

**Session plans for form /tutorial periods**

**Overview**

Head-ED lite has been developed for use in form sessions/ tutorials of around 15-20 minutes. Many activities have been adapted from the full Head-ED scheme of work - due to the repetition we do not recommend using Head-ED and Head-ED lite together.

Session	Title	Resources required
1	What is mental health?	Scraps of paper
2	The biology of the brain	Long ball of string
3	The stigma of mental health	Flip chart paper and board pens
4	Mental health experiences	
5	Anxiety and stress	Flip chart paper and board pens
6, 7 and 8	Mindfulness 1, 2 and 3	Tangerine—1 per class member, Stack of heavy textbooks—ideally 2 books for each student, Scrap paper, Empty ice cream tub (stress bucket), Jelly babies, Grapes, A4 paper—1 piece per student
9	Understanding depression	Unhelpful things to say to people with depression cards, pack of balloons
10	Eating disorders	ED fact cards, podcast keyword spotter, signs of a healthy relationship with food handout
11	Self harm	Self Harm card sort
12	Reflection	Hannah's story

### **Session 1: What is mental health?**

1. Ask students what the phrase 'being healthy' means to them. Most responses will be around physical health, particularly if students are unaware these sessions are related to mental health. Ask students to consider mental health too—what are the signs of good mental health?
2. Students watch the clip 'The Standup Kid' from [https://www.youtube.com/watch?v=SE5Ip60\\_HJk](https://www.youtube.com/watch?v=SE5Ip60_HJk) (3 mins)
3. Use powerpoint slide 2 to define mental health. Ask students to consider Michael from the clip—his mental health isn't good at that time—he has a diagnosis of depression. Show slide 3 and ask them to suggest where Michael would be on the wellbeing scale.
4. Consider the next day for Michael—assume lots of good things happen for him (slide 4). Where might we now place him on the wellbeing scale? What about if we had another student who didn't suffer with depression—would he go up and down the scale depending on his week too?
5. Ask students in pairs to come up with a list of factors that make them go up/remain high on the wellbeing scale. Make a second list of factors that make them go down then compare the two lists—how often do we do the beneficial activities? How well do we manage our own wellbeing? Homework tonight is to pick a beneficial activity and do it!
6. Show slide 5 learning outcomes.

### **Session 2: The Biology of the Brain**

1. Explain to students that in this unit of work we are also looking at what happens if people fall to the very bottom of the wellbeing sliding scale and develop a mental illness. To understand mental illness they need to understand the brain.
2. Ask students to put their two fists together. This represents the two hemispheres of the brain with their fissures (folds). The front parts of the brain (thumb side, if your brain is positioned as though its owner were looking at you) are called the frontal lobes. These lobes are responsible for reasoning and higher brain functions. The upper middle lobes (around the middle fingers) are the parietal lobes, responsible for touch. The lower middle lobes, the backs of the hands (nearest the ears in a person) are the temporal lobes, responsible for hearing. The area where the palms touch is the limbic system —this controls behaviour and emotions. Finally, the back lobes (pinkie fingers) are the occipital lobes, responsible for vision. The basic structure of the brain looks the same whatever the mental state of a person.
3. Ask students :What is the main reason that animals need a brain? (slides 2 and 3) Why don't Jellyfish have brains? (Slides 4 and 5)
4. Neural networks – give some members to the class labels describing receptors for taste – salty, sweet, sour, spicy. Other members can be given colour receptors – yellow, green, red and brown. Describe a 6 month old baby being weaned and show picture of a red apple. Piece of string is passed to Red – baby has seen food. The taste is sweet so string passed to sweet person whilst red keeps hold of it. First neural connection made. Repeat with other foods (lemon, carrot, green pepper, lime, potato, bread and red chilli) until complicated network is created.
5. Ask students to describe patterns of connections and show slides 6, 7 and 8.

### **Session 3: The stigma of mental health disorders**

1. Students are split into groups and given 2 pieces of flip chart paper and markers. Thinking quickly (and without fear of reprisal!) they should scribble down as many words for a person mental illness as they possibly can. It is important here that students feel they can safely use all manner for expressions including potentially offensive labels such as; “loony”, “psycho”, etc. Use slides 2 and 3 to discuss how we label 1/4 of our society.
2. What does stigma mean? Ask students to come up with their own definitions. Show the powerpoint slide definition. Ask students if they believe there is a real stigma associated with people who have mental health problems. Show students slide 5—they may well not have stigmatising attitudes towards people with MH problems but society in general does.
3. Show the comments on slide 6—these are real. Discuss why each comment was inappropriate and how the person receiving the comments may have felt. How do misconceptions lead to stigma?
4. Slide 7 provides a link to a pledge aimed at preventing mental health stigma. Students could be provided with a chance to sign this if they wish.

### **Session 4: mental health experiences**

1. Show slide 6 and introduce the following people: Helen who enjoys rowing and has a Labrador puppy, Georgie who is at University studying theatre, Tom who enjoys football and works in a hospital, Agnes who is involved in organising demonstrations and activism and Rhiannon who is studying hair and media makeup at college. The point of the introduction is to emphasise that these people have very typical interests, jobs and qualifications for their ages.
2. Watch the film ‘Ordinary people, Extraordinary challenges’. Due to the length of the clip there is unlikely to be discussion time after the clip in this session.

### **Session 5: Anxiety and Stress**

1. Quick discussion of last session’s clip— what did students learn from the clip? Did hearing from the young people in the clip help them understand how mental health affects real people?
2. Ask students to imagine a tiger walks into the room. How do they respond - both physically and mentally? In modern life it is unlikely most of us will have to fight off tigers. Ask students when they last felt stressed in real life—what happened and how did their body respond? Point out to students how the thought and feelings are similar to the tiger situation even though the level of danger was (hopefully) not as great.
3. Each group takes a piece of flip chart paper and draws a body outline like the one in slide 3. They then number the areas where anxiety/worry is felt and make a separate record of what the symptom is. For example, number one might be placed over the heart with a note telling of increased heart rate. Number two might be written over the forehead with a corresponding note referring to tension headaches. Check answers with slide 4.
4. Show the two scenarios in slide 5 and ask for volunteers to describe the responses of the humans versus the ducks for the next 24 hours. The humans will obsess and escalate the situation—haul in friends, spend all evening commenting on social media etc. Ducks on the other hand are pretty territorial and can often be seen having small pecking fights. Their behaviour when it comes to a ‘fight’ follows a pattern – first the two protagonists come together for a maybe thirty seconds. There will be some hissing and pecking. After this brief coming together, our ducks will pull apart and swim away from each other before rising up and beating their wings against the air. This is to dissipate the remaining aggression, after which the ducks will float off and be quite content! The entire stressful episode lasted 5 mins maximum.
5. Show slides 6 and 7.

### **Session 6, 7 and 8: Mindfulness**

1. Give students a tangerine to eat as they read the contents of slides 2 and 3, introducing mindfulness and explaining why they are eating a tangerine.
2. The booklet of Mindfulness exercises created by York Mind deliver a series of Mindfulness exercises. Tutors using all the exercises will find that roughly 3 sessions will be required. These exercises are suitable to be re-ordered and exercises can be missed out if the tutor wishes.

### **Session 9: Understanding Depression**

1. Show slide of Winston Churchill and ask students to verbally list his notable achievements. He managed all this whilst suffering from manic depression. Ask students if this surprises them—studies have shown many people think those with depression are house bound and can't work. (slides 2-4)
2. Ask students to suggest reasons why people may develop depression (Family bereavement, lack of family or friends, lack of self esteem, job loss, rejected by friends/family, drug abuse, family history of depression/genetic factors, lack of money, feeling lonely, too much responsibility, having a serious illness, being bullied etc). For each unique suggestion ask the student to blow up a balloon and write the reason on the balloon.
3. Ask for a volunteer—they are going to hold as many of the balloons in their arms as possible. Give members of the class one of the cards from 'unhelpful things to say to people with depression' and one at a time ask them to read it out to the person holding the balloons. Ask the balloon person after each card if the phrase helped them cope with their burden. Why not?  
  
Go round the group and ask for positive ways you could support someone who is feeling depressed. Each time someone makes a useful suggestion take a balloon away/pop it until as many balloons as possible have been removed. Ask the student how they feel with less balloons—ideal responses are that it's easier, they can manage etc.
4. Show students slides 5 and 6.

### **Session 10: Eating disorders**

1. Show students the sketches of different bodies (slide 2) Ask them who they think has an eating disorder and why. Actual answer is that all of them do—sketches were done at an eating disorders support group to show that you cannot look at someone and determine if they have an eating disorder or not. Not all people with eating disorders are very thin (slide 3)
2. Give students fact cards to read through so they understand the types of eating disorder then use the powerpoint slide 4 to clear up some myths about eating disorders.
3. Why do people develop eating disorders—podcast. Students should use their keyword spotter to assess their listening skills. Allow students a few mins to discuss the podcast afterwards and run through the keyword spotter.
4. Signs of a positive relationship with food handout—allow students to read through independently.
5. Show students slide 6.

**Session 11: Self harm**

1. Show slide 2. Different methods of self harm should not be discussed, the focus is on feelings and stigma.
2. Self harm card sort—separate cards into true, false and partially true piles. Run through answers and reasoning.
3. Run through slide 3, hyperlink takes you to a useful website which lists alternatives/distractions from self harm.
4. Ensure students see the 'signs of shock' slide (4) so they know if a friend needs urgent attention.
5. Show the learning outcomes slide (5)

**Session 12: Reflection**

1. In pairs list all of the mental health disorders that they have heard of—many will come from the scheme of work but students may have their own examples. Show powerpoint slide 2— stress that there are lots of diagnosable mental health disorders and even within a particular disorder the signs and symptoms vary between people.
2. Give student's Hannah's story. Once again this is true and has been written by Hannah to describe her experiences in her own words. Students should read it and then use the thinking points on slide 3 to discuss in pairs. Feed back to the class.
3. Ask students to individually write 3 learning outcomes for the entire unit of sessions on a post it note. These can then be displayed in the class