

Introduction and guidance

Positive mental health and educational achievement and participation are mutually supportive. Inclusion and success at school can promote well-being and resilience amongst young people just as mental health difficulties can impede learning.

The Scottish Executive, through The National Programme for Improving Mental Health and Well-being, prioritises young people in its vision of promoting positive mental health and preventing and supporting mental health problems. Schools can and do play a central role in providing a safe, supportive and stimulating learning environment. This teaching resource and associated DVD provide a structured approach to support teachers and other practitioners to engage with young people about mental health issues. The lessons can be used individually but together aim to provide a whole school approach to mental health education.

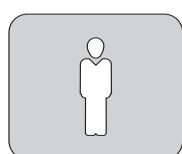
Where teachers select lessons, particularly those that focus upon mental health problems, we advise starting by providing pupils with a definition of mental health that is more than just the absence of mental illness for example mental health includes emotional resilience which enables us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of well-being and an underlying belief in our own and other's worth.

This resource has been developed in careful consultation with young people and stakeholders and it is currently being rolled out through multi-agency training. Early evaluation has been undertaken and we will be carefully evaluating the ongoing roll-out during 2007 and we anticipate that this resource should evolve over time and is designed to be flexible enough to accommodate new ideas. The resource is designed to provide a framework for learning and at times, where classes and teachers are comfortable and confident, it may be preferable to forego some of the worksheets in favour of entirely discussion based learning.

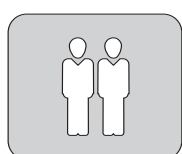
For those delivering lessons we would also advise that relevant staff become familiar with the range of support services and protocols that are available for young people who may be experiencing difficulties or who know of friends and family members in this position. This resource addresses issues that some pupils may find emotionally challenging and we encourage teachers and other staff to be sensitive to the personal circumstances of each young person and how this might affect their willingness to participate. Good practice should be followed when information is shared, ensuring respect for opinions and confidentiality, within the limits of child protection. In particular pupils may share personal information on worksheets and should be offered the choice of handing them in, disposing of them or keeping them.

Materials needed are listed at the start of each lesson, however all lessons assume availability of a whiteboard or flipchart and pens. A DVD player is required for S3 lesson 1, S4 lessons 1 and 2, S5 lessons 1 and 4.

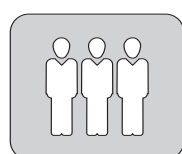
The lessons and key themes are summarised at the front of each section for each year group. The lessons use varied teaching activities and the following symbols are used within the lesson plans:



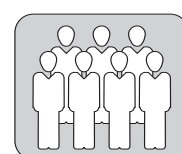
Pupils working on their own



Pupils working in pairs



Pupils working in small groups



Whole class activity

For schools within the Glasgow City area, we have worked with Education Improvement Services to demonstrate how each lesson integrates with their over-arching 'Glasgow's Health' document.

Throughout 2007 we will be offering training and support to local authorities and schools that fall within the Greater Glasgow and Clyde NHS boundary area. However this resource has been developed on an 'open source' principle involving regional and national organisations, and we are happy for other areas to use and adapt this resource for their own needs providing that full acknowledgement is given and that it is on a not for profit basis. It will be hosted on several national websites for download, for further information or informal discussions please call Positive Mental Attitudes on 0141 773 4937.

Finally we wish to acknowledge the valuable contribution of the practitioners from the 20 organisations that steered and shaped this work including:

- 'see me' the national anti-stigma campaign incorporating Scottish Association for Mental Health (SAMH), Royal College of Psychiatrists, Penumbra, Highland User Group (HUG), National Schizophrenia Fellowship (NSF)
- Glasgow City Council Education Improvement Service
- Glasgow City Council Culture and Leisure Youth Services
- Glasgow City Council Educational Psychology
- Lochend Community High School
- Bannerman High School
- Eastbank Academy
- Smithycroft Secondary School
- Greater Glasgow and Clyde NHS Child and Youth Health Promotion Team
- Greater Glasgow and Clyde NHS Child and Adolescent Mental Health Services
- South East CHCP Psychosocial Services (STEPS)
- Greater Glasgow and Clyde NHS Mental Health Partnership
- Heads Up Scotland, National Project for Children and Young People's Mental Health
- Scottish Recovery Network (SRN)
- Penumbra
- Plus Perth
- Renfrewshire Association for Mental Health (RAMH)
- Glasgow Association for Mental Health (GAHM)
- Glasgow Media Access Centre (GMAC)

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S1

	Page	Content	Link to Glasgow's Health
Lesson 1	5	<p>What is mental health?</p> <p>Pupils will understand the concept of mental health</p> <p>Pupils will have a working definition of a mentally healthy young person</p>	<p><i>Lessons 1 and 2 together</i></p> <p>Cover</p> <p>Theme: All About Me</p> <p>Topic: Myself</p> <p>Unit: Personal Health</p> <p>Support</p> <p>Theme: My Relationships</p> <p>Topic: Me</p> <p>Unit: Personal Profile</p>
Lesson 2	9	<p>Myths surrounding mental health</p> <p>Pupils will have increased awareness about commonly held myths regarding mental health and have an understanding of factual information</p>	
Lesson 3	17	<p>Friendships</p> <p>Pupils will develop an increased understanding of friendships and how they can support good mental health</p>	<p>Covers</p> <p>Theme: My Relationships</p> <p>Topic: My Friends</p> <p>Unit: Beginning New Friendships</p> <p>Supports</p> <p>Theme: Keeping Me Safe</p> <p>Topic: My Decisions</p> <p>Unit: Peer Pressure</p>
Lesson 4	21	<p>Sleep and relaxation</p> <p>Pupils will understand the role of sleep and rest in maintaining good health</p>	<p>Covers</p> <p>Theme: Keeping Me Safe</p> <p>Topic: Keeping Well</p> <p>Unit: Rest and Sleep</p>

S1 Lesson 1 – What is mental health?

Materials

Pupil Worksheet 1.1: one per each small group

Paper and pens one per each pair

Learning Outcome

Pupils will be aware of the concept of mental health

Pupils will have a working definition of a mentally healthy young person

S1 lesson 1 and S1 Lesson 2 together:

Cover

Theme: All About Me

Topic: Myself

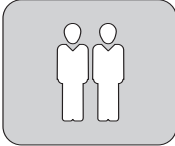
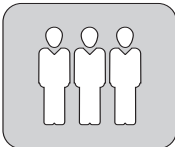
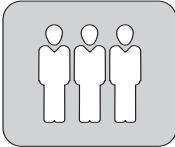
Unit: Personal Health

Support

Theme: My Relationships

Topic: Me

Unit: Personal Profile

<p>Activity 1 15 mins</p> 	<p>Pupils in pairs</p> <p>Teacher</p>	<p>Think of someone that you would describe as really healthy.</p> <p>Write down a list of words that describe what this person is like.</p> <p>Draw a table with three headings: Mental Health, Physical Health and Social Health. Put the words from pupils' lists under the appropriate heading- see Teachers' Notes 1.1 Activity 1</p>
<p>Activity 2 10 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Create a definition of a mentally healthy young person.</p> <p>Take feedback and agree a definition of a mentally healthy young person, using Teachers' Notes 1.1 Activity 2</p>
<p>Activity 3 25 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Complete Pupil Worksheet 1.1 Activity 3 <i>Things which affect my mental health</i></p> <p>Take feedback and discuss where you could go for help if you had a mental health problem, using Teachers' Notes 1.1 Activity 3</p>

Teachers' Notes 1.1 Activity 1 & 2

Activity 1

Mental Health	Physical Health	Social Health
Enjoys life	Feeling fit	Good relationships - family, friends and community
Looking forward to the future	Energetic	Feels valued
Optimistic	Free from pain and disease	Feels able to make an impact on the world
Sense of achievement	Enough to eat	Feels able to be creative and expressive
Happy	Good sleep	Able to learn, work and succeed
Able to deal with crises		
Sense of fun		
Ability to laugh at self		

Activity 2

The concept of health encompasses both physical and mental health in equal measures. Health has personal, social, political and moral aspects.

A mentally healthy young person is one who has the ability to:

- Develop psychologically, emotionally, socially, intellectually, and spiritually
- Initiate, develop and sustain mutually satisfying relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Resolve (face) problems and setbacks satisfactorily and learn from them.

Bright Futures: Promoting children and young people's mental health, published by the Mental Health Foundation.

Pupil Worksheet 1.1 Activity 3

Things that affect my mental health

Things that affect my mental health
positively (make me happier)

Things that affect my mental health
negatively (make me less happy)

Teachers' Notes 1.1 Activity 3

Things that affect my mental health

Possible answers from pupils

Things that affect my mental health positively (make me happier)	Things that affect my mental health negatively (make me less happy)
Feeling healthy Having friends Doing well at school Going on holiday Thinking positive thoughts " I can do this" "I am a good person"	Bullying Arguments at home Not having enough money Falling out with friends Thinking negative thoughts "I can't do this" "Bad things always happen to me"

How can you help yourself?

Simple tips:

Write a list of things you like about yourself and things you are proud of achieving

Write a list of some of the difficult things you have coped with in the past

If you like you can ask someone to help you

Look after yourself, get enough sleep, eat well and exercise

Reward yourself when something goes well

Forgive yourself when you get things wrong and learn something from it

Make time for doing the things you enjoy, even if you don't feel like doing them

Where could you go for help?

- Within school: trusted teacher, pastoral care teacher, school nurse, friends, other members of school community
- Outwith school: friends, relative, local youth health service, GP, private counsellor or therapist, youth worker
- Schools and GPs may then refer to Child and Adolescent Mental Health Team for more structured/medical support
- Emergency support: NHS 24, hospital accident and emergency department, out of hours social work services

When to tell others

If a young person is concerned that a friend/peer is at risk from suicide or abuse or is considering running away from home, they should consider supporting the person to talk to someone quickly or they should pass that information to one of the people listed above.

S1 Lesson 2 – Myths surrounding mental health

Materials

Pupil Worksheet Activity 1: one per small group

Pupil Worksheet Activity 2: one per small group

Pupil Worksheet Activity 3: one per small group

Learning Outcome

Pupils will have increased awareness about commonly held misconceptions about young people and how people with mental health problems experience similar demonisation

S1 lesson 1 and S1 Lesson 2 together:

Cover

Theme: All About Me

Topic: Myself


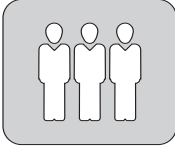
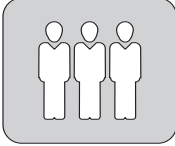
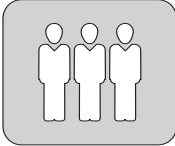
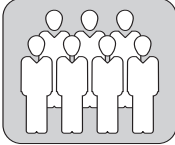
Unit: Personal Health

Support

Theme: My Relationships

Topic: Me

Unit: Personal Profile

<p>Introduction 5 mins</p> 	<p>Introduction Teacher</p> <p>Discuss with class: How does society view young people? How are they represented, as a group, by newspapers? Use Teachers' Notes 1.2 Introduction</p>
<p>Activity 1 15 mins</p> 	<p>Pupils in small groups Teacher</p> <p>Complete Pupil Worksheet 1.2 Activity 1 <i>Tabloid perspective of a young person</i> Take feedback using Teachers' Notes 1.2 Activity 1</p>
<p>Activity 2 15 mins</p> 	<p>Pupils in small groups Teacher</p> <p>Complete Pupil Worksheet 1.2 Activity 2 <i>Horror film perspective of a person with mental health problems</i> Take feedback and lead discussion using Teachers' Notes 1.2 Activity 2</p>
<p>Activity 3 10 mins</p> 	<p>Pupils in small groups Teacher</p> <p>Complete Pupil Worksheet 1.2 Activity 3 <i>Mental Health Quiz</i> Take answers and lead discussion, using Teachers' Notes 1.2. Activity 3</p>
<p>Activity 4 5 mins</p> 	<p>Pupils in small groups</p> <p>Revisit Pupil Worksheets 1.2 Activity 1 and 2 and ask class: How accurate are they? Discuss using Teachers' Notes 1.2 Activity 4</p>

Teachers' Notes 1.2 Introduction



71 % of press stories about young people are negative

33% of articles about young people concern crime

Only 8% of stories about young people contain quotes from young people

*Reproduced with kind permission from Young People Now magazine
Young People Now Cover Story October 2004*

The majority of crime is not committed by young people. In 2000, 88% of detected crime was committed by over 18s, and most of those were over 21s.

*Centre for Crime and Justice Studies of King's College London
www.crimeinfo.org.uk*

- Young people are often treated as one demographic group and not as individuals.
- They are frequently assumed to be responsible for crime, vandalism and anti-social behaviour.
- Young people in large groups are perceived by members of the public to be threatening.
- The language commonly used to describe young people can be derogatory, with words such as “yobs”, “neds”, “thugs” and “hooligans” being used by the tabloid press in stories concerning young people.
- Young people regularly encounter discrimination from the public, in the street, on public transport, in shops, in leisure facilities and even within families.
- Young people are usually aware of the negative perceptions members of the public have of them and the subsequent discrimination they face.

Pupil Worksheet 1.2 Activity 1

Tabloid Perspective of a Young Person

Describe how young people are portrayed in the media

Pupil Worksheet 1.2 Activity 2

Horror Film Perspective of a Person with Mental Health Problems

Describe how people with mental health problems are portrayed in films

Teachers' Notes 1.2 Activity 1 & 2

Activity 1

Tabloid Perspective of a Young Person

Possible answers from pupils

- Wears a hoodie
- Unemployed/Skips school
- Hangs around streets
- Abusive/Swears
- Violent
- Gang member
- Drinks alcohol
- Shoplifts
- Vandalises
- Lazy
- Low intelligence
- Mugs people
- Disrespectful

Activity 2

Horror Film Perspective of a Person with Mental Health Problems

Possible answers from pupils

- Wears a strait jacket
- Unwashed
- Violent/murders People
- Messy/dirty appearance
- Lives in "loony bin"
- Danger to society
- Not intelligent
- Can't communicate
- Can't be cured
- Doesn't understand what's going on
- Criminal
- Evil

What effect do these films have?

Despite knowing that these films are fiction, they often provide the basis for our beliefs about mental health problems. Feelings still prevail that people with mental health problems are violent, should be locked up, that they have lower intelligence, are criminal, are in some way responsible for their problems and they can be identified "by the way they look."

Exposure to mental health problems, our own or a family member's or friend's, often destroys these powerful myths.

Pupil Worksheet 1.2 Activity 3

Mental Health Quiz

True or false statements (please circle)

1. Only certain kinds of people develop mental health problems True/False

2. There are many different types of mental health problems True/False

3. Most people who have mental health problems end up in hospital True/False

4. If you think you have a mental health problem you should talk to someone about it True/False

5. People are born with mental health problems True/False

6. You can tell someone has a mental health problem by looking at them True/False

7. You cannot recover from mental health problems True/False

8. People with mental health problems are likely to be violent True/False

Teachers' Notes 1.2 Activity 3

Mental Health Quiz

- 1. Only certain kinds of people develop mental health problems:** **False**
ANYONE can develop a mental health problem.
- 2. There are many different types of mental health problems:** **True**
In the course of a year, 1 in 4 people will suffer some kind of mental health problem. Many of these problems are mild and temporary and are often related to life circumstances (for children and young people they are often related to what is going on in families and at school). These problems are manageable with help from friends, parents and teachers, and they pass as people move on and find new solutions. However others are more serious and can make people particularly anxious, frightened or angry, or feel undermined, discriminated against and isolated.
- 3. Most people who have a mental health problem end up in hospital:** **False**
Very few require treatment within a hospital. Research shows that in every 1000 of the population, 300 will experience symptoms that can be described as psychiatric symptoms, of these only 24 will be referred to a psychiatric outpatient department and only 6 will become a patient in a hospital.
(Source: based on figures from Goldberg, D. & Huxley, P, 1992, Common mental disorders - a bio-social model, Routledge.) from www.mind.org.uk
- 4. If you think you have a mental health problem you should talk to someone about it:** **True**
Support is a positive factor in preventing mental health problems and promoting recovery.
- 5. People are born with mental health problems:** **False**
You cannot be born with a mental health problem. The belief that you can probably arises from confusion between mental health problems and some learning disabilities.
- 6. You can tell someone has a mental health problem by looking at them:** **False**
You cannot 'see' a mental health problem.
NB. Often young people confuse physical disability with mental health problems. It needs to be made clear that those are not the same.
Discuss: how are people with mental health problems portrayed in films and on TV? Is this where misconceptions come from?

Cont.

Teachers' Notes 1.2 Activity 3 *continued* & Activity 4

7. You cannot recover from a mental health problem:

False

The majority of people who experience a mental health problem do, with help, make a complete recovery. People with long term diagnoses such as schizophrenia and bi-polar disorder, also experience recovery.

....recovery is about much more than the absence of symptoms – it is about giving people the tools to become active participants in their own health care – it is about having a belief, drive and commitment to the principle that people can and do recover control in their lives, even where they may continue to live with ongoing symptoms.

Scottish Recovery Network 2006

Discuss: what helps people recover from mental health problems? It is important to stress the roles of peers, family, relaxation, leisure time and being supported at school and at work. Talking is key to recovery from a mental health problem or management of one, whether to a counsellor or therapist or a friend, family member or Teacher. Although medication can play a significant role, it is social factors that promote and support recovery.

8. People with mental health problems are likely to be violent:

False

- The overwhelming majority of people with severe mental health problems experience symptoms which though distressing, do not make them violent or dangerous to the public.
- Violence or violent conduct is not a symptom of any mental health problem. A very small minority of people with serious mental health problems are sometimes at risk of harming themselves or others.
- Any potential risk can be minimised by early support and an individual, properly managed care plan that treats the patient as a person, capable of recovery.
- The risk of being killed by a stranger with a severe mental health problem is roughly 1:10,000,000, about the same probability as being hit by lightning.

*source: see me Mental Health and Public Risk factsheet
www.seemescotland.org*

Activity 4

Are these perspectives correct?

No, they do not represent the overwhelming majority of young people or people with mental health problems. These perspectives are intended to sell newspapers and get people to watch films!

S1 Lesson 3 – Friendships

Materials

Pupil Worksheet 1.3 Activity 1: one per pupil

Pupil Worksheet 1.3 Activity 2: one per pair

Learning Outcome

Pupils will develop an increased understanding of friendships and how they can support good mental health

Covers

Theme: My Relationships

Topic: My Friends

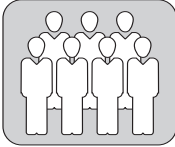
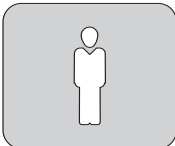
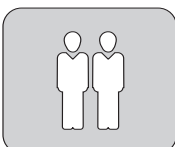
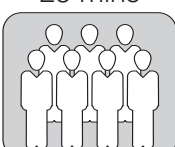
Unit: Beginning New Friendships

Supports

Theme: Keeping Me Safe

Topic: My Decisions

Unit: Peer Pressure

<p>Introduction 10 mins</p> 	<p>Teacher</p> <p>Discuss with class why friends are important</p>
<p>Activity 1 10 mins</p> 	<p>Pupils work on their own Complete Pupil Worksheet 1.3 Activity 1 <i>Making new friends</i></p> <p>Teacher Take feedback</p>
<p>Activity 2 5 mins</p> 	<p>Pupils in pairs Complete Pupil Worksheet 1.3 Activity 2 <i>Advert for a good friend</i></p> <p>Teacher Take feedback</p>
<p>Activity 3 25 mins</p> 	<p>Teacher Lead class discussion on what causes friendships to end, using Teachers' Notes 1.3 Activity 3</p>

Pupil Worksheet 1.3 Activity 1

Making New Friends

Friend:

How I met them:

What I liked about them:

How we became friends:

How we stay friends:

Why this friendship is important:

Pupil Worksheet 1.3 Activity 2

FRIENDS.COM

GLASGOW'S PREMIER FRIENDSHIP AGENCY

Application Form

Name:

Requires

Good Friend

Must Have The Following Qualities

In Return You Will Receive

Teachers' Notes 1.3 Activity 3

What can cause friendships to end?

Possible answers from pupils

Falling out

Person gets new friend and you are left out

Breaking trust

Pressure from other people not to hang about together

Moving home/class/school

People changing interest/hobbies/what they want out of life

Friendships do naturally come to an end. It is important to remember that, like any loss, this can be difficult and painful and you may want to talk to someone about it.

S1 Lesson 4 – Sleep and relaxation

Materials

Paper: one sheet per small group

Pupil Worksheet 1.4 Activity 2: one per pair

Learning Outcome

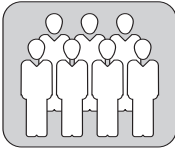
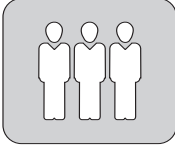
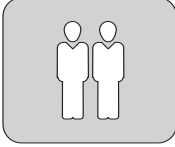
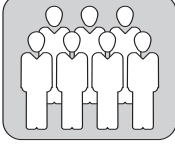
Pupils will understand the role of sleep and relaxation in maintaining good health

Covers

Theme Keeping Me Safe

Topic: Keeping Well

Unit: Rest and Sleep

<p>Introduction 10 mins</p> 	<p>Teacher</p>	<p>Lead discussion on the difference between rest and sleep.</p>
<p>Activity 1 20 mins</p> 	<p>Pupils in small groups Teacher</p>	<p>Make a list of the reasons why we need rest and sleep. Make two lists of the effects of not getting enough sleep, short and long term. Take feedback lead using Teachers' Notes 1.4 Activity 1 and lead discussion on activities which help us relax and reasons for relaxing. Discuss Top Tips for Good Sleep.</p>
<p>Activity 2 10 mins</p> 	<p>Pupils in pairs Teacher</p>	<p>Complete Pupil Relaxation Worksheet 1.4 Activity 2 Each pupil to ask their partner questions, noting answers on questionnaire and making recommendations. Take feedback on what the recommendations are and how they think they would affect them.</p>
<p>Activity 3 10 mins</p> 	<p>Teacher</p>	<p>Lead relaxation exercises Exercise 1: Breathe in to count of 6, breathe out for count of 6, pause for count of 2 and repeat. As you continue to breathe deeply, tense your toes for the inhale breath and relax on the exhale breath. Repeat for all areas of the body, working from toes to face and head. When you have completed this, continue to breathe deeply, enjoying the feeling of relaxation. Exercise 2: Bring your shoulders up to your ears, breathing in slowly. Allow your shoulders to drop as you breathe out, releasing all the tension. Repeat 5 times.</p>

Teachers' Notes 1.4 Activity 1

Rest and sleep are needed for

Energy
Ability to cope
Ability to think clearly
Staying healthy (mentally, physically and socially)
Ability to get things done
Staying cheerful
Managing stress

Consequences of not getting enough rest and sleep - short term

No energy
Can't cope with everyday life or crises
Muddled thoughts
Unhealthy (mentally, physically and socially)
Can't get things done
Bad mood, feeling anxious and irritable
Feeling stressed

Consequences of not getting enough rest and sleep - long term

Schoolwork suffers
Relationships suffer
Feeling low
Can develop mental health problems such as stress, anxiety or depression
Prone to infections and in later life stress related conditions - high blood pressure, heart attacks and stroke

Activities that help us relax

Reading
Watching TV/films
Playing computer
Having a bath
Having a massage/hair cut
Listening to music
Playing an instrument
Yoga/Tai Chi/Pilates etc

Cont.

Teachers' Notes 1.4 Activity 1 *continued*

Reasons for relaxing

Taking a break
Winding down
De-stressing/chilling out
Taking time to be on your own
Taking time to process thoughts e.g. at end of day
Re-energising
Giving your brain a break

Top Tips for Good Sleep

Exercise - during the day or early evening
Eat well but not in the two hours before bed
Drink less at night time
Cut down on caffeine (in coffee, tea and some fizzy drinks) especially at night
No smoking (nicotine is a stimulant and can keep you awake)
No alcohol (people may think that a drink helps them sleep, it may help you get to sleep but it will wake you again in 2-4 hours)
Routine - go to bed at the same time and get up at the same time, your body will soon learn when it's meant to be sleeping
If you are not asleep within 20 minutes or so, get back up and try again when you're sleepy
Relax - have a bath, read a book, listen to music, chill out
Worry time - if you are worrying when you go to bed then try to set aside a different time to worry and tell yourself "I am not allowed to worry after 8pm. I'm going to get a good night's sleep"
Try to resolve arguments before going to bed

Pupil Worksheet 1.4 Activity 2

Relaxation Questionnaire

Ask your partner...

1. Do you sleep well?

Please tick

Always Most times Sometimes Hardly ever

2. How many hours do you spend asleep/in bed?

Weekdays _____ hrs

Weekends _____ hrs

3. How do you relax?

4. How many hours a week do you spend relaxing?

5. How stressed do you think you are?

Please tick

Not stressed A little but I feel I can cope Quite a lot Very stressed

6. How often do you feel unwell

Please tick

Often Quite often Rarely Never

7. Recommendations (what you think they should do)?

S2

	Page	Content	Link to Glasgow's Health
Lesson 1	26	<p>Exploring self-esteem 1: What is self-esteem?</p> <p>Pupils will develop an understanding of factors which affect our self-esteem and how our actions affect others' self-esteem</p>	<p>Covers</p> <p>Theme: All About Me Topic: Myself Unit: Mental Health</p>
Lesson 2	31	<p>Exploring self-esteem 2: How life effects our self-esteem</p> <p>Pupils will develop an understanding of how life events affect our self-esteem</p> <p>Pupils will develop an understanding of thoughts, feelings and behaviour associated with having high/low self-esteem</p>	<p>Covers</p> <p>Theme: All About Me Topic: Myself Unit: Mental Health</p> <p>Supports</p> <p>Theme: Keeping Me Safe Topic: Keeping Well Unit: The Effects of a Healthy Lifestyle</p>
Lesson 3	37	<p>Coping with stress</p> <p>Pupils will develop an understanding of factors which cause stress and how to cope with it</p>	<p>Covers</p> <p>Theme: All About Me Topic: Keeping Fit Unit: Relaxation</p>
Lesson 4	43	<p>Equality</p> <p>Pupils will develop an understanding of equality and discrimination</p>	<p>Covers</p> <p>Theme: My Relationships Topic: My Community Unit: Equal Opportunities</p>

S2 Lesson 1 – Exploring self-esteem 1: What is self-esteem?

Materials

Pupil Worksheet 2.1 Activity 1: one per pupil

Paper: two sheets per small group

Learning Outcome


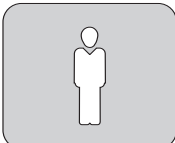
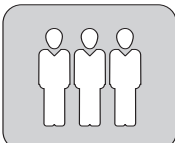
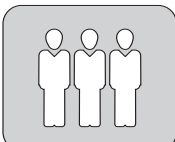
Pupils will have an understanding of factors that affect our self-esteem and how our actions affect others' self-esteem

Covers

Theme: All About Me

Topic: Myself

Unit: Mental Health

<p>Introduction 10 mins</p> 	<p>Introduction Teacher</p> <p>Discuss with class: What is self-esteem? Using Teachers' Notes 2.1 Introduction</p>
<p>Activity 1 10 mins</p> 	<p>Pupils work on their own</p> <p>Teacher</p> <p>Complete Pupil Worksheet 2.1 Activity 1 <i>Things that make me feel good/bad about myself</i> Take feedback and discuss; What role do our peers play in our self-esteem, using Teachers' Notes 2.1 Activity 1</p>
<p>Activity 2 10 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p> <p>Make one list of actions that positively affect others' self-esteem and one of actions which negatively affect others' self-esteem. Take feedback and lead discussion using Teachers' Notes 2.1 Activity 2</p>
<p>Activity 3 20 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p> <p>"The Avenue" is a new soap being written for television. Groups have to invent a character for this, who displays very high self-esteem. Draw or describe this character. What do they look like/wear/do/say? What might their storyline be? Put characters on wall and ask the class to have a look at each other's work. How realistic is this character? Lead discussion using Teachers' Notes 2.1 Activity 3</p>

Teachers' Notes 2.1 Introduction

What is self-esteem?

Self-esteem can be described as the way we feel about ourselves. If we have good self-esteem we are resilient and have a positive image of ourselves and our right to be respected, loved and valued. If we have poor self-esteem we are likely to have poor coping mechanisms, poor self image and to feel we do not have the right to be respected, loved or valued. Self-esteem is integral to being mentally healthy and similar in definition.

"Self-esteem is how we feel about ourselves. How valued we believe we are and how worthy of love and respect."

Community Mental Health Worker 2006

Pupil Worksheet 2.1 Activity 1

Things that make me feel good
about myself

Things that make me feel bad
about myself

Teachers Notes 2.1 Activity 1

Possible answers from pupils

Things that make me feel good about myself	Things that make me feel bad about myself
Good relationships with friends and family	Poor relationships with friends and family
Doing well in school	Being bullied
Feeling that I look good	Feeling like I look bad
Playing games/sports/music etc	Not doing well/getting into trouble in school
Going out at the weekend	Being poor at games/sports/music
Holidays	Not having a good social life
Having a laugh	Parents arguing/separating
Watching TV/films/listening to music/playing computer games	People dying
Living in a nice place	Stress of family events
Having a good home life	Not liking where you live
Having money	Having a stressful home life
Wearing fashionable clothes/having hair styled/piercings etc	Not having money
Spending time with family	Not having the "right" clothes/hair style etc
	Being slagged/put down
	Thinking negative thoughts "I can't cope"

Some things may affect us positively one day and negatively the next for example playing football may make you feel good but losing an important match may not. Similarly your parents splitting up may be very difficult and upsetting but also a relief if life at home has been difficult.

It is important to tackle the issues of alcohol and drugs, if pupils mention them under either heading, and to emphasise that short time "benefits" from using alcohol or drugs are outweighed by longer term negative effects.

Discuss: what roles do our peers play in our self-esteem?

We all affect each others' self-esteem. Bullying has negative effects on self-esteem (usually for both bully and victim) and can have devastating consequences. Conversely being supportive and respectful has positive effects for everyone's self-esteem.

Teachers' Notes 2.1 Activity 2 & 3

Possible answers from pupils

Activity 2

Actions that positively affect others' self-esteem e.g.	Actions that negatively affect others' self-esteem e.g.
Giving compliments Supporting a friend who needs help Listening Spending quality time with someone Telling someone you care about/love them	Gossiping about people Ignoring people/leaving them out Calling people names/slugging them off/bullying Criticising

Activity 3

A TV character with high self-esteem may look physically fit, dress well and be attractive. Their storyline might be one of financial success and happy relationships. No-one has consistently high self-esteem. This character may display characteristics of high self-esteem but have low self worth. Self-esteem is not dependant on wealth or good looks. You may wish to discuss how winning the lottery or becoming famous affects people's self-esteem or how a character with very low self-esteem might behave.

Some people may act as if they have very high self-esteem, in order to mask low self-esteem. For example people who bully often have low self-esteem.

S2 Lesson 2 – Exploring self-esteem 2: How life affects self-esteem

Materials

Pupil Worksheet 2.2 Activity 1: one per pupil

Pupil Worksheet 2.2 Activity 3: one per small group

Paper: one sheet per small group

Learning Outcome

Pupils will have an understanding of how life events affect our mental health and self-esteem

Covers

Theme: All About Me

Topic: Myself

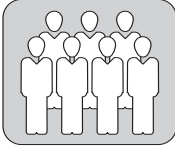
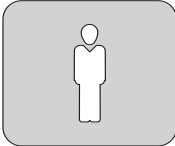
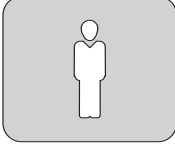
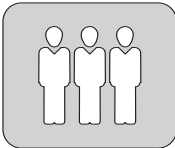

Unit: Mental Health

Supports

Theme: Keeping Me Safe

Topic: Keeping Well

Unit: The Effects of a Healthy Lifestyle

<p>Introduction 5 mins</p> 	<p>Teacher</p>	<p>Agree with the class rules on confidentiality and respect. Emphasise that pupils need only share information they are comfortable with.</p>
<p>Activity 1 10 mins</p> 	<p>Pupils work on their own</p> <p>Teacher</p>	<p>Complete Pupil Worksheet 2.2 Activity 1 <i>Lifeline</i> Pupils should mark their current age at bottom of the line. Write in significant events next to the ages that they occurred and share with a partner. Use Teachers' Notes 2.2 Activity 1 & 2 to guide pupils. Take feedback if class are happy to share a few events, highlighting how they made them feel.</p>
<p>Activity 2 10 mins</p> 	<p>Pupils work on their own</p> <p>Teacher</p>	<p>Returning to Pupil Worksheet 2.2 Activity 1, look at life events and make a cross at the right hand side of the page if it was something "good" and a cross at the bottom of the page if it was some-thing "bad". Join the crosses. Take feedback from class, using Teachers' Notes 2.2 Activity 1 & 2</p>
<p>Activity 3 10 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Complete Pupil Worksheet 2.2 Activity 3 <i>Thoughts, feelings and behaviour</i> Take feedback, using Teachers' Notes 2.2 Activity 3</p>
<p>Activity 4 15 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Think about some of the things that made you feel bad and discuss some of the things that would help/did help you. Take feedback, using Teachers' Notes 2.2 Activity 4</p>

Pupil Worksheet 2.2 Activity 1 – Lifeline

(May be copied to A3)

1

2

3

4

5

6

7

8

9

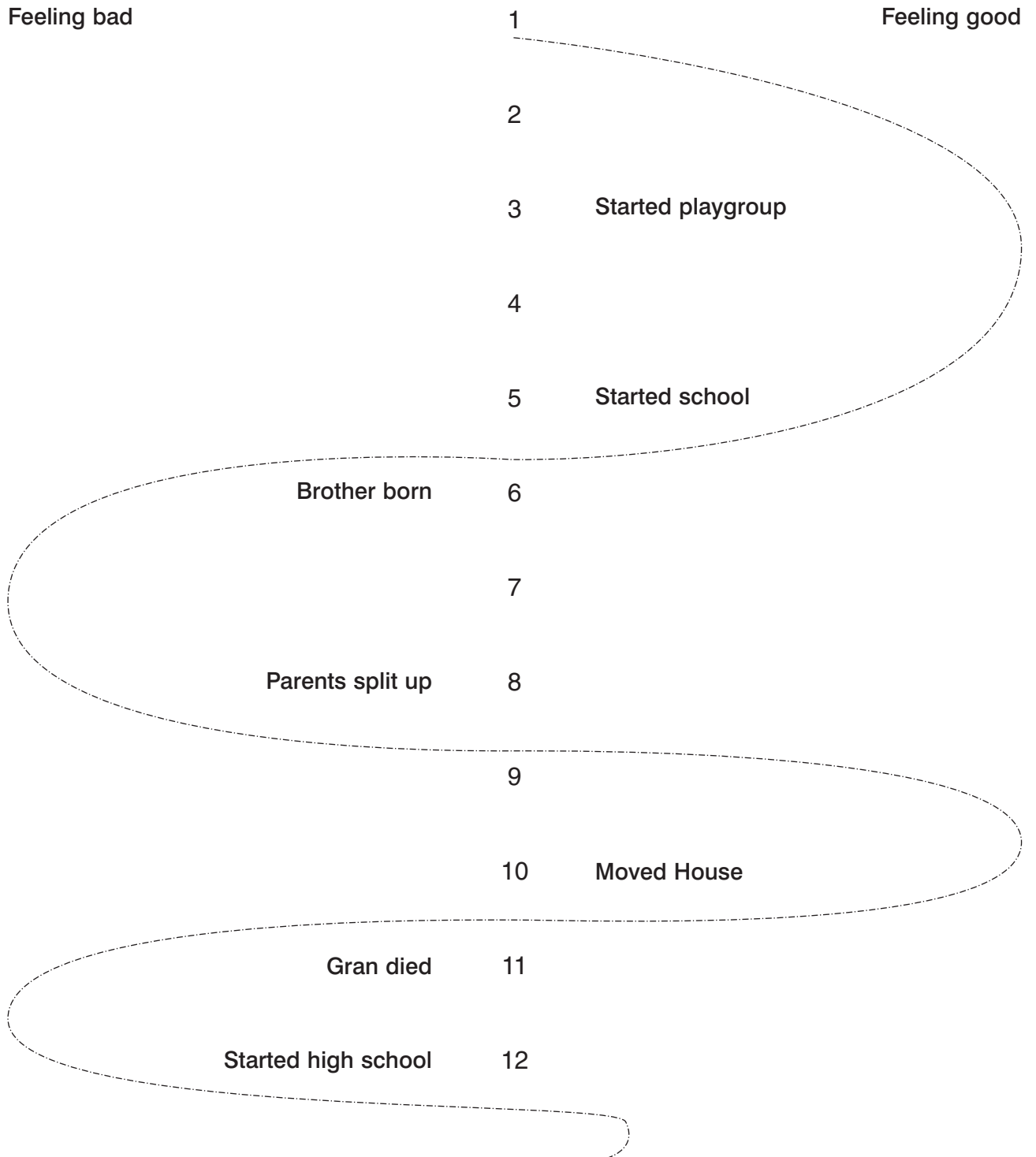
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11

12

Teachers' Notes 2.2 Activities 1 & 2

Possible answers from pupils



Each pupil will have a line that weaves between feeling bad and feeling good. This is the nature of our mental health, it is constantly affected by life events and more so by our feelings about them.

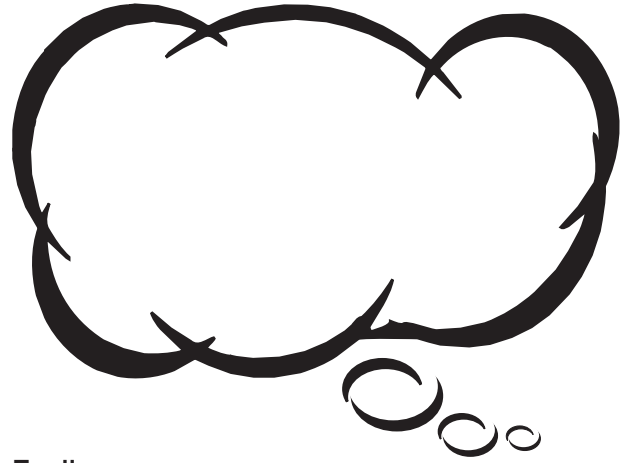
Pupil Worksheet 2.2 Activity 3 – Thoughts, feelings and behaviour

Thoughts, feelings and behaviour when I feel good about myself

Thoughts, feelings and behaviour when I feel bad about myself

Thoughts

Thoughts



Feelings

Feelings

Empty rectangular box for writing feelings when feeling good.

Empty rectangular box for writing feelings when feeling bad.

Behaviour

Behaviour

Empty rectangular box for writing behaviour when feeling good.

Empty rectangular box for writing behaviour when feeling bad.

Teachers' Notes 2.2 Activity 3

Possible answers from pupils

Thoughts, feelings and behaviour when I feel good about myself	Thoughts, feelings and behaviour when I feel bad about myself
<p>Thoughts I am a good person I am useful to people People want to hang about with me I can achieve things I have a bright future I can change things around me People value my opinion</p>	<p>Thoughts I am a bad person I am useless People don't want to be near me I can't achieve things My future will be bleak I can't change things around me People don't value my opinion</p>
<p>Feelings Content Excited Happy Cheerful Confident</p>	<p>Feelings Low, sad Upset Worthless Detached Ill at ease</p>
<p>Behaviour Doing well in school <i>NB Not necessarily linked to academic achievement</i> Socialising Laughing Talking Enjoying life</p>	<p>Behaviour Doing badly in school <i>NB not necessarily linked to academic achievement</i> Socialising less or socialising in unhealthy environment e.g. using alcohol, drugs, anti-social behaviour Laughing/being loud or seemingly confident to mask feelings Withdrawing Reckless behaviour including risky sexual behaviour</p>

Teachers' Notes 2.2 Activity 4

Things that help when you feel bad

Possible answers from pupils

Talking

Getting out and having fun

Getting a break

Going for a run

Writing feelings down

Making a list of the things you like about yourself/are good at/have achieved

S2 Lesson 3 – Coping with Stress

Materials

Pupil Worksheet 2.3 one per small group

Learning Outcome

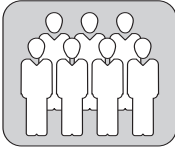
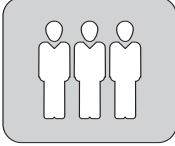
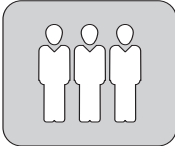
Pupils will develop an understanding of causes, effects and ways to deal with stress

Covers

Theme: All About Me

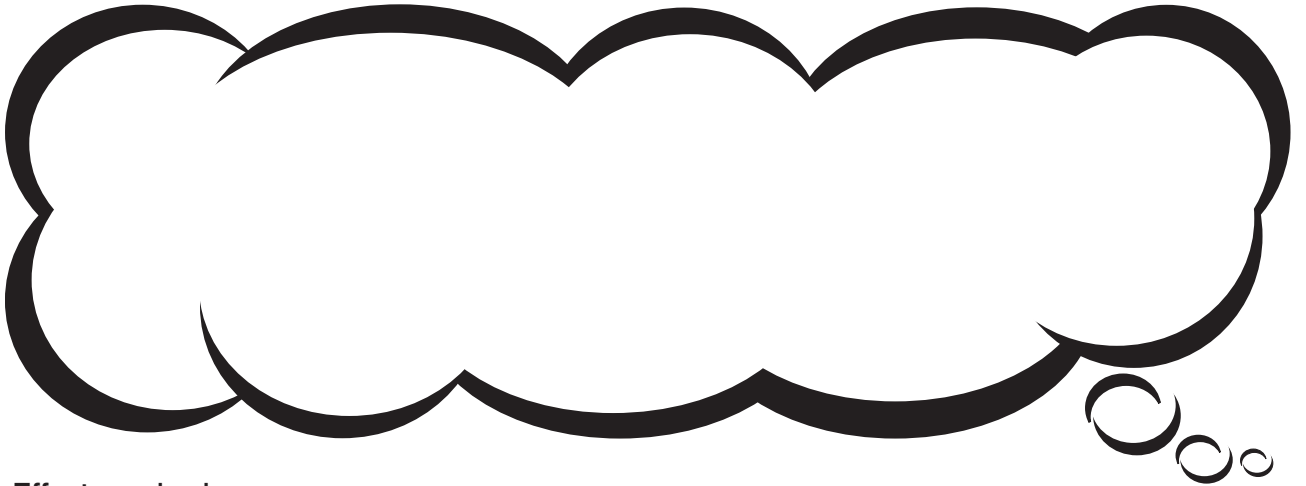
Topic: Keeping Fit

Unit: Relaxation

<p>Introduction 10 mins</p> 	<p>Teacher</p>	<p>Discuss: What is stress? What causes stress?</p>
<p>Activity 1 20 mins</p> 	<p>Pupils in groups Teacher</p>	<p>Give groups Pupil Worksheet 2.3 Activity 1 Stress, ask them to write in the boxes the symptoms of stress. Take feedback and lead discussion: What are the effects of not dealing with stress? Use Teachers' Notes 2.3 Activity 1.</p>
<p>Activity 2 20 mins</p> 	<p>Pupils in groups Teacher</p>	<p>Ask groups to make a list of ways of dealing with stress. Take feedback and write these on the board. Are these all good ways of dealing with it? Divide list into positive and negative ways of dealing with stress. Use Teachers' Notes 2.3 Activity 2 for discussion.</p>

Pupil Worksheet 2.3 Activity 1 – Stress

Thoughts



Effects on body

A large, empty rectangular box with a thin black border, intended for writing the effects of stress on the body.

Actions

A large, empty rectangular box with a thin black border, intended for writing actions to manage stress.

Teachers' Notes 2.3 Activity 1

Possible answers from Pupils.

Thoughts

I can't concentrate
I can't do this
I'm going to mess this up
I'm going to make a fool of myself
I can't relax
I feel ill

Effects on body

Fast heart rate
Faintness
Butterflies
Shakiness
Jelly legs
Bladder weakness
Loss of appetite
Craving for food
Feeling too hot/too cold
Feeling sick
Aches and pains
Tiredness
Feeling on edge
Feeling irritated

Actions

Can't sit still/relax
Bite your nails
Try to do too many things at once
Make more mistakes
Accident prone
Always rushed
Clean/check things too much

What are the effects of not dealing with stress?

Effects can include mental health problems such as anxiety and depression, physical health problems such as back and headaches.

Teachers' Notes 2.3 Activity 2

Methods used for dealing with stress are often learned behaviour, for example if a parent smokes a cigarette at times of stress, the child is more likely to view this as a valid coping mechanism. Similarly verbal or physical violence and drug misuse are often behaviour learned early in childhood.

Positive ways of dealing with stress

Work out what is causing you stress

It's easy to think that everything is getting on top of us. Making a list of the positive things and negative things in your life will help you see what is causing you stress. Then ask yourself which of the stressful things you can change and which you have to learn to live with. You can only change the things that are within your control but you can change how things outwith your control affect you. For example, you will need to go to school until you are 16 but you can find ways of making school stress you out less.....

Talking

Talking to people who you trust, who listen well and won't share private information.

Expressing yourself

Expressing your feelings through writing them down, as a diary, poem, song or story or by using art or music, helps us make sense of what is going on and can relieve stress. Try making a list of situations when you have coped well before and use them to help with other situations.

Making time

Taking time for yourself to be alone, to take part in hobbies or activities, to do something you enjoy.

Holidays

Where possible, going on holiday can be beneficial. It can also be a source of additional stress however depending on relationships with people on holiday with you. Other breaks or changes of scenery e.g. a couple of nights staying with a friend or relative, can have a "holiday" effect on us, removing ourselves from a stressful situation and allowing us to re-charge.

Exercise

Exercise de-stresses us, boosts feel good hormone levels, improves self-esteem, helps us sleep, maintains a healthy body and therefore helps maintain a healthy mind. Exercise can help to tackle the symptoms of depression.

Cont.

Teachers' Notes 2.3 Activity 2 *continued*

Relaxation

Listening to music, watching a film, reading, lazing in the bath, all help us de-stress, sleep better and maintain a healthier mind.

Sleeping well

Sleep is essential to the growth and repair of your body and allows your mind to process the events of the day and prepare you for the next one, through dreaming.

Sleep deprivation increases stress, reduces your body's ability to cope leaving you more prone to infection and can lead to low moods and anxiety.

Dealing with problems

If possible deal with things as they happen. For example if something happened in school to make you stressed, try and fix it before you go home. Set aside worry time and not-allowed-to-worry time. For example if school is causing you stress then after school think about what worried you, what you can do to change this and, just as importantly, what can't be changed. Decide a time to stop worrying about it e.g. "When I sit down for my tea I'm not going to worry about this for the rest of the day".

It may not be possible to change the stressful situation, e.g. family life, so it is important to make time away from the situation by going for a walk, socialising etc.

Set goals for yourself, then break them down into manageable tasks. Think about what is realistic and achievable. Remember to congratulate yourself when you achieve even parts of your aims and goals.

Looking after body

The body and mind are one and the same. If you maintain a healthy body you are better able to maintain a healthy mind. Prolonged stress leaves the body prone to infection and eventually can lead to physical illness. It doesn't follow that a person with an ongoing medical complaint e.g. asthma or diabetes or a physical disability will necessarily have poor mental health nor does it follow that a person with a mental health diagnosis such as schizophrenia or bi-polar disorder cannot be mentally healthy.

Negative ways of dealing with stress

Alcohol

The use of alcohol to relieve stress is counter-productive. The source of stress is still there the next day, along with the after effects of alcohol. Discuss with the class the possible consequences of using alcohol as a coping mechanism, particularly in the long term. Also tease out what it is that people enjoy about using alcohol and why it seems to help with stress. Often it is the social aspects that produce the positive effects, seeing friends, having a laugh, talking, "letting your hair down", rather than the alcohol.

Teachers' Notes 2.3 Activity 2 *continued*

Drugs

As with alcohol, the use of drugs is a negative way of dealing with stress and has risks attached. Cannabis in particular is linked to developing mental health problems as well as health risks associated with smoking. Discuss: what are the possible consequences of drug use?

Smoking

Smoking doesn't relieve stress! It is a psychological association with relaxation brought about by a range of factors - taking a cigarette break, the relieving of nicotine withdrawal systems, images from media etc. Discuss: what are the consequences of smoking?

Keeping on going/bottling it up

Bottling up emotions doesn't cause them to go away. Instead they build up and become more severe and harder to process.

Taking on too much

Some people may seek to avoid confronting their stress and feelings by taking on more and more tasks, in order to keep themselves distracted, keep others happy, or to maintain an illusion (to themselves and others) of coping. This can lead to exhaustion and mental health problems.

Lashing out/violence/anti-social behaviour

When emotions such as frustration, anger, loss or feelings of worthlessness aren't dealt with they may be expressed through violence, verbal or physical. Discuss: what are the consequences of violence and anti-social behaviour?

Risk taking behaviour

Taking unnecessary risks with personal safety, including sexual risks, is often symptomatic of low self-esteem, stress or trauma. Discuss: what are the consequences of such behaviour?

Comfort eating/limiting food intake

Comfort eating and limiting food intake are similar behaviour in that they have their roots in equating the relationship with food to perceptions of self worth. These feelings can lead to developing eating disorders. For more information see www.talking2ourselves.com or www.edauk.com.

Self harm

People self harm for a huge range of reasons, related broadly to perceptions of self worth. Although the behaviour in itself is dangerous, it is the underlying feelings of despair and worthlessness that need to be dealt with. It is important to stress that self harming shouldn't necessarily be tackled by removing the items used to self harm as the person will feel they have lost their coping strategy and may seek to use other methods, which may be more dangerous. For more information see www.selfharm.org.uk

S2 Lesson 4 – Equality

Materials

Paper: one sheet per small group

Learning Outcome

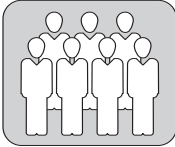
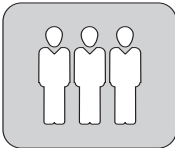
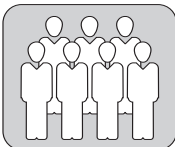
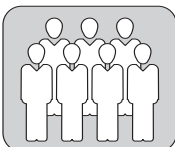
Pupils will develop an understanding of equality and discrimination

Supports

Theme: My Relationships

Topic: My Community

Unit: Equal Opportunities

<p>Introduction 10 mins</p> 	<p>Teacher</p>	<p>Agree with class definition of equality, using Teachers' Notes 2.4 Introduction</p>
<p>Activity 1 15 mins</p> 	<p>Pupils in small groups Teacher</p>	<p>Make a list of groups in society who face discrimination. Take feedback. Pick two of these groups and list how society treats them, see Teachers' Notes 2.4 Activity 1</p>
<p>Activity 2 10 mins</p> 	<p>Teacher</p>	<p>Lead discussion: Why does society discriminate against groups of people? See Teachers' Notes 2.4 Activity 2</p>
<p>Activity 3 15 mins</p> 	<p>Teacher</p>	<p>Class discussion: choose one of the groups who are discriminated against. What are the consequences of this discrimination? For society as a whole? Discuss consequences of discrimination on mental health and self-esteem. What can we do to stop discrimination? Use Teachers' Notes 2.4 Activity 3</p>

Teachers' Notes 2.4 Introduction & Activity 1

Introduction

Sample definition of equality:

Everyone has the same opportunities, regardless of race, gender, sexual orientation etc

Activity 1

Some groups which face discrimination

People with mental health problems

Disabled people

Lesbian, gay, bi-sexual and transgender community

Black and minority ethnic community

People with learning difficulties

People with facial disfigurements

Poor people

Young people

Old people

Unemployed people

Single parents

Drug/alcohol mis-users

Smokers

Short/tall people

Asylum seekers/refugees

How does society treat these groups?

Society makes assumptions and judgements e.g. that someone with a facial scar is violent or that people who seek asylum are doing so for economic reasons.

Society makes it more difficult for these groups of people to gain employment due to assumptions made about them e.g. that a single parent will be unreliable or a person with a disability isn't intelligent.

Society uses stigmatising language towards certain groups e.g. branding young people as "neds", drug users as "junkies" or people with mental health problems as "nutters".

Teachers' Notes 2.4 Activities 2 & 3

Media, peers, family and school are usually the main influences in how we form opinions and in the language we use to describe certain groups of people. Society has outlawed the use of many formerly accepted discriminatory words, recognising the stigmatising effect that they have and their capacity to de-humanise people. However in a culture where words like “nutter” and “loony” are acceptable we need to move towards changing our language around mental health. In changing the language we use, we make it easier for people to seek help, feel accepted and recover.

Activity 2

Why does society discriminate?

Fear, ignorance and prejudice are the main causes of discrimination.

The media plays a large role in this. For example if the media consistently publish articles which relate mental health problems with violence, or anti-social behaviour with young people, society then views people with mental health problems as violent and young people as anti-social perpetrators of crime.

Activity 3

Consequences of discrimination for individuals.

If an individual is discriminated against then, by definition, he/she is unable to access opportunities in society including forming relationships and gaining employment. Employers, insurance companies, banks and mortgage lenders may discriminate against people with mental health problems.

Consequences of discrimination for society.

If society discriminates against a group of people then it denies itself the skills and contributions that the group could make.

What can we do to stop discrimination?

Challenge it! By considering

- Others' feelings
- Our behaviour
- Our use of language

S3

	Page	Content	Link to Glasgow's Health
Lesson 1	47	<p>DVD: James' Story</p> <p>Myths about mental health</p> <p>Pupils will explore their feelings about mental health problems</p> <p>Pupils will explore myths around mental health and mental health services</p>	<p>Supports</p> <p>Theme: All About Me</p> <p>Topic: Myself</p> <p>Unit: Healthy Lifestyle Now</p>
Lesson 2	54	<p>How does it feel?</p> <p>Pupils will learn about mental health problems, how they affect people and how to support recovery</p>	<p>Supports</p> <p>Theme: All About Me</p> <p>Topic: Myself</p> <p>Unit: Healthy Lifestyle Now</p>
Lesson 3	61	<p>Solving problems</p> <p>Pupils will develop an understanding of communication and conflict resolution</p> <p>Pupils will explore how to access support</p>	<p>Covers</p> <p>Theme: My Relationships</p> <p>Topic: My Family</p> <p>Unit: Conflict in the Family</p> <p>Supports</p> <p>Theme: My Relationships</p> <p>Topic: My Friends</p> <p>Unit: Communications in Relationships</p>
Lesson 4	68	<p>Coping with Loss</p> <p>Pupils will learn about emotions surrounding loss</p> <p>Pupils will learn how to access support after loss</p>	<p>Supports</p> <p>Theme: My Relationships</p> <p>Topic: My Community</p> <p>Unit: Consideration for Others</p>

S3 Lesson 1 – James’ Story

Materials

DVD player and Positive Mental Attitudes DVD

Pupil Worksheet 3.1 a: one copy

Pupil Worksheet 3.1 b: one copy

Supports

Theme: All About Me



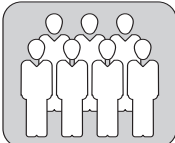
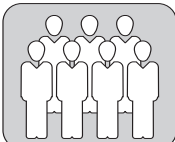
Topic: Myself

Unit: Healthy Lifestyle Now

Learning Outcome

Pupils will explore their feelings about mental health problems

Pupils will explore myths around mental health and mental health services

<p>Introduction 10 mins</p> 	<p>Class Teacher</p>	<p>Watch James’ Story (5 mins) Discuss with class what is happening for James? Using Teachers’ Notes 3.1 Introduction</p>
<p>Activity 1 15 mins</p> 	<p>Class in two groups Teacher</p>	<p>One group complete Pupil Worksheet 3.1 Activity 1a <i>James’ thoughts</i> One group complete Pupil Worksheet 3.1 Activity 1b <i>James’ peers’ thoughts</i> Take feedback using Teachers’ Notes 3.1 Activity 1a & 1b</p>
<p>Activity 2 10 mins</p> 	<p>Teacher</p>	<p>Take feedback. What are the consequences for James? What might the consequences have been if he wasn’t supported? Lead discussion using Teachers’ Notes 3.2 Activity 2</p>
<p>Activity 3 15 mins</p> 	<p>Teacher</p>	<p>Lead discussion using Teachers’ Notes 3.1 Activity 3</p>

Teachers' Notes 3.1 Introduction, Activity 1a

Introduction

What is happening for James?

James is experiencing some problems and is seeing a mental health professional to try and work through them. He is still attending school and socialising with his friends.

NB We intentionally have no medical diagnosis given for James. It is not important to know about any medical label which may apply to him, rather we want to emphasise that what he is experiencing is very common, short term and that he will recover fully.

Activity 1a

Possible answers from pupils

James' Thoughts

Everyone knows about me
They're all laughing at me
No-one's going to want to hang
about with me
I don't want to be in school

James' Feelings

Embarrassed
Ashamed
Angry
Sad
Frightened

James' Behaviour

Avoiding school
Avoiding people
Dropping out of social
activities
Not telling people how he's doing

What would happen if things continued like this for James?

It is likely that James' original problems would worsen and be compounded by missing school, losing social contact and the ongoing effect that would have on his self-esteem and general wellbeing.

Teachers' Notes 3.1 Introduction, Activity 1b

Activity 1b

Possible answers from pupils

James' peers' thoughts

James has changed
I don't know how to talk to
him anymore
He will be moody,
unpredictable
He might be violent

James' peers Feelings

Fear for self
Mistrust
Pity

James' peers Behaviour

Avoiding
Ignoring
Bullying

Why did his peers behave this way?

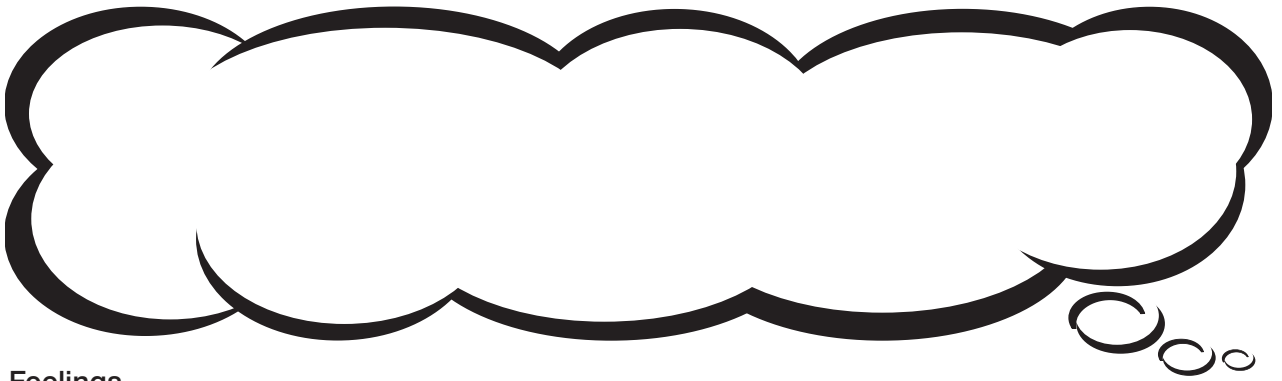
James' peers were probably working with assumptions gained from films, TV programmes and sensationalist newspaper stories of rare and tragic events.

Pupil Worksheet 3.1 Activity 1a – James’ thoughts

“I felt like there was a big sign above my head”

At first James believed everyone knew he had a mental health problem and that they were laughing at him. What might your thoughts, feelings and behaviour be if you were James?

Thoughts



Feelings

Behaviour

Pupil Worksheet 3.1 Activity 1b – James’ peers’ thoughts

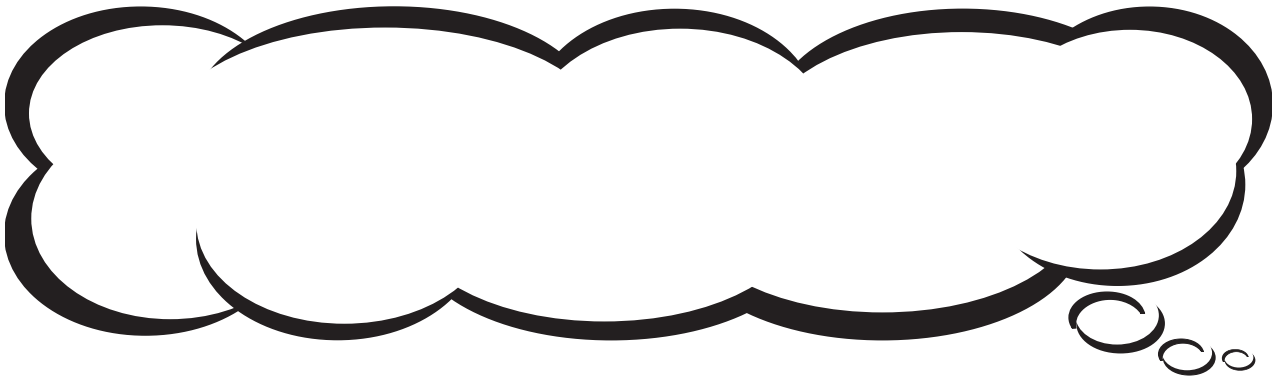
“Psycho”

“I felt the same when my hamster died”

“... she had to wear a tag so she couldn't escape...”

James’ peers weren’t very helpful to him at first. What do you think their thoughts, feelings and behaviour were?

Thoughts



Feelings

Behaviour

Teachers' Notes 3.1 Activities 2 & 3

Activity 2

What are the consequences for James?

If James is supported by his friends, family and the wider school community then his mental health problem is likely to be short term and he will recover fully, with minimum impact on his life. It is important to emphasise that James is engaged with mental health professionals and that he will receive the help he needs but that his friends and the wider school community have a crucial role to play in supporting him.

What might the consequences have been if he wasn't supported?

Bullying and lack of support would make James' problems much worse, especially if he stopped going to school and lost social contact. This would have a negative effect on his mental health and on his school career. The implications for James would be far reaching.

Activity 3

Ask pupils to agree or disagree with the following statements, using the answers to generate discussion

Mental health problems are contagious

You cannot catch a mental health problem! James' friends may be worried that by hanging around with James people will think they are "mental" too. This is, of course, untrue and unhelpful. James needs his friends to stick by him, regardless of other people's misconceptions.

Everyone with mental health problems needs to go to a psychiatric hospital

Few people with mental health problems will be admitted to a psychiatric hospital.

- around 300 people out of 1,000 will experience mental health problems every year in Britain
- 230 of these will visit a GP
- 102 of these will be diagnosed as having a mental health problem
- 24 of these will be referred to a specialist psychiatric service
- 6 will become inpatients in psychiatric hospitals.

(Source: based on figures from Goldberg, D. & Huxley, P, 1992, Common mental disorders - a bio-social model, Routledge.) from www.mind.org.uk

Teachers' Notes 3.1 Activity 3 *continued*

People in psychiatric hospital are locked up

Like physical health problems, mental health problems require differing degrees of care. The vast majority of people who experience mental health problems will never need hospital treatment, of those who do most will stay in an open ward resembling that of a general ward in any hospital. In circumstances where someone is believed to be at severe risk of harm they may have a stay in a locked ward. This is usually for a short while before moving to an open ward and then back out to the community.

Women are more likely to have mental health problems

Statistics suggest that they are, however it's believed that this is partly due to women being far more likely to seek help for a mental health problem (or any health problem). In addition, a woman or girl may see her GP and say she is feeling low or sad or anxious. Men and boys are more likely to tell their GP any physical symptoms of a mental health problem e.g. headaches, lack of sleep.

Mental health professionals are psychiatrists

Psychiatrists are mental health professionals but they are part of a whole range of professionals who work with young people and adults with mental health problems including counsellors, psychologists, school nurses and GPs. Despite what most people think, few people with mental health problems will ever see a psychiatrist.

S3 Lesson 2 – How does it feel?

Materials

Pupil Worksheet Activity 1: one per group

Pupil Worksheet Activity 2: one per group

Learning Outcome

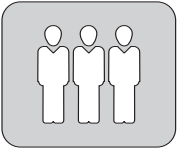
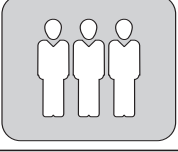

Pupils will learn about mental health problems, how they affect people and how to support recovery

Supports

Theme: All About Me

Topic: Myself

Unit: Healthy Lifestyle Now

<p>Activity 1 20 mins</p> 	<p>Class in two groups</p> <p>Teacher</p>	<p>Give each group Pupil Worksheet 3.2 Activity 1 <i>Andy</i> Complete and feedback. Lead discussion using Teachers' Notes 3.2 Activity 1 What are panic attacks? What can we do about them?</p>
<p>Activity 2 20 mins</p> 	<p>Class in two groups</p> <p>Teacher</p>	<p>Give each group Pupil Worksheet 3.2 Activity 2 <i>Parveen</i> Complete and feedback. Lead discussion using Teachers' Notes 3.2 Activity 2</p>
<p>Activity 3 10 mins</p> 	<p>Teacher</p>	<p>How can we maintain good mental health? Lead discussion using Teachers' Notes 3.2 Activity 3</p>

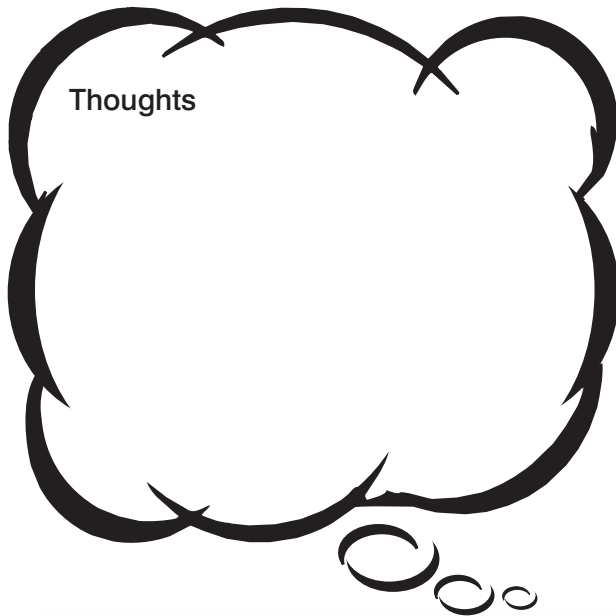
Pupil Worksheet 3.2 Activity 1

Andy

I get really frightened when I am in class and I think the teacher's going to ask me to speak. My heart starts beating really fast and I feel like I can't breathe. Sometimes it feels so bad I think I am having a heart attack. It happens too when I am just hanging around with my friends at the shops or whatever.

Andy is experiencing panic attacks, caused by anxiety. Anxiety is when we feel extremely worried and frightened about something to the point where it makes day to day life very difficult.

What is happening for Andy?



Feelings

Effects on Body

Actions

Teachers' Notes 3.2 Activity 1 – Andy

Andy

Possible answers from pupils

Thoughts

I'm losing control
I'm going to faint
I am going to embarrass myself
I am dying
I'm going mad
Something awful is going to happen

Feelings

Fear
Anxiety
Dread
Apprehension

Effects on Body

Fast heart rate
Sweating
Feeling sick
Difficulty breathing
Shaking
Numbness or tingling
Chest pains

Actions

Hard to stay still
Short tempered
Run away from situation
Afraid to be alone in case something bad happens

What is a panic attack?

Thousands of years ago humans lived with constant threat of attack, from members of other tribes or from wild animals. When attacked, humans either had to run or fight. The body's response to this is called the fight or flight mechanism and it's this ancient programming that causes panic.

When our fight or flight response is triggered it causes lots of very quick changes in the body, much of them caused by a huge release of adrenaline. Our heart beats faster and our breathing increases to get more oxygen to our muscles, we may start to shake or our muscles get twitchy to prepare us for action and our pupils dilate to let us see the threat better. All of this is exactly what you want to happen when you are about to be attacked by a grizzly bear!

Panic attacks are when this happens when we are not under threat. The feeling of being sweaty, needing to go to the loo or being sick are all your body's way of making you lighter and more able to run away. Not so useful if you are sitting an exam or going to the shops!

Panic attacks

- Are extremely common (about 1 in 3 Scots has one panic episode per year)
- Are healthy bodily reactions but just in the wrong situations
- Can be conquered with some simple steps, see below
- Are not the signs of a heart attack
- Cannot kill you

For further information try www.panic-attacks.co.uk

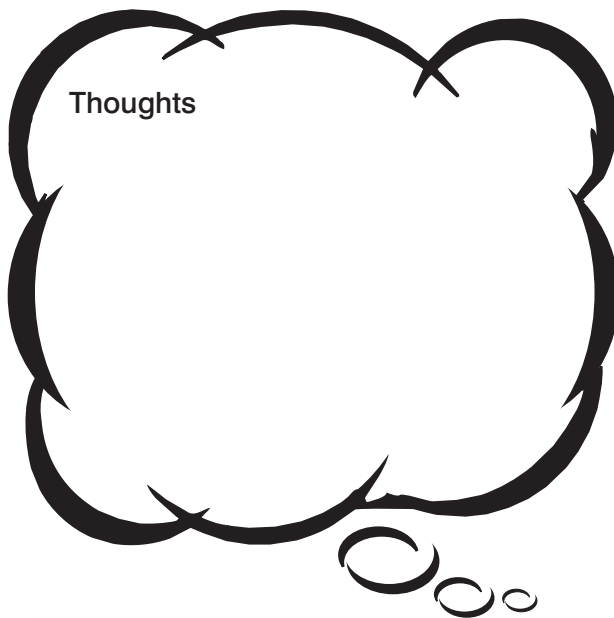
Pupil Worksheet 3.2 Activity 2 – Parveen

Parveen

I can't be bothered with anything just now. I used to enjoy doing stuff, like school and going out with my friends but I just don't see the point. I can hardly face getting out of bed in the morning and when my mum goes to work I quite often go back to bed for the whole day. My friends ask me what's wrong but I don't know what to tell them. I just feel like everything's sort of grey and pointless. I have been feeling like this for nearly a year.

Parveen is experiencing depression.

What is happening for Parveen?



Feelings

Effects on Body

Actions

Teachers' Notes 3.2 Activity 2 – Parveen

Parveen

Possible answers from pupils

Thoughts

I can't face doing anything
Nothing's ever going to get better
I'm useless

Feelings

Low
Anxious
Sad
Down

Effects on Body

Tired
Run down
Not sleeping
Headaches
General aches and pains

Actions

Staying in bed
Avoiding school
Crying
Not going out with friends
Not talking about how she's feeling

Depression is the most common mental illness and is experienced by more than one in six of the population at some time in their lives.

www.wellscotland.info The website for the Scottish Executive's National Programme for Improving Mental Health and Well-being

What is depression?

We all feel down sometimes and may say we are depressed, however depression is more serious than just experiencing the everyday ups and downs. When we experience depression we feel bad about ourselves and about everything around us. We experience very deep feelings of despair and anxiety. Nothing seems worthwhile. We may feel useless or worthless or numb and empty. We may experience differences in our physical health including: loss of appetite, aches and pains, disrupted sleep, poor concentration. Everyone is affected differently by depression, some may be able to continue with work and school even though it requires a huge amount of effort, others may be overwhelmed with feelings of despair and may be suicidal.

Feeling down is normal, especially after experiencing loss or when going through difficult times. When depression makes day to day living seem difficult or impossible, however, or when feelings of despair last longer than a few weeks, we should seek help in treating depression.

What can we do to overcome depression?

Depression is very common and there is a wide range of support available, including your GP.

Information on local support groups, counselling services, stress management courses, alternative therapy centres etc can be found in local libraries, at healthy living centres or on the internet. For young people www.talking2ourselves.com

Cont.

Teachers' Notes 3.2 – Parveen *continued*

Medical treatment

Most people seeking treatment for depression will be treated by their family doctor. He/she may prescribe anti-depressants. Anti-depressants alter the chemical balance in your brain to improve mood. They can give you valuable “breathing space”, getting you to a level where you can function well enough to tackle the problems that may be causing the depression. Your doctor may refer you to see a counsellor, psychologist or other mental health professional.

Talking therapies

A lot of people benefit from talking to a trained counsellor or therapist and there are many different kinds of therapies. Some are about finding new ways to work through problems and issues and some are about looking at what underlying issues may have caused the depression.

Exercise

Exercise boosts our feel good hormones and general health and with it our sense of self worth. In some areas of the UK exercise is “prescribed ” by GP ’s for depression.

Daylight

Sunshine and daylight boost our moods, help our bodies use vitamins and regulate our sleep. Staying indoors, sleeping in or “turning day into night” by staying up all night and sleeping all day, can all worsen depression. It’s better to get up in the morning and go to bed at night, even if we are not sleeping and to try and get out of the house during the day.

Diet

There are links between depression and poor diet.

Both diet and exercise are part of generally looking after yourself, which is particularly important when you are depressed.

Self-esteem boosting activities

Taking part in activities which make you feel good have a crucial role in overcoming depression. Often people with depression are low in confidence and have lost their old social networks. Making new friends, finding new interests, hobbies and passions all help boost self-esteem and feelings of well being and self worth.

Self help

There are a huge range of self help books, CDs, DVDs and on line courses for overcoming depression. The local library or internet is a good place to start.

Cont.

Teachers' Notes 3.2 – Activity 3

Activity 3

Maintaining good mental health – some ideas see also Lesson 3 Activity 2

- Talk about how you are feeling – to friends, parents, teachers, peer supporters....
- Exercise – boosts “feel good” hormones and relieves stress
- Relaxation – chilling out, listening to music, taking a long bath, having some “me” time
- Crying – letting it all out can actually be very good for you

Further info from www.talking2ourselves.com

S3 Lesson 3 – Solving problems

Materials

Pupil Worksheet 3.3 Activity 1: one character per small group

Learning Outcome

Pupils will learn about the role of communication in conflict resolution

Pupils will have a greater understanding of how to deal with problems

Supports

Theme: My Relationships

Topic: My Family

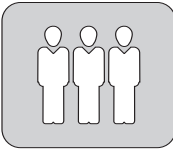
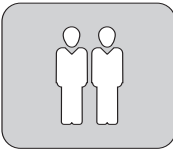
Unit: Conflict In The Family

Supports

Theme: My Relationships

Topic: My Friends

Unit: Communications in Relationships

<p>Activity 1 25 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Complete Pupil Worksheet 3.3 Activity 1 <i>Solving problems</i>, one character per group Take feedback using Teachers' Notes 3.3 Activity 1</p>
<p>Activity 2 25 mins</p> 	<p>Pupils in pairs</p> <p>Teacher</p>	<p>Active listening exercise One pupil is A and one is B, A talks to B about a problem he/she has with his/her family. This should be a realistic problem but need not be true unless both are comfortable and trust each other. B has to listen well. Swap roles. Take feedback and lead discussion using Teachers' Notes 3.3 Activity 2. How does it feel to be listened to well?</p>

Pupil Worksheet 3.3 Activity 1 – Solving problems: Sean

Sean

Sean knows his report card is going to be terrible. He's been getting into loads of trouble at school and has been bullying a boy in the year below him. Sean has been bullying the boy to make his friends laugh. He feels that by being a bully, his friends look up to him. He doesn't want to go home because he knows he's going to get into loads of trouble from his dad who is always telling him "bullies are the lowest of the low".

1. What is Sean feeling just now?

2. What are the consequences for Sean and his dad if things go on like this?

3. What advice would you give him?

Pupil Worksheet 3.3 Activity 1 – Solving problems: Ali

Ali

Ali is doing well at school and is top of his class in all his subjects. He does four hours of homework every night and more at weekends. Recently he has been feeling very anxious about the thought of failing his exams next year and has stopped hanging around with his friends as he feels they are not focussed enough on school work and passing exams.

1. What is Ali feeling just now?

2. What are the consequences for Ali if things don't change?

3. What advice would you give him?

Teachers' Notes 3.3 Activity 1

Nuzhat: Points for discussion

Communication: finding a good time to talk e.g. asking her mum when might be a good time.

Putting her point across assertively, without causing an argument or accusing her mum of things.

Putting herself in her mum's shoes: what are her mum's needs in the situation?

Coping with change: allowing time to adjust, not having unrealistic expectations of herself.

Making time for relationships: finding a time to be with her mum where they can enjoy their relationship, even if it's just to sit together after dinner for half an hour for a quiet chat.

Building bridges with her mum's boyfriend: explaining to Brian how she feels, perhaps with mum's help, and that it's going to take time to adjust. Finding a balance between his place in the house as an adult and her dad's place.

Sean: Points for discussion

Communication: allowing his dad to be angry and listening to his point of view. Allowing his dad to cool off before speaking to him about it.

Self-esteem: talking to his dad, or other trusted adult, about how he feels about himself. Will his friends stop liking him if he stops bullying? How can he boost his self-esteem?

Others' self-esteem: talking about the effect his behaviour has on the boy he's bullying and the possible consequences for him.

Trouble at school: talking to a trusted adult about how he can improve at school.

Kayleigh: Points for discussion

Communication: talking to a trusted adult about how she's feeling. Talking to the school about the name calling.

Getting help: making contact with GP, counselling service, school guidance teacher or youth health service to talk about her feelings and to get help with her feeling of stress and sleeplessness.

Self-esteem: activities to boost her self-esteem, taking part in hobbies, joining a club, babysitting-anything which makes her feel she is worthwhile.

Ali: Points for discussion

Leisure time: what role should leisure time play for Ali? Relaxation, de-stressing, forming and maintaining relationships, having other goals and linking their achievement to his self-esteem outwith his school work.

Communication: talking to his parents/carers and friends about how he is feeling and to put things in perspective.

Speaking to the school and to others who've been through the same thing, perhaps older cousins or friends' elder siblings.

Finding a balance between work and leisure: making time to do the things he used to enjoy, as well as time for school work.

Teachers' Notes 3.3 Activity 2

Activity 2

What is good listening?

Putting other thoughts out of your head

Making time, not simply waiting for your turn to speak.

Open body language

Making eye contact

Using affirmative words/noises

Not interrupting

Affirming (re-capping what has been said)

S3 Lesson 4 – Coping with loss

Materials

Pupil Worksheet 3.4 Activity 2: one scenario per small group

Learning Outcome

Pupils will learn about emotions surrounding loss

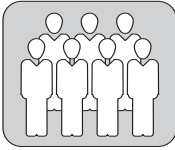
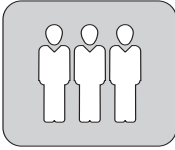
Pupils will learn how to access support after loss

Supports

Theme: My Relationships

Topic: My Community

Unit: Consideration for Others

<p>Introduction 10 mins</p> 	<p>Teacher</p>	<p>Class discussion: Make a list of all the ways people react when they've lost something or someone. Add to this list emotions associated with loss.</p> <p>Use Teachers' Notes 3.4 Introduction</p>
<p>Activity 1 40 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Give out one scenario Pupil Worksheet 3.4 Activity 1 Complete what would be helpful and unhelpful for you/your friend to do.</p> <p>Take feedback and discuss: Where are the similarities and differences between scenarios? Where would you get help with dealing with grief and loss?</p> <p>Use Teachers' Notes 3.4 Activity 1</p>

Teachers' Notes 3.4 Introduction & Activity 1

Introduction

Loss is associated with change. Young people will have experienced different kinds of loss e.g. a friendship, an object, both parents living together, a pet. Feelings associated with loss encompass the whole emotional spectrum.

Ways people react when they've experienced loss

No reaction
Acting like it didn't happen
Refusing to accept it
Lashing out/being violent or argumentative
Crying
Not sleeping
Staying in bed
Refusing contact or offers of help from family or friends
Keeping busy/getting on with it
Talking about it
Not talking about it
Feeling physical pain
Drinking/taking drugs
Self harming

Emotions

Denial
Anger
Sadness
Numbness
Relief
Guilt
Despair

Pupil Worksheet 3.4 Activity 1

Your friend Elaine's pet dog has just died.

What would be unhelpful for you to do?

What would be helpful for you to do?

What could Elaine do for herself that would be unhelpful?

What might Elaine do for herself that would be helpful?

Pupil Worksheet 3.4 Activity 1

Your friend Alesha's gran dies.

What would be unhelpful for you to do?

What would be helpful for you to do?

What could Alesha do for herself that would be unhelpful?

What might Alesha do for herself that would be helpful?

Pupil Worksheet 3.4 Activity 1

Your friend Robin's parents split up.

What would be unhelpful for you to do?

What would be helpful for you to do?

What could Robin do for himself that would be unhelpful?

What might Robin do for himself that would be helpful?

Teachers' Notes 3.4 Activity 1

Take feedback for each question, highlighting the similarities.

Possible answers for all scenarios

What would be unhelpful for you to do?

Pretend the loss didn't happen/ignore him/her

Tell him/her it's not important or that it happens to everyone

What would be helpful for you to do?

Let him/her talk about the loss

Be nice to him/her

Give him/her a hug

Reassure him/her

Be patient with him/her

What might the person do for him/herself that would be unhelpful?

Pretend it didn't happen

Be hard on him/herself or impatient

What could the person do for him/herself that would be helpful? Be nice to him/herself

Be patient with him/herself

Give him/herself "treats" *

Cry

Talk to people about it

* treats can be anything that promotes good mental health e.g. spending peaceful time alone, time with friends, taking exercise, having a bath, going to the cinema, park or swimming pool.

It is crucial to emphasise that there is no set pattern or timeline to dealing with loss and it's important not to compare ourselves with others when we are thinking about loss.

Teachers' Notes 3.4 Activity 1 *continued*

Where are the similarities and differences?

There may be similarities between scenarios, for example the support needed from friends may be similar regardless of the type of loss experienced.

Where would you get help with dealing with grief and loss?

- Within school: trusted teacher, pastoral care teacher, school nurse, school counsellor, friends, peer supporters/buddies/other members of school community
- Outwith school: friends, relative, local youth health service, GP, private counsellor or therapist, youth worker
- Adults who work with young people can make referrals to Child and Adolescent Mental Health Teams for further support
- Emergency support: NHS 24, hospital accident and emergency department, Social Work Services out of hours standby service

When to tell others

If a young person is concerned that a friend/peer is at risk from suicide or abuse or is considering running away from home, they should consider supporting the person to talk to someone quickly or they should pass that information to one of the people listed above.

S4

	Page	Content	Link to Glasgow's Health
Lesson 1	76	<p>DVD: Lorna's Story</p> <p>Pupils will understand the caring role and its impact on young carers</p> <p>Pupils will understand how to support young carers</p>	<p>Supports</p> <p>Theme: My Relationships Topic: My Community Unit: Youth Rights</p>
Lesson 2	80	<p>DVD: Claire's Story</p> <p>Pupils will develop an understanding of what self harm is, why people self harm and how to access support</p>	<p>Supports</p> <p>Theme: Keeping Me Safe Topic: Keeping Me Well Unit: Stress Management</p>
Lesson 3	85	<p>Mental Health Quiz</p> <p>Pupils will be able to explore their own attitudes towards mental health issues</p> <p>Pupils will be able to identify some of the negative attitudes which exist towards people with mental health problems within society</p>	<p>Supports</p> <p>Theme: Keeping Me Safe Topic: Keeping Well Unit: Stress Management</p>
Lesson 4	92	<p>Media and Body Image</p> <p>Pupils will develop an understanding of media pressures and how they affect self-esteem</p>	<p>Covers</p> <p>Theme: Keeping Me Safe Topic: Keeping Me Clean Unit: Body Image</p>

S4 Lesson 1 – Lorna’s Story

Materials

DVD player and Positive Mental Attitudes DVD

Pupil Worksheet 4.1: one per small group

Learning Outcome

Pupils will understand what it means to be a young carer

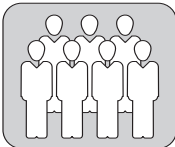
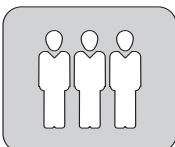
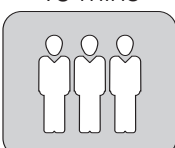
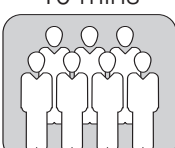
Pupils will understand how to access support for young carers

Supports

Theme: Keeping Me Safe

Topic: Keeping Well

Unit: Stress Management

<p>Introduction 10 mins</p> 	<p>Class Teacher</p>	<p>Watch DVD “Lorna’s Story” until told to PAUSE (4 mins) Ask class what they think is happening for Lorna? Do her friends know what is going on? Why not? What is happening for her mum? Lead discussion using Teachers’ Notes 4.1 Introduction</p>
<p>Activity 1 15 mins</p> 	<p>Class in small groups Teacher</p>	<p>Complete Pupil Worksheet 4.1 Activity 1 <i>Lorna</i> Take feedback and lead discussion using Teachers’ Notes 4.1 Activity 1</p>
<p>Activity 2 15 mins</p> 	<p>Class in small groups</p>	<p>Discuss: Who can help? What could the teacher do? What could Lorna’s friend do? What could her Mum’s friend do? Watch remainder of Lorna’s Story (4 mins)</p>
<p>Activity 3 10 mins</p> 	<p>Teacher</p>	<p>Teacher: lead discussion using Teachers’ Notes 4.1 Activity 3. What will happen now for Lorna and her mum?</p>

Teachers' Notes 4.1 Introduction

Introduction

What is happening for Lorna?

Missing school disco

Homework

Shopping

Looking after wee brother

Making excuses

Do her friends know? Why not?

Lorna may feel that they don't understand

She may feel embarrassed

She may feel protective over her mum and her mum's privacy

She may just want to fit in with her peers

She may not feel she understands what is going on

What is happening for mum?

Mum is upset and feeling very low

She may be lacking in self-esteem and confidence

Her relationship with Lorna's dad has broken down

She may feel she can't cope

She may have money worries

It is important to emphasise that Lorna's mum is having a difficult time and that this is impacting on her ability to do day to day activities and tasks. She is not being lazy.

Pupil Worksheet 4.1 Activity 1 – Lorna

Lorna is caring for her family.

What effect will this have on Lorna long term if she isn't supported?

Teachers' Notes 4.1 Activities 1, 2 & 3

Activity 1

What effect will this have on Lorna long term if she isn't supported?

May miss lots of school, fail or low exam pass rate

Lose friends and social contact

Lose confidence and self-esteem

Feel isolated, stressed and anxious

May develop mental health problems

Activity 2

Discuss who could help

See DVD for answers

Activity 3

What will happen now for Lorna and her mum?

Both will receive support and the outcome is likely to be that this will be a short term difficulty that the family will work through and survive. 1 in 4 Scots will experience a mental health problem; this means that significant numbers of young people will, at some point, find themselves in Lorna's situation.

S4 Lesson 2 – Claire’s Story

Materials

DVD player and Positive Mental Attitudes
 DVD Pupil Worksheet 4.2: one per each small group

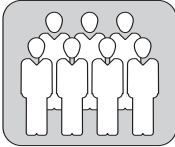
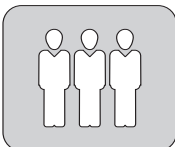
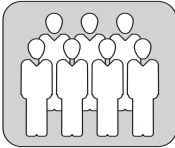
Learning Outcome

Pupils will develop an understanding of what self harm is and why people self harm

Pupils will develop an understanding of how to access help, for self and peers

Supports

Theme: My Relationships
 Topic: My Community
 Unit: Youth Rights

<p>Introduction 20 mins</p> 	<p>As class Teacher</p>	<p>Watch DVD “Claire’s Story” until told to PAUSE (1.5 minutes) Lead discussion using Teachers’ Notes 4.2 Introduction. What is happening and why? As class watch Section 2 of Claire’s story (2.5 minutes). What do we now think is happening? Teacher lead discussion using Teachers’ Notes 4.2</p>
<p>Activity 1 20 mins</p> 	<p>Class in small groups Teacher</p>	<p>Complete Pupil Worksheet 4.2 <i>Claire</i> Take feedback and lead discussion using Teachers’ Notes 4.2 Activity 1</p>
<p>Activity 2 10 mins</p> 	<p>As Class</p>	<p>Lead discussion using Teachers’ Notes 4.2 Activity 2 How could you help someone in Claire’s situation?</p>

Teachers' Notes 4.2 Introduction

Introduction

What is happening?

The girl in the story (Kirsty) has been seen with a leaflet about mental health and is being bullied. The bullies assume Kirsty has a mental health problem and call her names and push her around.

Why?

People often bully when they are afraid of something and don't understand it or when someone is seen to be different.

After watching Section 2

What do we know think is happening

Kirsty was being bullied because she was passing information on mental health to her friend Claire.

Pupil Worksheet 4.2 Activity 1 – Claire

Claire

What is happening in Claire's life?

In school?

At home?

How is she feeling?

What might happen if this continues?

Teachers' Notes 4.2 Activities 1 & 2

Activity 1

What is happening in Claire's life?

Claire has been self harming by cutting herself. She has been trying to keep this behaviour secret but it has been picked up on by a classmate.

In school?

She has a tenuous friendship with another girl who seems to empathise. Claire hasn't allied herself with this girl for fear of being bullied.

At home?

Her parents are fighting. Claire perhaps feels she can't do much to change what is going on around her, perhaps her parents are having problems at the moment or this may be an ongoing issue at home.

How is she feeling?

Angry, isolated, confused, frustrated, like no-one cares.

What might happen if this continues?

Claire may continue to feel like she has to self harm to be able to cope with her feelings. She may continue to withdraw, miss school and become increasingly isolated.

It is important to emphasise that her self harming will not necessarily lead to suicide, although being in such emotional distress does put her at risk of suicide.

Activity 2

How could you help someone in Claire's situation?

Listen, be supportive, and give her space to talk when she wants to. Look beyond the issue of self harming and try to understand what is making her so distressed. Try to find alternatives to self harming. Lots of information is available on the internet and some areas will have specialist local support.

Cont.

Teachers' Notes 4.2 Activities 1 & 2 *continued*

Where could you go for help?

- Within school: trusted teacher, pastoral care teacher, school nurse, school counsellor, friends, peer supporters/buddies/other members of school community
- Outwith school: friends, relative, local youth health service, GP, private counsellor or therapist, youth worker
- Adults who work with young people can make referrals to Child and Adolescent Mental Health Team for further support
- Emergency support: NHS 24, hospital accident and emergency department, Social Work Services out of hours standby service

When to tell others

If a young person is concerned that a friend/peer is at risk from suicide or abuse or is considering running away from home, they should consider supporting the person to talk to someone quickly or they should pass that information to one of the people listed above.

S4 Lesson 3 – Mental Health Quiz

Materials

Pupil Worksheet 4.3: one copy per small group

Scissors: one pair per small group

Learning Outcome

Pupils will be able to explore their own attitudes towards mental health issues


Pupils will be able to identify some of the negative attitudes that exist towards people with mental health problems within society

Supports

Theme: Keeping Me Safe

Topic: Keeping Well

Unit: Stress Management

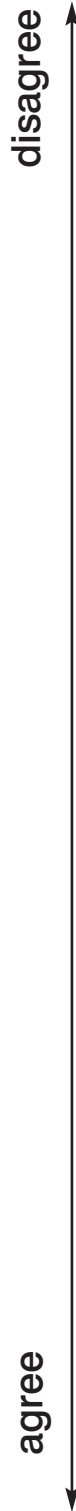
<p>Activity 1 50 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Give groups a copy of Pupil Worksheet 4.3 <i>What do you think?</i> and ask them to cut out statements, discuss each in turn and decide whether they agree or disagree with the statement, placing it on the appropriate point on the spectrum. Pupil Worksheet 4.3a Activity 1 Take feedback from class and discuss answers, using Teachers' Notes 4.3</p>
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Pupil Worksheet 4.3 Activity 1 – What do you think?

<p>1. People with mental health problems can't be good workers, friends or parents.</p>	<p>2. People with mental health problems are less intelligent</p>	<p>3. We can help ourselves to maintain good mental health</p>
<p>4. People with depression should pull themselves together and get on with it</p>	<p>5. We should spend less money on looking after people with mental health problems and more on people with physical health problems</p>	<p>6. The support of family and friends is vital to anyone with a mental health problem</p>
<p>7. Calling someone a nutter is just a bit of harmless fun</p>	<p>8. People with severe mental health problems are likely to be violent</p>	<p>9. I don't mind if someone with mental health problems isn't in hospital as long as they don't live near me</p>
<p>10. Children and young people don't suffer from stress</p>	<p>11. I would be too embarrassed to tell anyone if I had a mental health problem</p>	<p>12. People who self harm are doing it for attention</p>
<p>13. People are afraid to talk about mental health</p>	<p>14. Drug addicts only have themselves to blame for their mental health problems</p>	<p>15. People with mental health problems should be able to work</p>
<p>16. Your mental health affects your physical health</p>		

**Pupil Worksheet 4.3 Activity 1 –
What do you think agree/disagree spectrum**

(May be copied to A3)



Teachers' Notes 4.3 Activity 1

1. People with mental health problems can't be good workers, friends or parents.

No/disagree

- 1 in 4 Scots will experience a mental health problem
- Most people with mental health problems will continue to work, study, parent and maintain relationships
- Most mental health problems are short term but even when they persist people learn how to manage them so that they have a minimal impact on their lives

2. People with mental health problems are less intelligent

No/disagree

- Mental health problems should not be confused with learning difficulties
- People with mental health problems are no different to anybody else in terms of intelligence

3. We can help ourselves to maintain good mental health

Yes/agree There is much we can do to maintain good mental health

Mental health problems are usually caused by a combination of internal factors (e.g. poor self esteem) and external factors (e.g. stress from school, job or home life). How we look at things and deal with them, and how we look after ourselves, has an impact on how resilient we are to mental health problems. Top tips for good mental health;

- Deal with problems as they happen, don't let them build up
- Take time to relax and chill out
- Eat well and sleep well- look after your body
- Recognise when something is out of your control and try not to stress out about it
- Focus on your strengths and learn from your mistakes

4. People with depression should pull themselves together and get on with it

No/disagree

- Mental health problems are not due to a lack of willpower or a "weak" mind, they are caused by social factors, physical circumstances and life events
- This attitude stigmatises people with depression by suggesting that they choose to become depressed or to stay depressed.
- Depression can affect all aspects of a person's life and greatly increases the risk of suicide
- People with depression usually respond well to treatment including medication, social support, counselling and alternative therapies

Cont.

Teachers' Notes 4.3 Activity 1 *continued*

5. We should spend less on mental health and more on physical health

No/disagree

- Mental health problems are the second major health problem in the world after heart disease (WHO 2004)

6. The support of family and friends is vital to anyone with a mental health problem

Yes/agree

- Support is important in enabling people to seek help and recover or manage their mental health problem
- 56% of people with long term mental health problems said they'd experienced stigma from their own families

"Pull Yourself Together" Survey Mental Health Foundation 2005

7. Calling someone a nutter is just a bit of harmless fun

No/disagree

- Using derogatory language increases the stigma attached to mental health problems and makes it more difficult for people to seek support
- Name calling is bullying, which can significantly impact the self-esteem of both the bully and the victim

8. People with severe mental health problems are likely to be violent

No/disagree - this is a powerful myth

- The overwhelming majority of people with severe mental health problems experience symptoms which though distressing, do not make them violent or dangerous to the public.
- Violence or violent conduct is not a symptom of any mental health problem. A very small minority of people with serious mental health problems are sometimes at risk of harming themselves or others.
- Any potential risk can be minimised by early support and an individual, properly managed care plan that treats the patient as a person, capable of recovery.
- Where the courts or clinicians decide that a person needs compulsory treatment in a secure environment, modern NHS care allows people to be treated appropriately, at the right level of security.
- Appropriate procedures ensure people may only rejoin their communities when they are ready. Some people will need to be treated in hospital for extended periods, and may never become well enough to rejoin their community.
- The risk of being killed by a stranger with a severe mental health problem is roughly 1:10,000,000, about the same probability as being hit by lightning.

*Source: see me Mental Health and Public Risk factsheet
www.seemescotland.org*

Cont.

Teachers' Notes 4.3 Activity 1 *continued*

9. I don't mind if someone with a mental health problem isn't in hospital, just as long as they don't live near me

No/disagree

- 1 in 4 of the people in your school, street or family will experience a mental health problem
- Everyone can become depressed or anxious at times
- We need to support people who experience mental health problems
- Support from family, friends and community are vital to recovery

10. Children and young people don't suffer from stress

No/disagree

- Anyone can suffer from stress
- One in 10 school age young people will experience a mental health problem
- 50% of mental health problems begin before the age of 14.

*Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders
in the National Co morbidity Survey Kessler et al 2005*

11. I would be too embarrassed to tell anyone if I had a mental health problem

No/disagree

- Feeling embarrassed stops people from getting help
- Being able to talk is essential to recovery
- Most problems in life get worse if they are left
- There are lots of ways to get confidential* help e.g. GP, counsellor, pastoral staff, youth services etc

* Discussions with these professionals will remain strictly private unless the professional has concern about your safety

12. People who self harm are doing it for attention

No/disagree

- Although some self harm is the result of copy-cat or attention seeking behaviour, most self harmers are experiencing great emotional distress
- Some view their self harm as a way of coping or of managing internal pain through feeling external pain
- Self harm is not about attempting suicide, although there is an increased risk of suicide
- The stigma around self harming makes it difficult for people to get help

Cont.

Teachers' Notes 4.3 Activity 1 *continued*

13. People are afraid to talk about mental health

Yes/agree - although there is now a real drive to change this e.g. through the National Programme for Improving Mental Health (see me campaign, Breathing Space, Choose Life etc)

- Mental health is key to general health
- Fear stops people from talking about it, which in turn prevents people from getting help

14. Drug addicts only have themselves to blame for their mental health problems

No/disagree - Discuss: social and economic factors in drug use

- Often people take drugs because they are experiencing depression and anxiety and all illegal drugs worsen mental health problems

15. People with mental health problems should be able to work

Yes/agree, although stigma and misunderstanding around mental health problems can make it very difficult:

- Only 30% of employers would recruit someone with a mental illness, compared to 62% who would employ someone with a physical disability

Department for Work and Pensions 2001

- Only 21 % of people with long term mental health problems have a job compared to 49% of people with a disability overall

Disability Rights Commission 2003

- Many workplaces are missing out on the skills and experience that people can bring

16. Your mental health affects your physical health

Yes/agree - mental and physical health are inextricably linked

- Stress can lead to physical illness and slow down recovery e.g. heart disease, strokes
- Physical illness can result in developing mental health problems such as depression

S4 Lesson 4 – Media and Body Image

Materials

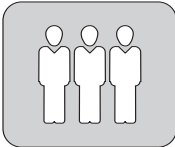
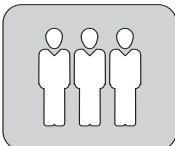
Pupil Worksheets 4.4a and 4.4b one each per small group

Learning Outcome

Pupils will develop an understanding of media pressures and how they affect self-esteem

Covers

Theme Keeping Me Safe
 Topic: Keeping Me Clean
 Unit: Body Image

<p>Activity 1 30 mins</p> 	<p>Pupils in small single sex groups</p> <p>Teacher</p>	<p>Think of the messages we are given from the media about how we should look, feel and behave.</p> <p>Using Pupil Worksheet 4.4a and 4.4b, describe a “media perfect” male and female. Pupils can either write a list (see Teachers’ Notes 4.4 Activity 1) or can produce magazine style captions.</p> <p>Take feedback and lead discussion using Teachers’ Notes 4.4 Activity 1. Are these descriptions realistic?</p>
<p>Activity 2 20 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Make a list of the consequences that this pressure can have.</p> <p>Take feedback and lead discussion using Teachers’ Notes 4.4 Activity 2</p>

Pupil Worksheet 4.4a

“Media perfect” man

Write on the magazine cover some of the messages we get from the media about what men should be like

Perfect Man!

Finance Special

GET THAT CAR!

Inside...get a six pack in six weeks!

Pupil Worksheet 4.4b

“Media perfect” woman

Write on the magazine cover some of the messages we get from the media about what women should be like

Perfect Woman!

**Free Kids
& Career pullout!**



Inside...Lose weight for the holidays!

Teachers' Notes 4.4 Activity 1

Activity 1

Possible answers from pupils

"Media perfect" man

Tall

Heterosexual

"Handsome", straight nose, white teeth, perfect skin, full head of hair

White but tanned

Well dressed

Good at sports/fixing cars/DIY

Keeps emotions hidden, emotionally "strong"

Good looking girlfriend/wife

Sexually potent

Drives a good car

Financially successful

"Media perfect" woman

White but tanned

Heterosexual

Has children/plans to have children

Financially successful

Able to balance looking good/work/finances/relationships/ children

Good looking boyfriend/husband

"Beautiful" face, straight nose, full lips, white teeth, perfect skin

Well dressed

Very slim

No body hair

Feedback to the class: Are these media descriptions realistic?

Are the males' perceptions of media pressure on girls the same as the females'?

What about females' perception of pressure on males?

Teachers' Notes 4.4 Activity 2

Activity 2

Consequences of media pressure

Low self-esteem

Poor body image

Low confidence

Feelings of anxiety, inadequacy, shame

Self harm

Eating disorders see below

Feel like a "failure" because you can't/don't conform

Diet/exercise "fads"

Cosmetic surgery

Debts accruing as you try to keep up with what you think you should have

Belief that achieving a "perfect" body, having a "perfect" job, car or home will result in happiness

What is an eating disorder?

An eating disorder is a mental health problem where people use food as a way of coping with emotional pain by controlling their intake. Eating disorders mainly affect young women, although young men are also affected. People experiencing an eating disorder long term, will suffer a range of associated physical problems, which can be fatal.

Eating problems and disorders often become established during adolescence and should be taken seriously. As well as having an effect on a young person's physical health, eating problems and disorders are often a sign that something is troubling them emotionally.

Eating problems and disorders may be linked, for example, unhappiness at home, pressures at school or major changes in family life or friendships. Feelings of loss through bereavement or divorce may be a trigger, as can the distress suffered by a child who has been abused. Sometimes the social pressure to conform to an unrealistic weight and shape results in excessive dieting.

www.youngminds.org.uk/eatingproblems

Teachers' Notes 4.4 Activity 2 *continued*

Where could you go for help?

- Within school; trusted teacher, pastoral care teacher, school nurse, school counsellor, friends, peer supporters/buddies/other members of school community
- Outwith school: friends, relative, local youth health service, GP, private counsellor or therapist, youth worker
- Adults who work with young people can make referrals to Child and Adolescent Mental Health Team for further support
- Emergency support: NHS 24, hospital accident and emergency department, social work services out of hours standby service

When to tell others

If a young person is concerned that a friend/peer is at risk from suicide or abuse or is considering running away from home, they should consider supporting the person to talk to someone quickly or they should pass that information to one of the people listed above.

S5

	Page	Content	Link to Glasgow's Health
Lesson 1	99	<p>DVD: Alec's Story</p> <p>Pupils will develop an understanding of psychosis</p> <p>Pupils will explore their feelings around psychosis</p>	<p>Supports</p> <p>Theme: My Relationships</p> <p>Topic: My Family</p> <p>Unit: Women's and Men's Health</p>
Lesson 2	104	<p>Stigma</p> <p>Pupils will develop an understanding of language and stigma</p> <p>Pupils will develop an understanding of how stigma affects people</p>	<p>Supports</p> <p>Theme: My Relationships</p> <p>Topic: My Friends</p> <p>Unit: Values</p>
Lesson 3	111	<p>Put yourself in my shoes</p> <p>Pupils will be able to explore their feelings towards people with mental health problems</p> <p>Pupils will be able to identify the impact of depression, schizophrenia and self harm on an individual</p> <p>Pupils will be aware of the negative attitudes and discrimination towards people with mental health problems</p> <p>Pupils will explore implications of mental health problems in the workplace</p>	<p>Supports</p> <p>Theme: My Relationships</p> <p>Topic: My Family</p> <p>Unit: Women's and Men's Health</p>
Lesson 4	118	<p>DVD: Recovery</p> <p>Pupils will develop an understanding of what recovery means in the context of long term mental health problems</p>	<p>Supports</p> <p>Theme: My Relationships</p> <p>Topic: My Family</p> <p>Unit: Women's and Men's Health</p>

S5 Lesson 1 – Alec’s Story

Materials

DVD Player and Positive Mental Attitudes DVD

Pupil Worksheet 5.1: one per small group

Learning Outcome

Pupils will develop an understanding of psychosis

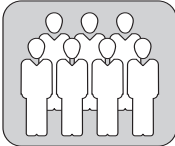
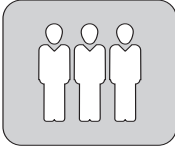
Pupils will explore their feelings around psychosis

Supports

Theme: My Relationships

Topic: My Family

Unit: Women’s and Men’s Health

<p>Introduction 20 mins</p> 	<p>Class</p>	<p>Watch Alec’s Story Teacher lead discussion using Teachers’ Notes 5.1 Introduction</p>
<p>Activity 1 30 mins</p> 	<p>Pupils in small groups Teacher</p>	<p>Complete Pupil Worksheet 5.1 <i>Alec</i> Take feedback and discuss using Teachers’ Notes 5.1 Activity 1</p>

Teachers' Notes 5.1 Introduction

Introduction

Discuss: What happened to the character in the DVD (Alec)?

'Psychosis' describes the distortion of a person's perception of reality, often accompanied by delusions and/or hallucinations.

Mental Health Foundation www.mentalhealth.org.uk

- Alec experienced an episode of psychosis.
- Psychosis is rare and usually requires specialist medical treatment.
- Most people will experience some of the symptoms of psychosis some of the time e.g. seeing things out of the corner of your eye or hallucinating or hearing voices when you're very tired or stressed.
- Some people experiencing psychosis may have an ongoing mental health problem, like schizophrenia or bi-polar disorder, others may experience one episode of psychosis in their lifetime with no longer term mental health problem.
- Alec didn't know that he was experiencing psychosis at the time and this is an important factor in diagnosing psychosis- people can have a lack of insight into what is happening in their thoughts.

It is important to remember that having one or more of the symptoms doesn't necessarily mean someone is experiencing psychosis. Lots of people have heard voices and hold unusual beliefs but it is the distress that these experiences cause for people with a diagnosis of psychosis that makes it different for them.

Causes

It is thought that there is no single cause of psychosis, but they may include:

- family background
- stress
- social changes
- use of some drugs, e.g. cannabis
- trauma
- abuse

Pupil Worksheet 5.1 Activity 1

Alec

Was there any warning that Alec was becoming unwell?

What do you think helped Alec recover?

How can he help himself stay well?

How would you feel if Alec was your friend?

What could you do to support him?

Teachers' Notes 5.1 Activity 1

Was there any warning that Alec was becoming unwell?

Yes, Alec began to withdraw gradually into his own world. When he became ill he wasn't sleeping very well and was "boozing too much and smoking too much hash". He was frustrated by life at work and at home. Alec's mum and girlfriend noticed he wasn't himself and his boss picked up on his increased daydreaming at work.

What do you think helped Alec recover?

Psychosis is a severe mental health problem requiring specialist support. Alec will have had medication and a probably a stay in hospital, before going home and back to work. As well as medication and help from mental health professionals, Alec will have needed support and understanding from his family, friends and workplace, to allow him to fully recover.

How can he help himself stay well?

It is important to remember that what happened to Alec was not his fault. To help him stay well Alec should find healthy ways of dealing with stress and avoid using alcohol and drugs as a way of escaping. There are many strategies we can all use to help our mental health.

How would you feel if Alec was your friend?

Reactions may include:

- Frightened, unsure of what had happened to him
- Worried that he might be violent, have mood swings
- Scared that he'd changed somehow
- Worried about what other people would think

It is important to emphasise that Alec is the same person he was before his psychosis. Alec is the "expert" on what he's been through and his friends would be as well to ask him than to guess about it. There are lots of ways to get information about psychosis and other mental health problems. Alec has had a very frightening and disturbing experience and will need his friends' help to get his confidence back.

What could you do to support him?

Encourage him to seek appropriate help. Stick by him, despite the stigma that you both might experience. Ask Alec what you can do to help. Be willing to listen to him if he wants to talk and reassure him that you're still his friend. Keep in contact with him, his confidence may be low and he may need you to be the one to pick up the phone for a while. Bear in mind he's still the same person and will still have the same sense of humour, taste in music, hobbies and interests as he did before he became unwell - the common ground will still be there!

Cont.

Teachers' Notes 5.1 Activity 1 *continued*

Where could you go for help?

- Within school; trusted teacher, pastoral care teacher, school nurse, school counsellor, friends, peer supporters/buddies/other members of school community
- Outwith school: friends, relative, local youth health service, GP, private counsellor or therapist, youth worker
- Adults who work with young people can make referrals to Child and Adolescent Mental Health Team for further support, which may include help from ESTEEM a specialist service for first episode psychosis
- Emergency support: NHS 24, hospital accident and emergency department, social work services out of hours standby service

When to tell others

If a young person is concerned that a friend/peer is at risk from suicide or abuse or is considering running away from home, they should consider supporting the person to talk to someone quickly or they should pass that information to one of the people listed above.

S5 Lesson 2 – Stigma

Materials

Pupil Worksheet 5.2 Activity 1: one copy per small group

Pupil Worksheet 5.2 Activity 2: one copy per small group

Learning Outcome

Pupils will develop an understanding of language and stigma

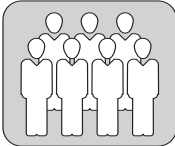
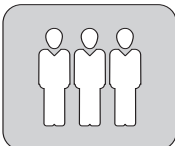
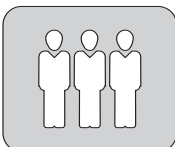
Pupils will develop an understanding of how stigma affects people

Supports

Theme: My Relationships

Topic: My Friends

Unit: Values

<p>Activity 1 10 mins</p> 	<p>Teacher</p>	<p>Make a list with the class of all the words and phrases we associate with people experiencing mental health problems.</p> <p>Are these positive or negative terms? Are they related to medical diagnoses?</p> <p>What words do we use to describe someone who has heart disease or cancer? Why is this the case? Why is it different? Teachers Notes 5.2 Activity 1</p>
<p>Activity 2 20 mins</p> 	<p>Pupils in small groups Teacher</p>	<p>Complete Pupil Worksheet 5.2 Activity 2 <i>Headlines</i></p> <p>Take feedback and lead discussion using Teachers' Notes 5.2 Activity 2</p>
<p>Activity 3 20 mins</p> 	<p>Pupils in small groups Teacher</p>	<p>Complete Pupil Worksheet 5.2 Activity 3 Quiz</p> <p>Lead discussion using Teachers' Notes 5.2 Activity 3 True/false exercise</p>

Teachers' Notes 5.2 Activity 1

Some words associated with people experiencing mental health problems

Nutter

Loony

Psycho

Schizo

Crazy

Mad

Off his/her head

Mental

Words generated will almost exclusively be negative terms

There are no known slang terms for people suffering from heart disease or cancer

Why? Fear and misunderstanding lead to labelling. You may wish to explore with the class use of words like mental and crazy as complimentary terms e.g. to describe someone who is full of energy, very creative or unpredictable. How does the use of these terms affect people?

Consistently using negative language around mental health makes it very difficult for someone to speak out, get support, recover or indeed prevent mental health problems developing.

Pupil Worksheet 5.2 Activity 2 – Headlines

**Violent, mad...
set free**

**Schizo cabbie
knifed six**

MANIAC IS CAGED

**Psycho
crackdown**

**Knife nut in
Killer Rampage**

Curbs on mental patients

Discuss and make notes for feedback to class:

When you look at the headlines, what image do you get of a person with mental health problems?

What affect does this kind of reporting have on the people concerned?

What affect does it have on other people experiencing mental health problems?

What affect does it have on society as a whole?

Teachers' Notes 5.2 Activity 2

When you look at the headlines, what image do you get of a person with mental health problems?

Stories which make headlines tend to focus on rare acts of violence or tragedies. They tend not to contain quotes from the person concerned. The image generated is usually one of people who are violent, unpredictable, "evil" and criminal.

What affect does this kind of reporting have on the people concerned?

Increased feelings of isolation, slowing/decreasing chances of recovery, feelings of shame and embarrassment, worry for family, friends and colleagues, worry about the reaction of the general public.

What affect does it have on other people experiencing mental health problems?

Less likely to want to tell people/seek support for fear of similar treatment, worsening problems, decreased chances of recovery.

What affect does it have on society as a whole?

Climate of fear around mental health issues, misinformation and mistrust leading to people being shunned, generally society less likely to want to talk about mental health problems. Poor and sensationalist reporting can contribute to people being attacked by members of the public and contribute to suicide.

Pupil Worksheet 5.2 Activity 3 – Quiz

In your groups, decide if you agree or disagree with the following statements

1. People who have schizophrenia are likely to be violent
2. People who are in a psychiatric hospital are not allowed to vote
3. Rapists are likely to be mentally ill
4. Women are more likely than men to visit their GP with mental health problems
5. People with long term mental health problems are likely to experience abuse from members of the public

Teachers' Notes 5.2 Activity 3

1. People who have schizophrenia are likely to be violent

False People with schizophrenia are much more likely to harm themselves than anyone else, with 10% of people with a diagnosis of schizophrenia committing suicide.

- The overwhelming majority of people with severe mental health problems experience symptoms which though distressing, do not make them violent or dangerous to the public.
- Violence or violent conduct is not a symptom of any mental health problem. A very small minority of people with serious mental health problems are sometimes at risk of harming themselves or others.
- The risk of being killed by a stranger with a severe mental health problem is roughly 1:10,000,000, about the same probability as being hit by lightning.

A 1996 study for the Health Education Authority, Making Headlines, analysed cuttings from the national press. It found that:

- items linking mental distress with 'harm to others', 'crime' and 'harm to self' accounted for almost 46% of all coverage
- 75% of tabloid editorials about mental health linked mental distress to violence
- negative coverage was not confined to the tabloids - it extended to the broadsheets as well
- Overall, negative coverage outnumbered more balanced reporting by almost three to one

*Source: see me Mental Health and Public Risk factsheet
www.seemescotland.org*

2. People who are in psychiatric hospitals are not allowed to vote

False People in a psychiatric hospital can vote. This includes people detained under the Mental Health Act, who can vote by post. People detained in a psychiatric hospital as a consequence of **criminal** activity are not entitled to vote.

3. Rapists are likely to be mentally ill

False The levels of mental health problems found in convicted rapists are no different from levels in the general population.

4. Women are more likely to visit their GP with mental health problems

True Women are more likely to visit their GP and be diagnosed with a mental health problem. This seems to be because women are more likely to feel able to tell their doctor how they are feeling emotionally. Less men than women visit their GP stating they have a mental or emotional problem however many more men than women commit suicide.

Teachers' Notes 5.2 Activity 3 *continued*

5. People with long term mental health problems are likely to experience abuse from members of the public

True A survey undertaken by the National Schizophrenia Fellowship (Scotland) found that 41 % of people with long term mental health problems experienced harassment compared with 15% of the general population (NSF Scotland 2001).

S5 Lesson 3 – Put yourself in my shoes

Materials

Pupil Worksheet 5.3: one scenario per small group

Learning Outcome

Pupils will be able to explore their feelings towards people with mental health problems

Pupils will be able to identify the impact of depression, schizophrenia and self harm on an individual

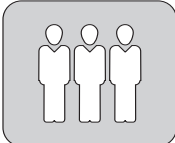
Pupils will be aware of the negative attitudes and discrimination towards people with mental health problems

Supports

Theme: My Relationships

Topic: My Family

Unit: Women's and Men's Health

<p>Activity 50 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Give each group one case study to complete: Pupil Worksheets 5.3</p> <p>Take feedback from class and lead discussion, using Teachers' Notes 5.3</p>
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Pupil Worksheet 5.3 – Afsha

Afsha

Afsha is 19 and works full time in a pub. She lives in a flat with her flatmate. She is very quiet, with few close friends. She likes listening to music and reading. When she is alone, she sometimes makes cuts on her arms with scissors or a razor. She also makes cigarette burns on her stomach. Her boss saw the scars on Afsha's arms and asked her to wear long-sleeve shirts, so as to not upset the customers. Afsha did as she was asked. The following week she was told that she was not pulling her weight in the pub and was sacked. This has made her very depressed and she is starting to cut herself more often.

Questions to answer:

1. What would you do if you were Afsha's friend?

2. Was Afsha discriminated against?

3. What should Afsha's boss have done?

Pupil Worksheet 5.3 – Joe

Joe

Joe has just celebrated his 17th birthday. He is training to be a mechanic and spends three days a week at college and two at a local garage. He used to be quite happy, but over the past few months he has been getting stressed out and upset. His doctor says he is suffering from depression and has given him pills to relieve some of his symptoms. Joe is getting better, and hopes that he will be able to stop taking the pills soon, with his doctor's agreement. He hasn't told his friends about having depression because he doesn't think they will understand.

Questions to answer:

1. Imagine how you would feel if you found out one of your friends was taking pills for depression. How would you react? Would you still want to hang about with them?
2. If you were Joe, what would make you feel better about your situation?
3. Do you think Joe should tell his college friends about what has been happening?
4. What about his boss at the garage and college tutor?

Pupil Worksheet 5.3 – Hannah

Hannah

Hannah is 18 years old and is at college. A few months ago she started hearing voices inside her head, telling her to do things she knew were strange. Eventually the voices became so loud she did as they said, to make them go away. She left home one day, with no money, and started wandering around. Someone who found her lying in the street in the rain took her into hospital. Hannah stayed in a psychiatric hospital for 2 months, and was prescribed medication. She then moved back home and is back at college part time.

Questions to answer:

1. How would you feel if you met Hannah at a party and someone told you about what had happened to her?

2. How would you feel if Hannah was your friend or sister?

Teachers Notes 5.3 – Afsha

Afsha

1. What would you say to Afsha if she was your friend?

Prompts for discussion:

- Telling Afsha to “get a grip” or to stop self harming will further isolate her and make her feel worse about herself
- Suggest to Afsha she seek help from her GP or local counselling services
- Most people who self harm do so because they feel it helps them cope with severe emotional pain, not as a means of seeking attention
- It is important to be accepting to friends about their mental health problems and to recognise that they are essentially still the same person
- Friends’ support will be crucial to Afsha’s recovery

2. Was Afsha discriminated against?

Prompts for discussion:

- Was Afsha suspended due to her mental health problem and her boss’ fear of addressing it?
- It is illegal to discriminate against someone on the grounds of mental health problems, although it is still widespread.

3. What should Afsha’s boss have done?

Prompts for discussion:

- Emphasise the importance of understanding Afsha’s situation rather than jumping to conclusions about her behaviour
- Highlight the need to offer support to Afsha
- Was Afsha’s ability to do the job affected?

Teachers Notes 5.3 – Joe

Joe

1. Imagine how you would feel if you found out one of your friends was taking pills for depression. Would you still want to hang about with them?

Prompts for discussion:

- Everyone gets depressed and anxious at times
- 1 in 4 Scots will experience a mental health problem
- 7 in 10 Scots have had someone close to them diagnosed with a mental health problem

Well? What do you think (2004): the second national Scottish Survey of Public Attitudes to Mental Health, Mental Wellbeing and Mental Health Problems Scottish Executive 2004

- Support is vital to recovery
- Joe is still the same person as he was before depression

2. If you were Joe what would make you feel better about your situation?

Prompts for discussion:

- Talking to someone about how you feel can be a huge relief
- Being active, having social contact, maintaining relationships and having hobbies and interests will all help Joe recover

3. Do you think Joe should tell his college friends about what has been happening? What about his boss and college tutor?

Prompts for discussion:

- Reasons for telling them
- Reasons for not telling them
- Consequences of telling them
- It is important to be able to tell people but it is equally important for them to react appropriately e.g. keep it confidential, not discriminate

Teachers Notes 5.3

Hannah

Prompts for discussion:

- Hannah was probably experiencing symptoms associated with schizophrenia
- Even if Hannah has been given a diagnosis of schizophrenia, she will still be able to lead a “normal” life, go to college, work, have relationships, be a parent
- Schizophrenia affects different people in different ways, Hannah may only ever have one “episode” where she experiences symptoms or symptoms may re-occur at intervals throughout her life
- Symptoms associated with schizophrenia – disorders of thought, hallucinations, and delusions
- Emotions which Hannah may be experiencing – rejection, fear, embarrassment, guilt

1. How would you feel if you met Hannah at a party and someone told you about what had happened to her?

Prompts for discussion:

- People diagnosed with schizophrenia are no more dangerous than anyone else
- Some people feel afraid to associate with someone with schizophrenia for fear of not knowing what to say or of developing a friendship and becoming a crutch to the person

It is crucial to remember that people with schizophrenia are no different from anyone else. You cannot generalise about people with schizophrenia as a group. Everyone has different needs, interests, skills and abilities. You should talk to Hannah about whatever you would normally talk about at a party!

2. How would you feel if Hannah was your friend or sister?

Prompts for discussion:

- In a survey by the Mental Health Foundation in 2000, 56% of people with mental health problems said that they had experienced discrimination within the family
- In a survey by Mind in 1996, 24% of people said that their families had been teased or bullied, or that they were afraid that they would be because of their mental health problem
- It is important to be accepting and supportive to friends and family about their mental health problems and provide support

S5 Lesson 4 – Recovery

Materials

DVD player and Positive Mental Attitudes DVD

Paper

Learning Outcome

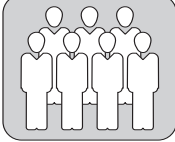


Pupils will develop an understanding of recovery, in the context of long term mental health problems

Supports

Theme: My Relationships

Topic: My Family

Unit: Women's and Men's Health

<p>Introduction 10 mins</p> 	<p>Teacher</p> <p>Ask the class: what do we mean by recovery? Lead discussion using Teachers' Notes 5.4 Introduction</p>
<p>Activity 1 15 mins</p> 	<p>Class Teacher</p> <p>Watch Recovery: A Journey of Hope DVD Discuss: how would we now term recovery? Using Teachers' Notes 5.4 Activity 1</p>
<p>Activity 2 25 mins</p> 	<p>Pupils in small groups Teacher</p> <p>Complete Pupil Worksheet 5.4 <i>Recovery</i> Take feedback and discuss: what helps us recover from a mental health problem? Using Teachers' Notes 5.4 Activity 2</p>

Teachers' Notes 5.4 Introduction Activities 1 & 2

Possible answers from pupils

Introduction

What do we mean by recovery?

Getting better

Not having the problem/illness anymore

Being cured

Not having any symptoms

Activity 1

How would we now term recovery?

Living well in the presence or absence of symptoms

Living the best life possible

Not necessarily a "cure"; people may continue to see support workers or medical practitioners or take medication yet be "well"

Activity 2

Things that help you recover when you have the 'flu

Being off school

Bed rest

Painkillers/medicine

Sleep

Fluids

Warmth

Comfort

Peace and quiet

Someone looking after you

Cont.

Teachers' Notes 5.4 Activity 2 *continued*

When someone you know dies

Crying

Talking

Taking it easy

Spending time with people who care about you

Comfort

When a relationship ends

Crying

Talking

Getting angry

Doing things you enjoy

Spending time with people who care about you

Different things will help different people.

What helps us recover from a mental health problem?

Look at answers given for recovery from flu, bereavement and relationship break up and look at similarities with recovering from a mental health problem.

E.g. talking, crying, medication, doing things you enjoy, spending time with people who care about you, having someone to support you.

Pupil Worksheet 5.4 Activity 2 – Recovery

Make a list of things that help you recover

When you have the flu

When someone you know dies

When a relationship ends

S6

	Page	Content	Link to Glasgow's Health
Lesson 1	123	<p>Accessing services</p> <p>Pupils will be able to identify issues affecting the mental health of young people and the supports available</p>	<p>Supports</p> <p>Theme: My Relationships Topic: My Friends Unit: Help Agencies</p>
Lesson 2	129	<p>See me</p> <p>Pupils will understand how society makes assumptions about people and the feelings associated with experiencing discrimination</p>	<p>Supports</p> <p>Theme: My Relationships Topic: My Friends Unit: Help Agencies</p>
Lesson 3	133	<p>Planning for the Future</p> <p>Pupils will identify the steps needed to achieve a future aim</p> <p>Pupils will identify where potential stressors are and how to cope with them</p>	<p><i>Lesson 3 and 4</i></p> <p>Supports</p> <p>Theme: All About Me Topic: Myself Unit: Planning for the Future</p>
Lesson 4	136	<p>Staying mentally healthy</p> <p>Pupils will identify areas of potential stress in their lives</p> <p>Pupils will plan for supporting good mental health</p>	

S6 Lesson 1 – Accessing services

Materials

Internet access

Pupil Worksheet 6.1: one scenario per small group

Help Agencies Reference Sheet: one per small group

Supports

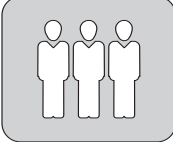
Theme: My Relationships

Topic: My Friends

Unit: Help Agencies

Learning Outcome

Pupils will be able to identify issues affecting the mental health of young people and the supports available

<p>Activity 50 mins</p> 	<p>Pupils in small groups</p> <p>Give each group a scenario: Pupil Worksheet 6.1 <i>Dear Jane</i></p> <p>Ask pupils to write a letter to a problem page, based on their character.</p> <p>Give each letter to another group to work out a response from the problem page. Where should each character go for advice and support?</p> <p>Groups should use Help Agencies Reference Sheet to guide advice. Where possible, pupils should access websites and phone directories in order to give tailored responses.</p> <p>Teacher</p> <p>Bring the group back together and discuss the responses. Did pupils find additional sources of support?</p> <p>Discuss how they would support each character, if it was their friend.</p>
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Pupil Worksheet 6.1 – Dear Jane...

Ling

Ling has been finding it hard to cope with her home life. She's a single parent with a two year old son. She doesn't have much family support and feels very isolated. She has begun cutting herself when she feels everything is getting on top of her. Ling is 19 years old and lives in Maryhill in north Glasgow.

"Dear Jane" is a magazine advice column. Write a letter from Ling, asking for advice.

Pupil Worksheet 6.1 – Dear Jane...

David

David has recently split up from his partner. He's had to leave the family home and is very distressed about being away from his two young children. He also worries about money as he had to take on a private lease on a flat when his relationship broke down. David lives in Easterhouse in east Glasgow.

"Dear Jane" is a magazine advice column. Write a letter from David, asking for advice.

Pupil Worksheet 6.1 – Dear Jane...

Sarah

Sarah is a full time social work student at Strathclyde University . She has been diagnosed with bi-polar disorder, though she has been well for 6 years. Sarah feels very stressed by her course work and worries that the stress will cause her to become ill again. She feels this worry is holding her back from enjoying her course fully. Sarah lives in Govanhill, in south east Glasgow.

“Dear Jane” is a magazine advice column. Write a letter from Sarah, asking for advice.

Pupil Worksheet 6.1 – Dear Jane...

Steph

Steph has been drinking heavily most nights since leaving school last year. He was at college but dropped out as he found it hard to motivate himself to get up in the mornings. He's bored during the day, spending his time texting people to find someone to go out drinking with at night. He'd like to find another college course but he realises he'll have to address his drinking first.

"Dear Jane" is a magazine advice column. Write a letter from Steph, asking for advice.

S6 Lesson 1– Help Agencies Reference Sheet

Sources of information

GP (will offer advice and support as well as being able to refer people to specialist agencies)

Library

Telephone directories

Health Centre

Websites

Information on resources available in Greater Easterhouse:	www.greatereasterhouse.co.uk
Information and advice on debt:	www.scottishdebtline.co.uk
Relationship counselling for couples and individuals:	www.scottishmarriagecare.org
Support for single parents and their families:	www.singleparents.org.uk www.oneplus.org
Strathclyde university website	www.strath.ac.uk
Information and resources on bi-polar disorder	www.bipolarscotland.org.uk
Website for Glasgow south-east community mental health team	www.glasgowsteps.com
Information about healthy lifestyles	www.healthyliving.gov.uk
Information about careers and courses	www.careers-scotland.org.uk
Maryhill youth health service	www.ruhealthy.biz
Support for people in north Glasgow who self-harm	www.lifelink.org.uk
Mental health information	www.mind.org.uk www.wellscotland.info
Confidential support	www.breathingspacescotland.co.uk 0800 83 85 87 www.samaritans.org.uk 08457 909090

Additional sources of support that your group has found...

S6 Lesson 2 – See me

Materials

Pupil Resource 6.2: *one set of photocopied statements cut and put in envelopes*

Picture from a magazine or newspaper, if required

Learning Outcome

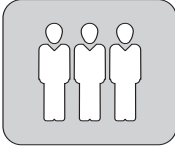
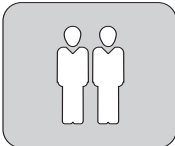
Pupils will understand how society makes assumptions about people and the feelings associated with experiencing discrimination

Supports

Theme: My Relationships

Topic: My Friends

Unit: Help Agencies

<p>Activity 1 20 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Either ask the groups to focus on you, the teacher, if comfortable or give them a picture of a person from a magazine or newspaper (the person must be a stranger). Each group has to describe the given person. They should decide what music they like, what they were like at school, what their houses are like, what they do in their spare time, what their home and family are like etc.</p> <p>Take feedback and lead discussion using Teachers' Notes 6.2 Activity 1</p>
<p>Activity 2 30 mins</p> 	<p>Pupils work in pairs</p> <p>Teacher</p> <p>Pupils</p> <p>Teacher</p>	<p>Decide who is A and who is B. A is given an envelope with a statement in it: They read the statement but do not show their partner. A begins a discussion with B, behaving towards B as if they believe the statement in the envelope.</p> <p>Give suggestions for discussion e.g. something topical, holidays, family, music or it could take the form of a job interview.</p> <p>Take feedback and lead discussion - could they guess what was on the card? How did it feel being treated this way?</p> <p>Swap roles, B is given a new statement. Repeat as above.</p> <p>Take feedback and lead discussion using Teachers' Notes 6.2 Activity - what they feel the point of the exercise was? I.e. how it feels to be judged. Can they think of circumstances when they judge people/are judged? E.g. do people make judgments and assumptions about young people?</p>

Pupil Resource 6.2 Activity 2

Using scissors, cut each statement into an individual strip and put each in its own, unmarked, envelope.



You believe the other person is likely to attack you



The other person has a hearing impairment



You think the other person has a short attention span



The other person uses a wheelchair



The other person is a young child



You think the other person fancies you



English is not the other person's first language

Pupil Resource 6.2 Activity 2 *continued*

Using scissors, cut each statement into an individual strip and put each in its own, unmarked, envelope.



You think the other person is not capable of making their own decisions



The other person has been in prison



The other person has been in a psychiatric hospital



The other person is a very famous celebrity



You've heard rumours that the other person misuses drugs



The other person is wearing a hoodie



You have been told that the other person has lower than average intelligence

Teachers' Notes 6.2 Activities 1 & 2

Activity 1

- What assumptions did the class make?
- What were these based on? Ask the class what they think the point of the exercise was
- It is unimportant to reveal how much they guessed right, rather you should ask the class:
How do we make assumptions about people?
i.e. based on appearance, age, accent and perceived social "class"
- Can pupils think of a time when someone made assumptions about them based on their appearance or age? How did it feel? Does society make assumptions about young people?
- When do assumptions become problematic?

Activity 2

- Ask the class what they feel the point of the exercise was? i.e. how it feels to be judged.
- Can they think of circumstances when they judge people/are judged?

S6 Lesson 3 – Planning for the future

Materials

Pupil Worksheet 6.3: one per pupil

Learning Outcome

Pupils will identify the steps needed to achieve a future aim

Pupils will identify where potential stressors are and how to cope with them

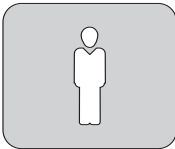
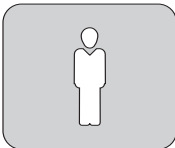
S6 Lesson 3 and S6 Lesson 4 together

Support

Theme: All About Me

Topic: Myself

Unit: Planning for the Future

<p>Activity 1 20 mins</p> 	<p>Pupils work on their own Give each pupil Pupil Worksheet 6.3: <i>Life Ladder</i> Teacher Ask pupils to complete Activity 1, using Teachers' Notes 6.3 Activity 1 to aid pupils</p>
<p>Activity 2 30 mins</p> 	<p>Pupils work on their own Teacher Ask pupils to complete Activity 2 Invite pupils to share their ladder with a partner or with the class, using Teachers' Notes 6.3 Activity 2</p>

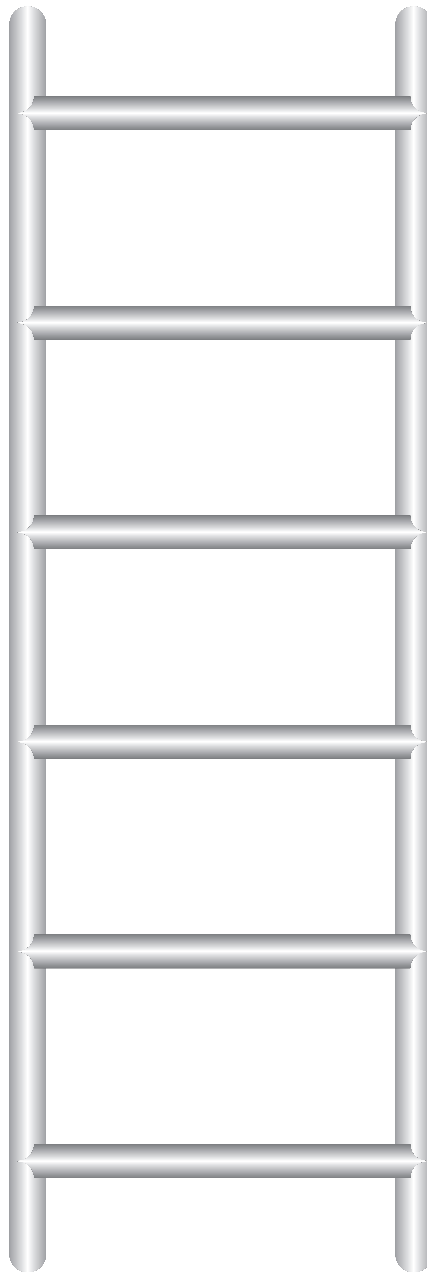
Pupil Worksheet 6.3 Activity 1– Life Ladder

Activity 1

Write an aim at the top of the ladder. Work backwards from this aim: what needs to happen to achieve it. Write each task on a rung of the ladder.

Activity 2

Choose one “rung” which may cause you stress. What can you prepare to do to deal with this stress?



Teachers' Notes 6.3 – Activity 1 & 2 Life Ladder

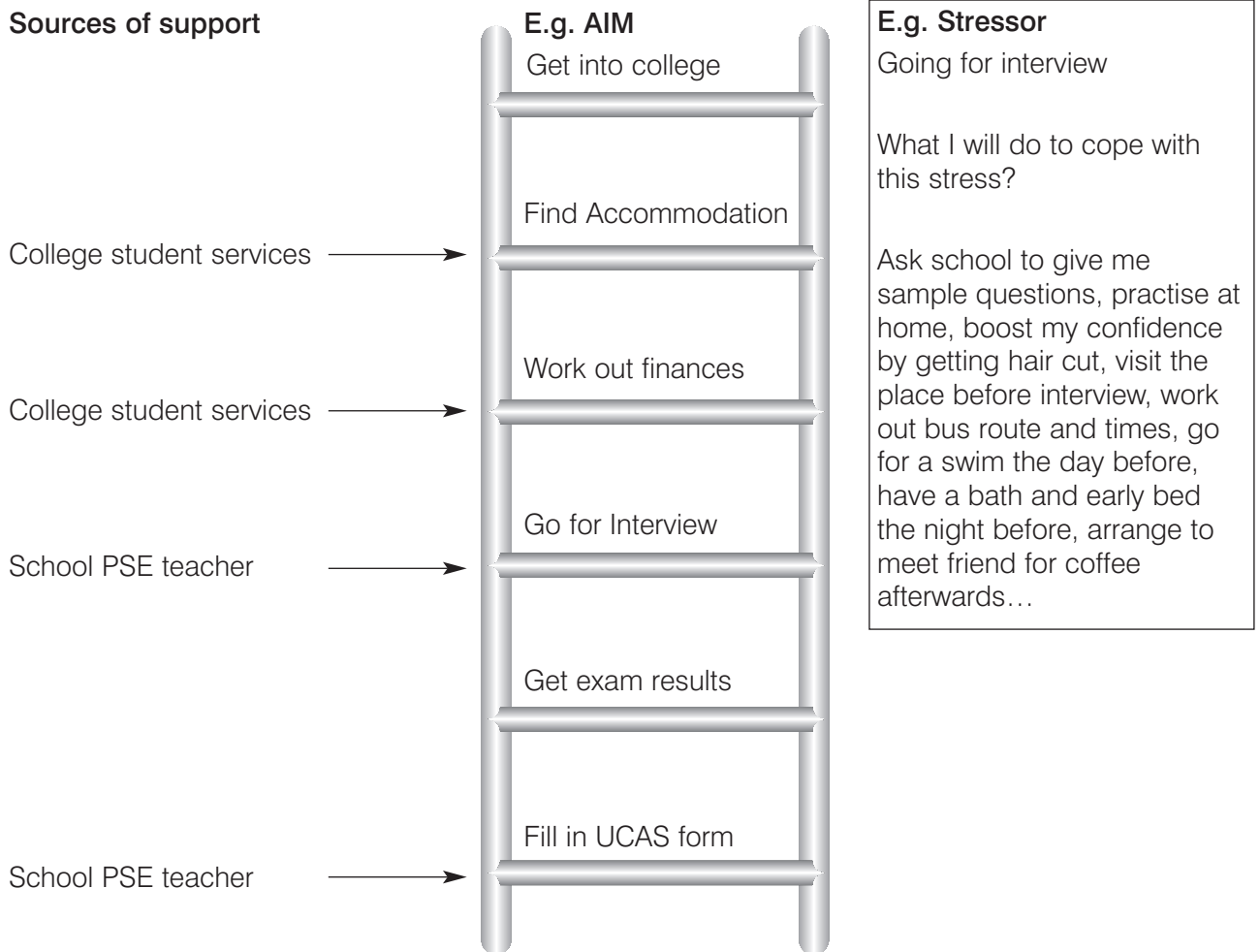
Activity 1

AIM: This should be something pupils want to achieve over the next year. It may be getting a job or moving out or could be getting fit or giving up smoking.

Activity 2

Discuss: Is the cause of stress something that pupils have control over, such as an interview or is it something they can't control, such as waiting for an exam result to get into college? What pupils can do to deal with the stress will vary e.g. with an interview you can prepare, practice, read up on the company/college.

Sources of support



Discuss: Where can you get support in future for stress or other mental health problems? E.g. through college/university, some workplaces, via GP, friends and family, community organisations.

It is important to recognise the smaller achievements, the “rungs”, even if the aim is not ultimately achieved.

Dealing with stress is a skill that will help pupils throughout their lives.

S6 Lesson 4 – Staying Mentally Healthy

Materials

Pupils will plan for supporting good mental health

Learning Outcome

Pupil Worksheet 6.4 Activity 1: one per pupil

Pupil Worksheet 6.4 Activity 2: one per pupil

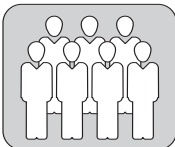
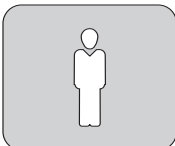
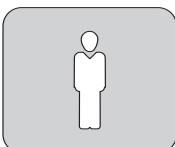
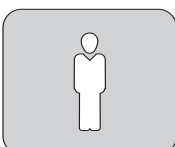
Pupil Worksheet 6.4 Activity 3: one per pupil

Supports

Theme: All About Me

Topic: Myself

Unit: Planning for the Future

<p>Introduction 10 mins</p> 	<p>Teacher</p> <p>Introduce topic of staying mentally healthy, using Teachers' Notes 6.4 Introduction</p>
<p>Activity 1 15 mins</p> 	<p>Individuals</p> <p>Complete Pupil Worksheet 6.4 Activity 1 <i>Things which affect me...</i></p> <p>Teacher</p> <p>Take feedback and lead discussion using Teachers' Notes 6.4 Activity 1</p>
<p>Activity 2 15 mins</p> 	<p>Individuals</p> <p>Complete Pupil Worksheet 6.4 Activity 2 <i>To do...</i></p> <p>Teacher</p> <p>Take feedback and lead discussion using Teachers' Notes 6.4 Activity 2</p>
<p>Activity 3 10 mins</p> 	<p>Individuals</p> <p>Complete Pupil Worksheet 6.4 Activity 3 <i>Things I like about myself</i></p> <p>Teacher</p> <p>End session by asking pupils to keep their list, remind themselves of it and add to it (but never take away from it).</p>

Teachers' Notes 6.4 Introduction & Activity 1

Introduction

Re-cap with the class - what is mental health?

We all experience a full range of emotions, often throughout the course of one day. Mental health is the ability to experience and cope with these emotions.

What things affect our mental health?

Everything has the capacity to impact on our mental health, both positively and negatively. We can however do a lot to support good mental health, making us more resilient to mental health problems.

Activity 1

Possible answers from pupils

Things that affect me negatively	Things that affect me positively
Arguments at home	Having a laugh
Having no money	Getting along with people
Getting put down by friends	Going out with friends
Feeling unattractive	Feeling well
Feeling ill	

Ask pupils for feedback on the things which are within and outwith their control (as far as they are comfortable to share this information).

When something is truly outwith our control the best thing we can do it try not to get stressed out about it and find strategies for coping with it.

Teachers' Notes 6.4 Activity 2

Activity 2

Possible answers from pupils

To Do	Not to Do
Keep in touch with friends	Try not to get involved with arguments at home
Eat well	Drink too much
Go to bed earlier	Put myself down
Try and get a job	Get stressed out by trying to do everything at once
Plan ahead	Try to cope with everything by myself
Keep playing football	Get into habit of staying in bed at the weekend

Ask pupils to share one or two of the things they will try to do or not to do and discuss the issue of support in doing or not doing these. E.g. if you intend not to get into the habit of sleeping in late then can you ask someone to support you by waking you in the morning? Or if you want to get a job can you get support from someone at school or Jobcentre Plus?

Pupil Worksheet 6.4 Activity 1 – Things which affect me...

Thinking about things which affect your mental health, make a list of negatives and positives.

Mark with an A things that are within your control

Mark with a B things that are outwith your control

Things that affect me negatively

Things that affect me positively

Pupil Worksheet 6.4 Activity 2 – To do...

Working with your list of things that are within your control, write yourself a list of things which you will do to help your mental health and a list of things you won't do (things that wouldn't help your mental health)!

To do list

Not to do list

Pupil Worksheet 6.4 Activity 3 – Things I like about myself

Keep this sheet!

Write down 5 things you like about yourself. Keep them private and remind yourself of them often!