



Personal Wellbeing

Key Stage 4

Learning for Life and Work



Personal Wellbeing

Aim: To explore factors that affect personal wellbeing and identify causes and consequences of adverse personal care.

Lesson 1:

What is personal wellbeing?

Lesson 2:

What contributes to positive and negative wellbeing?

Lesson 3:

Where does mental health fit in?

Lesson 4:

How to I manage my emotions in daily life?



Introduction

How does this tutorial fit with the curriculum?

- This tutorial is designed to fit within the CCEA Learning for Life and Work Curriculum for Key Stage 4 pupils (year 11 and above).
- The tutorial is particularly relevant to the Personal Development strand of LLW.
- It is also suitable for use in group work with young people in other settings, such as youth clubs.

How do I use this tutorial?

- There are four sessions, each with a particular theme related to personal wellbeing. Within each session, a set of activities are suggested.
- The activities are designed to be undertaken in sequence, but can also be used on a standalone basis depending on time and context.

Who produced this tutorial?

- This tutorial is part of a series produced by ARK, which is a joint initiative across Queen's University Belfast and Ulster University.
- This tutorial was created in May 2020 by Sarah Carson, PGCE student in School of Social Sciences, Education and Social Work, Queen's University Belfast.
- The series of tutorials mainly use research-based evidence collected by ARK, including data from ARK's three public attitudes surveys.
- The tutorials also use other local, national and international sources of information and debate.
- More information on ARK and the three surveys is available in the Notes for Teachers at the end of this document.

Please note that some young people may be affected by, or become upset by the sensitive topics raised in this tutorial. At the end of this document, we have listed some sources of support for young people.

If you have any queries, comments or suggestions relating to this tutorial, please contact:

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Title	Personal wellbeing		
Aim	To explore factors that affect personal wellbeing and identify causes and consequences of adverse personal care.		
Duration	4 class periods	Resources	Post-it notes/ poster paper/ A4 paper Resource 1 – Make the link pictures Resource 2 – Statements from Young Life & Times (YLT) Survey Resource 3 – List of influences Resource 4 – Anonymous voting slips Resource 5 – Action cards
Learning intentions (KS4 statements of requirement) Learning for Life and Work – Personal Development	<ul style="list-style-type: none">• Develop an understanding of how to maximise and sustain their own health and wellbeing• Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences• Recognise, assess and manage risk in a range of real life contexts		
Skills and capabilities	<ul style="list-style-type: none">• Problem solving• Self-management• Working with others		
Cross-curricular skills	<ul style="list-style-type: none">• Communication• Critical thinking• Presentation skills		
Links to other curricular areas	<ul style="list-style-type: none">• GCSE English Language:<ul style="list-style-type: none">○ Expressing ideas and information clearly - Forming independent views○ Challenging what is heard or read on the grounds of reason, evidence or argument		
Assessment for Learning	<ul style="list-style-type: none">• Effective questioning to probe student understanding• Opportunity for peer assessment		



Lesson 1: What is personal wellbeing?

Purpose? To encourage students to explore different aspects of personal wellbeing. Students will be asked to review aspects of KS3 PD. Students will be asked to think about personal wellbeing specific to themselves and will have the opportunity to share and discuss with the class.

Commencing activity:

Make the link, based on *Resource 1 - Make the link activity*:

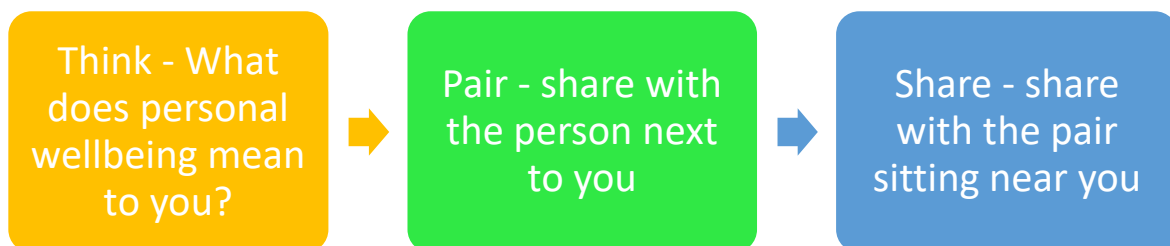
- To be used before introducing the topic, giving the students the opportunity to work out the link between the pictures (Personal wellbeing/health)

Review the 5 aspects of health as outlined in Key Stage 3 Personal Development: Social, Physical, Emotional, Cognitive, and Spiritual (SPECs). Teacher-led questioning and discussion:

- Which do you think is most important and why?
- Are there connections between any of these aspects?
- What impact do they have on an individual/society?

Cementing activity:

1. Think, pair, share:



2. Agree or disagree with the statements in *Resource 2 – Agree or disagree?*. Project each statement onto the board and allow pupils to indicate whether they agree or disagree (This can be done with red and green card).

Concluding activity:

Class 'high 5' poster:

- Encourage each student to draw around their own hand and write some aspects of personal wellbeing specific to them
- Stick all the hands on a piece of poster paper



Lesson 2: What contributes to positive and negative wellbeing?

Purpose? This lesson will begin by reviewing lesson 1. This lesson will focus on different factors that influence personal wellbeing both positively and negatively. Students will be asked to consider the downstream effects of factors that influence wellbeing.

Commencing activity:

Positive/ negative activity – based on *Resource 3 - Positive and negative influences*

- Students should be divided into groups of 4
- Provide each group with a variety of pressures and influences
- Ask pupils to split the factors into positive and negatives
- Then put them in rank order from what they think is:
 - most harmful/ beneficial → the least harmful/beneficial
- Class feedback and discussion

Cementing activity:

Scenario activity based on *Resource 3 - Positive and negative influences*:

- Using factors listed in Resource 3, provide each group with one factor that negatively contributes to personal wellbeing, and one factor that positively contributes to personal wellbeing
- Ask each group to create a scenario describing the effect of that negative influence on the individual and society
- Ask each group to create a scenario describing the effect of that positive influence on the individual and society

Concluding activity:

Pressures and influences, using *Resource 4 – Anonymous voting*:

- Spread the voting slips around the room and split the class into groups to start at a different question
- Each pupil places a dot beside the influence they agree the most with for each question
- Discuss the results and compare to the survey results



Lesson 3: Where does mental health fit in?

Purpose? This lesson will focus on the mental health aspect of personal wellbeing. Students will be asked to consider what mental health is and provide constructive advice to statements about mental health from 16-year-olds. There will also be a focus on how to develop a positive sense of

Commencing activity:

- What is mental health? Encourage pupils to write a definition of mental health on a post-it
- What factors influence our mental health?
- How does mental health contribute to overall personal wellbeing?

Cementing activity:

Small group activity and group feedback to whole class, using Resource 5 – Action cards

- The class should be split into groups of 4 or 5
- Ask each group to consider the statements that local 16-year olds have made and decide how they would respond to each statement
- Each group reports back to the class by choosing one statement they have discussed, and their response will then be opened to class response and discussion

Concluding activity:

Developing a positive sense of self:

- Give each student 2 post-it notes
- Encourage them to write something they like about themselves on one and something they do not like so much on the other
- Allow the students to come to the front and stick the positive post-it up and rip up the negative post-it



Lesson 4: How can I manage my emotions in daily life?

Purpose? This final lesson will focus on how to manage emotions and feelings in everyday situations. There will be an emphasis on how to deal with change in a positive way.

Commencing activity:

Management tools – teacher led discussion:

- How do you deal with your emotions?
- Are you more likely to react outwardly when those emotions are positive or negative?
- What situations in life cause young people to experience positive and negative emotions?
- How would you advise someone else to deal with negative emotions in a healthy way?

Cementing activity:

Impact of change scenarios – split the class into groups of 4 and give each group a scenario:

1. Going to university
2. Starting a new job
3. Moving in with a partner or getting married
4. Getting divorced
5. Making new friends

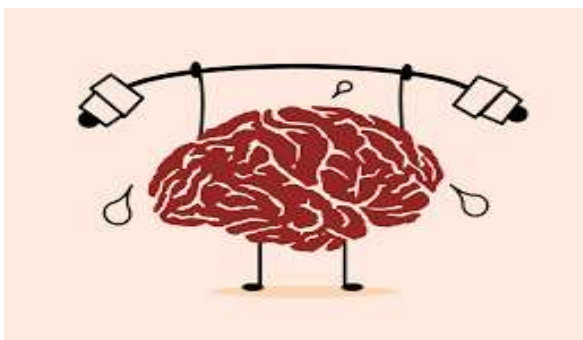
Ask each group to think of the emotions an individual might feel during each of these scenarios and decide how they could positively manage their emotions.

Presentation to the class.



Resources:

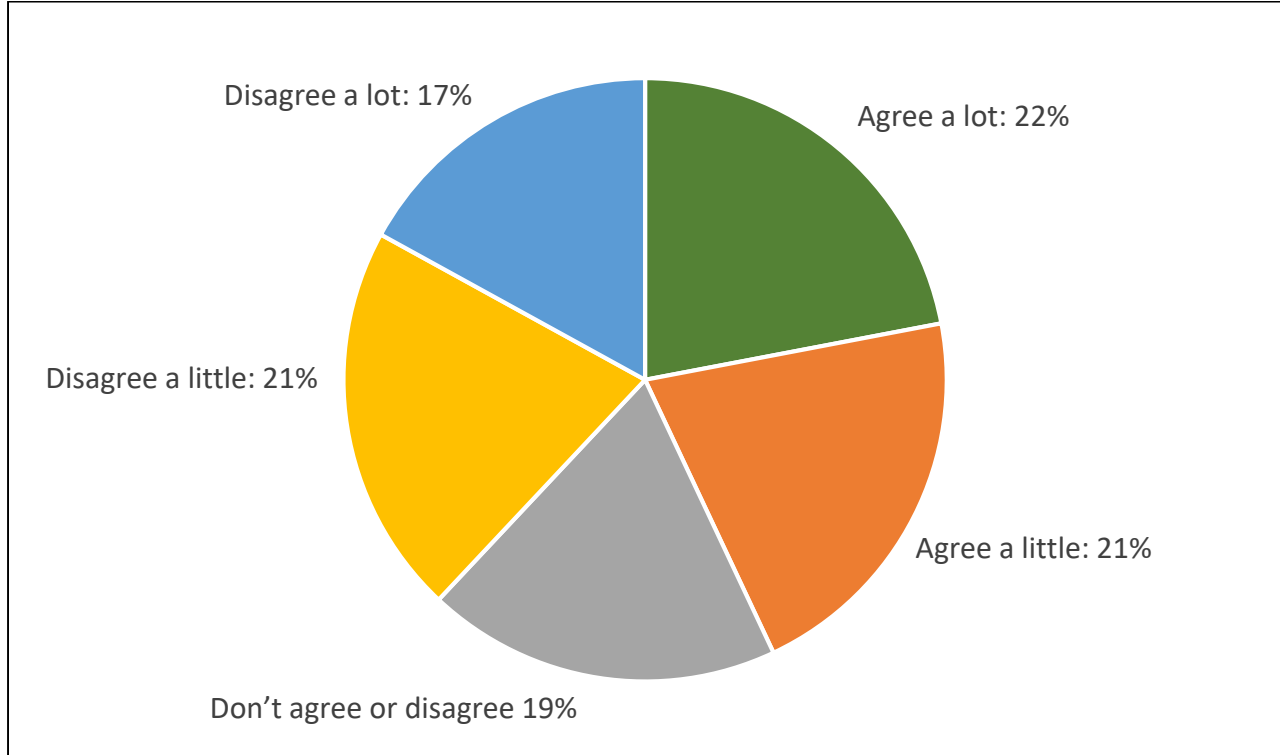
Resource 1: Make the link activity
(to be put into a Powerpoint/ printed out)



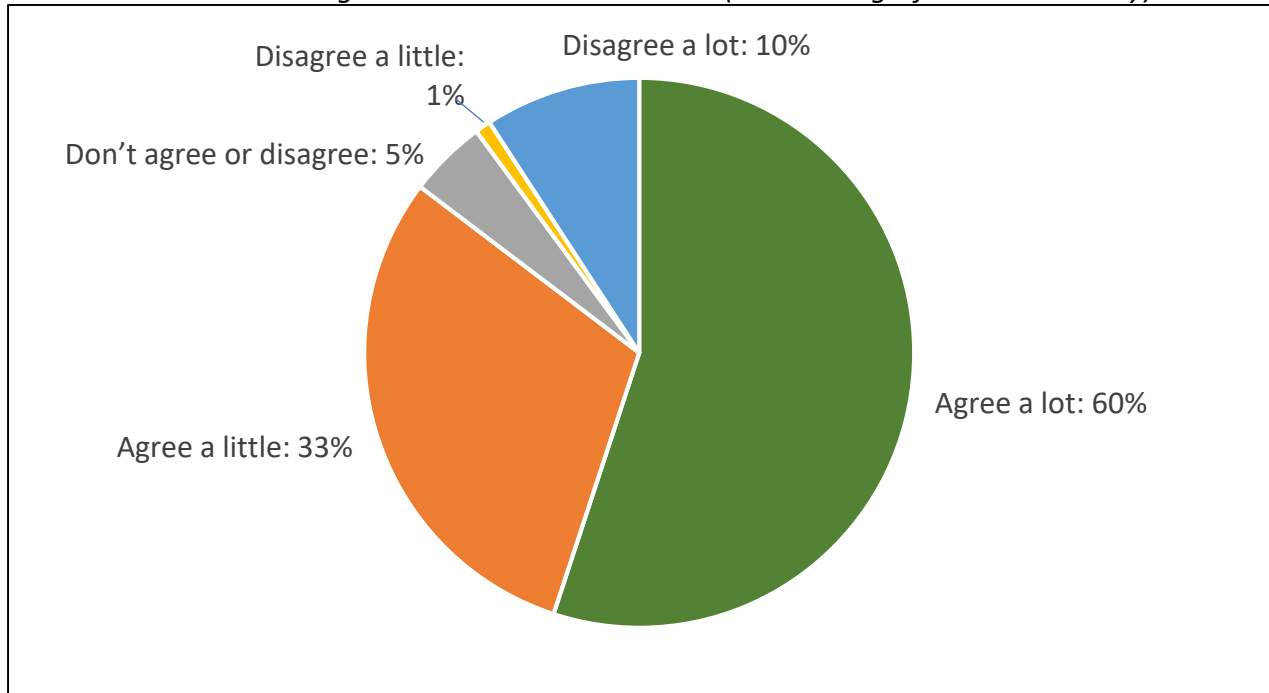


Resource 2: Agree or disagree? Statements from the Young Life & Times survey

If I could live my life over, I would have it the same way (2018 Young Life & Times survey)

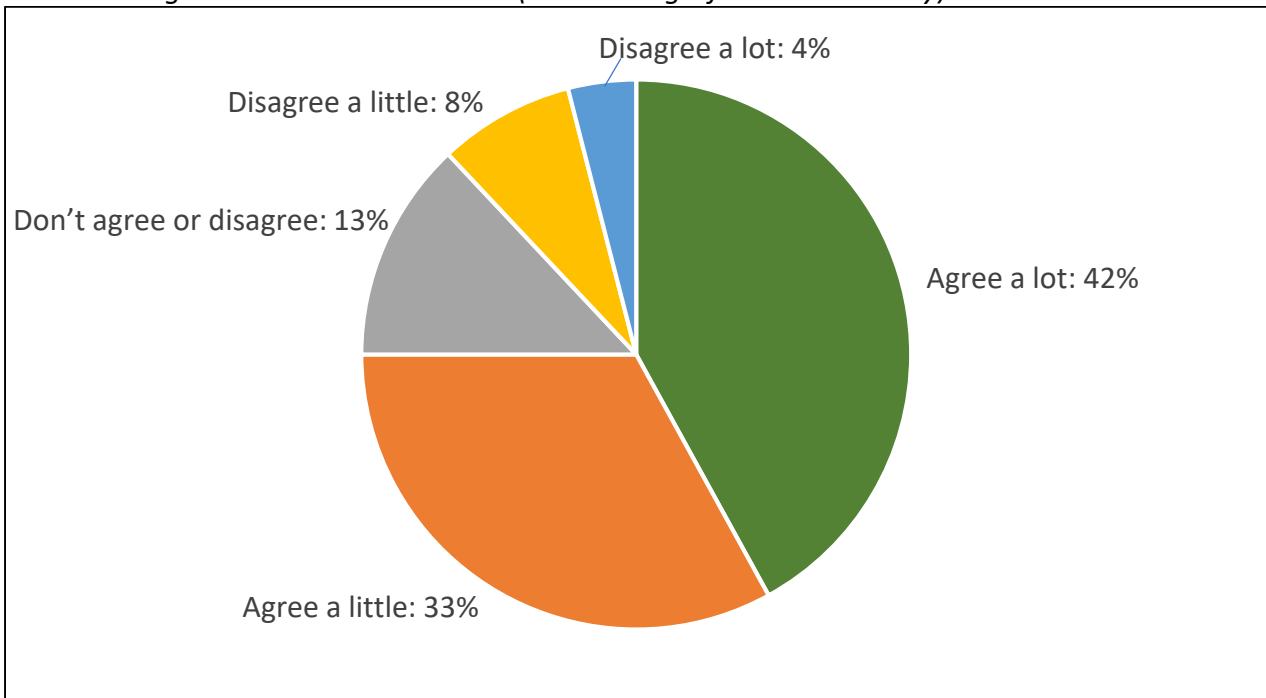


When I see someone being treated mean it bothers me (2018 Young Life & Times survey)

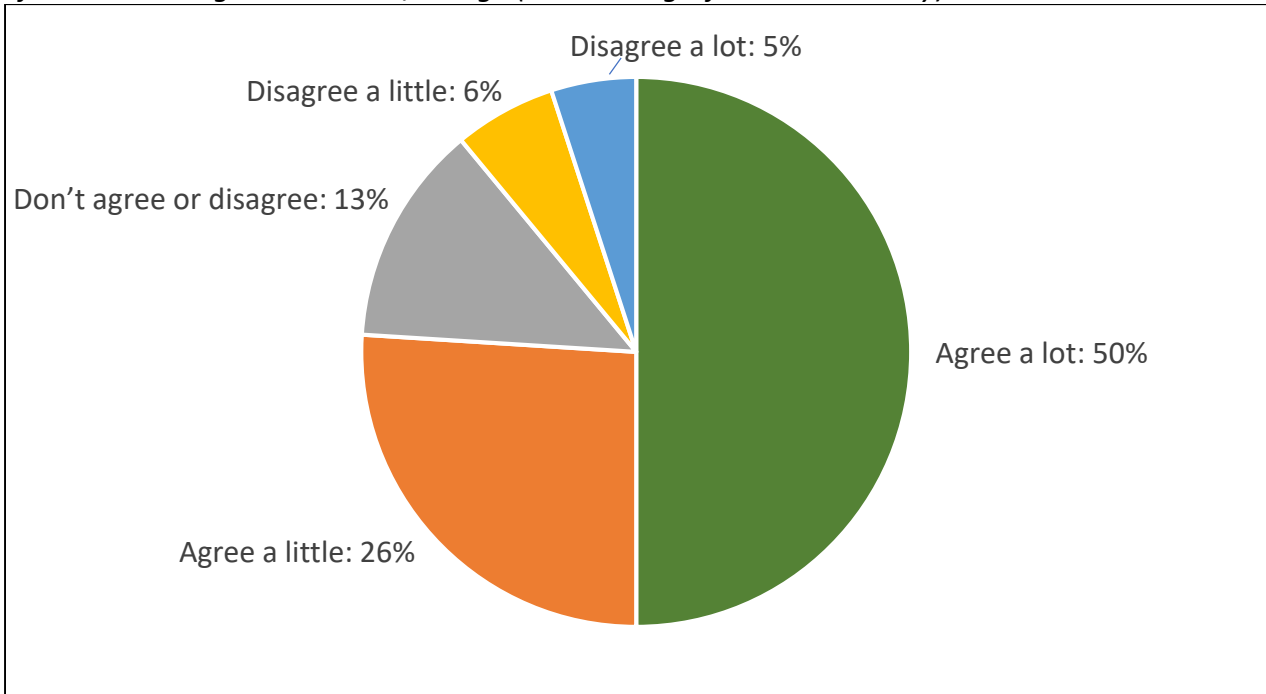




I have more good times than bad times (2018 Young Life & Times survey)

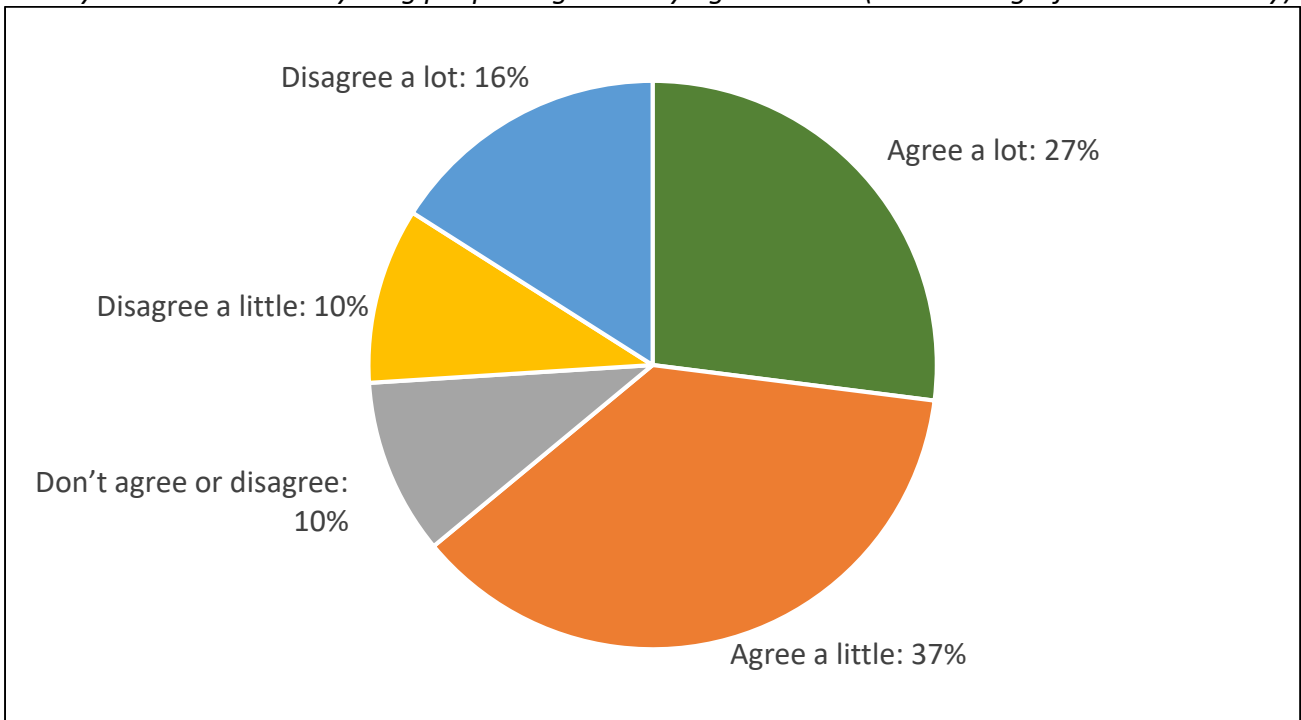


I feel like I belong in this school/college (2018 Young Life & Times survey)

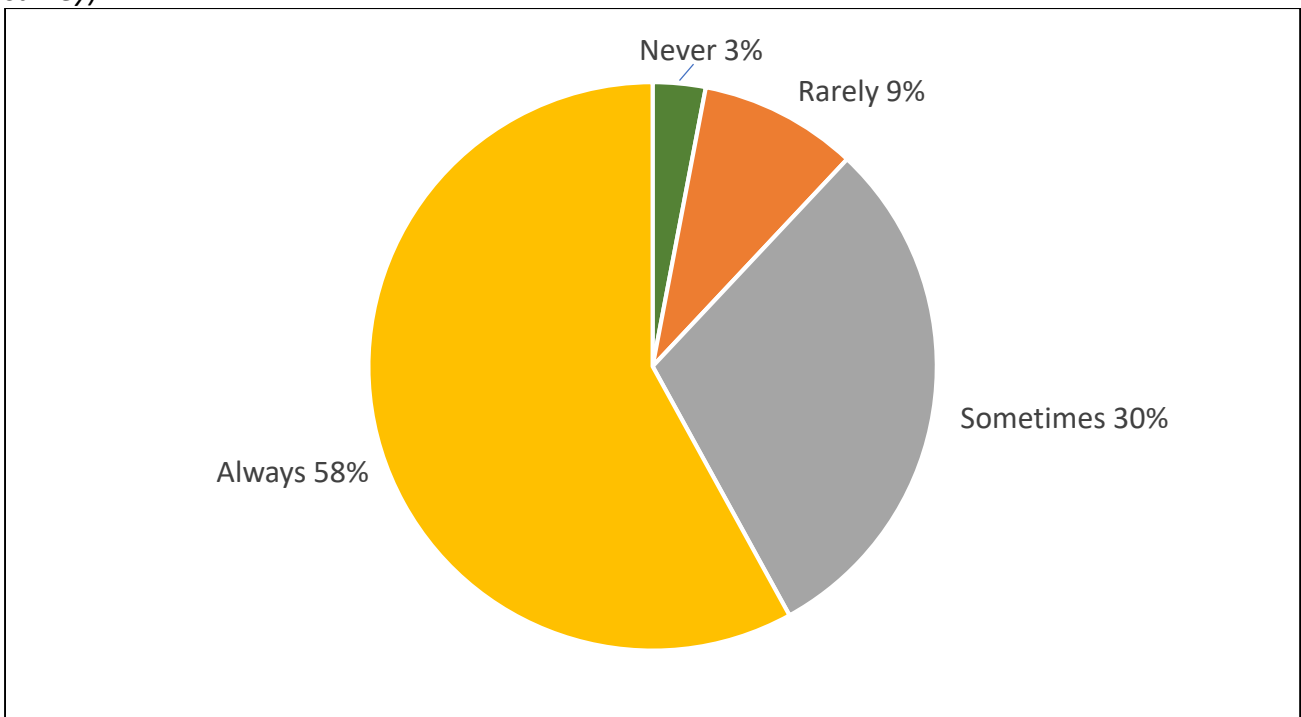




I worry about what other young people might be saying about me (2018 Young Life & Times survey)



How often do you feel like there are people who really understand you? (2011 Young Life & Times survey)





Resource 3: Positive and negative influences

Drinking alcohol

Smoking

Taking drugs

Bullying

Emotional abuse

Physical abuse

Exercise

Mindfulness

Spiritual engagement

Healthy diet

Supportive family

Relaxation



Resource 4: Anonymous voting

For student use:

What has been the most important influence on your views on drinking alcohol? (*2004 Young Life & Times survey*)

	Place your dot here
My church	
My family	
My school	
My friends	
Other	

What has been the most important influence on your views on taking drugs? (*2004 Young Life & Times survey*)

	Place your dot here
My church	
My family	
My school	
My friends	
Other	

Have you ever felt pressurised to lose weight? (*2008 Young Life & Times survey*)

	Place your dot here
Yes	
No	
Don't know	



Where does the pressure to smoke come from? (*2008 Young Life & Times survey*)

	Place your dot here
Friends	
Peers, but not friends	
The media	
Other source	

Where does the pressure to have sexual intercourse come from? (*2008 Young Life & Times survey*)

	Place your dot here
Friends	
Peers, but not friends	
The media	
Other source	



For teacher use:

The tables below show the results from the Young Life and Times survey.

What has been the most important influence on your views on drinking alcohol? (2004 Young Life & Times survey)

<https://www.ark.ac.uk/ylt/2004/Pressures/INFLALC.html>

	%
My church	6
My family	35
My school	8
My friends	39
Other	12

What has been the most important influence on your views on taking drugs? (2004 Young Life & Times survey)

<https://www.ark.ac.uk/ylt/2004/Pressures/INFLDRUG.html>

	%
My church	5
My family	29
My school	31
My friends	20
Other	14

Have you ever felt pressurised to lose weight? (2008 Young Life & Times survey)

https://www.ark.ac.uk/ylt/2008/Pressures_and_Influence_Factors/PRESSWGT.html

	%
Yes	28
No	70
Don't know	2



Where does the pressure to smoke come from? (2008 Young Life & Times survey)

https://www.ark.ac.uk/ylt/2008/Pressures_and_Influence_Factors/WHOSMOKE.html

	%
Friends	66
Peers, but not friends	30
The media	1
Other source	3

Where does the pressure to have sexual intercourse come from? (2008 Young Life & Times survey)

https://www.ark.ac.uk/ylt/2008/Pressures_and_Influence_Factors/WHOSEX.html

	%
Friends	47
Peers, but not friends	31
The media	7
Other source	15



Resource 5: Action cards

Statements from the 2013 Young Life & Times survey

A lot of the time, anyone who feels depressed, stressed or self-harmed just does not have the confidence to talk to someone because they feel like they would be judged or that they do not have anyone they could trust enough with how they feel.

Everyone else is too absorbed in their own problems to care if they see your cuts. Others who don't know you claim that there's nothing wrong and that you're attention seeking.

I didn't ask for help because people have their own problems - sometimes you feel like a burden.

Hate it, wish I didn't feel like this.

I self harm because I'm angry, I'm depressed because I'm angry, I'm angry because I'm stressed. Can't win.

To sum up, we live in a society where teenagers are encouraged - by their peers - to be insecure/depressed etc. It is more "normal" and socially acceptable to hate your body, hate your life, hate everything.



Depression/anxiety made me mentally and physically ill, it affects every part of your life, small tasks are hard to do, it goes unnoticed, no one helps you.

I feel nothing, I'm numb and I think that's due to the depression. If I ever do feel anything, it's stress. Sometimes I'm just thankful to feel. Self harm is another way to feel/cope, it makes me feel in control.

Although I feel stressed with my current studies I'm not sure whether there is anything to be done.

Hopefully I never experience those feelings.



Notes for teachers

This tutorial is one of a series produced by ARK, designed for use in school years 11 and above (for pupils aged 14 years or over). These tutorials are designed to comply with the specifications set out by the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland for the Learning for Life and Work (LLW) curriculum for Key Stage 4 pupils. The aim of LLW is to help young people develop the fundamental skills, knowledge, qualities and dispositions that are prerequisites for life and work. This tutorial is particularly relevant to the Personal Development strand of LLW.

The tutorial is based on data gathered for the **Young Life and Times (YLT) survey**. The aim of this annual survey is to record the views of 16 year olds in Northern Ireland on a range of issues such as community relations, health, politics, sectarianism and education.

Using data from the Child Benefit Register, all young people who celebrate their 16th birthday during January, February or March of the survey year are invited to take part in the survey.

Tables of results and full technical details of the survey are available on the YLT website at www.ark.ac.uk/ylt. Users can also download the data in SPSS portable file format from the website to carry out their own statistical analysis.

YLT is carried out by ARK, which is a joint initiative of Queen's University Belfast and Ulster University. As well as YLT, ARK carries out a further two annual attitudes surveys:

- **Northern Ireland Life and Times (NILT) survey**, which records the attitudes of adults aged 18 years or over to key social policy issues (www.ark.ac.uk/nilt)
- **Kids' Life and Times (KLT)** asks the views of 10-11 year olds about their lives as they move from primary to secondary school (www.ark.ac.uk/klt)

The aim of ARK is to make information on society and politics in Northern Ireland accessible to the widest audience. Users include researchers, teachers, schoolchildren, policymakers, journalists, community/voluntary sector workers and anyone with an interest in Northern Ireland society and politics.

The ARK website includes a wide range of survey results, publications, tutorials and videos which will be useful to teachers, youth workers, young people and schools. Find out more at www.ark.ac.uk



Sources of support

Some young people may be affected by, or become upset by the sensitive topics raised in this tutorial. The following sources of information or support may be useful.

Childline is a free, private and confidential service where children and young people can talk about anything

www.childline.org.uk or phone 0800 1111

Lifeline is a crisis response helpline service operating 24 hours a day, seven days a week

www.lifelinehelpline.info or phone 0808 808 8000

Minding Your Head is a website providing information and resources relating to mental health in Northern Ireland

www.mindingyourhead.info

Samaritans is a charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide

www.samaritans.org or phone 116 123 or email jo@samaritans.org

SelfharmUK is a project supporting young people impacted by self-harm

www.selfharm.co.uk

Young Minds is a children and young people's mental health charity which provides access to a wide range of booklets, leaflets, statistics, and schools resources

www.youngminds.org.uk