

# **OUTSTANDING TEACHING, LEARNING AND ASSESSMENT**

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -  
WELLBEING AND EMOTIONAL RESILIENCE FOR LEARNING  
Morley College**

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The programme was delivered by -



**CLAIRE COLLINS**  
consultancy

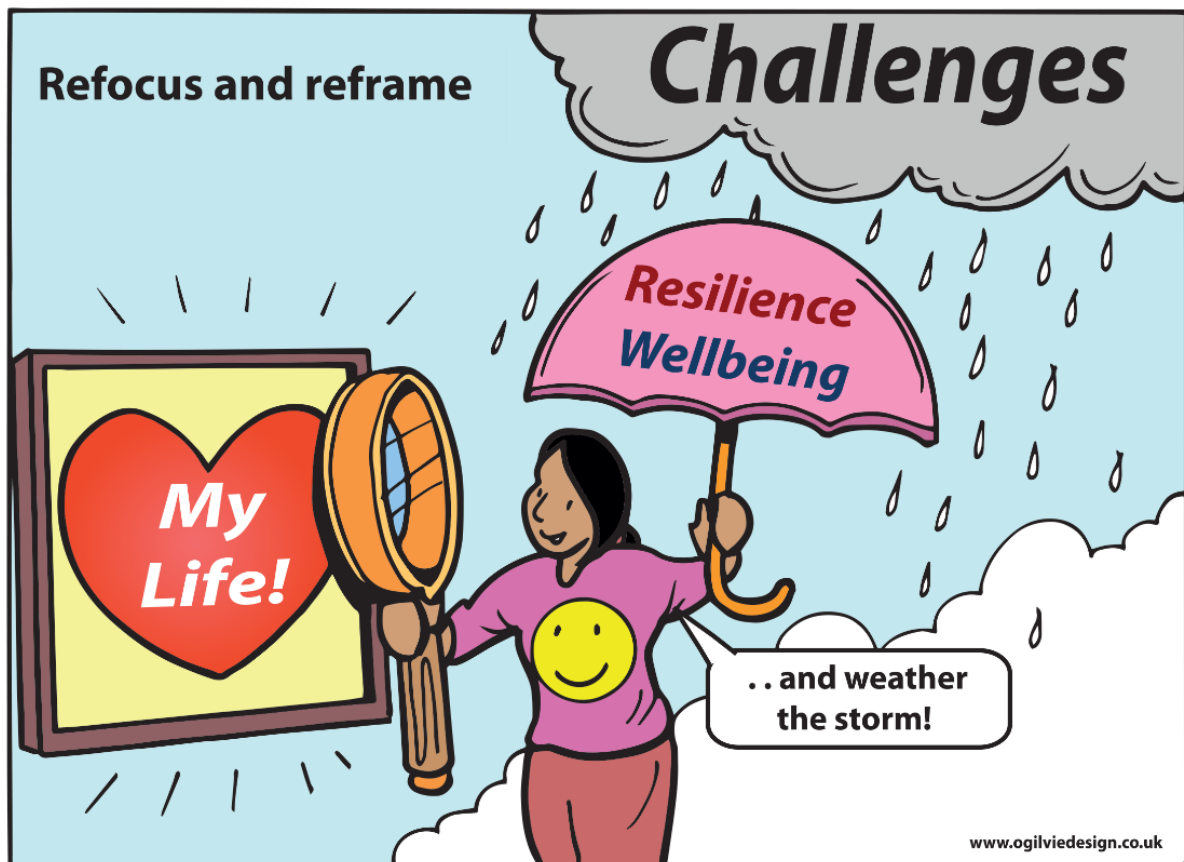


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# Final Report - Wellbeing and Emotional Resilience for Learning

Morley College



The aim of this project was to develop a bank of teaching and learning resources aimed at Entry Level 3 to Level 2 Functional Skills English for adult students that would embed core English skills, such as reading for meaning and speaking to communicate, with themed lessons on Wellbeing and Emotional Resilience.

## Summary

The project leader and four hourly paid English tutors were involved in the project. We envisaged creating 10 hour-long stand-alone sessions that could be delivered at the beginning of a course potentially during a tutorial slot or within the planned teaching hours.

The genesis of this project came out of discussions with colleagues about how we could improve attendance and retention by thinking 'outside the box'. We wanted to see if non-standard approaches to improving attendance would have an impact on levels of engagement, attendance and retention.

We also felt that our cohort of students who are adults with daily challenges would benefit from 'opening up' about the problematics involved in staying in education, and exploring ways to overcome some of their difficulties with childcare, ill health and constrained financial circumstances.

## Rationale

Some students who access English courses at the college find it difficult to complete their courses or make significant progress, especially when faced with detrimental changes to their circumstances or are suffering from long-term health conditions. These include, for example, job losses, denial of benefits, poor health, the death of a relative, episodic and re-occurring bouts of poor mental health or significant difficulties while caring for dependants with disabilities or ill health.

The impact of these circumstances is that they will enrol on courses but then begin to find it difficult to attend and eventually drop out, or are withdrawn for poor attendance before they can complete the course.

Many students who suffer from long term physical and mental health issues find it difficult to engage with and sustain learning, but continue to access courses, or are referred by outside agencies. Apart from the effect this has on students' ability to raise their level of English and gain meaningful qualifications, their level of resilience also has an impact on attendance and retention and the achievement rates for the English department. Raising the achievement rates at Level 2 and the overall attendance rate is an ongoing priority for the English Department.

## Approach

We were clear from the start about what it was we wanted to achieve, and this enabled us to get going with the project. After identifying the tutors and groups to be involved, we were able to achieve the following:

- the production of a bank of 'wellbeing' resources at English Functional Skills Entry Level 2-3 and Level 1-2 – now available to tutors across the department (Appendix 1).
- piloting of a selection of the resources across four English groups – taking students through a structured programme to identify key challenges in their lives, consider factors which could impact their wellbeing, and develop strategies for developing wellbeing and resilience.
- embedding and developing literacy skills throughout the course – students were presented with a wide range of reading, writing and speaking and listening activities, as well as IT tasks when completing weekly activities on google classroom.
- the introduction of a culture of wellbeing and emotional resilience – where students were encouraged regularly to consider the state and importance of their own wellbeing.
- development of a positive mindset in students – to help manage feelings and experiences and identify where they could employ a more positive outlook.
- increased confidence to share and discuss issues with others.
- collection of students' work, as well as mid-term and end-of-term evaluation feedback (Appendix 2).

The materials have been well received by students and staff in equal measure; however, we need to review the continuing impact of the materials on our cohort. As such, we intend to take this work forward to the next academic year using feedback from tutors to direct our future development.

## Professional learning: Evidence of changes in teaching, learning and assessment practices

The project gave hourly paid teachers CPD opportunities, and all the staff involved in the project attended the ETF English Resilience: developing students' self-belief and perseverance training on 25 October 2019. This provided a helpful springboard for tutors involved in the project to meet and start a meaningful dialogue about the challenges our students face and how we can begin to support them.

As the project progressed, the tutors involved met with each other to discuss the impact of the materials on the students, their teaching and themselves. Some valuable conversations were held and tutors started to challenge their own fears around the difficulty of some of the topics, potentially opening up emotional wounds for students in their care.

As project leader, I met with tutors and we talked about how students were learning and if it was felt that real change was taking place in the classroom in terms of facing those affective barriers to learning, such as poor mental health, after engaging in this programme of study. It became clear after a few weeks of the programme that students started to see that, despite the difficulties they had faced in their lives or will still face, they could contribute equally and that they have something of value to offer, regardless of their starting points and the challenges to those starting points.

The tutors involved in the project have been able to see the impact of engaging with the students in ways that they have not been comfortable with in the past. Their confidence in tackling some of the more sensitive subjects of the 10-week programme has grown and this is evident from learning walks (Appendix 3). The tutors involved appear more likely to take risks with their teaching as they can see the positive impact the materials and subjects are having on the students.

Students have become more open about the difficulties they face in their lives and this has meant that they have sought support and feedback. Feedback from discussions with tutors has shown that students seem better able to concentrate during class and, where necessary, tutors have been able to signpost them to sources of support within the college.

## Evidence of improved collaboration and changes in organisational practices

The staff at the college are hourly paid and tend to work independently of one another. There is a culture of 'ships passing at the photocopier', but this project has given tutors a focus and reason to get together and work collaboratively and have valuable conversations about teaching. It has opened up opportunities for informal

peer mentoring and helped tutors reflect on how these materials and lessons can effect cultural change in the classroom.

The tutors involved have started to see the benefits of sharing ideas, materials and reflections on teaching and learning. The project leader has had the opportunity to carry out learning walks that are not based upon college wide priorities and engage with the students and see the impact of the lessons on their engagement and enjoyment (Appendix 3).

We have created better links with Student Services and are better able to signpost students to sources of support within and without the college.

## Evidence of improvement in students' achievements, retention and progression

The students involved in this project have fully engaged with the learning materials. In the Entry level group, who have been immersed in the project, attendance is currently at 90% which is 9% up from the same cohort last academic year, and all the students in the group have been retained so far. A learning walk and student case study carried out within the group showed that students were able to talk openly about the challenges they face and that they were able to take risks and share with one another the painful stories of their past (Appendix 3 and Case Studies).

The experience in the level 1 group has not been as immersive yet: attendance for the cohort for the term has remained steady at 84% over 18/19 and 19/20. This is still below the college target of 90% but a step in the right direction. Evidence from learning walks shows that students have found the lessons stimulating and have expressed to me that the content of the lessons has been motivating and powerful. The tutor for this group has grown in confidence and has decided to use more of the materials with the group.

Attendance for term 2 continues to be high, which may be indicative of the increased focus on wellbeing. All the students from term 1 have progressed on to term 2. This is particularly notable as the level 1 group is a non-accredited group and students often lose motivation at this stage of the academic year as there is no external qualification attached to the course and it can feel that there is a 'long way to go'.

The data is replicated in the level 2 group with attendance for term one at 82% for the past two academic years and has increased to 89% for term two. Some of the comments from the student evaluations (Appendix 2) also bear witness to the impact of the course on the students:

*I really enjoyed the activities used in class for the past few weeks and I really understand what wellbeing means to me.*

*Talking about this topic made me think about my wellbeing and solutions for me to improve it.*

*Honestly this course is amazing and I'm very happy that I'm taking it.*

*It really does increase our resilience and teach us how to take care of our minds and bodies.*

## Learning from this project

Students were engaged, motivated and inspired throughout their learning of this topic. Many demonstrated a high level of commitment to attending class when they were experiencing illness, stress or other conflicting events in their lives. They participated fully in class activities and there was a high completion rate of homework tasks.

They have been able to reflect on the English skills they were developing along the way and enjoyed the range of activities used throughout the term. In one end-of-term evaluation, students expressed how this course had given them time and space to consider their wellbeing. There has been general consensus from students and tutors that making time to reflect on wellbeing and life challenges can enhance wellbeing and emotional resilience.

The impact of the course could have been greater if all tutors had been as fully involved as others, but some needed time to reflect and grow in confidence to tackle sensitive subjects and topics with students. Others felt that the materials need to be reviewed and revised in alignment with the recent Functional Skills Reforms. This will bring in greater opportunities for staff to contribute to and collaborate on these revisions.

We have witnessed as a team that enabling students to talk about some of the issues they face in a safe space has improved student engagement and focus, and general wellbeing. We have discovered that our students can benefit from lesson topics that resonate with painful experiences and that they can move forward from them with a more positive mindset.



**Wellbeing and  
Emotional Resilience  
for  
Your Learning  
  
Entry Level 3  
2019-20**



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## Why learning is good for you

### Keep on learning

Learning new skills can be useful. Learning can also affect our wellbeing in a positive way. Learning does not always mean enrolling on courses to get qualifications. There are many ways to bring learning into your life.

As adults, it can seem as though we have less time to learn new things, but learning can help to improve our wellbeing. It can also boost our self-esteem. Adults who are doing some kind of learning in their lives often say that they feel better about themselves and that they feel more self-confident, useful and hopeful.

### Give learning a go

If you want to set yourself a new learning challenge, it helps to think about learning in all different parts of your life. College courses are great ways to learn new things, but there are many other ways too. You might:

- Learn to cook a favourite dish that you've never eaten at home.
- Visit a gallery or museum and learn about a person or time in history that interests you.
- Take on a new responsibility at work, such as learning to use an IT system.
- Fix a broken bike or garden gate. Once you've done that, how about setting yourself a bigger DIY project?
- Sign up for a course you've been meaning to do at a local community centre. You might learn a new language, or try something practical such as plumbing.
- Find a hobby that challenges you, whether it is singing in a choir, writing stories, drawing or painting.
- Visit a local park or check out a community group and see what they have to offer.

<https://www.livingwell.org.au/well-being/five-ways-to-mental-wellbeing/keep-on-learning/>

## Reading Activity

Read the article '*Why learning is good for you*' and answer the questions below.

- 1) Look up the following words in the dictionary and write down the meaning:

**Wellbeing:** .....

.....

**Self-esteem:** .....

.....

**A challenge (noun):** .....

.....

- 2) Write down **three** positive things that adults who are learning say that they feel:

.....

.....

.....

.....

3) Which **one** of the learning ideas (in the bullet points) would you like to try the most?

.....

.....

.....

4) Why have you chosen this one?

**(Write your answer in complete sentences.)**

.....

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.....

.....

# Week 1: Introduction to Wellbeing

*Wellbeing* can mean our physical health but it can also mean having positive *mental health*. People with positive mental wellbeing feel good about themselves and function well in their lives.

Mental health can be affected by the situations around us. People who have *positive* wellbeing are able to deal with challenging situations in a way that shows *resilience*. They are able to *maintain balance* in their lives.

However, external circumstances change all the time, which means that our feeling of wellbeing can go *up or down* on a regular basis.

1) In your group agree and write down a **short** answer for the following questions:

**What is positive mental health?**

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**What is resilience?**

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**What does it mean to 'maintain balance'?**

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2) In your group, discuss what **wellbeing** means to you in your life using the questions below to help you.

Write a sentence for each question:

a) What is your feeling of wellbeing like today? (Good / bad)

b) Why?

c) How do you feel when you have a *good* sense of wellbeing?

d) How do you feel when your sense of wellbeing is *going down*?

### 3) Wellbeing indicators

In 2005, some university researchers made a Mental Wellbeing scale. This was a set of 10 sentences, which they thought were good indicators of positive mental health.

Your teacher will give you 10 strips of paper with the indicator sentences written on them.

- a) In your group, discuss what each sentence means.
  
- b) Are these questions helpful to find out about someone's wellbeing?
  
- c) Which ones are the most important indicators to you in your life?

**a) feeling positive about the future**

**b) feeling useful**

**c) feeling relaxed**

**d) dealing with problems well**

**e) thinking clearly**

**f) feeling good about yourself**

**g) feeling close to other people**

**h) feeling confident**

**i) able to make up my own mind about things**

**j) feeling cheerful**



Web Article: The Guardian (adapted)

## Experience: I couldn't read until I was 34



I thought it was normal to see words swirling around. I made a joke of it. But the joke carried on for too long.

I was the class joker at school in the 70s and 80s, because I wanted to be liked. The truth was that I was struggling.

Now I know that I had *dyslexia*. Words swim about on the page for me; it's difficult to read them. When I started school 40 years ago, no one picked this up. I just thought it was normal to see words moving in 3D. I couldn't understand why I couldn't read or write like my friends, so I made a joke of it. But the joke carried on for too long.

At primary school, I made up a different personality. Outside, John was the funny, good-looking boy that everyone loved; inside was a different boy who wanted to learn, but couldn't. When I started secondary school, a teacher made me stand on a chair and read. She wanted to show me I was stupid. It was so humiliating that I would shake, and I developed a bad stutter.

I continued to struggle through my school years. To all my friends, the 'joker' was doing fine – he wasn't clever, but had lots of mates. Inside, the real me was struggling.

I didn't talk to any teachers or family about this. I was clever at hiding it. When I had to write anything down, I guessed, writing what I hoped were the right words. I'd copy my friend's work; he knew something was wrong, so let me. I cheated or guessed in tests. I became good at learning by heart.

I left school with hardly any qualifications. My big brother Ian had joined the army, so I did too. It was brilliant and I was a great soldier. Finally I was proud of myself! I progressed well and got promoted – but I couldn't write a report.

In 1994, I trained to be a medic in the army. But in the end all my problems came out. I failed one of my written exams and my teacher wanted an explanation. I was embarrassed, but I had to tell him I had dyslexia and that I couldn't read. He was very supportive and helped me to get back into education. I was 34.

I enrolled at college and went back to basics on the course. I knew the alphabet and some words, but not many. A personal tutor helped me every week, teaching me to understand words through pictures and I had a laptop with *read-and-write* and *speak-and-spell* programmes.

I carried on studying English at college and eventually passed my army medic course. I'm 47 now and it's been a long journey, but I've finally made it to my dream job of teaching others. I'm proof that everyone deserves the right to learn and achieve.

**By John Spence**

Adapted from Guardian website:

<https://www.theguardian.com/lifeandstyle/2018/jul/06/experience-i-couldnt-read-until-i-was-34>

**Questions (1):**

Read the questions below and write **a short answer** for each:

**a) When did John first go to school?**

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**b) What condition did John have at school?**

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**c) What did John's secondary school teacher make him do?**

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**d) Who did John talk to at school about his problems?**

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**e) Why did John join the army?**

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**f) What does John think everyone deserves?**

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**Questions (2):**

Read the questions below and write your own answers **in full sentences**:

1) What was John's *greatest* challenge in his early life?

2) How did John feel about his situation at school?

3) What did John do to *cope* with his problems at school?

4) How would you describe John as a person?

5) Why do you think John was successful in the end?

## Different word types – Your Easter Holidays

<p><b><u>Common nouns</u></b></p> <p>home church birthday family food beach hotel friends meal sisters blessing</p>	<p><b><u>Proper Noun</u></b></p> <p>Easter Birmingham Manchester London Cyprus Belgium Victoria</p>
<p><b><u>Verb</u></b></p> <p>celebrating travelled walked ate visited</p>	<p><b><u>Adjective</u></b></p> <p>nice very good fantastic busy beautiful amazing lovely</p>

## Different word types: John Spence article

- a) Read the list of words below from the John Spence article.  
 b) Write each one in the correct 'word type' box.

<b>John Spence</b>	<b>trained</b>	<b>great</b>	<b>friends</b>
<b>brilliant</b>	<b>read</b>	<b>Dyslexia</b>	<b>long</b>
<b>write</b>	<b>struggling</b>	<b>studying</b>	<b>soldier</b>
<b>supportive</b>	<b>enrolled</b>	<b>clever</b>	<b>proud</b>
<b>brother</b>	<b>English</b>	<b>Ian</b>	<b>job</b>

<u>common nouns</u>	<u>Proper nouns</u>
<u>verbs</u>	<u>adjectives</u>

c) Now choose **one word** from each box and write it in a sentence:

common noun:

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Proper noun:

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verb:

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adjective:

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d) Write **one synonym** for each of the words below:

<b>word</b>	<b>synonym</b>
great	
friends	
clever	
brilliant	
embarrassed	
enrolled	
supportive	
struggling	



Read the following article:

## **My great career challenge**

One of the greatest challenges in my life was when I decided to change my job when I was 40. I had worked in a customer service office for 20 years and I liked my team, but it was so busy. We never had enough staff to get all the work done. I was stressed out every day. It made me unhappy and sometimes I felt sick and anxious.

I really wanted to change my life, so I went to the local job centre and met with a career adviser. She asked me what I enjoyed doing and I told her that I loved training new staff. She said, 'have you ever thought about teaching?'

I went away and did some research. I wanted to teach Admin and IT Skills and I found out that I could train at my local college to get a teaching qualification. I applied for the course straight away. I had an interview and they accepted me on the course!

The first challenge I faced was how to manage my childcare. I couldn't quit my job because I needed the money, so I had to find a different solution. I asked my employer if I could go part-time. That way I could take the kids to and from school, and still get to college in time in the evenings. They were not very happy at first, but finally they agreed.

I started the course and at first everything went well, but then my kids all got a sickness bug. I had to take time off college, then I got behind with my work and missed some classes. I called the tutor to let him know what was going on. I explained everything about my situation and he was ok about it. He even gave me extra time for some of my college work.

The course went up and down like that for two years: the kids would get sick, or I would get sick, or sometimes I had to cover someone else's shift at work. Trying to juggle all those different bits of my life was the hardest thing I've ever done. I was exhausted from working, studying and being a mum and a wife. I didn't get to spend much time with my kids, and I had to do my college work late at night when everyone else had gone to sleep.

After two hard years, I finally passed the course and got my teaching qualification. I was amazed and relieved! I have been teaching for 18 months now and I love it. It's really hard work, but it fits around my family life and I am never anxious or stressed out like before. It was an enormous challenge to get here, but I'm so proud of myself for never giving up.

If you feel you're ready for a change, think about what you really want to do and just go for it. Nothing is impossible if you truly want to make the change. **JUST GO FOR IT!!!**

**By Stephanie Akinbola**

**Answer the following questions (just write short notes):**

1) Why did Stephanie want to change her job?

2) How did her old job make her feel?

3) Who helped her to find a new career?

4) Here are three of the challenges that Stephanie had to deal with. Can you write down how she dealt with each one:

<b>Challenge:</b>	<b>How she dealt with it:</b>
1) Managing childcare	
2) Missing classes and getting behind with work	
3) Not having enough time to do her course work	

5) How did she feel once she completed her course.

6) Write down five words which you think describe Stephanie's personality:

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-

-

-

## **One of my greatest challenges**

Write an answer to each of the following points:

(write in **full** sentences)

1) One of my greatest challenges was:

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2) It was a challenge because:

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3) It made me feel:

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4) I overcame it / learned to live with it by:

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5) I was helped by (name): \_\_\_\_\_

They helped me by:

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6) Afterwards I felt:

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7) I would give the following advice to other people in this situation:

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**Activity 1)****Read the following article:**

## Daily Stress in the Technological Age

With all the pressures of modern technology, hardly any of us really 'switch off' nowadays. Everywhere you look, someone is on a mobile or tablet. The problem that we face is that we are always connected to technology. Just because we physically leave our workplace at the end of the day, this doesn't mean we leave our work behind.

Many people will get home and the first thing they do is go to check their work emails, to see if anything urgent has come up. We don't give ourselves time to re-connect with the real world, and this can make us feel stressed out.

### Never a moment's peace

It isn't just at home that we feel the stress of technology. At work many people feel that there is no escape from all the emails we receive each day. We feel a pressure to answer emails quickly, which can mean that we leave the task we are working on and give our attention to something that might not be as important. Multitasking is stressful! Trying to do too many things at once can mean we don't do anything well.

### Too busy to connect

People are sending emails to people across the office from them because they feel too 'busy' to take a short break from work. We are losing our touch with reality

and even meeting up less in person. Most of the conversations we have nowadays in the modern world happen over email, social media or over the phone, as it is easier to just send a 'quick message' than go and meet up with someone in person.

## **Why do we let technology control us?**

People are feeling more and more anxious when they are without their mobile phone. One reason for this is because we feel nervous when we think other people can't get hold of us. However, even when we do have our phones they can still be a cause of stress. For example, as instant messaging is such a big part of our lives now, we feel disappointed if we don't receive any messages or if someone doesn't reply to a message we send them.

Although people seemed to manage fine before the invention of mobile phones, people have now become so attached to their phones that they fear they will miss something important without them.

Source: <http://www.stress.org.uk/other-news-and-events/>



## Activity 2) Answer the questions:

a) What do people usually do as soon as they get home from work?

- cook their dinner.
- switch on the TV.
- check their personal emails
- check their work emails.

b) What do the following words mean in the text? Write an explanation for each:

i) connected -

ii) multitasking -

iii) disappointed -

c) Why are people meeting up less in person and having less face-to-face conversations?

d) Can you give two reasons in the text why we let technology control us?

1)

2)

e) On a scale of 1-5 (where 5 is 'most') how anxious do you feel if you leave your mobile phone at home by mistake?

	1	2	3	4	5	
Least anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	most anxious

Can you explain why you feel this way about your mobile?

Watch this! [https://www.youtube.com/watch?v=mM\\_ZRP64akA](https://www.youtube.com/watch?v=mM_ZRP64akA)

## Daily challenges:

Technology is one daily cause of stress that most of us have to deal with.

Read the grid below with some daily challenges that other students have to deal with.

	Type of challenge:	Why it is a problem:	How it makes me feel:	Is it in my control – why?
1)	Getting my kids to school on time	We are always rushing, and we always miss the gate before it closes. It makes me late for work / college.	I feel stressed out and anxious. I shout at my kids and it's a really bad start to the day.	Yes. I could stop my kids from watching the TV in the morning. I could make them have a list of jobs to follow and they could get a reward at the end of the week if we get to school on time
2)	Getting enough sleep	I often stay up later watching stuff on TV, looking at Facebook or playing computer games.	Really exhausted the next day. I can't concentrate properly at work or college. I get grumpy with my husband and kids in the morning.	Yes. I need to be stricter with myself. I should switch everything off at 10pm and go to bed.
3)	Coping with my health condition	Sometimes my medication doesn't work, and I have to go to the GP or the clinic to get checked out.	Sick and stressed out because I never know from week to week if I can stick to my work / college timetable. I'm always stressed about my boss or tutor are going to say.	No.
4)	Earning enough money to pay the bills every month.	I'm always trying to take on overtime to earn extra money, so we can cover the cost of everything.	I feel a constant pressure from my partner to take on extra work although I get really tired if I work too much.	Not sure. I could look for a job that pays me more money but I need to get my English and Maths GCSEs first.

## My daily challenges:

Can you think of at least 2 daily challenges that cause stress in your life? Write in some details in the grid below for your daily challenges:

	Type of challenge:	Why it is a problem:	How it makes me feel:	Is it in my control – why?
1)				
2)				
3)				
4)				

Write your 2 challenges up into paragraphs – 1 paragraph per challenge.

For each paragraph write a sentence about:

- what the challenge is
- why it is a problem
- how it makes you feel
- if it is in your control (and why).

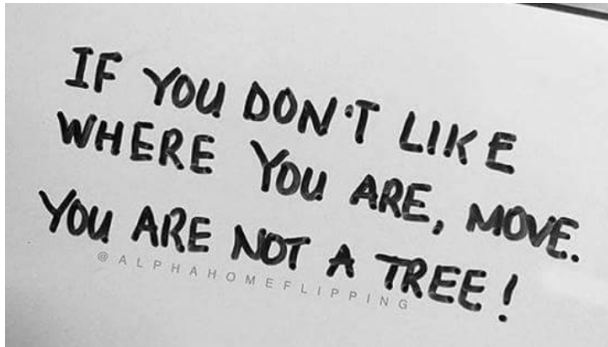
**My daily challenges:**

## My daily challenges: Redrafted

# Inspiring Quotes

**Activity 1:** In pairs – read quotes A-C and discuss what each one means to you.

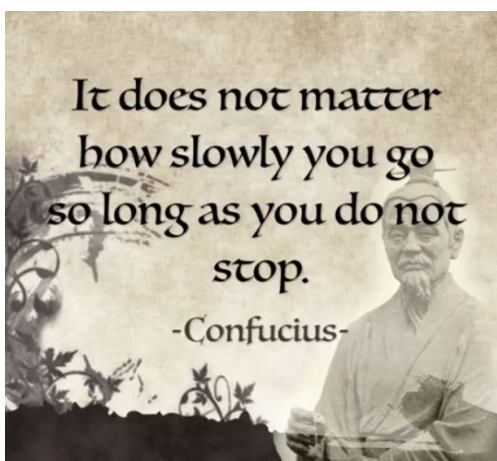
## Quote A



## Quote B



## Quote C





**Activity 2:**

a) By yourself, choose one of the quotes which is important in your life right now.

Write the quote out here:

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b) Which area of your life this quote relates to (circle the ones which apply to you)

health / family / work / study / other:\_\_\_\_\_

c) Write a paragraph to explain why this quote is important in your life? (What can you learn from it?)

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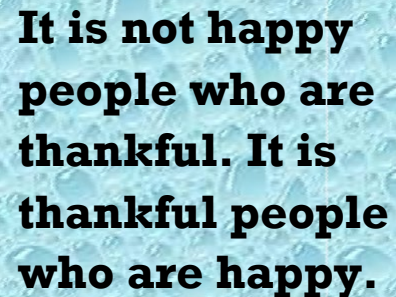
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### Extension activity:

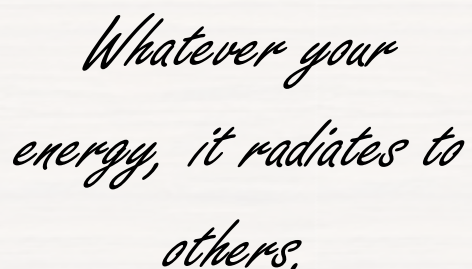
Read these quotes – what do you think they mean? (Look up any new words in the dictionary).

#### Quote D



**It is not happy people who are thankful. It is thankful people who are happy.**

#### Quote E



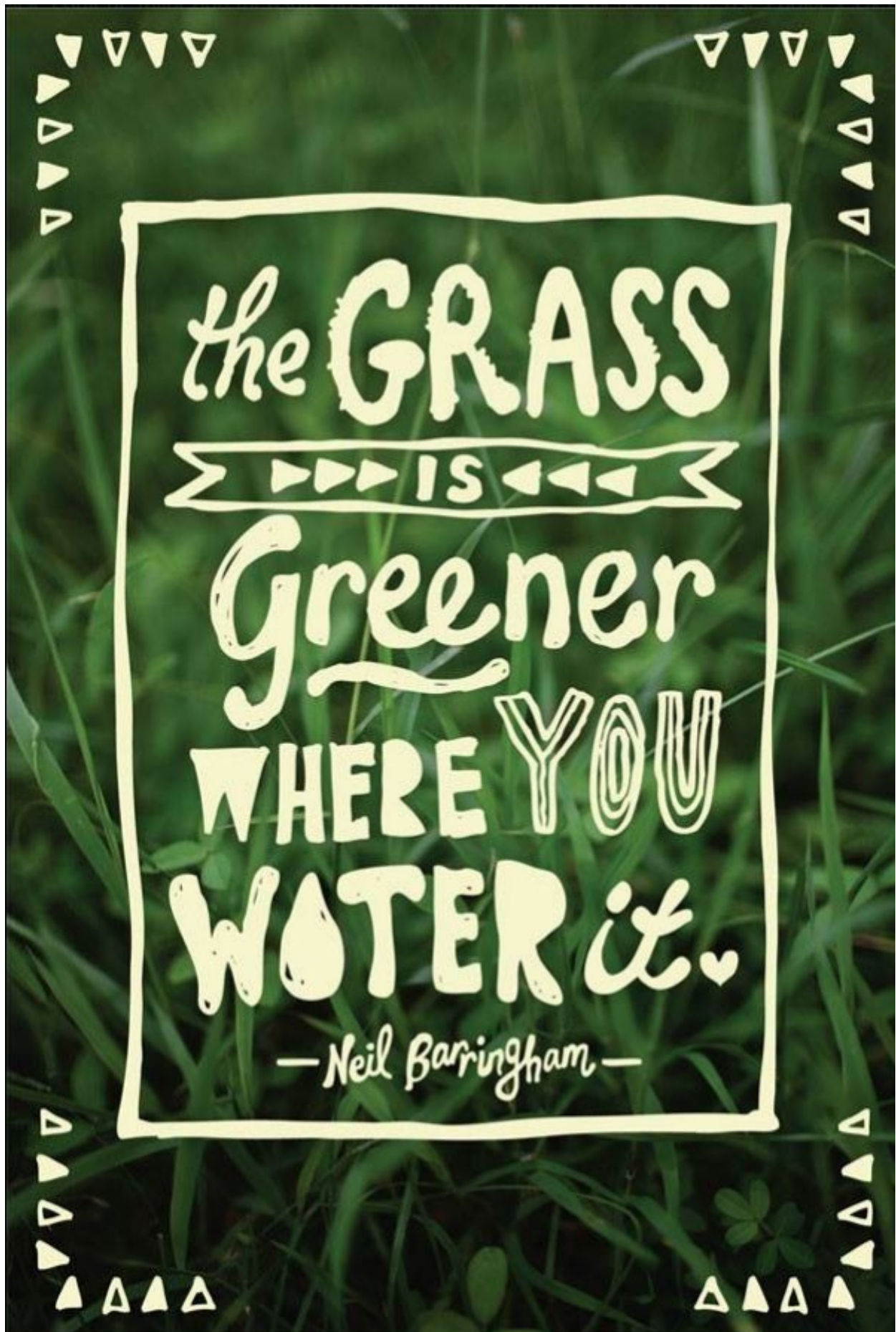
*Whatever your energy, it radiates to others.*

#### Quote F

**If you are feeling sad, you are living in the past.**

**If you are feeling anxious you are living in the future.**

**All we have is NOW and that is a place of power.**



### Activity 3: Watering the grass!

Read the quote and make some notes for each of the following:

a) What do you think this quote means?

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b) Do you 'water' your own grass? How?

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c) List some other things you could do to 'water' your grass?

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**Read the following poster:**

## Top ten tips to improve your wellbeing

We all know that wellbeing is important for both physical and mental health. But what does it really mean and how do you achieve it?

Here are our top ten tips to get you started ....



### 1. Do something creative

Being creative improves your mood and self-esteem. Why not try drawing, knitting, writing a journal, playing music, acting, taking a photo or planting a flower. The possibilities are endless!

### 2. Value yourself and others

Spend time reflecting on your strengths and what you have done well today. Remember to also look for the good in other people and tell them that you appreciate them.

### 3. Eat well to boost your mood

Food can have a real influence on our mood so choose healthy foods to boost your mood and energy levels. When in doubt, eat more vegetables and fewer take-aways!

### 4. Connect with others

Spending time with family and friends helps you share feelings and get emotional support. Why not turn off the TV and your phone, and take time to talk to friends or strangers and connect?

### 5. Be active

Exercise combats anxiety and depression as well as improving fitness. Just 30 minutes a day will help. So ditch the bus and take a walk, go cycling, climb the stairs or just take the kids to the park!

### 6. Care for yourself

Take some time for yourself. Do something you enjoy such as a hobby, go for a walk, read a good book or have your hair done. It doesn't matter what it is – it's time just for you.

### 7. Be mindful

Become more aware of the world right now. What are you seeing, thinking, smelling and feeling? Try sitting in a different chair or walking a new route to the shops – as long as you take time to notice it.

### 8. Give back

It feels good to give. Even small acts count, whether it's a smile, a thank you or a kind word. Or why not volunteer at your local community centre? You'll feel better and meet new people.

### 9. Ask for help

If you're feeling pressure, find time to talk with family or friends to stop anxiety, stress and negative thoughts from building up. If you're really down, ask your doctor about counselling or other help.

### 10. Keep learning

Learning increases your confidence, lowers stress and helps you feel more optimistic and satisfied. So why not sign up for a course, learn to fix your bike, visit a museum or try cooking a new dish?

For more help and advice, visit the **NHS Moodzone** at <https://www.nhs.uk/Conditions/stress-anxiety-depression/>

**Answer the following questions:**

- 1) Which tip is about talking to other people if you are feeling down?
- 2) How long does it say you need to be active for in tip 5?
- 3) Where can you look to get more help and advice?
- 4) Which two activities does the poster say you could try to be mindful?
- 5) Why does the poster say it is good to be creative?
- 6) Which tips are most important to you and why?
  - a. Tip\_\_\_\_\_ Reason:
  - b. Tip\_\_\_\_\_ Reason:
  - c. Tip\_\_\_\_\_ Reason:

**Writing task:**

Imagine you are a tutor and you want to talk to your students about wellbeing.

Write them a short email to say the following:

- Why wellbeing is important for them.
- Three top tips for looking after their wellbeing.
- Tell them where they can go to get more advice on the subject.

**Plan your writing here:**







## Appendix 1: Learning materials – Entry 3

## Make Your Own Wellbeing Leaflet:

You are going to make a leaflet for other students at Morley College to tell them about the importance of positive wellbeing.

Using the template your teacher gives you:

- a) Fold your leaflet twice to make three equal sections (panels).
- b) Write the title '**Top Tips for Student Wellbeing**' on the first panel.
- c) Write some short sentences for the two sections on the middle panel (think about all the work you have done in class to help you plan these first):
  - **What is wellbeing?**
  - **Why can our wellbeing suffer?**
- d) On panel three you need to write down your 5 top tips for wellbeing. Keep each tip **short** and **to the point!** (You can use some of the tips you have already discussed in class – or make up some new ones.)
- e) Finally, you need to give some advice about what students should do, or where they can go, if they need to get some more help or guidance on managing their wellbeing. Try to write down four suggestions **against the bullet points**.



## What is wellbeing?

## Top five tips for wellbeing:

1.
2.
3.
4.
5.

## Why can our wellbeing suffer?



## Need some help?

If your wellbeing is bad, you can:

- 
- 
- 
-

## Wellbeing and Emotional Resilience: Mid-term Evaluation

You have been studying the topic of *wellbeing* to support you in your learning.

Answer the following questions on the lessons so far:

1) I have found this topic interesting:

(circle the number which best represents your answer)

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

2) I have felt comfortable studying this topic in the class:

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

3) I have found this topic helpful in my daily life:

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

**Please turn over**

5) Is there anything you have not enjoyed about the topic or the activities used in class?

6) Is there anything else you would like to study as part of this topic?

7) Any other comments you would like to make about the topic or the activities used in class:

## Wellbeing and Emotional Resilience: End of term Evaluation

You have been studying the topic of *wellbeing* to support you in your learning.

Answer the following questions on your learning of the topic:

1) I have found this topic interesting:

(circle the number which best represents your answer)

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

2) I have felt comfortable studying this topic in the class:

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

3) I have found this topic helpful in my daily life:

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

5) I would recommend this topic to other students:

<i>Not at all</i>			<i>Partly</i>		<i>Very</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

Please turn over

6) The best part of the class is when...

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7) I don't like it when my teacher makes us...

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8) I wish my teacher would do more...

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9) In the future it would be great if we could focus on...

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# Emotional Resilience and Wellbeing for Your Learning:

## Bridging to Level 2

	Wellbeing content	Concepts, knowledge, skills	Focus points
<b>Wk 1</b>	<p><b>Introduction to Wellbeing:</b></p> <ul style="list-style-type: none"> <li>-What does wellbeing mean to you</li> <li>-Indicators of wellbeing</li> <li>-Your wellbeing scale (Wk1)</li> <li>-Timed reading activity: 'Why learning is good for you'</li> <li>-Grammar revision</li> <li>-Spellings</li> </ul>	<p>Dictionary work, infer meaning from a text, understand idioms, develop an understanding of the topic of Wellbeing. Assess your awareness of your current wellbeing. Locate specific information in a text. Write concisely. Use phonics and spelling patterns to decode and spell words.</p>	<p>Speaking and listening, group discussion, self-assessment, time management, extracting information from a text</p>
<b>Wk 2</b>	<p><b>Big challenges in life (pt1):</b></p> <ul style="list-style-type: none"> <li>-Reading activity: John Spence article 'I couldn't read until I was 34'</li> <li>-Writing activity: 'My Challenge' article (pt1)</li> <li>-Grammar revision</li> <li>-Spellings</li> </ul>	<p>Locate specific information in a text. Ask relevant questions, give relevant answers, note-taking. Plan your writing. Dictionary work. Write concisely. Use phonics and spelling patterns to decode and spell words.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, extracting information from a text</p>
<b>Wk 3</b>	<p><b>Big challenges in life (pt2):</b></p> <ul style="list-style-type: none"> <li>-Writing activity: type up 'My challenge' article</li> <li>-Reading activity: Stephanie Akinbola article</li> <li>-Grammar revision</li> <li>-Spellings</li> </ul>	<p>Plan your writing. Write in an interesting and engaging way. Structure paragraphs using accurate SPAG. Recognise key features of an article. Locate specific information in a text. Identify spelling, punctuation and grammar errors in a text and make corrections. Use phonics and spelling patterns to decode and spell words.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, planning and writing</p>



<p><b>Wk 4</b></p>	<p><b>Small challenges (pt1):</b>  Reading activity: Daily Stress in the Technological Age'  Writing activity: 'My everyday stresses'  -Grammar revision  -Spellings</p>	<p>Make relevant contributions in a group discussion. Locate specific information in a text. Infer meaning. Dictionary work.  Identify and assess your own sources of daily stress. Write concisely. Use phonics and spelling patterns to decode and spell words.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, extracting information from a text</p>
<p><b>Wk 5</b></p>	<p><b>Small challenges (pt2):</b>  -Reading activity: 'Other learners' daily challenges'  -Writing task: write about your own daily challenges (how they affect you and are they in your control?)  -Reading activities: Chronic stress / How stress affects you  -Grammar revision  -Spellings</p>	<p>Identify and assess your own sources of daily stress. Note-taking. Plan your writing.  Structure paragraphs using accurate SPAG. Locate specific information in a text. Infer meaning. Assessing positive and negative concepts. Make analogies with your own life.  Write concisely. Use phonics and spelling patterns to decode and spell words.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, extracting information a text</p>
<p><b>Wk 6</b></p>	<p><b>Caring for ourselves:</b>  -Mid-course evaluation  -Positive quotes / growth mindset  -What makes me smile?  -5 steps to wellbeing  -Grammar revision  -Spellings</p>	<p>Consider the purpose of a text. Evaluate the impact of the course so far on your wellbeing and functional skills development. Infer meaning from quotes. Make analogies with your own life. Write concisely.  Use phonics and spelling patterns to decode and spell words.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, peer assessment, extracting information from a text</p>

<p><b>Wk 7</b></p>	<p><b>Approaches to dealing with stress (pt1):</b></p> <ul style="list-style-type: none"> <li>-Write a leaflet: 'Top tips for learner wellbeing'</li> <li>-Advice to stressed out learners: Case studies</li> <li>-My happiness 5-a-day</li> <li>-Gratitude diary</li> <li>mindfulness / meditation</li> </ul>	<p>Consider the purpose of a text. Identify key features of a leaflet. Plan your writing. Write in an interesting and engaging way.</p> <p>Structure paragraphs using accurate SPAG. Create a leaflet electronically using a template. Write an email. Research some activities to 'destress'. Use phonics and spelling patterns to decode and spell words.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, planning and drafting your writing</p>
<p><b>Wk 8</b></p>	<p><b>Approaches to dealing with stress (pt2):</b></p> <ul style="list-style-type: none"> <li>-Write a leaflet: Top tips for learner wellbeing</li> <li>Research your own approaches to stress management</li> <li>-Plan a presentation on Wellbeing and Emotional Resilience</li> </ul>	<p>Create a leaflet electronically. Write in an interesting and engaging way. Structure paragraphs using accurate SPAG. Proofread your writing for errors. Review another learner's leaflet. Identify key features of writing and delivering a presentation. Carry out online research.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, peer assessment, planning and drafting your writing</p>
<p><b>Wk 9</b></p>	<p><b>End of term assessment:</b></p> <ul style="list-style-type: none"> <li>-Plan and write a presentation on your Wellbeing and Emotional Resilience course experience</li> <li>-Online research</li> </ul>	<p>Read and analyse two texts on a common theme. Locate specific information in texts. Plan and draft a presentation using interesting and engaging language.</p>	<p>Speaking and listening, group discussion, self-assessment, IT skills, time management, extracting information from texts, planning and drafting your writing</p>

<b>Wk 10</b>	<b>End of term assessment:</b> -Wellbeing presentations -Recording a podcast	Deliver your presentation to the group. Make relevant contributions in a group discussion. Ask and answer relevant questions. Practise your group podcast.	Speaking and listening, group discussion, self-assessment, IT skills
<b>Wk 11</b>	<b>End of term assessment:</b> -Wellbeing presentations -End of course evaluation -Record a podcast	Deliver your presentation to the group. Make relevant contributions in a group discussion. Ask and answer relevant questions. Practise your group podcast. Evaluate the impact of the course overall on your wellbeing and functional skills development. Record your presentation / take part in a short discussion on wellbeing.	Speaking and listening, group discussion, self-assessment, IT skills

# **Wellbeing and Emotional Resilience for Your Learning**

## **English Level 1-2**

**2019-20**

# Week 1: Introduction to Wellbeing

Wellbeing can mean our physical health but it also refers to the positive aspect of our mental health. People with positive mental wellbeing feel good and function well. Mental health is affected both by *external circumstances* and by *how* we respond to them. People who function well respond to challenging external circumstances in a way that shows *resilience* and enables them to *maintain balance* in their lives. However, external circumstances change all the time, which means that for most of us mental wellbeing comes and goes.

Mental wellbeing has a powerful influence on physical health, on learning, on productivity and on the quality of interpersonal relationships. So promoting mental wellbeing is important for public health, education, the economy and society.

1) Note down a **short** explanation for the following words/phrases:

*(use a dictionary to help you if needed)*

**External circumstances:**

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**Resilience:**

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**Maintain balance:**

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2) In your group, discuss what wellbeing means to you in your life and jot down some notes on the following questions:

a) What does wellbeing mean to you?

b) How does positive wellbeing impact on your daily life?

c) How can you tell when your sense of wellbeing is changing?

### 3) Wellbeing indicators

In 2005, researchers from Warwick and Edinburgh universities came together to produce the Warwick-Edinburgh Mental Wellbeing scale. This was a set of 14 statements which they considered to be clear indicators of positive mental health.

- a) Read following 14 statements below and discuss in your group if you feel these are useful indicators of an individual's positive wellbeing.
- b) Which ones are the most important indicators to you in your life? Could you put them in order 1-14 of **most** to **least** important?

Statements	(1-14)
a) feeling optimistic about the future	
b) feeling useful	
c) feeling relaxed	
d) feeling interested in other people	
e) having energy to spare	
f) dealing with problems well	
g) thinking clearly	
h) feeling good about yourself	
i) feeling close to other people	
j) feeling confident	
k) able to make up my own mind about things	
l) feeling loved	
m) interested in new things	
n) feeling cheerful	

**a) feeling optimistic about the future**

**b) feeling useful**

**c) feeling relaxed**

**d) feeling interested in other people**

**e) having energy to spare**

**f) dealing with problems well**

**g) thinking clearly**

**h) feeling good about yourself**

**i) feeling close to other people**

**j) feeling confident**

**k) able to make up my own mind about things**

**l) feeling loved**

**m) interested in new things**

**n) feeling cheerful**





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## Why learning is good for you

### Keep on learning

Learning new skills can be useful. Learning can also affect our wellbeing in a positive way. Learning does not always mean enrolling on courses to get qualifications. There are many ways to bring learning into your life.

As adults, it can seem as though we have less time to learn new things, but learning can help to improve our wellbeing. It can also boost our self-esteem. Adults who are doing some kind of learning in their lives often say that they feel better about themselves and that they feel more self-confident, useful and hopeful.

### Give learning a go

If you want to set yourself a new learning challenge, it helps to think about learning in all different parts of your life. College courses are great ways to learn new things, but there are many other ways too. You might:

- Learn to cook a favourite dish that you've never eaten at home.
- Visit a gallery or museum and learn about a person or time in history that interests you.
- Take on a new responsibility at work, such as learning to use an IT system.
- Fix a broken bike or garden gate. Once you've done that, how about setting yourself a bigger DIY project?
- Sign up for a course you've been meaning to do at a local community centre. You might learn a new language, or try something practical such as plumbing.
- Find a hobby that challenges you, whether it is singing in a choir, writing stories, drawing or painting.
- Visit a local park or check out a community group and see what they have to offer.

## Check out these sites

The internet is making it easier for us all to keep on learning in new and interesting ways and in the process enhance our wellbeing. It is worth checking out these free resources and sites.

### TED: Ideas worth spreading

**TED** is a small non profit devoted to Ideas Worth Spreading. It started out (in 1984) as a conference bringing together three worlds: Technology, Entertainment, Design. Since then its scope has become ever broader. TED believe passionately in the power of ideas to change attitudes, lives and, ultimately, the world.

### Howstuffworks.com

**HowStuffWorks** is an amazing, award-winning online destination for anyone who wants to know how anything works. If you have an inquisitive mind and are always looking for answers on how anything works the way it does, then this is the site for you. Categories include Computers & Internet, Engines & Automotive, Electronics & Telecom, Science & Technology, Aviation & Transport, Body & Health, Living & Entertainment, Around the House, Machines,etc. Aimless clicking around the site brought me to a page on how Lockpicking works! Well, I guess that could come in use someday...

### The Khan Academy

**Khan Academy** is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free world-class education for anyone anywhere. All of the site's resources are available to anyone. It doesn't matter if you are a student, teacher, home-schooler, principal, adult returning to the classroom after 20 years, or a friendly alien just trying to get a leg up in earthly biology. Khan Academy's materials and resources are available to you completely free of charge.

### The Creativity Portal

**The Creativity Portal** helps you to explore various activities related to arts, crafts, music, and writing. The CP is a specialty directory of sites that have free instructional information (tips, tutorials, articles, projects, how-to's, etc) to help you learn about the topic that interests you the most. If you have the desire to learn photography, writing, fine arts, graphic design, music making, origami, balloon twisting, and a whole lot of other things, then this is the place for you to begin your learning adventure. I was particularly impressed by the section on music featuring lessons on guitar, flutes. drums, banjo, etc.

<https://www.livingwell.org.au/well-being/five-ways-to-mental-wellbeing/keep-on-learning/>

## **Timed Reading Activity**

You have 30 minutes to read the web article '*Why learning is good for you*' and answer the questions below.

**(You do not have to write in complete sentences.)**

- 1) Give **four** ways the website is set out to make it more understandable to the reader.

**4 marks**

.....

.....

.....

.....

- 2) Which **two** things do many people usually associate learning with?

**2 marks**

.....

.....

- 3) **TRUE** or **FALSE**: in order to enhance our wellbeing, learning should be formal and lead to a qualification?

**1 mark**

.....

- 4) How **could** you find a new learning opportunity at work?

**2 marks**

.....

.....

5) According to scientists, setting goals and working towards them can help with:

TICK **TWO**

- increasing your income
- creating a sense of accomplishment
- getting over negative experiences of learning from your past
- influencing your wellbeing

**2 marks**

6) What are the **three** short phrases used to summarise the key sections in the text?

**2 marks**

.....

.....

.....

7) List **two** of the benefits that people engaged in learning say they experience.

**2 marks**

.....

.....

.....

8) If you were interested in learning about technology, which **two** websites would be most useful to visit?

**2 marks**

.....

.....

9) Which organisation could you go to if you wanted to find out more about playing musical instruments?

**1 mark**

.....

10a) Which **one** of the suggested learning opportunities (in the bullet points) would you most like to try?

**1 mark**

.....

.....

10b) Why this choice? How do you think it could improve your sense of wellbeing? (**Write your answer in complete sentences.**)

**4 marks**

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## **ANSWERS - Web Article: Why learning is good for you**

Question	Marks	Answer/s
1)	4	Any 4 from: Title / Heading Sub-headings Paragraphs / sections Bullet points Bold text / coloured text Underlined text (weblinks)
2)	2	<ul style="list-style-type: none"> <li>• Childhood</li> <li>• Student days</li> </ul>
3)	1	False
4)	2	Any 2 from: Take on a new responsibility Learn an IT system Understand the monthly reports
5)	2	Creating a sense of achievement Influencing your wellbeing
6)	3	Keep on learning Give learning a go Check out these sites
7)	2	Any 2 from: <ul style="list-style-type: none"> <li>• Feeling better about yourself</li> <li>• Greater ability to cope with stress</li> <li>• Feeling more self-confidence               <ul style="list-style-type: none"> <li>• Feeling more hope</li> <li>• Feeling more purpose</li> </ul> </li> </ul>
8)	2	TED HowStuffWorks
9)	1	The Creativity Portal
<b>Total</b>	<b>19</b>	
<b>Question 10a/10b are designed as <u>extension</u> questions for more able learners. Mark the whole activity out of 24 if a student has answered them.</b>		
10a	1	Any 1 of the 7 learning opportunities given in the bullet points
10b	4	1 mark <u>each</u> for: An appropriate reason given Clear sentence structure / grammar Accurate spelling Accurate punctuation
<b>Total</b>	<b>24</b>	

Web Article: The Guardian (adapted)

## Experience: I couldn't read until I was 34



I thought it was normal to see words swirling around. I made a joke of it. But the joke carried on for too long.

I was the class joker at school in the 70s and 80s, because I wanted to be liked. The truth was that I was struggling.

Now I know that I had *dyslexia*. Words swim about on the page for me; it's difficult to read them. When I started school 40 years ago, no one picked this up. I just thought it was normal to see words moving in 3D. I couldn't understand why I couldn't read or write like my friends, so I made a joke of it. But the joke carried on for too long.

At primary school, I made up a different personality. Outside, John was the funny, good-looking boy that everyone loved; inside was a different boy who wanted to learn, but couldn't. When I started secondary school, a teacher made me stand on a chair and read. She wanted to show me I was stupid. It was so humiliating that I would shake, and I developed a bad stutter.

I continued to struggle through my school years. To all my friends, the 'joker' was doing fine – he wasn't clever, but had lots of mates. Inside, the real me was struggling.

I didn't talk to any teachers or family about this. I was clever at hiding it. When I had to write anything down, I guessed, writing what I hoped were the right words. I'd copy my friend's work; he knew something was wrong, so let me. I cheated or guessed in tests. I became good at learning by heart.

I left school with hardly any qualifications. My big brother Ian had joined the army, so I did too. It was brilliant and I was a great soldier. Finally I was proud of myself! I progressed well and got promoted – but I couldn't write a report.

In 1994, I trained to be a medic in the army. But in the end all my problems came out. I failed one of my written exams and my teacher wanted an explanation. I was embarrassed, but I had to tell him I had dyslexia and that I couldn't read. He was very supportive and helped me to get back into education. I was 34.

I enrolled at college and went back to basics on the course. I knew the alphabet and some words, but not many. A personal tutor helped me every week, teaching me to understand words through pictures and I had a laptop with *read-and-write* and *speak-and-spell* programmes.

I carried on studying English at college and eventually passed my army medic course. I'm 47 now and it's been a long journey, but I've finally made it to my dream job of teaching others. I'm proof that everyone deserves the right to learn and achieve.

**By John Spence**

Adapted from Guardian website:

<https://www.theguardian.com/lifeandstyle/2018/jul/06/experience-i-couldnt-read-until-i-was-34>



## **Questions:**

**In your group, read the questions below and write some short notes to answer each one.**

- 1) What was John's *greatest* challenge in his early life?
  
- 2) What does *fall through the net* mean?
  
- 3) Describe some of the signs of stress John experienced (*physical* and *mental*).
  
- 4) What kinds of things did John do to *cope* with his problems at school?
  
- 5) Why do you think John was able to achieve so much in his life before he told the truth about his problems? (*skills, personal qualities*)

## Talking about one of *your* greatest challenges:

Working in pairs, you are going to interview your partner about challenges in their life.

Ask them the following questions and write some notes for each of their answers. (Swap your answers with each other when you finish.)

Name:

1) Describe one of the greatest challenges you have faced in your life (that you feel comfortable talking about)?

2) Did the challenge affect you:

*Mentally / Emotionally / Physically?*

How?

3) How did you *cope* with the problem?

4) How did your life *change* once you had overcome / learned to live with the challenge?

## My Challenge article

You are going to write an article about your challenge for the student newsletter. Use your *interview answers* and the sections below to help you **plan** out the key information:

a) Article headline:	
b) One of my greatest challenges:	
c) How it affected me:	

d) How I  
coped with  
the challenge:  
(*positive  
actions, skills,  
personal  
qualities*)

e) Who  
helped me to  
manage the  
challenge  
(and how):

f) How my life changed once I had overcome / learned to live with this challenge:

g) Lessons learned / advice to others:

## **One of My Greatest Challenges – article writing:**

Using Google Classroom, you are going to type up your article about one of your greatest challenges for the student newsletter. Use your **plan** from last week to help you.

**Remember: you need to include the following points:**

- What the challenge was
- How it affected you
- How you coped with it (positive actions taken, skills / personal qualities needed)
- Who helped you to manage the challenge
- How your life changed once you overcame / learned to live with the challenge
- What lessons you have learned / advice you would give to others.

You also need to think about including some key article features, including:

- Article title (headline)
- Paragraphs / sections
- Subheadings
- Bold / underlined text
- Bullet points / numbered list
- Signposting / contact details
- Byline

Type your article here:

## Sample article

Read the following article:

### My great mid-life career challenge

**One of the greatest challenges I ever faced was when I decide to change my career in my early 40s. I knew I needed a new direction, but I had no idea how it would change my life.**

After I had my third child, I didn't want to go back to the same job. I had work in a customer service office for 20 years. My team were nice and the money was ok but it was so busy. We never had enough staff to get all the work done. I was stress out every day. It made me unhappy and sometimes I felt sick and anxious.

I was desperate to change my life, so I asked myself: *'How am I going to make the big change?'* I went to the local job centre and have a meeting with a career adviser. She ask me to think about what I really enjoyed doing and I remember that I always love training new staff.

The adviser ask me 'have you ever thought about teaching?'. As soon as she said that, my brain start to whirl at 100mph!

I went away and do some research. I find out that I could train at my local college to get my teacher training certificate to train adults.

With all my skills in customer service I decide to try to teach Office Skills and IT. I filled in an online application, got an interview and, to my amazement, they accept me on the course!

The first problem I come across was the cost. The price of the course was nearly £10,000. I didn't have the money, so I start looking for ideas on the internet. I find a government website which said you can apply for a bursary to help you. I filled out the application and send it off. Again, to my surprise, I was successful.

The next issue I face was managing childcare. I knew I couldn't quit my job to study and look after my kids. I still needed the money, so I had to find a compromise. I look into all the different options and decided that if I asked my employer to go part-time, then I could manage the school runs and attend college in the evenings. I wrote a letter to outline my

case and they were very supportive and agree.

Everything was set, and I started in September. Initially everything went well, but then my kids all get a sickness bug and I had to take time off college. I got behind with my assignments and miss some of the classes. The tutor called me up to ask what was going on. I explain everything to him and he was understanding. He even gave me extensions on some of my college work.

The course went up and down like that for two years: the kids would get sick, or I would get sick, or sometimes I had to cover someone else's shift at work. It is the hardest thing I've ever done, juggle all those different bits of my life. I was exhausted working, study and being a mum and a wife. I didn't always get to spend time with my kids – I even miss my little one's first steps. However, after a lot of late nights trying to get all the work done, I finally pass the course and got my teaching qualification.

The college were so impressed with my dedication that I get an award for my perseverance and determination. My tutor put me in touch with a small training provider who were looking for an admin tutor.

They gave me an interview and I was thrilled when I get the job.

I been teaching for 18 months now and I love it! It's incredibly hard work, but it fits around my family life and I am never anxious or stressed out like before. It was a huge and challenging journey to get here, but I'm so proud of myself for never give up.

If you feel you're ready for a change, think about what you truly want to do and just go for it. Nothing is impossible if you truly want to made the change. JUST GO FOR IT!!!

**By Stephanie Akinbola**





## Activity 1:

Read the following article and answer the questions.

# Daily Stress in the Technological Age

With the growing pressures of modern technology, few of us ever really 'switch off'. Everywhere you look, someone is on a mobile device, some checking their work emails. The problem that we face is that we are constantly connected. Just because we physically leave the workplace this doesn't mean we leave our workload, demand and pressure behind, nor does it mean that we divert our mind from work.



Many people will get home and the first thing they do is go to check their work emails, to see if anything urgent has come up. We don't give ourselves time to disconnect from the real world, and this is making us feel stressed and overwhelmed.

### Never a moment's peace

It isn't only at home that we are experiencing the stress of technology. At work many people feel bombarded by the number of emails they receive each day. The obligation people feel to respond quickly means they leave the task they are currently working on and divert their attention to something that may not be of importance. Multitasking in itself is stressful and decreases productivity levels. On top of, this we are looking at the demands from somebody else and leaving our own work.

### Too busy to connect

People are sending emails to people across the office from them because they feel too 'busy' to take a short break from

work. We are losing our touch with reality and even meeting up less in person. The majority of conversations in the modern day happen over email, instant messaging or over the phone as it is easier to just send a 'quick message' then go and physically meet up with someone.

### Why do we let technology control us?

People are feeling more and more anxious when they are without their mobile phone as it takes away the sense of security they feel when they are accessible to other people. This in turn creates a distance between them and their loved ones and they can often feel a sense of loneliness or isolation.

Although people seemed to manage fine before the invention of mobile phones, people have now become psychologically attached to their phones and fear they may miss something of urgency without it. So much so it can now be seen as one of the causes of stress in modern day life.

Source: <http://www.stress.org.uk/other-news-and-events/>

## 2) Stress in the Technological Age: Questions

a) What do people usually do as soon as they get home from work?

cook their dinner.

- switch on the TV.
- check their personal emails
- check their work emails.

b) What do the following words mean in this text? Write a definition for each:

i) bombarded -

ii) obligation -

iii) psychologically attached -

c) Why are people meeting up less in person and having less face-to-face conversations?

d) What, does the article claim, can cause a sense of loneliness or isolation for some people?

Do you agree with this claim? Why?

f) On a scale of 1-5 (where 5 'most') how anxious do you feel if you leave your mobile phone at home by mistake?

	1	2	3	4	5	
Least anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	most anxious

Can you explain why you feel this way about your mobile?

### **3) Watch this:**

Michael MacIntyre video (2mins) on mobile phone addiction

[https://www.youtube.com/watch?v=mM\\_ZRP64akA](https://www.youtube.com/watch?v=mM_ZRP64akA)

### **4) Everyday stresses**

In your group:

- i) discuss everyday stresses that you experience in your daily life.
  
- ii) write them down on the flip chart paper.
  
- iii) write some short notes on why each one is stressful.

## Daily challenges:

Technology is one daily cause of stress that most of us have to deal with. Can you think of at least 3 daily challenges that cause stress in your life?

a. Type in some responses in the grid below for your daily challenges: (leave the last column blank)

	Type of challenge:	Why it is a problem:	How it makes me feel:	
1)				
2)				
3)				
4)				
5)				

## Daily Challenges – Analysis Grid

b. Read the grid below with some other student's answers. Discuss with your partner

	Type of challenge:	Why it is a problem:	How it makes me feel:	Is it in my control – why?
1)	Getting my kids to school on time	We are always rushing, and we always miss the gate before it closes. It makes me late for work / college.	I feel stressed out and anxious. I shout at my kids and it's a really bad start to the day.	Yes. I could stop my kids from watching the TV in the morning. I could make them have a list of jobs to follow and they could get a reward at the end of the week if we get to school on time
2)	Getting enough sleep	I often stay up later watching stuff on TV, looking at Facebook or playing computer games.	Really exhausted the next day. I can't concentrate properly at work or college. I get grumpy with my husband and kids in the morning.	Yes. I need to be stricter with myself. I should switch everything off at 10pm and go to bed.
3)	Coping with my health condition	Sometimes my medication doesn't work, and I have to go to the GP or the clinic to get checked out.	Sick and stressed out because I never know from week to week if I can stick to my work / college timetable. I'm always stressed about my boss or tutor are going to say.	No.
4)	Earning enough money to pay the bills every month.	I'm always trying to take on overtime to earn extra money, so we can cover the cost of everything.	I feel a constant pressure from my partner to take on extra work although I get really tired if I work too much.	Not sure. I could look for a job that pays me more money but I need to get my English and Maths GCSEs first.

**c. Now go back to your own grid and complete the last 'control' column for daily challenges.**

d. Write your challenges up into paragraphs – one paragraph per challenge.

Include all the details in the grid for each challenge (what the challenge is, why it is a problem, how it makes you feel and if it is in your control (and why)).

**My daily challenges**



# Chronic stress puts your health at risk

Chronic stress can play havoc with your mind and body. But you have to look back in time to find the reason why...

By Mayo Clinic Staff



Since the start of human life more than a million years ago, your body has been '**programmed**' to react to stress in a way which protects you against threats from predators and other attackers. Such threats are rare today, but that doesn't mean that life is free of stress!

On the contrary, you no doubt face a range of demands each day, such as taking on a huge workload, paying the bills and taking care of your family. However, our body still treats these 'minor' hassles as threats.

As a result, you may feel as if you're constantly under attack. But you can fight back. You don't have to let stress control your life!

## Understanding the natural stress response

When you are faced with a **perceived threat** — such as a large dog barking at you during a morning walk — a tiny part of your brain sets off an alarm system in your body. This alarm system causes your adrenal gland to release a surge of hormones, including adrenaline and cortisol.

Adrenaline increases your heart rate, raises your blood pressure and boosts energy levels. Cortisol, also called the 'stress' hormone, increases sugars (glucose) in the bloodstream and enhances your brain's use of glucose.

In a **fight-or-flight situation**, the Cortisol also restricts some of the bodily functions that wouldn't normally help in that moment. For example, it alters your immune system and suppresses your digestive system, reproductive system and growth processes. This **natural alarm system** also communicates with the parts of the brain that control mood, motivation and fear.

## When the natural stress response goes wild

The body's stress-response system is usually self-limiting: once a perceived threat has passed, the hormone levels should return back to normal, and all the other parts of your body which have been altered should return to normal levels of activity. But when stressors are always present and you feel **under constant attack**, that fight-or-flight reaction stays turned on.

The long-term activation of the stress-response system, and the overexposure to cortisol and other stress hormones that follows, can disrupt almost all your body's processes. This puts you at increased risk of many health problems, including:

- Anxiety
- Depression
- Digestive problems
- Headaches
- Heart disease
- Sleep problems
- Weight gain
- Memory and concentration impairment

That's why it's so important to learn healthy ways to cope with your life stressors.

## Why you react to life stressors the way you do

Your reaction to a potentially stressful event is different from anyone else's. How you react to your life stressors is affected by factors such as:

- Family genetics
- Previous life experiences

You may have some friends who seem relaxed about almost everything and others who react strongly to the slightest stress. Most people react to life stressors somewhere between those extremes. So next time a dog barks at you, or a huge phone bill comes through the door, take some time to think about your 'perceived threat' and whether it's time for fight or flight...or maybe just a deep breath and a cup of tea!

## Fight or Flight?

- 1) Read the article. Look up any words you do not know in the dictionary.
- 2) In your group, discuss the following words and phrases in relation to their meaning in the article (all in **bold** in the text).

Try to agree on a short explanation for each one.

a) **chronic stress**

b) **programmed**

c) **perceived threat**

d) **fight-or-flight situation**

e) **natural alarm system**

f) **under constant attack**

- 3) Can stress ever be good for us in the modern world?

Yes or no? Write a short explanation:

**4) Cut up and hand out in groups – ask learners to sort into two piles – good stress / bad stress**

The death of a spouse.

Getting a divorce.

Losing contact with loved ones.

The death of a family member.

Hospitalisation (yourself or a family member).

Separation from a spouse or partner.

Injury or illness (yourself or a family member).

Being abused or neglected.

Conflict in relationships with friends.

Bankruptcy/Money Problems.

Unemployment.

**Sleeplessness.**

**Children's problems at school.**

**Legal problems**

**Receiving a promotion or raise at work.**

**Starting a new job.**

**Getting married.**

**Buying a home.**

**Having a child.**

**Moving.**

**Taking a holiday.**

**Religious celebrations (Christmas/Ramadan/Eid/Easter).**

**Retiring.**

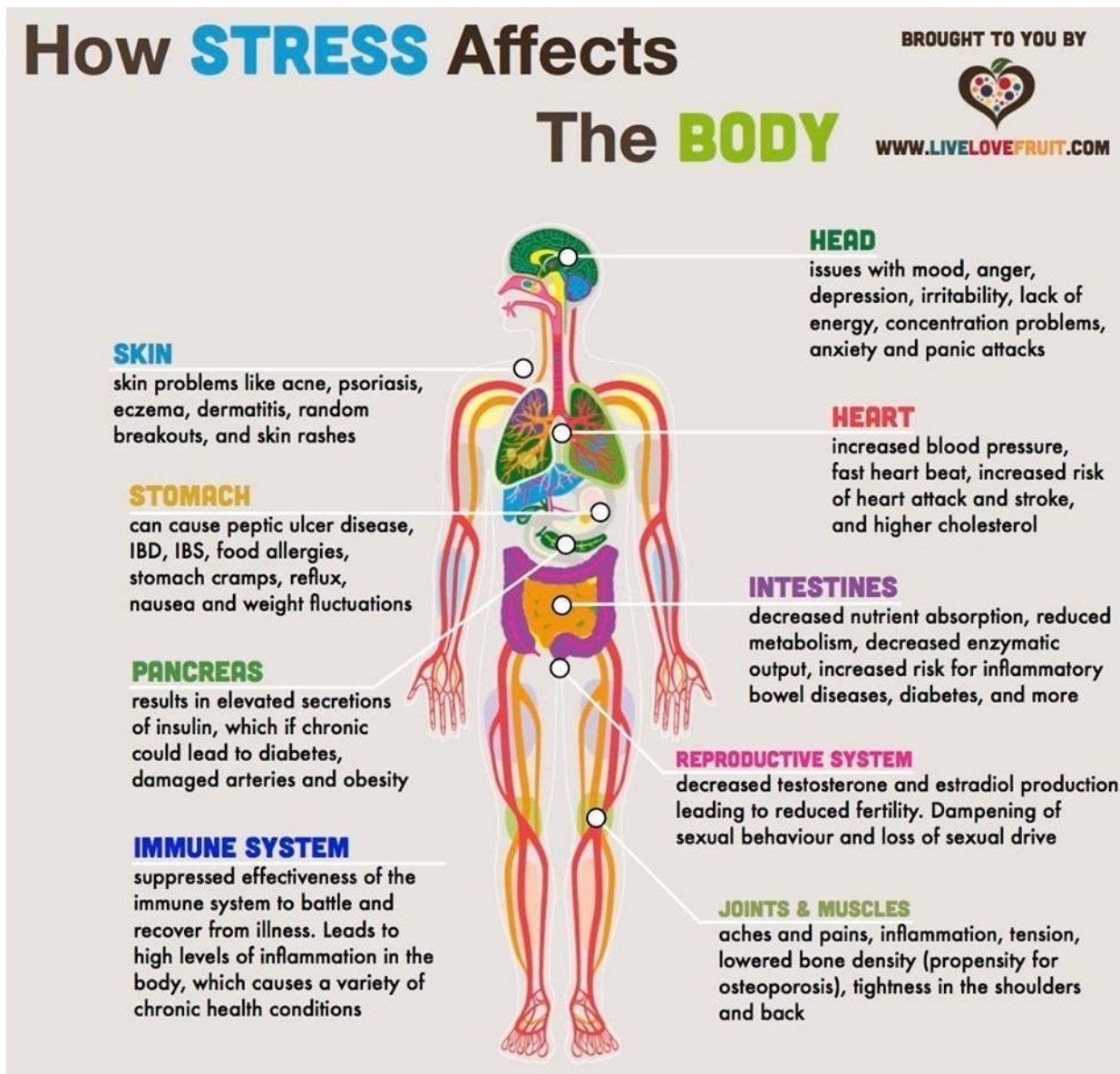
**Taking a college class.**

Learning a new hobby.

5) Extension task:

Now look at the poster below to see how long-term stress can affect our bodies. Have you suffered with any of these?

- discuss in your group.



[https://secure.thehubedu.com/shelves/7015-health-and-wellness?item\\_id=36988xc](https://secure.thehubedu.com/shelves/7015-health-and-wellness?item_id=36988xc)

6) Write down three good stresses in your life and explain why each one is good:

**Good stress (i):**

Why:

**Good stress (ii):**

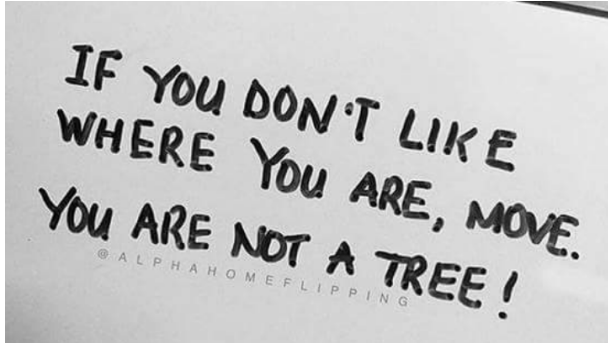
Why:

**Good stress (iii):**

Why:

**Activity 1:** In pairs – read quotes A-I and discuss what each one means to you. (Look up any words you do not know.)

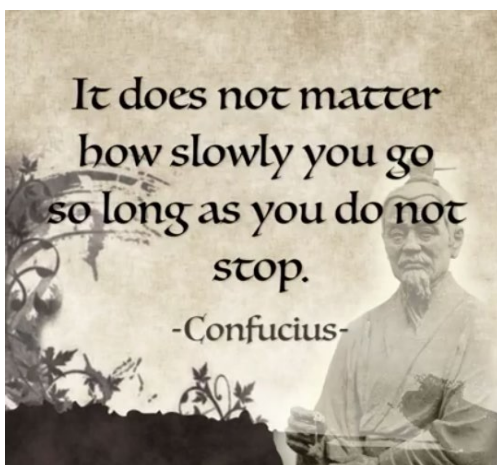
### Quote A



### Quote B



### Quote C





## Quote D

**It is not happy people who are thankful. It is thankful people who are happy.**

## Quote E

*Whatever your energy, it radiates to others.*

## Quote F

**If you are feeling sad, you are living in the past.**

**If you are feeling anxious you are living in the future.**

**All we have is NOW and that is a place of power.**

## Quote G



## Quote H

"THE SECRET OF  
CHANGE IS TO FOCUS  
ALL OF YOUR ENERGY,  
NOT ON FIGHTING THE  
OLD, BUT ON BUILDING  
THE NEW."

— SOCRATES

## Quote I

**I am not what  
happened to me, I  
am what I choose  
to become.**

## **Activity 2:**

a) In pairs, discuss what you think the purpose of these quotes is? (Can you think of any adjectives to describe them?)

b) By yourself, choose one of the quotes which is important in your life right now.

Write the quote here:

c) Which area of your life this quote relates to (circle the ones applicable to you)

health / family / work / study / other:

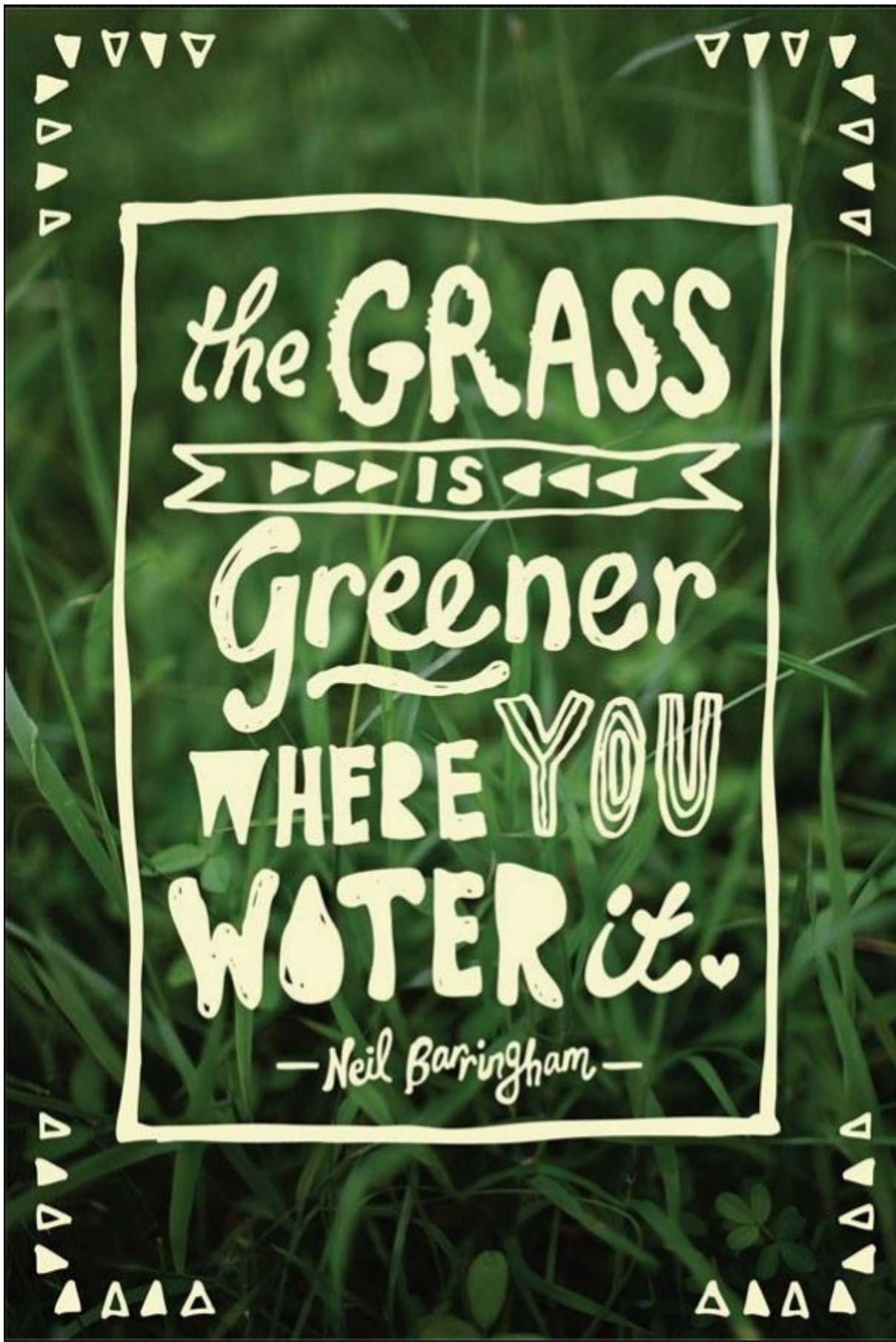
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d) Write a paragraph to explain why this quote is significant in your life? (What can you learn from it?)

e) Choose one other quote that you think is important for studying as an adult:

Quote:

What can it teach us?





## Week 6: Taking care of ourselves

a) Recap: *'The grass is greener where you water it.'*



b) ask students to volunteer their homework answers and 'how' they water their grass.

# How do you relax?

These are some things that students say they do:

**Exercising / swimming / jogging    Cooking**

**Reading    Writing**

**Watching TV / movies / comedy shows /**

**videos on YouTube    Listening to music**

**Singing    Drinking green tea**

# What puts a smile on your face?



**a) Using the post-it notes and pens:**

- Write down 3 things which put a smile on your face (e.g. *cycling, listening to music, laughing with my son*)
- Stick them on your table

**b) Read the NHS Moodzone poster**

In groups, write down:

- What do you think each 'step' means?
- Some activities for each step.

**c) Now read the full NHS Moodzone poster**

**d) Look at your post-it notes:**

- Decide which step each one relates to
- Go and stick the post-it notes against the relevant step on the wall

**e) Do any of your post-its fit into more than one step?**

If so, write a new post-it and stick it up on the other step.

# NHS Moodzone

## 5 steps to mental wellbeing

**Evidence suggests there are 5 steps we can all take to improve our mental wellbeing.**

If you give them a try, you may feel happier, more positive and able to get the most from life.

**Connect with people –**

**Be active –**

**Keep learning –**

**Give to others –**

**Be mindful –**

# NHS Moodzone

## 5 steps to mental wellbeing

**Evidence suggests there are 5 steps we can all take to improve our mental wellbeing.**

If you give them a try, you may feel happier, more positive and able to get the most from life.

**Connect** – connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships.

**Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life.

**Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike?

**Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.

**Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges.

## Guide to Leaflet Writing

### **Writing to inform, explain, describe and persuade**

A leaflet is an information booklet that is often printed on folded paper in an easy-to-read format. The aim of a leaflet is to present information on a particular topic in an eye-catching way.

As well as giving information, a leaflet can also explain, describe and persuade. Leaflets can give information on a wide variety of subjects ranging from holidays to health. Presentation is the key to making sure a leaflet will appeal to its audience. The use of effective headings, pictures, clear explanations and short but interesting descriptions also have a place.

### **Tips on writing / analysing leaflets**

#### **1. Leaflets are small**

There is less space for writing on a leaflet, so you have to explain your message in fewer words.

#### **2. Leaflets are easily thrown away**

A leaflet needs to be striking to look at so that people will read it when it falls out of the newspaper/is sitting in a rack at the station and won't throw it away.

It needs a strong heading, and the layout has to be clear and direct to attract the reader.

#### **3. Leaflets provide simple information**

The message of a leaflet has to stand out. Using large print, colour and a slogan or catchphrase will make people read on. Using too many words will make them stop!

## Analyse a leaflet

Choose one of the leaflets and analyse it using the table below:

<b>Leaflet title / topic:</b>	
<b>Purpose:</b>	
<b>Audience:</b>	
<b>Language:</b>	
<b>Layout:</b>	

# Term 3 Written Assessment: Produce a Leaflet

As part of your end of term assessment, you are going to plan, write and create an electronic leaflet using **Google Docs**.

The title of your leaflet is: **Top Tips for Student Wellbeing**

The purpose of the leaflet is to give some key advice to other adult learners on how to take care of their wellbeing whilst studying.

## 1) First plan your leaflet

a) You will need to decide the following things:

- How many top tips? What will they be?
- One or two sides of the leaflet?

b) Now think about the layout. The leaflet must:

- fold into three panels (tri-fold)
- be eye-catching
- have a short introduction
- have the top tips clearly displayed
- have some signposting for further information.

c) Once you have started thinking about the above points, make a rough folded leaflet from a piece of plain A4 paper and plan out what it will look like.

## 2) Create your leaflet in Google Docs:

a) Open the 'Top Tips for Student Wellbeing' document in Google classroom.

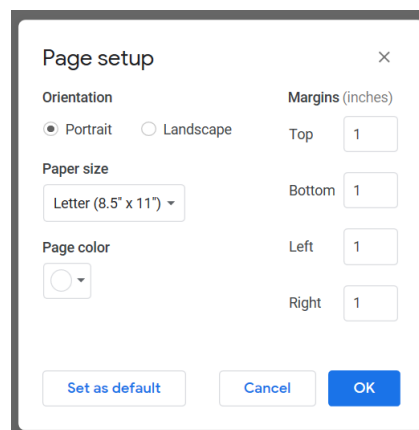
b) On the Main menu at the top of the screen click **File** and select **Page Setup**.

In the dialogue box, change:

i) orientation from Portrait to **Landscape**.

ii) all the **margins** (top, bottom, left, right) from 1 to **0.25**.

iii) Page colour from white to another colour of your choice (or you can leave it white if you want to!). **Click Ok**.

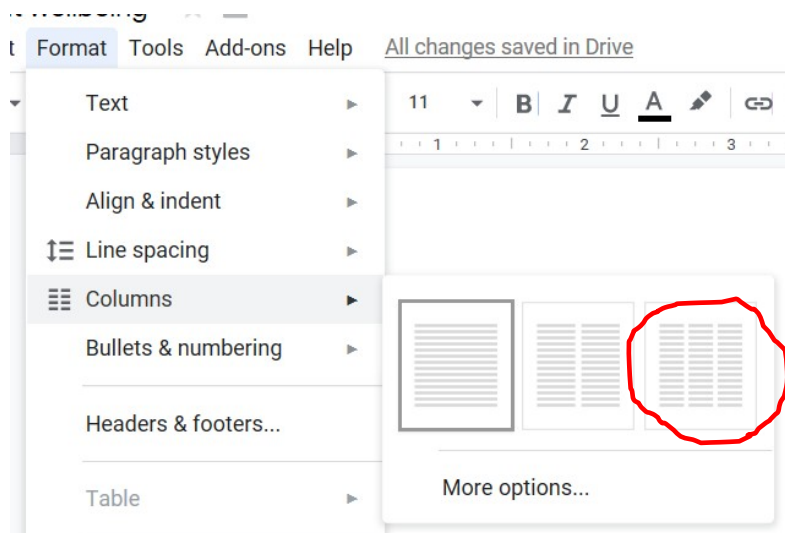


c) Create your three panels:

i) On the Main menu click **Format**.

ii) In the dialogue box, select **Columns** and click on the **three column** icon.

iii) You can now type text into the page and it will move it into three columns as you type more text.

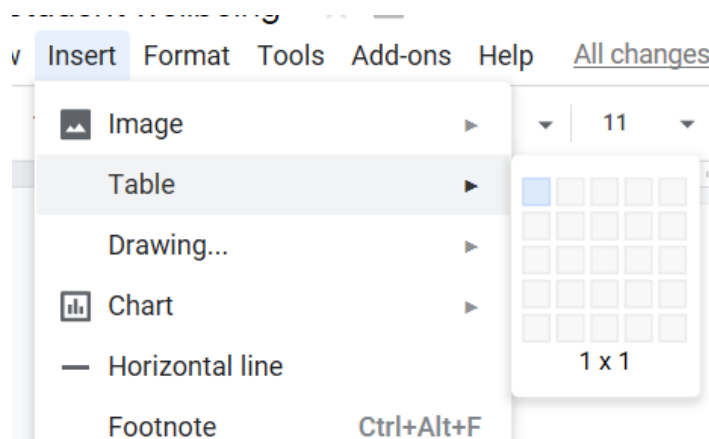


d) Type in your **leaflet title** on the page - use the text formatting options along the top of the screen to change the **size, colour** and **Font** style



e) Insert **text boxes** to draw the reader's attention to some sections of your leaflet:

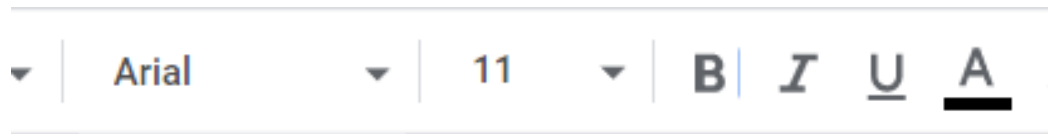
f) On the Main menu click on **Insert**, click on **Table** and select **one box** (1x1)



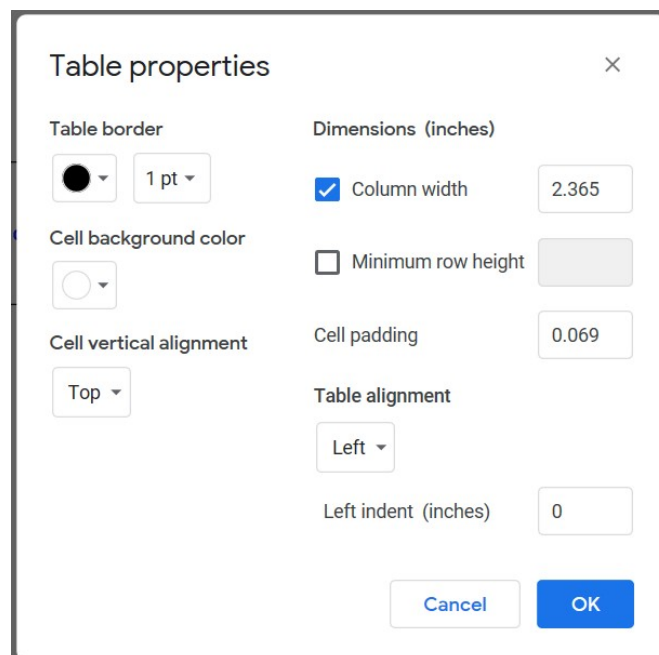


g) Type your text in the box then:

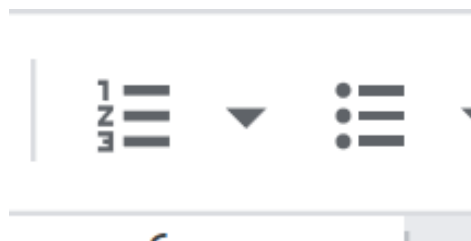
- i) format the text: use the text formatting options along the top of the screen to change the **size**, **colour** and **Font** style



- ii) format the box colour: right click on your text box and select **Table Properties**. Change the cell background colour to a colour of your choice. Change the **Table border** colour and or size if required. **Click Ok.**

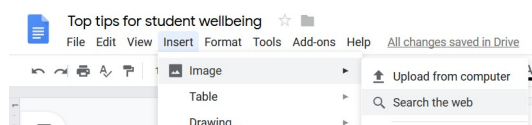


h) Use the bullet point / numbered list icons along the top of the screen to make some sections of your leaflet stand out.

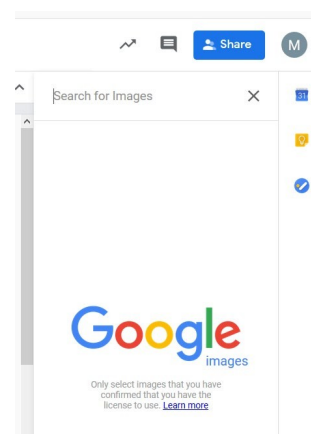


i) Insert images:

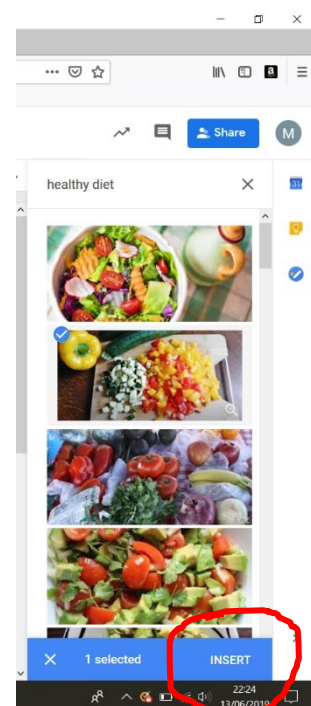
i) From the main menu, select **Insert, Image** and then click on **Search the**



ii) Type in your word in the 'search for images' field on the right-hand side of the screen.



iii) Left-click on your preferred image and click on **INSERT** at the bottom of the screen.





3) How could you improve this leaflet?

Think about the following points and write down some notes:

- Layout

- Language



## Top Tips for Student Wellbeing



### What is wellbeing?

Wellbeing is how we are in our **physical health** and how we feel in our **mental outlook** in life. When everything in your life is going ok, your wellbeing is usually ok. But when we've got issues in our lives, then our wellbeing can feel bad.

### Why does your wellbeing suffer?

As adult learners, we have to juggle loads of things in our lives when we're studying. Often, we have to juggle kids, work and household chores with going to college and getting our homework done. It's really easy to forget about taking care of ourselves when we're trying to get everything done.

**Keep reading** for some top tips to take care of yourself when you're studying:

### Top five tips for wellbeing:

- 1) Get enough sleep – don't stay up late playing games or social media.
- 2) Eat a healthy diet – eat your 5-a-day fruit and veg, and drink plenty of water.
- 3) Exercise – even if you can't get to the gym or do an exercise class, you can still keep active – walk, jog, run.
- 4) Connect with others – don't text or email – take some time to actually speak to friends and family.
- 5) Stop and breath. It's easy to keep going to get everything done but try to take a moment to think about how your body and mind are feeling.

### Need some help?

If your wellbeing is bad, you can:

- Talk to your tutor
- Tell a classmate or friend
- Talk to your GP
- Look at the NHS website

## **Case Study: Student A**

1) **Read** the following email sent from a student to their tutor.

Dear Tutor

I'm sorry I didn't come to classes for the last two weeks. I forgot to call in and leave a message because I've got a lot of trouble with my family at the moment.

My ex-husband has got a new job now and he can't look after my daughter anymore on Tuesday and Thursday mornings. He thinks that once he is settled in the job, he will be able to ask to change his rota around, but that could take a couple of months.

My neighbour, who used to help out, has just moved to another area and my mum has gone back to Algeria for 3 weeks to deal with my grandmother's funeral. I can't afford childcare on those days and I don't know what to do. It's really bad.

I know I've missed a lot of work and I need to catch up. I need this course so badly, so I can get on to Level 2 next year. I can't see a way out at the moment. I think I will have to leave the course. I'm sorry.

Thanks Student A

## **Case Study: Student B**

1) **Read** the following email sent from a student to their tutor.

Dear Tutor

I'm sorry I didn't come to classes for the last two weeks. I forgot to call in and leave a message because I've got a lot of trouble with my job at the moment.

I recently had a change of manager and he is making my life hell. He is giving me grief because he has written up the new rota, but he has changed all my usual shifts. Someone has left, and he has moved all the shifts around so we can cover that person's work.

I explained to him that I have to come to college on Tuesday and Thursday mornings, but he is very angry and doesn't believe I need to come. The old boss was really understanding and flexible, but this one just cares about himself. He told me that if I can't commit to working all my hours each week then I should find another place to work.

I'm really scared that if I tell him I can't come in at those times he will sack me. I really need this job as my wife is sick at the moment and she still can't work for another 4 weeks until she has recovered from her operation.

I know I've missed a lot of work and I need to catch up. I need this course so badly, so I can get on to Level 2 next year. I can't see a way out at the moment. I think I am going to have to leave the course. I'm sorry.

Thanks Student B

## **Case Study: Student C**

1) **Read** the following email sent from a student to their tutor.

Dear Tutor

I'm sorry I didn't come to classes for last two weeks. I forgot to call in and leave message because I've got a lot of trouble with my assignments at the moment.

Im find it really difficult to keep up with the class work. I came to Bridging course to help me with English reading and writing skills, but dont feel its working.

Find it really hard in class to keep up with activities in class. Then go home and try to do the work by my self I dont get the homework tasks. Im having trouble to get on to the google class room. My pass word not working and I cant get the work I need to do.

The other students seem all fine and they get the stuff we do in class. They all are friends and talk to each other outside the class but I dont. I dont get a lot of the work and I know you dont have time to give me too much 1 to 1 help because there are so many in the class. Im not sure what can do to improve my self and my skills.

I know I've missed a lot of work and I need to catch up. I need this course so bad, so I can get on to Level 2 next year. I can't see a way out at the moment. I think I going to have to leave the course. Im sorry.

Thanks Student C



2) In your group, **discuss** the following questions and write some notes:

a) What is the main issue for this student?

b) Possible solutions:

i) what actions could the student take?

ii) what actions could the tutor/college take?

3) Present back to the rest of the group:

Choose a different person to present back on each of the three points above.

## Writing Task:

Imagine you are the tutor. Write an email back to your student to offer some guidance on what should happen next:

You need to include:

- An acknowledgement of what the key issue is.
- What the college can do to support the student.
  - Anything the student can do to help themselves.

Don't forget to:

- Plan your writing first.
- Use an appropriate greeting and sign off.
- Write in full sentences, use accurate spelling, punctuation and grammar.

Write your plan here:





## **Presentations**

For your final end of term assessment, you will give a 5-10 minute presentation to the rest of your class on the topic of **Wellbeing** from this term.

Your presentation is called: 'Learning about Wellbeing'.

This can be from a personal viewpoint or you can talk in more general terms.

You will need to include information on the following points.

- What Wellbeing means to you.
- Barriers to wellbeing when you are a student.
- How our bodies and minds can be affected.
- Steps we can take to improve poor wellbeing
- How we could develop our future wellbeing.
- The most important lesson you have learned from studying this topic.

### **Activities:**

- 1) Read the guide to 'Creating a presentation'.
- 2) Do the activity: 'Marking another student's presentation'.
- 3) Look back over the work we have done this term (handouts and Google Classroom) to remind yourself of all the activities we have covered.
- 4) Plan and draft your presentation in class and at home next week.

Presentations will take place in class on 2<sup>nd</sup>/9<sup>th</sup>/11<sup>th</sup> July.

## Marking another student's presentation

1) 'Ethan' <https://www.youtube.com/watch?v=Tu3Pr5Xzeug>

<b>Did the student:</b>	✓
Speak in a clear voice	
Maintain eye contact	
Use appropriate body language / gestures	
Make appropriate facial expressions	
Introduce the topic	
Use interesting / informative language	
Keep you engaged	
Present his own point of view	
Make conclusions / recommendations	
How could Ethan improve his presentation?	

Any other notes:

## Marking another student's presentation

2) 'Lumbe' [https://www.youtube.com/watch?v=4nva\\_FCJjg](https://www.youtube.com/watch?v=4nva_FCJjg)

<b>Did the student:</b>	✓
Speak in a clear voice	
Maintain eye contact	
Use appropriate body language / gestures	
Make appropriate facial expressions	
Introduce the topic	
Use interesting / informative language	
Keep you engaged	
Present his own point of view	
Make conclusions / recommendations	

How could Ethan improve his presentation?

Any other notes:

### Additional Reading:

#### **Stress management techniques**

Your wellbeing is one of the most important parts of your life. If you take care of it then it will help to give you strength and resilience to deal with all the other stresses and challenges around you.

There are lots of techniques you can try out to manage your stress whilst studying – all of them involve taking some time to care for your body and your mind

Read and explore them all to find out interesting ways to take care of your physical and mental wellbeing – or just focus on the ones you feel are most important in your life. Why not do some research yourself on the areas you find most relevant?

#### **Practise gratitude:**

Take some time to focus on the things that you are grateful for – or that make you feel happy – each day. It can really change the way you feel



about a stressful situation if you remind yourself that there are still lots of positives in your life.

- At the end of the day, write down 3 things that went well at work, at home or at college.
- Keep a Gratitude Diary (ask your tutor to show you an example) or look up some ideas here or do your own online research:

<https://www.shutterfly.com/ideas/how-to-start-a-gratitude-journal/>

### **Practise meditation:**

Meditation can take all types of forms, but really it's about giving yourself some time and space to calm the thoughts in your head.

Remember: It's not the issue itself which causes us the most anxiety - it is how we feel about the issue and how we hold onto the stress.

Even giving yourself 5-10 mins every day to be quiet and reflect on your life, could make a difference to how you feel about daily stress.

Search for a meditation video on YouTube or just take some time in your day to focus on one thing that will help you relax or make some sense of any major issues. Some examples include:

- 5-minute positive morning meditation
- Sleep meditation
- Meditation phone apps

### **Practise eating well:**

If you put junk in, you get junk out! It's important to give our bodies the right 'fuel' to help us take care of ourselves and give us the energy we need to juggle all the different parts of our life.

Take a look at these NHS websites:

<https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

### **Practise good sleep:**

Do you stay up late to get your college work or household chores finished? Or maybe you are still watching TV or looking at social media past midnight? Whatever you are doing, you need to remember that your

body needs to get enough rest at night time to recharge and repair itself. Lack of sleep over a longer period of time can contribute to weight gain, memory loss, poor emotional stability, poor immune system, depression and lots of other health problems.

Listen to some advice on sleep problems from the NHS:

<https://www.nhs.uk/conditions/stress-anxiety-depression/reduce-stress/>

Or do some of your own online research on ways to improve the quality of your sleep.

### **Practise helpful thoughts:**

Lots of us can have negative thoughts about different aspects of our lives, including thoughts about our appearance, our abilities at college or work, or about what our friends, family members or other people think about us personally.

Listen to some advice on dealing with the unhelpful thoughts in our mind that can cause us anxiety or stop us from doing something:

<https://www.nhs.uk/conditions/stress-anxiety-depression/moodzone-mental-wellbeing-audio-guides/>

### **Observing another student's presentation**

#### **Presenter's name:**

<b>Did the student:</b>	✓
Speak in a clear voice	
Maintain eye contact	
Use appropriate body language / gestures	
Introduce the topic	
Use interesting / informative language	
Keep you engaged	
Present his own point of view	

Make conclusions / recommendations	
<b>Positive feedback:</b>	
<b>Development feedback:</b>	

**This term you have focused on:**

- Why learning is good for you!
- How wellbeing impacts on your life
- Challenges that we face:  
(personal / social / emotional / educational)

- Taking care of our mind and body
- Having a positive outlook
- Sharing advice / experiences with others

### **Reading skills:**

- A range of texts
- New vocabulary
- Locating information in texts
- Inferring meaning
- Summarising ideas

### **Writing skills:**

- Writing different texts (audience)
- Summarising ideas
- Planning your writing
- Sentences and paragraphs
- Spelling and grammar

### **Speaking and Listening:**

- Small group discussion
- Whole group discussion
- Listening to others
- Planning and presenting

### **IT Skills:**

- Google classroom
- Typing text
- Creating a leaflet
- Creating a presentation

## Wellbeing and Emotional Resilience: Mid-term Evaluation

You have been studying the topic of *wellbeing and emotional resilience* to support you in your learning.

Answer the following questions on the lessons so far:

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*

**1**

**2**

*Partly*

**3**

**4**

*Very*

**5**

2) I have felt comfortable studying this topic in the class:

*Not at all*

**1**

**2**

*Partly*

**3**

**4**

*Very*

**5**

3) I have found this topic helpful in my daily life:

*Not at all*

**1**

**2**

*Partly*

**3**

**4**

*Very*

**5**

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*

**1**

**2**

*Partly*

**3**

**4**

*Very*

**5**

Please turn over

5) Is there anything you have not enjoyed about the topic or the activities used in class?

6) Is there anything else you would like to study as part of this topic?

7) Any other comments you would like to make about the topic or the activities used in class:





6) The best part of the wellbeing topic was.....

7) I would recommend the wellbeing topic to other students because.....

8) How could we develop our teaching on this topic in the future?

9) Any other comments you would like to make about the lessons:

## Appendix 2 – Learner Evaluations

WBERFYL Wk6

### Wellbeing and Emotional Resilience: Mid-term Evaluation

This term you have been studying the topic of wellbeing and emotional resilience to support you in your learning.

Answer the following questions on the lessons so far:

**Name:**

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*                      *Partly*                      *Very*  
1                      2                      3                      4                      5

2) I have felt comfortable studying this topic in the class:

*Not at all*                      *Partly*                      *Very*  
1                      2                      3                      4                      5

3) I have found this topic helpful in my daily life:

*Not at all*                      *Partly*                      *Very*  
1                      2                      3                      4                      5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*                      *Partly*                      *Very*  
1                      2                      3                      4                      5

**Please turn over**

Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

Not at all. I am enjoying each course ~~and~~ I'm learning something new every time, and I'm very happy with the topic. I'll never be thankful enough to Marie.

6) Is there anything else you would like to study as part of this topic?

Personally I need more writing skills. And have to improve this part of my learning.

7) Any other comments you would like to make about the topic or the activities used in class:

Honestly this course is amazing and I'm very happy that I'm taking it.

## Wellbeing and Emotional Resilience: Mid-term Evaluation

This term you have been studying the topic of wellbeing and emotional resilience to support you in your learning.

Answer the following questions on the lessons so far:

Name: \_\_\_\_\_

1) I have found this topic interesting:

{circle the number which best represents your answer}

*Not at all*

1

2

*Partly*

3

4

*Very*

5

2) I have felt comfortable studying this topic in the class:

*Not at all*

1

2

*Partly*

3

4

*Very*

5

3) I have found this topic helpful in my daily life:

*Not at all*

1

2

*Partly*

3

4

*Very*

5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*

1

2

*Partly*

3

4

*Very*

5

**Please turn over**

Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

I really enjoy activities used in class for the passed few weeks. And I really understand what wellbeing means to me.

6) Is there anything else you would like to study as part of this topic?

I don't think so

7) Any other comments you would like to make about the topic or the activities used in class:

The activities make <sup>me</sup> understand a lot of things in my wellbeing.

## Wellbeing and Emotional Resilience: Mid-term Evaluation

This term you have been studying the topic of wellbeing and emotional resilience to support you in your learning.

Answer the following questions on the lessons so far:

Name: \_\_\_\_\_

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      4                      ⑤

2) I have felt comfortable studying this topic in the class:

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      4                      ⑤

3) I have found this topic helpful in my daily life:

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      ④                      5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      ④                      5

**Please turn over**

Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

No.

6) Is there anything else you would like to study as part of this topic?

Fears that are holding people from doing what they truly want.

7) Any other comments you would like to make about the topic or the activities used in class:

Talking about this topic made me think about my wellbeing and solutions for me to improve it.



## Wellbeing and Emotional Resilience: Mid-term Evaluation

This term you have been studying the topic of wellbeing and emotional resilience to support you in your learning.

Answer the following questions on the lessons so far:

Name: \_\_\_\_\_

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*

1

2

*Partly*

3

4

*Very*  
5

2) I have felt comfortable studying this topic in the class:

*Not at all*

1

2

*Partly*

3

4

*Very*  
5

3) I have found this topic helpful in my daily life:

*Not at all*

1

2

*Partly*

3

4

*Very*  
5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*

1

2

*Partly*

3

4

*Very*  
5

Please turn over

Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

No I have enjoyed doing this topic

6) Is there anything else you would like to study as part of this topic?

None

7) Any other comments you would like to make about the topic or the activities used in class:

Doing this activities makes me feel ~~to~~ confident and know more about my wellbeing.

I really like the topic and I enjoy doing it.

## Wellbeing and Emotional Resilience: Mid-term Evaluation

This term you have been studying the topic of wellbeing and emotional resilience to support you in your learning.

Answer the following questions on the lessons so far:

**Name:**

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      **4**                      5

2) I have felt comfortable studying this topic in the class:

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      **4**                      5

3) I have found this topic helpful in my daily life:

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      **4**                      5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*                      *Partly*                      *Very*  
 1                      2                      3                      4                      **5**

**Please turn over**

Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

The topic or the activities used in the class was very helpful and supporting. ~~but~~ it helped my confidence working with others in a group.

6) Is there anything else you would like to study as part of this topic?

No ~~I think~~ think this topic is very important in our life nowadays.

7) Any other comments you would like to make about the topic or the activities used in class:

I can't think of anything at the moment.

## Wellbeing and Emotional Resilience: Mid-term Evaluation

This term you have been studying the topic of wellbeing and emotional resilience to support you in your learning.

Answer the following questions on the lessons so far:

Name: \_\_\_\_\_

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*

1

2

*Partly*

3

4

*Very*

5

2) I have felt comfortable studying this topic in the class:

*Not at all*

1

2

*Partly*

3

4

*Very*

5

3) I have found this topic helpful in my daily life:

*Not at all*

1

2

*Partly*

3

4

*Very*

5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*

1

2

*Partly*

3

4

*Very*

5

Please turn over

Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

None

6) Is there anything else you would like to study as part of this topic?

None

7) Any other comments you would like to make about the topic or the activities used in class:

The topic was educative, enlighting and helpful. It teaches us how to take good care of ourself, family, and create awareness of what is going on in term of mental wellbeing. It give us more information about our day to day activities can affect our life. i.e positively or negatively.



Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

I have enjoy every topic or activities that has been used in class  
it 'educative and has improve my learning skills.

6) Is there anything else you would like to study as part of this topic?

None

7) Any other comments you would like to make about the topic or the activities used in class:

It make me be aware of my situation to: be 'to achieve my goal.



## Wellbeing and Emotional Resilience: Mid-term Evaluation

This term you have been studying the topic of wellbeing and emotional resilience to support you in your learning.

Answer the following questions on the lessons so far:

Name: \_\_\_\_\_

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

2) I have felt comfortable studying this topic in the class:

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

3) I have found this topic helpful in my daily life:

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

**Please turn over**

Questions 5-7 are optional:

5) Is there anything you have not enjoyed about the topic or the activities used in class?

No.

6) Is there anything else you would like to study as part of this topic?

not really, I think the teacher is covering everything perfectly.

7) Any other comments you would like to make about the topic or the activities used in class:

No.

## Wellbeing and Emotional Resilience: End of Term Evaluation

This term you have been studying the topic of *wellbeing* and *emotional resilience* to support you in your learning.

Answer the following questions on your learning across the whole term:

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

2) I have felt comfortable studying this topic in the class:

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

3) I have found this topic helpful in my daily life:

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

5) I would recommend this topic to other students:

*Not at all*
*Partly*
*Very*  
 1                      2                      3                      4                      5

Please turn over

6) The best part of the course was.....

The presentation of well-being &

7) I would recommend the wellbeing topic to other students because.....

It was very interesting topic, it really help me both physical and mental.

8) What could be done differently to develop future courses?

connecting with friends & family, having a good eating <sup>healthy</sup> food.

9) Any other comments you would like to make about the course:

It has a very big impact on my body & my family.

## Wellbeing and Emotional Resilience: End of Term Evaluation

This term you have been studying the topic of *wellbeing* and *emotional resilience* to support you in your learning.

Answer the following questions on your learning across the whole term:

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

2) I have felt comfortable studying this topic in the class:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

3) I have found this topic helpful in my daily life:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

5) I would recommend this topic to other students:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

**Please turn over**

6) The best part of the course was.....

When we all had to do a presentation about well-being. It helped us to think more about our well-being.

7) I would recommend the wellbeing topic to other students because.....

It has increased my confidence and helped me to think about my well-being.

8) What could be done differently to develop future courses?

I think nothing.

9) Any other comments you would like to make about the course:

Learning about well-being have been amazing. It has made me to start eating healthy and doing what I love.

## Wellbeing and Emotional Resilience: End of Term Evaluation

This term you have been studying the topic of *wellbeing* and *emotional resilience* to support you in your learning.

Answer the following questions on your learning across the whole term:

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

2) I have felt comfortable studying this topic in the class:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

3) I have found this topic helpful in my daily life:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

5) I would recommend this topic to other students:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

Please turn over

6) The best part of the course was.....

Learning about a topic that is important in our everyday life and developing and improving things that sometimes take for granted.

7) I would recommend the wellbeing topic to other students because.....

It really does increase our resilience and teach us how to take care of our minds and bodies

8) What could be done differently to develop future courses?

9) Any other comments you would like to make about the course:



## Wellbeing and Emotional Resilience: End of Term Evaluation

This term you have been studying the topic of *wellbeing* and *emotional resilience* to support you in your learning.

Answer the following questions on your learning across the whole term:

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

2) I have felt comfortable studying this topic in the class:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

3) I have found this topic helpful in my daily life:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

5) I would recommend this topic to other students:

*Not at all*
*Partly*
*Very*  
**1**                      **2**                      **3**                      **4**                      **5**

**Please turn over**

6) The best part of the course was.....

was learning more about emails because it has helped me a lot emailing businesses and studying wellbeing as I deal a lot with anxiety

7) I would recommend the wellbeing topic to other students because.....

It helps you to understand what you are going through, that you are not the only one and gives you confidence to open up

8) What could be done differently to develop future courses?

N/A

9) Any other comments you would like to make about the course:

I feel the course was great because it helped me understand a lot about writing, emails and learning to read what the page aint saying as well as what they are saying, understanding the meanings

**Wellbeing and Emotional Resilience: End of Term Evaluation**

This term you have been studying the topic of *wellbeing* and *emotional resilience* to support you in your learning.

Answer the following questions on your learning across the whole term:

1) I have found this topic interesting:

(circle the number which best represents your answer)

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

2) I have felt comfortable studying this topic in the class:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

3) I have found this topic helpful in my daily life:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

4) I have been developing my functional skills (reading / writing / speaking and listening) whilst studying this topic:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

5) I would recommend this topic to other students:

*Not at all*                      *Partly*                      *Very*  
**1**                      **2**                      **3**                      **4**                      **5**

Please turn over

6) The best part of the course was.....

Created the leaflet and presentation.

7) I would recommend the wellbeing topic to other students because.....

It helps you to be more aware of your own wellbeing that you sometime might ignore/neglect it without realising it.

8) What could be done differently to develop future courses?

—

9) Any other comments you would like to make about the course:

—



## Appendix 3 – Learning Walks

*Learning Walks are a light-touch method of checking on provision. They are thematic and developmental and can be at the invitation of the tutor. Feedback to tutor should be verbal not written. Notes to be sent to administrator and Head of School for our records. All classes may be in scope for a visit.*

<b><u>Learning Walks 2019-20</u></b>		
<b>Carried out by:</b>		
<b>Tutor:</b> Tutor A	<b>Course and course code:</b>	<b>Date:</b> 19/11/2019
<b>Register number:</b> 7	<b>Number in class:</b> 7	<b>Punctuality (if relevant)</b>
<b>Theme:</b> Wellbeing Resources	<b>Comments</b> (any factors affecting judgements) This class has been involved in piloting materials as part of our ETF wellbeing project. The aim of the learning was to see if students were responding well and finding the lessons helpful and meaningful.	
<b>Good Practice</b> The materials prompted a great deal of discussion and students were able to share with each other challenging experiences that they had been through. The tutor made use of the discussion to draw out useful vocabulary at this level. This is a low level English class and students felt able to take risks and answering questions. All the students were engaged however one student was not as comfortable as the others sharing personal information. The tutor handled this sensitively. The students were listening to each other and none of them appeared distracted. The tutor handled the sensitive nature of the subject well and signposted students to sources of support they can access for some of the issues that were raised.		

**Learning Walks 2019-2020**

**Carried out by:**

<b>Tutor:</b> Tutor B	<b>Course and course code:</b>	<b>Date:</b> 15/3/2020
<b>Register number:</b> 10	<b>Number in class:</b> 9	<b>Punctuality (if relevant)</b> n/a
<b>Theme:</b> Wellbeing Resources 'Career challenges'	<b>Comments</b> (any factors affecting judgements) This class has been involved in piloting materials as part of our ETF wellbeing project. The aim of the learning was to see if students were responding well and finding the lessons helpful and meaningful.	

**Good Practice**

Students engaged and listening intently.

Good Q&A and extension questions to draw students out 'Can anybody relate?'

Students comfortable to express their feelings and one student able to express her frustration with the college for contacting her when she is off which generated fruitful discussion. Students were also able to provide solutions to each other and suggested ways that stress could be minimized.

- ✓ Classroom management, eliciting and sense of humour, rapport with the students and empathy for their situation. Student comments: [this text] it's motivating, powerful and a true story.
- ✓ It was clear the courage the students have had to overcome their obstacles and that many of them are willing to make sacrifices to attend. Attendance was good.

## Case Studies

What we set out to achieve with this project was to work on improving individual students' responses to stress in their lives and help them find a way of voicing the struggles and challenges they have experienced in their lives.

We followed the progress of two learners through their wellbeing journey over the 10-week course.

### Case Study 1: Student A

We interviewed an Entry Level 3 Student (Student A), who has been participating in the project consistently since September to find out the impact that the wellbeing programme and resources have had on her as an individual and as a student.

'A' is 32 and originally from Somalia. She came to the country at the age of 12 and was not given proper educational support. The events (bullying, racial abuse, neglect) that occurred during her attempts to engage with education triggered a 20 year long battle with depression and anxiety.

Her first re-engagement with education since 2004 was the course she has enrolled on at Morley College. The wellbeing materials and lessons have given her confidence to express her feelings and tell her story without any shame. She welcomed the opportunity to open up in class and break cultural taboos around the subject of mental health.

She felt that talking about these topics in class and reading about real people who overcome their difficulties enabled her peers to become aware of the support that is available in the community in terms of talking therapies. She talked about students having a 'way out of their situation, without feeling the pressure [of cultural norms]'. She liked the way that the tutor signposted the class towards sources of support at the college and in the local area. She said that this meant that 'students could think about what they needed in privacy and get help'.

On a personal level the lessons have helped her feel that she no longer needs to pretend that 'everything is ok' and that all she needed was the proper support.

She found the learning materials inspirational and motivating and loved the real life examples as they were 'relatable' and she felt that it was something she could attach her own aspirations to.

Since 2019 her physical and mental wellbeing has improved and she is having support from local mental health services. She attends the English class regularly and her attendance is 100%. She told me that she comes into class 'no matter what' and that sometimes her mother walks her to the door but she comes.

## Case Study 2: Student B

We interviewed Bridging to Level 2 (Student B), who has been participating in the project consistently since September, to find out the impact that the wellbeing programme and resources have had on her as an individual and as a student.

'B' is 55 and originally from Nigeria. After experiencing a traumatic family event as a child, she suffered depression and anxiety through her school years, impacting on her progress and achievement levels. After arriving in the UK, she settled down and had a family of her own, but the stress of her past has always impacted on her confidence and self-esteem.

Her first re-engagement with education was in 2016, when she began studying Entry 3 English and Maths at Morley College. 'B' was always committed to her studies but has found learning a constant challenge, and one frequently impacted on by her work and family commitments, rivalling her time and attention.

Since starting the wellbeing programme, 'B' developed a new thirst for learning and personal development, as she could immediately see how it all related to her life and studies. She has struggled with low confidence and self-doubt all through her life but now, through studying this topic, she says she has found a way to be 'bold and confident in front of others.'

'B' says her greatest challenge whilst studying this topic has been 'learning to be honest about how I was looking after myself.' She has now been able to reflect on how she treats her mind and body, including how her diet and stress levels impact on the balance of her wellbeing.

In terms of her studies, 'B' found that the programme has developed her English skills, as she has worked through the many related reading activities and produced a variety of written texts, including letters, articles and a leaflet around the topic. She has found the lessons and resources engaging and inspiring, leading her to achieve 100% attendance and homework completion rates over the 10-week programme. In particular, the frequent group discussions and final presentation have really boosted her confidence.

She is noticeably more self-assured in class and says that having the 'support of my tutor and my classmates helped me to stand up and present my ideas [on wellbeing] in a calm way.'

On a personal level, 'B' now carries the message of positive wellbeing with her through all aspects of her life, sharing her positive outlook with her family, her local community and her work colleagues. 'B' feels that learning about wellbeing has made her more resilient, helping her to keep the stressful issues in her life in perspective, and to better cope with them: 'there is always a good side to everything and when we focus on that our life becomes better.' She says she knows there will always be challenges and problems, but her new mantra is 'don't stress yourself, take things as they come!'