

# **Ready...Set...GO! An investigation into the impact of a well-being intervention in English lessons.**

by

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## **Abstract**

“Are students ready? Are they set to learn?”... “not yet!” This small-scale research project aims to develop student’s readiness to learn in what feels like a race to achieve their English Language GCSE. The intervention ‘Teen Breathe’ a magazine used to create conditions for discussing wellness is analysed. This collaborative enquiry-based pedagogy aims to stretch philosophical questioning and focuses on developing thinking skills and therapeutic discussion through communal deliberation. By adapting Cam’s (2006) question quadrant tool, the study encourages students to ask questions and explore current mental health issues.

Recent research in the FE sector shows a sharp increase of up to three times more safeguarding incidents being reported from 2016/17- 2018-19 (Sims 2020). Welfare information reports have increased a staggering 48% just in the past year, this has a knock-on effect on learning and interaction in classes. Students arrive in lessons with a thousand thoughts whizzing through their minds but teachers have little time for discussion as Hattie reports a mere ‘5% of class time is devoted to class discussion’ (Hattie, 2012). Developing student’s well-being by using this social intervention and method to encourage a culture of discussion and support in the classroom is the focus of this research.

This research is framed by an interpretivist approach is aiming to represent the voices of FE learners focusing on creating a classroom that ‘fosters health and wellbeing’ and one that ‘enables people to achieve their potential’ (Brookfield 1999). Priorities continue to build on the improvements in teaching within English and mathematics so that all students are better able to pass their examinations with high grades. Early finds indicate some improvement in the levels of concentration and literacy skills with resources ensuring students practice reading and writing. The impact of the research concludes with recommendation and discussion of emerging findings.

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## Introduction

Composing this research comes during a continuous battle to fight against the proliferating safeguarding and welfare results in FE from 2019-20. Yet again they see in data that coincide with the fact that 50% of mental health issues develop by age 14 and 75% by age 24 (Kessler 2005). Thus far, from experience of seeing students suffer in the classroom still 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age (Mental Health Foundation 2020). Slowly but surely this is infecting literacy skills and the ability for learners to really engage in the learning process and it is agonising knowing that the main support systems in this environment cannot cope with the influx of wellbeing needs. This alone emphasizes the urgent duty of classroom tutors to act fast and help support not only poor mental wellness but help untangle the knots inside our students minds so that they are ready to learn.

Indeed, within this specific college group alone there has been an increase of up to three times more safeguarding incidents being reported from 2016/17- 2018-19 (Sims 2020) which is particularly evident in the vocational course of Health and Social Care. A clear resemblance between this data and the Level 1 & 2 HSC students taking GCSE English Language as they appear to have a lack of readiness to learn. Being present in the room and engaging in GCSE exemplar extracts is all too frequently absent which becomes very problematic in what feels like a race to achieve their English Language GCSE.

Research in this paper is framed by an interpretivist approach is aiming to represent the voices of FE learners focusing on creating a classroom that ‘fosters health and well-being’ and one that ‘enables people to achieve their potential’ (Brookfield 1999). Priorities continue to build on the improvements in teaching within English and mathematics so that all students are better able to pass their examinations with high grades. One theory in education research argues that specific types of mindset will allow a person to live a less stressful and more successful life (Dweck 2017). In conjunction to this, this research incorporated the work of Philip Cams who adds more emphasis to thinking widely and opening conversations up to allow collaboration in the classroom and inquiry when developing an individual’s life in an

educational setting. For this reason, an intervention of a magazine 'Teen Breathe' is used so that students have a catalyst to read and discuss well-being issues they are facing.

Throughout the course of this research this paper aims to answer the following questions:

Does a well-being intervention lead to higher levels of engagement, develop student's literacy skills and readiness to learn? Will this lead to a culture of discussion about mental health within GCSE English? What can English GCSE tutors do to help students with their well-being in lessons?

Prior to intervention, the initial questionnaire shows that students agree that they 'hardly ever' discuss well-being topics in English and would like to read more about confidence, motivation, and positive thinking. 75% of students selected that they would like to know about further support they could receive connecting to well-being and mental health. Whereas, post- project saw some improvement in the levels of student concentration, readiness to learn and literacy skills such as speaking, listening, reading and writing. What's more, positive trends in the focus groups found students' saying "I find it interesting, the way the magazine 'Teen Breathe' is written, it is engaging as it explores your own views on well-being topics" and after reflecting on the type of intervention material, several students' declare that they "have learnt how to take care of my wellbeing compared to everyone else...It is helping you mentally and emotionally".

This collaborative enquiry-based pedagogy has wider relevance as it aims to stretch philosophical questioning in English GCSE lessons and focuses on developing thinking skills and therapeutic discussion through communal deliberation. Other departments have been using 'Teen breathe' and the question quadrant in their lessons and the college now have subscribed to the magazine which can be found in the library free of charge for all learners.

## Literature Review

*“In this era of high stakes testing, much teaching emphasises memorising facts, rules and procedures to insure students do well in tests however the important thing is learning in progress and trying new strategies as we need to embody a growth mindset.” (Dweck, 2017:38)*

It is this ambition and ethos which underpins this paper as the research stems from the work of Stanford psychologist Carol Dweck, synthesised in her remarkably insightful *Mindset: The New Psychology of Success*. Dweck's work is centred around the power of our beliefs, both conscious and unconscious, and how changing even the simplest of them can have profound impact on personal growth.

The mindset approach is being applied in stress, mental health research and has been especially influential in education as a method to help support learners achieve their potential. Whilst writing this in report the summer of 2020 the escalating level of importance placed on psychological well-being and positivity as is now more than ever essential (Public Health England, 2014). Covid-19 is fortunately not impacting upon this research although, the implementation of the intervention and trying to teach growth mindset with the Teen Breathe resource is aiming to have a lasting positive effect for the students in these difficult unprecedented times.

According to Dweck, growth mindset is where ‘intelligence or personality is malleable’ (Dweck, 2017:41) and students who are in this state are better able to learn because they also see challenge as an avenue to improve. This belief also suggests that as a teacher if we are embodying a growth mindset in the way we praise, the way we treat setbacks and the way we focus the students on deepening understanding then this means we are fostering their human attributes. Do we not wish to be able to take our learners to a place where they feel comfortable to untangle the knots inside their mind? We can all recognise those who are struggling for so many years being reluctant readers, inexpressive or muted in class discussion or hesitant to put pen to paper because of being trapped in their negative and fixed thoughts. So shamefully they stop themselves achieving before even trying and poor

wellbeing is a crucial factor to blame.

A core concepts which Dweck continues to point out are that 'Basic qualities are things you can cultivate with your efforts, your strategies and help from others'(Dweck, 2017:42). So, by fostering this belief this research investigates whether we can do this in the classroom by introducing reading material and activities to supplement a growth mindset. Although, there are some controversies around Dwecks work because some criticise the outcomes stating that it has zero effects when looking at data of student academic results. Professor of individual differences in psychology Timothy Bates states that the research on mindset is "overpromised and underdelivered" Denworth, L. (2019). Therefore, the limitations of this research are that it is somewhat an interpretivist approach and the results are not clear or evident in the students' final grades. For this reason, results are focusing on dialogical feedback from discussion forums and quantitative data from questionnaires.

One of the main conundrums students currently face is that they do not get the opportunity to discuss and use varied questions to open-up emotionally to others in the class. However, this research is wishing to examine the work of philosopher Philip Cams as he argues that we need to give 'more emphasis to collaboration and inquiry rather than putting students against each other and focusing too much attention on 'teaching that' (Cam.P. 2014:11). So, as tutors we must intentionally stop rushing to teach the syllabus in GCSE English Language but instead allow more time for students to decipher problems together and evolve with the curriculum being taught in a different way or with resources which are current and inspiring such as articles from 'Teen Breathe'. The intervention of '*Teen Breathe*' magazine is being used as a stimulus and a springboard to allow students to read about wellness problems because previous resources have often felt outdated and disconnected for them which leads to disengagement with the learning process.

If Cams notion is that we need to include philosophy in the curriculum throughout the school years, and teach it through a collaborative inquiry then why not allow this to flood into heightening wellness? He also describes students as young thinkers which is an open concept as opposed to Dweck's growth and fixed mindset. As a result, this study is combining the two theorists by looking into how we can alter and widen thinking when challenging our students' negative thoughts.

This study is not only using Cams question quadrant design to help vary questioning and collaboration in the class but also, aiming to lead to greater awareness about mental health and wellbeing issues that often puzzle students. The aim is also to better prepare students to learn because at present, they enter the classroom and it feels that their poor wellness is blocking them from learning. So, by addressing wellness issues and allowing a different approach to teaching the syllabus (through the quadrant and with alternative reading material) the research is aiming to break the barriers of this cycle.

Adding to Cams ideas on free thinking is sociologist Richard Sennett as he states that 'in a world of talk we need to open social space, where discussion can take an unforeseen direction' (Sennett, 2013:23). Therefore, maintains difference as the basis for empathic cooperation, and holds the potential to expand the limits of participants'. So, this research is aiming to create a space for fruitful dialogue to occur. Professor John Hattie echoes this same required need as he states that '5% of class time is devoted to class discussion' and in lessons teachers are talking between '70 and 80 percent of class time' (Hattie, 2012). This clearly shows an unjustified imbalance which requires adjusting and investigating further.

Other pedagogical researchers such as Robin Alexander have recently found that 'the dialogic process reminds us that the quest never ends and there is always more to be discovered' (Alexander,2017:32). Thereby meaning that students would get more out of lessons if they are to collaborate using dialogue. Alexander's study is also suggesting that dialogic teaching can be particularly beneficial in helping students to develop core skills of listening and responding to others, forming questions, exploring and evaluating ideas, reasoning and justifying opinions (Fisher, 2007:47). This connects to Dwecks and Cams earlier themes as dialogue has the power to change our thinking and move discussions onto philosophical levels where students can engage in higher and more critical levels of thinking.

## Methodology

This research is based within an FE College in the Berkshire area (South East of England). This group consists of seven college campuses, three UTC's and four schools but, for the purpose of this small scale study, It is particularly focusing on one FE campus.

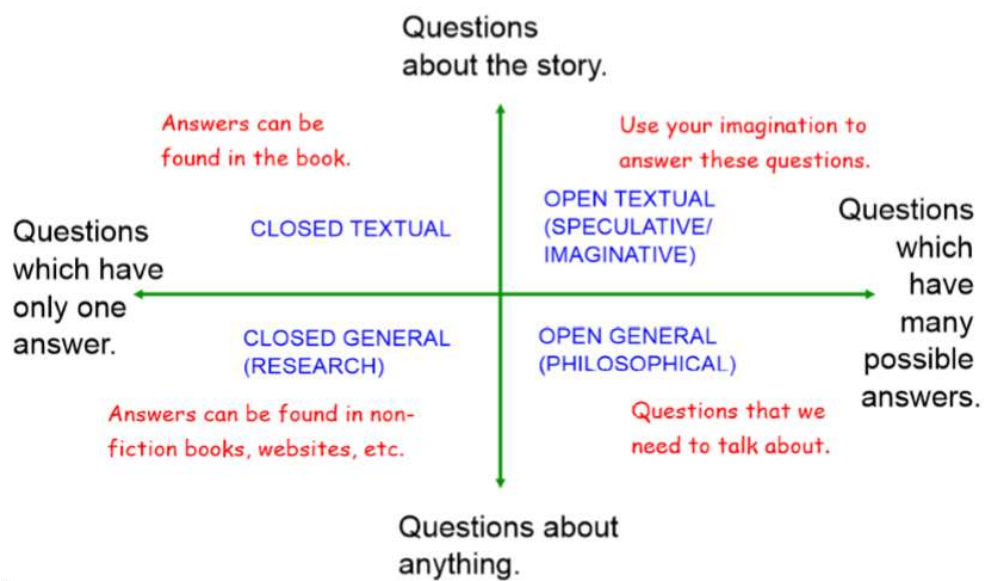
The study conducted is framed by an interpretivist approach is aiming to represent the voices of FE learners focusing on creating a classroom that 'fosters health and wellbeing' and one that 'enables people to achieve their potential' (Brookfield 1999). Three methods of collecting data have been used; An initial questionnaire obtaining students thoughts (quantitative), two focus groups that include quantitative and qualitative methods and a questionnaire gathering information from the Marketing & Circulation Executive in relation to the intervention being used. These methods have been triangulated by looking at what the students say compared with what the teacher says to develop a comprehensive understanding of phenomena. Below is a timeline of the process that took place with specific detail:

- Observation of students in GCSE English lessons (specifically L1 & L2 Health and Social Care).
- Visiting the College Welfare and Safeguarding department to discuss data connecting to reported poor wellness.
- Narrowed the focus on L1&2 Health and social care students taking their English GCSE. Two specific classes have been selected which consisted of 35 students (29 female and 6 male all aged from 16-19yrs).
- Conducted an initial questionnaire (see appendix one) and formulated these questions to link to the employability skills/ Icon grid (see appendix two). Some of the questions posed to students' in the narrowed group of 35 are: does well-being and your mental health effect your learning/ability to learn? Would you like to know about further support you could get for well-being/mental health issues? How do you feel about reading in your English lessons? Can you circle two topics you would want to read more about from the list below. The last question had 5 options which pin pointed 3 topics to focus on; allowing the students' to take control of what wellness topic to read about.
- Over a period of three weeks an intervention of 3x articles are being introduced from 'Teen Breathe', a magazine used to create conditions for discussing wellness (see example articles



based on motivation in appendix five). The article topics are being chosen from students' feedback in the initial questionnaire – Self Talk (issue 14), Motivation and positive thinking (issue 10 & 17). During this stage, Cams question quadrant is adapted in my lessons to allow the students to practise answering questions (see example of this in appendix six). These questions link to and are embedding skills for their GCSE English exams such as implicit and explicit ideas, summarising and comparing texts. Below is the initial example of the question quadrant:

(Cams. P 2006)



- A discussion forum is being held to allow students' a voice to comment upon the resource/intervention of Teen Breathe. In our discussions, 35 students' are asked questions such as: What are your initial thoughts about the resource we have used in class over the last few weeks? Tell me about what English skills you have practised by using resources from these magazines? Have you learnt anything else? Did you know that this resource is available in the library? How do you feel about reading now? (see appendix three).
- A Questionnaire is being sent to the Marketing & Circulation Executive for Teen Breathe (see appendix four) asking questions such as: As a company, what impact do you believe Teeth Breathe could have in the classroom environment? To what extent do you believe the magazine has a impact on literacy skills? To your knowledge has the content of the magazine Teeth Breathe been used within any curriculum at further education establishments such as Colleges?

Please see below a grid presenting a clear picture of the groups of tutors, managers and students' consulted as part of the study:

<b>Site</b>	<b>Participants</b>	<b>Research method used</b>
<b>City of Oxford College</b>	<b>Ben Sims</b> -Group Student Support Delivery Manager, Berkshire Colleges.	Interview and email conversation regarding the College data connecting to support and welfare.
<b>Reading College</b>	<b>Michelle Jenner</b> Study Coach in learning support Reading College.	Discussion on student behaviour and lack of readiness to learn in the GCSE English lessons.
<b>City Centre Campus</b>	<b>CPD Reading College with Mary Wiltshire</b> Lecturer in Teacher Training	Questionnaire gathering initial quantitative data.
	<b>Dr Fumiko Pescott</b> Faculty Manager and Heading of English Language	Discussed research and displayed magazine to further staff members at Reading College. Conversation and outline of the research project for the English department and wider curriculum. Interest in outcomes and recommendations from the project.
	<b>Chris Hyde</b> Director of Curriculum	Discussed relevance of this research in connection to the curriculum and implementation of the resources.
	<b>35x L1 &amp; L2 HSC Students</b>	Focus groups formed to gather students personal responses to the resources.
	<b>Anne Guillot</b> – Marketing and circulation executive at Teen Breathe Magazine.	Questionnaire obtaining thoughts connecting to the research.

## Ethical Considerations

This research has a responsibility to follow the guidelines of the British Educational Research Association (BERA). Following paragraph one of these regulations, my project is ensuring that all research is carried out in an ethical manner to respect any persons involved and that all individuals are being treated fairly, sensitively, and with dignity and freedom from prejudice. I am being honest and open to the participants taking part and all partaking in the project have given both verbal and written consent. I also have approval from my line manager in relation to conducting this project for educational purposes. Therefore, transparency is of utmost importance and if I did not think the participants were suitable or fit to take part, I would advise them of this to prevent harm. I understand there is a duty of care and that I have a responsibility to ensure there are no risks at any stage of this project. There are no conflicts of interest or commercial gain in this project which would compromise the objectivity of the research. Neither are there any intended incentives which might have had an impact on the decision to participate.

Participants are actively involved in the process and have the option to give consent when initiating the research questionnaires. The participants have opportunity at all stages of the process to withdraw consent if they wish. Consequently, participants are aware of their rights to withdraw at any stage and have my work contact details if they need to get in contact with any concerns.

It is essential to maintain confidentiality and all data collected is stored privately by locking it away in a safe place. By adhering to the GDPR legislation the study can remain secure and trusted for all participants taking part. When writing up my results, I will choose pseudonyms for all concerned so that they remain anonymous and their personal information is kept private.

Although this research is funded by the Education and Training Foundation (ETF), the Foundation has in no way influenced the conduct of the research or its outcomes. (ETHICAL GUIDELINES FOR EDUCATIONAL RESEARCH. 2018 BERA.).

## Hypothesis

When forming a hypothesis about the outcomes of this research, it is evident we need to firstly draw our attention back to questions posed in the initial stages. The projects intentions are to answer whether a well-being intervention leads to higher levels of engagement, is it also going to develop student's literacy skills and readiness to learn? By using the articles and Cams question quadrant, will this then lead to a culture of discussion about mental health within GCSE English?

A short hypothesis in response to these questions above would be 'yes'. This is also realistic and achievable because from previous experience it has been witnessed that the students' come to life having read articles from this magazine and seem highly engaged- wanting to read more! Thus, when analysing the relationship between the two main variables we can see that by using an intervention from Teen Breathe, students' are encouraged to share and develop both English skills and their own wellness in the classroom. From this, it is hoped that students' readiness to learn will increase and naturally they will achieve more in the lessons.

Understandably some areas of the process need to be modified for the classroom context. For instance, the English language exam deals with specific literacy skills so, Cams question quadrant needs to be adapted so that it is both relating to the specification but also exploring the specific topics of wellness.

## Findings

Over a period of three weeks the research collected data from varied methods such as questionnaires and discussion forums. It also became apparent later in the process that it would be beneficial to contact Teen Breathe with a questionnaire. These varied findings are outlined below:

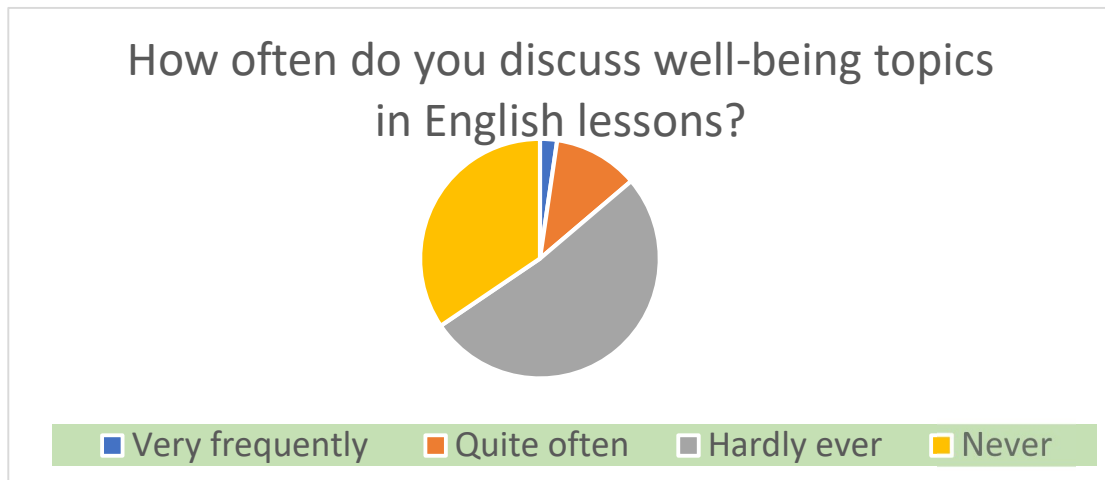
### **Findings from the first initial Student Questionnaires:**

- Pre intervention- 75% of students selected that they would like to know about further support they could receive connecting to well-being and mental health.
- Pre intervention - Students agree that they ‘hardly ever’ discuss well-being topics in English and would like to read more about confidence, motivation, and positive thinking.
- 35/35 students said that they are not aware of any magazines for their age group to help with any wellbeing or mental health issues.
- The graph below indicates that 77% of students feel that their learning would be impacted if they have poor wellness and mental health.

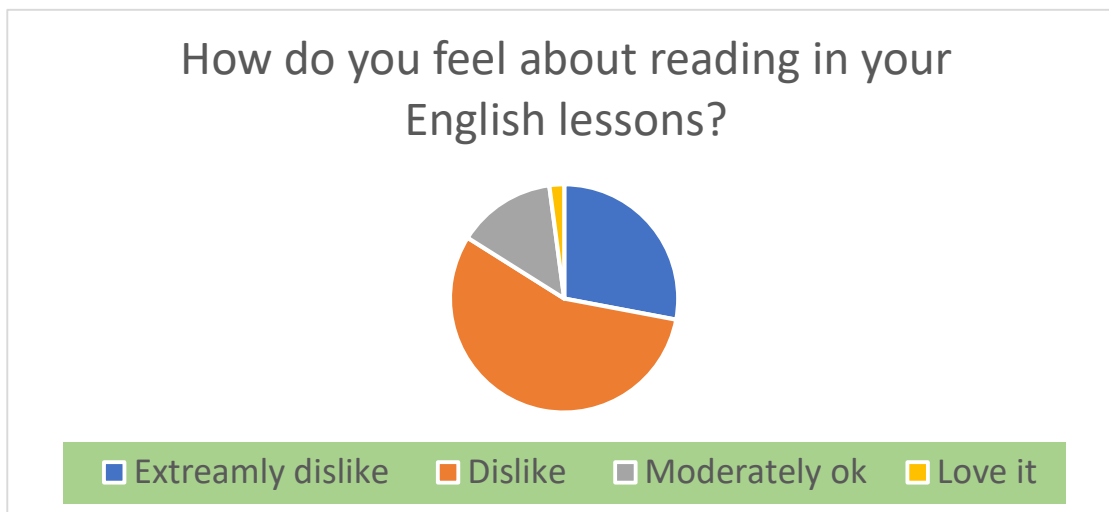


As seen below, over half of the students said they hardly every or never discuss wellbeing topics in English. This is interesting as it could be the reason why they have lingering problems which the college welfare department cannot respond to immediately. This confirms Alexander’s ideas that ‘dialogue has the potential to energise, motivate and enhance students’ critical and creative thinking through collaboration, interaction, cumulative questioning, argumentation, cognitive processing and self-regulatory behaviour (Alexander, 2017:2). So, for this reason we need to regulate these types of discussions in class because this in turn could decrease the traffic coming into the safeguarding and welfare department at

college.



Below is data showing that over  $\frac{3}{4}$  of students either dislike or extremely dislike reading. Having noticed this, we begin to wonder if this predominantly due to the topic they are reading about. If the students are interested in what is being said in a text then would this alter their perception of reading?



Direct comments are made from the students when discussing the use of the articles from the magazine and the question quadrant. The students said:

“I have learnt how to take care of my well-being compared to everyone else... It is helping you mentally and emotionally”

“I would use it outside of lessons as I find it interesting, the way it is written as it explores your own views on topics”

An unexpected issue whilst using the intervention in class is that a couple of the students' admitted that they would not read the magazine outside of the lesson despite them enjoying the content. However, the array of findings shared from this study clearly solidify the benefits of both Dwecks and Cams work. For instance, student did not stop themselves from achieving once they had read the resource and felt positive in a growth mindset. The Magazine 'taught them the truth' gave them the 'tools to close the gap' (Dweck, C. 2017:p66). It is visible that they are turning into students' who 'loved learning' because this magazine is also teaching them to love themselves.

**The following information presented below shows the findings which have been correlated from the discussion forum after using the intervention in class:**

<b>Discussion Forum - Common and mutual positive themes</b>
<p>The articles are:</p> <ul style="list-style-type: none"> <li>Engaging</li> <li>Interesting</li> <li>Motivational</li> <li>Modern and relatable</li> <li>Personal to age group</li> <li>Aesthetically pleasing with images and text</li> </ul> <p>Students feel they are able to:</p> <ul style="list-style-type: none"> <li>Practise both reading and writing</li> <li>Explore/ analyse language and structure</li> <li>Engage in reading</li> </ul> <p>Additional comments are:</p> <ul style="list-style-type: none"> <li>It helps you personally</li> <li>They did not know about it</li> <li>Could look at using more articles on other topics like anxiety</li> <li>It is helping to promote positive mindset</li> <li>Makes you think 'I can do it'</li> </ul>
<b>Contrasting themes expressed</b>
<ul style="list-style-type: none"> <li>Use of magazine outside of lessons</li> <li>Other formats would be beneficial when linking to GCSE English such as a leaflet or a letter</li> </ul>

A part of the process which is puzzling and may differ from my hypothesis is that during the discussion forum, some students' are very quiet and some of them are not wishing to contribute. So perhaps the students did not develop their speaking skills or confidence to contribute what they felt. So, in hindsight it would have been appropriate to conduct a final questionnaire similar to the first so that the feedback is anonymised and the students felt more at ease when providing feedback. The study could then analyse this data as it would have been beneficial to compare it to the initial thoughts from the students. However, the positive comments which are made above display the predicted outcomes made prior to conducting the project and, due to Covid-19 the study opted out of conducting another questionnaire in difficult conditions.

Having collated information from the questionnaire to Teen Breathe, the findings are very inciteful. For instance, we can see that there are no research projects taking place at present and this is surprising because they mention that they are "not sure about further education as Teen Breathe is aimed at younger readers." Yet, our learners are ideal for this type of magazine because they are in the age bracket for the target audience of the magazine and it is noted that our learners have 'poor self-esteem' (Hayes, D. 2007:47). Which unfortunately leads us to wonder if we are still the 'frequently forgotten sector' of the education system (Gibson, S. 2009:148).

These findings also suggests that they 'don't think it (the magazine) would have much impact on literacy skills' and "We understand teachers use content as a starting point for discussions to encourage students participation- A few teachers have even created a Teen Breathe Club!". But, this research shows an improvement on willingness to read and the students have given feedback relating to higher engagement so in turn this could change their 'lack of basic literacy skills' (Hayes, D. 2007:47) into successful readers.

When asked about what feedback they have had from teenagers using Teen Breathe they mention that teenagers "particularly enjoy the tips offered about protecting their well-being. They love how the illustrations are beautiful and soothing, and more importantly, they appreciate that the magazine makes them feel "normal". This mirrors the data being collected from this study and confirms how Dwecks idea of 'growth mindset increases confidence and



self-worth' (Dweck, C. 2017:67) so the magazine is able to make the students believe in themselves and an environment is created where they can feel comfortable reading and writing.

All findings are being disseminated within the English department in the Berkshire area (South East of England) and with the wider FE College groups. Plans are now in place to display the research findings on posters around the college and opportunities in 2021 to present the findings and extended research at cross college events and ETF conferences.

### **Recommendations**

Having conducted the research the following practical recommendations can be made so that other tutors and managers in the sector can implement them in future:

#### **What could tutors do to ensure students are ready to learn when entering the classroom?**

1. Plan for resources which immediately engage and attract students into learning through dialogue and well-being resources.
2. Involve more of the employability skills linked to well-being set out by the college group (seen in the Icon grid appendix two)
3. Address concerns linking to well-being more frequently by using therapeutic reading material instead of recycling reading material from the exam board based on 19<sup>th</sup>/20<sup>th</sup> century texts.
4. Avoid rushing into higher questions in the exam and build up these through using a question quadrant – scaffold tasks.

#### **What could tutors do to make TL&A and well-being the first priority?**

1. Consult students regularly on T&L and respond to their constructive criticism
2. Ensure student are involved in collaborating as a community to enquire about a problem and allow more time for discussion in classes.
3. Discuss teaching methods frequently and the types of resources and topics covered in the reading material.

#### **How might tutors be better equipped to enhance students' well-being in FE?**

1. Apply for access to the online version of the magazine
2. Branching out to other formats or therapeutic materials.

3. Build a community of inquiry in the classroom, and how to use questioning techniques (such as Cams material), group discussion and other activities to develop thinking skills and concepts that can be applied across the curriculum.

It is apparent that there are some limitations of the study such as the scale of the research. For example, only one vocational course has been chosen to take part in this research, other courses missed the opportunity. So having a small-scale project does narrow the findings and data but, this could be an opportunity to extend the research further. Another limitation is that the timing of study and methodology is not entirely to plan because of unforeseen circumstances of Covid-19, the final questionnaire with students is having to be withdrawn from the project. Also due to the nature of the discussion some students are not able to contribute so this limits the evidence collected from all 35 participants.

Finally, the gathering of data from the GCSE results is a limitation because much like Dweeks work, the study has not measured the intervention against final GCSE results. Although, there is still as desire to lift literacy standards from their current plateau so, this is an implication for further research in future amongst others such as using further resources to enhance engagement and develop literacy in further education.

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## Appendix one - Questionnaire 1


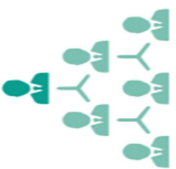
The following questions are linked to a research project that is being gathered for an MA course with SUNCETT University. You do not require to place your name on this document. The results will be gathered and data collected to analyse. Please read the questions carefully and extend on answers where appropriate.

I give permission for my answers to be used for research purposes (Tick box if you agree)

Please circle your answer for each of the questions below:

1. **How do you feel about reading in your English lessons? -**  
Extremely dislike                      Dislike                      Moderately ok  
Love it
2. **What one format do you normally read for non-fictional reading texts in English lessons? -**  
Newspaper articles                      Magazine articles                      Blogs                      Letters  
Speeches
3. **How do you feel about using this type of format? -**  
Extremely dislike                      Dislike                      Moderately ok  
Love it
4. **Which one of the following you would like more of? -**  
Newspaper articles                      Magazine articles                      Blogs                      Letters  
Speeches
5. **How do you feel about the topics covered when you read these extracts in class? -**  
Extremely dislike                      Dislike                      Moderately ok  
Love it
6. **How often do you discuss well-being topics in English?**  
Very frequently                      Quite often                      Hardly ever  
Never
7. **In your opinion, does well-being and your mental health effect your learning/ability to learn? -**  
Yes                      No
8. **Do you know of any magazines for your age range to help with mental health and well-being issues? -**  
Yes & Name of magazine: \_\_\_\_\_ No
9. **Would you like to know about further support you could get for well-being/mental health issues? -**  
Yes                      No
10. **Circle two topics you would want to read more about from the list below:**  
Confidence  
Motivation  
Mindfulness  
Positive thinking  
Being empathetic

## Appendices Three- Activate Learning Icon Grid

Digital	Motivated	Problem solver	Adaptable	Empathic
				
Numerate	Independent	Business minded	Self-reliant	Self-aware
				
Communicative	Inquisitive	Resourceful	Commitment	Reflective
				
Customer focused	Positive	Risk taker	Capability	Respectful
				
Team player	Proactive	Leader	Perseverance	Mindful
				

### **Appendix Three - Discussion forum question prompts post intervention**

The following questions were used as an aid for level 1 and 2 Health and Social Care students participating in a group discussion which was held in college.

1. What are your initial thoughts that we have used in class over the past two weeks?
2. What topics have we talked about from those resources?
3. How would you describe the articles that we have used?
4. Can you tell me about what English skills we have practised with these articles?
5. Have you learned anything else from the resources used?
6. How are they similar or different from a normal article you would have in English?
7. Have the magazine articles helped in any other way?
8. Are any of you aware that you have access to this magazine and others in the library?
9. Would you use/read this magazine outside of lessons?
10. Can you tell me how else we could use this resource in class?
11. Are there any other article topics that you believe would be useful to use in lessons?



## Appendices four- Teen Breathe Questionnaire

### Research Questionnaire – Teen Breathe

The following questionnaire was produced as part of research for an MA short course research programme with Sunderland University. As part of this study Teen Breathe was used as an intervention within English GCSE lessons. Therefore, it would now be beneficial to obtain the following information from Teen Breathe, please see 10 sort questions below:

1. To your knowledge has the content of the magazine Teeth Breathe been used within any curriculum at further education establishments such as Colleges?
2. As a company, what impact do you believe Teeth Breathe could have in the classroom environment?
3. To what extent do you believe the magazine has an impact on literacy skills?
4. Are there any research projects involving the use of Teen Breathe which you would be happy to share?
5. Has COVID-19 effected Teen Breathe and if so, how?
6. What feedback have you had from teenagers using this magazine?
7. At present, which retailers are selling Teen Breathe Magazine?
8. Are there any plans to expand to any other retailers in the future?
9. Has the magazine considered incorporating other formats in the magazine such as letters, speeches and essays? Please give details below:
10. Are there any educational offers that you provide for student subscriptions to Teeth Breathe?

For any further comments, please use the space below:

Thank you for responding to this questionnaire. Please sign below for conformation that the answers you provided can be used and shared with academic professionals for the purpose of the research programme.

**Print Name:**

**Sign:**

**Date:**

## Appendices five – Example of Teen Breathe Magazine Articles



### FROM SOFA TO SUCCESS

How to get from procrastination to motivation

It reels you in with the promise of spare time to spend on the sofa, with friends or in virtual worlds, but it fails to warn you of the cloud of guilt and worry that will hover over any activities you choose to indulge in while in this forbidden space. There's no getting away from it – borrowing time as a procrastinator comes with a price.

#### Why do I procrastinate?

The teenage brain is wired differently to that of an adult. The prefrontal cortex – the part that helps people to plan and think about the consequences of their actions – isn't fully developed until you're in your mid-20s. This means that before this time, it's harder to ignore the temptations of instant gratification. The feelings of accomplishment and pride that come with the successful completion of a task can feel remote compared with the immediate hit of checking notifications, chatting to friends or catching up on your favourite TV series while lying on the sofa.

To begin with, the sofa (or your own personal equivalent) provides solace of sorts, even with a light cloud of guilt and worry present. But as deadlines loom, the cloud gets heavier and, finally, the extreme weather of panic will shift you into action.

The task may well get done – you might even do a good job – but the chances are you won't enjoy it as much as you might have done. This could suggest that pressure and



a certain amount of pain are necessary in the process, strengthen your coping mechanisms for procrastination. Does that sound familiar?

#### How can I break the habit?

Think about a time when you achieved something or completed a task and how you felt about it. It's that delicious feeling of well-earned satisfaction. Completing jobs can feel fantastic and can be even better. By effectively planning larger tasks into small, easily achievable steps, guilt-free leisure time can become more fulfilling. But you probably know

#### So, why don't I already do it?

There are two types of motivation: 'intrinsic' (you don't want) and 'extrinsic' (you do). 'Away from' motivation can provide a temporary relief, but the situation needs to be pretty dire for it to work. 'Towards' motivation, in contrast, is focused on a clear and positive goal. In the long run, it will recalibrate until you can focus on a task, no matter how many times you procrastinate. In cases of procrastination, it's your 'towards' motivation that will eventually win out, despite the light



### MIGHTY MOTIVATORS

Imagine it's a Sunday evening and you're doing your art homework or some last-minute revision – how are you feeling? Are you doing it just so you don't get into trouble at school, because your parents are nagging you, or are you doing it because you're motivated to do well in that subject and get a sense of satisfaction from producing work to the best of your ability?

It's normal for anyone working on solo projects to experience feelings of boredom, anxiety or a lack of enthusiasm. The good news is that within easy reach of you are secret aids that can help you to unleash your full potential and overcome any lingering negative feelings – your friends.

If you can share your experiences with your peers, and work collaboratively, the chances are you'll encourage them and work to the best of your ability.



## Adaptation of the Question Quadrant

<p>Read the texts again find one difference and one similarity between them and write them in a table.</p>	<p><b><u>Similarities</u></b>  <u>Text A</u>... Similarly  <u>Text B</u></p> <p><u>Text A</u>... Likewise  <u>Text B</u></p> <p><b><u>Differences</u></b>  <u>Text A</u>...on the other hand  <u>Text B</u></p> <p><u>Text A</u>...however  <u>Text B</u></p>
<p><b><u>Step 1-find these features in para 3 &amp;4:</u></b></p> <p>Repetition          Facts          Juxtaposition          Pathetic fallacy          Rhetorical question          Alliteration          Direct address          Flattery</p> <p><b><u>Step 2- How do they use language to persuade you to be motivated?</u></b></p> <p>e.g. They use flattery and direct address such as ‘you probably know that’ - this makes me feel complimented so I want to follow their guidance.</p>	<p><b><u>Pause for thought/discuss the following:</u></b></p> <p>Is motivation the key to success?          Can procrastination be a good thing?          Do teens have a right to sit on the sofa all day every day?</p>
<p><b><u>Research on the internet:</u></b></p> <p>Name three other tips on how to be more motivated.          What magazine did this article come from?          Write down the Format, purpose and audience of the article.</p>	