

ELEARNING
MENTAL
HEALTH
PROGRAMME
FOR
TEACHERS

Overview

- **Background and Rationale**
- **Introducing the e-learning platform**
 - ❖ *Key features of the platform*
 - ❖ *The mental health classroom lessons*
- **Outcome of User-Testing**
- **Proposed new developments**
- **Planned evaluation**

Why Schools?



The Role of the Teacher



- ✓ increase
- ✓ together
- ✓ sum
- ✓ plus
- ✓ total
- ✓ more
- ✓ add
- ✓ and

subtraction

$-$

- ✓ difference between
- ✓ subtract
- ✓ decrease
- ✓ reduce
- ✓ fewer
- ✓ minus
- ✓ take from
- ✓ take away

multiplication

\times

- ✓ multiplied by
- ✓ multiply
- ✓ groups of
- ✓ times table
- ✓ times
- ✓ product
- ✓ lots of

division

\div

- ✓ divided by
- ✓ share
- ✓ share equally
- ✓ divisible by
- ✓ divide into
- ✓ divide
- ✓ group



Background

JIGSAW

Young people's
health in mind

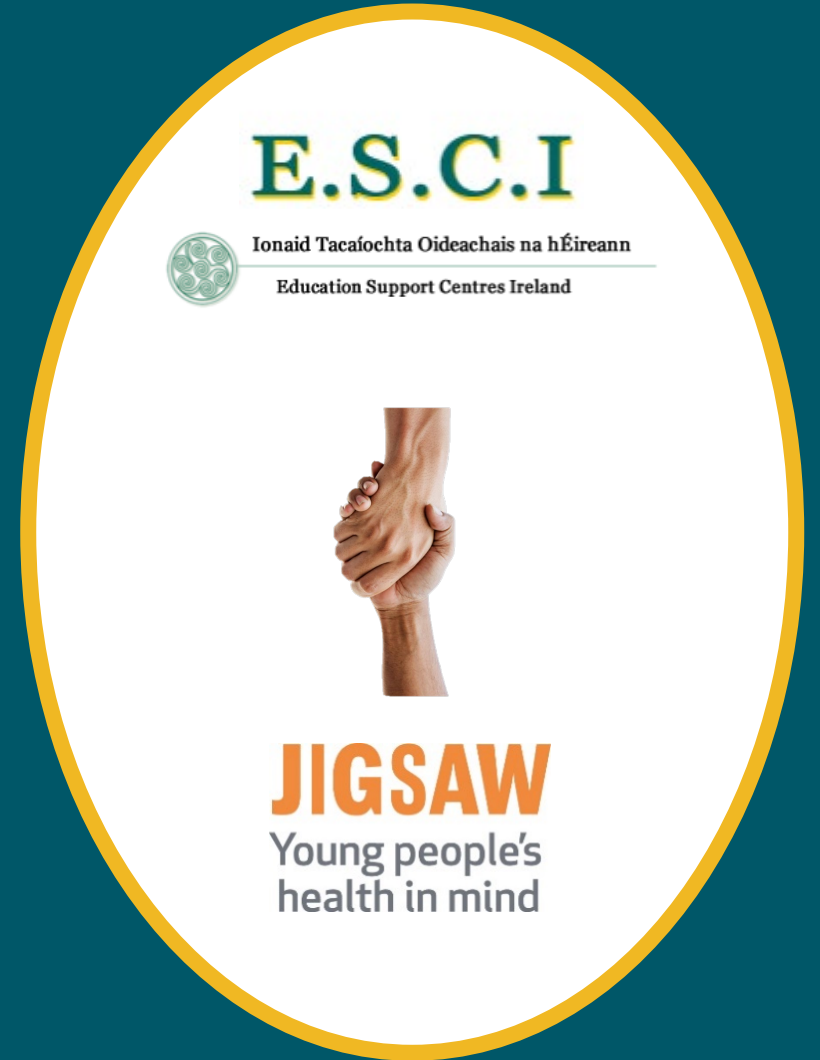


Background

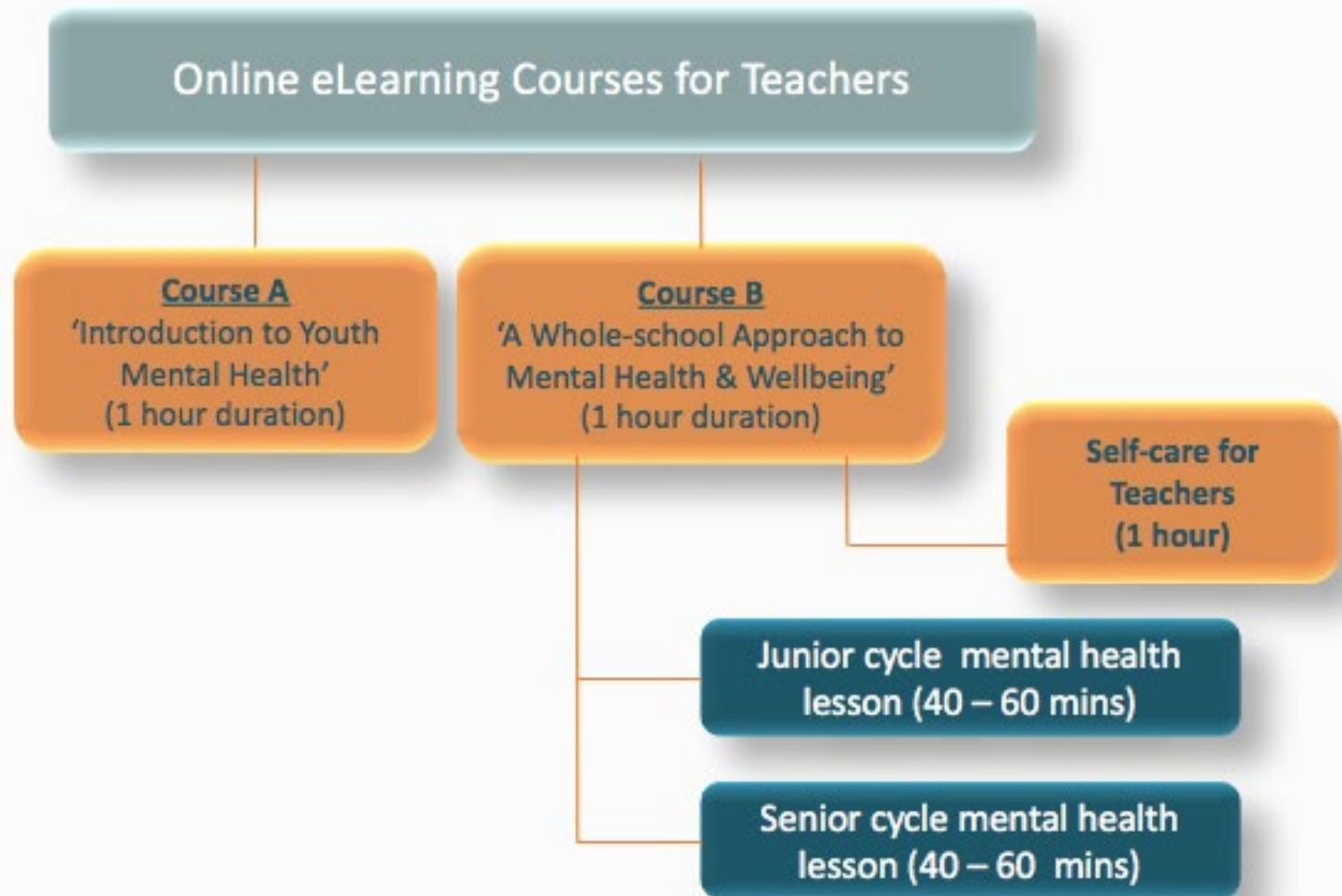
JIGSAW
Young people's
health in mind



Background



Jigsaw's E-learning Portal | 2019 -2020





If you've forgotten your password please click "Forgot Password" button below.
Please contact brid.greenan@jigsaw.ie if you have any questions.

Welcome to Jigsaw's eLearning Portal for those who work or volunteer with Young People.

Email

Password

Sign in

Don't have an account? [Sign up now »](#)

[Forgot password?](#)

Available from Mid-Aug 2019: jigsawportal.learnupon.com

JIGSAW
Young people's
health in mind

Welcome to Jigsaw's eLearning Portal for
those who work or volunteer with Young
People

Total Number of Courses

2

Enrolled Courses

1

Completed Courses



Mental Health eLearning Programme for Teachers Course A - An Introduction to Youth Mental Health

In Progress · Last entered on 19 Mar 2019

An Introduction to Youth Mental Health: In this course we will explore: - What is Mental health? - Youth Mental Health in Ireland - Nation ... [Read More](#)

3 Modules

33%

▶ Resume

Recent Activity



'Introduction to Youth Mental Health'

JIGSAW Young people's health in mind

**COURSE
A**

ELEARNING **MENTAL** **HEALTH** **PROGRAMME** **FOR** **TEACHERS**

Module 1: What is Mental Health?

Module 2: Youth Mental Health in Ireland

Module 3: National and International Perspectives on Promoting and Supporting Youth Mental Health in Schools

Module 4: Youth Mental Health and the School Environment

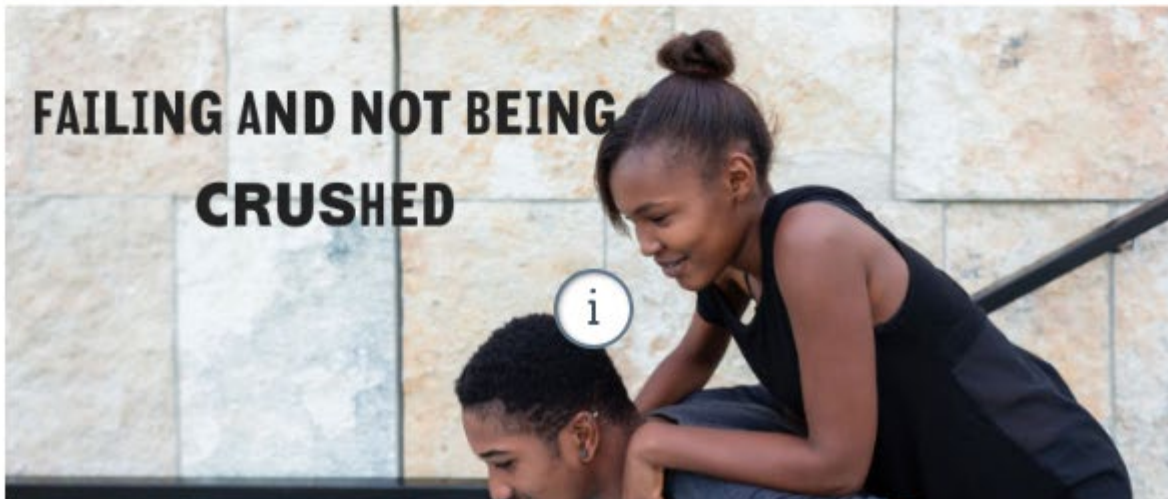
True *False*

- | I have the time to do this training.
- | I am willing to reflect on my current teaching practice.
- | I agree that mental health and wellbeing in school is everyone's responsibility.
- | I agree that my relationship with young people is important and I am in a position to help promote good mental health.
- | I agree that it is not my role to become an expert in youth mental health.
- | I am looking for an opportunity to improve my own mental health literacy.
- | I am open to changing how I engage with young people about mental health and wellbeing.
- | I would be open to sharing what I learn in this course with my colleagues.
- | I know the correct policies and procedures to follow in my school if I have a concern about a young person's wellbeing.

Submit

Hover over each image for more information:

Feeling good - Mental health is about feeling good about yourself and not taking yourself too seriously. It's about having a good level of self-esteem and feeling hopeful about life.



COPING WITH REJECTION



Self-assessment: What are the most appropriate statements to use when defining mental health?

Please tick true or false beside each of the following statements:

True

False



Mental health is part of overall wellbeing.



Mental health is the same as mental illness.



Mental health relates to how someone can cope with the normal stresses of everyday life.



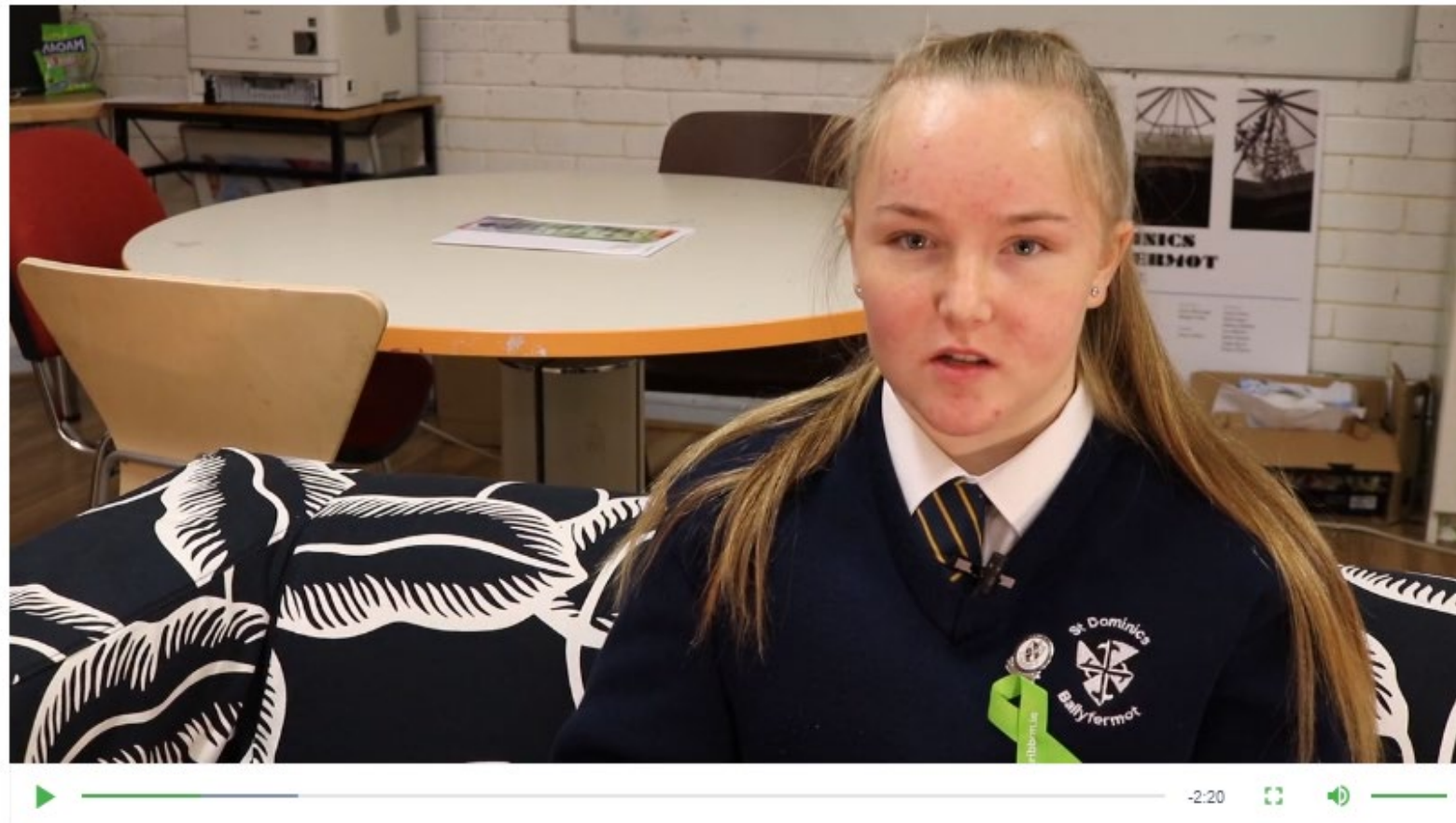
Mental health is separate from physical health.



Mental health relates to how someone feels on a day-to-day basis.

Submit

In December 2018, Jigsaw asked young people in a Post-Primary school as well as members of the Jigsaw Dublin City Youth Advisory Panel their views on why it is important for schools to support and promote mental health. Watch this short video (2:37) and listen to what they had to say:



Next



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JIGSAW Young people's
health in mind

Course
B

**'A Whole-School Approach to
Mental Health & Wellbeing'**

*Module 1: A Whole-School Approach to
Mental Health*

*Module 2: Strategies to Promote and
Support Mental Health*

*Module 3: Responding to a Young
Person's Mental Health Needs*

*Module 4: Leading Learning in Mental
Health and Wellbeing*

Addressing Concerns Regarding a Whole-School Approach to Mental Health



In preparing to promote and support mental health, it is important to remember that you are not expected to be an expert in mental health or counselling. Many teachers already have the skills to promote good mental health and are doing it on a daily basis - a kind word, a listening ear, a word of recognition are all ways that you can help young people to feel good. As part of a national consultation with post-primary school teachers, a number of concerns were raised. These included:

"I won't know how to help; teachers are not qualified in this".

"Teachers haven't got the time to help".

"Teachers haven't got the energy to help; a lot of them are so stressed and tired themselves".

"I don't think it's a teacher's job to help with mental health promotion".

"Some teachers would feel really uncomfortable talking to young people about mental health".

Next

REAL



RECOGNISE



ENCOURAGE



ACTIVELY LISTEN



LET SOMEONE KNOW

Recognising Anxiety



Anxiety

Signs of anxiety or worry may indicate that a young person is struggling. Anxiety may involve having anxious thoughts, feeling worried or experiencing physical symptoms of anxiety such as a racing heart, stomach pains or difficulties catching your breath.

Signs that you may notice in school:

- A young person constantly checking homework deadlines
- Constantly seeking approval from parents, peers or teachers such as excessively seeking reassurance about instructions or the quality of work produced
- Avoiding school on days when there is a test
- Feeling unable to take a break from schoolwork
- Worrying about future events that are beyond their control.

Self-assessment: Applying the REAL Framework

Think about the REAL framework as you decide your response to this scenario.

Paula is 14 and in your class. She started the year positively, but recently has been acting up in class, not doing her homework, arriving late and sometimes skipping school. She used to be interested in football but has stopped going to school training. You know that her parents got divorced last year and that she has been moving between her mum and dad's house. She often appears tired and appears to have fallen out with her group of friends. What is your first step in addressing your concerns with Paula?



A. Tell her to go to the doctors.

B. Ignore the issue.

C. Tell her that you have noticed that she seems to have a lot on her mind.



Ideas for Promoting and Supporting Mental Health in all Subject Areas

While you may not get the chance to deliver a specific lesson on mental health, you can always incorporate a mental health and wellbeing theme into your lessons. How teaching and learning is organised can really have an impact on wellbeing and all teachers can look for teachable moments to explore mental health and wellbeing. Think about the lessons that you have coming up over the next few weeks and months - how could you incorporate a mental health and wellbeing theme into them?

Click for ideas on this:



**CLICK ON THE SUBJECT FOR SOME
LESSON IDEAS ON GOOD MENTAL HEALTH**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

FOUR CS OF EFFECTIVE TEACHING AND LEARNING IN MENTAL HEALTH EDUCATION

CONTENT



This asks teachers to consider what knowledge will be transferred to learners and what methodologies will be used to achieve this. Important things to think about:

- Appropriate learning outcomes and class activities to support these
- Teacher has enough breadth and depth of knowledge to make the lesson meaningful
- The lesson fits into wider curricular or whole-school priorities
- The activities are planned in advance in terms of flow and pace
- Adapting responses/activities in order to meet the

CULTURE



This asks teachers to consider if the learning environment maximises learning so that all students experience a sense of belonging and safety. Do students feel enabled to fully participate in the lesson? Important things to think about:

- The establishment of ground rules
- How the room is laid out and the group dynamics that might affect the learning experience
- Relationships between the teacher and young people as well as peer-to-peer relationships
- Managing inappropriate disclosures and classroom behaviour
- Respecting the individual perspectives of each young person with regards to mental health and

SELF-CARE FOR
ONE
GOOD
TEACHER



Self-care is the foundation for our work with students and their families. We cannot afford to neglect it or minimise the importance of self-care. Self-care should be a priority and a necessity (not a luxury) in our daily practice. We cannot support others if our own resources are depleted.

Outcome of User-Testing

"I found the course very affirming as it recognized a lot of what teachers already do in caring for students' mental health and wellbeing. It reminded us of our role and built on what we already know/do to further equip us to promote mental health and wellbeing."

"I like the ideas for strategies for embedding language and discussion around mental health and wellbeing into subjects."

"It was realistic, the course designers/writers know schools, students and teachers, this is very evident and this is why the course is really effective."

Proposed New Developments | 2019 -2020

'Jigsaw Connect'
A series of
expert-led live
group
conversations
and webinars

7 months
X 2 live sessions
per month





Planned Evaluation

- **Pre-post and follow up design**
- To focus on the perceived confidence and competence levels of teachers in the area of youth mental health as well as their experience of delivering the mental health lessons (where applicable)
- To explore participants' experience of the webinars and inform future developments in this area.



Thank you.

