sympathy versus empathy, which I love. It's on YouTube. Please, do you have a watch? It's all about kind of how we approach listening to people who are having a difficult time. And Angela is sometimes being listened to and someone actually are.

00:58:41 Speaker 2

Acting to signpost or help makes you feel like you're being listened to. Yeah. Makes you feel like they're actually, like, taking it on board and thinking about next steps in. A practical way?

00:58:54 Speaker 1

So just to sort of consolidate what we've just talked about, you know, how do we have these conversations and a good first step is an open question. Don't assume you know that just because of a young persons facing exams next week, that's necessarily what they're concerned about or that they're concerned about this particular aspect. Ask an open question what's making you.

00:59:13 Speaker 1

You're concerned. Are you able to tell me why you're feeling anxious? Because it might be something completely different and you don't want already shut down that opportunity for someone to share something with you.

00:59:23 Speaker 1

And I think then then pause, feel comfortable with sitting in a bit of silence whilst they build up the courage to share something with you or formulate their answer. You don't have to fill that space. Sometimes a bit of peaceful silence gives them the confidence to then share something. But within this do facilitate, you know, after a few minutes perhaps say, you know, give them some more.

00:59:44 Speaker 1

Directions ask a question that's still an open question, but less broad. Narrow it down a bit. See if that helps them. Then encourage what they want to say after they've answered that initial open question. Then start honing down on exactly how.

00:59:58 Speaker 1

How they're feeling on a particular aspect and how what they want from you and next and make sure you're listening, there's that common difference between listening to reply and listening to understand. You're listening to understand here they're the person who's come to you. Really try and understand what's going on so you can best consider how you will reply and.

01:00:18 Speaker 1

What that will include in terms of supporting, signposting and understand.

01:00:22 Speaker 1

Landing and then like Alice said, try and give them a plan. In your action. You know what are the next steps. Are you going to check in again next week? Are you going to suggest they go and see a GP? Are you going to suggest that this action needs to be done and then perhaps they'll feel less anxious about that piece of coursework if they go to their teacher and just clarify what needs to be done?

01:00:43 Speaker 1

To get started, you know, make that clear plan and then follow up on it, particularly as that young person has opened up to you and that takes courage. You need to then honour that, I think and and make sure you respect them for coming to you and they continue to feel they're able to come to you and can rely on you.

01:01:01 Speaker 1

I mean, one thing we really advocate for, at Charlie Waller Trust is our five ways to well-being. And actually when Alice was talking earlier, we're talking about different activities. We like doing to sort of immerse ourselves in it, something that really came to me is the opportunity of giving to others here when we're being creative, when we're expressing ourselves through music.

01:01:19 Speaker 1

Crafts dance strong in a way that's giving to others as well, because then we can share that joy with other people. So that's one of our five things we talk about in our world in our 5.

01:01:29 Speaker 1

Mr well-being and one of them that's closely connected is connect with other people. I think that's a really nice way again of having like having these conversations about things that matter about a way to share something we like ourselves with other people.

01:01:45 Speaker 1

And moving on, we've also got to be active. Like Alice said, I think we're both similar in this way being active and moving through anxiety is a good way of helping our minds settle a bit and actually it specifically says this on our graphic here. And within being active particularly for outside trying to take notice, are you as you're walking, are you so absorbed in what you're feeling anxious about that you're unable to.

01:02:07 Speaker 1

Notice the wind going through the trees and the butterfly that just flew past you. Or are you able to appreciate that? And I think that's also a good way of checking in on your own well-being and seeing where you're at. Are you taking notice or are you feeling really anxious and sort of teaching that approach to young people? And one of the other ones on here is keep learning. And one thing I'm always really keen to stress here.

01:02:29 Speaker 1

Particularly for those who feel anxious around a change in going into a more academic setting is keep learning doesn't always mean keep revising and keep learning more academic things.

01:02:37 Speaker 1

It can mean Start learning how to skateboard, as Alice did when she's 25, you learn something new and cool and exciting, but you can give to others, but you can connect with other people with you know, time all together and make sure you're not just studying. There's a big difference there, but I'm always keen to stress.

01:02:54 Speaker 2

Thanks, Freya. Brilliant. Yeah, fantastic. That's a poster. Also you can download on our website. You can put it up in your classroom in your college.

01:03:02 Speaker 2

In your practise, wherever it might be, and we've also got some little kind of cards, so not just the bigger posters, but some smaller ones too. In terms of more urgent support, we are we are more of a preventative awareness raising charity. We don't work in the kind of capacity of a helpline of any sense.

01:03:22 Speaker 2

So.

01:03:22 Speaker 2

Know, although you can ring our office and all the resources and ask us plenty of questions if somebody needs emergency support and I would really advocate for pirates who are prevention of young suicide. They have a helpline which I actually rang myself when worried about a flatmate during COVID and they were incredibly supportive and help.

01:03:43 Speaker 2

Full young minds are absolutely, wonderfully leading in lots of their resource development and lots of their work overall. I'm sure quite a lot of you might look at their resources already, but I would really advocate for them. Samaritans obviously offer a line and mind offer a huge number of resources as well.

01:04:03 Speaker 2

I'm all for us suggesting and working with kind of as many as much knowledge as we can possibly.

01:04:09 Speaker 2

Thanks, Martha. With the well-being poster, we've got some really relevant resources at the trust which you can also order or download on our website so that we've got managing stress and anxiety and supporting a child with anxiety. Those are two clinical evidence based engaging brilliant resources that we have on offer.

01:04:29 Speaker 2

We've also got the CoRay lesson plans. If you are a teacher on this call and you want to deliver a whole lesson to either key stage 3 or key stage 4, or you work in Ascend school, we have adaptations for all of those different cohorts of people, and we also.

01:04:44 Speaker 2

Have two films, one of which you've seen, but we've also got a whole parent care up here, like parent carer support pack that you can download through our website as well if you want to look at any of those, please Google Charlie Waller CoRay partnership and those things will come up. There we go. Thanks, Martha. She's on it.

01:05:05 Speaker 1

And I know podcasts are often really popular as a way of digesting information, and I really like one by Doctor Alex George called the Stump cast, and these ones I picked out particularly there about anxiety. But also there's so many topics, some we've covered today, like changing friendships. But I think that always a good place to look and find, one that particularly interests you. I really like these ones.

01:05:24 Speaker 1

By Doctor Karen and Owen O'Kane, mainly because they talk about how to work with people to accept that anxiety and uncertainty are a part of life. They'll never completely go, and it's how do we learn to sit with that and walk alongside it in a way rather.

01:05:40 Speaker 1

than try and feel that we need to get rid of it completely and I think these podcasts really explore that in a nice way and also got lots of other relevant topics.

01:05:48 Speaker 2

Brilliant. Thank you. Yeah, that's a code straight to Spotify. So you can do the same with our Ambassador Podcast, which is called stigma to strength and great thing to listen to and learn from while you're driving or

01:06:04 Speaker 2

Muting or whatever it might be, this is all purely produced, made by and for young people and on Freya's behalf. I will vouch for the fact that her most recent podcast has just been launched, which is absolutely brilliant, and it's about young carers and mental health and there are all sorts of different topics, different episodes. One is around revision and exams.

01:06:24 Speaker 2

More specifically, we might be a little bit late for that, but please do have a listen to it next year or promote it to young people, especially if you're working with adolescents. I think the stigma to Strength podcast is particularly relevant to them.

01:06:38 Speaker 1

I think it's good for having a big variety of topics like this. We've covered a surprising amount between all the different youth ambassadors and it's cool to listen and find out all sorts of issues impacting young people today that young people will be able to relate to.

01:06:51 Speaker 2

Fantastic.