



CAMBRIDGE

# Understanding Student Wellbeing

## East Asia Schools Conference 2025

12 April 2025

# Agenda

Time	Topic	Speakers
15:50 – 16:15	The Cambridge Wellbeing Check	Pavlos Pavlou
16:15 – 16:40	Cross roads for senior students	Michael Taylor
16:40 – 17:05	AI Empowering students' Mental Health	Wendy Quan
17:05 – 17:20	Q&A	All



CAMBRIDGE

# The Cambridge Wellbeing Check

How to gather wellbeing insights from your learners and teach to the results

Pavlos Pavlou

International Business Development Manager, Europe  
Insight, Cambridge University Press & Assessment

# Who we are

At **Cambridge Insight** we support educators worldwide in improving educational outcomes in their schools by using evidence-based baseline assessments, from early years to post-16.

**41**  
years

Forty-one years of developing and delivering digital baseline assessments

**120+**  
countries

We work with schools, ministries and associations in over 120 countries

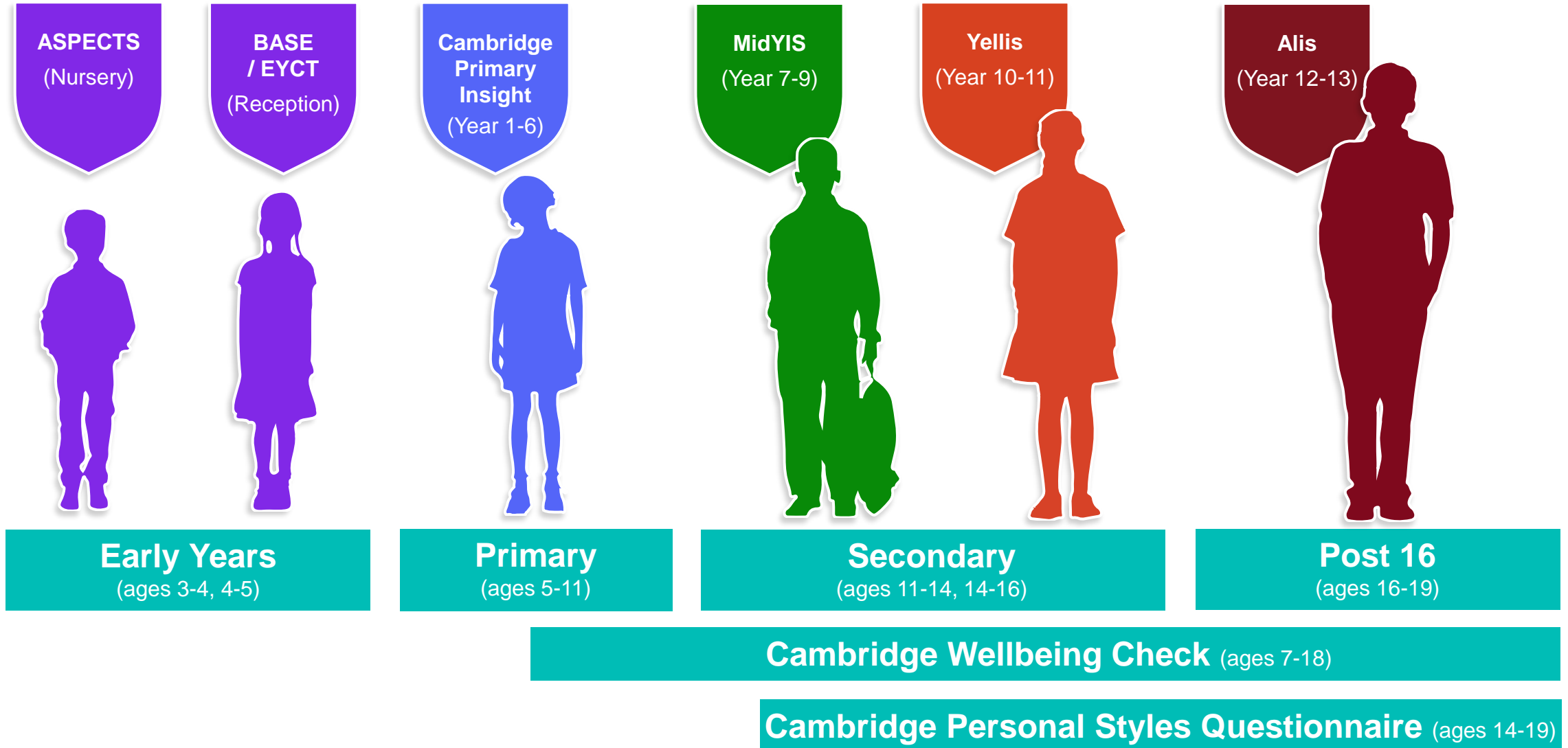
**650+**  
thousand

Our data is benchmarked on over 650,000 assessments taking place every year worldwide ensuring reliability (+ 43 million data points)

## We are part of the University of Cambridge

- We help teachers turn data into knowledge
- We bridge the gap between research and practice
- We provide evidence to support good decision-making

# Baseline Assessments from 3-19 years



# The Cambridge Wellbeing Check

A clear picture of wellbeing,  
from a whole-school view down  
to individual students.

Quickly identify students who need  
extra support with their wellbeing.



If you can assess (or measure)  
something, you obtain better  
information about it and increase your  
understanding of it...

...this is true of wellbeing.



# Grounded in research

- Developed from research survey by University of Cambridge's Faculty of Education
- Developed by our researchers at The University of Cambridge: Dr Ros McLellan, Maurice Galton, Susan Steward and Charlotte Page
- Originally created to help examine role of creative initiatives in fostering wellbeing
- Cambridge Insight research and assessment team have refined and brought to life as digital check and supporting wellbeing lesson plans



# The four areas of wellbeing – The Cambridge Model

See a clear picture across:

Feelings



## Life satisfaction

how much students experience contentment and overall life satisfaction.



## Negative emotions

how much students experience anxiety, stress and/or sadness.

Functioning



## Interpersonal wellbeing

how much students experience feeling connected to others in school, that those people care about them, and that they are valued.



## Competence wellbeing

how much students experience competence, self-confidence, fulfilment, and purpose.

# The assessment

- Digital: runs on any PC, tablet or laptop
- Student led assessment
- No paperwork or marking required
- Reports generated automatically
- Quick and easy to set up and use
- Only 22 questions
- Just 20 mins to complete
- Flexible: Can take any time, as it fits your lesson plans and school day
- Can assess students several times over the year – as you need



# The assessment – example question (using a 5-point Likert scale)

Each question asked falls into one of [the four wellbeing areas of interpersonal / competence / life satisfaction / negative emotions](#).

When I am at school I feel happy

never

not often

sometimes

often

always

When I am at school I feel sad

never

not often

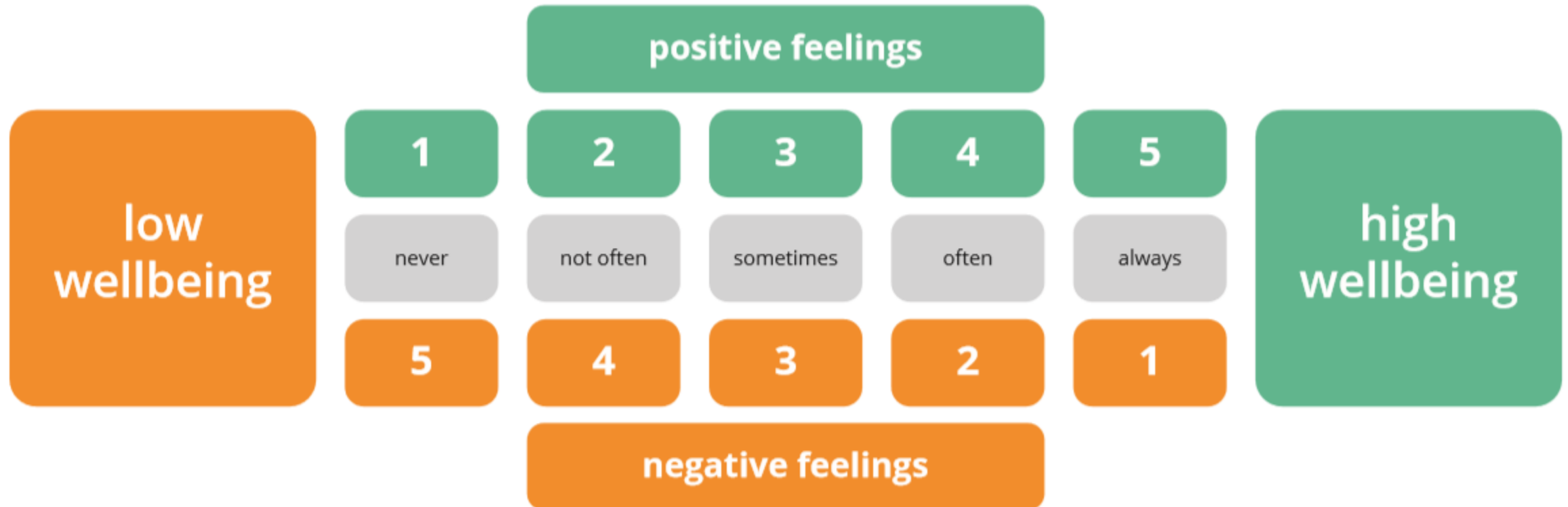
sometimes

often

always

# The reports – how are students' responses reported?

Responses are reported on **two simple scales** depending on whether the question relates to **positive** or **negative feelings**.



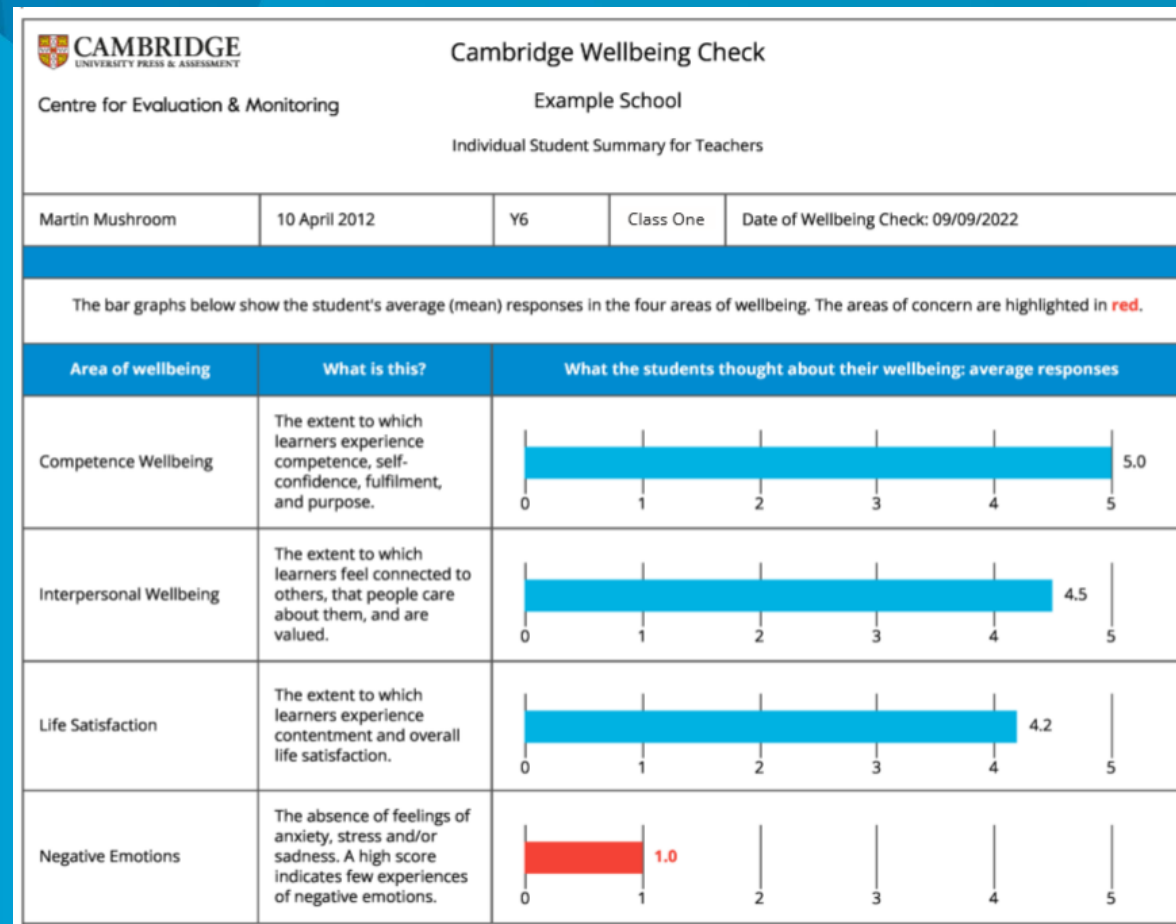
# The reports

- **Individual student response report for teachers.** It details responses to each question in the check.
- **Responses of most concern are highlighted.** The most common responses to each question from the group are shown for comparison.

CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT		Cambridge Wellbeing Check			
Centre for Evaluation & Monitoring		Example School			
Individual Student Response Report for Teachers					
Isaac Icecream	17 March 2011	Y7	Class Two	Date of Wellbeing Check: 09/09/2022	
How the student answered the questions. The response to each question is shown by a ✓ Areas of concern are highlighted in red.					
	never	not often	sometimes	often	always
Competence Wellbeing: the extent to which learners experience competence, self-confidence, fulfilment, and purpose.					
I feel good about myself		✓			
I feel healthy			✓		
I feel I am doing well		✓			
I feel confident	✓				
I feel I can deal with problems			✓		


# The reports

- **Individual student summary report for teachers.** It shows an individual student's mean (average) scores in each of the four areas of wellbeing.
- Some of the reports are **colour coded** to emphasise areas of potential concern.



# The reports

- **Confidential group overview for teachers.**  
It shows the class/year group mean (average) scores, in each of the four areas of wellbeing, for each student in the group.



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Centre for Evaluation & Monitoring

Cambridge Wellbeing Check

Example School

Confidential Group Overview for Teachers

Y6	Class One	Date of Wellbeing Check: 09/09/2022	Number of students: 12
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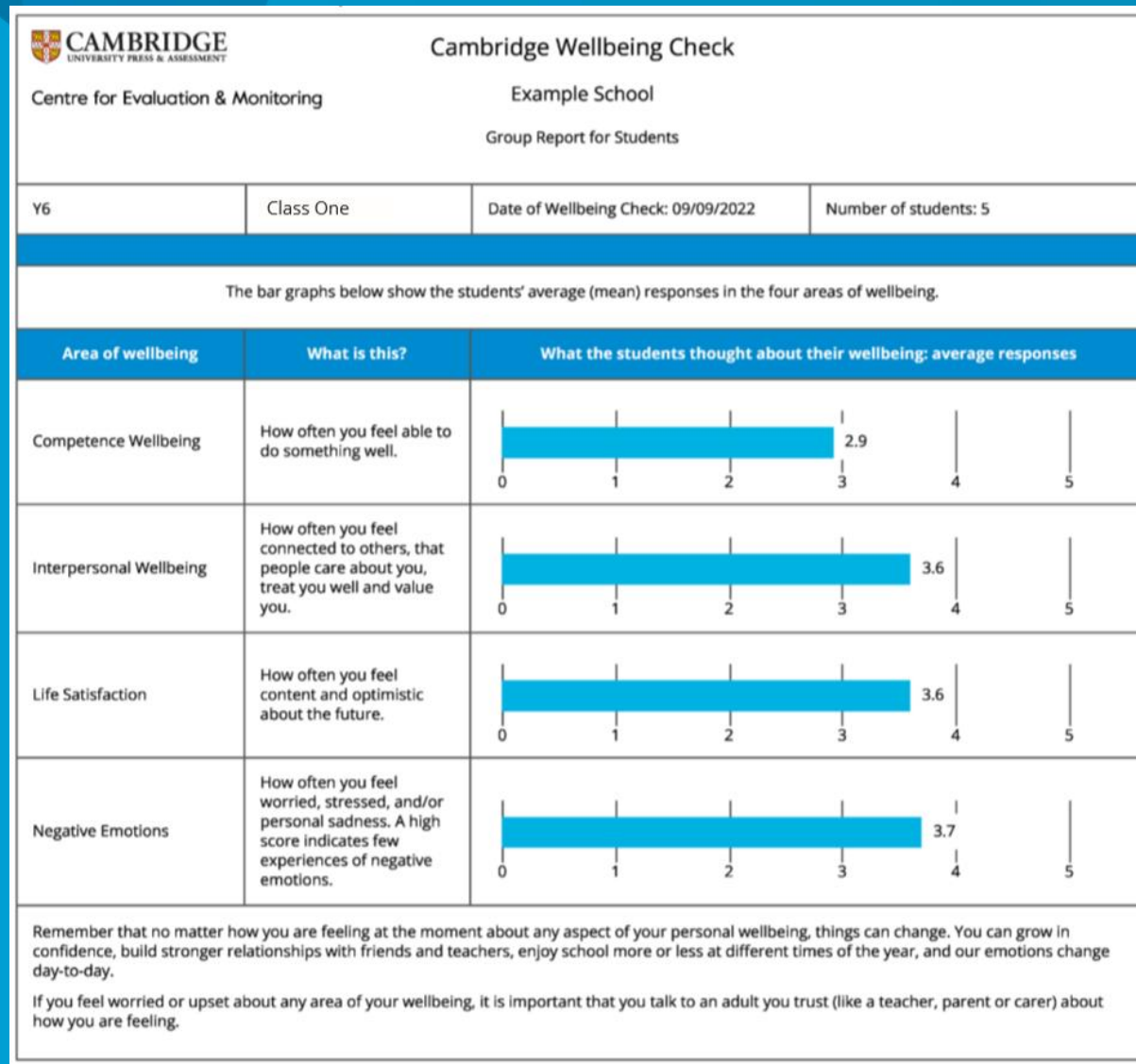
Students rated their feelings on scales from 1 to 5. The data below show the average (mean) response for every student in each area of wellbeing. A high score indicates few experiences of negative emotions. The areas of concern are highlighted in red.

Name	Gender	Competence Wellbeing	Interpersonal Wellbeing	Life Satisfaction	Negative Emotions
Abdul Apple	m	3.0	3.6	3.8	4.3
Harriet Honey	f	1.4	2.4	2.2	2.3
Lucy Lollipop	f	4.2	4.8	4.6	4.0
Ola Onion	f	2.0	3.3	2.8	3.8
Pat Pumpkin	m	4.0	4.0	4.6	4.3

# The reports

- **Group report for students**  
It shows the groups' mean (average) scores in each of the four areas of wellbeing.
- **This report is to be shared with students as part of a lesson following their use of the Wellbeing Check**, described in the lesson plans.

The aim is to use this report as a stimulus for discussion (an excellent starting point for a conversation to find out more about your students' views of their own wellbeing).



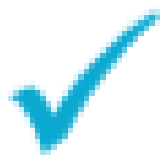
# The reports

- **Individual overview for students**  
It shows the short statements summarising the student's responses.
- **This report is to be given to individual students after they have taken the Wellbeing Check.** It provides a short summary of their responses with a reassuring comment at the bottom of the report.

CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT		Cambridge Wellbeing Check		
Centre for Evaluation & Monitoring		Example School		
Individual Overview for Student				
Lucy Lollipop	19 June 2012	Y6	Class One	Date of Wellbeing Check: 09/09/2022
From the answers you provided, the comments below describe your wellbeing in four separate areas.				
Area of wellbeing	What is this?	What you thought about your wellbeing		
Competence Wellbeing	How often you feel able to do something well.	When you are at school you almost always feel good about yourself and you usually feel healthy. You often feel that you are doing well, you often feel confident and you sometimes feel that you can deal with problems.		
Interpersonal Wellbeing	How often you feel connected to others, that people care about you, treat you well and value you.	When you are at school you often feel happy, you feel people are always friendly, you often feel noticed and you nearly always feel valued. You mainly feel safe, you almost always feel you are treated fairly, you don't feel lonely and you feel people always care about you.		
Life Satisfaction	How often you feel content and optimistic about the future.	When you are at school it is not often that you feel bored and you always feel energetic. You enjoy things all the time, you always feel excited by lots of things and you often feel there is lots to look forward to.		
Negative Emotions	How often you feel worried, stressed, and/or personal sadness.	When you are at school you are not often worried, it is not often that you feel miserable, you don't often feel sad and you don't generally feel stressed.		
<p>Remember that no matter how you are feeling at the moment about any aspect of your personal wellbeing, things can change. You can grow in confidence, build stronger relationships with friends and teachers, enjoy school more or less at different times of the year, and our emotions change day-to-day.</p> <p>If you feel worried or upset about any area of your wellbeing, it is important that you talk to an adult you trust (like a teacher, parent or carer) about how you are feeling.</p>				

# An overview of the reports

- This table shows the content of each report and how to use within your school.



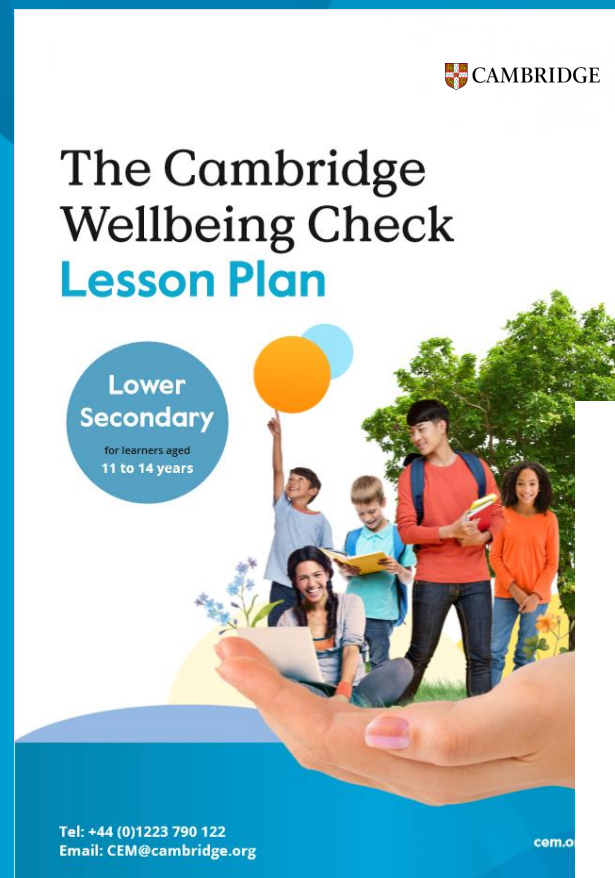
Report	Content	Usage		
		Whole-group or whole-school evaluations	Use with lesson plans to teach students about wellbeing	Understand individual students & identify those with low levels of wellbeing
Confidential Group Overview for Teachers	Table of mean (average) scores in each of the four areas of wellbeing for each student in your group.	✓		✓
Detailed Overview of Responses for Teachers	Stacked bar chart showing how your group responded to each question. It shows the percentage of students who chose each response option.	✓		
Individual Student Summary for Teachers	Bar chart showing an individual student's mean (average) scores in each of the four areas of wellbeing.			✓
Individual Student Response Report for Teachers	Table showing how an individual student responded to each question in the Check. Responses of most concern are highlighted.			✓
Group Report for Students	Bar chart showing your group's mean (average) scores in each of the four areas of wellbeing.	✓	✓	
Individual Overview for Student	Descriptive statements based on the responses the student gave to each of the four areas of wellbeing. To be shared with the student to help them reflect on their feelings, without attaching a score to their responses.			✓
Class Gender Split Report for Teachers	Bar chart that displays class or group's average (mean) wellbeing scores split by gender, for each of the four areas of wellbeing.	✓		
Year Group Gender Split Report for Teachers	Bar chart that displays year group's average (mean) wellbeing scores split by gender, for each of the four areas of wellbeing.	✓		
Comparison report (classes or groups)	Bar chart that displays average (mean) scores of your selected classes or groups, in each of the four areas of wellbeing.	✓		
Comparison report (year groups)	Bar chart that displays average (mean) scores of your selected year groups, in each of the four areas of wellbeing.	✓		
Individual Student Tracking Report for Teachers	Bar chart that displays a student's wellbeing across different time periods, in each of the four areas of wellbeing.			✓
Year Group Tracking Report	Bar chart that displays year group's average (mean) scores over different time periods, in each of the four areas of wellbeing.	✓		

# Lesson plans

Pre- and post- check lesson plans for each of:

- Lower Primary (**ages 7 – 9**) - lower Key Stage 2
- Upper Primary (**ages 9 – 11**) - upper Key Stage 2
- Lower Secondary (**ages 11 – 14**) - Key Stage 3
- Upper Secondary (**ages 14 – 18**) - Key Stage 4

Teachers may use the lesson plans as provided or adapt them for their own circumstances. This is optional.



## Part One – Understanding our mental wellbeing

### Age suitability

This lesson plan is suitable for learners in the school year in which they turn 12 years old, up until the school year in which they turn 14. In schools in England and Wales, these are Years 7, 8 and 9. Learners entering Year 7 have usually completed seven full years of formal schooling.

### Learning objectives

- to understand the range of different emotions and experiences that contribute to our mental wellbeing
- to practise identifying and talking about our emotions
- to be able to recognise and relate to the emotional experiences of others.

### Curriculum area & alignment to statutory guidance<sup>1</sup>

#### Mental wellbeing

By the end of Secondary school learners should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others.

### Key vocabulary to define

Before the lesson, you may wish to work through our *Meaning of key words* information sheet and set of slides with some learners, to ensure they understand the key words included within the Wellbeing Check. The information sheet includes examples of each word being used in context. It is particularly useful for younger learners, and those with English as an Additional Language.

### Pre-lesson: creating a safe space for learning (5 minutes)

- Mental wellbeing is a personal and sensitive topic. It is critical that prior to delivering any content, teachers take the time to create an inclusive, supportive classroom environment where learners can express their thoughts and experiences openly and honestly. Cultivating openness and inclusivity in the classroom environment takes time and is an essential foundation that is important not only for lessons on mental wellbeing, but for all learning.
- The first 5 minutes of the first lesson should be devoted to cultivating a safe space for exploring mental wellbeing, talking learners through what this space will feel like, and the ground rules for how to engage with one another in this space<sup>2</sup>.

Over the next two lessons, we are going to be talking about our mental wellbeing, which includes our feelings. Feelings are a sensitive topic because they are very personal experiences. No two people experience the world in the same way, so their feelings are also bound to be different. The work we will be doing together in these lessons will feel challenging for all of us, because we do not often take the time to reflect on our feelings in a classroom context. Before we get started, it is really important that we agree a set of ground rules that we all stick to in order to create a space where everyone feels safe to participate.

<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (Department for Education, England, 2019)

<sup>2</sup> Adapted from the PSHE Association (2018) 'Teacher guidance: teaching about mental health and emotional wellbeing'

# Case Study

## Using the Cambridge Wellbeing Check: **The Perse Preparatory School**



The Perse School, Cambridge, is a coeducational independent day-school for children aged 3 - 18.

# Using the Cambridge Wellbeing Check: The Perse Preparatory School

## Why did you introduce the Cambridge Wellbeing Check?

“We had **previously used a range of different systems to try and provide barometers of children’s wellbeing**, but none of them seemed to fit the bill completely. We were **interested to see if the Cambridge Wellbeing Check would work for our pastoral tracking**.

**We particularly liked how this Wellbeing Check was phrased for the children**, with each question being a simple statement with responses required from five options ranging from never to always.”

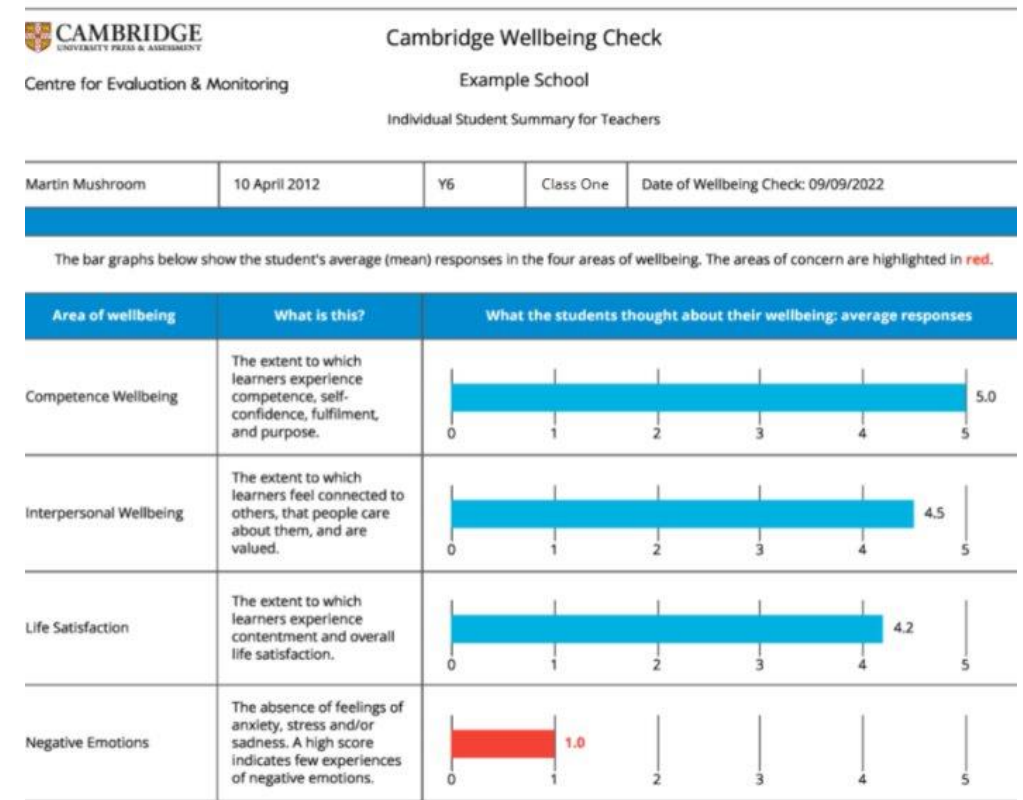


# Using the Cambridge Wellbeing Check: The Perse Preparatory School

## How did you compare the results of the Cambridge Wellbeing Check with academic data?

“We could look further at individual children, depending on whether there were discrepancies or not between their academic and wellbeing scores.

We were also able to analyse patterns in Wellbeing across the school or cohort, allowing us to notice trends in which areas the children were feeling more negatively towards. We then went on to have staff meetings to discuss how we can address these areas.



# Using the Cambridge Wellbeing Check: The Perse Preparatory School

## What conclusions did you draw as a school?

**“We’ve found the Cambridge Wellbeing Check really helpful in giving us another piece of data which we can use to ensure we are supporting children in the best way we can, both academically and pastorally.**

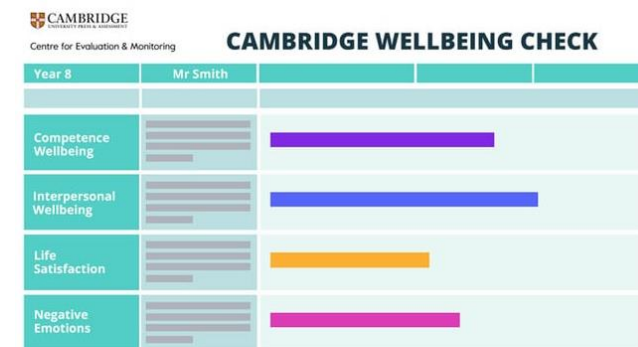
We use the individual Wellbeing total scores regularly in meetings where **we discuss pupil progress, which allows us to have a fuller, more rounded data picture of each child.**

**We plan to administer the Cambridge Wellbeing Check again this year, so that we can gain an up-to-date insight as to how our pupils are feeling.** This will also allow us to monitor the impact of interventions put in place as a result of the first Wellbeing Check.”

# Summary – Why schools choose the Cambridge Wellbeing

**It gives you unprecedented insight into your students' feelings**

- Assess students' day-to-day wellbeing
- Monitor times of feeling low, stressed, pressured by exams, coping with change
- Evaluate, explore, teach and promote with students
- Improve your teaching with actionable reports
- Help students feel good and do better
- Compare students at an individual, class, year-group level
- Evaluate students' wellbeing as they move through their education with you



# Award & Recognition



**Celebrating the very best in  
educational resources**



# Guidance and Support



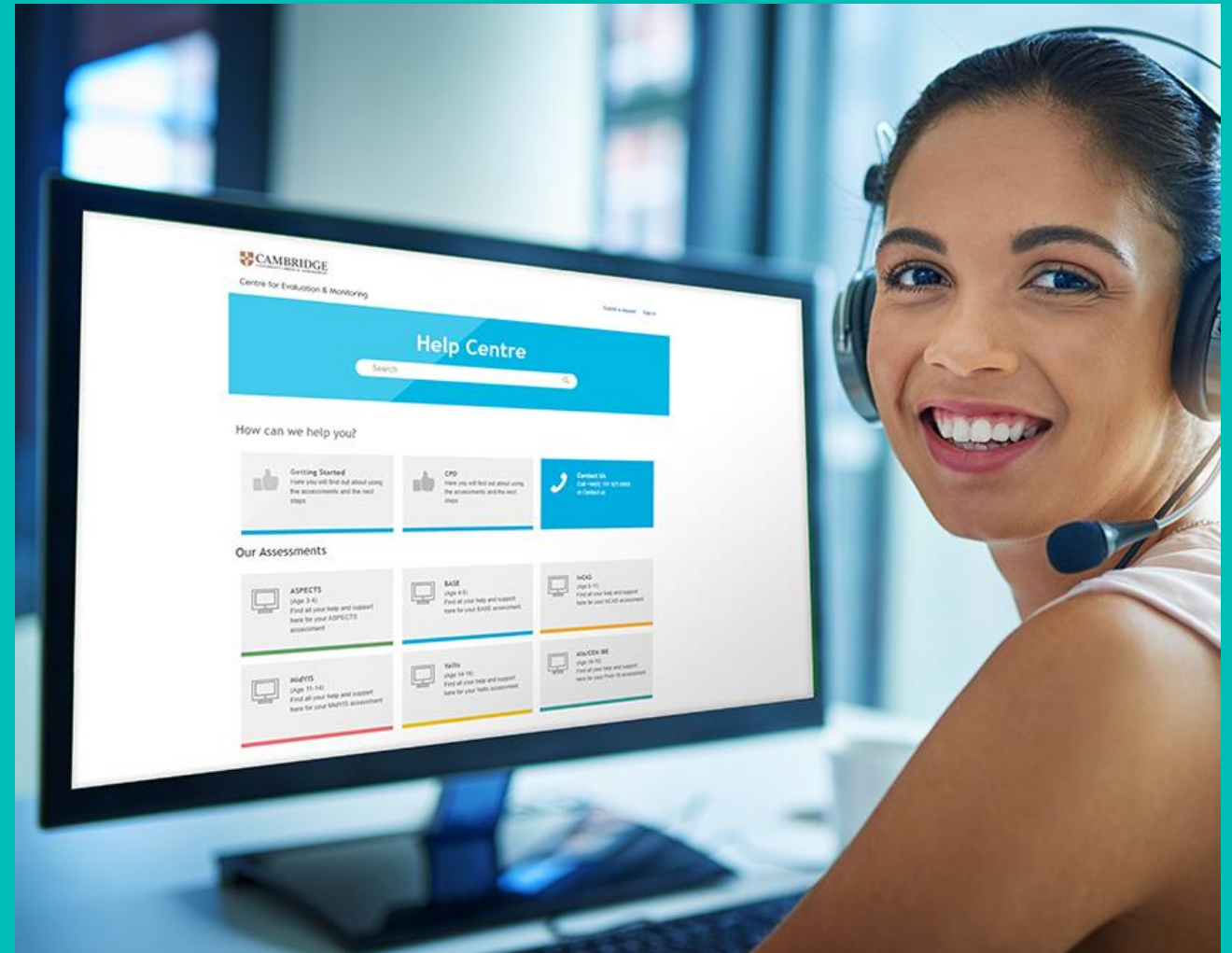
Full guidance to set up and use the assessments, onboarding demos



Access to Insight customer support team by phone and email



Online support hub





Together,  
we help learners  
be ready for the world!



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# Insight

Thank you / 谢谢

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[cambridge.org/internationaleducation](https://www.cambridge.org/internationaleducation)

**Ready** for  
the **world**

# Crossroads for senior students

## Wellbeing 2024-25

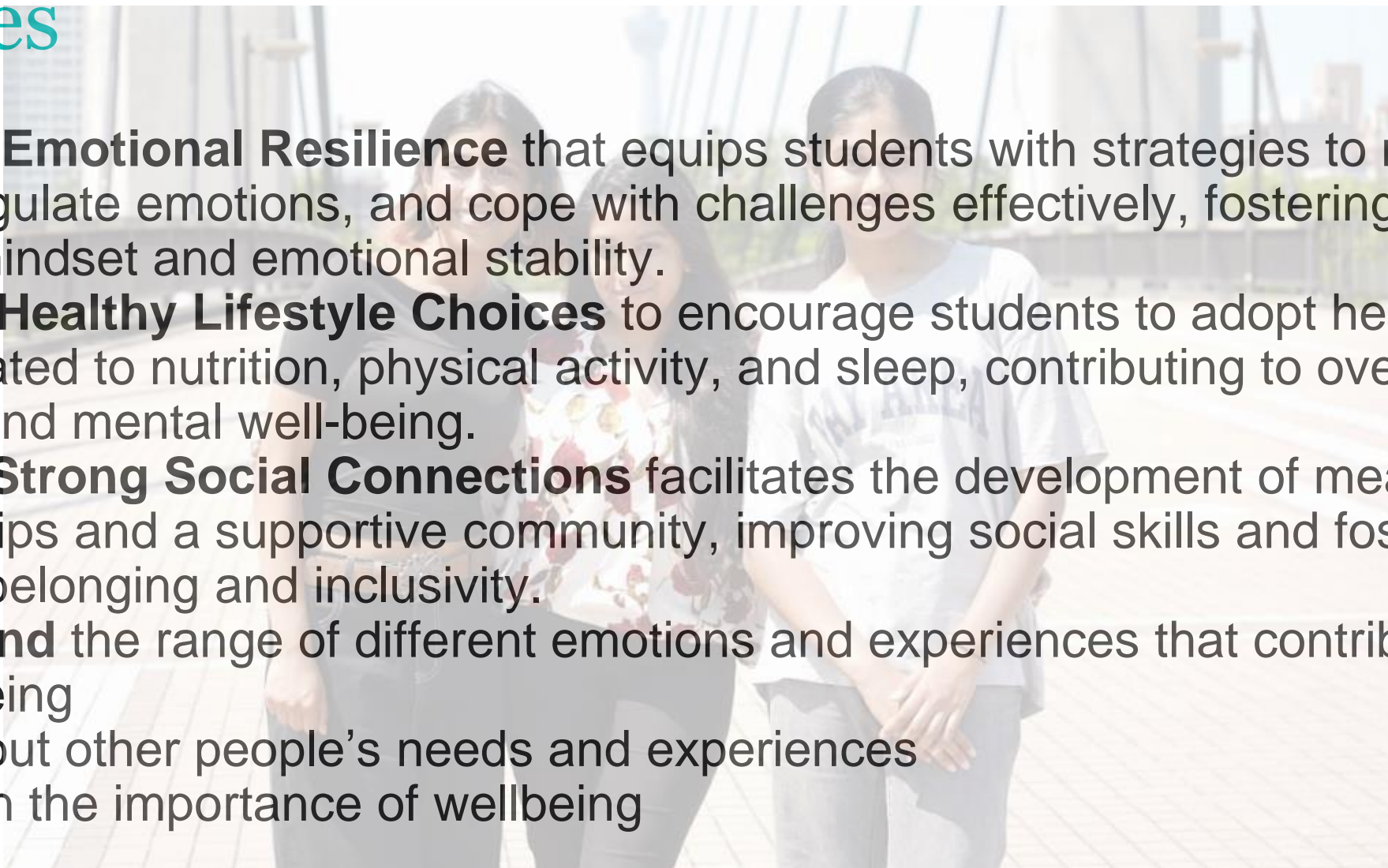
Michael Taylor

12 April, 2025



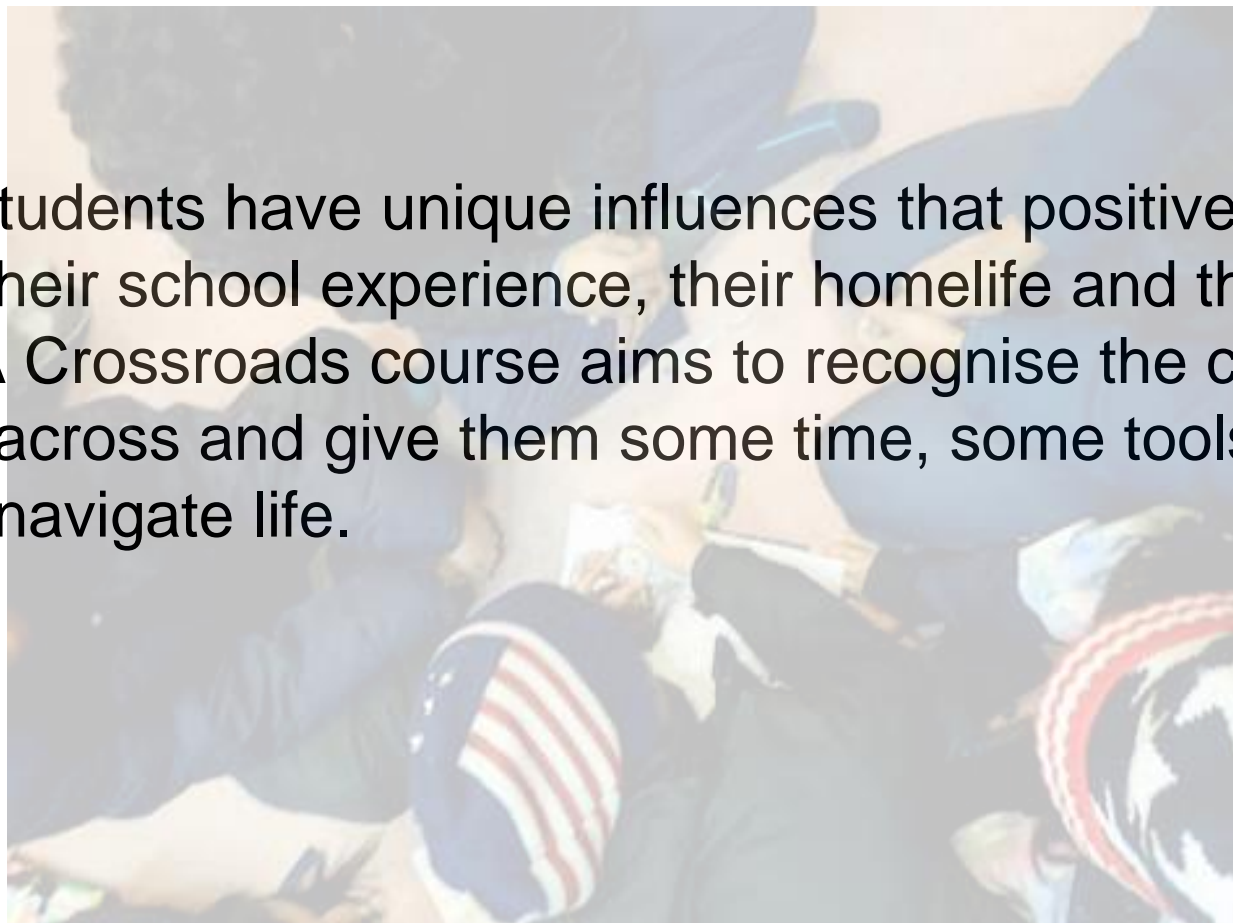
# Objectives

- **Enhance Emotional Resilience** that equips students with strategies to manage stress, regulate emotions, and cope with challenges effectively, fostering a positive mindset and emotional stability.
- **Promote Healthy Lifestyle Choices** to encourage students to adopt healthy habits related to nutrition, physical activity, and sleep, contributing to overall physical and mental well-being.
- **Develop Strong Social Connections** facilitates the development of meaningful relationships and a supportive community, improving social skills and fostering a sense of belonging and inclusivity.
- **Understand** the range of different emotions and experiences that contribute to our wellbeing
- **Think** about other people's needs and experiences
- **Reflect** on the importance of wellbeing



## Rationale

Senior school students have unique influences that positively and negatively can impact on their school experience, their homelife and their interactions with others. The UIA Crossroads course aims to recognise the challenges the students come across and give them some time, some tools and some experiences to navigate life.



- **Speak from your own experience only.** As individuals, we can only ever speak from our own experience. We should never try to speak for anyone else in the group.
- **Keep our conversation in this space only.** We need to agree as a group that whatever is shared during these sessions will not be repeated outside of the group. The one exception to this rule is if I am seriously concerned about the wellbeing of someone in the group. For example, if someone shares something in a session that leads me to believe they are at risk of mental or physical harm. In this situation, I would need to take action to make sure they are safe.
- **Use your right to pass if you need to.** Participating in these sessions is important because they are aiming to equip you with skills for life. However, it is also important that you know you have the right to pass if a topic causes you to feel upset or distressed.
- **Listen to others.** Remember that, regardless of how we may come across, we are all sensitive and we need to treat others with care.
- **Think before you speak.** Words can be extremely hurtful. We can protect others by thinking before we speak.

# What is well being?



# Ux

Wellbeing is not just the absence of disease or illness. It's a complex Well-being is a multi-dimensional concept encompassing the overall quality of an combination of a person's physical, mental, emotional and social health individual's life, including physical, mental, emotional, and social health. It the state of well-being that is achieved through a balance of satisfaction in the state of being happy, healthy, and successful. (Many above these expectations) short, wellbeing could be described as how you feel about yourself and positive emotions, and achieve a sense of satisfaction and fulfillment. (ChatGPT) your life. (Better Health Channel)

# Let's create our Ux version of Wellbeing

## What is the Cambridge Wellbeing Check?

The Cambridge Wellbeing Check is a simple student-led assessment that enhances and complements the pastoral care provision already in place. Grounded in world-leading research, the Cambridge Wellbeing Check helps teachers see a complete picture of wellbeing of their students so that they can provide the right support at the right time. It is not used for diagnosing mental health conditions.













### **THE CAMBRIDGE WELLBEING CHECK – QR CODE**





**Please scan the below image using your iPad or tablet device  
camera**



**Here is the assessment URL if the QR code does not work.**

<https://wellbeing.cambridge.org>

Cambridge Wellbeing Check				
(JP076) UIA International School of Tokyo				
Individual Student Tracking Report for Teachers				
		Y11	Grade 11	Date range: 18/06/2024 to 26/11/2024
This report provides a summary of how the student's responses have varied over time in the Wellbeing Checks they have completed. The areas of concern are highlighted in red.				
Competence Wellbeing: the extent to which learners experience competence, self-confidence, fulfilment, and purpose.				
UIA International School of Tokyo Grade 11-12 (2024) 18/06/2024				
UIA International School of Tokyo Grade 11-12 (2024) 09/09/2024				
G11 Crossroads Lesson 1 26/11/2024				
Interpersonal Wellbeing: the extent to which learners feel connected to others, that people care about them, and are valued.				
UIA International School of Tokyo Grade 11-12 (2024) 18/06/2024				
UIA International School of Tokyo Grade 11-12 (2024) 09/09/2024				
G11 Crossroads Lesson 1 26/11/2024				
Life Satisfaction: the extent to which learners experience contentment and overall life satisfaction.				
UIA International School of Tokyo Grade 11-12 (2024) 18/06/2024				
UIA International School of Tokyo Grade 11-12 (2024) 09/09/2024				
G11 Crossroads Lesson 1 26/11/2024				
Negative Emotions: the absence of feelings of anxiety, stress and/or sadness. A high score indicates few experiences of negative emotions.				
UIA International School of Tokyo Grade 11-12 (2024) 18/06/2024				
UIA International School of Tokyo Grade 11-12 (2024) 09/09/2024				
G11 Crossroads Lesson 1 26/11/2024				

Cambridge Wellbeing Check				
(JP076) UIA International School of Tokyo				
Individual Student Summary for Teachers				
		Y11	Grade 11	Date of Wellbeing Check: 26/11/2024
The bar graphs below show the student's average (mean) responses in the four areas of wellbeing. The areas of concern are highlighted in red.				
Area of wellbeing	What is this?	What the students thought about their wellbeing: average responses		
Competence Wellbeing	The extent to which learners experience competence, self-confidence, fulfilment, and purpose.			
Interpersonal Wellbeing	The extent to which learners feel connected to others, that people care about them, and are valued.			
Life Satisfaction	The extent to which learners experience contentment and overall life satisfaction.			
Negative Emotions	The absence of feelings of anxiety, stress and/or sadness. A high score indicates few experiences of negative emotions.			








2024-25



Text Here

<b>1. Who am I?</b>	<b>3</b>
Activity 1.1 - My Identity Audit	3
Activity 1.2 - 'Everyone who...'	4
Activity 1.3 - Where did that value come from?	4
Activity 1.4 - What do I value?	7
Activity 1.5 - You have strength	8
<b>2. Mental Health and Wellbeing</b>	<b>10</b>
Activity #2.1 - Living with Stress	10
Activity #2.2 - Self Examination Jenga	11
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<b>4. Drugs, Alcohol and Safe Travel</b>	<b>17</b>
<b>5. References</b>	<b>19</b>

	Ice Breaker
	Information
	Activity
	Reflection
	Reading

## 1. Who am I?

This unit focuses on identifying your values, skills and strengths; understanding how this can impact your life; and you, valuing the diverse values and strengths of other people.

### Outcomes

- The right of others to hold their own personal set of values and beliefs.
- Consider the varied influences on attitudes and values impact on behaviours.
- Respect for the ideas, feelings and contributions of others in various contexts.
- Reflect on personal strengths and skills required to achieve a positive outcome in a range of challenging and changing situations.
- Develop positive thinking, self-belief and a sense of empowerment by evaluating the contribution of personal strengths and achievements on the meaningful futures of self and others.
- Demonstrate behaviours and actions which value inclusion, diversity and equity and show a commitment to social justice and creating supportive environments for self and others.




### Activity 1.1 - My Identity Audit

Understanding who we are is a journey. Taking time to reflect on what is important to you and what is less important changes over time.

1. In Google Classroom complete the 'My Identity Audit' document
2. Turn to a partner and share your results.
3. Each partner will then share (if agreed) the results
4. Were you surprised by some of the answers you heard ? Why?



### My Identity Audit (MIA)

Name- MT	Your Avatar		
Describe yourself in 3 adjectives	1. Organised	2. Positive	3. Gregarious

Number of Siblings	Birth order	Favourite hobby	Favourite movie
5	3	Sport	Shawshank redemption
One skill you are proud of	Favourite colour	Personal motto	Favourite Music
Networking people	Green/blue	Leave it better than you found it	70's/80's
Favourite book	Favourite food		
A fortunate life by AB Facey	Anything I cook		

## 2. Mental Health and Wellbeing



### Activity #2.1 - Living with Stress

- Resource - [Countdown Clock](#)

Count backwards from 1,022 in steps of 13. If anyone makes a mistake, that group must start again from the beginning. The students must work to get the number as low as possible and only have 2 minutes on the clock.

o How did you find that experience?

o How are you feeling emotionally?

o How are you feeling physically?

[www.online-stopwatch.com](http://www.online-stopwatch.com)

00:00:00

000



## Activity #2.3 - Relaxation Techniques

Here are some quick and effective relaxation techniques to reduce stress:

**3 Deep Breaths:** Inhale deeply through your nose for 3 seconds, hold for 3 seconds, and exhale slowly through your mouth for 6 seconds. Repeat for a few minutes.

Here's a simple guide for the 3 Deep Breaths Relaxation Technique:

1. Find a Comfortable Position: Sit or stand with your back straight and shoulders relaxed. Place your hands on your lap or at your sides.
2. Focus on Your Breathing: Close your eyes if you're comfortable doing so, or soften your gaze.
3. Begin the First Breath:
4. Inhale deeply through your nose for 3 seconds (count slowly: 1... 2... 3).
5. Hold your breath for 3 seconds (1... 2... 3).
6. Exhale slowly through your mouth for 6 seconds (1... 2... 3... 4... 5... 6).
7. Second Breath:
8. Repeat the same process: Inhale for 3 seconds, hold for 3 seconds, and exhale for 6 seconds.
9. Imagine releasing stress as you exhale.
10. Third Breath:
11. Complete the cycle one more time, focusing on how your body feels lighter and calmer.
12. Continue if Needed: Repeat this pattern for 2-3 minutes or until you feel relaxed.

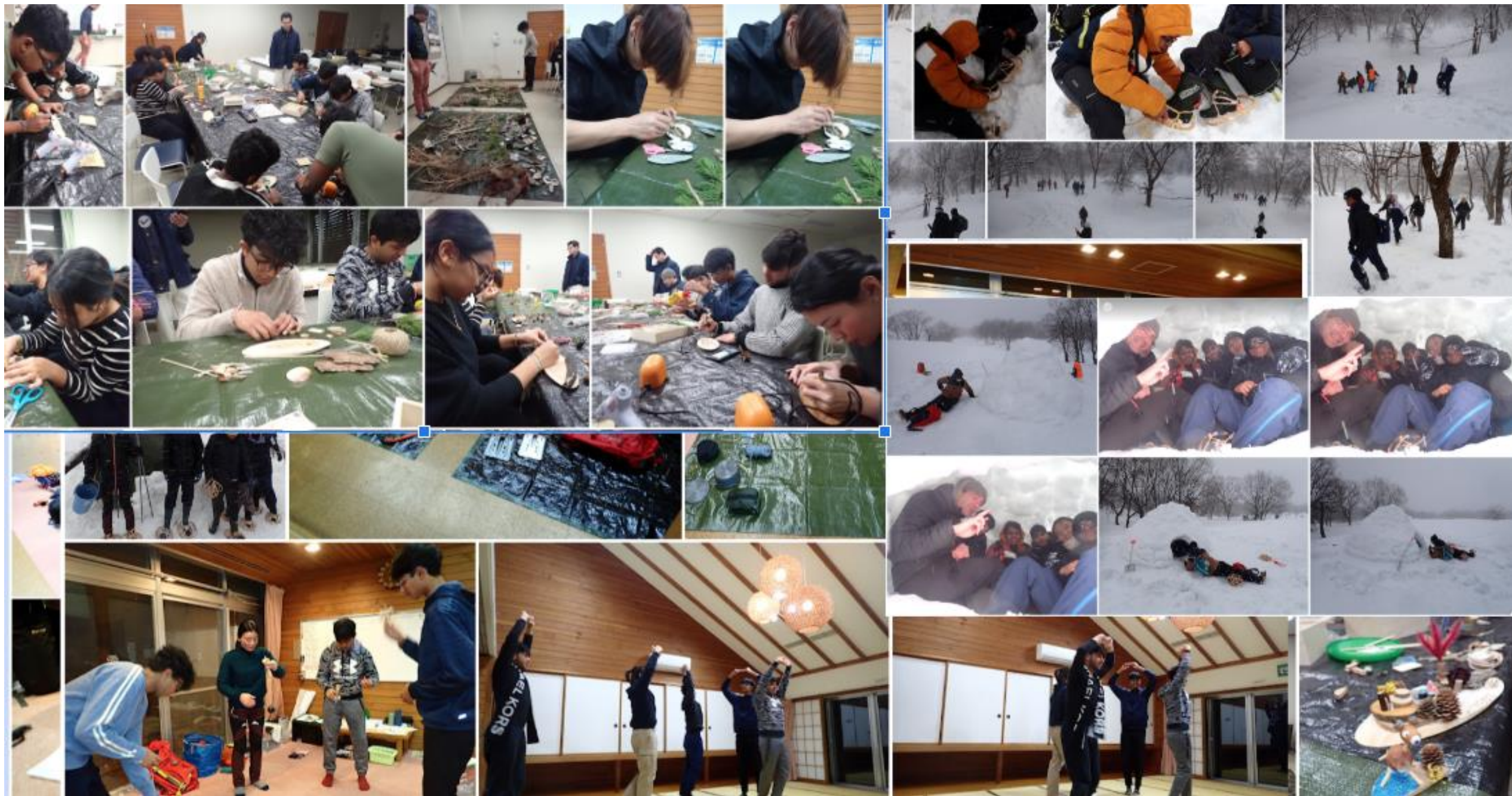
This technique helps activate your parasympathetic nervous system, promoting relaxation and reducing stress!

# The Crossroads trips:

- Izu Oshima
- Myoko







# Contact

Michael Taylor

*principal@uia.jp*

# Thank you!



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# AI Empowering Students' Mental Health

## Integrating Innovative Technologies with Educational Practices

Wendy Quan

April 12<sup>th</sup>, 2025

# I. Background

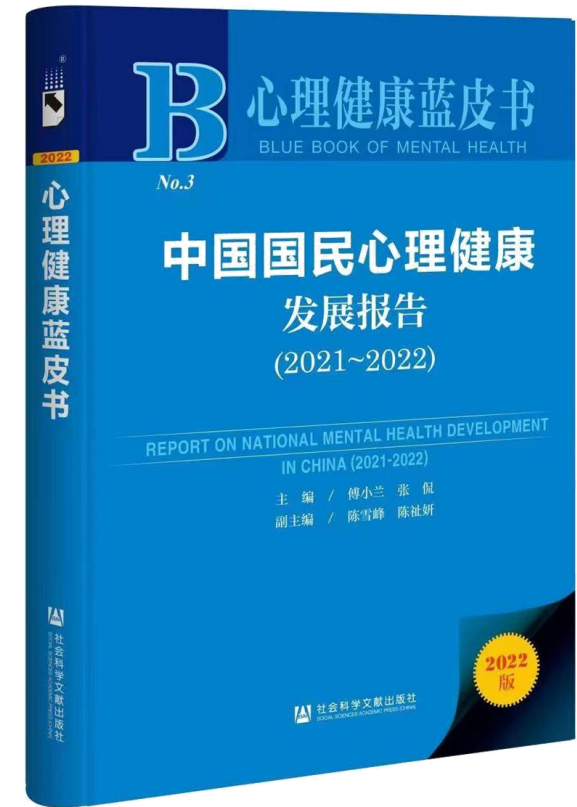
# What is health?

- According to the World Health Organization (WHO):
- health is defined as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."



# How is the mental health condition of teenagers?

- 2022 China National Mental Health Blue Book:
- Among teenagers, 14.8% are at risk of depression to varying degrees.
- Among them, 4% are in the group at high risk of depression and 10.8% are in the group with mild depression.



# Can AI tools assist in mental health education?

- In recent years, the Ministry of Education has explicitly advocated for the integration of AI technologies across all aspects of education.



ChatGPT



WPS AI



豆包



通义千问



文心一言



天工AI

tiangong.cn



秘塔AI搜索



Midjourney



deepseek



Suno



讯飞星火  
iFLYTEK SPARK

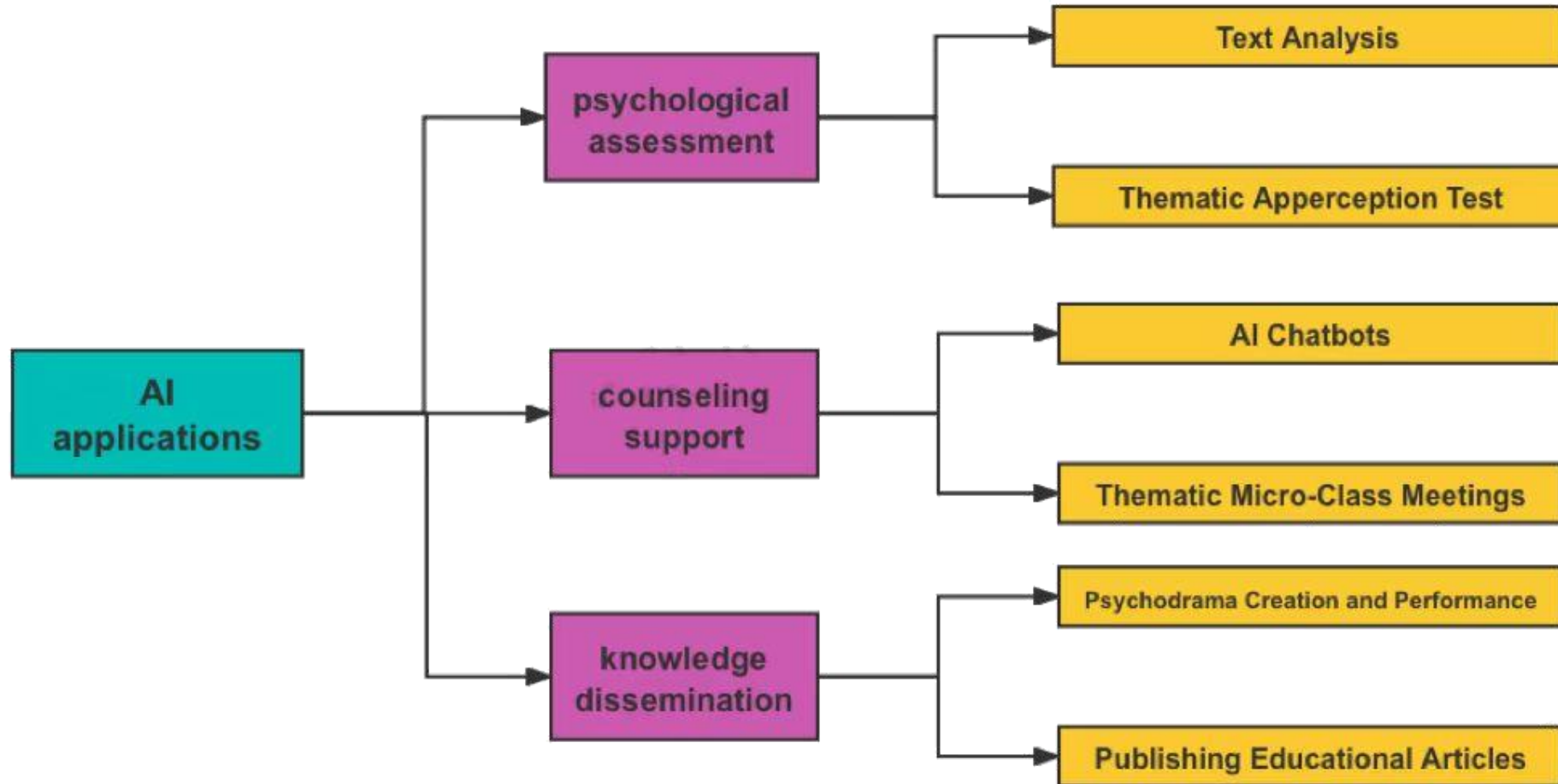


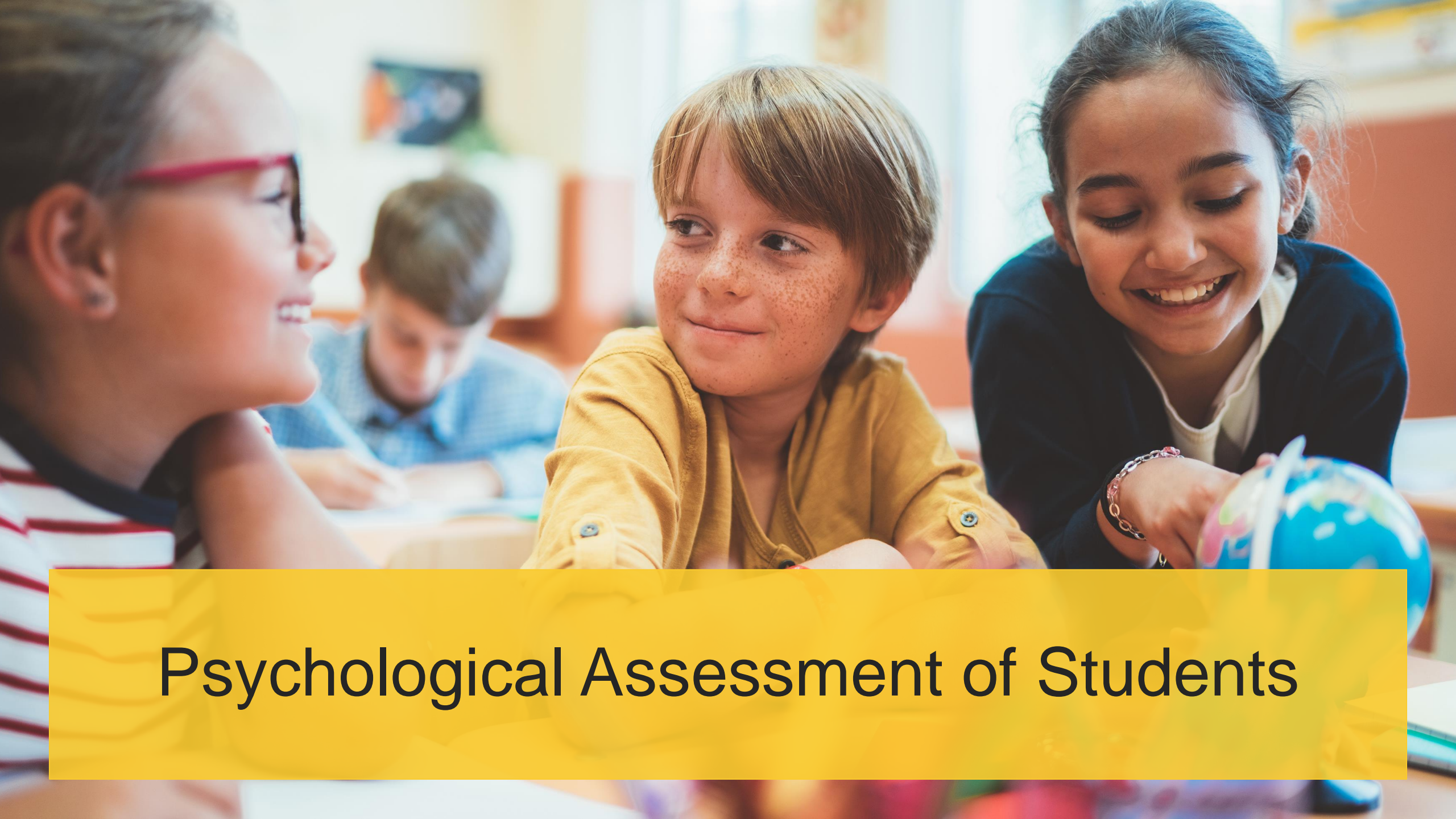
Kimi 智能助手

Canva可画

# II. Practical Applications of AI in Mental Health Education

# Practical Applications of AI in Mental Health Education

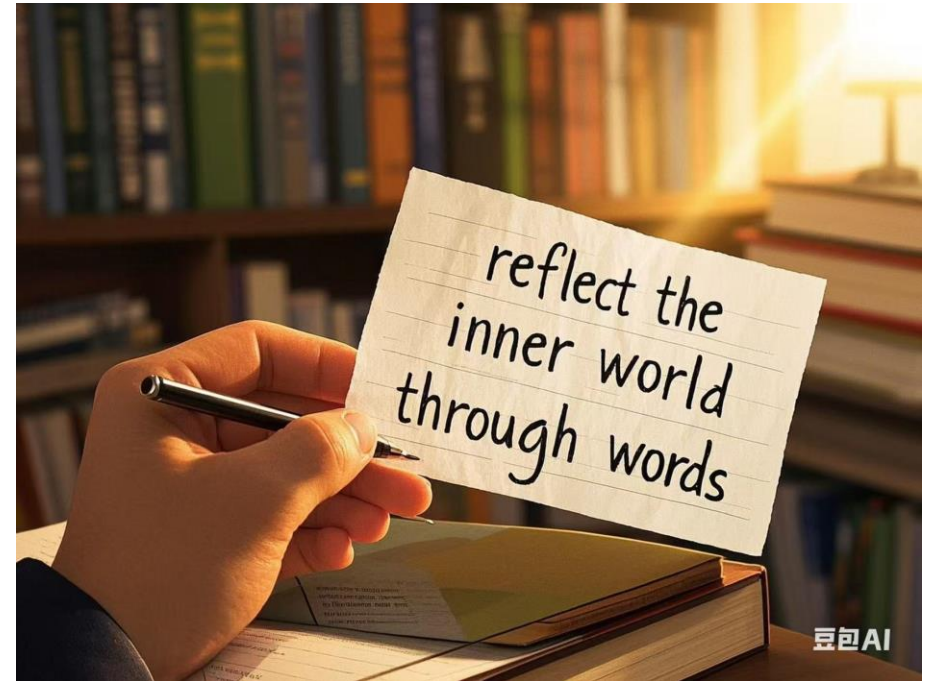




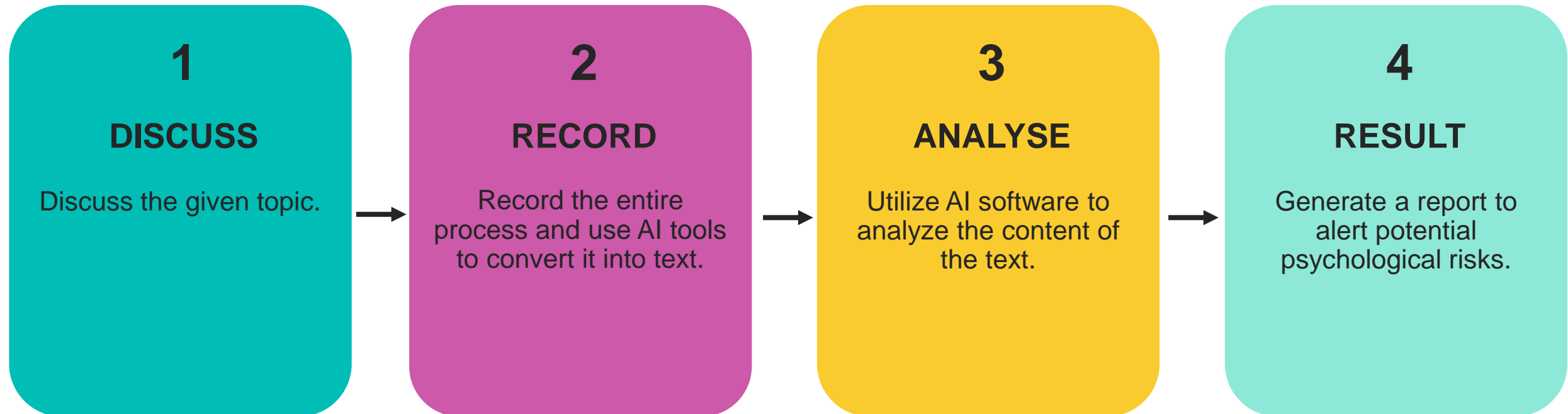
# Psychological Assessment of Students

# Text Analysis

- AI tools such as "Doubao" and "Wenxin Yiyan" analyze students' language habits, emotional expressions, and psychological tendencies by processing written materials like essays and journals.
- **Case Study:** During morning reading sessions, students participated in discussions on the theme "Troubles in Growing Up." AI analyzed the transcripts and generated psychological state reports, helping homeroom teachers identify potential mental health issues early.



# Text Analysis

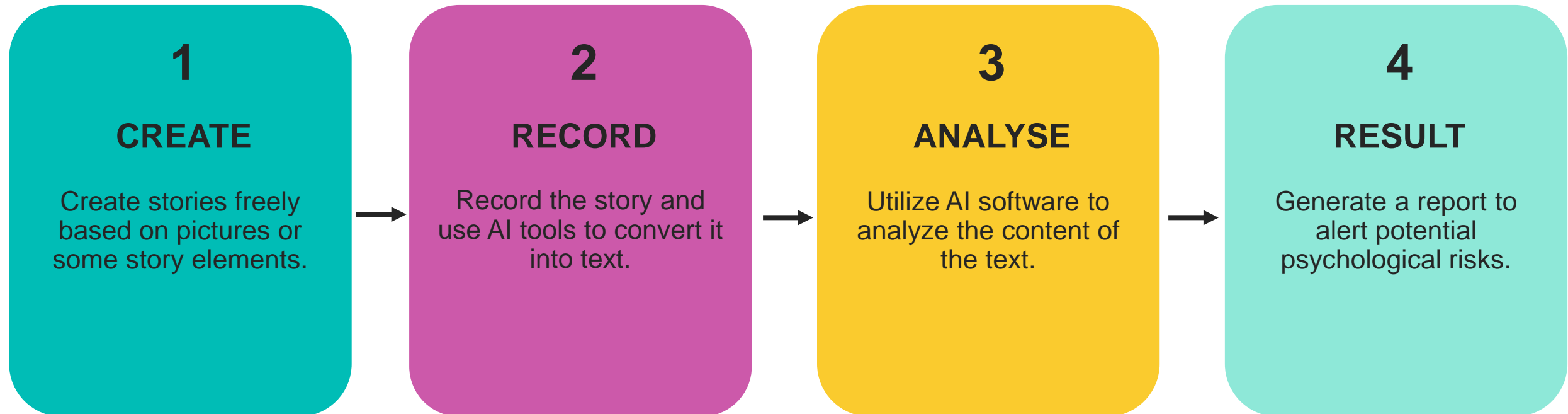


# Thematic Apperception Test (TAT)

- Students are shown ambiguous images or specific story elements and asked to create stories. AI tools analyze the emotional and psychological characteristics conveyed in the texts. □
- **Case Study:** Through TAT assessments, AI identified signs of anxiety in a student's story and facilitated timely psychological counseling.



# Text Analysis

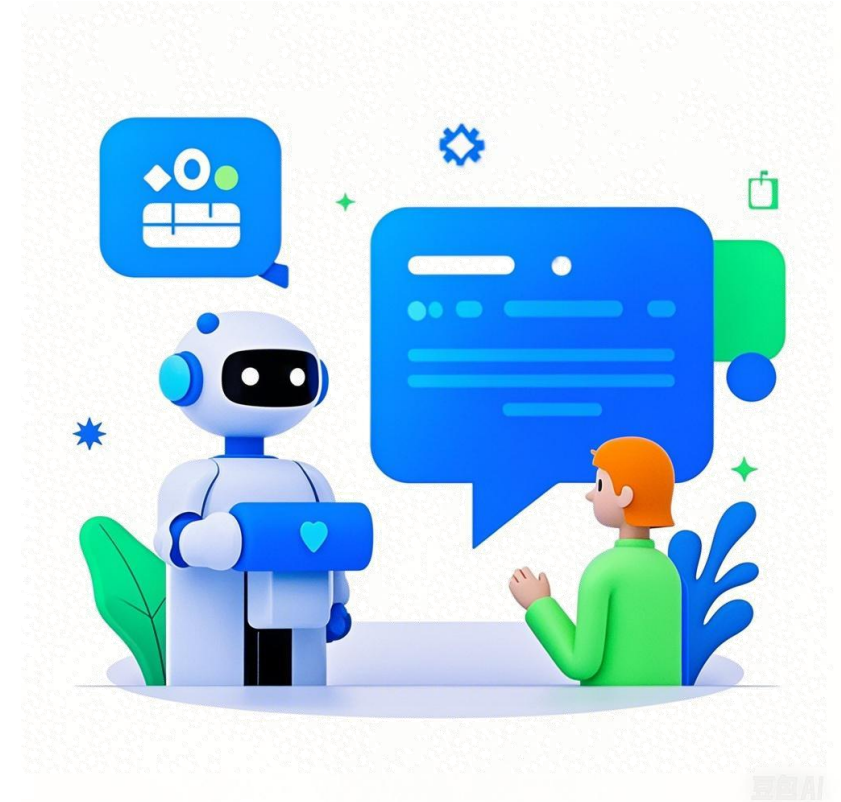


A photograph of a classroom scene. In the background, a male teacher with dark hair, wearing a dark suit and white shirt, stands smiling. In the foreground, a row of five female students in school uniforms (white shirts and dark vests) are seated at their desks, all smiling and looking towards the right. The classroom walls are decorated with various colorful posters and papers. The overall atmosphere is positive and supportive.

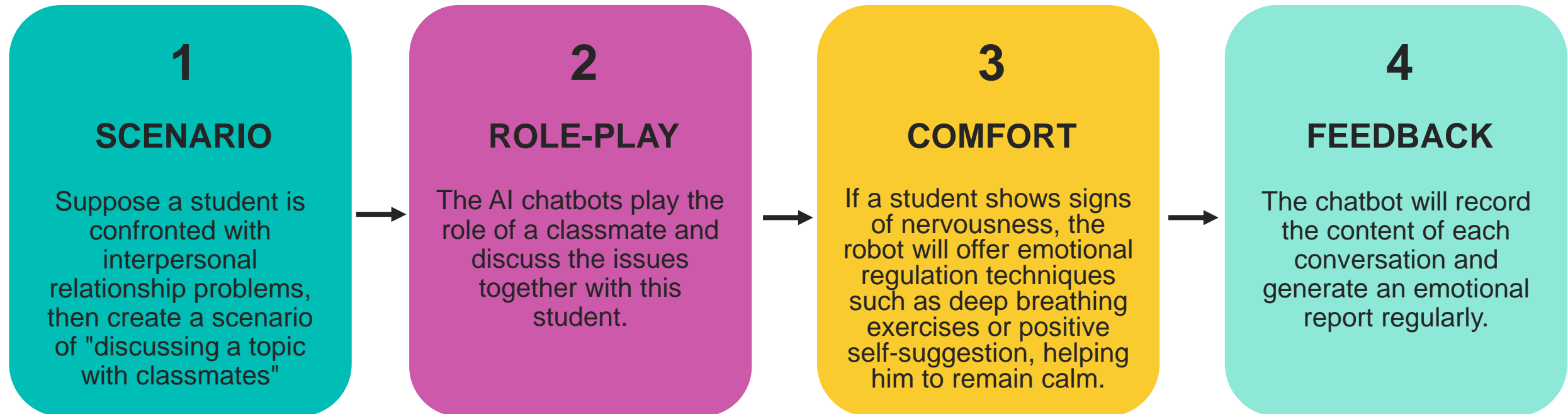
# Psychological Counseling Support

# AI Chatbots

- These provide anonymous channels for students to express their feelings and simulate real-life scenarios, helping them cope with psychological challenges. □
- **Case Study:** Students practiced interpersonal communication skills through the "Doubao" chatbot. They learned to handle conflicts in virtual dialogues, boosting their social confidence. The chatbot also generated emotional reports, assisting homeroom teachers in understanding long-term emotional trends.



# AI Chatbots

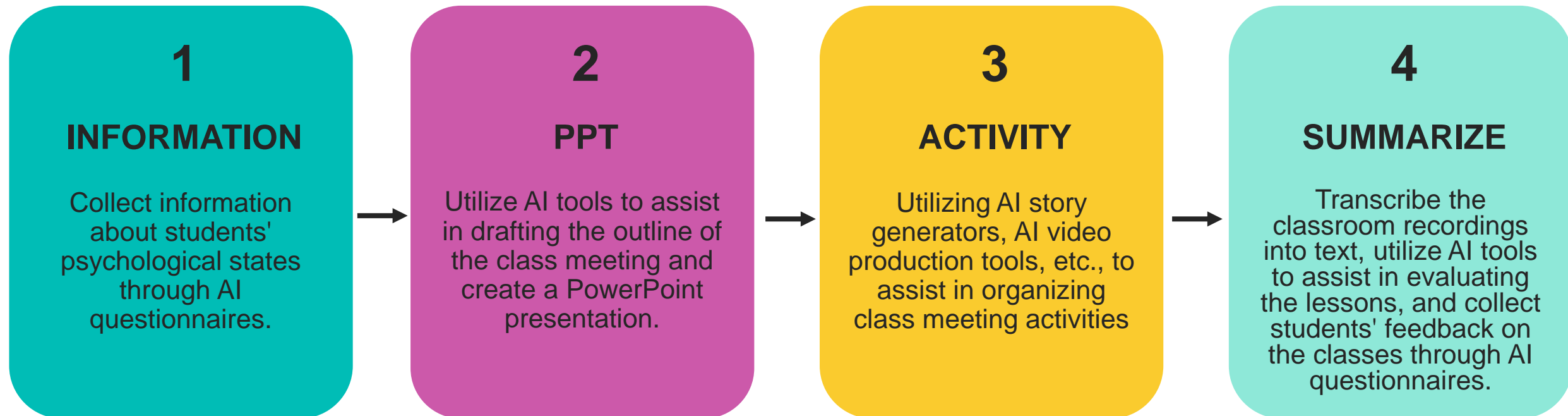


# Thematic Micro-Class Meetings

- AI tools help design thematic activities that enable students to recognize emotional problems and learn coping strategies. □
- **Case Study:** A micro-class meeting themed "Hello, Anxiety" used AI-generated anxiety scenarios with real-time voiceovers. Combined with AI-driven polls and discussions, the activity deepened students' understanding of anxiety management and boosted their confidence in handling it.



# Thematic Micro-Class Meetings



A group of diverse children and adults are smiling and laughing in a school hallway. A young boy with curly hair is in the foreground, laughing heartily. Behind him, a woman with curly hair is smiling. Other children are visible in the background, some looking towards the camera and others looking away. The hallway has white walls and a green exit sign is visible in the distance.

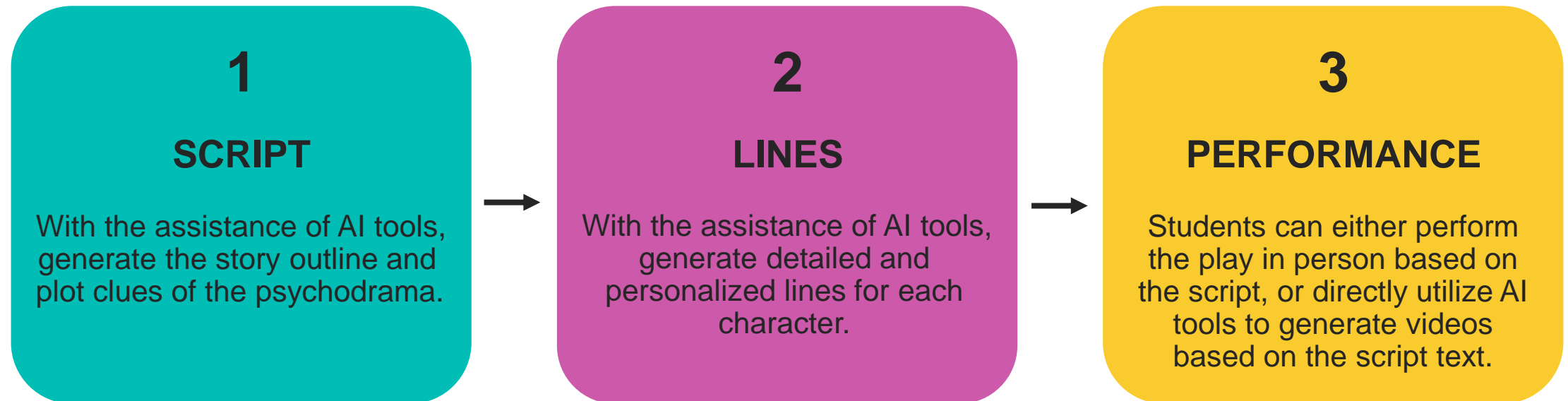
# Mental Health Knowledge Dissemination

# Psychodrama Creation and Performance

- Students use AI story generators to write scripts focused on themes like exam anxiety and interpersonal conflicts. AI video tools are employed for efficient production. □
- **Case Study:** Under guidance, students created a psychodrama video on "Generation Gap" that was showcased at a school event. It vividly depicted psychological issues while encouraging more students to engage with mental health topics.

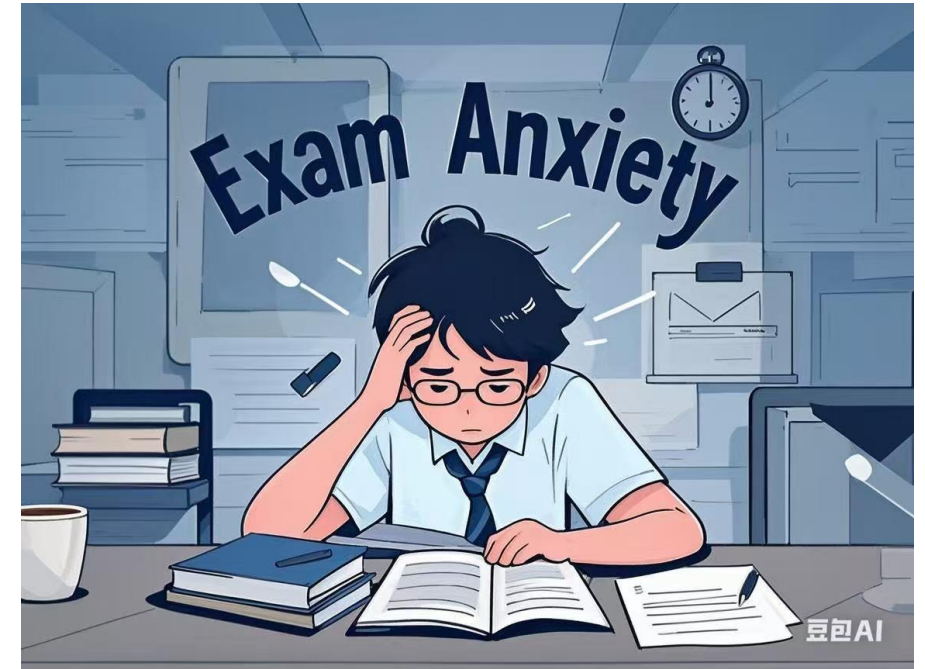


# Psychodrama Creation and Performance

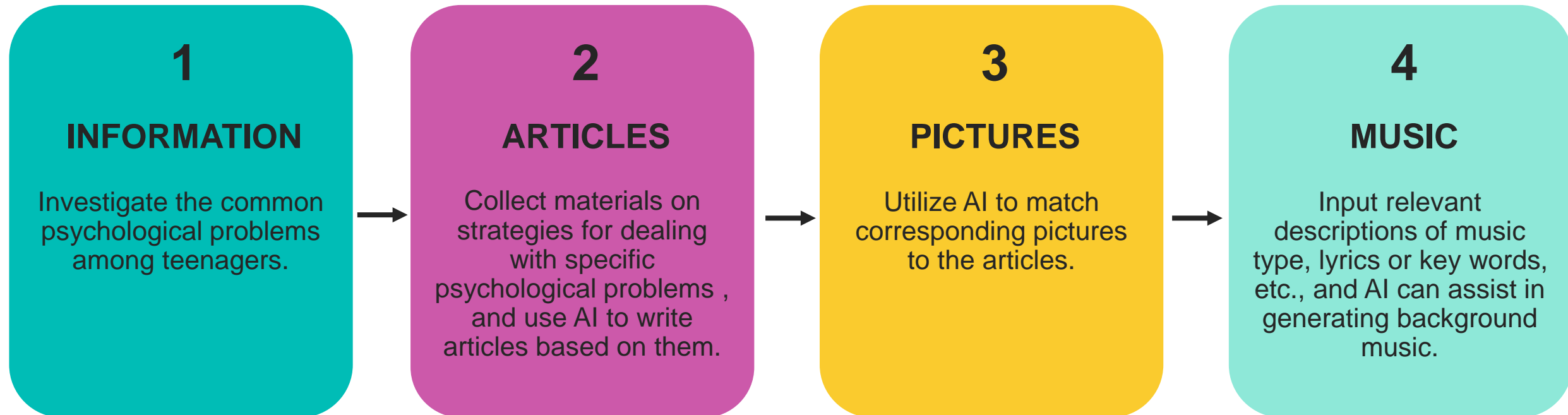


# Publishing Educational Articles

- Students, acting as "Psychological Weather Forecasters," use AI tools to write articles and create visuals for their class blogs to promote mental health awareness. □
- **Case Study:** Weekly posts from the "Psychological Weather Forecaster" included topics like "Exam Anxiety" and "Campus Social Tips." These AI-assisted articles, paired with AI-generated images and music, gained significant popularity.



# Publishing Educational Articles

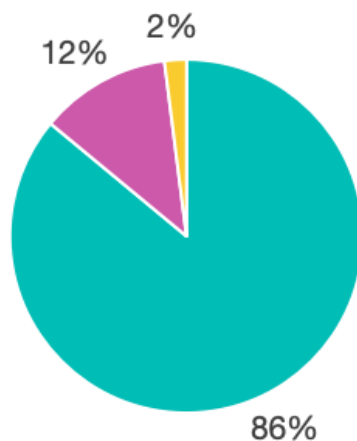


# III. Research and Findings

# A survey conducted at Changwai Bilingual School

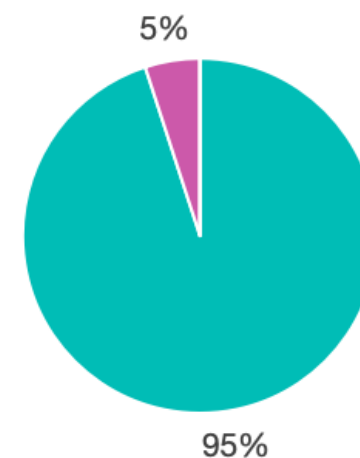
**Students' willing to accept the assistance of AI in mental health education**

■ Very willing ■ Kind of willing ■ unwilling



**Teachers' Feedback on the Application of AI in Mental Health Education**

■ Very convenient ■ Kind of convenient



# IV. Future Prospects

# Future Prospects

## ADVANTAGES

- smarter psychological assessments
- more personalized counseling
- diversified knowledge dissemination

## DISADVANTAGES

- data privacy
- professional limitations



Thank you &  
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