Mental Health (Lesson one) Stress Management Plan

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<td>Material(s)</td>
<td>iPads (I), presentation (P), posters (PS), white boards (WB), pens and paper(PP) quiz (Q)</td>
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Rationale

- There is not much emphasis or consistency around mental health within the curriculum (PSHE association, 2015).
- Estimated around 115,000 students are trying to seek help due to related illnesses, this is due to coursework and barriers that affect their lives (Coughlan 2015).
- Education should play a bigger role in preparing and supporting all ages, about mental health issues, what causes these and how to get support.
- We believe that providing pastoral support while encourage positive development.
- One in four people will experience mental health related illnesses (Mental health statistics: UK and worldwide 2016). Suggesting that some learners will be inside the classroom and even more knowledgeable others. We believe by breaking the stigma of mental health, and providing safe learning environments allowing for discussion and experiential learning, we can help cut down the amount of people going through these experiences.
- We believe Lev Vygotsky’s social learning theory best takes on this approach. Learning through others and group discussions may be the best way to present this.

Seating

- Class of 30 – 40 students.
- Groups of approximately 6-8 - encouragement to discuss the issues and possibly the effect of a more knowledgeable other (Daniels, 2005).
- Place chairs in a semi-circle in groups of 6-8 – effective use of group discussion (TES, 2011)

Learning Outcomes

Students will:

- Understand the overview of the four lessons.
- Be able to safely discuss issues surrounding mental health.
- Understand key concepts around stress and its meaning.
- Discuss the issues and barriers related to stress.
- Be able to list effective stress management techniques.

Notes
- Place five pieces of paper around the room, titled “what situations make me happy” “what situations make me sad” “what situations cost money” (PP)
- Set some ground rules that include confidentiality and create a safe learning environment. (PSHE association 2014 mental health teaching ground rules, 2014).
- Provide visuals that display ground rules. (PS) (PSHE association 2014 mental health teaching ground rules, 2014).

Introduction
(15 minutes)
- Ice breaker (personal room 101) around the subject topic (stress) to introduce the subject. Pick five things (can include people) that they would like to take off the face of the earth which may make their lives less stressful and five things that the students are grateful for in their lives. (PP) (2 mins)
- Present the learning outcomes and objectives of the four lessons. (P) (1min)
- Using the presentation, provide the definition and concepts of stress and introduce main factors (p) (3 mins)
  - Acute, episodic acute and chronic acute stress (Hiriyappa 2013)
  - Factors: Money, relationships and work (Causes of stress, 2002)
  - Statistics (Statistics - work related stress, anxiety and depression statistics in great Britain (GB), 2015)
- Ask learners what they think the main factors of stress are. In groups provide paper titled: situations that make me happy, situations that make me angry, situations that make me sad, situations that take a lot of time, situations that take money. Ask all learners to contribute and write down as many ideas as possible. (PP) (5 mins)
- Ask one person from each group to read out the ideas and discuss similarities between them, negatives, positives and how we can cope and support these issues. (2 mins)
- Hand out quiz sheets to groups. (Assessment). (1 min)
- Whilst the quiz is being handed out, provide a list of support.
- Once ideas around support has been discussed, introduce the development stage and ask any questions (2 mins) (P)

“What can we do to support young people/university students cope with stress?” “Does money matter?” “What can we do?” “Is the support out there good enough?” - reinforce critical thinking.

Development
What’s so funny about mental health? Ruby wax – Ted Talk
- Introduction to the reality of stress, the factors that causes stress and the serious illnesses that stress can lead to.
- Provide the class with the video of Ruby wax “what’s so funny about mental illness?” (Wax 2012)
  Link: https://www.ted.com/talks/ruby_wax_what_s_so_funny_about_mental_illness?language=en#t-191224
  Ask questions to engage critical thinking and reinforce the reality and dangers “what is mindfulness?”
- Present the class with the meaning of mindfulness – ‘the attention of the mind and part of a process that involves close absorption of something’ (Williams and Kabat-Zinn, 2013).
- When we focus on something specifically with positive attention and focus on our mind we can manage some of these feelings that are causing us to feel stress. (Lead on to Stress Management)
Stress management

- Provide different types of stress management techniques – holistic medicine, etc.
- Increased heart rate is the most common physical symptom of stress – What can we do to help reduce the heart rate? (*Breathing techniques*)

**Guided**

(15 minutes)

- Learners create their own stress management technique – In groups think about a time where you may have needed to find something that would help you relax and take your mind off anything that was causing a barrier to you in your life. What did you do? What did you need? Think about students at university; what do you think could be the best stress management techniques that can help people overcome short term stress? (Acute) and that will hopefully not continue into a serious illness (recurring chronic acute stress).
- What do people need most that will help reduce stress?

**Independent**

(5 minutes)

- Practice with groups, some of the stress management techniques and evaluate each one with a score of efficiency.

**Conclusion**

(10 minutes)

- Time permitting, ask if groups will perform their techniques with the rest of the class.
- Reinforce the learning objectives and create a stepping stone into the next lesson – Anxiety.
- Reinforce support that is available for anyone that might be suffering with any stress related disorders.
Extension Activities

- If students complete each stage early, allocate time for a peer discussion.
- Create a poster that can be used around the university to promote support.
- Create a stress diary – (Olpin, Hesson 2011)

Word count: 1026 words.

References


Mental Health (Lesson two) Anxiety Lesson Overview

Material(s) - Pens and paper (pp), posters (p), handouts (h)

Learning Outcomes
Students will:

• Develop an understanding of anxiety in a supportive atmosphere.
• Know the different types of anxiety.
• Be aware of the symptoms and causes of anxiety.
• Be aware of strategies that help overcome anxiety and gain a knowledge of support available.

Notes
• Reinforce ground rules from the previous sessions, emphasising confidentiality and clear signposting to relevant support.
• Provide a hand out for each student.

Introduction
• Present the learning outcomes.
• Ted Talk - Be the warrior, not the fighter - fighting anxiety and fear. (TED Talks, 2015)
• Discuss what is anxiety? It is within the core of a healthy human being and is useful in the ‘fight or flight’ response.
• Discuss the types of anxiety. Types include separation anxiety, panic disorder, specific phobias, OCD and selective mutism.
• Discuss fight or flight (reinforce previous lesson)
• Provide an understanding of the symptoms of anxiety - palpitations, sweating, etc.

Development

Guided

• Discuss ways that we might deal with anxiety.
• In groups write down your ideas – positive and negative strategies – exercise, music, friends, alcohol, drugs, self-harm, etc.
• Get learners to get into small groups and research different coping strategies for anxiety. (Cognitive behaviour therapy, family therapy, medication, etc.)
• Exercise – redecoration your insides.
• If you’re feeling overwhelmed by stress, worry, anger or fear write down at least 3 situations or moments you consider to be positive, however small. Emotions are as transient as pain. Write down the situation, the time and the date on a piece of paper. This will not be shown to anyone else. This exercise builds up a library of positive memories that helps your brain unwind from the embedded negative patterns.

Conclusion

• Recap learning outcomes.
• Any questions?
• Offer information, help and support:
  - British Association for Counselling and Psychotherapy
  - Young Minds – a charity that offers on line support and advice on mental health
  - Tavistock and Portman NHS Trust – NHS help for teenage mental health issues
  - James Wentworth Stanley Memorial Fund – support and information

Word count: 359 words.

References


Mental Health (Lesson three) Social media and the effects on mental health

Learning Outcomes

Students will:

- Be able to define what social media is.
- Understand the positives and negatives of using social media.
- Understand the effects of social media on mental health.
- Know what support is available for issues mentioned.

Notes

- Set some ground rules that include confidentiality and create a safe learning environment.
- Before the lesson, ask students how many of them own an electrical device with access to the internet, how many use at least one social media site.
- Discuss lesson objectives before going into detail on the subject.

Introduction

(15 minutes)

- Introduce lesson by asking students to try and define what social media is.
- Give a definition of social media. (Wigmore, 2015)
- Present facts and figures of top social media sites used around the world. (eBiz MBA, 2016)
- Present facts and figures on number of adults using social media sites. (Pew Research Center, 2013)
- Discuss how social media can have a positive effect.
- Discuss online dangers of social media, e.g. grooming in young people and show video clip to connect with audience. (internetmatters.org, 2016)
Development

Guided
(15 minutes)
- Get learners to go off in groups to research positives and negatives of social media.
- Bring group back together to have a short debate on whether it is positive or negative.

Independent
(15 minutes)
- Allow learners to go off and research what support is available for those whose mental health is effected by social media.
- Bring learners back together and give some examples of some support available for issues mentioned in session e.g. help zone, counselling at university, help from NHS, etc.

Conclusion
(15 minutes)
- Allow learners to create posters of area of choice from lesson to show what they have learnt (pp) – assessment.
- Bring group back together and conclude with a quick discussion of the learning outcomes/what has been done in the session.

Extension Activities
- Ask learners to do research on smartphones to find some statistics on social media and mental health and get them to discuss these with partners/in small groups. (s)

Word count: 392 words
References


Mental Health (Lesson four) The theory of mental health

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Material(s) Computer (c), projector (p), smartphones (s), pens and paper (pp)

Learning Outcomes Students will:

- Be given the information around empathy and how it fits into the schema of mental health.
- Investigate whether empathy is something you are born with or if it is taught.
- Learn how psychological theories are helpful in stressful situations.
- Look at statistical facts about mental illnesses and decide for themselves whether the impact of mental health is concerning enough to bring into the curriculum and independently research into more of the theories.
- Relate back to the early symptoms and signs of mental illnesses and management.

Notes

- Introduce lesson by asking everyone if they think empathy is something you are born with or not.
- Introduce theories briefly.
- List mental illnesses.
- Discuss the lesson objectives.
- Provide a safe learning environment and set ground rules.

Introduction (15 minutes)

- Introduce the lesson with a quick question and answer on the concept of empathy.
Once students are familiar with the concept and the learning outcomes, provide an overview of psychological theories and how the psychologists behind them acknowledge ways to help someone if they are struggling - e.g. Vygotsky, ZPD, MKO that may help all learners to excel.

Discuss the signs and symptoms of mental health and inform about the support and help available e.g. student help zone etc.

Development

Guided
(15 minutes)

• Ask learners to go off into small groups to research empathy vs sympathy.
• Bring groups back together for them to have a debate on the topic. (assessment)
• Discuss whether there are any techniques or support a person can acquire to help others in need. (friends, family etc.)
• Discuss whether we should, as individuals, have more empathy towards others or if we should primarily look after ourselves.

Independent
(10 minutes)

• Discuss in small groups why/if it’s important to give people empathy if they have mental health problems. If yes/no, then why?
• Discuss what could happen if the support is not available to them and whether there is enough support around.
• Finally motivate them to question whether we need this support more than ever with the rate of mental illnesses affecting more people at a younger age.

Conclusion
(10 minutes)

• Bring groups back together and briefly discuss what has been learnt in that session.

Word count: 403 words
References


Total word count for the four plans: 2,180 words.