



PASSPORT TO HEALTH AND SOCIAL CARE

UNIT 4: INTRODUCTION TO MENTAL HEALTH ELEMENT 2: CAUSES, SIGNS & SYMPTOMS





INTRODUCTION TO MENTAL HEALTH

ELEMENT 2: CAUSES, SIGNS & SYMPTOMS

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Identify signs and symptoms of mental ill health
- > Recognise causes and triggers for mental ill health
- > Understand how mental health can be supported in the workplace
- > Understand why life events may effect mental health
- > Practice and develop skills directly related to Health and Social Care
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

NOCN QUALIFICATION:

NOCN Links:

- > Introduction to Mental Ill Health L/650/1163
- Learning Outcome 1

You can gather evidence through using teacher observation and assessment, photos and activities.

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Teamwork
- > Aiming High
- > Creativity
- > Problem Solving
- > Staying Positive

KEY WORDS:

- > Mental health
- > Mental health problems
- > Causes
- > Signs
- > Symptoms
- > Triggers

RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Paper and pens
- > **UN4E105** - Examples of mental ill health
- > **UN4E201** - Signs and symptoms poster
- > **UN4E202** - Signs and symptoms mind map
- > **UN4E203** - Causes
- > **UN4E204** - Risk factors poster
- > **UN4E205** - Workplace plan
- > **UN4E206** - Ambulance care assistant job description



INTRODUCTION TO MENTAL HEALTH - ELEMENT 2: CAUSES, SIGNS & SYMPTOMS

SESSION 1: MENTAL HEALTH: SIGNS AND SYMPTOMS



ACTIVITIES TO SUPPORT LEARNING

- Following on from unit 1, it is important for learners to now be able to recognise the signs and symptoms of mental ill health. Using the examples of mental ill health resource, choose an example to focus on as a group. In a group discussion, can the students suggest possible signs and symptoms for this problem? What it might be like to live with this problem? What a person might be feeling?
- Use the signs and symptoms poster to explore the possible signs and symptoms a person with mental ill health. Suggest an illness to the students and see if they can pick which signs and symptoms they might experience. Create a discussion group for students to share their ideas.
- In either pairs, small groups or individually, complete the signs and symptoms mind map. Students are able to use different support materials or online research for this activity. Ensure the students use appropriate and reliable sources for information, you might suggest: [Signs that someone might be experiencing poor mental health Feelings and symptoms](#)

TASK VARIATION: Depending on your students, you might want to choose the mental health problem for the students. It might be useful to share out different problems amongst the whole group to allow you to create a full group of mind maps.

PMLD TASK VARIATION: Use any emotions/feelings images or resources you have. Show the cards to the students, recording their responses and reactions.

LEARNING OUTCOMES

- > Identify common signs and symptoms
- > Contribute to group discussions
- > Match signs and symptoms to mental health problems

NOCN links:

- > Introduction to Mental Ill Health L/650/1163
- Learning Outcome 1

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Pens
- > **UN4E105** - Examples of mental ill health
- > **UN4E201** - Signs and symptoms poster
- > **UN4E202** - Signs and symptoms mind map



INTRODUCTION TO MENTAL HEALTH - ELEMENT 2: CAUSES, SIGNS & SYMPTOMS

SESSION 2: MENTAL HEALTH: CAUSES AND TRIGGERS



ACTIVITIES TO SUPPORT LEARNING

1. There are multiple reasons why a person may suffer from mental health problems. It's likely that for many people there is a complicated combination of factors - although different people may be more deeply affected by certain things than others.
2. To familiarise students with potential causes, use the causes resource with the students to identify causes. This is not an exhaustive list of all causes but it is suitable for this level of learning. You may also wish to refer to [what causes mental health problems?](#) To support.
3. As well as causes, there are risk factors and triggers involved that make a person more susceptible to mental health problems. Use the risk factors poster to identify possible risks and triggers and discuss with the students the reasoning behind why these risk factors can impact on a person's mental health.

TASK VARIATION: Depending on the students understanding, you may wish to encourage students to suggest risk factors and triggers and use the poster to compare the students suggestions.

LEARNING OUTCOMES

- > Recognise causes and triggers to mental health problems
- > Understand how life events can impact on mental health

NOCN links:

- > Introduction to Mental Ill Health L/650/1163
- Learning Outcome 1

DIFFERENTIATION AND RESOURCES

- > Pens
- > **UN4E203** - Causes
- > **UN4E204** - Risk factors poster



INTRODUCTION TO MENTAL HEALTH - ELEMENT 2: CAUSES, SIGNS & SYMPTOMS

SESSION 3: MENTAL HEALTH IN THE WORKPLACE



ACTIVITIES TO SUPPORT LEARNING

1. We all have mental health so it is important that mental health is supported in the workplace, and everyone is encouraged to take steps to improve their own mental health and that of others. Ask the students why being able to recognise signs, symptoms and causes is useful?

2. Explore these websites to find out more about the law and what employers should be providing to support mental health. You might find it helpful to gather the information from these websites before the session.

[How to support mental health at work](#)

[Mental health at work](#)

[Mental health conditions, work and the workplace](#)

[Mental Health At Work](#)

3. Many workplaces have introduced additional support for employees to promote positive mental health. This is often in the form of leaflets, social media posts, training sessions, activities and events.

4. Using the workplace plan, encourage the students to come up with an idea of what they would do in the workplace to promote positive mental health. Depending on the students ideas, you might like to hold a positive mental health day in school and use their plans with the whole school.

TASK VARIATION: If your school already holds a mental health day, it might be beneficial to combine resources and hold a whole school event.

PMLD TASK VARIATION: Create inclusive activities to include all students in fun events and activities.

LEARNING OUTCOMES

- > Explore how mental health can be supported in the workplace
- > Create a positive mental health in the workplace plan
- > Carry out positive mental health activities and event

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Pens
- > **UN4E205** - Workplace plan



SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING

Allow the students to look over the job description:
 See if they have met any of the skills through the sessions?
 Did they find any of the skills easy?
 Did they find anything difficult?
 Had they completed some of the tasks before?
 See if this would be something they would like to do as a job?
 For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Health and Social Care sector.

LEARNING OUTCOMES

Skill identification

Linking activity to careers and subject learning

- > Speaking
- > Listening
- > Reading

DIFFERENTIATION AND RESOURCES

> **UN4E206** - Ambulance care assistant job description