

# PCSHE Booklet

## Year 10

### Mental Health – Topic 2

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

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

#### Year 10 Curriculum Overview

Topic 1:	Topic 2:	Topic 3:	Topic 4: Exploring influence	Topic 5:	Topic 6:
Financial decision making  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Mental health  Mental health stigma, common types of mental ill-health, strategies to promote wellbeing.	Interactions  Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography	The influence and impact of drugs, and the media, drugs and the law, sources of support.	Addressing extremism and radicalisation  Communities, belonging and challenging extremism	Democracy, Electoral Systems and the Law  Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.

### If you need any support...

#### Home/school support:

- A friend
- A teacher
- Your tutor
- Parents/carers
- Mr Ogden
- Mrs Loveridge
- Mrs Jones
- Mr Hayward.

#### Reputable organisations:

- Young Minds - [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Minds CRISIS MESSANGER: Text YM to 85258
- Childline - [www.childline.org.uk](http://www.childline.org.uk) Phone: 0800 1111
- Samaritans - [www.samaritans.org](http://www.samaritans.org) Phone: 116 12
- Young Mind Matters – Text 07480635723
- Kooth – [Kooth.com](http://Kooth.com)
- TIC+ - online text chat – 07977334433
- Self-harm Helpline Rethink Gloucestershire – webchat:  
[www.gloucestershireselfharm.org](http://www.gloucestershireselfharm.org) Text: 07537410022 Phone: 0808 8010606

#### Self-help apps

- Calm Harm – Managing self-harm
- MindShift – to help manage anxiety and urges to self-harm
- Cove – express your mood with music
- Stress and Anxiety Companion – helps your manage stress and anxiety
- Chill Panda – relaxation and breathing exercises.

# PCSHÉ Year 10 - Topic 2 – Emotional Wellbeing and Mental Health

## KPI1: Key Definitions

- **Mental Health:** The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people, it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities.
- **Mental Wellbeing:** your mental state – how you are feeling and how well you can cope with day-to-day life.
- **Stigma:** Stigma is when someone sees you in a negative way because of your mental illness.
- **Discrimination:** Discrimination is when someone treats you in a negative way because of your mental illness.
- **Body Image:** Body image refers to a person's perception (*understanding*), thoughts, and feelings about their own body. It includes how individuals perceive (*view*) their physical appearance, weight, size, and overall attractiveness. Body image can be influenced by societal standards (*society beliefs*), the media (TV, *social media*), and personal experiences, and it can greatly impact a person's self-esteem and mental well-being.
- **Mindfulness:** Mindfulness is a mental state of being fully present and aware of the current moment without judgment. It involves intentionally paying attention to one's thoughts, feelings, bodily sensations, and the surrounding environment. Practicing mindfulness helps individuals create a greater sense of clarity (*understanding*), calmness, and self-awareness, promoting overall well-being and reducing stress.
- **Bereavement:** Bereavement refers to the period of mourning and grief that follows the death of a loved one. It involves experiencing and processing the emotional, psychological, and social impact of the loss. Bereavement is a natural response to loss and can involve various emotions, such as sadness, anger, confusion, and loneliness. It is a personal and unique experience that requires time and support to navigate.
- **Emotional Resilience:** Emotional resilience refers to a person's ability to adapt and bounce back from challenges, or stressful situations. It involves having the capacity (*ability*) to effectively manage emotions, cope with setbacks, and maintain a positive outlook in the face of difficulties. Emotional resilience allows individuals to maintain their well-being, persevere through tough times, and recover from setbacks more easily.

## KPI2: Everyone is different and what affects someone's mental wellbeing won't necessarily affect

others in the same way. Everyone will have times when they have low mental wellbeing, where they feel stressed, upset or find it difficult to cope. Common life events that can affect your mental wellbeing include:

- loss or bereavement
- loneliness
- relationship problems
- issues at work
- worry about money

Other influences upon someone's mental health can include factors such as social media, body image, and substances. However, there are times when there is no discernible reason for the way a person feels which can be extremely frustrating.

## KPI 3: Strategies to promote emotional wellbeing and positive mental health

- Relaxation techniques like mindfulness and deep breathing
- Following interest in hobbies that provide enjoyable distractions
- Keeping active by walking, cycling, swimming or by doing another favourite sport
- Getting outside into nature
- Spending time with friends and family
- Getting plenty of good quality sleep
- Doing dedicated exercises intended to promote relaxation e.g. yoga
- Online mindfulness, stress and anxiety apps
- Asking for help from teachers, family, friends or online support when things get a bit much
- Set Realistic Goals: Set achievable goals and break them down into smaller, manageable steps. Celebrate accomplishments along the way, which helps to boost self-confidence and motivation.
- Take Breaks and Practice Relaxation: Incorporate regular breaks and relaxation into your daily routine. Engage in activities like listening to music, reading, taking walks in nature, or engaging in hobbies to relax and recharge.

Remember, everyone's needs and preferences are unique. It's essential to explore and find strategies that work best for you and prioritize self-care and mental well-being as a lifelong practice.

# Knowledge Organiser

## PCSH Year 10 - Topic 2 – Emotional Wellbeing and Mental Health

KPI4: Types of Mental Health Problems	What is it?	Potential Signs	Strategies and Treatments
<b>Depression</b>	It's a feeling of low mood that lasts for a long time and affects her everyday life. It can make you feel hopeless, despairing, guilty, worthless, unmotivated and exhausted. It can affect herself esteem, sleep, appetite, sex drive and your physical health.	<ul style="list-style-type: none"> <li>- Feels like something is 'missing'.</li> <li>- Feel like you cannot cope</li> <li>- Withdrawn, pulling out of activities</li> </ul>	<p>Medication – can provide relief while building other support strategies</p> <p>Cognitive behavioral therapy – practical techniques</p> <p>Activities – Photography and going for a walk</p> <p>Sport/physical exercise</p>
<b>Anxiety</b>	What we feel when we are worried, tense or afraid – particularly about things that are about to happen, or which we think could happen in the future.	<ul style="list-style-type: none"> <li>- Physical symptoms e.g. shaking, heart palpitations, pins and needles, stomach pains</li> <li>- Withdrawn</li> <li>- Seeking reassurance</li> <li>- Perfectionism</li> <li>- Can be linked with depression</li> </ul>	<ul style="list-style-type: none"> <li>- Cognitive behavioral therapy</li> <li>- Yoga and Pilates</li> <li>- Meditation</li> <li>- Diary to reassure that things will pass</li> <li>- Small steps to build confidence</li> <li>- Talking to friends and family</li> <li>- Avoiding researching physical symptoms as this can make things worse.</li> </ul>
<b>Stress</b>	Stress is the body's reaction to feeling threatened or under pressure. It's very common, can be motivating to help us achieve things in our daily life, and can help us meet the demands of home, work and family life. But too much stress can affect our mood, our body and our relationships – especially when it feels out of our control. It can make us feel anxious and irritable and affect our self-esteem. Experiencing a lot of stress over a long period of time can also lead to a feeling of physical, mental and emotional exhaustion, often called burnout.	<ul style="list-style-type: none"> <li>- Disrupted sleep cycle</li> <li>- False FFF (fight, flight, freeze) responses i.e.. So wired that small stressors provide big reactions.</li> <li>- Can cause depression and anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>- Mind tools</li> <li>- Exercise</li> <li>- Quality sleep</li> <li>- Relaxation</li> <li>- Sharing feelings with friends.</li> </ul>

If you need any support...

*Home/school support:* Friends, teachers, tutor, parents/carer, Mr Ogden, Mrs Jones, Mrs Loveridge, Mrs Jones, Mr Hayward.

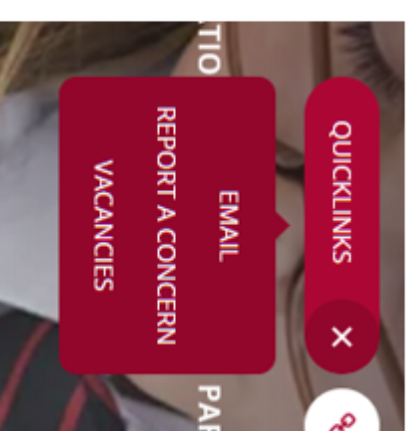
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*On the school website, use the following link to report a concern:*



# Low Stake Quiz

1. \_\_\_\_\_  
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# Sliding Scale – Lesson 1

## Mental Health, Wellbeing and Stigma

### Sliding Scales

I am able to reflect on my own mental wellbeing and explain the factors which affect it.

Not confident

Confident



I am able to understand and explain the importance of good mental health

Not confident

Confident



I am able to explain the impacts of poor mental health.

Not confident

Confident



I can recognise and challenge prejudice and discriminatory language and behaviour in relation to mental health.

Not confident

Confident



**Key words:** Mental health, emotional wellbeing, misconceptions, discrimination, stereotype

# Baseline Assessment

**Task 1:** Complete the boxes below to show your current understanding around mental health.

<p>What is mental health?</p>	<p>How can people look after their mental health?</p>
<p>Why might some people find it hard to talk about mental health concerns?</p>	<p>What support could be given to someone with mental health concerns?</p>



# Case study information

Kirsty, 17, has been walking around her estate today. She's seen some sights that are normal to her, but she still finds upsetting. She's seen her neighbour, slumped over a bench, sleeping after a drug overdose. She's seen kids who should be at school graffitiing a local bus shelter. She's seen her dad arrive home, exhausted after working all day for minimum wage. She's watched a local couple evicted for not paying rent on time. Kirsty walks home and cries. This place is all she knows – it's a very poor area and the people here have suffered for a long time. Her intense sadness deepens as she feels she may not be emotionally strong enough to ever leave, knowing her parents rely on her help, with her younger brother and sisters. Kirsty is a bright girl, but isn't hopeful for her own future.

Jamie, 21, has not long finished university. Recently, he's felt quite despondent. He's applied for three jobs and not been called for an interview for any of them. He's been comfort eating a lot with takeaways and days watching boxsets on the sofa. His friends have invited him out for the night but he just can't be bothered. Oh well, he thinks, more of doing the same tomorrow.

Alex, 21, is an intern in a social media marketing agency. He likes his job, most of the time, but staring at a screen all day is giving him a bit of a headache. This usually clears up after the bus journey home. Thing is, then his friends are all posting new pics on Insta, he wants to catch up on what's going on in politics on Twitter and he also feels like he has to catch up on whatever box-sets people are watching at work – or else he'll be left out of the conversations. Alex always feels incredibly tired first thing in the morning and very ratty too – he could snap at anyone. He feels like he has no off-switch anymore.

Ibrahim, 18, has been having some very dark thoughts since his mom died. He feels as though he hasn't done a good enough job supporting his brothers and sisters and father, both emotionally and financially. He misses his mom terribly and is desperate to see her again. He wonders if the rest of his family would be better off if he was no longer here too.



# What affects our mental health?

**Task 4:** Read the information sheets in your booklet and the issues each case study is facing. Use the information to complete the table below.

Person	What is affecting their mental health?	Name three positive actions they could take to improve their mental health.
Kirsty		
Jamie		
Alex		
Ibrahim		

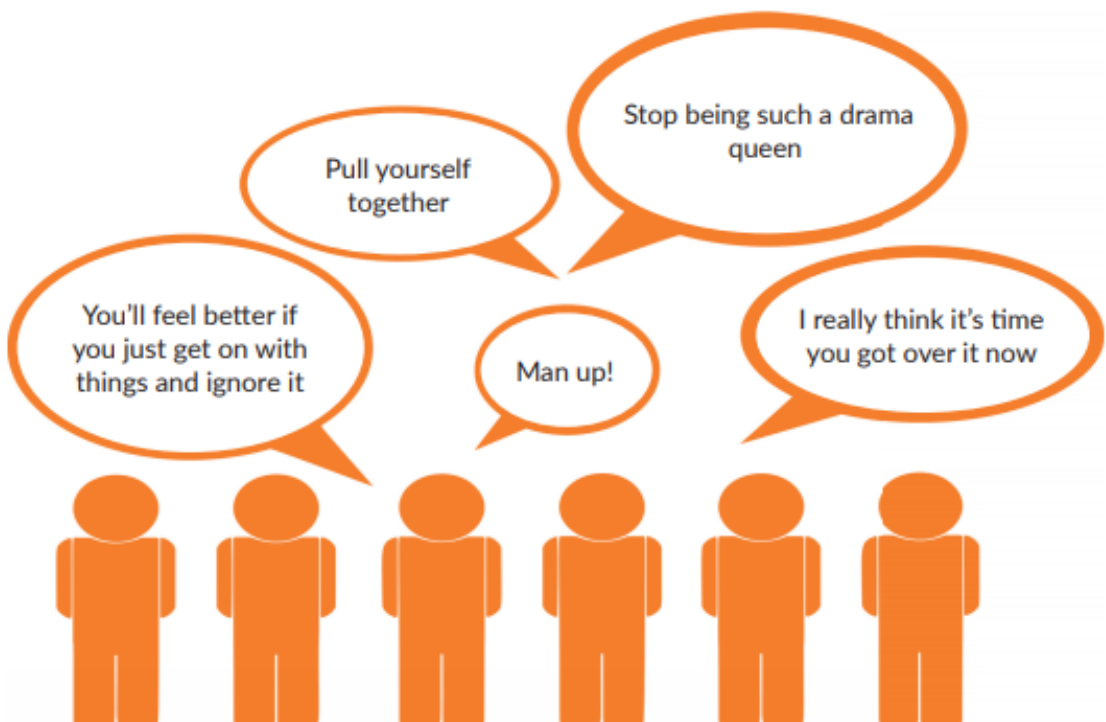
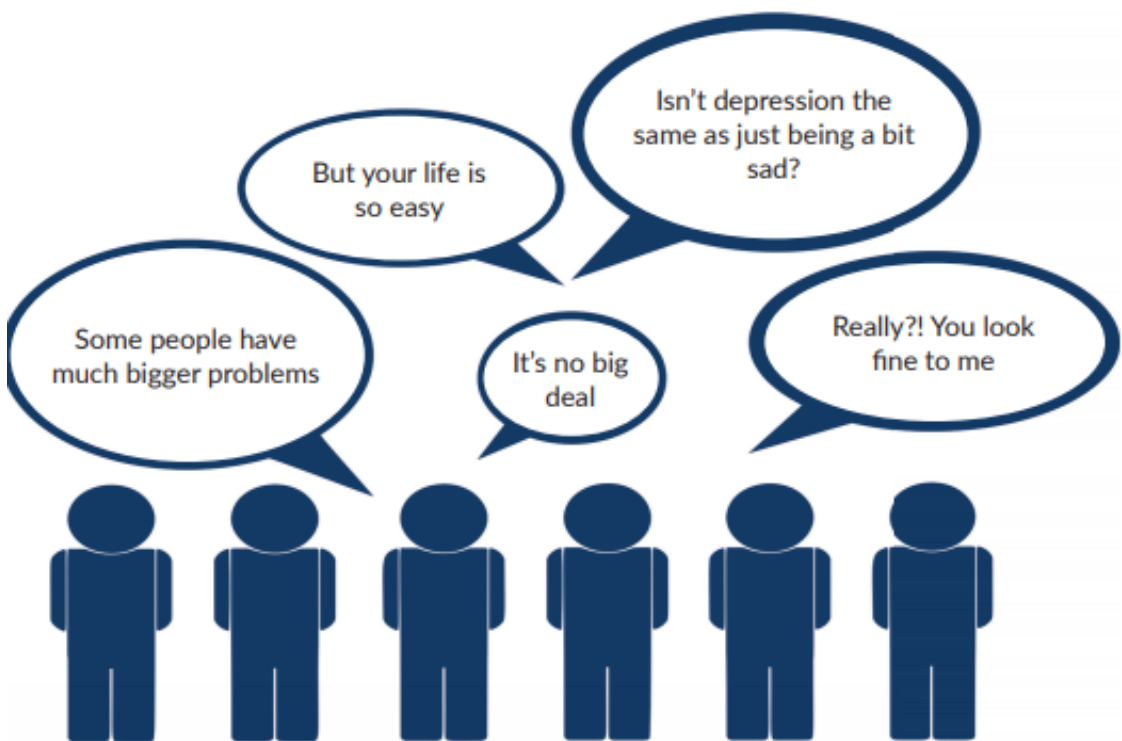
## Key definitions:

**Stigma:** Stigma is when someone sees you in a negative way because of your mental illness.

**Discrimination:** Discrimination is when someone treats you in a negative way because of your mental illness.

**Task 4:** Read through the statements in your booklet and discuss the following questions.

1. How might these statements make someone feel?
2. What could some more positive alternatives be?



# How could mental health stigma and discrimination could be challenged?

**Task 5:** Suggest and write down up to three ideas for each of the following:

1. What could be done by individuals/friends to challenge discrimination?

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2. What could be done in schools to challenge discrimination?

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3. What could be done in wider society to challenge discrimination?

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# Low Stake Quiz

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# Sliding Scale – Lesson 2

## Signs of Emotional and Mental Ill-Health

### Sliding Scales

I can recognise signs that someone might have a mental health issue such as a mood disorder, stress or anxiety.



I can explain when and whom to tell if concerned for theirs or someone else's mental wellbeing.



I can describe the range of support available for those with emotional or mental health problems, including how best to access local services.



**Key words:** Anxiety, depression, mood disorders, stress, signs, symptoms, support

**Task 1:** Rate your level of agreement (strongly agree, agree, not sure, disagree, strongly disagree) with the following statement and write a comment in their books to justify your opinion.

*“People only need help with their mental health when they tell people they need help.”*

**Before the lesson**

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**After the lesson**

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**Task 2:** Watch the following video clips on common mental health issues.

<b>Types of Mental Health Problems</b>	<b>What is it?</b>	<b>Potential Signs</b>	<b>Strategies and Treatments</b>
<b>Depression</b>			
<b>Anxiety</b>			
<b>Stress</b>			

**Task 4:** In pairs, read the statements below and annotate each one with answer to the questions below.

1. What could be happening in the situation?
2. Using the emotions wheel at on the next page, how could the person explaining the situation be feeling?
3. What could the person do in the situation and what first steps should they take to get help?

1. A friend of a friend has suddenly started being really odd about P.E. lessons. They try to avoid them, spend ages getting changed, and wear extra non-uniform clothes to cover up.

2. My brother has started crying all the time when he's at home. Yet at school, he's always laughing and joking with his mates.

3. Someone in the year below posted a status that suggested they were thinking of self-harming as they were so anxious all the time.

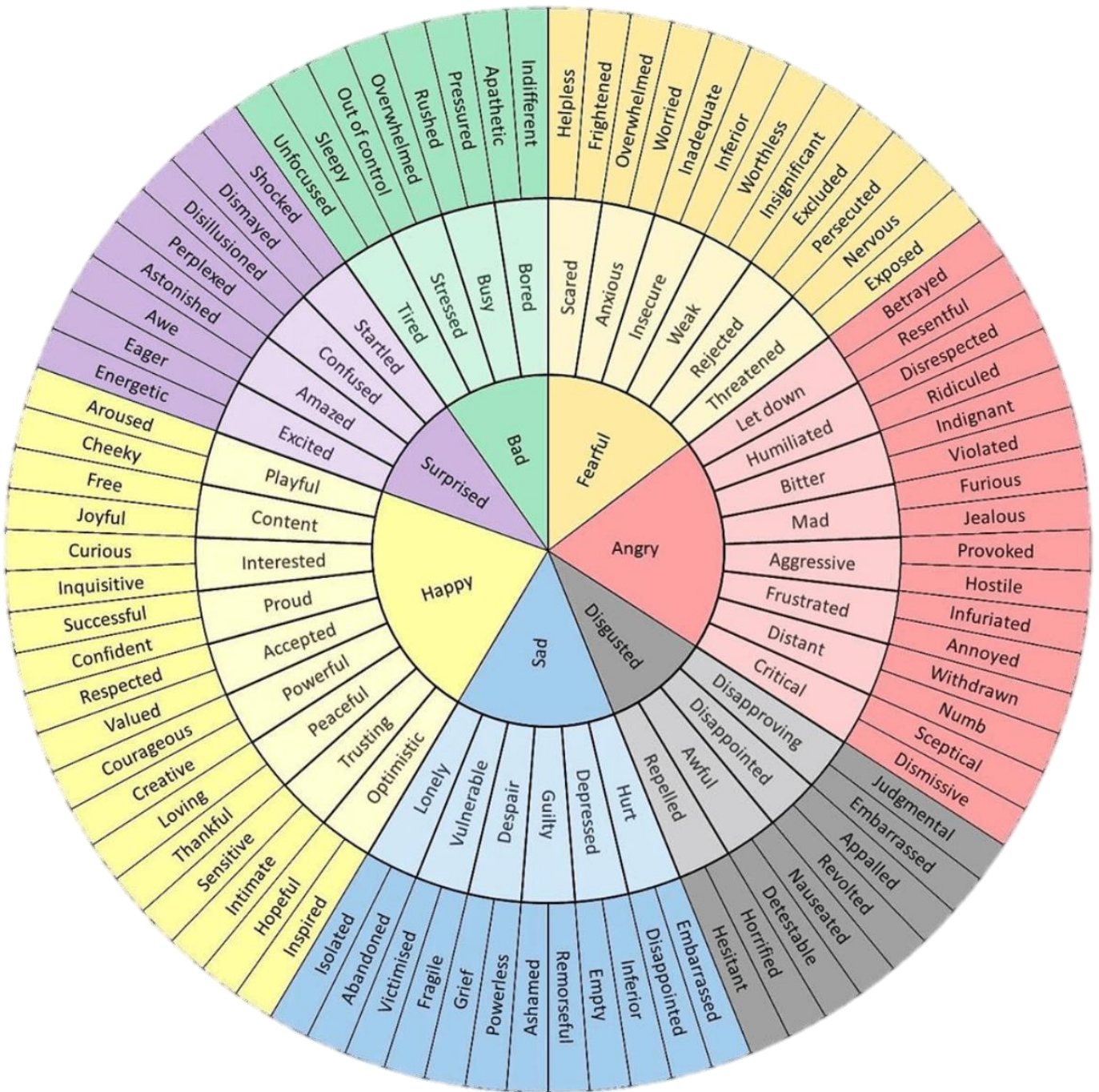
4. I know someone who skips classes and cries in the toilets when they have a test as they are so stressed out about them.



# Emotion Wheel

Use the emotion wheel to aid you when you are trying to determine HOW you feel about things.

This will be useful if you find it hard to put your feeling into words.





# Task 6: In your pairs, complete the table to analyse the best types of support in different situations.

Who would be suitable to talk to?	Things we could talk about	Good and not-so-good points
Friends		<p>Talking with friends is good because...</p> <p>But sometimes talking with friends is not so good because...</p>
Trusted adult e.g. parent, teacher or keyworker		<p>Talking with an adult is good because...</p> <p>But sometimes talking with an adult is not so good because...</p>
Online webchat		<p>Talking online is good because...</p> <p>But sometimes talking online is not so good because...</p>
Childline (0800 1111)		<p>Talking on the phone to Childline is good because...</p> <p>But sometimes talking on the phone to Childline is not so good because...</p>



## Things people might want to talk about:

- Stressed by school work
- Hurt feelings
- Bullying
- Feeling angry at parents
- Crying a lot
- Body changes making a person feel emotional

# Low Stake Quiz

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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# Sliding Scale – Lesson 3

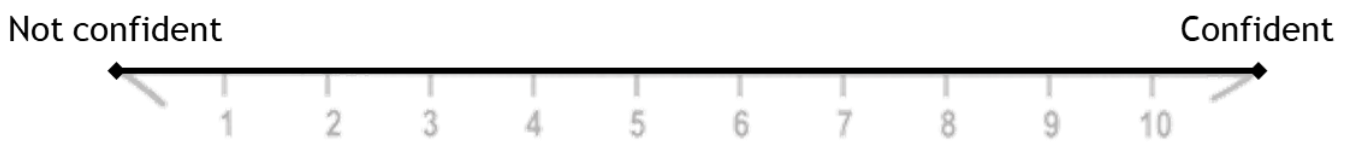
## Strategies to promote good mental health and emotional wellbeing

### Sliding Scales

I can differentiate between healthy and unhealthy coping strategies and can recognise the importance of using healthy ways to manage emotions.



I can evaluate the range of ways to promote mental health and emotional wellbeing.



I can critique the reliability of sources of support in relation to mental health.



**Key words:** Mental health, emotional wellbeing, wellness, healthy/unhealthy coping strategies, reliability

**Task 1:** Rank the techniques in order of their effectiveness for them as an individual or for people in general, using their own perceptions of their usefulness.



**Challenge:** There are many things people can do to support their mental health and emotional wellbeing. Are there any other strategies that could be used to maintain good mental health?

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**Task 2:** Read each scenario in your booklet and list as many risks as they can think of associated with the behaviour.

*Think about: Immediate/short term risks, long-term health risks, social and emotional risks, and alternative healthier coping strategies the person could try.*

**Scenarios:**

1. Sharing emotions and personal details on social media

Risks: \_\_\_\_\_  
\_\_\_\_\_

2. Working excessively on schoolwork to cope with anxiety about studies.

Risks: \_\_\_\_\_  
\_\_\_\_\_

3. Regularly over-exercising to the point of collapsing.

Risks: \_\_\_\_\_  
\_\_\_\_\_

4. Following a restrictive eating plan that involves eating less food than the body normally needs.

Risks: \_\_\_\_\_  
\_\_\_\_\_

5. Using energy drinks to boost energy and mood when feeling the need for a 'pick-me-up'.

Risks: \_\_\_\_\_  
\_\_\_\_\_

6. Smoking to 'calm the nerves'.

Risks: \_\_\_\_\_  
\_\_\_\_\_

7. Punching the wall (or hurting themselves in other ways) to manage difficult feelings like anger.

Risks: \_\_\_\_\_  
\_\_\_\_\_

**Task 3:** Explain the difference between healthy and unhealthy coping strategies in their own words and provide 2 examples of each.

***Healthy coping strategies are...***

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***Unhealthy coping strategies are...***

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## SPENDING TIME IN NATURE



Historically we lived and worked in ways which were much more closely connected with nature and many people believe this has impacted on our health.

There is some promising evidence that being in nature can reduce feelings of anger, fear and stress while improving mood and psychological wellbeing. Being outdoors is thought to reduce stress by lowering the stress hormone cortisol. More studies are needed, but this could mean

the rate of recovery from stress is quicker when in the natural environment than the same stressor indoors.

Research has shown that even connecting to nature in small ways like having a plant in a room may decrease levels of stress and anxiety.

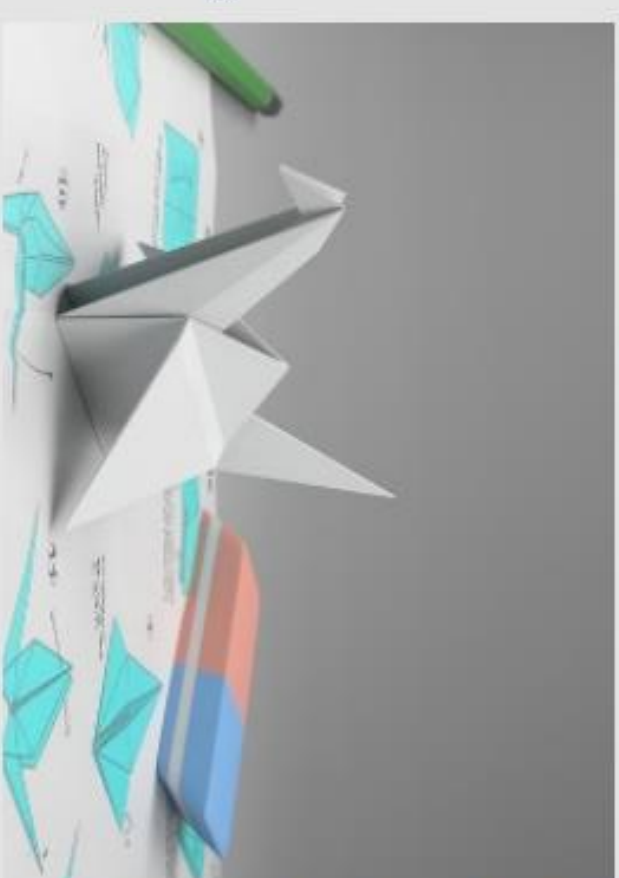
Aside from the benefits of actually spending time in nature or viewing scenes of nature on our wellbeing, taking time out of our days to go for a walk or activity may give overactive minds an opportunity to 'switch off'. This could be a factor explaining why nature walks may be beneficial for people with depression.

Some studies have found that not only do people with mood disorders benefit from raised mood at the time but regular practice can help them see longer-term improvements.

***"Being in nature can help us live in the present moment - a key component of well-being or happiness."***

*[Adapted from a blogpost on trekking holidays]*

## ARTS AND CRAFTS



A 2009 collection of interviews provided examples of how the arts can have an impact on recovery from mental illness. Interviewees noted benefits from many art-forms including music, painting, drawing caricatures and poetry. Many reported both enjoyment from practising the art-form itself and from the opportunities for social connection that attending a choir or art class provided.

During times of stress and mental ill-health, people sometimes find they have repeated, often negative, thoughts. Many may be struggling to decide what to do about a difficult situation. Yet even when a person identifies this repeated thinking as unhelpful, it can be difficult to simply stop such thoughts. Diverting full attention to another activity (e.g. arts or crafts) can provide relief.

More good quality studies are needed on the links between involvement in arts and crafts and mental health and wellbeing. However, a recent report on visual art and mental health found that: "...engagement in the visual arts for adults with mental health conditions can reduce reported levels of depression and anxiety; increase self-respect, self-worth and self-esteem; encourage and stimulate re-engagement with the wider, everyday social world...."

***"Self-expression commits the whole of your being, your personality and your faculties to an activity and that I think is an inherently healthy and good thing."***

***"Art allows you to rise above, to be able to dream, to play and have some fun"***

*[Comments from the Arts for Health Report: Restoring the Balance]*



## MINDFULNESS (INCLUDING MINDFULNESS MEDITATION)



Mindfulness practices encourage focus on the present by paying attention to our thoughts, feelings and body in a particular way. Mindfulness-based clinical interventions are shown to reduce symptoms of anxiety, stress and depression for some people.

Benefits are also seen even in those without a mental health concern. A recent study found that 8 weekly sessions of between 75-90 minutes' mindfulness training led to an average drop of 20% in stress levels during exams.

There has been a recent trend to use colouring books to provide a way to calm the mind. Some very preliminary research has confirmed links between this activity and stress reduction, particularly when used in combination with other techniques such as deep breathing. However, more studies are needed.

In mindfulness meditation, people focus on experiences in the present, such as the flow of breath, in order to be mindful of the moment. This trains them to acknowledge thoughts and emotions without judgement which can be particularly helpful if a person experiences negative thinking loops. This can therefore lead to improvements in self-esteem and, by extension, resilience during times of difficulty.

This technique has been shown to help some people with anxiety learn to handle distressing thoughts and emotions without being overpowered by them.

**"You can't stop the waves but you can learn to surf."**

*[Jon Kabat-Zinn, Creator of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care and Society (USA)]*

## SPORTS AND DANCE



Participation in regular exercise has been shown to improve mood and self-esteem whilst reducing stress and anxiety. This is due to many reasons including the immediate impact of the endorphins (hormones) released during exercise, and the improvement in sleep quality following such activity. Studies have repeatedly shown that good quality sleep has been linked with improved mood.

The NHS provides exercise 'on prescription' as it has been found to be as effective as medication for those with mild to moderate depression (and in some studies, in those with severe depression).

Research suggests that team sports and dance can both offer additional benefits for mental health. Researchers found women who did group sports had better mental health than those who went to the gym or walked alone and suggested this may be due to the social aspect of team sports. A recent American study found that, although all types of exercise had an impact on mental health (12-22% reduction in self-reported mental ill-health), team sports had the biggest impact (22.3% lower), with cycling showing a 21.6% reduction and aerobic/gym activities a 20.1% reduction. They also found those who exercised had 43% fewer days of poor mental health the previous month than those who did not.

Swedish research compared young women who danced with those who did not and found a significant improvement in mood which lasted up to 8 months after the dance classes ended. Another study found that just one lively dance session can have a greater effect on beating depression than vigorous exercise or listening to upbeat music.

**"Do more of what makes you happy!"**

*[Twitter comment from a team karting company]*



## VOLUNTEERING AND RANDOM ACTS OF KINDNESS



Helping others can provide a sense of purpose and build self-worth.

Preliminary evidence suggests that helping others reduces stress and improves mood. One way it might do this is the knock-on benefits of the positive relationships we can form through things like volunteering. However, more research is needed to fully clarify how this happens, who it benefits, and in what circumstances.

Even aside from this, random acts of kindness are believed to have a strong impact on levels of happiness. When we are kind to others, the reward pathways of the brain respond, producing a 'warm glow' feeling. It is thought that our brains release hormones which are linked with positive mental health e.g. serotonin and dopamine. There is promising evidence that being supportive of others can reduce stress, anxiety and depression plus emotions such as anger.

A Japanese study found those who counted their acts of kindness increased their happiness, and they were more likely to both be kind to others and be grateful for others' kindness, further promoting their wellbeing.

***"Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you."***

[Princess Diana]

## YOGA, TAI CHI & QIGONG



Qigong, tai chi and yoga use postures or movements in combination with breathing exercises to clear the mind, as the exercises require balance and concentration.

Those who practise yoga often describe that it helps reduce stress and improve the symptoms of anxiety and depression. It is thought to do this through increasing the level of gamma-aminobutyric acid, or GABA, a brain chemical; this is important as those with anxiety tend to have low levels of GABA. There is early stage evidence of links between yoga and mental health and wellbeing.

Researchers have also begun to see benefits in those with other disorders such as post-traumatic stress disorder. However, we need more good quality studies before we can be sure that this is the case.

Tai Chi and Qigong are traditional Chinese martial arts which use slow meditative movements to support relaxation, balance and health. Different studies have shown reduced stress and mood disturbance with repeated practice. As with other techniques, this may be due to the opportunity provided to 'switch off' but also the longer term ability to discipline the mind.

***"Tai Chi has helped me maintain and strengthen myself - body, mind & spirit."***

[Comment adapted from social networking site]



**Task 6:** In each box, explain what you learnt from their work on mental health and emotional wellbeing.

New challenges

Reframing negative thinking

Recognising mental ill-health and when to get help

Promoting emotional wellbeing





