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Training Course Healthy Minds, Wellbeing at School



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MODULE ONE

INTRODUCTION



◀ WHY 'HEALTHY MINDS - WELLBEING AT SCHOOL' PROJECT?

The 2017 IPPR report revealed that mental illness amongst YP leaving school has risen almost fivefold in the past decade. There is also an increase in alcohol & drug misuse, self-harm & vulnerability to suicide. In 2016 about 250,000 children were receiving mental health care in England, the vast majority of those being teenagers.

And there is no doubt that older school children are now in environments that make mental health worse. A recent stem4, survey of 500 12- to 16-year-olds revealed anxieties, including exam worries (41%), work overload (31%),

friendship concerns (28%), lack of confidence (26%), concerns over body image (26%) & feelings of being overwhelmed (25%). While anxiety may have always been encountered in adolescence, academic, social hierarchy & performance worries are more of a modern-day phenomenon, & the feeling of insecurity in YP is intensified by the number of adults suffering from mental ill health.

◀ WHICH ARE THE OBJECTIVES?

The project will develop, test and disseminate a modular curriculum and training course, and support materials which will be delivered flexibly in a broad range of settings from secondary School to Colleges and Universities. The course will highlight the issues that our research has highlighted to be problematic for students. During the training each issue will be discussed, myths will be dispelled & students will be reassured by the experience of teachers and tutors. The course will use **blended learning** which will feature extensive use of ICT in order to identify with YP, & encourage them to be as interactive as possible. This will include making instructional videos, self-completion work books, international interaction over a purpose-built learning platform. Students will have many opportunities to be actively involved in developing the messages & passing them on to their peer groups. We expect drop out to reduce as a result of engaging.

◀ WHO ARE THE USERS?

Pupils and students aged 13 -21, at Schools, Colleges & Universities will be the primary target group as they are particularly vulnerable to mental health issues according to statistics and reports quoted above. However identified vulnerability by partners will allow us to focus in some cases, on particular groups of Young People. The needs to be addressed include E.g. Body image; Alcohol/drug abuse; Suicide; Self-harm; Friendship; Lack of confidence; Exam worries; Student finance; YP’s caring responsibilities; Family breakdown; Social media pressures; Gender issues; Sexuality; Identity; Anxiety & Poverty. The research element will allow partners to zoom in on the topics most relevant, accepting that the suggested list is extensive, & it would be unlikely that any partner would tackle them all.

Schools, school staff and parents are also target groups particularly for providing contextual research to build the modular curriculum from, to provide support to students both at school and at home. Local expert organisations in mental health to consult and advise on. All organisations and individuals to disseminate the project.



◀ WHAT IS CONSIDERED INNOVATIVE IN OUR PROJECT?

lead **live** wellness-focused
 innovate **well** evidence-based
 vision **live** lifelong learners
 execute **well** lights for the world

The basis of the innovation within Healthy Minds is that we will develop and offer to any School, College or University the opportunity to skill up staff so that they can, themselves deliver an interactive modular course to their students, which suits their own needs and removes the need for them to feel this is only something that can be delivered by experts when funds allow.

Within the intellectual outputs we have tried to maximize the engagement of school students, so that they are buying into and owning the products. We are not aware of any similar blended learning training programme to provide Schools with a broad curriculum of modules which they can choose to participate in.

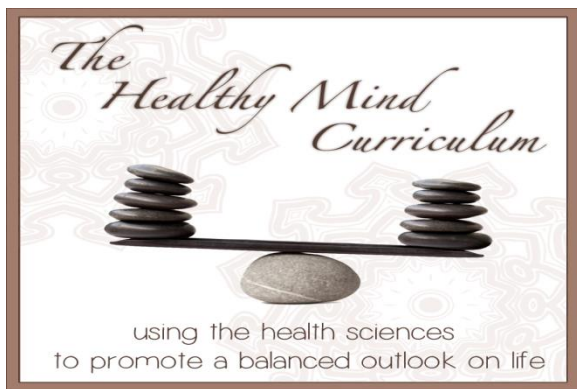
The idea of producing videos and other materials made by school students for their own peer group motivates both the authors and the others in a way that is both modern and innovative. This mode of working is part of today’s young people’s lives, and will encourage many more young people through peer group interest to become involved.

The project is also innovative in that it aims to be sustainable and transferable so that the information provided in the outcomes would be

used to train partners and associates, who can then cascade the training to others. All the materials are downloadable and accessible to others in the future.

MODULE TWO

CURRICULUM AND LEARNING OUTCOMES



The agreed curriculum will be developed into a modular training course which will be flexible in its manner of delivery. The skills developed during the training will be hugely beneficial both for adults as well as students. The training is critical for ensuring the quality of teaching and learning. The training provides a deep understanding of the skills necessary how best to support young people in their learning and development.

◀ What is the aim?

- To encourage students to develop knowledge, skills and attitude to look after their own personal and healthy mind.

◀ What is the goal?



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- To develop a modular course on understanding and practical application of wellbeing issues for young people, to be delivered to YP in schools, universities, colleges and other educational organizations.
- a broad range of non formal and experiential settings.

◀ What will teachers/students gain?

By the end of the training:

Teachers and later **Students** will have developed a broad range of skills, knowledge and attitudes that they can use to help them deal with everyday situations and challenges.

The most important skills and competencies that students will be able to have at the end of this course will include: social skills, self-esteem, self-awareness, self-efficacy, resilience and critical thinking which will be reinforced and utilised throughout the Healthy Minds Curriculum.

They will have:

- a more holistic understanding of a healthy mind and identify the importance of a healthy mind
- gain knowledge of how to promote and look after their own personal and mental wellbeing

◀ What will schools gain?

Teachers:

- Are prepared to teach the course

- Gain a good understanding of WHAT HEALTHY MIND refers to, including the parallels with physical health, the role of the brain, common triggers for young people and the protective factors
- Can teach techniques for building and sustaining good healthy minds
Can teach coping strategies and support students in need



The training course will be written along with instructions and tips on how best to deliver it, and a background rationale to justify why it is an appropriate course to deliver to this particular target group.

🕒 Which are the Learning Outcomes?

They will guide teachers/trainers on what is expected of the learners on completion of the education/training programme. Learning outcomes also guide students on what they are expected to be able to do in terms of knowledge, skills and attitudes after completing the programme or parts of it. Correct interpretation of outcomes will guide both learners and teachers on the choice of relevant learning and teaching methods to achieve the intended learning



On completion of this training programme learners will be able to do in terms of:

Knowledge:

- describe concepts of Healthy Mind
- explain the role of personalised learning
- develop observation, observation tools and recording methods
- evaluate: criteria, tools, processes
- gain a range of tools and activities for students own development

Skills:

- identify a wide range of activities and procedures for enabling students to acquire the needed skills (resilience & and self-efficacy)
- practice active and non-judgmental listening
- use sensitive language in counselling discussions
- assess individual needs in order to select appropriate intervention style and activity, or provide concrete practical help
- help students become capable of independent self-evaluation
- apply some tools and activities for their own development

Attitudes

- value their rapport with their students
- value the feedback from their learners

☞ What is the content?

The 'Healthy Minds - Wellbeing at School' training is for school communities who recognise that success is more than just academic achievement.

Using the Primary Research (the surveys conducted on the target groups) the following topics will be treated in the content of our training:

- Body image and Social Media(LT)
- Stress and Anxiety (L&MC)
- Alcohol, Drug abuse, and Bullying(PT)
- Lack of confidence and Self-esteem (RO)
- Friendship and Family breakdown (BG)
- Self harm and Exam worries(IT)
- Social exclusion and Discrimination / racism (SE)
- Current global affairs & Screen addition.(LW)

☞ What is the methodology?

Constructivist approach teaching methods are based on constructivist learning theory. Along with John Dewey, Jean Piaget researched childhood development and education. Both Dewey and Piaget were very influential in the development of informal education. Constructivist learning theory says that all knowledge is constructed from a base of prior knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. Therefore, children learn best when they are allowed to construct a



personal understanding based on experiencing things and reflecting on those experiences.

☞ WHAT ARE THE CHARACTERISTICS OF THE CONSTRUCTIVIST THEORY?

<https://www.youtube.com/watch?v=MBMawqyW2sc&t=73s> (a video)

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences. According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

- the learners are actively involved
- the environment is democratic
- the activities are interactive and student-centered
- the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

☞ EXAMPLES OF ACTIVITIES

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- **Experimentation:** Students individually perform an experiment and then come together as a class to discuss the results.
- **Research projects:** Students research a topic and can present their findings to the class.
- **Field trips:** This allows students to put the concepts and ideas discussed in class in a

real-world context. Field trips would often be followed by class discussions.

- **Films:** These provide visual context and thus bring another sense into the learning experience.
- **Class discussions:** This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

🕒 Why do we have to use Constructivist Theory in developing healthy minds - wellbeing at school?

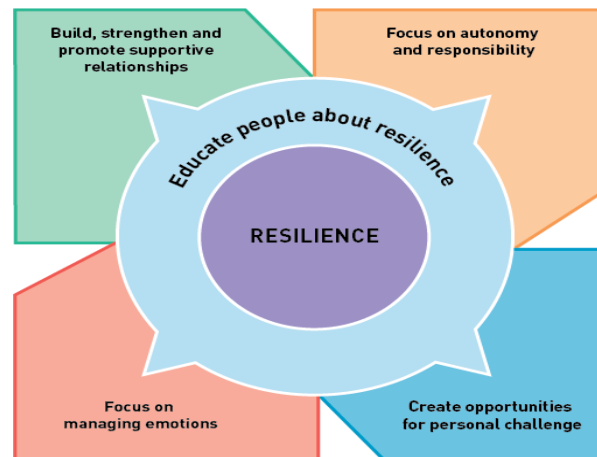
Constructivism recognizes and validates the student's point of view, so that rather than being "wrong" or "right," the student reevaluates and readjusts their knowledge and understanding. In particular, constructivism seeks to explore the search for meaning and the ways people relate to the world and break free of them in order to create change. The idea that reality is constructed, not discovered, is a main tenet of this theory.

We tend to idealize childhood as a carefree time, but youth alone offers no shield against the emotional hurts and traumas many children face. Children can be asked to deal with problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. Add to that the uncertainties that are part of growing up, and childhood can be anything but carefree.

Schools are a great place for children and youth to experience and learn about mental health and well-being. Encouraging students to take advantage of opportunities at school can help overall mental health.

It is important to remember that the objective is not about encouraging success or perfection. The purpose is to value the attempt over the outcome and challenge over victory.

When educators believe in their students and prioritize growth, students are able to reflect on their own progress and develop resilience.



🕒 How to introduce a new Psychological Framework to a classroom?

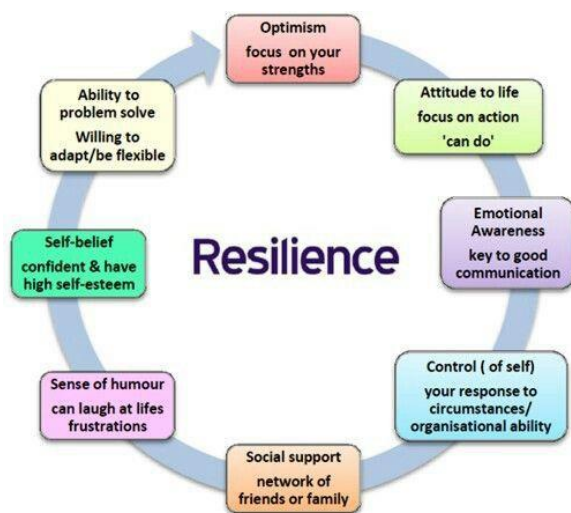
Experts in the field like Namka (2014) relies on the following model:

1. Determine which psychological skill is most useful for your group to learn
2. Use a language which matches the general vocabulary of your students and their understanding of specific life issues
3. Start a discussion on the concept or skill using relatable life examples that the children feel at ease discussing
4. Choose a book, a video, film, activity or creative project that will give the students a practical idea as to how this skill might show in their daily life.
5. Throughout the discussion, ask students to reflect on how they connect with the

introduced concept. Reward students who demonstrate a clear understanding of the significance of the concept.



What is resilience?



Some definitions and responses:

Emotional resilience...

... is defined as an individual's ability to properly adapt to stress and adversity.

... refers to a person's ability to adapt to stressful situations or crises.

... is the capacity to withstand stress and catastrophe

... is about removing the struggle to manage your emotional reactions

... is the ability to spring back emotionally after suffering through difficult and stressful times in one's life.

... is the armour you need for modern life

... is partially inborn, but it can (and should) be learned and developed

... seems to involve several related elements. Firstly, a sense of self-esteem and confidence; secondly a belief in one's own self-efficacy and ability to deal with change and adaptation; and thirdly, a repertoire of social problem solving approaches.

Teachers, trainers and students can take this quiz to find how resilient they are:

🔄 Take your Resiliency Inventory

The late Al Siebert developed a quick resilience test. Take this quiz, adapted from The Resilience Advantage (2015).

Rate yourself from 1 to 5 (1 = strongly disagree; 5 = strongly agree):

- I'm usually optimistic. I see difficulties as temporary and expect to overcome them.
- Feelings of anger, loss and discouragement don't last long.
- I can tolerate high levels of ambiguity and uncertainty about situations.
- I adapt quickly to new developments. I'm curious. I ask questions.
- I'm playful. I find the humor in rough situations, and can laugh at myself.

- I learn valuable lessons from my experiences and from the experiences of others.
- I'm good at solving problems. I'm good at making things work well.
- I'm strong and durable. I hold up well during tough times.
- I've converted misfortune into good luck and found benefits in bad experiences.

"I cannot teach you anything, I can only help you find the knowledge of yourself, which is much better than transfer you my little wisdom." Socrates

Convert your scores with the following key:

Less than 20: Low Resilience — You may have trouble handling pressure or setbacks, and may feel deeply hurt by any criticism. When things don't go well, you may feel helpless and without hope. Consider seeking some counsel or support in developing your resiliency skills. Connect with others who share your developmental goals.

10-30: Some Resilience — You have some valuable pro-resiliency skills, but also plenty of room for improvement. Strive to strengthen the characteristics you already have and to cultivate the characteristics you lack. You may also wish to seek some outside coaching or support.

30-35: Adequate Resilience — You are a self-motivated learner who recovers well from most challenges. Learning more about resilience, and consciously building your resiliency skills, will empower you to find more joy in life, even in the face of adversity.

35-45: Highly Resilient — You **bounce back** well from life's setbacks and can thrive even under pressure. You could be of service to others who are trying to cope better with adversity.

What activities can we do to build our students' resiliency skills?

Confidence tree.



The focus is to paint a 'confidence tree'. The materials required were: watercolour paints and coloured paper. The young students are asked to paint a tree on an A3 piece of paper including roots and branches. Along the roots the students are asked to write all the times/situations/places where they already feel confident e.g.: at home, with my friends, when I'm biking, etc. This is described as being like a tree's roots – the things that keep you strong. Along the trunk of the tree the students are asked to write a situation in which they would like to feel more confident/ something they want to work on e.g.: meeting new people, talking in front of a group of people. When this is completed the students are asked to cut out leaves (from two different coloured pieces of paper). On the first colour leaves they asked color to think about/discuss/write down ideas about things they could do to help with that particular situation e.g.: talk to people about their worries, practice the things learned in the session, have good eye contact etc. On the second set of leaves they are asked to think

about/discuss/write down all the things that other people could do to help them e.g.; encourage them, give them praise, make them do things they don't want to do, etc. At the end of the activity the students are reminded of all their achievements so far and are asked to share things with the other peers.

🕒 How do we assess?

In designing the **assessment** methods that measure students' performance, the starting point should always be the stated learning outcomes.

Assessments must check that students have achieved the learning outcomes in various contexts and thus that the content has been covered. Teaching and learning methods must support the assessment strategy, then a Constructivist type course with a facilitative teaching approach will not be appropriate.

Some assessment tools:

🕒 Appreciative inquiry

It has been proved both in the classroom and the laboratory that the teachers who have a positive image of their pupils tend to offer them more emotional support (Resto, 1970; Rubovitz y Maechr ,1973) a clearer , positive and immediate feedback with regard to effect and performance, (Einstein,1976; Cooper, 1979) and better opportunities to plan to learn subjects with a high part of challenge , (Brophy and Good, 1974; Swann and Snyder, 1980).

These are the characteristics of the appreciative inquiry:

- a) **Appreciation:** It means that the exploration is carried out from the recognition of the merit and the students' qualities.
- b) **Applicability:** The exploration results must be useful and must be applied to the improvement of students' future
- c) **Provocation:** The method allows us to help students go out of the comfort zone in a positive way.
- d) **Collaboration:** The exploration must basically have an attitude of collaboration that is an attitude of assistance among the participants.

The power of Appreciative Inquiry is unleashed through what we call a 4-D Process.

DISCOVERY: Identify and appreciate what works.

DREAM: Imagine what might be.

DESIGN: Develop systems, structures leveraging the best of what was and what might be.

DESTINY: Implement or deliver the proposed design.

https://www.youtube.com/watch?v=iF59b9h_ESE (more details in this 3 min. Youtube video)

In addition we invite you to watch a scene of the film 'Dead Poets Society' in order to be able to apply the significance of it in the appreciative inquiry.

https://www.youtube.com/watch?v=U91WI2Yp_kD8

Questions after watching the film:

- ☞ How would you connect the learning you have got with the things you have read before about the appreciative inquiry?
- ☞ Identify a situation in your life in which you have had some difficulties and weren't able to find a solution easily.
- ☞ Try to think about the way to apply the method of the appreciative inquiry with yourself; what you would 'inquire' and which answers you would give to yourself.

☞ Feedback dialogue:

(T: 5', F2F). Teachers will like to know how information on the content, process and atmosphere as well as how and what students feel they are learning. Five minutes before the end of the session, teachers are given a small 10x10cm piece of paper on which they are asked to give their feedback on the training session. The slips will be redistributed at the beginning of the next session, asking participants to ensure that they do not receive their own and then in a seated circle they are invited to read out the slip they have. Others with slips containing a similar theme or comment will read theirs. It serves as a link, reminding the group what happened during the last session.

☞ Reflection Grid

After each session a round-up discussion will be "unpacked" under three major headings:

For us as a learner/trainee or trainees	
---	--

For us as a teacher/person	
For our work with students/learner	

Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers.

However, in constructivist teaching, **the process of gaining knowledge** is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view. Some assessment strategies include:

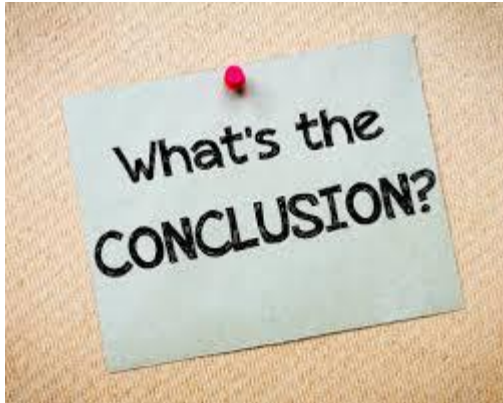
Oral discussions. The teacher presents students with a "focus" question and allows an open discussion on the topic.

KWL(H) Chart (What we know, what we want to know, what we have learned, how we know it). This technique can be used throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

a sustainably 'happy' school and personal life.

Conclusion



We looked at healthy minds in schools and what teachers can do to help. Whilst mental health problems can affect **anyone**, on **any day of the year**, awareness days are positive for enabling a conversation and coming together to show support for those who may be struggling. In this project, we hope to provide a point of reference for school staff with some actionable suggestions they can use for creating a positive healthy mind culture in their school. At Healthy Minds - Wellbeing at School we strongly believe that true mental health requires more than just feel-good platitudes, positive thinking, or short-term solutions. We don't catastrophise the normal experience of occasionally experiencing so-called 'negative' emotions, nor do we peddle the falsehood that everybody should feel positive mood states 24/7. Rather, we recommend some methodologies and approaches which can help the foundation of school quality of life, and being able to get students to perform at their best which is the true foundation of

Under the unprecedented circumstances (Covid19) educators have truly risen to the challenges presented by remote learning. We see your feats of strength and courage in the face of the unknown, and salute the work you do, day-in and day-out. You are currently facing and solving for some of society's largest, most intractable problems. Student well-being is at the top of your list of priorities, and your well-being is at the top of ours. If with our course and with the lesson plans and other shared materials we could bring an encouraging 'drop' in the ocean of your worries we would feel rewarded.

Please let us know if you try any of the material provided and feel free to share your feedback and opinion with us.



List of models and good info on each:

http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html

Outline of learning theories:

<http://www.learning-theories.com/>

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LINKS: Several sources are available on both the original and revised taxonomies:

<http://cft.vanderbilt.edu/teaching-guides/pedagogical/blooms-taxonomy/>

Comparison of original and revised taxonomies with verbs for writing learning objectives:

http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Using the taxonomies to write learning objectives:

<http://www.celt.iastate.edu/teaching/RevisedBlooms1.html>

http://en.wikipedia.org/wiki/Bloom's_taxonomy

<http://c4lpt.co.uk/directory-of-learning-performance-tools/>

https://en.wikipedia.org/wiki/Constructivist_teaching_methods

Selected Resources

List of learning theories and how they apply to practice:

<http://icebreakerideas.com/learning-theories/>