



Module 1 Understanding Wellbeing

Overview

This module develops an awareness of the signs and symptoms which are revelatory of young people’s well-being. This module will help educational professionals understand well-being challenges faced by young people. A diagnostic tool is provided to help school leaders, teachers and support staff identify young people at risk.

Objectives and Learning Outcomes (can do...)	Activities and duration	Resources
<p>Understand what ‘being well’ means in terms of both physical and mental health</p>	<p><i>Define what is meant by well-being and come to an agreed definition</i> <i>Relate to the APA definition of mental health</i> <i>Explore Differences between emotional, physical, and mental health</i></p> <p>Teacher/Staff Workshop</p> <p>Starter Jamboard activity where teachers brainstorm reflecting on basic concepts regarding wellbeing (eg definition, categories, perceptions, extensions etc)</p> <p>Main - Teachers discuss the Jamboard outcomes before attempting to draw parallels with the APA definition. - Teachers are then presented with short scenarios of troubled/vulnerable students and work in teams to identify whether their case relates to emotional, physical or mental health. They present their cases, conclusions and justifications to the whole group noting feedback and suggestions.</p>	<p>https://dictionary.apa.org/well-being</p> <p>https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/improving-well-being-at-school</p> <p>https://www.schoolwellbeing.co.uk/</p> <p>https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/promoting-mental-health.aspx</p> <p>https://www.childrensociety.org.uk/information/professionals/resources/good-childhood-report-2020</p>

Promoting Pupil and Staff Well-Being and Resilience
Erasmus+ project ID number: 2020-1-UK01-KA201-078945



	<p>Reflection Teachers reflect on the activity with the goal of highlighting which well-being challenge was the hardest to identify and why (emotional, physical, and mental health)</p> <p>Duration Total of 60 min 15 min for the starter 30 min for the main 15 min for the reflection</p>	
<p>Identify risk and vulnerability in young people</p>	<p><i>Find out what diagnostic tools can be used</i> <i>Develop/Apply diagnostic tools</i> <i>Explore the SENA test</i></p> <p>Teacher/Staff Workshop</p> <p>Starter Teachers are divided into groups and tasked with presenting one diagnostic tool each, to the whole group</p> <p>Main After compiling a library of diagnostic tools teachers are divided into groups and given each a case of a troubled/vulnerable student. They are expected to choose the most fitting diagnostic tool and present their case, tool and justification to the whole group.</p> <p>Reflection Teachers reflect on which tools are a fit for which cases</p>	<p>Primary Source https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf</p> <p>https://www.oecd-ilibrary.org/sites/a7e520c2-en/index.html?itemId=/content/component/a7e520c2-en</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/pupil-health-and-wellbeing/pupil-wellbeing/monitoring-pupils-wellbeing-tools/</p>



	<p>Duration Total of 60 min 20 min for the starter 30 min for the main 10 min for the reflection</p>	
Craft a plan of support	<p>Teacher/Staff Workshop</p> <p>Starter Teachers are divided into groups and are tasked to identify good practice in other schools/organizations and present a suitable plan of support</p> <p>Main Teachers use Jamboard to answer a series of questions and brainstorm which examples of good practice, tools and approaches are best suited to build on for their school's plan of support</p> <p>Reflection Allocation of tasks regarding the writing process of the plan of support based on research and discussions already done.</p> <p>Duration Total of 60 min 25 min for the starter 25 min for the main 10 min for the reflection</p>	<p>https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/2021-school-excellence-in-action/effective-improvement-measures-and-strategies/excellence-in-wellbeing-for-all-students/effective-strategies-for-supporting-student-wellbeing</p> <p>https://education.gov.scot/media/ajhbcvmx/positive-mental-wellbeing-resources.pdf</p> <p>https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/promoting-mental-health.aspx</p> <p>https://porvir.org/wp-content/uploads/2015/08/Well-Being-Framework-Revised-June-2015_v2-min.pdf</p>
Identify key performance indicators and success criteria	<p><i>Look at different types of data</i> <i>How to use data to identify impact</i></p>	



	<p>Teacher/Staff Workshop</p> <p>Starter Jamboard activity to facilitate discussion on key performance indicators and success criteria (what are they, which is the school's context and needs, which are the school's goals that the KPI will enforce regarding well being)</p> <p>Main Teachers are divided into 5 groups after the Jamboard activity has created perspective. They are tasked with the research and presentation of one key performance indicator each (maybe as used in other schools/organizations). The presentation should include the KPI, explanation, needs and context of the school that deem this KPI appropriate, how this KPI is to be spotted (observation, questionnaires, interviews, grades etc)</p> <p>Reflection Teachers discuss the presentations and allocate the tasks of creating an internal index of key performance indicators and an evaluation plan that is best fitted for their school and needs</p> <p>Duration Total of 60 min 10 min for the starter 35 min for the main 10 min for the reflection</p>	<p>Primary Source https://porvir.org/wp-content/uploads/2015/08/Well-Being-Framework-Revised-June-2015_v2-min.pdf</p> <p>https://whatworkswellbeing.org/blog/measuring-wellbeing-in-schools-and-colleges/</p> <p>https://www.corc.uk.net/elearning/</p> <p>https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/promoting-mental-health.aspx</p>
<p>Application to School Practice</p>	<p>Teachers reflect upon the deliverables of the workshops , the allocated tasks and initiate a discussion with the school administration for possible modifications and a plan of implementation</p>	