

Name

Class

Tutor
Group

Year 11 – Personal Development

Health and Wellbeing: Building for the future



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Psychometric testing	A way of assessing your strengths, interests and aptitude
Emotional Wellbeing	Phrase used to describe someone's mental state
Stress	State of worry or mental tension caused by a difficult situation
Self-Care	Taking the time to do things that help you to live well and improve both your mental and physical health
Work-life balance	Maintaining a harmonious relationship between your work and personal life

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

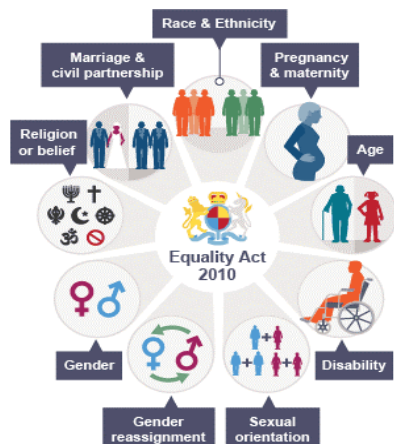


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every student will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.




Ground Rules

1	
2	
3	
4	
5	

Learning Objectives

- Identify signs of stress and be able to explain a range of healthy coping strategies
- Know where to access support

	Silent & Solo	Baseline Activity: Read through the statements below and indicate how confident you feel by drawing a triangle.
1. Knowing how to spot when you're stressed?		
Not confident		◀.....▶ Confident
2. Thinking of ways to relax and de-stress?		
Not confident		◀.....▶ Confident
3. Knowing where to get help and advice about any Year 11 worries?		
Not confident		◀.....▶ Confident
4. Make a list of characteristics that you would expect someone with good mental health to have:		
<i>E.g. Can keep their problems in perspective</i>		

It might seem like only yesterday that you were in school for your first assembly, meeting new people for the first time and worrying about getting lost! Now, it is Year 11 and you are preparing for your GCSE examinations.

Year 11 is a busy year and undoubtedly there will be highs - like Year 11 prom - as well as more stressful times as you prepare for your final examinations in the summer. You will have important decisions to make about your future which may feel overwhelming.

Maintaining a good work-life balance will be crucial throughout this year as well as being able to recognise when you might need support. This first subtopic is all about preparing you for Year 11 and some of the challenges and decisions you will face, starting with looking after your emotional wellbeing and managing stress.



Turn and Talk: Stress is something that should be avoided. Do you agree?

Emotional wellbeing is a term used to describe a person’s mental state. This can include how they are feeling and how well they can cope with day-to-day life. A person’s wellbeing is **dynamic** which means that it can change, hour to hour, day to day, week to week and so on.

In Year 11, it can sometimes feel like everything is happening at once and that’s stressful. But this stress doesn’t have to pile up until it feels out of control. Taking time to acknowledge each issue and recognise what’s happening can be helpful – so can being proactive and creating an action plan to use in those difficult times.

Task 1: Thinking about a Year 11 student, what might cause them stress?



Friendships

A person’s mental health can be affected by a number of different things and vary from person to person. Recent data tells us:

- 1 in 6 young people in England (aged 5-16) experienced a mental health problem in 2020, up from 1 in 9 in 2017. (NHS Digital 2020)
- 66% of young people said that they had experienced stigma and discrimination at some point when reaching out for or receiving support for their mental health (Andthen./Mind 2021)



Task 2: A common mental health concern for Year 11 students is stress. Thinking about **stress**, label the diagram below with:

- a. What a person might think or say when stressed (head)
- b. The physical symptoms a person might experience (body)



Task 3: Thinking about stress , what stress you might experience at different times of an exam?		
a. Stress before the exam	b. Stress during the exam	c. Stress after the exam



Turn and Talk: How do you prevent a situation from getting too stressful to manage?

Stop and Jot: What strategies have you discussed?

Coping with stress

Different people have different ways to manage stress using a variety of **self-care** strategies.



Show me: How many self-care strategies do you know?

You can find a list of self-care strategies on page 8.

Pressure from parents or family

If people around you - like your parents or family - are putting pressure on you, it can help to tell them what you feel able to achieve, and let them know that your expectations are different to theirs. It might be useful to talk to someone you trust about the pressure you are under who might be able to support you with a conversation with your family.





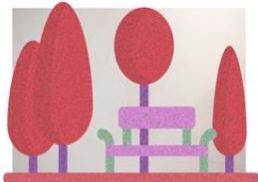




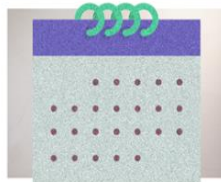
Advice from other Year 11 students:

‘Constantly revising without a break can make you feel emotionally and physically drained, so it’s crucial that you take time to step back and do something that you enjoy’

‘Take time out of your day to breathe, try not to compare yourself to others (easier said than done but it’s important). Schedule time in for yourself and reach out if it is affecting your mental health’

Self-Care strategies

Self-care is about the things we can do to look after our own mental health. Different people have different ways to manage stress using a variety of **self-care** strategies, it is about finding out what works for you. These are some examples of self-care techniques that other young people have found useful.

 <p>Positive thinking</p> <p>This means treating yourself with the same level of compassion and kindness that you extend to others</p>	 <p>Faith and religion</p> <p>Visiting a place of worship might provide time to reflect, and a sense of community with others who share your beliefs</p>	 <p>Being outside</p> <p>Forcing yourself out of the house, whether to the shops or to the park for a walk, can be a good way to change up your mental state</p>	 <p>Activism</p> <p>Regardless of what makes you passionate, you can use this passion to do good and this can be extremely empowering</p>
 <p>Distraction techniques</p> <p>Focusing on something else when you're in a panicked, anxious or distressed state. E.g. Breathing techniques</p>	 <p>Spending time with supportive people</p> <p>Sometimes we just need a listening ear or a shoulder to cry on, other times advice can be really helpful</p>	 <p>Time away from technology</p> <p>Turn off notifications for a break and to stop constant messages becoming overwhelming</p>	 <p>Organise your day</p> <p>Knowing what you are going to do and for how long can help with revision and to maintain a good balance</p>

More self-care strategies can be found here:

<https://www.annafreud.org/on-my-mind/self-care/>

Task 3: Read the worries below and respond with some advice.

I do	1. I'm sure I'm going to fail, no matter how much work I do. What is the best way to revise? – Raheem	
We do	2. Shola always seems to have done loads more work than me. It's stressing me out - Sam	
You do	3. During exams I get panicked by the first question if I can't answer it and then I get stuck – Fi'isah	
You do	4. I get a headache nearly every day. I keep thinking about what my parents will say if I don't get the right grades. They'll be so upset and disappointed. I'm finding it hard to focus and actually revise - Nav	
You do	5. My exams are over but I'm so worried that I can't sleep. I need to find out what I got but it won't be for weeks - Alix	
You do	6. Sometimes in exams I break out in a cold sweat and start breathing really fast. I'm starting to panic it will happen again this time - Jas	

Reflection: Return to p6 and write down 3 pieces of advice you would give this person who is struggling with stress.

Learning Objectives

- Identify opportunities to maintain a healthier balance between activities
- Explain how maintaining a healthier balance between types of activity can help to support wellbeing

Do Now:

1. What is self-care?

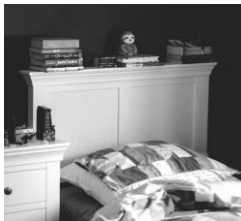
2. What is stress?

3. Write down 3 physical signs of stress

4. Write down 3 emotional signs of stress

5. Write down 3 self-care strategies

Baseline Activity: How do the items shown below relate to health and wellbeing?
Add as much detail as you can around each picture.



Silent &
Solo



Shipglosep School

Newsletter 23: Summer term

Welcome from the editor

Hi everyone, welcome back to the final term of the year at Shipglosep. There are a lot of big events this term to get involved in, and plenty of extra-curricular activities and exam preparation.

Best of luck to all the Year 11s sitting exams this summer!

Peter Nguyen - Year 10

Tips for the term: Exam edition

With so many of you sitting end of year tests or GCSE exams this term, here are a few tips to help balance revision time with other aspects of a healthier lifestyle!

Tip 1: Make a revision timetable and try to stick to it whenever possible.

Tip 2: Break up longer sessions by getting a few minutes of exercise or movement each hour.

Tip 3: Keep your energy up by taking regular breaks, getting around 9 hours of sleep a night and eating healthier snacks. Caffeinated drinks and sugary snacks might seem like a solution to feeling tired, but you'll soon feel tired again.

Tip 4: If you need a listening ear, come and talk to a member of staff in the library or speak to your Head of Year.

Ms Lopez

Summer term events

Careers fair	15th May
Regional athletics meet	27th June
School theatre production	3rd-5th July
Leavers assembly	8th July
Rewards trip day	21st July
End of term	22nd July


Notices

An updated timetable of extra-curricular activities is posted to the notice board in the Humanities corridor.

New activities added include:

- Exam support and revision (AM and PM slots)
- Lunch-time handball
- Film club
- Bookable sessions with the careers advisor

Task 2: Use the opportunities and advice from the newsletter to help plan a typical day for one of the characters below. Highlight any key information about the character you need to remember



Tomi – Year 11	<input type="checkbox"/>	Karmen – Year 11	<input type="checkbox"/>	Harley – Year 10	<input type="checkbox"/>
Tomi is a member of the school athletics team and spends a lot of his time at the local community centre where he’s taking on more leadership roles to support the younger members.		Karmen is excited to start sixth form in a few months but is a bit nervous about her exams, so she’s been going to exam-practice sessions before school. She loves team sports and finds this a great way to wind down.		Harley wants to run a catering company when he’s older, so his aunt has offered to help him build experience by giving him a part-time job for a couple of hours a week in her catering business,	

Task 3: In the timetable below, design a well-balanced day for your character using the information from p11 and your knowledge of your character.

6am		6pm	
7am		7pm	
8am		8pm	
9am	In lessons	9pm	
10am		1-pm	
11am		11pm	
12 noon		12 midnight	
1pm	In lessons	1am	
2pm		2am	
3pm		3am	
4pm		4am	
5pm		5am	

You can include more than one activity per hour, but you should try to keep this fairly realistic (for example, a character may have a meal and take part in a short team-sports game over their lunch break, but they’re unlikely to be able to do both of these activities and also revise).

Task 3: Answer the questions which follow in full sentences:


















a. How might each of the character's days vary based on their priorities?

b. Will each day look the same across the week? (If not, explain why)

c. Are there any activities that should happen on most days of the week to support good health?

d. Are there activities it might be best to take part in less often?

Task 4: Look at the activities list below. Are there any activities you think are missing that are important to your character’s day? If so, add these in.

	a. Sleeping		j. Walking to/from school
	b. Revising		k. Getting the bus from/to school
	c. Playing an active game or sport		l. Getting driven to/from school
	d. Exercising		m. Cooking
	e. Socialising at the local community centre		n. Household chores
	f. Taking part in services at a place of worship		o. Getting ready (E.g. showering)
	g. Playing video games		p. Working at a part-time job
	h. Catching up on social media		q. Eating a meal
	i. Watching TV or films		r.

What happens if our days do not have enough balance?

- Less sleep might affect concentration and mood
- Less physical activity may also affect the character’s mood and health
- Less social activities might make the character feel lonely or isolated.
- Less time to have fun have may make the character feel more tense or sad they’re missing out on an activity they enjoy.
- Less time for revision, may make the character feel more concerned about their exam performance.



Reflection: Write down 3 pieces of advice for balancing activities as part of a healthier lifestyle	
1.	
2.	
3.	

Subtopic 3 –Morrisby: Preparing for Personal Guidance Interview

Learning Objectives

- To complete aspirations questionnaire and pre- careers interview activity

Baseline Activity: Answer the questions below:

1. What is your Morrisby username?

2. Have you stored your password somewhere safe? *(Make a note of this so that if you forget it, you know where to find it)*

Yes ☐

No ☐

2. Mind map as many post-16 options that are available post Year 11

Options
available



Silent & Solo

Morrisby is your digital careers library. It is a place for you to explore different careers, record your experiences and learn more about yourself. Morrisby has a detailed questionnaire linked to psychometric testing. Psychometric testing is a form of assessing your strengths, interests and aptitude. Lots of employers use psychometric testing to recruit into their companies. This questionnaire focused on our interests, skills and personal priorities. It then suggests some potential careers which may suit you. **Be aware - this does not mean that you have to do the career that Morrisby suggests, it is not directive.**



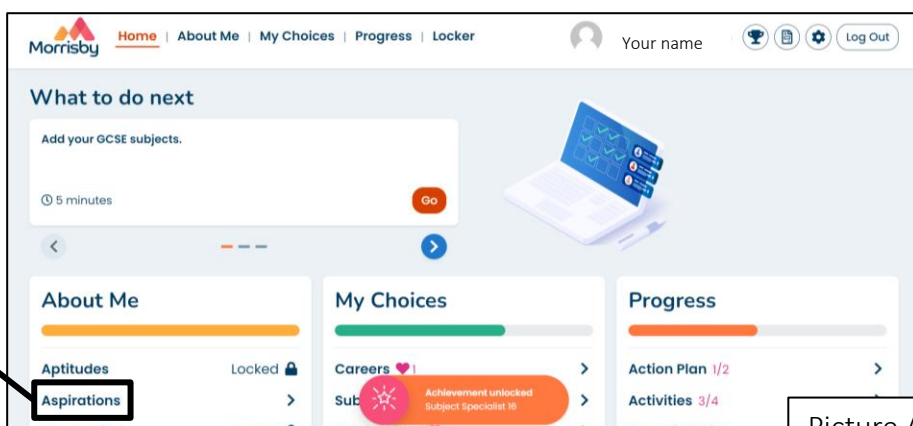
Task 1: Check your school email for an invitation for Morrisby. If you do not see this in your inbox, check your junk mail.



Watch me: Watch the short film ‘Your first profile log in email invitation’

Task 2: The link on your email invitation should take you straight to your **aspirations questionnaire**. If this doesn't happen, you can click on **aspirations** on your home page in picture A. You should then see the start of the aspirations questionnaire as shown in picture B.

The aspirations section is here



Picture A

Welcome to the Aspirations Questionnaire

These simple questions are about the type of work you might like. Indicate how much each appeals. Don't spend too long on the questions as your initial reaction is best. It should take under 10 minutes.

After this, choose the qualification level you expect to achieve. This will enable us to show you careers and qualification pathways which match your preferences.

Picture B

Start >

Once you click start, you will be asked to answer a series of questions. The pages look like this:

I'd like a job where I...

do something practical, making or building things

☒ A lot

☒ A bit

☐ Not much

☐ Not at all

< Previous

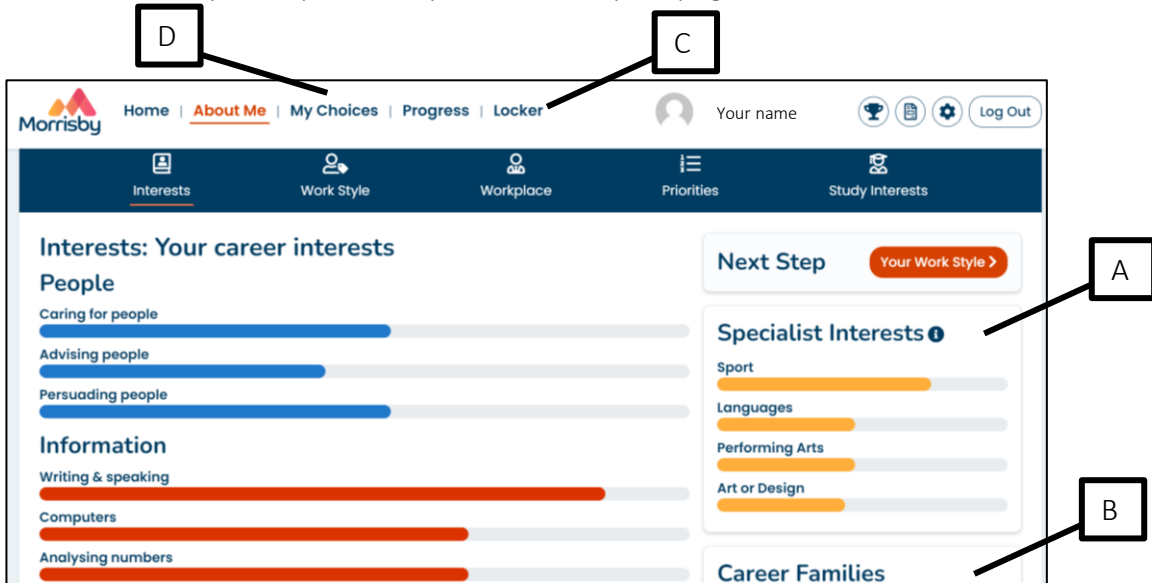
39%



It can be tempting to just click on answers and not **really** think about the question that is being asked. For your results to be meaningful, you need to answer them truthfully and vary your answers. If not, Morrisby may remind you of this.

Task 3: Complete your aspirations questionnaire

When you have finished your aspirations questionnaire, your page should look like this:



Task 4: From the questionnaire write down your top 4 special interests. *(A on the diagram above)*

1.

2.

3.

4.

Task 5: Scroll to Career Families (*B on the diagram above*) and click on the world of work chart and write down 4 job areas linked to **people**. (*This can be found on the outer edge of the circle*)

[Home](#) | [About Me](#) | [My Choices](#) | [Progress](#) | [Locker](#)

Catherine Carruthers

[Log Out](#)

This primary and secondary results summary, an original instrument requires a more in-depth analysis so it's an area with many and varied opportunities. Additionally you might consider technology and engineering (the application of scientific knowledge). This whole area is of increasing importance in the world. It includes electronics, computers, energy, construction, mining, mechanical, aeronautical, chemical and environmental engineering. It provides the foundations upon which our modern society is built. You also show some interest in a practical career, one which your efforts result in a real, physical outcome something you can see and touch. This contains a huge range of careers varying from design and technology through engineering, construction and transport to service jobs like hospitality and security as well as agriculture and land-based careers.

Your specialist interests suggest that of the five areas (music, sport, performing arts, languages, art & design) you are most interested in sport. You are also interested in careers involving languages, performing arts and art & design.

The results show that you are not interested in a career working with members of the public at a personal level, helping and guiding them as individuals.

Performing Arts

Art or Design

Career Families

How interested are you in each of the 49 career families which make up the world of work.

World of Work chart

[Retake Questionnaire](#)

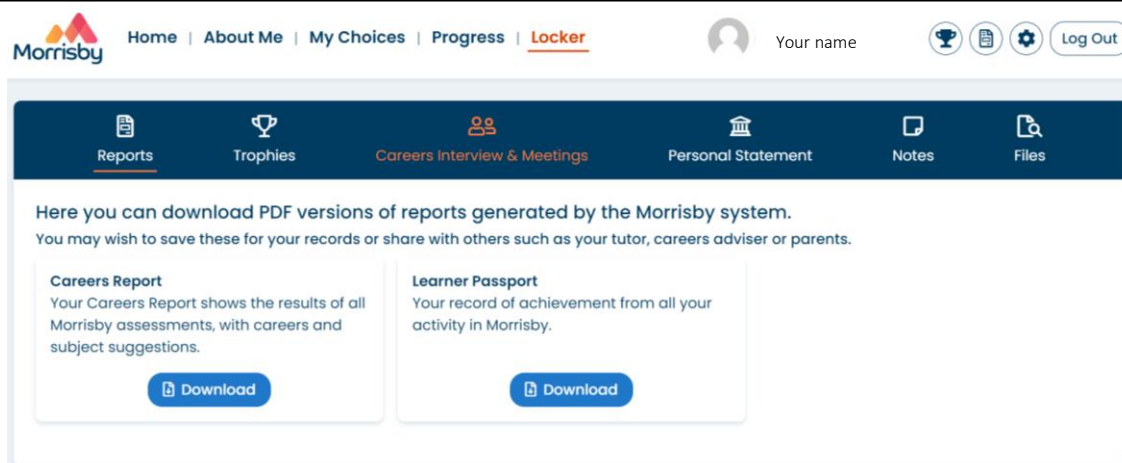
1.

2.

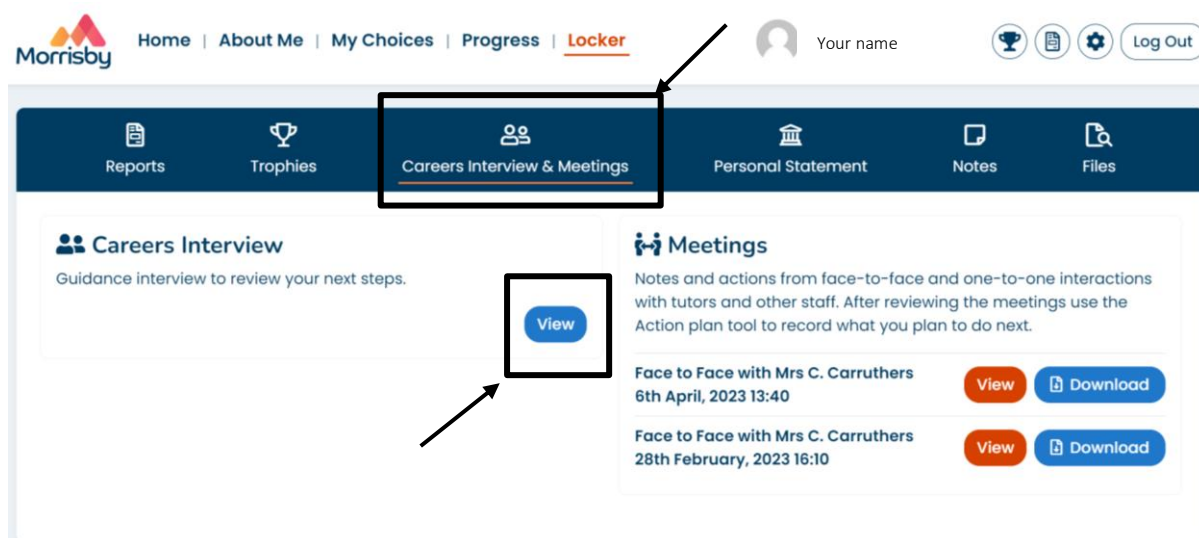
3.

4.

Task 6: Click on 'Locker' (*This is C on the diagram on p7*). You should then see the page below.



Task 7: Click on **Careers Interview and Meetings**



Task 8: Click **View** and follow the instructions which will guide you through the information you need to provide before your Year 11 guidance interview.

Task 9: If there is time left in the lesson, you should use this time to explore the careers suggested for you. These are located in **My Choices** (*See diagram on p7, letter c*)



Learning Objectives

- To differentiate between healthy and unhealthy coping strategies
- To evaluate a range of ways to promote mental and emotional wellbeing

Do Now:

1. An imbalanced lifestyle can cause, what?

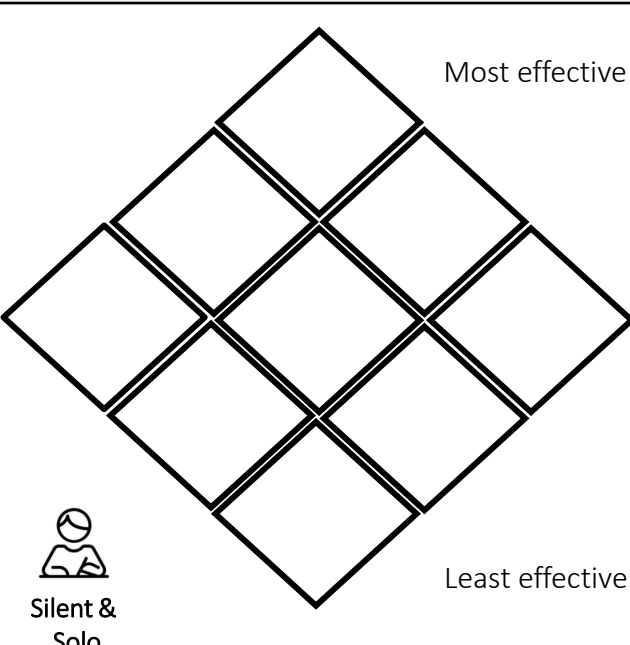
2. What will all Year 11 receive access to in order to help with post-16 options?

3. Write down 3 emotional signs of stress

4. Who can you speak to if you have concerns about your mental health?

5. Write down 3 self-care strategies

Baseline Activity: Rank the techniques in order of their effectiveness (either for yourself, or for people in general).



Most effective

Least effective

Silent & Solo

1. Relaxation techniques like mindfulness and deep breathing

2. Getting plenty of good quality sleep

3. Following interests and hobbies that provide enjoyable distractions

4. Spending time with friends and family

5. Keeping active by walking, cycling, swimming or doing another favourite sport

6. Doing dedicated exercises intended to promote relaxation e.g. yoga

7. Getting outside into nature

8. Asking for help from teachers, family, friends or online support

9. Online mindfulness, stress and anxiety apps



Turn and Talk: What is meant by healthy and unhealthy coping strategies?

Stop and Jot: What strategies have you discussed?

Task 1: Read the scenario and the risks associated with this behaviour. Consider:

- Immediate / Short term risks
- Long term health risks
- Social and emotional risks
- Alternative strategies

Scenarios		Risks	Alternative coping strategy
I do	a. Sharing emotions and personal details on social media		
We do	b. Working excessively on school work to cope with anxiety about studies		
You do	c. Regularly over-exercising to the point of collapsing		
You do	d. Following a restrictive eating plan that involves eating less food than the body normally needs		
You do	e. Using energy drinks to boost energy and mood when feeling the need for a 'pick-me-up'		
You do	f. Punching the wall (or hurting themselves in other ways) to manage difficult feelings like anger		

Task 3: Everyone has different ways to manage their emotional wellbeing. On p28-33 you will find some information about different activities. Select one of these and answer the questions in the space below:

a. Which self-care strategy have you chosen?

b. Write a persuasive speech about your self-care strategy and why it is such an effective way of looking after your emotional wellbeing?



Class Debate : Which self-care strategy is the most effective?

<p>Reflection: In the space below explain the importance of self-care and provide 3 examples.</p>
<hr/> <hr/> <hr/>

Learning Objectives

- Be able to explain how respect applies to ourselves as well as others
- Provide advice to others on how to respect their own values and boundaries

Do Now:

1. What is self-care?

2. Why is stress sometimes a positive thing?

3. When should you seek support for stress?

4. What are 3 physical signs of stress?

5. Write down 3 self-care strategies

Baseline Activity: How can you show **respect** for yourself?

Respect yourself




Silent &
Solo

Mutual Respect

Respect is when we accept someone as they are and for who they are. That means accepting them even when they are different from us in some way, or differ from our opinion. Being respectful means, you care enough to think about how you impact others. At the heart of respect is caring.

- Democracy
- Rule of Law
- Tolerance
- **Mutual respect**
- Individual liberty



We can also show respect for ourselves by standing by our own values and boundaries. We should aim to show ourselves the same kindness as we show others by not putting too much pressure on ourselves.

Task 1: Why is it important to respect the boundaries we put in place for ourselves?

Task 2: Read through the scenario and answer the questions which follow:
<p>Macie: Did you do question 3....? It was so difficult, I have definitely failed. What did you write about? I wrote about how the author used suspense and gave that example that Miss suggested. Did you remember that..?</p> <p>Kai: Erm... I can't remember. I think I wrote something different.</p> <p>Macie: Whaaaaaaat!!! Why would you write something different? It was definitely about suspense and Lola wrote about that too...</p> <p>Kai: Did she? Do you think I am wrong then? I am not going to get the course that I want if I fail.</p> <p>Macie: Well I don't know, but I've not heard anyone say they didn't write what I did. Maybe go find Miss and ask her.</p>
a. Is this a helpful conversation? If not, why not? What might be the impact?

Task 3: Before the exams started Kai decided that she wouldn't discuss her answers afterwards as she knew it might make her anxious. How could Kai **respect** her boundaries and respond to Macie to avoid this situation?

Task 4: Read through the scenario and answer the questions which follow:

Xavier's mum is constantly asking how much revision he has done. She has emailed school to check on his current grades and says that if he is to be a doctor, then he must get 9's in his examinations. She says he will be a disgrace to the family if he does not become a doctor as everyone has pursued a career in medicine. Xavier is struggling to sleep because of the pressure and it's making revising difficult as he can't seem to concentrate without getting stressed. He wants her to leave him alone and decide himself what career he wants to pursue. But, if he says anything she'll be angry and not listen to him.

a. How is this situation affecting Xavier's mental health?

b. What advice would you give Xavier to help manage the pressure from his mum?



Turn and Talk: How can we ensure we respect our own boundaries even when it might be difficult to?

Stop and Jot: What strategies have you discussed?

Reflection: Return to the baseline task on p22 and write down 3 ways someone can ensure they respect their own boundaries and values.

ASSESSMENT

What 3 challenges might a Year 11 student face?

1.

2.

3.

What is stress?

4.

What are 4 physical signs of stress?

5.

6.

7.

8.

What are 4 emotional signs of stress?

9.

10.

11.

12.

What is self care?

13.

Give 5 examples of self-care

14.

15.

16.

17.

18.

Give 5 examples of ways you can maintain a healthy work-life balance
19.
20.
21.
22.
23.
If someone doesn't have a good work-life balance, how might this affect them?
24.
25.
26.
27.
28.
Name 4 mental health conditions
29.
30.
31.
32.
Name 4 people or organisations you can speak to about mental health concerns
33.
34.
35.
36.
Name 3 healthy coping strategies for mental health
37.
38.
39.

Name 3 unhealthy coping strategies for mental health			
40.			
41.			
42.			
Define work-life balance			
43.			
Define emotional wellbeing			
44.			
Why is sleep so important for maintain good mental health?			
45.			
46.			
47.			
Name 3 British Values			
48.			
49.			
50.			
Total		%	

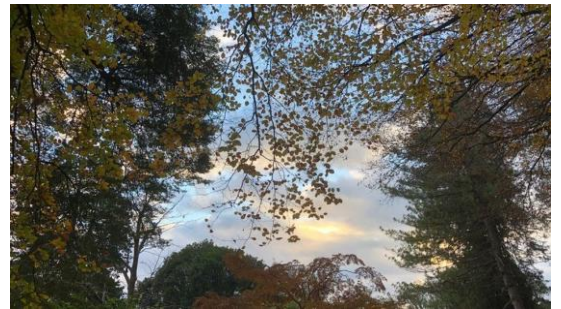
[illegible]

Handwriting practice lines on page 29. The page contains 20 sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Self Care: 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]



Self Care: Arts and Crafts

- A 2009 collection of interviews provided examples of how the arts can have an impact on recovery from mental illness. Interviewees noted benefits from many art-forms including music, painting, drawing caricatures and poetry. Many reported both enjoyment from practising the art-form itself and from the opportunities for social connection that attending a choir or art class provided.
- During times of stress and mental ill-health, people sometimes find they have repeated, often negative, thoughts. Many may be struggling to decide what to do about a difficult situation. Yet even when a person identifies this repeated thinking as unhelpful, it can be difficult to simply stop such thoughts. Diverting full attention to another activity (e.g. arts or crafts) can provide relief.
- More good quality studies are needed on the links between involvement in arts and crafts and mental health and wellbeing. However, a recent report on visual art and mental health found that:
- “...engagement in the visual arts for adults with mental health conditions can reduce reported levels of depression and anxiety; increase self-respect, self-worth and self-esteem; encourage and stimulate re-engagement with the wider, everyday social world...”

“Self-expression commits the whole of your being, your personality and your faculties to an activity and that I think is an inherently healthy and good thing.” “Art allows you to rise above, to be able to dream, to play and have some fun”[Comments from the Arts for Health Report: Restoring the Balance]



Self Care: Sport 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]



Self Care: Mindfulness

- 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)]

"Do more of what makes you happy!" [Twitter comment from a team karting company]

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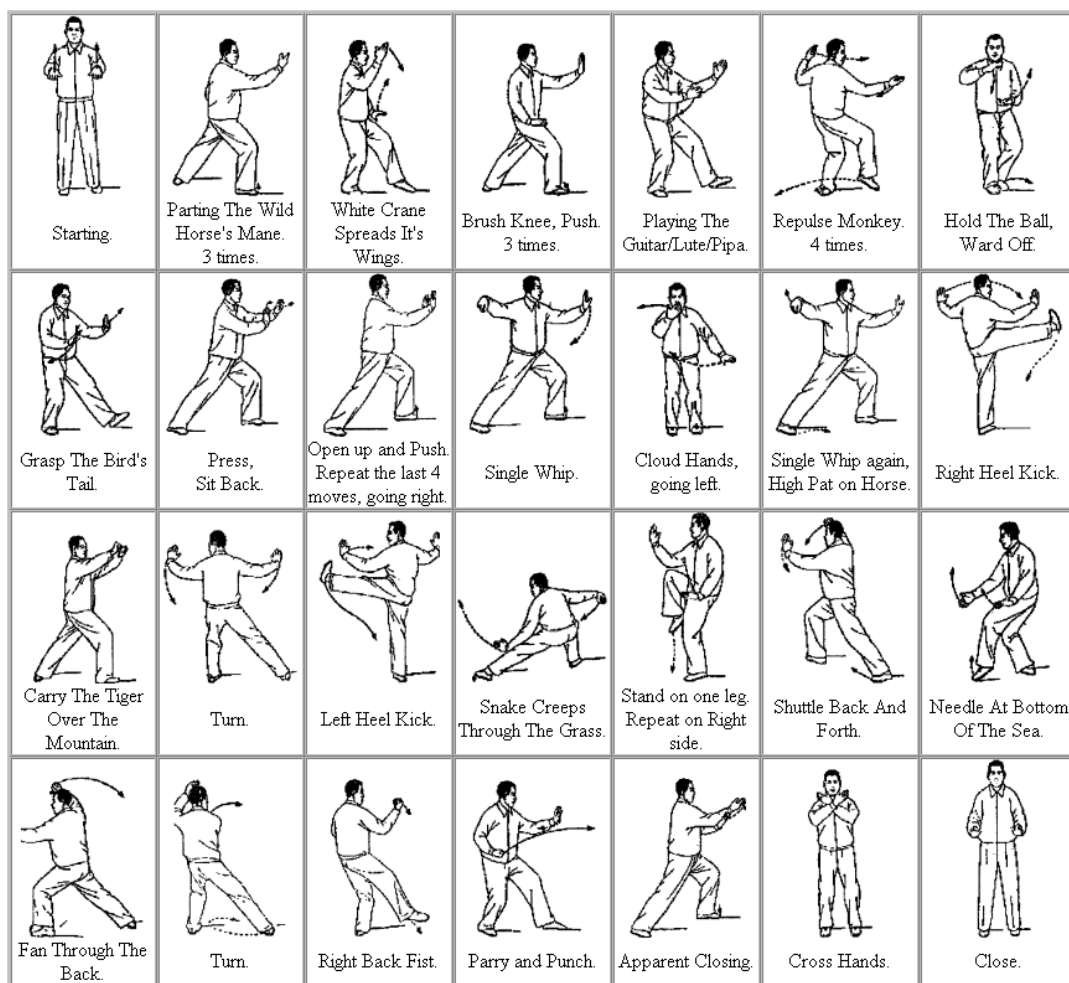


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Self Care: Quigong, Tai Chi and Yoga

- Qigong, tai chi and yoga use postures or movements in combination with breathing exercises to clear the mind, as the exercises require balance and concentration.
- Those who practise yoga often describe that it helps reduce stress and improve the symptoms of anxiety and depression. It is thought to do this through increasing the level of gamma-aminobutyric acid, or GABA, a brain chemical; this is important as those with anxiety tend to have low levels of GABA.
- There is early stage evidence of links between yoga and mental health and wellbeing. Researchers have also begun to see benefits in those with other disorders such as post-traumatic stress disorder. However, we need more good quality studies before we can be sure that this is the case.
- Tai Chi and Qigong are traditional Chinese martial arts which use slow meditative movements to support relaxation, balance and health. Different studies have shown reduced stress and mood disturbance with repeated practice. As with other techniques, this may be due to the opportunity provided to 'switch off' but also the longer term ability to discipline the mind.

"Tai Chi has helped me maintain and strengthen myself - body, mind & spirit." [Comment adapted from social networking site]



Self Care: 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] Further investigation questions]



Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: tellus@astrea-Longsands.org
- For accurate, reliable health information, visit www.nhs.uk
- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency

