

Year 10 PDC Booklet

Mental Health and Wellbeing I



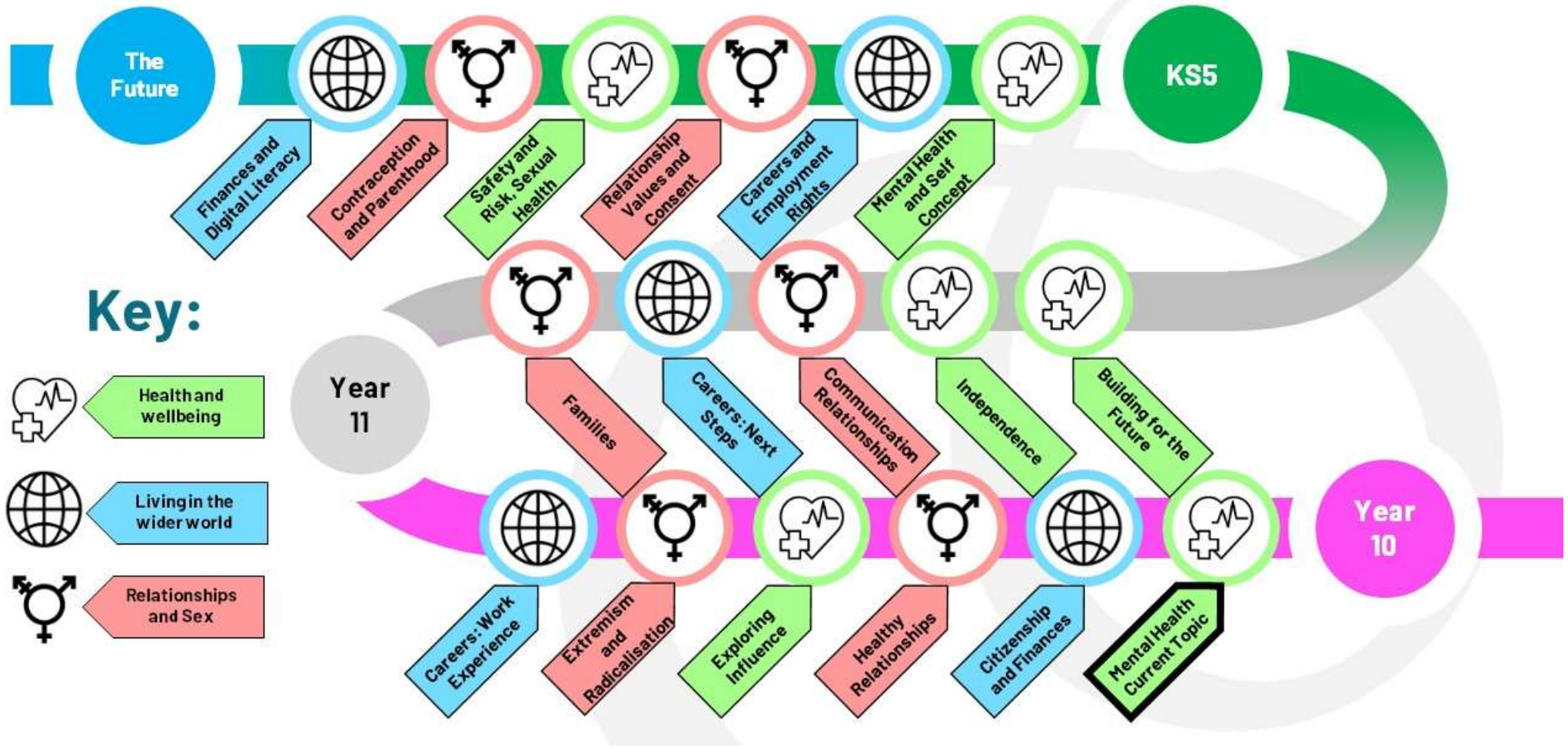
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Personal Development Curriculum KS4 Learning Journey



Year 10 – Block 1: Physical and Mental Health Knowledge Organiser

Key Words		Spotting Fake News	The Importance of Self Care			
Resilience	A skill that helps people to recover quickly from difficulties, change or misfortune; to adapt to and overcome risk and adversity through adopting effective coping strategies; to persevere and 'bounce back'.		At times people may feel guilty for spending time on themselves. But it's essential for mental wellbeing and can help people to be more resilient.			
Negative Thinking Patterns	Habitual thought processes which can affect our perceptions.		Some self care techniques include			
Reframing	Process of thinking about something differently, often in a more positive way.		• Mindfulness			
Mental Health	A person's condition with regard to their psychological and emotional well-being.		• Doing something you enjoy			
Emotional Health	Emotional health is about how we think and feel. It is about our sense of wellbeing, our ability to cope with life events and how we acknowledge our own emotions as well as those of others. It doesn't mean being happy all of the time.		• Relaxation techniques			
Mental Wellbeing	A combination of how we feel (our emotions and life satisfaction) and how we function (relationships with others, personal control, purpose in life and independence).		• Get outdoors and fresh air			
Emotional Wellbeing	The awareness and understanding a person has about their emotions and how well they are able to manage through different life events.		If someone is living with a mental health problem, taking steps to look after their mental health can help you improve your wellbeing.			
Fake News	Inaccurate, fake and fictional stories created by unscrupulous authors to trick the public into believing they are true.		Strategies can include:			
Critical Thinking	Using our intelligence to look at a variety of sources before we make up our minds, taking in and considering as many facts (with evidence) as possible.	• Talking to someone				
Trolls	People who use the internet in order to harass people, create confusion or mislead people for their own amusement	• Knowing triggers and warning signs				
		• Keeping a mood diary				
		<table border="1"> <thead> <tr> <th>Signs of Good Mental Wellbeing</th> <th>Signs of Poor Mental Wellbeing</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Feeling relatively confident in yourself and have positive self-esteem • Feeling and express a range of emotions • Building and maintaining good relationships with others • Feel engaged with the world around you • Live and work productively • Cope with the stresses of daily life </td> <td> <ul style="list-style-type: none"> • Erratic changes in mood and behavior • Distancing from friends and family. • Loss of interest in things that they used to be interested in. • Excessive sleeping or not sleeping. • Increased alcohol consumption. • Poor concentration and being easily distracted • Finding it hard to make decisions </td> </tr> </tbody> </table>	Signs of Good Mental Wellbeing	Signs of Poor Mental Wellbeing	<ul style="list-style-type: none"> • Feeling relatively confident in yourself and have positive self-esteem • Feeling and express a range of emotions • Building and maintaining good relationships with others • Feel engaged with the world around you • Live and work productively • Cope with the stresses of daily life 	<ul style="list-style-type: none"> • Erratic changes in mood and behavior • Distancing from friends and family. • Loss of interest in things that they used to be interested in. • Excessive sleeping or not sleeping. • Increased alcohol consumption. • Poor concentration and being easily distracted • Finding it hard to make decisions
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Retrieval Practice

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Baseline Assessment

Make a list below of the different changes that you might experience into KS4:

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Endpoint Assessment: Are there any others you can add at the end of the lesson?

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Task 1: Identifying Change

Positive Changes	Negative Changes

Task 3: Challenge Forum Page

Please help! I've just started my GCSE subjects and I'm getting really worried because I'm finding the subjects harder than they were at key stage 3. I'm feeling lost in some lessons, and while everyone else seems to be getting it, most of what the teacher says is going right over my head. We've just tried our first practice assessment in Maths and History and I was disappointed with the grades I got. I'm not sure I'm really cut out for GCSEs and am starting to

I feel very distant from my friends. We've all been mates since primary school and for the last three years in secondary school it's been great. But now that we're older and are in lots of different classes we don't see each other as much. I've noticed we don't have much in common anymore; we're into completely different music and films. I don't want to upset anyone but I just don't find it that fun to hang out with them anymore.

Social media is getting me down. Every time I look at my social media feeds I see people who are so much more beautiful than me and are having so much more fun than I am. I used to think social media was a great way to express myself and explore who I am, but the more negative comments I get, the less I feel I want to share about myself. My phone is always buzzing with notifications and I feel a constant need to keep checking and replying to what's going on. But the more I look, the more depressed I feel. Is it just me that feels this way?

You work for an online wellbeing forum, giving advice to young people on how to manage challenges. Choose two scenarios and write a response that gives advice on what they could do to successfully manage their circumstances.

First Scenario

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Second Scenario

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Reframing Negative Thinking

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Baseline Assessment: Attitude Continuum

Read each statement and put an X on each attitude continuum.

We will revisit this at the end of the lesson

1. People can improve at anything if they work hard enough at it.

Agree ←—————→ Disagree

2. Making mistakes is embarrassing so it's best to be sure of the answer before contributing.

Agree ←—————→ Disagree

3. If someone has to try very hard at something, it's because they don't have natural talent and they are wasting their time.

Agree ←—————→ Disagree

4. Most successful people have created their own luck.

Agree ←—————→ Disagree

5. If someone knows a project will be a challenge as it doesn't suit their style of working, it's best to find something else to work on.

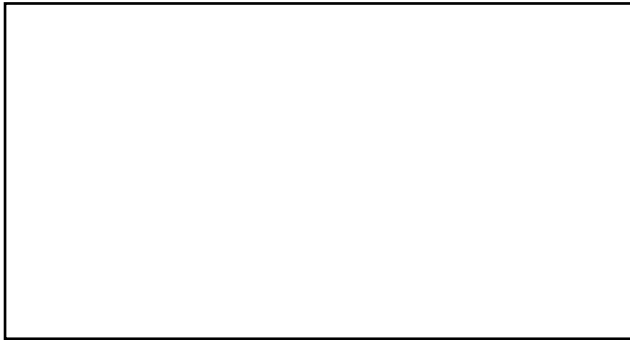
Task 2: Matching Labels

Agree ←

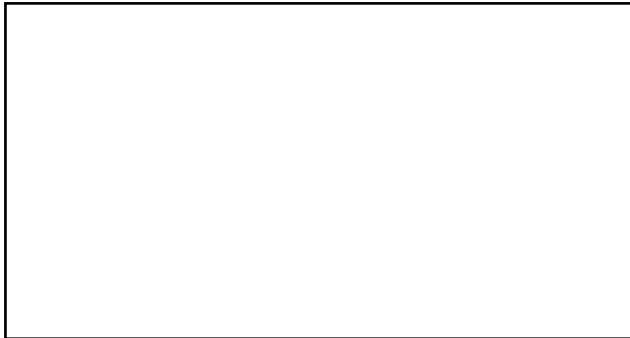
→ Disagree

	Label	Definition	Letter	Example	Letter
A	PERSONALISING	Assuming you know how things will turn out.		If s/he says 'no', everyone will think I'm 'undateable' and I'll be alone forever.	
B	MIND READING	Making big judgments based on small, one-off's		I shouldn't do that or people won't like me.	
C	LABELLING	Assuming the worst possible outcome.		Suzie blanked me this morning – I must have done something wrong.	
D	FORTUNE-TELLING	Giving yourself a negative name or quality.		I've done really badly on my spelling vocab today – I'm bound to fail my Spanish GCSE.	
E	CATASTROPHISING	Seeing things in 'black or white' terms – success or failure, good or bad.		I bet they all think I'm a complete idiot for failing that test.	
F	OVERGENERALISING	Assuming something is your fault		I've been saving money all week by walking to school but I was running late today so had to take the bus – I might as well not bother saving for a TV as I'll never save enough.	
G	ALL-OR-NOTHING THINKING	Only focusing on the negative elements of a situation and missing the good that came out of it		I never score a goal so there's no point even trying!	
H	SHOULD STATEMENTS	Thinking you know what someone else is thinking.		I had loads of people at my birthday party but my best friend didn't come so it was ruined.	
I	FILTERING	Telling yourself how you 'should', 'must' or 'ought' to be/feel/act.		I'm so useless!	

Task 3: Storyboard



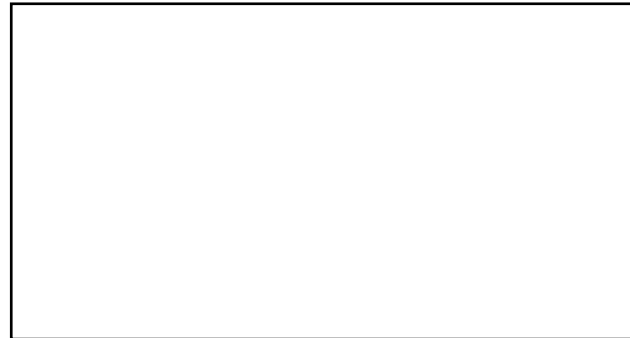
Aleema was upset because she had a row with her friend Dina



Aleema decided to



She started to worry that their friendship was ruined and Dina would never talk to her again



Dina said that



But then she realised that she was using a negative thinking pattern called

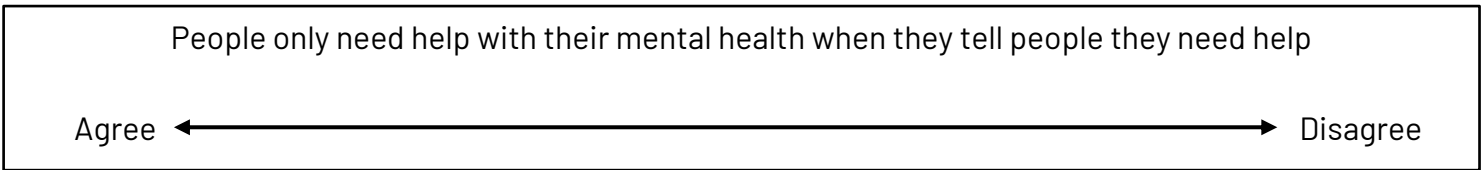


In the end

Retrieval Practice

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Baseline Assessment



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Key points:

- The need to respect a person’s boundaries versus the need to support people in need.
- The importance of accessing help early when experiencing mental health concerns, rather than letting them develop.
- We all have times when we are more or less happy than usual.
- Sometimes people who need help aren’t aware of it.
- Sometimes people are worried about asking for help or don’t know how to.
- Sometimes it takes time for a person to be ready to seek or accept help.

Endpoint Assessment: Write a comment adding to or editing your opinion from the start

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Task 1: Common mental health conditions and challenges



	Signs that might mean someone has this mental health issue	Strategies and treatments	Ways others can help
Depression			
Anxiety			
Stress			

Task 2: Help?



A. A friend of a friend has suddenly started being really odd about P.E. lessons. They try to avoid them, spend ages getting changed, and wear extra non-uniform clothes to cover up.

1. What could be happening in this situation?

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2. How might the person explaining the situation be feeling?

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3. What could the person do in the situation? What would be the first steps in getting help?

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B. My brother has started crying all the time when he's at home. Yet at school, he's always laughing and joking with his mates.

1. What could be happening in this situation?

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2. How might the person explaining the situation be feeling?

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3. What could the person do in the situation? What would be the first steps in getting help?

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C. Someone in the year below posted a status that suggested they were thinking of self-harming as they were so anxious all the time.

1. What could be happening in this situation?

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2. How might the person explaining the situation be feeling?

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3. What could the person do in the situation? What would be the first steps in getting help?

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D. A friend has been withdrawn for a while now. Last month she quit choir – something she used to love – so I asked her about it. She said she’s struggling to come to school, let alone anything else, as she just feels so low. She made me promise not to tell anyone but she’s ringing me all the time - sometimes we’re talking till 1am. It’s started to affect my health too.

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1. What could be happening in this situation?

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2. How might the person explaining the situation be feeling?

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3. What could the person do in the situation? What would be the first steps in getting help?

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Task 3: Sources of Support Grid



Who would be suitable to talk to?	Benefits of talking with them	Potential challenges of talking with them	Topics it would be appropriate to speak to them about
Friends			
Family e.g. parents or siblings			
Teachers or other members of staff in school			
Local charity of phone line			
Medical Professional e.g doctor			

Promoting Mental and Emotional Wellbeing

Retrieval Practice

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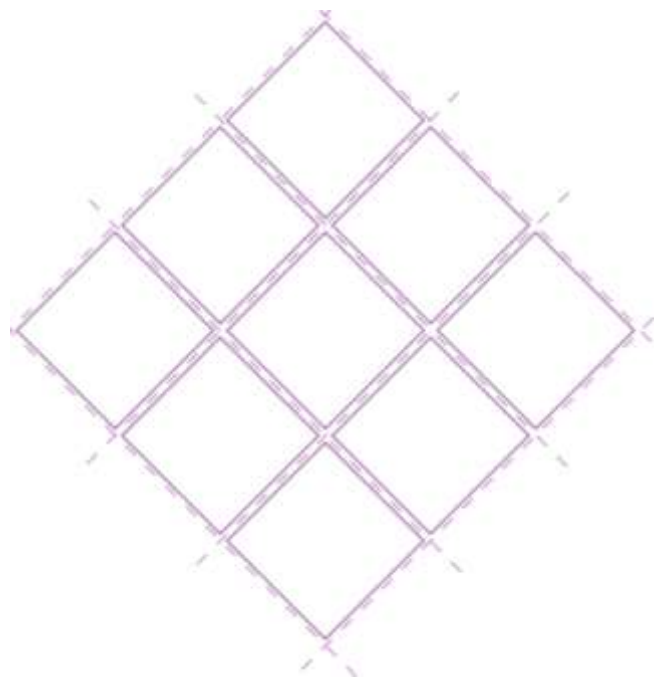
Baseline Assessment: Diamond 9

What emotional wellbeing strategies are most effective?

Rank the techniques in order of their effectiveness.

Put the most effective strategy at the top, then the next two most effective, down to the least effective. Suggest some ways we can create the best conditions for our brains to work

1. Relaxation techniques like mindfulness and deep breathing
2. Following interests and hobbies that provide enjoyable distractions
3. Getting plenty of good quality sleep
4. Spending time with friends and family
5. Doing dedicated exercises intended to promote relaxation e.g. yoga
6. Keeping active by walking, cycling, swimming or doing another favourite sport
7. Getting outside into nature
8. Online mindfulness, stress and anxiety apps
9. Asking for help from teachers, family, friends or online support when things get a bit too much



SPENDING TIME IN NATURE



Historically we lived and worked in ways which were much more closely connected with nature and many people believe this has impacted on our health.

There is some promising evidence that being in nature can reduce feelings of anger, fear and stress while improving mood and psychological wellbeing. Being outdoors is thought to reduce stress by lowering the stress hormone cortisol. More studies are needed, but this could mean

the rate of recovery from stress is quicker when in the natural environment than the same stressor indoors.

Research has shown that even connecting to nature in small ways like having a plant in a room may decrease levels of stress and anxiety.

Aside from the benefits of actually spending time in nature or viewing scenes of nature on our wellbeing, taking time out of our days to go for a walk or activity may give overactive minds an opportunity to 'switch off'. This could be a factor explaining why nature walks may be beneficial for people with depression.

Some studies have found that not only do people with mood disorders benefit from raised mood at the time but regular practice can help them see longer-term improvements.

"Being in nature can help us live in the present moment - a key component of well-being or happiness."

[Adapted from a blogpost on trekking holidays]

VOLUNTEERING AND RANDOM ACTS OF KINDNESS



Helping others can provide a sense of purpose and build self-worth.

Preliminary evidence suggests that helping others reduces stress and improves mood. One way it might do this is the knock-on benefits of the positive relationships we can form through things like volunteering. However, more research is needed to fully clarify how this happens, who it benefits, and in what circumstances.

Even aside from this, random acts of kindness are believed to have a strong impact on levels of happiness. When we are kind to others, the reward pathways of the brain respond, producing a 'warm glow' feeling. It is thought that our brains release hormones which are linked with positive mental health e.g. serotonin and dopamine. There is promising evidence that being supportive of others can reduce stress, anxiety and depression plus emotions such as anger.

A Japanese study found those who counted their acts of kindness increased their happiness, and they were more likely to both be kind to others and be grateful for others' kindness, further promoting their wellbeing.

"Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you."

[Princess Diana]

MINDFULNESS (INCLUDING MINDFULNESS MEDITATION)



Mindfulness practices encourage focus on the present by paying attention to our thoughts, feelings and body in a particular way. Mindfulness-based clinical interventions are shown to reduce symptoms of anxiety, stress and depression for some people.

Benefits are also seen even in those without a mental health concern. A recent study found that 8 weekly sessions of between 75-90 minutes' mindfulness training led to an average drop of 20% in stress levels during exams.

There has been a recent trend to use colouring books to provide a way to calm the mind. Some very preliminary research has

confirmed links between this activity and stress reduction, particularly when used in combination with other techniques such as deep breathing. However, more studies are needed.

In mindfulness meditation, people focus on experiences in the present, such as the flow of breath, in order to be mindful of the moment. This trains them to acknowledge thoughts and emotions without judgement which can be particularly helpful if a person experiences negative thinking loops. This can therefore lead to improvements in self-esteem and, by extension, resilience during times of difficulty.

This technique has been shown to help some people with anxiety learn to handle distressing thoughts and emotions without being overpowered by them.

"You can't stop the waves but you can learn to surf."

[Jon Kabat-Zinn, Creator of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care and Society (USA)]

SPORTS AND DANCE



Participation in regular exercise has been shown to improve mood and self-esteem whilst reducing stress and anxiety. This is due to many reasons including the immediate impact of the endorphins (hormones) released during exercise, and the improvement in sleep quality following such activity. Studies have repeatedly shown that good quality sleep has been linked with improved mood. The NHS provides exercise 'on prescription' as it has been found to be as effective as medication for those with mild to moderate depression (and in some studies, in those with severe depression).

Research suggests that team sports and dance can both offer additional benefits for mental health. Researchers found women who did group sports had better mental health than those who went to the gym or walked alone and suggested this may be due to the social aspect of team sports.

A recent American study found that, although all types of exercise had an impact on mental health (12-22% reduction in self-reported mental ill-health), team sports had the biggest impact (22.3% lower), with cycling showing a 21.6% reduction and aerobic/gym activities a 20.1% reduction. They also found those who exercised had 43% fewer days of poor mental health the previous month than those who did not.

Swedish research compared young women who danced with those who did not and found a significant improvement in mood which lasted up to 8 months after the dance classes ended. Another study found that just one lively dance session can have a greater effect on beating depression than vigorous exercise or listening to upbeat music.

"Do more of what makes you happy!"

[Twitter comment from a team karting company]

Social Media Pressures

Retrieval Practice

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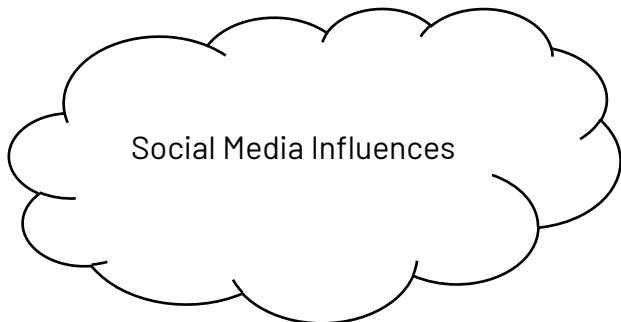
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Baseline Assessment



Task 1: Video Questions

Watch the video clips and then choose 4 questions to answer

1. Give TWO examples from the first video of people lying about their lives
2. What message do you think that the first video is trying to put across? How does it do this without using words?
3. Explain ONE way in which social media changes the brain (in the second video).

4. In the first video, name some of the different things that are being lied about by the different social media users. Can you spot any themes?
5. At the end of the first video, what has happened to the couple's relationship and how far do you think that social media could be to blame? Explain your answer fully, giving several reasons for your point of view
6. Explain what dopamine is and how it is affected by social media (see second video). What are the dangers of this?
7. To what degree do you think that the examples in the first video are exaggerated, and is it an effective strategy? Explain your answer fully.
8. What is the ending of the first video trying to imply about the long-term impacts of social media on people's real lives? In your answer, explain and evaluate how mental and emotional health are both impacted.
9. What do you think are the implications of social media on the future of society, given that our brains are being rewired like never before? In your answer, cite examples from the second video to support your hypothesis

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Task 2: Keira Needs Help!

Keira spends five hours a day on social media. She is constantly comparing herself to the Kardashians and other online divas.

However, Keira’s life, as we know, is highly embellished. Her self-esteem is low.

Using all the information from this lesson today, create a detailed message to Keira putting her problems in perspective and helping her re-build her self-esteem.

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Retrieval Practice

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Baseline Assessment

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I can describe what fake news is										
I can recognise fake news										
I can explain to someone else how to recognise fake news										

Task 1: Questions

Muslim doctor refuses to treat dying Christian on board flight!

‘Dr. Jaleel Kohmeni raised his hand when the flight attendant on Delta flight 6978 from New York to Las Vegas asked if there was a doctor on board. He told the attendant that he wasn’t an American and that he preferred another doctor help if possible. Unfortunately, he was the man’s only hope.

As he approached, he could see that the man was barely managing to breathe and going in and out of consciousness. What the doctor did next may seem normal to people where he comes from, but here it was simply disgusting. He leaned over the man and asked him if he believed in God. “Yes”, the man answered, “Jesus Christ is my Lord and Saviour.”

At that point, Kohmeni informed the flight attendant that he could only “give the man the comfort of knowing Allah will give him that chance to redeem himself in heaven,” but that he couldn’t save him.’

Source – Business 2 Business News, 2017

1. Read the headline and the first paragraph of this news story, which was shared over 24,000 times. Summarise what happened. How do you know whether this is true?

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2. Why was this story printed? Why do you think it was shared so many times?

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3. Explain how the story links with today’s lesson title and why you think you have been asked to read it?

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Task 2: Watch the clip and choose 5 out of the 9 questions to answer

1. Name two things that it is important to check when looking out for fake news.
2. According to the video, some fake news is designed to generate what?
3. According to the video, who is the first line of defence against fake news?
4. Why is social media more effective at spreading fake news than ‘old-fashioned viral emails’?
5. What does satire mean? Give an example of satire quoted in the video.

6. Why do you think there are several fact checking websites? Who do you think pays for these and why?

7. Is satire the same thing as fake news? Why or why not?

8. Is there such a thing as a fully reliable source? Explain your answer.

9. How might someone's confirmation bias affect their opinion on fake news? Give your own example.

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HOW TO SPOT FAKE NEWS



CONSIDER THE SOURCE

Click away from the story to investigate the site, its mission and its contact info.



READ BEYOND

Headlines can be outrageous in an effort to get clicks. What's the whole story?



CHECK THE AUTHOR

Do a quick search on the author. Are they credible? Are they real?



SUPPORTING SOURCES?

Click on those links. Determine if the info given actually supports the story.



CHECK THE DATE

Reposting old news stories doesn't mean they're relevant to current events.



IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.



CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.