

**Programme Type:**

Trauma-Informed, Evidence-Informed and Safeguarding-Aware Emotional Wellbeing Education Programme

**Age Range:**

12–17 Years

**Delivery Format:**

Two-Day Programme

**Recommended Facilitator Ratio:**

1 Facilitator : 8 Young People

**Delivery Settings:**

Schools, PRUs, Alternative Provision, Residential Children's Homes, Youth Services, Community Organisations and Local Authority Services

**Approach:**

Trauma-Informed • Evidence-Informed • Lived Experience Led • Psychologically Safe

**Version:**

1.0

**Publication Date:**

2026



# FYNIX PROJECT

**SUPPORTING YOUNG MINDS: FINDING  
YOUR GROUND**

## **Programme Guide & Commissioning Overview**

A Trauma-Informed, Lived-Experience-Led Emotional Wellbeing Programme  
for Young People Aged 12–17

Helping Young People Build Confidence, Resilience and Emotional Awareness Through  
Safe, Inclusive and Evidence-Informed Learning

**Rise Through Lived Experience**

Developed by Fynix Project

# SUPPORTING YOUNG MINDS: FINDING YOUR GROUND

## Youth Emotional Wellbeing, Resilience & Personal Development Programme

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# Welcome From Fynix Project



*"We believe young people thrive when they feel safe, seen, heard, respected, and empowered to recognise their own strengths."*

**Darryl Craig, Founder, Fynix Project**

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## Rise Through Lived Experience

At Fynix Project, we believe that every young person deserves the opportunity to feel safe, understood, valued, and equipped with the tools they need to navigate life's challenges.

Supporting Young Minds: Finding Your Ground was created in response to the growing need for accessible, preventative, and practical wellbeing support for young people. Our aim is not to diagnose, treat, or replace specialist services, but to provide young people with the knowledge, skills, and confidence to better understand themselves, manage challenges, and build resilience for the future.

Fynix Project is a lived-experience-led organisation delivering trauma-informed, evidence-informed wellbeing programmes, workshops, and training across communities, schools, youth services, and organisations. Our work is built upon

the belief that meaningful learning happens when people feel psychologically safe, respected, and empowered to participate at their own pace.

Our programmes combine lived experience, contemporary research, trauma-informed principles, emotional wellbeing education, and practical skill development to create engaging and accessible learning experiences. Every programme is designed to be strengths-based, inclusive, and focused on helping individuals recognise their existing abilities while developing new tools to support their wellbeing.

Supporting Young Minds: Finding Your Ground has been developed specifically for young people aged 12–17 and provides a structured learning journey focused on emotional awareness, resilience, confidence, communication, self-belief, and practical wellbeing strategies.

Throughout this programme, participants are encouraged to:

- Develop greater emotional awareness
- Understand stress, pressure, and emotional responses
- Build practical grounding and regulation skills
- Strengthen confidence and communication
- Recognise personal strengths and resilience
- Develop healthy coping strategies
- Build hope, self-belief, and future confidence

Everything we deliver is underpinned by our commitment to trauma-informed practice, psychological safety, safeguarding, inclusion, and evidence-informed delivery.

As a lived-experience-led organisation, we understand that growth is rarely linear and that every young person brings their own story, strengths, experiences, and potential. Our role is to create environments where young people feel safe to learn, supported to reflect, and empowered to move forward.

Thank you for taking the time to learn more about Supporting Young Minds: Finding Your Ground. We look forward to working alongside schools, youth services, local authorities, and community organisations to support young people in developing the confidence, resilience, and emotional wellbeing skills they need to thrive.

## **Fynix Project**

*Rise Through Lived Experience*

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# Executive Summary

## Supporting Young Minds: Finding Your Ground

Supporting Young Minds: Finding Your Ground is a trauma-informed, evidence-informed emotional wellbeing programme designed for young people aged 12–17.

The programme has been developed to support emotional awareness, resilience, confidence, communication and wellbeing understanding through structured, engaging and psychologically safe learning experiences.

Delivered over two days, the programme consists of eight interconnected modules that provide young people with practical tools and knowledge to better understand themselves, manage challenges and develop confidence in their ability to navigate everyday life.

The programme is educational rather than clinical in nature and is designed to complement, rather than replace, existing pastoral, safeguarding and specialist support services.

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## Programme Overview

**Age Range:** 12–17 Years

**Programme Length:** Two-Day Programme

**Total Learning Time:** Approximately 8 Hours

**Modules:** 8 Structured Learning Modules

**Delivery Format:** Face-to-Face Group Delivery

**Facilitator Ratio:** 1 Facilitator per 8 Young People

**Approach:** Trauma-Informed, Evidence-Informed and Lived-Experience Led

**Delivery Settings:** Schools, Colleges, Alternative Provision, PRUs, Youth Services and Community Organisations

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## What Makes Supporting Young Minds Different?

## **Trauma-Informed**

The programme is designed to create emotionally safe learning environments that recognise the potential impact of adversity, stress and life experiences. Delivery prioritises safety, trust, empowerment, choice and respectful participation.

## **Evidence-Informed**

Programme content has been informed by contemporary research relating to emotional wellbeing, resilience, belonging, psychological safety, youth development and trauma-informed practice. The programme framework, Theory of Change and evaluation approach have been developed using evidence-informed principles and current best practice.

## **Lived-Experience Led**

Fynix Project is a lived-experience-led organisation. Our programmes are shaped by real-world understanding alongside research, professional learning and practical delivery experience.

## **Safeguarding-Aware**

Safeguarding is embedded throughout programme design and delivery. All facilitators operate within established safeguarding procedures, professional boundaries and escalation processes to ensure participant safety remains central to programme delivery.

## **Prevention-Focused**

Supporting Young Minds focuses on building knowledge, confidence and practical wellbeing skills before challenges escalate. The programme aims to strengthen protective factors, encourage help-seeking and support positive emotional development.

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## **The Eight Programme Modules**

1. Understanding Emotions
2. Emotional Literacy
3. Stress and Pressure
4. Grounding and Regulation
5. Thoughts and Feelings
6. Communication and Boundaries

7. Confidence and Strengths
  8. Resilience and Moving Forward
- 

## **Intended Areas of Growth**

The programme seeks to support young people to:

- Better understand emotions and emotional responses
- Develop emotional vocabulary and self-awareness
- Build confidence and self-belief
- Strengthen communication and relationship skills
- Learn grounding and coping strategies
- Increase awareness of wellbeing and self-care
- Improve resilience and problem-solving skills
- Recognise support options and help-seeking pathways

Supporting Young Minds adopts a contribution-focused approach to outcomes and recognises that young people's wellbeing is influenced by a wide range of personal, social and environmental factors. The programme therefore seeks to contribute towards positive outcomes rather than claim direct causation.

**Empowerment. Connection. Growth. Hope.**

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## **Why This Programme Matters**

### **Supporting Young People to Navigate an Increasingly Complex World**

Young people today face a wide range of pressures, challenges and expectations as they move through adolescence.

Alongside the normal developmental changes associated with growing up, many young people are navigating academic pressures, social expectations, family challenges, online environments, uncertainty about the future and increasing demands on their emotional wellbeing.

Whilst experiences differ from one individual to another, many young people benefit from opportunities to better understand their emotions, build confidence, strengthen resilience and develop practical skills that support their wellbeing.

Supporting Young Minds: Finding Your Ground has been developed to help create those opportunities.

The programme provides structured, age-appropriate wellbeing education that encourages young people to develop greater self-awareness, recognise their strengths and build practical tools they can use in everyday life.

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## **Emotional Awareness and Emotional Literacy**

Understanding emotions is an important part of healthy development.

Many young people experience emotions they find difficult to identify, understand or communicate. Without the language to describe what they are experiencing, it can become harder to seek support, express needs or understand emotional responses.

Developing emotional literacy helps young people recognise emotions, communicate more effectively and better understand their own experiences.

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## **Stress, Pressure and Emotional Regulation**

Stress is a normal part of life and learning how to respond to pressure is an important life skill.

Young people may encounter stress through education, friendships, family circumstances, social situations, examinations, transitions and everyday challenges.

The programme introduces practical grounding, self-awareness and emotional regulation strategies that can help young people recognise stress responses and explore healthy ways of responding to them.

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## **Confidence, Identity and Self-Belief**

Adolescence is often a period of self-discovery.

Young people are developing their sense of identity, understanding their strengths and forming beliefs about themselves and their abilities.

Supportive learning environments can help young people build confidence, recognise personal strengths and develop a greater sense of self-belief.

The programme encourages young people to reflect on what makes them unique, recognise existing strengths and develop confidence in their ability to overcome challenges.

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## **Communication and Relationships**

Positive relationships play an important role in wellbeing, belonging and personal development.

Communication skills help young people express themselves, navigate disagreements, build healthy relationships and seek support when needed.

Supporting Young Minds explores communication, active listening, boundaries and respectful interaction in ways that are practical, accessible and relevant to everyday life.

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## **Resilience and Coping Skills**

Resilience is not about avoiding challenges or pretending difficulties do not exist.

It is about developing the confidence, skills and support networks that help individuals navigate adversity, adapt to change and move forward following setbacks.

The programme encourages young people to explore coping strategies, recognise support systems and develop greater confidence in their ability to respond to life's challenges.

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## **Encouraging Help-Seeking**

Knowing when and how to seek support is an important part of wellbeing.

Many young people may be unsure where to turn when they need help or may lack confidence in asking for support.

Supporting Young Minds helps participants explore support networks, recognise trusted adults and understand that seeking help can be a positive and proactive step.

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## **A Prevention-Focused Approach**

Supporting Young Minds is designed as a prevention-focused wellbeing programme.

Rather than waiting until difficulties have escalated, the programme seeks to equip young people with practical knowledge, emotional awareness and resilience-building skills that may support wellbeing throughout adolescence and beyond.

By creating safe, engaging and supportive learning environments, the programme aims to help young people better understand themselves, strengthen their confidence and recognise the support available around them.

Because emotional wellbeing is not simply about responding to challenges when they arise — it is also about developing the skills, understanding and confidence that help young people thrive.

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## **The Fynix Approach**

### **A Framework for Growth, Confidence and Wellbeing**

At Fynix Project, we believe that meaningful development begins when young people feel safe, valued and empowered to explore who they are.

Supporting Young Minds: Finding Your Ground has been built around four core principles that underpin every activity, discussion and learning experience within the programme.

Together, these principles create a practical and accessible framework that supports emotional awareness, resilience, confidence and personal growth.

The Fynix Approach is strengths-based, trauma-informed and focused on helping young people recognise the abilities, qualities and potential they already possess.

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## **Find Your Ground**

### **Understanding Yourself and Your Experiences**

Before young people can effectively navigate challenges, they first need opportunities to understand themselves.

Find Your Ground focuses on developing emotional awareness, recognising thoughts and feelings, understanding stress responses and exploring the connection between emotions, behaviour and wellbeing.

Young people are encouraged to pause, reflect and develop greater awareness of what is happening within themselves and around them.

Throughout the programme, participants explore:

- Emotional awareness
- Emotional literacy
- Stress and pressure
- Emotional regulation
- Grounding techniques
- Wellbeing awareness

By developing greater self-awareness, young people can begin to recognise patterns, identify needs and build stronger foundations for future growth.

**Because understanding ourselves is often the first step towards supporting ourselves.**

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## **Recognise Your Strengths**

### **Building Confidence Through Self-Belief**

Many young people spend far more time focusing on perceived weaknesses than recognising the strengths they already possess.

Recognise Your Strengths encourages participants to identify positive qualities, existing abilities, achievements and personal characteristics that help them navigate challenges and succeed in everyday life.

The programme promotes a strengths-based perspective that helps young people move beyond self-criticism and develop a more balanced understanding of themselves.

Participants explore:

- Personal strengths
- Identity and self-awareness
- Confidence and self-esteem
- Positive self-belief
- Growth and learning
- Individual achievements

Young people are encouraged to recognise that resilience is not about never struggling—it is about understanding and using the strengths that already exist within them.

**Because confidence grows when young people begin to recognise their own value.**

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## **Build Your Toolkit**

### **Developing Practical Skills for Everyday Life**

No single strategy works for everyone.

Every young person is different, and the tools that support one person may not be the same tools that support another.

Build Your Toolkit introduces a range of practical wellbeing strategies that participants can explore, practise and adapt to meet their individual needs.

These include:

- Grounding techniques
- Breathing exercises
- Emotional regulation strategies
- Reflection tools
- Communication skills
- Problem-solving approaches
- Resilience-building activities

Rather than prescribing a single solution, the programme encourages young people to discover which strategies work best for them.

The aim is to help participants leave the programme with a collection of practical tools they can continue to use long after the sessions have ended.

**Because wellbeing is not about having all the answers—it is about having strategies that help when challenges arise.**

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## **Move Forward With Confidence**

### **Looking Ahead with Hope and Resilience**

The final principle focuses on growth, possibility and future development.

Young people are encouraged to recognise how far they have come, reflect on what they have learned and consider how they can continue building on these experiences moving forward.

The programme promotes hope, self-belief and confidence while reinforcing the message that personal growth is an ongoing journey rather than a final destination.

Participants are supported to:

- Reflect on learning and progress
- Identify future goals
- Strengthen resilience
- Recognise support networks
- Build confidence in their abilities
- Develop a positive outlook for the future

Move Forward With Confidence is about helping young people recognise that challenges do not define them and that growth remains possible even during difficult periods.

**Because every young person deserves the opportunity to recognise their potential and believe in their ability to move forward.**

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## **Rise Through Lived Experience**

The Fynix Approach reflects our belief that young people already possess strengths, abilities and potential.

Our role is not to fix, diagnose or judge.

Our role is to create safe, supportive and engaging learning environments where young people can develop greater self-awareness, strengthen confidence, build practical skills and recognise the support available around them.

Through emotional awareness, resilience, confidence and connection, we aim to help young people find their ground, recognise their strengths, build their toolkit and move forward with confidence.

**Rise Through Lived Experience.**

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## **Our Delivery Principles**

### **Creating Safe, Inclusive and Meaningful Learning Experiences**

Supporting Young Minds: Finding Your Ground is built upon a set of delivery principles that guide every aspect of programme design and facilitation.

These principles help ensure that learning environments are safe, accessible, inclusive and responsive to the needs of young people.

They also reflect Fynix Project's commitment to trauma-informed practice, psychological safety, lived experience, safeguarding and evidence-informed delivery.

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## **Trauma-Informed Practice**

Supporting Young Minds has been developed using trauma-informed principles.

We recognise that many young people may have experienced adversity, loss, instability, bullying, exclusion, family difficulties or other challenging life experiences. Whilst the programme is educational rather than therapeutic, we understand that previous experiences can influence how young people engage with learning, relationships and participation.

Our approach seeks to create environments that are safe, supportive and empowering.

## **Safety**

We aim to create learning environments where young people feel physically, emotionally and psychologically safe.

Clear expectations, predictable structures and respectful interactions help participants understand what to expect and how they can participate comfortably.

## **Choice**

Participation is encouraged but never forced.

Young people are reminded that they can choose how they engage with activities and discussions, and that they are not required to share personal experiences.

## **Trust**

Trust is built through consistency, transparency and respectful communication.

Facilitators aim to create environments where young people know what to expect and understand the purpose of activities and discussions.

## **Empowerment**

We focus on strengths, abilities and opportunities for growth.

Rather than concentrating on deficits or problems, the programme encourages young people to recognise their existing strengths and develop confidence in their ability to learn and grow.

## **Collaboration**

Young people are active participants in the learning process.

Facilitators encourage discussion, reflection and shared learning while recognising the value of young people's perspectives and experiences.

## **Cultural Awareness**

We recognise and respect the diversity of young people's identities, backgrounds, beliefs, cultures and lived experiences.

Facilitators are encouraged to approach differences with curiosity, respect and openness while avoiding assumptions about individual experiences.

# Psychological Safety

Psychological safety is central to the Fynix approach.

Young people learn most effectively when they feel respected, valued and able to participate without fear of embarrassment, judgement or criticism.

Throughout delivery, facilitators promote environments where participants understand that:

- Participation is voluntary
- There are no right or wrong answers
- Different viewpoints can be expressed respectfully
- Personal experiences do not need to be shared
- Asking questions is encouraged
- Taking a break is acceptable when needed

By creating psychologically safe environments, we aim to support engagement, confidence and meaningful participation.

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# Strengths-Based Practice

Supporting Young Minds adopts a strengths-based approach.

Rather than focusing solely on challenges, the programme encourages young people to recognise the strengths, qualities, abilities and achievements they already possess.

Participants are supported to identify what helps them cope, what they do well and the personal qualities that contribute to resilience and wellbeing.

We believe growth is more likely when young people recognise their existing capabilities as well as areas they wish to develop.

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# Neurodiversity-Affirming Practice

Young people engage, communicate, learn and regulate in different ways.

Supporting Young Minds recognises and values neurodiversity and aims to create learning environments that are flexible, accessible and inclusive.

Facilitators are encouraged to:

- Offer different ways to participate
- Provide clear and predictable session structures
- Support sensory regulation needs
- Allow processing time
- Use a variety of learning methods
- Respect individual communication preferences

The programme seeks to remove barriers to participation rather than expecting young people to adapt to a single way of learning.

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## **Lived-Experience Led**

Fynix Project is a lived-experience-led organisation.

Our work is informed by the understanding that personal experience can provide valuable insight into resilience, recovery, growth and wellbeing.

Lived experience helps shape programme development, delivery approaches and organisational values.

This perspective is combined with professional learning, safeguarding practice and evidence-informed approaches to create programmes that are both credible and relatable.

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## **Evidence-Informed**

Supporting Young Minds has been developed using evidence-informed principles.

The programme framework has been informed by research relating to emotional wellbeing, resilience, belonging, youth development, psychological safety, accessibility and trauma-informed practice.

Research has helped shape programme content, delivery methods, safeguarding considerations and evaluation planning.

Whilst Supporting Young Minds itself has not yet undergone independent outcome evaluation, the programme has been designed using current evidence, recognised good practice and a commitment to continuous improvement.

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## **The Fynix Commitment**

Every young person deserves the opportunity to learn in an environment where they feel safe, respected, included and valued.

These delivery principles provide the foundation for Supporting Young Minds: Finding Your Ground and help ensure that programme delivery remains consistent with the values, standards and mission of Fynix Project.

**Safe. Inclusive. Empowering. Evidence-Informed.**

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## **Who Is The Programme For?**

### **Flexible Delivery Across a Range of Youth Settings**

Supporting Young Minds: Finding Your Ground has been designed to be adaptable to a wide range of educational, community and youth-focused environments.

The programme is suitable for young people aged 12–17 and can be delivered as a preventative wellbeing intervention, emotional resilience programme or personal development programme.

Whilst delivery can be adapted to meet the needs of individual organisations and participant groups, the programme's core trauma-informed, evidence-informed and strengths-based approach remains consistent.

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### **Schools**

Supporting Young Minds can be delivered within secondary schools as part of personal development, wellbeing, pastoral support or enrichment provision.

The programme complements existing wellbeing, safeguarding and personal development initiatives by providing structured opportunities for young people to explore emotional awareness, resilience, confidence and communication skills.

Suitable for:

- Key Stage 3 pupils
  - Key Stage 4 pupils
  - Pastoral groups
  - Targeted wellbeing interventions
  - Personal development programmes
  - Transition support
- 

## **Pupil Referral Units (PRUs)**

The programme provides a flexible and engaging approach that can support young people who may have experienced barriers to education, exclusion, adversity or additional challenges.

Delivery prioritises relationship-building, psychological safety, participation and strengths-based learning.

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## **Alternative Provision**

Supporting Young Minds can be adapted to meet the needs of young people accessing alternative provision settings.

The programme's trauma-informed approach helps create safe learning environments that encourage engagement, reflection and personal growth.

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## **Youth Services**

Youth services can utilise the programme to support emotional wellbeing, resilience and personal development within community-based settings.

Sessions are interactive, discussion-led and designed to encourage participation without pressure.

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## **Youth Offending Teams**

The programme may support young people involved with Youth Offending Teams by providing opportunities to develop self-awareness, emotional literacy, communication skills and resilience.

Delivery focuses on strengths, accountability, reflection and future-focused development rather than judgement or deficit-based approaches.

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## **Local Authorities**

Supporting Young Minds can form part of wider prevention, early intervention and wellbeing strategies.

The programme aligns with local authority priorities relating to emotional wellbeing, resilience, youth development, participation, inclusion and community support.

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## **Community Organisations**

Community organisations, youth projects and voluntary sector providers may utilise the programme to complement existing youth support services.

The flexible structure allows delivery within a range of community environments while maintaining consistency in quality and programme outcomes.

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## **Youth Charities**

Youth charities seeking structured wellbeing education programmes may find Supporting Young Minds a valuable addition to their existing provision.

The programme can support young people through practical learning experiences that promote confidence, resilience, emotional awareness and help-seeking confidence.

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## **Suitable For Young People Who May Benefit From:**

- Building confidence and self-belief
  - Developing emotional awareness
  - Learning practical coping strategies
  - Strengthening communication skills
  - Improving resilience and problem-solving skills
  - Understanding stress and emotional responses
  - Exploring personal strengths and identity
  - Increasing awareness of support options
  - Developing positive wellbeing habits
- 

## **A Flexible, Prevention-Focused Approach**

Supporting Young Minds has been designed to meet young people where they are.

Whether delivered within schools, community settings, youth services or alternative education environments, the programme aims to provide safe, engaging and meaningful opportunities for young people to develop the skills, confidence and understanding that support positive emotional wellbeing and personal growth.

**Because every young person deserves the opportunity to feel heard, valued and empowered to thrive.**

---

## **Who Is The Programme For?**

### **Flexible Delivery Across a Range of Youth Settings**

Supporting Young Minds: Finding Your Ground has been designed to be adaptable to a wide range of educational, community and youth-focused environments.

The programme is suitable for young people aged 12–17 and can be delivered as a preventative wellbeing intervention, emotional resilience programme or personal development programme.

Whilst delivery can be adapted to meet the needs of individual organisations and participant groups, the programme's core trauma-informed, evidence-informed and strengths-based approach remains consistent.

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## **Schools**

Supporting Young Minds can be delivered within secondary schools as part of personal development, wellbeing, pastoral support or enrichment provision.

The programme complements existing wellbeing, safeguarding and personal development initiatives by providing structured opportunities for young people to explore emotional awareness, resilience, confidence and communication skills.

Suitable for:

- Key Stage 3 pupils
  - Key Stage 4 pupils
  - Pastoral groups
  - Targeted wellbeing interventions
  - Personal development programmes
  - Transition support
- 

## **Residential Children's Homes**

Supporting Young Minds can be delivered within residential children's homes to support emotional wellbeing, resilience, confidence and life skills development.

Many young people living in residential care may have experienced adversity, instability, loss, trauma or disruption within relationships and education. The programme's trauma-informed, strengths-based approach seeks to create safe and supportive opportunities for learning, reflection and personal growth.

Delivery focuses on helping young people:

- Develop emotional awareness and emotional literacy
- Build confidence and self-belief
- Learn practical grounding and coping strategies
- Strengthen communication and relationship skills
- Recognise personal strengths and resilience
- Increase confidence in seeking support

The programme can complement existing care planning, wellbeing support and personal development activities while remaining educational and preventative in nature.

Supporting Young Minds is designed to work alongside the therapeutic, pastoral and safeguarding frameworks already in place within residential settings.

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## **Pupil Referral Units (PRUs)**

The programme provides a flexible and engaging approach that can support young people who may have experienced barriers to education, exclusion, adversity or additional challenges.

Delivery prioritises relationship-building, psychological safety, participation and strengths-based learning.

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## **Alternative Provision**

Supporting Young Minds can be adapted to meet the needs of young people accessing alternative provision settings.

The programme's trauma-informed approach helps create safe learning environments that encourage engagement, reflection and personal growth.

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## **Youth Services**

Youth services can utilise the programme to support emotional wellbeing, resilience and personal development within community-based settings.

Sessions are interactive, discussion-led and designed to encourage participation without pressure.

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## **Youth Offending Teams**

The programme may support young people involved with Youth Offending Teams by providing opportunities to develop self-awareness, emotional literacy, communication skills and resilience.

Delivery focuses on strengths, accountability, reflection and future-focused development rather than judgement or deficit-based approaches.

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## **Local Authorities**

Supporting Young Minds can form part of wider prevention, early intervention and wellbeing strategies.

The programme aligns with local authority priorities relating to emotional wellbeing, resilience, youth development, participation, inclusion and community support.

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## **Community Organisations**

Community organisations, youth projects and voluntary sector providers may utilise the programme to complement existing youth support services.

The flexible structure allows delivery within a range of community environments while maintaining consistency in quality and programme outcomes.

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## **Youth Charities**

Youth charities seeking structured wellbeing education programmes may find Supporting Young Minds a valuable addition to their existing provision.

The programme can support young people through practical learning experiences that promote confidence, resilience, emotional awareness and help-seeking confidence.

---

## **Suitable For Young People Who May Benefit From:**

- Building confidence and self-belief

- Developing emotional awareness
  - Learning practical coping strategies
  - Strengthening communication skills
  - Improving resilience and problem-solving skills
  - Understanding stress and emotional responses
  - Exploring personal strengths and identity
  - Increasing awareness of support options
  - Developing positive wellbeing habits
- 

## **A Flexible, Prevention-Focused Approach**

Supporting Young Minds has been designed to meet young people where they are.

Whether delivered within schools, community settings, youth services or alternative education environments, the programme aims to provide safe, engaging and meaningful opportunities for young people to develop the skills, confidence and understanding that support positive emotional wellbeing and personal growth.

**Because every young person deserves the opportunity to feel heard, valued and empowered to thrive.**

---

## **The Programme Modules**

### **A Structured Journey of Growth, Awareness and Resilience**

Supporting Young Minds: Finding Your Ground is delivered through eight interconnected learning modules designed to support emotional awareness, confidence, resilience, communication and wellbeing understanding.

Each module explores a different aspect of personal development whilst building upon the learning from previous sessions. Together, the modules create a structured and progressive learning journey that encourages young people to better understand themselves, recognise their strengths and develop practical skills that can support them both now and in the future.

The programme combines discussion, reflection, interactive activities and practical wellbeing tools within a safe, inclusive and psychologically supportive learning environment.

Modules are delivered using trauma-informed, strengths-based and evidence-informed principles, ensuring that participation remains accessible, respectful and responsive to the diverse needs of young people.

Throughout the programme, participants are encouraged to:

- Develop greater emotional awareness
- Build confidence and self-belief
- Explore practical coping and grounding strategies
- Strengthen communication and relationship skills
- Recognise personal strengths and resilience
- Increase awareness of support networks and help-seeking options
- Reflect on personal growth and future goals

The programme is educational rather than therapeutic in nature and focuses on providing young people with opportunities to learn, explore and develop practical wellbeing skills in a supportive environment.

Each module includes clear learning objectives, interactive activities and intended areas of growth that contribute to the overall aims of the programme.

Together, the eight modules provide a pathway that helps young people find their ground, recognise their strengths, build their toolkit and move forward with confidence.

### **Programme Journey**

Understanding Emotions



Emotional Literacy



Stress & Pressure



Grounding & Regulation



Thoughts & Feelings



Communication & Boundaries



Confidence & Strengths



Resilience & Moving Forward

**Building awareness. Strengthening confidence. Supporting growth.**

## **Module 1 – Understanding Emotions**

### **What We Teach**

Young people are introduced to the purpose of emotions and how emotions influence thoughts, behaviours and wellbeing. The module explores common emotional experiences and encourages participants to recognise that emotions are a normal part of being human.

### **What Young People Learn**

- What emotions are and why they exist
- How emotions can influence behaviour
- The difference between thoughts, feelings and actions
- How to recognise emotional experiences within themselves

### **Example Activities**

- Feelings check-in activities
- Emotion identification exercises
- Group discussions
- Reflection activities
- Personal wellbeing journalling

### **Intended Outcomes**

Participants develop greater awareness of emotions and begin to build the foundations of emotional understanding and self-awareness.

---

## **Module 2 – Emotional Literacy**

### **What We Teach**

This module focuses on helping young people develop the language and confidence to describe emotions, experiences and needs more effectively.

## What Young People Learn

- Emotional vocabulary
- Identifying emotions with greater accuracy
- Expressing feelings appropriately
- Recognising emotional experiences in everyday situations

## Example Activities

- Emotion vocabulary exercises
- Scenario discussions
- Reflection tasks
- Group activities
- Interactive learning exercises

## Intended Outcomes

Participants develop increased emotional vocabulary, improved self-expression and greater confidence discussing emotions.

---

# Module 3 – Stress & Pressure

## What We Teach

Young people explore stress, pressure and common emotional responses to challenging situations. The module helps participants understand that stress is a normal part of life and introduces healthy ways of responding.

## What Young People Learn

- What stress is
- Common signs of stress
- How pressure can affect thoughts, emotions and behaviour
- Healthy coping strategies

## Example Activities

- Stress awareness activities

- Group discussion exercises
- Personal reflection tasks
- Pressure mapping exercises
- Scenario exploration

## **Intended Outcomes**

Participants gain greater awareness of stress responses and develop a better understanding of how to recognise and respond to pressure.

---

# **Module 4 – Grounding & Regulation**

## **What We Teach**

This module introduces practical grounding and emotional regulation strategies that can support wellbeing and self-awareness during challenging situations.

## **What Young People Learn**

- What grounding is
- Why regulation matters
- Recognising physical signs of stress
- Practical wellbeing tools they can use independently

## **Example Activities**

- Grounding exercises
- Breathing techniques
- Sensory awareness activities
- Guided reflection
- Regulation practice exercises

## **Intended Outcomes**

Participants develop practical tools that may help support emotional regulation, self-awareness and wellbeing.

---

# Module 5 – Thoughts & Feelings

## What We Teach

Young people explore the relationship between thoughts, emotions and behaviour. The module encourages curiosity about thinking patterns and emotional experiences.

## What Young People Learn

- How thoughts and feelings interact
- Recognising unhelpful thinking patterns
- Understanding perspective
- Developing self-awareness

## Example Activities

- Thought and feeling exercises
- Reflection activities
- Scenario discussions
- Group learning activities
- Personal journalling

## Intended Outcomes

Participants develop a greater understanding of how thoughts can influence emotions and behaviour.

---

# Module 6 – Communication & Boundaries

## What We Teach

This module explores healthy communication, respectful relationships and personal boundaries.

## What Young People Learn

- Communication skills
- Active listening
- Respectful interaction
- Healthy boundaries
- Understanding relationships

## Example Activities

- Communication exercises
- Role-play activities
- Group discussions
- Listening activities
- Boundary-setting exercises

## Intended Outcomes

Participants develop greater confidence communicating with others and gain a better understanding of healthy relationships and boundaries.

---

# Module 7 – Confidence & Strengths

## What We Teach

Young people are encouraged to identify personal strengths, recognise achievements and build confidence in their abilities.

## What Young People Learn

- Strength-based thinking
- Self-belief
- Positive self-awareness
- Personal qualities and achievements
- Growth mindset principles

## Example Activities

- Strength identification exercises
- Confidence-building activities
- Reflection tasks
- Group discussions
- Personal development exercises

## **Intended Outcomes**

Participants develop increased confidence, greater self-awareness and a stronger understanding of their personal strengths.

---

# **Module 8 – Resilience & Moving Forward**

## **What We Teach**

The final module focuses on resilience, future growth and applying learning beyond the programme.

## **What Young People Learn**

- Understanding resilience
- Coping with setbacks
- Recognising support networks
- Setting personal goals
- Moving forward with confidence

## **Example Activities**

- Future planning exercises
- Resilience activities
- Goal-setting tasks
- Reflection activities
- Programme review exercises

## **Intended Outcomes**

Participants leave the programme with increased awareness of resilience, practical wellbeing strategies and greater confidence in their ability to navigate future challenges.

---

## **A Connected Learning Journey**

Each module builds upon the previous one, creating a structured pathway that supports emotional awareness, confidence, communication, resilience and wellbeing understanding.

Together, the eight modules provide young people with opportunities to explore who they are, recognise their strengths, develop practical coping strategies and move forward with greater confidence and self-awareness.

---

## **Example Programme Timetable**

### **Supporting Young Minds: Finding Your Ground**

The timetable below provides an example of how the programme may be delivered across two days.

Delivery can be adapted to meet the needs of individual schools, organisations and participant groups whilst maintaining the core learning objectives and programme structure.

Regular breaks, grounding activities and reflection opportunities are incorporated throughout delivery to support engagement, concentration and wellbeing.

---

## **Day One**

### **Session 1**

#### **Welcome & Introduction**

**09:00 – 09:30**

- Programme welcome
  - Participation choices
  - Psychological safety agreements
  - Introductions
  - Creating a positive learning environment
- 

## **Module 1 – Understanding Emotions**

**09:30 – 10:30**

Exploring emotions, emotional awareness and understanding emotional experiences.

---

### **Morning Break**

**10:30 – 10:45**

Refreshments and informal break.

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## **Module 2 – Emotional Literacy**

**10:45 – 11:45**

Developing emotional vocabulary and confidence expressing emotions.

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## **Grounding & Reflection Activity**

**11:45 – 12:00**

Short grounding exercise and participant reflection.

---

### **Lunch Break**

**12:00 – 12:45**

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## **Module 3 – Stress & Pressure**

**12:45 – 13:45**

Understanding stress, pressure and healthy coping strategies.

---

## **Module 4 – Grounding & Regulation**

**13:45 – 14:45**

Exploring practical grounding and emotional regulation techniques.

---

## **Reflection & Close**

**14:45 – 15:00**

- Learning review
  - Key takeaways
  - Reflection activities
  - Day one close
- 

# **Day Two**

## **Welcome Back & Check-In**

**09:00 – 09:15**

- Emotional check-in
  - Grounding activity
  - Review of learning from Day One
- 

## **Module 5 – Thoughts & Feelings**

**09:15 – 10:15**

Exploring the relationship between thoughts, emotions and behaviour.

---

## **Morning Break**

**10:15 – 10:30**

Refreshments and informal break.

---

## **Module 6 – Communication & Boundaries**

**10:30 – 11:30**

Developing communication skills, healthy boundaries and relationship awareness.

---

## **Grounding & Reflection Activity**

**11:30 – 11:45**

Guided grounding exercise and reflection.

---

## **Lunch Break**

**11:45 – 12:30**

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## **Module 7 – Confidence & Strengths**

**12:30 – 13:30**

Recognising strengths, building confidence and developing self-belief.

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## **Module 8 – Resilience & Moving Forward**

**13:30 – 14:30**

Exploring resilience, support networks and future growth.

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## **Final Reflection & Programme Close**

**14:30 – 15:00**

- Programme reflection
  - Personal action planning
  - Celebration of learning
  - Feedback activities
  - Programme completion
- 

## **Built-In Wellbeing Practices**

Throughout the programme, facilitators incorporate:

- Grounding activities
- Reflection opportunities
- Movement breaks
- Participation choices
- Emotional check-ins
- Group discussions
- Wellbeing conversations

These elements help support psychological safety, engagement and meaningful participation throughout delivery.

**Approximate Learning Time:** 8 Hours

**Delivery Format:** Two Days

**Recommended Ratio:** 1 Facilitator : 8 Young People

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## **Psychological Safety in Practice**

# Creating Environments Where Young People Feel Safe to Learn

At Fynix Project, we believe that meaningful learning is more likely to occur when young people feel safe, respected and valued.

Supporting Young Minds: Finding Your Ground has been designed to promote psychological safety throughout every stage of delivery.

Psychological safety refers to creating environments where individuals feel able to participate, learn, ask questions and express themselves without fear of judgement, embarrassment or pressure.

For many young people, feeling safe enough to engage is often just as important as the content being delivered.

Our approach recognises that participants arrive with different experiences, confidence levels, communication styles and comfort zones. As a result, programme delivery prioritises choice, respect and participation at a pace that feels appropriate for each individual.

---

## Voluntary Participation

Participation is encouraged but never forced.

Young people are invited to engage with activities, discussions and reflection exercises in ways that feel comfortable for them.

Facilitators understand that meaningful participation can take many forms, including speaking, listening, observing, reflecting or contributing through written activities.

We recognise that learning does not always require verbal participation.

---

## The Right to Pass

Throughout the programme, participants are reminded that they have the right to pass on activities, discussions or questions if they choose.

Young people are never required to contribute publicly or share personal experiences.

The right to pass helps reduce pressure, supports autonomy and reinforces the principle that participants remain in control of their own level of engagement.

---

## **No Forced Disclosure**

Supporting Young Minds is an educational programme rather than a therapeutic intervention.

Young people are never asked to disclose personal experiences, traumatic events or sensitive information.

Activities are designed to encourage learning, self-awareness and reflection without requiring participants to share personal details.

This approach helps maintain appropriate boundaries while supporting psychological safety and emotional wellbeing.

---

## **Emotional Containment**

Facilitators are trained to recognise that discussions relating to emotions, wellbeing and life experiences may occasionally evoke emotional responses.

The programme therefore incorporates clear boundaries, structured facilitation and appropriate safeguarding procedures to help ensure discussions remain safe and manageable.

Where concerns arise, facilitators follow established safeguarding and escalation procedures whilst maintaining professional boundaries.

Supporting Young Minds aims to provide opportunities for learning and reflection rather than emotional processing or therapeutic intervention.

---

## **Reflection Breaks**

Reflection is an important part of learning.

Throughout delivery, facilitators provide regular opportunities for participants to pause, think about what they have learned and consider how concepts may apply to their own lives.

Reflection activities help reinforce learning whilst providing natural opportunities for emotional regulation and self-awareness.

Participants may choose to reflect individually, through journaling, discussion or quiet observation.

---

## Grounding Activities

Grounding activities are incorporated throughout programme delivery to support concentration, self-awareness and emotional regulation.

These activities may include:

- Breathing exercises
- Sensory awareness techniques
- Mindful observation activities
- Stretching and movement exercises
- Guided grounding activities
- Emotional check-ins

Grounding activities provide practical tools that young people can continue to use beyond the programme and help support engagement throughout delivery.

---

## A Safe Space for Learning

Psychological safety does not mean removing challenge.

Instead, it means creating environments where young people feel sufficiently safe, supported and respected to engage with learning, explore new ideas and develop confidence over time.

By embedding psychological safety throughout programme delivery, Supporting Young Minds aims to create conditions where participation, reflection, growth and learning can occur in ways that are accessible and meaningful for a diverse range of young people.

**Because young people learn best when they feel safe enough to be themselves.**

---

# Trauma-Informed Practice in Action

## What Does Trauma-Informed Mean in Practice?

At Fynix Project, trauma-informed practice is not a standalone activity or a single session. It is an approach that influences how the programme is designed, facilitated and experienced by participants.

Supporting Young Minds recognises that young people may have experienced adversity, loss, instability, bullying, exclusion, family difficulties or other life challenges that can influence how they engage with learning and relationships.

Our aim is not to explore or process traumatic experiences. Instead, we seek to create environments that feel safe, predictable, respectful and supportive.

## Trauma-Informed Practice in Action

### We Promote Safety

- Clear session structures
- Predictable routines
- Consistent facilitation
- Respectful communication
- Safe learning environments

### We Promote Choice

- Participation is voluntary
- Young people can choose how they engage
- The right to pass is respected
- No forced disclosure

### We Promote Trust

- Clear expectations
- Honest communication
- Professional boundaries
- Consistent delivery

### We Promote Empowerment

- Strength-based activities
- Recognition of personal strengths
- Opportunities for success
- Encouragement of self-belief

## **We Promote Collaboration**

- Young people's voices are valued
- Facilitated discussion and reflection
- Shared learning experiences
- Respect for diverse perspectives

## **Why It Matters**

Young people learn most effectively when they feel safe enough to participate, explore ideas and build confidence.

Trauma-informed practice helps create the conditions where learning, reflection and personal growth can occur.

**Because safety is not simply an outcome of good delivery—it is the foundation that makes meaningful learning possible.**

---

# **Safeguarding**

## **Safeguarding at the Heart of Delivery**

The safety and wellbeing of young people is a core priority within Supporting Young Minds.

Fynix Project operates within established safeguarding procedures designed to protect participants, support facilitators and ensure concerns are managed appropriately.

### **Enhanced DBS Checks**

All facilitators delivering Supporting Young Minds are required to hold an Enhanced DBS check appropriate to their role and delivery environment.

### **Safeguarding Procedures**

Facilitators operate in accordance with safeguarding policies, reporting procedures and escalation processes designed to support participant safety and wellbeing.

### **Managing Disclosures**

Facilitators are trained to respond appropriately when concerns are raised.

Young people are informed that whilst facilitators will treat information sensitively, confidentiality cannot be guaranteed where safeguarding concerns arise.

### **Designated Safeguarding Lead (DSL)**

Where concerns are identified, facilitators follow established reporting procedures and escalate concerns to the Designated Safeguarding Lead.

#### **Designated Safeguarding Lead:**

Darryl Craig  
Fynix Project

### **Professional Boundaries**

Supporting Young Minds is an educational programme rather than a therapeutic intervention.

Facilitators operate within clear professional boundaries and focus on wellbeing education, emotional awareness and resilience-building rather than counselling or therapy.

### **A Safe Learning Environment**

Safeguarding is embedded throughout programme planning, delivery and review to help ensure young people feel safe, supported and respected throughout their participation.

---

## **Accessibility & Inclusion**

### **Creating Inclusive Learning Experiences**

Supporting Young Minds has been designed to support participation from young people with a wide range of experiences, abilities, communication styles and learning needs.

We recognise that inclusion is most effective when accessibility is considered from the outset rather than added later.

### **SEND Awareness**

The programme is designed to be flexible and adaptable to support young people with Special Educational Needs and Disabilities (SEND).

### **Autism-Affirming Practice**

Facilitators recognise that autistic young people may engage, communicate and process information differently.

Delivery may include:

- Clear expectations
- Predictable session structures
- Visual supports
- Processing time
- Flexible participation options

### **ADHD-Aware Practice**

Facilitators recognise that attention, concentration and regulation can vary between individuals.

Delivery may include:

- Interactive activities
- Movement opportunities
- Flexible engagement methods
- Short learning segments
- Visual prompts

### **Sensory Considerations**

Where possible, facilitators seek to minimise unnecessary barriers to participation by considering sensory and environmental factors.

### **Flexible Participation**

Young people can participate in different ways, including:

- Speaking
- Listening
- Writing
- Reflecting
- Observing

Participation is not measured by how much a young person speaks.

## **Inclusive by Design**

Our aim is to create environments where young people feel respected, included and able to engage in ways that work for them.

**Because every young person deserves access to learning opportunities that recognise and value their individuality.**

---

# **Expected Outcomes**

## **Areas of Growth We Aim to Support**

Supporting Young Minds adopts a contribution-focused approach to outcomes.

The programme seeks to provide young people with opportunities to develop knowledge, skills and confidence that may support their wellbeing and personal development.

### **Participants May Leave the Programme With:**

#### **Improved Emotional Awareness**

A greater understanding of emotions, emotional responses and personal wellbeing.

#### **Increased Confidence**

Improved self-belief and confidence in recognising strengths and abilities.

#### **Practical Grounding Skills**

A range of simple grounding and regulation strategies that can be used in everyday situations.

#### **Resilience Strategies**

Greater awareness of coping strategies, support networks and ways of responding to challenges.

#### **Improved Communication Skills**

Increased confidence expressing thoughts, feelings and needs respectfully.

#### **Stronger Help-Seeking Awareness**

Greater understanding of available support options and increased confidence seeking help when needed.

## **Building Foundations for Future Growth**

Whilst outcomes are influenced by many factors beyond programme participation, Supporting Young Minds aims to contribute towards positive emotional development, wellbeing awareness and resilience over time.

---

# **Measuring Impact**

## **Understanding the Difference We Make**

Supporting Young Minds includes a structured evaluation process designed to explore participant experiences, learning and areas of growth.

The programme adopts a contribution-focused approach to evaluation and recognises that outcomes are influenced by a range of personal, social and environmental factors.

## **Pre- and Post-Programme Measures**

Participants may be invited to reflect on areas such as:

- Emotional awareness
- Confidence
- Resilience
- Wellbeing understanding
- Communication confidence
- Awareness of support options

## **Participant Feedback**

Young people's views and experiences are central to programme review and development.

Feedback activities help us understand what participants found helpful, engaging and meaningful.

## **Facilitator Observations**

Facilitators may record observations relating to participation, engagement, confidence and group interaction throughout delivery.

## **Continuous Improvement**

Evaluation findings are reviewed as part of Fynix Project's quality assurance and continuous improvement processes.

This helps ensure that programme delivery remains responsive, effective and aligned with the needs of the young people and organisations we support.

**Because listening, learning and improving are essential parts of delivering meaningful wellbeing programmes.**

---

# **Measuring Impact**

## **Understanding the Difference We Make**

Supporting Young Minds includes a structured evaluation process designed to help organisations understand participant experiences, learning and areas of growth.

As a prevention-focused wellbeing programme, Supporting Young Minds adopts a contribution-focused approach to evaluation. We recognise that young people's development is influenced by many factors, and therefore seek to understand how the programme contributes to positive outcomes rather than claiming direct causation.

### **Pre- and Post-Programme Measures**

Participants may be invited to reflect on areas including:

- Confidence
- Emotional awareness
- Resilience
- Wellbeing understanding
- Communication confidence
- Awareness of support options

These measures help provide insight into changes in knowledge, awareness and self-perception throughout programme participation.

## **Participant Feedback**

Participant voice is central to programme development.

Young people are encouraged to share feedback about their experiences, learning and engagement. This feedback helps us understand what worked well and identify opportunities for continuous improvement.

## **Facilitator Observations**

Facilitators may record observations relating to:

- Participation and engagement
- Confidence and communication
- Group interaction
- Learning and reflection
- Emotional awareness

These observations provide additional insight into how participants engage with programme content.

## **Continuous Improvement**

Evaluation findings are reviewed as part of Fynix Project's quality assurance processes to help ensure the programme remains relevant, responsive and effective.

Because meaningful impact begins with listening, learning and continually improving.

---

# **Example Journey**

## **Meet Alex**

*Alex is a fictional participant created to demonstrate how young people may experience the programme.*

## **Starting Point**

Alex is 14 years old and often finds it difficult to talk about emotions.

Although capable and creative, Alex lacks confidence in group situations and tends to keep worries to themselves. Stress at school sometimes feels overwhelming, and asking for support feels uncomfortable.

## **What Alex Learns**

Throughout the programme, Alex explores emotions, stress, communication and resilience through interactive activities, reflection exercises and group discussions.

Alex learns:

- How emotions influence thoughts and behaviour
- Practical grounding techniques
- Ways to recognise personal strengths
- Healthy communication skills
- The importance of seeking support when needed

## **Growth Along the Way**

As the programme progresses, Alex begins contributing more during activities and develops greater confidence expressing thoughts and feelings.

Grounding exercises become a useful strategy during stressful situations, and Alex starts to recognise strengths that had previously gone unnoticed.

## **Moving Forward**

By the end of the programme, Alex reports:

- Greater emotional awareness
- Increased confidence
- Improved understanding of stress
- Better communication skills
- Greater confidence seeking support

The programme has not removed life's challenges, but it has helped Alex develop practical tools, greater self-awareness and confidence moving forward.

Because growth is often about learning new ways to respond to challenges rather than avoiding them altogether.

---

# **Why Fynix Project?**

# Rise Through Lived Experience

Supporting Young Minds is delivered by Fynix Project, a lived-experience-led organisation committed to creating safe, inclusive and meaningful learning experiences.

## Lived Experience Led

Our work is informed by lived experience, helping us create programmes that feel authentic, relatable and grounded in real-world understanding.

## Trauma-Informed

We recognise that life experiences influence how young people learn, engage and develop. Our programmes prioritise safety, trust, choice, empowerment and respectful participation.

## Evidence-Informed

Programme design is informed by contemporary research relating to emotional wellbeing, resilience, belonging, psychological safety and youth development.

## Community Rooted

We work alongside schools, youth services, community organisations and local partners to deliver programmes that respond to real community needs.

## Prevention Focused

Our approach focuses on developing emotional awareness, confidence, resilience and practical wellbeing skills before challenges escalate.

## The Fynix Difference

We believe young people already possess strengths, abilities and potential.

Our role is to create environments where those strengths can be recognised, developed and supported.

Because every young person deserves the opportunity to feel heard, valued and empowered to thrive.

---

# Commissioning Options

## Flexible Delivery for Schools, Services and Communities

Supporting Young Minds: Finding Your Ground has been designed to be flexible, scalable and responsive to the needs of different organisations and communities.

The programme can be commissioned as a standalone intervention, integrated into existing wellbeing provision or delivered as part of wider emotional wellbeing, prevention or youth development strategies.

---

### Schools

Supporting Young Minds can support schools in delivering structured wellbeing education, emotional literacy development, resilience-building and personal development opportunities.

Suitable for:

- Secondary schools
  - Academy trusts
  - Independent schools
  - Special schools
  - Pastoral and wellbeing provision
  - Personal development programmes
- 

### Pupil Referral Units (PRUs) & Alternative Provision

The programme provides a trauma-informed and strengths-based approach that can support young people who may have experienced barriers to education, exclusion or additional challenges.

Suitable for:

- PRUs
- Alternative provision settings
- SEMH provision
- Specialist education settings

---

## Local Authorities

Supporting Young Minds aligns with prevention-focused approaches to emotional wellbeing, resilience, inclusion and youth development.

The programme may support:

- Early Help services
  - Youth support services
  - Public health initiatives
  - Community wellbeing programmes
  - Prevention and intervention strategies
- 

## Youth Services

The programme can be delivered through a wide range of youth-focused settings and services.

Suitable for:

- Youth clubs
  - Youth projects
  - Youth offending services
  - Mentoring programmes
  - Community youth initiatives
- 

## Community Organisations & Youth Charities

Supporting Young Minds can complement existing youth support provision by providing structured wellbeing education that is practical, engaging and accessible.

Suitable for:

- Community organisations
- Voluntary sector providers
- Youth charities
- Faith-based organisations
- Community wellbeing projects

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## Residential Children's Homes

The programme can also be delivered within residential children's homes and supported accommodation settings.

Delivery focuses on emotional awareness, confidence, resilience, communication and wellbeing education whilst complementing existing therapeutic, pastoral and safeguarding frameworks.

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## Flexible Commissioning

Delivery can be adapted to meet organisational needs, participant requirements and local priorities whilst maintaining fidelity to the core programme framework.

Whether delivered in schools, youth services, residential settings or community environments, Supporting Young Minds aims to provide young people with practical tools, greater self-awareness and opportunities for personal growth.

**Supporting young people. Strengthening communities. Building confidence for the future.**

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## Contact Us

### Ready to Explore How Supporting Young Minds Could Support Your Organisation?

Whether you are looking for a structured emotional wellbeing programme, resilience-building intervention, youth development programme or prevention-focused wellbeing education, we would be delighted to discuss how Supporting Young Minds: Finding Your Ground could support your young people.

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### Workshop Bookings, General Enquiries & Collaborations

✉ [info@fynix.org.uk](mailto:info@fynix.org.uk)

For workshop bookings, programme enquiries, partnership opportunities, community projects and general enquiries.

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## Marketing, Communications & Partnerships

**Lauren Hankey**

Marketing & Communications Lead

✉ [lauren.hankey@fynix.org.uk](mailto:lauren.hankey@fynix.org.uk)

For media enquiries, marketing collaborations, partnership discussions, outreach opportunities, website and communications enquiries, brand partnerships and organisational engagement.

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## Founder & Lead Facilitator

**Darryl Craig**

Founder & Lead Facilitator

✉ [darryl.craig@fynix.org.uk](mailto:darryl.craig@fynix.org.uk)

For speaking engagements, specialist workshop enquiries, programme development and trauma-informed training discussions.

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## Director

**Dexter Snagg**

Director

✉ [dexter.snagg@fynix.org.uk](mailto:dexter.snagg@fynix.org.uk)

For organisational partnerships, commissioning opportunities, strategic development and organisational growth enquiries.

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## Visit Our Website



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## Let's Start the Conversation

Supporting Young Minds: Finding Your Ground has been developed to help young people build emotional awareness, confidence, resilience and practical wellbeing skills within safe, inclusive and supportive learning environments.

If you would like to discuss commissioning opportunities, partnership working or programme delivery within your organisation, we would welcome the opportunity to speak with you.

**Creating psychologically safe learning environments. Supporting healthier communities. Rising through lived experience. ✨🔥**

### Fynix Project

**Trauma-Informed • Lived Experience Led • Evidence-Informed**

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