



KS4 Mental Health - Guidance for Parents

Using your parental judgement, taking into consideration the working environment, your child's ability or time you have to complete the activities with your child, you can decide if you keep the activities as full day projects, or smaller bitesize chunks to enjoy over a longer period of time. This document has been designed to aid parents and families to work together to encourage academic and educational involvement throughout this difficult time.

- 1) Create a list of words that might be used to describe someone with mental health problems. Use large flipchart paper and pens. (10 minutes)**

To support your child with this activity, provide examples that might be viewed as controversial such as 'weird', 'unstable', 'crazy'. Encourage your child to ask other family members such as grandparents or younger siblings. Discuss whether this varies from age to gender?

- 2) Write a script involving student A, B and C. Student A and B should be sat facing each other discussing something (e.g. what they would like to do on their next holiday). Student C should continually talk in A's ear whilst using the prompt sheet. (10 minutes)**

This could be completed as a whole family exercise. If there are at least three people willing to take part this could be acted out using the printable prompt cards. Ask questions about how this effects how the child is feeling, reacting and responding based on being distracted by 'psychosis'.

- 3) Using post it notes, illustrate what can make students anxious. This could be related to Coronavirus or any other issues. (15 minutes)**

Again, this activity could be used as a whole family exercise. You could work together using small, scrap pieces of paper or post-it notes (this could also be done on a washing line if it's time to get some fresh air). This will encourage confidence when discussing in front of family and allows a range of viewpoints to be proposed.

- 4) Re visit your initial list made from question 1 and cross out any terms that you would not want to be called/ or a friend to be called. Write what an acceptable term or description for someone with a mental health problem would be. Why would they not want to use any other terms?. Why might it be bad or have negative consequences of the wrong terminology was used? (30 minutes)**

- 5) Carry out research on the time to change website. From this, individually or in small groups pick one of the topics/headline statements: Create a written piece from this. (1-2 hours)**



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- a. Three of your friends could be experiencing a mental health problem and you wouldn't necessarily know
- b. We might be acting in a stigmatising way without really knowing it
- c. Small changes can make a difference to how someone with mental health problems might feel
- d. Talking is important
- e. We can all do something positive to end mental health stigma and discrimination from being supporting to a friend though to supporting an anti-stigma campaign like time to change

6) Create your own booklet. Make sure it is concise, colourful and visually bold. You need to ensure you are raising awareness amongst younger people. (1-2 hours)

As a family, please keep up to date with speeches and news articles related to COVID-19 as a conversation point. Use discussion and debate skills to improve knowledge and language in relation to English, politics and economics.

Discuss what the steps to wellbeing could be and how this could be tackled together as a family. As a family, you will more than likely be spending more time partaking in activities together due to the current restrictions due to COVID-19 as a conversation point. Discuss what the steps to wellbeing could be and how this could be tackled together as a family. This task could be completed as a family and shared on social media.

7) Using LEGS (below) which shows the basic steps to follow when supporting anyone who might have a mental health problem, write a scenario where someone is suffering from depression from a current situation. Write how you would respond using LEGS. (20 – 30 minutes)

L – Listen to them, ask questions but try not to criticise or judge

E – Encourage them to talk to an adult who they trust

G – Give them information about support services

S – Suggest doing things together that they enjoy doing

Encourage your child to explain what LEGS means to the members of the family. Ask your child to discuss the scenarios with you and explain what might be happening when someone is suffering with depression. You could use this again as a family activity, write what you think might happen and compare this against each other's predictions.

8) Suggest answers to the following questions. (1 hour +)

- a. What mental health problems can a young person have?
- b. What are the signs and symptoms of these?
- c. How can a young person get help?



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d. What can young person do to help themselves recover or avoid the problem in the future?

- 9) **Choose or research a celebrity that has suffered from depression but has recovered. Using LEGS, write down the areas of support you would offer your chosen celebrity. (15-30 minutes)**

To support with both question 8 and 9, encourage your child to explain what LEGS means to the members of the family. Ask your child to discuss what might be happening when someone is suffering with depression. You could use this again as a family activity, all write what you think might happen and compare this against each other's predictions.

- 10) **Complete a mind map to summarise what support networks are available in your local area.**

This could be a family activity. Draw or write your family name in the middle of a large sheet of paper. Show the support network around your family and look at where it could be extended.

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