

# Mental health and wellbeing

## Unit delivery and assessment pack



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## Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

|                                                                     |    |
|---------------------------------------------------------------------|----|
| Unit overview .....                                                 | 3  |
| Entry Level Learning Outcomes and Assessment Criteria .....         | 5  |
| Level 1 and Level 2 Learning Outcomes and Assessment Criteria ..... | 7  |
| Delivery guidance .....                                             | 9  |
| Planning courses .....                                              | 9  |
| Amplification of Learning Outcomes .....                            | 9  |
| Suggested activities.....                                           | 12 |
| Sources of evidence .....                                           | 13 |
| Experiences.....                                                    | 14 |
| Resources and organisations .....                                   | 14 |
| Resources required for delivery .....                               | 14 |
| Resources available to support delivery .....                       | 15 |
| Resources required for assessment.....                              | 16 |

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

## Unit overview

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Title</b>                | <b>Mental health and wellbeing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Suite</b>                | Skills for Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Unit Codes</b>           | S618E1<br>S618E2<br>S618E3<br>S618L1<br>S618L2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>GLH</b>                  | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Unit Aim</b>             | Develop learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Unit Summary</b>         | This unit helps learners understand what good mental health and emotional wellbeing mean for themselves and others. It explores how thoughts, feelings, and behaviours are connected, and why mental health matters for daily life, relationships, and resilience. Learners develop practical skills by exploring different wellbeing strategies such as mindfulness, gratitude, and goal setting, and by practising how to request and offer support. The unit emphasises that wellbeing looks different for everyone, and that trying out strategies, reflecting on their effectiveness, and adapting them are essential for building resilience and enhancing wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Curriculum for Wales</b> | <p><b>Areas of learning and experience:</b> This unit supports progress towards the following Health and well-being statements of what matters: <i>Our decision-making impacts on the quality of our lives and the lives of others; How we process and respond to our experiences affects our mental health and emotional well-being; How we engage with social influences shapes who we are and affects our health and well-being; and, Healthy relationships are fundamental to our well-being.</i> Learners will understand how their choices and actions affect their own lives and the lives of others and how thinking about and managing experiences can affect their feelings and mental health. Learners will recognise how friends, family, and other social influences shape who they are and how they feel and why healthy relationships are important for feeling safe, happy, and supported.</p> <p><b>Integral and cross-curricular skills:</b> Learners will have opportunities to develop their Literacy skills by applying wellbeing vocabulary, expressing their own views, and opportunities to collaborate in discussions. Learners will build their Critical thinking and problem-solving skills by evaluating the effectiveness of wellbeing strategies in real or simulated contexts. Learners will have opportunities to strengthen their Personal effectiveness by practising empathy, self-reflection, and resilience in authentic ways.</p> <p><b>Cross-cutting themes:</b> Relationships and sexuality education (RSE) is developed as learners explore how healthy relationships</p> |

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contribute to overall wellbeing, developing respect, empathy, and understanding for themselves and others. Learners will explore how human rights principles, including the right to health and wellbeing, underpin respectful and inclusive communities. Learners will explore how diversity influences experiences of mental health and wellbeing, recognising that factors such as culture, beliefs, identity, and background can shape how people understand and manage their emotions.

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## Entry Level Learning Outcomes and Assessment Criteria

| Learning Outcomes<br>(the learner will)                                            | Assessment Criteria<br>(the learner can)                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    | Entry 1                                                                                                                                                                                                                                                                                         | Entry 2                                                                                                                                                                                                                                                                                                                      | Entry 3                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>LO1</b> Know what good mental health and emotional wellbeing means              | <p><b>E1 1.1</b> Identify an example of when someone feels emotionally well</p> <p><b>E1 1.2</b> Identify an example of when someone feels emotionally unwell</p> <p><b>E1 1.3</b> Match things that make you feel well or unwell emotionally</p>                                               | <p><b>E2 1.1</b> Give a statement about what good mental health and emotional wellbeing means</p> <p><b>E2 1.2</b> Indicate how good mental health and emotional wellbeing can help you</p> <p><b>E2 1.3</b> Indicate things that can affect mental health and emotional wellbeing</p>                                       | <p><b>E3 1.1</b> Give a description of what good mental health and emotional wellbeing means</p> <p><b>E3 1.2</b> State how good mental health and emotional wellbeing can benefit you or others</p> <p><b>E3 1.3</b> Give <b>two</b> factors that can positively affect mental health and emotional wellbeing and <b>two</b> factors that can negatively affect mental health and emotional wellbeing</p> |
| <b>LO2</b> Understand ways of taking care of mental health and emotional wellbeing | <p><b>E1 2.1</b> Name one way to look after mental health and emotional wellbeing</p> <p><b>E1 2.2</b> Point out someone who can help with mental health and emotional wellbeing</p> <p><b>E1 2.3</b> Point out one way of helping someone with their mental health and emotional wellbeing</p> | <p><b>E2 2.1</b> Give an example of a behaviour that helps mental health and emotional wellbeing</p> <p><b>E2 2.2</b> Give an example of how to ask for help with mental health and emotional wellbeing</p> <p><b>E2 2.3</b> Give a statement about how to help someone with their mental health and emotional wellbeing</p> | <p><b>E3 2.1</b> Suggest different ways of taking care of mental health and emotional wellbeing</p> <p><b>E3 2.2</b> Give examples of how to ask for help with mental health and emotional wellbeing</p> <p><b>E3 2.3</b> Give a description of different ways of helping someone with their mental health and emotional wellbeing</p>                                                                     |

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|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>LO3</b> Be able to show ways of looking after own or others' mental health and emotional wellbeing</p> | <p><b>E1 3.1</b> Show a simple way of looking after own or others' mental health</p> <p><b>E1 3.2</b> Take part in a simple activity that supports emotional wellbeing</p> | <p><b>E2 3.1</b> Show at least one way of supporting own or others' mental health</p> <p><b>E2 3.2</b> Use a simple technique to manage own emotions</p> <p><b>E2 3.3</b> Show how to ask for support when needed</p> | <p><b>E3 3.1</b> Use appropriate ways to support own or others' mental health in everyday situations</p> <p><b>E3 3.2</b> Demonstrate ways of managing emotions in different situations</p> <p><b>E3 3.3</b> Demonstrate how to request support and offer support to others</p> |
| <p><b>LO4</b> Be able to give a description of own mental health and emotional wellbeing</p>                 | <p><b>E1 4.1</b> Recognise own feelings using simple words or symbols</p> <p><b>E1 4.2</b> Point out an activity that helps them feel better</p>                           | <p><b>E2 4.1</b> Give a statement about own feelings in a familiar situation</p> <p><b>E2 4.2</b> Recognise which techniques help mental health and emotional wellbeing</p>                                           | <p><b>E3 4.1</b> State how different activities affected own mental health and emotional wellbeing</p> <p><b>E3 4.2</b> Give a description of personal progress and two ways to support emotional wellbeing</p>                                                                 |

*If not specified, then a plural reference within assessment criterion refers to a minimum of two.*

## Level 1 and Level 2 Learning Outcomes and Assessment Criteria

| Learning Outcomes<br>(the learner will)                                                              | Assessment Criteria<br>(the learner can)                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                      | Level 1                                                                                                                                                                                                                                                                                          | Level 2                                                                                                                                                                                                                                                                                                                 |
| <b>LO1</b> Understand what good mental health and emotional wellbeing mean                           | <b>L1 1.1</b> Describe what is meant by good mental health<br><b>L1 1.2</b> Describe what is meant by emotional wellbeing<br><b>L1 1.3</b> Identify factors that can affect mental health and emotional wellbeing                                                                                | <b>L2 1.1</b> Explain what is meant by good mental health using everyday examples<br><b>L2 1.2</b> Explain what is meant by emotional wellbeing, giving examples of everyday experiences<br><b>L2 1.3</b> Describe a range of factors that can positively and negatively affect mental health and emotional wellbeing   |
| <b>LO2</b> Understand why it is important to take care of your mental health and emotional wellbeing | <b>L1 2.1</b> Describe why it is important to look after mental health and emotional wellbeing<br><b>L1 2.2</b> Identify possible consequences of not looking after mental health and emotional wellbeing<br><b>L1 2.3</b> Identify sources of support for mental health and emotional wellbeing | <b>L2 2.1</b> Explain the importance of taking care of mental health and emotional wellbeing<br><b>L2 2.2</b> Explain the possible short-term and long-term effects of not looking after mental health and emotional wellbeing<br><b>L2 2.3</b> Describe how to offer support for mental health and emotional wellbeing |
| <b>LO3</b> Be able to use different mental health and emotional wellbeing support strategies         | <b>L1 3.1</b> Demonstrate using a wellbeing strategy to support own or others' mental health and emotional wellbeing<br><b>L1 3.2</b> Describe how using this strategy might help with mental health and emotional wellbeing                                                                     | <b>L2 3.1</b> Demonstrate using at least <b>two</b> appropriate strategies to support own or others' mental health and emotional wellbeing<br><b>L2 3.2</b> Explain why the strategies used were suitable to help own mental health and emotional wellbeing                                                             |

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|                                                                                              | <b>L1 3.3</b> Give examples of why seeking or offering support is good for mental health and emotional wellbeing                                                                     | <b>L2 3.3</b> Describe in detail why requesting and offering support for mental health and emotional wellbeing is important                                                                                                                 |
| <b>LO4</b> Be able to reflect on the use of mental health and emotional wellbeing strategies | <p>L1 4.1 Describe how using the strategy affected own thoughts, feelings, or behaviour</p> <p>L1 4.2 Identify what went well when using the strategy and what could be improved</p> | <p>L2 4.1 Describe how using each strategy has influenced own overall wellbeing</p> <p>L2 4.2 Compare the strengths and limitations of each strategy</p> <p>L2 4.3 Suggest how to further improve mental health and emotional wellbeing</p> |

*If not specified, then a plural reference within assessment criterion refers to a minimum of two.*

## Delivery guidance

### Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Mental health and wellbeing include Exercise for all, Healthy lifestyle, Healthy relationships, Looking after others and Wellbeing and work. These units complement each other by developing practical skills that support learners' physical, emotional, and social wellbeing and help learners understand how daily choices, relationships and workplace behaviours all contribute to overall mental health – learners will build confidence to develop healthy routines and apply wellbeing strategies across different areas of their lives.

There may also be links to other WJEC qualifications including the Pathways to Employment Self Development & Wellbeing qualification.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

### Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

| Learning outcome | Amplification                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>L01</b>       | <p>Examples of good mental health and emotional wellbeing might include:</p> <ul style="list-style-type: none"> <li>• feeling happy and safe</li> <li>• feeling confident</li> <li>• staying calm</li> <li>• managing schoolwork or friendships</li> <li>• naming your feelings</li> <li>• talking to someone when upset</li> <li>• calming down after getting angry</li> <li>• feeling good about yourself.</li> </ul> |

Examples of feeling unwell emotionally might include:

- feeling sad
- feeling worried
- feeling upset
- feeling angry or frustrated a lot of the time.

Good mental health and emotional wellbeing can help with the following:

- recognising strengths and abilities
- staying motivated and focused on goals
- feeling confident and being a positive influence
- making good decisions based on values
- coping with everyday stress and bouncing back from setbacks
- understanding and naming our feelings
- expressing emotions in safe and respectful ways
- building and maintaining healthy relationships
- responding calmly in difficult situations.

Examples of things that can affect mental health and emotional wellbeing:

- friendships
- activities
- changes
- exercise
- stress
- sleep
- diet.

For Level 1 and 2 learners:

Good mental health relates to:

- thinking clearly
- coping with daily life/resilience
- managing stress and daily challenges
- making decisions.

Emotional wellbeing relates to:

- ability to understand feelings/emotional awareness
- expressing and managing emotions
- self-esteem
- feeling safe and supported.

Factors that can affect mental health and emotional wellbeing:

- social support
- physical health
- lifestyle
- work/school pressures
- family
- community
- support from others.

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>LO2</b> | <p>Ways of helping mental health and emotional wellbeing can include:</p> <ul style="list-style-type: none"> <li>• going for a walk</li> <li>• talking to someone</li> <li>• listening to music</li> <li>• having a rest</li> <li>• doing something you enjoy.</li> </ul> <p>Who to ask for help with mental health and emotional wellbeing:</p> <ul style="list-style-type: none"> <li>• teacher</li> <li>• mum/dad/carer</li> <li>• friends</li> <li>• support workers.</li> </ul> <p>For Level 1 and 2 Learners:</p> <p>Importance of looking after mental health and wellbeing:</p> <ul style="list-style-type: none"> <li>• helps to cope with challenges</li> <li>• improves mood</li> <li>• is good for physical health</li> <li>• supports relationships</li> <li>• helps with resilience and decision-making.</li> </ul> <p>Some consequences of not looking after mental health and wellbeing:</p> <ul style="list-style-type: none"> <li>• stress</li> <li>• low mood</li> <li>• difficulty sleeping</li> <li>• problems at work/school</li> <li>• Short-term problems: irritability, fatigue, anxiety</li> <li>• Long-term problems: burnout, isolation, ongoing mental health difficulties.</li> </ul> |
| <b>LO3</b> | <p>Techniques for looking after mental health and emotional wellbeing can include:</p> <ul style="list-style-type: none"> <li>• relaxing/enjoyable activities</li> <li>• taking a break</li> <li>• talking to a trusted person</li> <li>• using calming techniques</li> <li>• using positive self-talk</li> <li>• using routines</li> <li>• engaging in physical activity.</li> </ul> <p>Activities can include:</p> <ul style="list-style-type: none"> <li>• colouring</li> <li>• cooking</li> <li>• breathing exercise</li> <li>• going for a short walk/going outside</li> <li>• listening to music</li> <li>• writing things down.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|            | <p>Get or give support by:</p> <ul style="list-style-type: none"> <li>telling a teacher, friend, or family member</li> <li>asking for help clearly</li> <li>listening to someone</li> <li>showing empathy.</li> </ul> <p>For Level 1 and 2 Learners:</p> <p>Wellbeing strategies can include:</p> <ul style="list-style-type: none"> <li>mindfulness</li> <li>assertive communication</li> <li>physical activity</li> <li>creative expression.</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| <b>LO4</b> | <p>Examples of reflection on own mental health and emotional wellbeing:</p> <ul style="list-style-type: none"> <li>feeling nervous when meeting new people</li> <li>feeling happy at home</li> <li>feeling stressed when there's too much to do</li> <li>feeling proud for trying something new</li> <li>exercising increasing energy</li> <li>enjoying listening to music</li> <li>breathing helping to calm down</li> <li>drawing helping to relax</li> <li>talking to someone to reduce worries.</li> </ul> <p>For Level 1 and 2 Learners:</p> <p>Strategies can help learners feel:</p> <ul style="list-style-type: none"> <li>calmer</li> <li>more relaxed</li> <li>more focused</li> <li>more confident</li> <li>in a better mood</li> <li>better able to cope.</li> </ul> |

### Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- creating a 'feelings collage' using drawings, symbols, or magazine cut-outs to show what good mental health looks like
- using 'emotion puppets' or 'emoji cards' to match scenarios to feelings.
- drawing a 3-frame storyboard showing someone using good emotional wellbeing (naming feelings, calming down)
- playing class games – learners decide if examples show good mental health or not
- making a 'wellbeing superhero' poster with powers like resilience or calmness

- taking part in a group 'expert' presentation – each learner contributes one idea about good mental health
- role-play asking for help from a teacher or friend (for example, 'I feel upset. Can we talk?').
- matching activity – linking wellbeing activities (walking, resting) to how they help
- wellbeing bingo – ticking off activities that learners have tried or could try (such as drawing, talking, nature walk)
- peer interviews – asking classmates what helps their wellbeing and sharing answers
- creating a 'wellbeing menu' (starters, mains, desserts) of wellbeing ideas
- responding to simple case study cards suggesting what someone could do to feel better
- using an app like *Smiling Mind* to practise short breathing or mindfulness sessions
- show and tell – learners bring or describe something that makes them feel good
- keeping a wellbeing diary for 2–3 days (for example 'Today I walked outside. It helped because...')
- role-play in pairs using strategies like counting to 10 or deep breathing
- being a 'wellbeing coach' – teaching a peer one simple strategy.

The following activities would be suitable for use with Level 1 and 2 learners:

- class debate: 'Is mental health as important as physical health?'
- comparing two case studies: one with good wellbeing, one struggling then reflecting on differences
- mini research task: learners explore WHO's definition and apply it to examples of young people in Wales
- writing a 'day in the life' diary entry showing how good mental health supports coping and relationships
- creating a group presentation defining mental health and its impact on daily life
- Scenario role-plays – learners demonstrate supportive strategies for different challenges (such as exam stress)
- creating a wellbeing quiz – learners design questions for peers about maintaining wellbeing
- case study cards – learners identify appropriate strategies and justify why they might work
- WOOP journal – learners set a wellbeing Wish, Outcome, Obstacle, and Plan
- critical reflection – learners write about a time they offered or received support, what worked, and what didn't
- Show & Tell – learners practise one strategy for a week and present findings
- designing a *Wellbeing Wall* as a group displaying tested strategies and outcomes
- mini wellbeing experiment – learners collect daily notes and evaluate results
- *video diary* – learners reflect on strategy effectiveness, barriers, and future plans

## Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- learner journals or diaries on how activities/strategies affected learner
- completed worksheets (definitions, matching activities) or reflection logs

- storyboards, posters, or collages (showing signs of wellbeing)
- “wellbeing menus” or bingo cards
- case study response sheets (on importance of mental health and emotional wellbeing)
- WOOP plans (Wish, Outcome, Obstacle, Plan)
- mini research write-ups on what good mental health and emotional wellbeing mean
- self-assessment checklists (behaviours or strategies)
- tutor observation records (for example, during role-plays or group discussions)
- photos of learners’ work or participation (with consent)
- video or audio recordings of discussions, debates, or presentations
- peer or tutor feedback forms (on wellbeing strategies)
- participation in group projects (Wellbeing Wall, debates)
- learner interviews or oral reflections
- video diaries showing strategy use
- recorded peer discussions or feedback sessions
- observation notes on how learners applied strategies in real or simulated contexts.

## Experiences

To provide a real-world context you could invite:

- a local wellbeing practitioner or mental health support worker to discuss practical ways they help people manage stress and emotions. Learners could be given simple case-study scenarios based on common issues, such as stress at work, loneliness, or anxiety before exams. Learners could identify suitable wellbeing strategies (such as breathing exercises, talking to someone, planning enjoyable activities) and then discuss how these techniques might help them or someone they know.
- a community organisation, such as a youth service, wellbeing charity, or local support group leader, to talk about the activities they run to support positive mental health (for example, mindfulness groups, creative workshops, physical activity sessions). Learners could analyse the benefits of each activity for different wellbeing needs and suggest ideas for new activities that could support specific groups in the community, such as young carers, older adults, or people experiencing isolation. The organiser could provide feedback, explaining which activities are most effective in practice, and discussing barriers such as low confidence, transport, or cost.
- a school or workplace wellbeing coordinator to run a practical workshop on using self-care tools and emotional regulation strategies. Learners could practise different wellbeing techniques such as grounding exercises, journaling, creating a simple routine, and record how each technique made them feel. The coordinator could explain how wellbeing strategies are introduced in real educational or work settings, and the challenges in helping people adopt them (such as lack of time, social pressure, forgetting to use strategies). Learners could create a personal “wellbeing toolkit” based on what they have learned.

## Resources and organisations

### Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

## Resources available to support delivery

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hwb</b>              | <p>Provides information on emotional and mental well-being, RSE (which includes emotional health), mindfulness, stress management, identifying feelings and seeking help.</p> <p>To find out more, go to: <a href="#">Search - Hwb</a></p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Meic Cymru</b>       | <p>A bilingual national information, advice, and advocacy helpline for children and young people in Wales. Provides information on topics that affect young people, including mental health, relationships, bullying, and life challenges. Offers a 'Resources for Professionals' section.</p> <p>To find out more, go to: <a href="#">Home Page - Meic</a></p>                                                                                                                                                                                                                                                                                    |
| <b>Mind Cymru</b>       | <p>Provides bilingual information on locally relevant resources, campaigns, and helplines. Offers specific resources for 11–18-year-olds, including a range of free downloadable apps. Offers information on different mental health conditions, treatment options, self-care strategies, and where to find support locally in Wales, with a strong focus on destigmatising mental health.</p> <p>To find out more, go to:<br/> <a href="https://www.mind.org.uk/about-us/mind-cymru-mind-in-wales/">https://www.mind.org.uk/about-us/mind-cymru-mind-in-wales/</a><br/> App library: <a href="#">Apps for young people – Mind app library</a></p> |
| <b>YoungMinds</b>       | <p>Provides youth-friendly guides and advice on coping with stress, anxiety, and seeking help. Offers information on various mental health conditions, practical coping strategies, self-care and how to support friends. Some information and resources are available in Welsh.</p> <p>To find out more, go to: <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></p>                                                                                                                                                                                                                                                              |
| <b>Kooth</b>            | <p>An online mental well-being community that provides free, safe, and anonymous online mental well-being support for young people. Includes online counselling, a peer support community, and self-help resources (articles, journals, forums). Offers content in Welsh, and its services are available to young people in many parts of Wales.</p> <p>To find out more, go to: <a href="https://www.kooth.com/">https://www.kooth.com/</a></p>                                                                                                                                                                                                   |
| <b>Samaritans Cymru</b> | <p>Offers a free, confidential listening service 24/7, and provides valuable bilingual resources on emotional health, listening skills, and how to support someone who's struggling.</p> <p>To find out more, go to: <a href="https://www.samaritans.org/wales/">https://www.samaritans.org/wales/</a><br/> (Helpline: 116 123)</p>                                                                                                                                                                                                                                                                                                                |

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| <b>Anna Freud Centre – Mentally Healthy Schools</b>                                                          | <p>Provides lesson plans, videos, and toolkits aligned to the Curriculum for Wales.</p> <p>To find out more, go to: <a href="#">Mentally Healthy Schools   Anna Freud</a></p>                                                                                                                                                                                                             |
| <b>Stori Cymru's Spectrum project</b>                                                                        | <p>Offers bilingual information available to download on a range of topics, including the following:</p> <ul style="list-style-type: none"> <li>relationships</li> <li>safety</li> <li>gender</li> <li>stereotyping</li> <li>domestic abuse</li> <li>other VAWDASV issues</li> </ul> <p>To find out more, go to: <a href="#">Tools for Schools - Spectrum - Sbectrwm</a></p>              |
| <b>The Sustainability Academy</b>                                                                            | <p>Provides curriculum-aligned resources to promote sustainability, and climate education, including a resource on good health and wellbeing, and offers teaching tools such as lesson plans, activity packs and conceptual frameworks for key stages 2-4.</p> <p>To find out more, go to: <a href="http://www.thesustainabilityacademy.co.uk">www.thesustainabilityacademy.co.uk</a></p> |
| <b>NHS Every Mind Matters (England &amp; Wales)</b>                                                          | <p>Provides free, accessible guidance on wellbeing strategies and self-care for young people.</p> <p>To find out more, go to: <a href="https://www.nhs.uk/every-mind-matters/">https://www.nhs.uk/every-mind-matters/</a></p>                                                                                                                                                             |
| <b>World Health Organisation (WHO)</b>                                                                       | <p>Provides resources and information on mental health, including fact sheets on a range of mental health disorders.</p> <p>To find out more, go to: <a href="https://www.who.int/health-topics/mental-health">https://www.who.int/health-topics/mental-health</a></p>                                                                                                                    |
| <b>NHS Five Steps to Mental Wellbeing</b>                                                                    | <p>Provides guidance on 5 steps you can take to improve your mental health and wellbeing.</p> <p>To find out more, go to: <a href="#">5 steps to mental wellbeing – NHS</a></p>                                                                                                                                                                                                           |
| <b><i>A Little Guide for Teachers: Student Mental Health</i> [Gandhi, P., 2024]</b>                          | <p>This book is packed with practical strategies to help teachers with supporting their students. The Little Guide for Teachers series is little in size but BIG on all the support and inspiration you need to navigate your day-to-day life as a teacher.</p>                                                                                                                           |
| <b><i>Emotional agility: Get unstuck, embrace change, and thrive in work and life.</i> [David, S., 2016]</b> | <p>Research-based strategies on recognising, accepting, and managing emotions.</p>                                                                                                                                                                                                                                                                                                        |

### Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

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