Addressing young people’s Mental Health & Wellbeing in Scotland

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• Developed by psychology practitioners for the Scottish Qualifications Authority SQA from 2019
• 3 Unit structure with flexible assessment and no terminal examination
• See https://www.sqa.org.uk/sqa/83453.html
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Unit titles
• Understanding Mental Health
• Influences on Mental Health & Well Being
• Coping Strategies and Resilience

Assessment levels
• National 4 suitable for those likely to leave school aged 16 years
• National 5 suitable for more able students likely to continue with education post-16 years
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Flexible models of delivery of the three Units in the Awards

• Timetabled periods within core or elective curriculum for National 5 in post compulsory education 16+
• One National 4 unit each year within the 13, 14 and 15 years-old Social Education programmes
• Delivered to specific needs groups
• As an alternative to core PE in post-16 education
• As a family learning programme in the evening
Unit learning support materials

Understanding Mental Health

National 4 and 5 Teaching Pack

Unit Learning Support Material National 4 and 5

Influences on mental health and wellbeing

Unit Learning Support Material for National 4 and 5

Coping Strategies and Resilience

The activities in this pack could be used to build up a portfolio of evidence, which could be used to meet the outcomes and assessment standards for the unit. Please read the additional support pack in conjunction with the Understanding Mental Health Unit Specification.

Scottish Qualifications Authority 2019

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SECTION 2: THE INVESTIGATION

In this section you will carry out your investigation. You will need to provide evidence of investigation into positives and negatives of social media and the impact on the individual.

This information should relate to:

- Feelings on connection and disconnection
- Mental health and wellbeing
- Loneliness, isolation and mood

You should also investigate coping strategies in relation to using social media and identify two which could be used to manage the use or overuse of social media.

### Effects of Social Media

<table>
<thead>
<tr>
<th>POSITIVES</th>
<th>NEGATIVES</th>
<th>COPING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Keep in touch with people</em></td>
<td><em>People posting rude stuff</em></td>
<td><em>Contact a trusted adult</em></td>
</tr>
<tr>
<td><em>Have fun using filters</em></td>
<td><em>Bullying</em></td>
<td><em>Ask them if they need help</em></td>
</tr>
<tr>
<td><em>Fun snapping people</em></td>
<td><em>Negative stuff</em></td>
<td><em>Trolls bullying you</em></td>
</tr>
<tr>
<td><em>Gain friendships</em></td>
<td><em>Twin relationships</em></td>
<td><em>Draw a line and block them</em></td>
</tr>
<tr>
<td><em>Gain self-worth</em></td>
<td><em>Draw a line and block them</em></td>
<td><em>People asking for_narcissistic</em></td>
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</tbody>
</table>

Create a presentation to show all your findings using whichever method you chose in Section 1, Part 2. Remember to always include where you got your information from (references).

SECTION 3: THE PRESENTATION

Create a presentation to show all your findings using whichever method you chose in Section 1, Part 2. Remember to always include where you got your information from (references).
From planning to assessable work
Brain Development in relation to Mental Health

From birth to age 5, a child's brain develops more than at any other time in life. Early brain development has a lasting impact on a child's ability to learn and succeed in school and life. The quality of a child's experiences in the first few years of life - positive or negative - helps shape how their brain develops.

Outcome covered - 3
1. (a) Label the diagram below and fill in the missing words.

There are Three main areas of the brain. The **neocortex** or human brain controls, rational and logical thought, **imagination**, language, learning and values. The **limbic** area controls our emotions, **memory**, reproduction, attachment and eating. The **reptilian** area controls the **fight-flight** or **freeze** response. It regulates our **body temperature**, blood flow and generates survival instincts.

Other examples of student work at National 4.
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The next slide that shows a section from the learning support materials for Understanding Mental Health. Consider the psychological ideas, concepts, theories and studies that could underpin this section.
How mental health and wellbeing is portrayed in the media

The media surrounds us daily. It permeates our life through social media, television, advertising, news reporting, radio, podcasts papers, magazines and blogs. It can be pervasive and all consuming. We get many messages about mental health through images, personal stories, news reports and the language that is used when we talk about mental health... .

Our perceptions of ourselves and others, our values and beliefs are influenced by our interactions with friends and family, peers, work colleagues, social activities, culture or religion. More recently the influence of mass media has become much more dominant in our lives.
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Media Influence
  ... Social Influence
    ... Stereotyping
      ... Social norms
        ... In-group/out-grouping
          ... Social Identity Theory
            ... Social Learning Theory ...
<table>
<thead>
<tr>
<th><strong>Sleep &amp; Dreams</strong></th>
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</thead>
<tbody>
<tr>
<td>Zeitgebers,</td>
</tr>
<tr>
<td>Circadian Phase</td>
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<tr>
<td>Misalignment</td>
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<tr>
<td>Sleep Hygiene</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>Stress</strong></th>
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<tbody>
<tr>
<td>Stress GAS response</td>
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<tr>
<td>Stressor and response</td>
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<tr>
<td>Daily Hassles, SRRS</td>
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<tr>
<td>Developing hardiness</td>
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<tr>
<td>Acculturative stress, Collectivist vs Individualist</td>
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<tr>
<td>Stress Management Strategies</td>
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</tbody>
</table>

My assessment of the three units suggests these ideas from the National 5 and Higher Psychology examination courses underpin the MHWB awards.
Conformity & Obedience
Diffusion of responsibility

Prejudice
Social Identity Theory
Norms of In-groups, favouritism, confirmatory bias
Out-group stigmatisation
Superordinate goals
Social Influence of the Media
Equality Act, Prejudice, Frustration-Aggression
Affirmative action

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## Approaches and Theories

<table>
<thead>
<tr>
<th>Nature vs Nurture</th>
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<tbody>
<tr>
<td>Biological Approach</td>
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<tr>
<td>Cognitive Approach</td>
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<tr>
<td>Maslow's Hierarchy</td>
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<tr>
<td>Cause or effect?</td>
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<tr>
<td>Continuity Hypothesis</td>
</tr>
<tr>
<td>Maternal Deprivation Hypothesis</td>
</tr>
<tr>
<td>Social Learning Theory</td>
</tr>
<tr>
<td>Personal Construct Theory* (Kelly 1966)</td>
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<tr>
<td>Focal Theory (Coleman 1974)</td>
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<tr>
<td>Resource Acquisition</td>
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My assessment of the three units suggests these ideas from Psychology that underpin the MHWB awards.

The SQA examination board do not have an examination for Psychology below National 5 standard so this award at N4 could be an effective foundation for studying Psychology.
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With a solid foundation of theoretical Psychology, teachers of our subject in Scotland can:

• support colleagues delivering the units
• offer these units to expand the teacher’s specialist delivery time
• enhance the position of Psychology in the school curriculum
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Any Questions?

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