

Teacher Resource Pack

Mental
Wellbeing

Contents

What to expect from this Teacher Resource Pack

Our aim at Nebula Learning is to make mental wellbeing easy to teach and engaging for students.

This Teacher Resource Pack accompanies the Nebula Learning online mental wellbeing course. It contains lesson plans, classroom activities, discussion topics and printable worksheets.

Teacher Guidance: Start Here

This introduction contains guidance to create a safe classroom environment to discuss mental health as well as a summary of topics that have been intentionally omitted from this course that you may wish to explore with your students.

Teacher Guidance

Page 3

Lesson Plan Builders

Each lesson plan builder is structured to include a short starter activity, the online course videos and a range of classroom activities and discussion topics. We also include learning objectives for each topic.

Lesson One: The Teenage Brain

Pages 4-5

Lesson Two: Mental Wellbeing Challenges

Pages 6-8

Lesson Three : Strategies for Mental Wellness

Pages 9-10

Printable Worksheets

We want to ensure mental wellbeing education is easy to deliver. That's why every lesson has an activity print out option, so you don't need to prepare materials in advance.

Worksheet Contents

Page 11

Lesson 1 Worksheet

Pages 16-17

Lesson 2 Worksheets

Pages 18-21

Lesson 3 Worksheets

Page 22-23

Teacher Guidance

Introduction

From September 2020, mental wellbeing education forms part of the compulsory PSHE curriculum. It's vital that schools explore mental wellbeing with students due to how widespread mental health conditions are in society. An NHS survey found that 12.5% of 5 to 19 year olds in England had at least one mental disorder when assessed (2017). This introductory guidance will support you to create a safe environment in your classroom to explore the challenging subject of mental health. We will also

Creating a Classroom Contract

As set out in the first classroom activity, we advise that students collaboratively create a contract that they informally sign that sets out the expected behaviours in the classroom while exploring sensitive topics. This should give students the comfort that they can ask questions and express their feelings free from judgement and without it leaving the classroom.

It's important to note that students should not be encouraged to share personal issues or make disclosures in front of their peers. This should be a private conversation between you and the pupil after class.

Example Contract Items:

Anonymity

We agree that everyone has a right to remain anonymous. We will discuss general situations and ideas, but we will not discuss our own or other people's personal lives or issues.

Confidentiality

We respect everyone's right to ask questions and discuss issues confidentially. We agree that we will not repeat what others have shared once we leave the classroom and we understand that our teacher will only disclose what was discussed if they are concerned that someone is at risk.

No Judgement

There is no such thing as a silly question. We agree that we will not judge our classmates for any discussion had or questions asked. We agree that everyone should feel safe and supported to speak freely.

Inclusive Language

We understand that careless use of language can cause offence and prevent open conversation. We will be thoughtful with the language that we use and will not use mental health terminology in a derogatory way. [Examples of this include phrases such as "I'm so OCD about...", "I would kill myself if...", "Just cheer up!"]

Seeking Help

We understand where we can go if we need further help or advice both in school and outside of school. We will gently signpost others to the relevant help if we are worried about them.

Topics excluded from this course

There are a few topics that we have intentionally omitted from this course, these include suicide, self-harm and eating disorders. The reason that we have not explicitly covered these areas is because we know that schools use our resources across a number of year groups and in a variety of settings. We know that teachers know their students best and are therefore best placed to determine how these sensitive areas can be safely explored. Our advice for these areas is to not shy away from raising these but to assume that at least one pupil in your class may be impacted by these topics.

The Teenage Brain

What does this section cover?

This section provides students with an introduction to mental wellbeing, the changes that occur in the teenage brain and touches on the most common mental health conditions. The core aim of this section is to appreciate that mental wellbeing is something that everyone should strive for

Lesson Plan Builder

1. Step one - starter activity (15 mins)

Create a Classroom Contract

Establishing a set of ground rules that pupils collaboratively create and sign up to is essential for creating a safe environment for exploring sensitive topics such as mental health. See the 'Teacher Guidance' on the previous page for full details and example contract items.

Pupils should create this contract collectively to establish shared ownership over these rules. Assign a scribe to write down the class' ideas and pass this document around to be signed by all. Display the contract prominently in the classroom to serve as a reminder and have a 2 minute refresher at the start of each class to remind everyone of the rules they have created.

2. Step two - core lesson activity (15 minutes)

These videos can delivered together or broken up with activities in between.

Video title	Learning objective
What is Mental Wellbeing?	To appreciate that our individual needs relate to our mental wellbeing.
The Teenage Brain	To understand how brain development impacts mental wellbeing.
The Science of Wellbeing Concerns	To appreciate that depression and general anxiety disorder are two common mental wellbeing concerns.

3. Step three - classroom activities (15-25 minutes)

These activities provide a deep-dive into counselling with the aim of debunking myths and removing the stigma of seeking professional help. This section was created in collaboration with the Children and Young People Team at the British Association for Counselling and Psychotherapy.

Class Discussion (5 minutes)

“There are many ways of getting strong, sometimes talking is the best way.” Andre Agassi

Set the scene with the above quote and explore the below questions as a class:

- What is the message?
- Why is there so much emphasis in mental health around ‘staying strong’?
- Is this a positive or negative message?
- What is the opposite of ‘strong’? Is having poor mental health a weakness?

Classroom Activity (10 minutes)

What is counselling? [video]

Watch this video of Liam discussing his experience of school counselling: <https://bit.ly/2OZSoPo>

- Liam mentions CAMHS (child and adolescent mental health service). Ask the class if they know what this is. *CAMHS is the specialist NHS mental health service for children and young people, it’s often seen as the next step up from counselling. CAMHS is for any young person up to the age of 18 and every area has a CAMHS team. Schools and doctors can make a CAMHS referral for someone they are worried about – if this happens, you should be involved in whatever is written about you so that you know what it is you want to talk about and get help with.*

Individual Activity (5 minutes)

Counselling True/False Activity [Printable Worksheet]

Ask students to read through the statements on the worksheet (alternatively, you could read these aloud) and mark whether they feel the statement is true or false.

Debrief the answers with the class, detailed answers are provided following the worksheets at the back of this guide.

Mental Wellbeing Challenges

What does this section cover?

This section covers some of the common challenges young people face to their mental wellbeing. This includes a discussion of social media, body image, online bullying, financial concerns and exam stress. The core aim of this section is to provide strategies for young people to deal with these issues and understand that feelings such as stress and uncertainty are common.

Lesson Plan Builder

1. Step one - choose a starter activity (5-10 minutes)

Remember to do a quick refresh of your 'Classroom Contract'

Common Wellbeing Challenges

Ask students to write down common scenarios that they feel would negatively impact someone's mental wellbeing. They should write their ideas on post-its and stick them at the front of the room so that it remains anonymous. Scenarios may include things like exams, moving schools or bereavement. The teacher should then read these out and ask pupils to spot any common themes.

Views on Social Media

Ask all students to stand up, read the following statements and ask students to stay standing if they agree or sit down if they disagree. Ask some of the students who sat/ remained standing why they agreed or disagreed with the statement.

- Social media has a positive impact on my friendships and relationships
- Social media has a positive impact on my schoolwork
- Social media has been a force for good in society
- Social Media has an overall positive impact on people's mental wellbeing

2. Step two - core lesson activities (15 minutes)

These videos can delivered together or broken up with activities in between.

Video title	Learning objective
Stress & Mental Wellbeing	To appreciate that stress can often be managed.
Social Media & Mental Wellbeing	To appreciate the positive and negative sides of social media and how it can impact mental wellbeing.
Money & Mental Wellbeing	To understand the link between money and mental wellbeing.

3. Step three - choose a classroom activity or discussion topic (15-25 minutes)

Discussion Topics

1. Exam Stress & Mental Wellbeing

On mental wellbeing grounds, should exams be banned?

For:

- exams cause a lot of stress and anxiety;
- they don't reflect the stresses of the working world (coursework may be more comparable);
- exam performance can impact self-esteem

Against:

- overcoming stressful periods builds resilience;
- we can't avoid stress entirely instead we should learn effective tactics to deal with it;
- exam stress can provide the motivational boost required to start taking studies seriously

2. Social Media & Mental Wellbeing

Overall, social media has been a force for good in society.

For:

- Interconnectedness: we can connect with one another from across the world.
- Job creation: social media marketing roles now exist in almost every business
- Political movements: influential during political uprisings and in raising awareness of social issues
- Crisis Communication: people can mark themselves as 'safe' during natural disasters and terrorist attacks

Against:

- Cyberbullying: social media has created a new 24/7 'playground' for bullies.
- Mental Health: can damage self-esteem.
- Addiction: it is designed to be addictive and some people feel unable unplug.

3. Money & Mental Wellbeing

People who experience mental ill-health are more likely to get into financial difficulty, likewise financial trouble can cause mental wellbeing to suffer. Therefore, should money advice be available on the NHS?

For:

- Patients may confide in a medical professional, therefore they may be well placed to provide information.
- There would be a more integrated approach between different services, which may improve their recovery chances

Against:

- GPs do not have much time with patients and should focus on medical concerns.
- What if incorrect financial advice is given?
- There are many factors that impact mental wellbeing, where would we draw the line with what doctors should do?

Classroom Activities

What does stress look like for you? [Printable Worksheet]

Ask students to think about the last time they felt very stressed. Working through the worksheet, students should think about what stress looks like for them. What are their physical symptoms of stress (eg racing pulse, sweating palms, headache), what do they do (eg slam doors, withdraw to be alone) and what do they say (eg blame others, negative self-talk).

Students should consider what usually calms them down and what they could try next time they are feeling this way. Ask if anyone is willing to share. You may wish to share your own experience of stress.

Classroom Debate: Should social media companies increase their minimum age?

Most social media apps require young people to be over the age of 13 to use their platform. Divide the class in half with one group preparing to argue for and the other against.

Students may wish to consider topics such as: mental wellbeing, comparison to peers, self-esteem, communication with friends, being socially excluded and whether current age limits are abided by. Encourage as many people as possible to speak on each side. Students should not only read out their prepared items but be ready to respond to others' points.

Money & mental health [Printable Worksheet]

Students should be given one of the money & mental health worksheets and individually read through the profile and answer the questions. After 10 minutes, in groups of three (where they each had a different profile), explain the situation and their recommendations to their peers. Groups should discuss how they would approach these situations. Finally, feedback as a class: were there any key themes? What are some other stressful financial situations young people face? How important do you feel it is to be financially resilient?

Strategies for Mental Wellness

What does this section cover?

This section explains how students can monitor and improve their own wellbeing as well as those around them. By the end of this lesson all students should be able to evaluate their routines to understand how well it serves their mental wellbeing needs.

Lesson Plan Builder

1. Step one - choose a starter activity

Remember to do a quick refresh of your 'Classroom Contract'

Yes! Game

This can get a bit lively but is designed to be silly and make students laugh - which we know is great for mental wellbeing. In groups or as a class, students take it in turns to give an instruction to which the answer is always "Yes!" Students layer these actions until they may be hopping, clapping, giggling and sticking their tongues out at the same time. It may sound immature, but that's exactly the point!

Mindfulness Exercise

Based on Fleming and Kocovski's 'raisin exercise', students should hold a small object from their desk in their hands, for example a pencil or paperclip. Ask the students to remain silent and to observe this object as if they had never seen it before. Softly ask the following questions: what does it look like, it's shape, the way it reflects the light. Close your eyes... How does it feel in your hand? How heavy is it? What is its texture? Hold it up to your nose... does it smell of anything? Etc. This quiet thought exercise should calm your students and give them something to focus on.

2. Step two - core lesson activities (15 minutes)

These videos can delivered together or broken up with activities in between.

Video title	Learning objective
Self-Awareness & Supporting Others	To recognise the signs of poor mental wellbeing in ourselves and others.
The Mind-Body Connection	To appreciate that our physical health is linked to our mental health.
A Mental Wellbeing Toolkit	To understand how we can manage and improve our own mental wellbeing.

3. Step three - choose a classroom activity (15-25 minutes)

Building our support network [Printable Worksheet]

Ask students to complete the 'Building your support network' worksheet individually. This gives students the opportunity to consider their support network and who they feel they can talk to. Were there any topics left unallocated that they didn't feel they could talk about with anyone? Did you identify a source of support but were unsure what to talk to them about?

Class debate: Physical or mental health, is one more important?

Statements to provoke discussion (note these are **not** statements of fact, but to get conversation going)

- Does poor physical health leads to mental physical health or the other way around?
- Are 'fit' people are happier people?
- Do you feel one is easier to tackle than the other?

Design a Wellbeing Week [Printable Worksheet / plain paper required]

Students should fill out a weekly schedule with their current routines, including school, any clubs they are involved in and any other regular fixtures *such as dinner at a friends every week after football.*

Students should then label whether any of these activities involve one or more of the 7 daily activities on the mental wellbeing platter. These are:

1. Focussed work time
2. Creative/ playful time
3. Social time
4. Physical activity
5. Reflective time
6. Down time
7. Sleep

Students should then add to their days to ensure they are hitting each of these 7 items at least once a day.

Does this feel achievable? Do any of their activities tick multiple boxes on this platter?

Printable Worksheets

- 1. Student Guide**

If your students are completing the course independently, please print Worksheet 1 (page 13) so they can log in and track their progress. You'll need to provide them your school coupon code.
- 2. Mind Maps**

Mind maps are recommended as a way for students to assess their current understanding of a topic and take notes during videos. If you'd like to print a template see printout 2
- 3. Money & Mental Health**

If you choose to do the lesson two classroom activity: "Money & Mental Health", there are 3 different persona print outs on pages 21-23 (worksheet 6A-6C). You may recognise this from our finance materials if you are covering both courses - this is a good linking activity.
- 4. Counselling - True or False**

Lesson One classroom activity to further students' understanding of counselling. The worksheet contains two sets of questions and detailed answers for teachers on page 19.
- 5. Understanding Stress**

Lesson Two classroom activity, encourages students to recognise the symptoms of stress in themselves and think about ways to combat it.
- 6. Support Network**

Lesson Three classroom activity to help students to identify who makes up their support network and what they feel they can discuss with them.
- 7. Wellbeing Week**

Lesson Three classroom activity, encourages students to evaluate how well their current schedule meets their daily mental wellbeing needs and to add in activities that optimise this.

1. Learning Objectives

Logging in:

1. Go to www.nebulalearning.co.uk and click 'Create an Account' under the relevant course
2. Click on 'Enter School Access Code'.
3. Click 'Add Coupon' and enter the below code:
Your school's coupon code is

Topic 1: The Teenage Brain

Video title	Learning objective	Quiz score
What is Mental Wellbeing?	To appreciate that our individual needs relate to our mental wellbeing.	
The Teenage Brain	To understand how brain development impacts mental wellbeing.	
Understanding Mental Wellbeing Concerns	To appreciate that depression and general anxiety disorder are two common mental wellbeing concerns.	

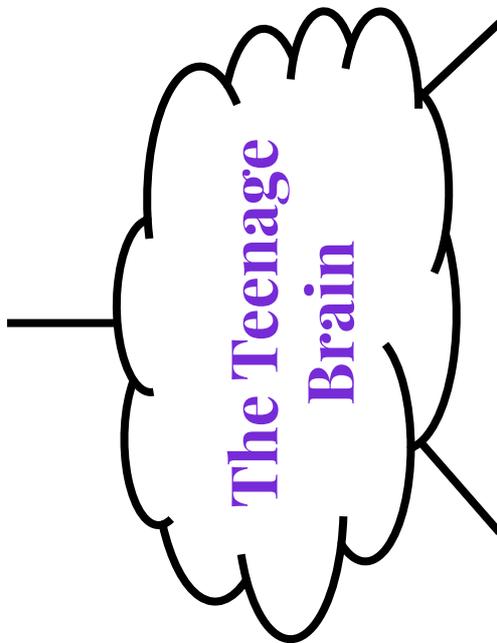
Topic 2: Mental Wellbeing Challenges

Video title	Learning objective	Quiz score
Stress & Mental Wellbeing	To appreciate that stress can often be managed.	
Social Media & Mental Wellbeing	To appreciate the positive and negative sides of social media and how it can impact mental wellbeing.	
Money & Mental Wellbeing	To understand the link between money and mental wellbeing.	

Topic 3: Strategies for Mental Wellness

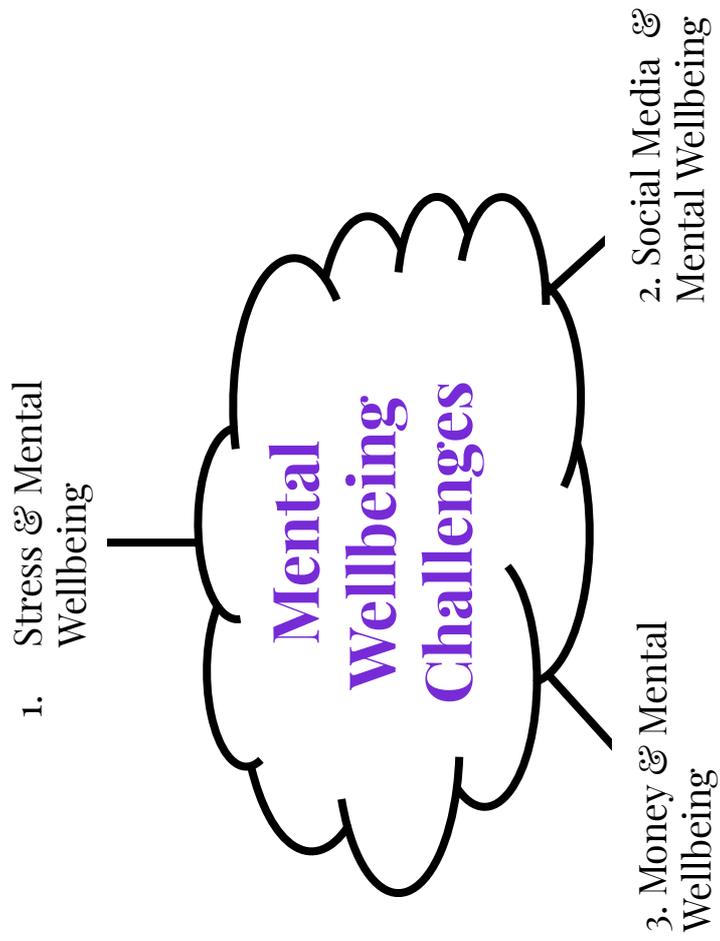
Video title	Learning objective	Quiz score
Self Awareness & Supporting Others	To recognise the signs of poor mental wellbeing in ourselves and others.	
The Mind-Body Connection	To appreciate that our physical health is linked to our mental health.	
A Mental Wellbeing Toolkit	To understand how we can manage and improve our own mental wellbeing.	

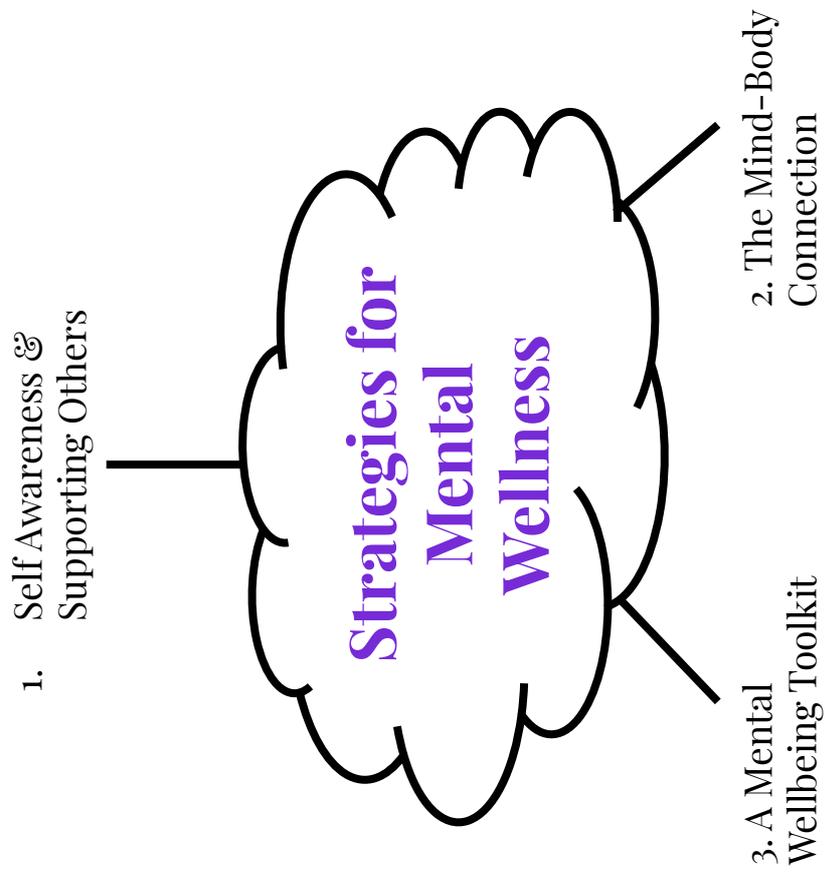
1. What is mental wellbeing?



3. Understanding Mental Wellbeing Concerns

2. The Teenage Brain





Counselling - True/False

TRUE FALSE

- | | | |
|--|--------------------------|--------------------------|
| 1. Counselling is about helping someone to help themselves. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Counselling is about keeping everything secret. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Counselling is just about listening- anyone I get on with at school can do that. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Counselling is about being sent to see someone just because someone else thinks there's a problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Counselling is an effective way to help someone set goals, become more confident and work through problems at a pace that suits them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. You have to have a mental health problem to see a counsellor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A counsellor won't judge you, be shocked by anything say and will show you respect. | <input type="checkbox"/> | <input type="checkbox"/> |

-----*Cut*-----

Counselling - True/False

TRUE FALSE

- | | | |
|--|--------------------------|--------------------------|
| 1. Counselling is about helping someone to help themselves. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Counselling is about keeping everything secret. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Counselling is just about listening- anyone I get on with at school can do that. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Counselling is about being sent to see someone just because someone else thinks there's a problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Counselling is an effective way to help someone set goals, become more confident and work through problems at a pace that suits them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. You have to have a mental health problem to see a counsellor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A counsellor won't judge you, be shocked by anything say and will show you respect. | <input type="checkbox"/> | <input type="checkbox"/> |

Counselling - True/False Answers

1. **Counselling is about helping someone to help themselves - True**
It's about working together and not giving advice. The counsellor will explain that everyone is different with their own set of experiences and what works for one person may not work for another. The message is everyone is different, unique and will be valued as so.
2. **Counselling is about keeping everything secret- False.**
Confidentiality as a key part of the counselling relationship and will be explained in an easy to understand way in the first session. Confidentiality has its boundaries and sometimes, usually with the knowledge and agreement of the young person, it has to be broken. If the counsellor believes someone will seriously hurt themselves or someone is harming them, they will have to pass this information on, as they have a 'duty of care' to do so.
3. **Counselling is just about listening- anyone I get on with at school can do that- False.**
To become a trained counsellor or therapist the person will have had years of professional training (like a teacher or a nurse) so that when they help you it keeps you as safe as possible. Remember to look for logos against a counsellors name to check they are a member of a professional body such as BACP (British Association of Counsellors and Psychotherapists). Having people you can talk to at school is helpful too, it just isn't classified as 'counselling'.
4. **Counselling is about being sent to see someone just because someone else thinks there's a problem - False.**
Counselling is a choice. It isn't for everyone and sometimes the first thing a counsellor hears is that it is someone else's idea a young person should have counselling. A counsellor will work out with you where to go from there and find out what you want.
5. **Counselling is an effective way to help someone set goals, become more confident and work through problems at a pace that suits them. - True.**
Evidence from children and young people supports all of these things.
6. **You have to have a mental health problem to see a counsellor - False.**
Counselling covers all sorts of issues that affect young people's lives, from exam stress, falling out with friends, family relationships, as well as worries linked to low mood, anxiety, suicidal thoughts and how to help regulate mood – anything and everything is brought to counselling.
7. **A counsellor won't judge you, be shocked by anything say and will show you respect - True.**
As part of a counsellor's training they spend years on making sure that they don't make judgements and value everyone they work with, seeing the world through the other person's eyes. This is one of the things young people often feedback on as they say things like, "my counsellor understood me, I felt I could be open and honest and just be myself".

Understanding Stress

1. **Things that are likely to trigger my stress response:**

2. **When I feel stressed, this is how my body responds:**

How I feel

3. **When I feel stressed, this is how I tend to respond:**

What I do

4. **When I feel stressed, this is what I usually say:**

What I say

5. **Things I can do to calm myself**

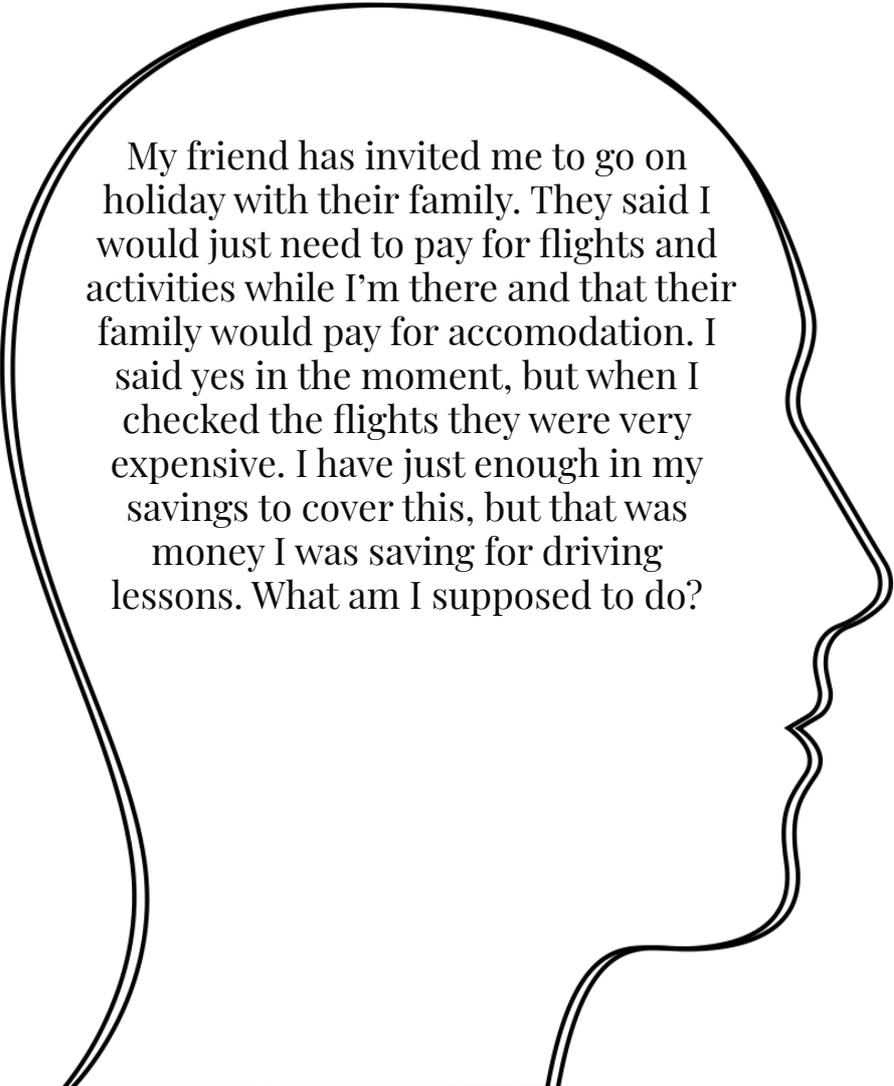
What I can do

Money & Mental Health

What impact could this situation have on someone's mental health?

What advice would you give this person to manage their worry?

Can you think of other situations young people face that put pressure on their finances & mental health?

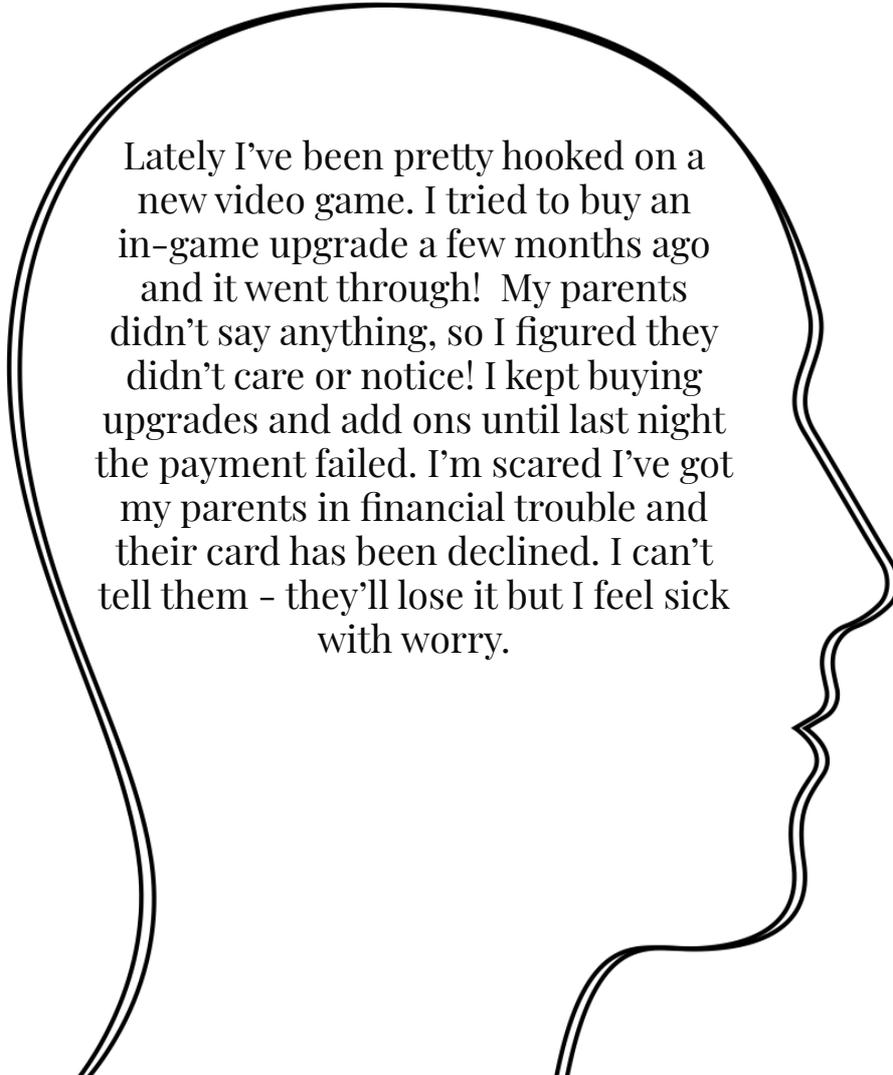


My friend has invited me to go on holiday with their family. They said I would just need to pay for flights and activities while I'm there and that their family would pay for accommodation. I said yes in the moment, but when I checked the flights they were very expensive. I have just enough in my savings to cover this, but that was money I was saving for driving lessons. What am I supposed to do?

Money & Mental Health

What impact could this situation have on someone's mental health?

What advice would you give this person to manage their worry?



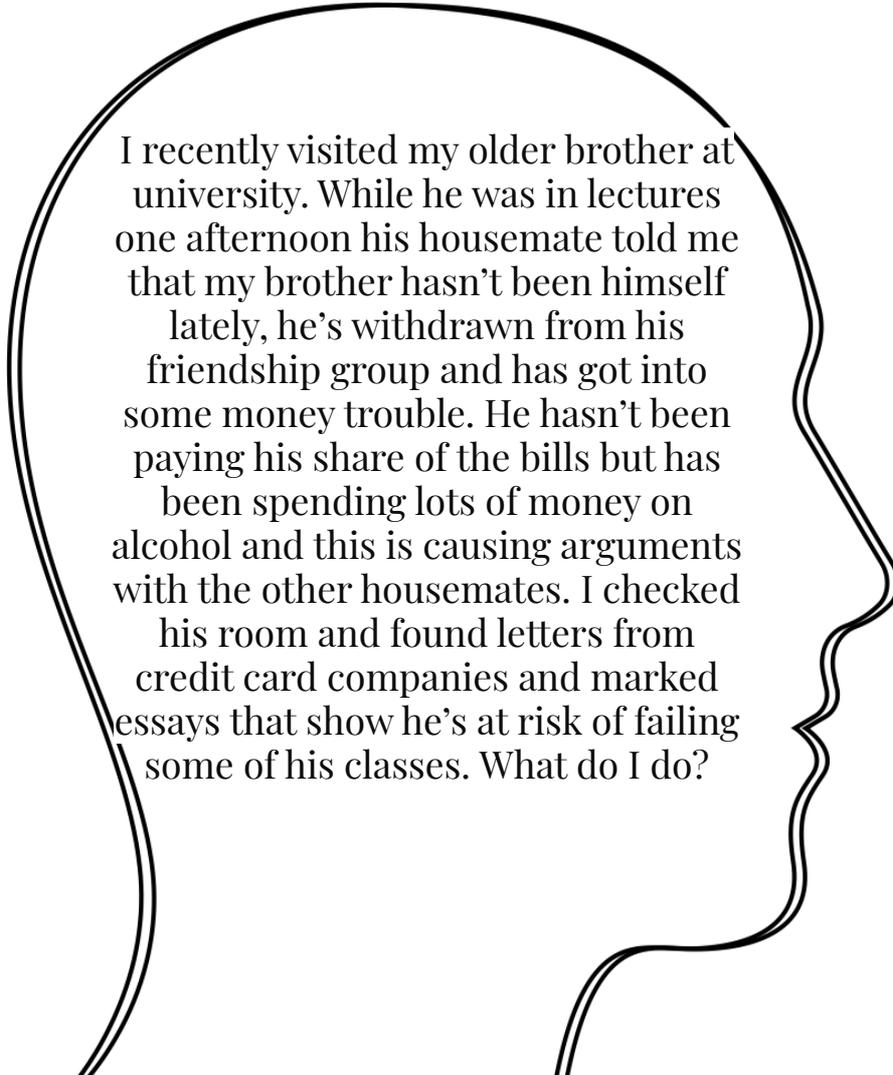
Lately I've been pretty hooked on a new video game. I tried to buy an in-game upgrade a few months ago and it went through! My parents didn't say anything, so I figured they didn't care or notice! I kept buying upgrades and add ons until last night the payment failed. I'm scared I've got my parents in financial trouble and their card has been declined. I can't tell them - they'll lose it but I feel sick with worry.

Can you think of other situations young people face that put pressure on their finances & mental health?

Money & Mental Health

What impact could this situation have on someone's mental health?

What advice would you give this person to manage their worry?



I recently visited my older brother at university. While he was in lectures one afternoon his housemate told me that my brother hasn't been himself lately, he's withdrawn from his friendship group and has got into some money trouble. He hasn't been paying his share of the bills but has been spending lots of money on alcohol and this is causing arguments with the other housemates. I checked his room and found letters from credit card companies and marked essays that show he's at risk of failing some of his classes. What do I do?

Can you think of other situations young people face that put pressure on their finances & mental health?

Wellbeing Week

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday