



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



Introduction

The Problem:

- Increase of up to three times more safeguarding incidents being reported from 2016/17- 2018-19 (Sims 2020). Welfare Information reports have proliferated 48% just in the past year.
- Students do not seem ready to learn and there is a lack of engagement with resources.
- Just '5% of class time is devoted to class discussion' (Hattie, 2012)

Aims of the Study:

- Develop student's readiness to learn in what feels like a race to achieve their English Language GCSE.
- Stretch philosophical questioning and develop thinking skills and therapeutic discussion through communal deliberation.
- Encourage students to ask questions and explore current mental health issues.

Key Literature:

1. Dweck, C. (2017) Mindset: Changing the way you think to fulfil your potential. Constable and Robinson Ltd.
2. Brookfield, S (1999) Discussion as a Way of Teaching: Tools and Techniques for University Teachers. Open University Press.
3. Hattie, J. (2012). Visible learning for Teachers: Maximising impact on learning. Routledge.

Methodology

- **Observation** of students lead to visiting College Welfare and safeguarding department.
- Narrowed the focus on L1&2 Health and social care students taking their English GCSE.
- Conducted an **initial questionnaire** and formulated these questions to link to the employability skills/ Icon grid.
- Intervention of 2x articles introduced from 'Teen Breathe', a magazine used to create conditions for discussing wellness is analysed.
- Held a **discussion forum** to allow students a voice to comment upon the resource.
- Promoting resource during Mental Health awareness week.



Findings

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.

"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, they way it is written as it explores your own views on topics"



Wider impact:

- Other departments have been using this in their lessons to engage learners with reading and discussing wellness topics.
- The college now have subscribed to the magazine and have it in the library for all learners
- A further project along similar lines for 2020-2021 is now in the development stage.

Recommendations

1. Involve more of the employability skills set out by Activate Learning.
2. Access to online version of the magazine.
3. Branching out to other formats or therapeutic materials.

Conclusion

- Link safeguarding and welfare to English lessons.
- Students prefer practising reading skills using articles from 'Teen Breathe'.
- Stronger report with learners. Learners feel this was a 'modern and relatable' resource which was applicable and beneficial in GCSE English lessons.

Limitations:

Small scale project: Only one vocational course was chosen to take part in this research, other courses missed opportunity.

Timing of study and methodology: Due to unforeseen circumstances of Covid-19 the final questionnaire was withdrawn from the project.

Contribution in discussion forum: Due to the nature of the discussion some students did not feel able to contribute towards the discussion forum.