



# **PASSPORT TO HEALTH AND SOCIAL CARE**

## **UNIT 4: INTRODUCTION TO MENTAL HEALTH ELEMENT 3: POSITIVE MENTAL HEALTH**





# INTRODUCTION TO MENTAL HEALTH

## ELEMENT 3: POSITIVE MENTAL HEALTH

**DURATION: 4 SESSIONS**

**YEAR GROUP: KS3/4 OR 5**

### STUDENTS WILL:

- > Identify what support is available
- > Understand how to access different types of support
- > Understand how to maintain positive 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 2
- Learning Outcome 3

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 illness
- > Positive
- > Mindfulness
- > Support

### RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Paper, pens, coloured pens, pencils, scissors and glue
- > **UN4E301** - Sources of support
- > **UN4E302** - My support network
- > **UN4E303** - Maintaining positive mental health poster
- > **UN4E304** - Maintaining positive mental health activity
- > **UN4E305** - Mindfulness
- > **UN4E306** - Mindfulness colouring
- > **UN4E307** - Mental healthcare assistant job description



## INTRODUCTION TO MENTAL HEALTH - ELEMENT 3: POSITIVE MENTAL HEALTH

## SESSION 1: WHAT SUPPORT IS AVAILABLE?



### ACTIVITIES TO SUPPORT LEARNING

1. To support a person's mental health, there are many avenues of support available, which will appear in many different forms. For example, it might be support from a person, a service or a source of information.
2. Use the sources of support resource to identify examples of support available. Look through each step and discuss with students how they would utilise these methods of support.
3. As shown in the resource, there are many different services and information sources that can provide support to individuals. Share the following websites with the students:  
[Guides to support and services](#)  
[How to get help and support](#)  
[Mental health support network](#)  
[Samaritans](#)  
[Young Minds](#)
4. Encourage and assist students with completing the my support network resource. Students should identify the people they can go to for support and identify other sources of support.
5. As a group, discuss the importance of talking about mental health. Some individuals may feel comfortable talking to familiar people, where as some may not. Do students recognise why someone might prefer to seek support from external sources rather than family/friends?

### LEARNING OUTCOMES

- > Identify what support for mental health is available
- > Understand how to access mental health support
- > Recognise how external source may help an individual
- > Create an engaging poster

#### NOCN links:

- > Introduction to Mental Ill Health L/650/1163
- Learning Outcome 2

### DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Paper, pens, coloured pens and pencils
- > **UN4E301** -Sources of support
- > **UN4E302** - My support network



## INTRODUCTION TO MENTAL HEALTH - ELEMENT 3: POSITIVE MENTAL HEALTH

### ACTIVITIES TO SUPPORT LEARNING

6. Task the students with designing and creating a poster to encourage others to access the support available. This can be aimed at either other students or as if they are working in a Health and Social Care setting and encouraging colleagues to access support. Students should make the poster appealing and with key information about how they can get help. Students can create their poster in whichever format is best for them.

**TASK VARIATION:** Posters could be created in pairs or small groups, rather than individual posters.

**PMLD TASK VARIATION:** Create my support network for learner using photos of important people in their lives.

### LEARNING OUTCOMES

### DIFFERENTIATION AND RESOURCES



## INTRODUCTION TO MENTAL HEALTH - ELEMENT 3: POSITIVE MENTAL HEALTH

## SESSION 2: LOOKING AFTER YOUR MENTAL HEALTH



### ACTIVITIES TO SUPPORT LEARNING

1. Looking after your mental health and promoting positive mental health is as important as physical health. Can students think of things they can do to maintain positive mental health? This could be activities, lifestyle choices, social/creative hobbies etc. What would they personally choose to do to make themselves feel happier/more positive/lift their mood? Record their suggestions on the whiteboard, as this might help prompt other learners. Refer to the maintaining positive mental health poster as a prompt if needed.
2. Complete the maintaining positive mental health activity. Students will need to sort and choose which activities could support and promote positive mental health. There will be choices that do not support mental health. Are students able to recognise and identify the 'red herrings'?
3. Look over the students suggestions on the whiteboard and examples from the poster. From any hobbies, skills or activities, are there any that you can do in your setting as a end of session/end of week treat? This is a good opportunity for students to learn a new skills/hobby or partake in a current hobby and recognise the positive impact it can have on their wellbeing.

**TASK VARIATION:** You could choose a new skill or hobby for the whole group to partake in, so that all learners are taking part in a new activity.

**PMLD TASK VARIATION:** Think about what the learner enjoys doing and what their favourite toys and resources are. Create a fun activity for the learner, utilising different sensory resources. Include other students where appropriate.

### LEARNING OUTCOMES

- > Recognise how to maintain positive mental health
- > Understand how to promote positive mental health
- > Suggest activities to promote positive mental health
- > Take part in a hobby/ skill activity.
- > Learn a new hobby/skill

#### NOCN links:

- > Introduction to Mental Ill Health L/650/1163
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Whiteboard
- > Pens
- > Scissors and glue
- > **UN4E303** - Maintaining positive mental health poster
- > **UN4E304** - Maintaining Positive mental health activity
- > Resources for hobby/skills



## SESSION 3: MINDFULNESS



### ACTIVITIES TO SUPPORT LEARNING

**1.** Mindfulness is becoming a popular technique to support mental health. Many people find practising mindfulness helps them manage their day-to-day wellbeing, but it doesn't always work for everyone.

Mindfulness aims to help you:

- become more self-aware
- feel calmer and less stressed
- feel more able to choose how to respond to your thoughts and feelings
- cope with difficult or unhelpful thoughts
- be kinder towards yourself

**2.** What do student's know about mindfulness? What do they think of? Look through the mindfulness resource to identify different mindfulness techniques that individuals can use. You might also like to refer to this website for tips. [Mindfulness exercises and tips](#)

**3.** Have a go at each technique, where appropriate.

**N.B.** If your school uses particular mindfulness techniques and resources, use those to support in this activity. Encourage all students to take part and to decide which, if any, mindfulness techniques help them best.

**4.** Come back as a group to share the student's thoughts and preferences. Do all of the students find mindfulness effective? Which technique was their favourite, best method for them? Which technique did they not find effective and why?

### LEARNING OUTCOMES

- > Identify the benefits of mindfulness
- > Understand different mindfulness techniques
- > Practice different mindfulness techniques
- > Recognise their mindfulness preferences

#### NOCN links:

- > Introduction to Mental Ill Health  
L/650/1163
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Coloured pens and pencils
- > **UN4E305** - Mindfulness
- > **UN4E306** - Mindfulness colouring



## INTRODUCTION TO MENTAL HEALTH - ELEMENT 3: POSITIVE MENTAL HEALTH

**ACTIVITIES TO SUPPORT LEARNING****LEARNING  
OUTCOMES****DIFFERENTIATION  
AND RESOURCES**

**TASK VARIATION:** Depending on your learners, you might like to spread out the mindfulness activities and attach them to the end of other lessons, rather than practice all techniques in this one session.

**PMLD TASK VARIATION:** Include learners in mindfulness meditation. Play a variety of tranquil and calm sounds and music to learner. Does this have a calming effect on the learner?



## SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
<p>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.</p> <p>Use the <a href="#">Your Future Opportunities</a> job directory to search for relevant job profiles within the sector. You might like to encourage learners to identify and look at:</p> <ul style="list-style-type: none"> <li>• Different job roles</li> <li>• Qualifications required</li> <li>• Local job vacancies</li> </ul>	<p>Skill identification</p> <p>Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> <li>&gt; Speaking</li> <li>&gt; Listening</li> <li>&gt; Reading</li> </ul>	<p>&gt; <b>UN4E307</b> - Mental healthcare assistant job description</p>