

S3

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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

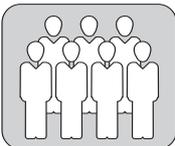
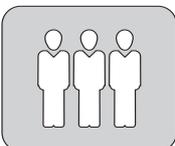
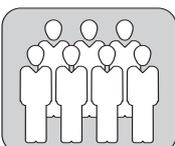
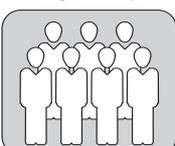
Topic: Myself

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?

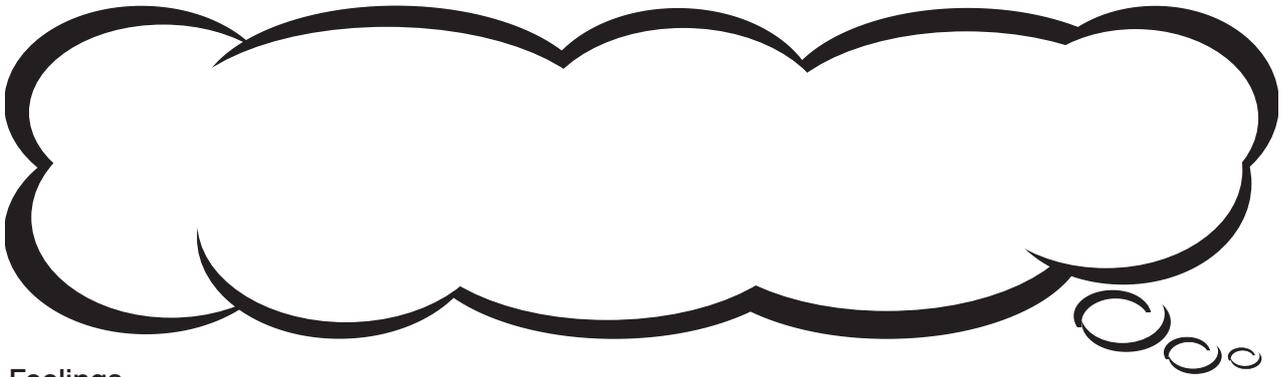
James' peers were probably working with assumptions gained from films, TV programmes and sensationalist newspaper stories of rare and tragic events.

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

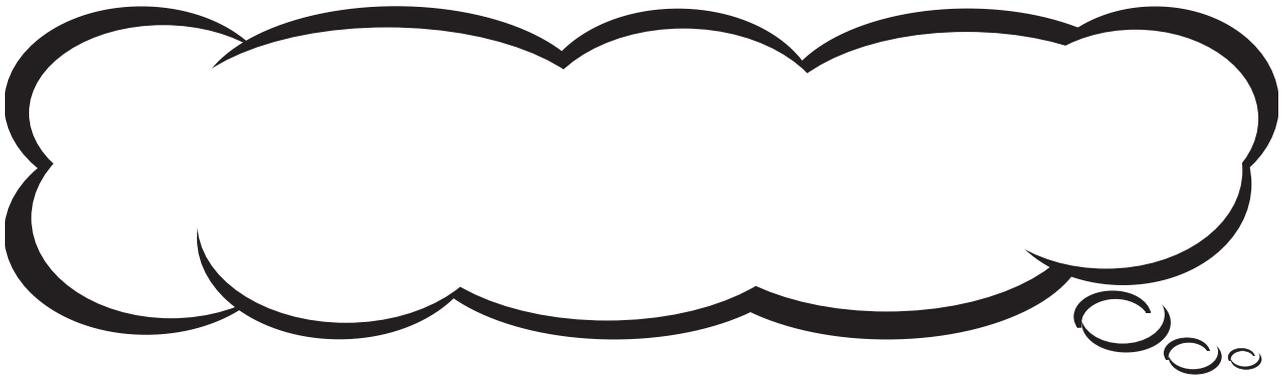
“Psycho”

“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

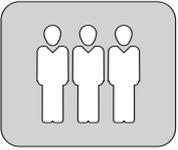
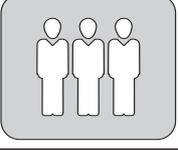
Pupils will learn about mental health problems, how they affect people and how to support recovery

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>

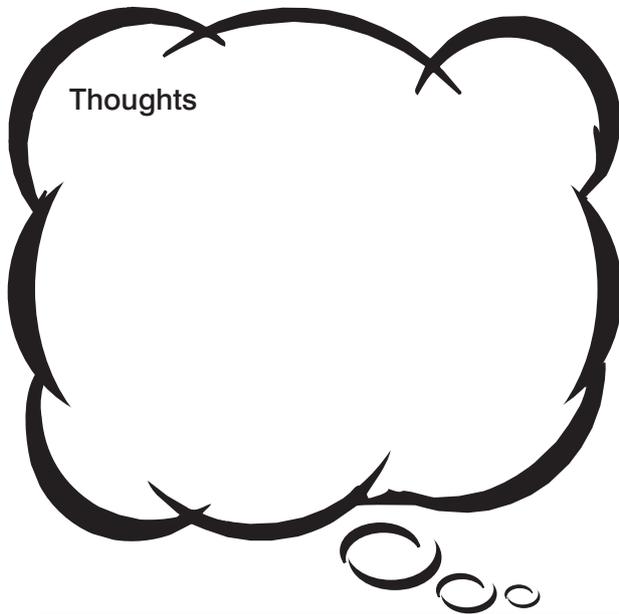
Pupil Worksheet 3.2 Activity 1

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

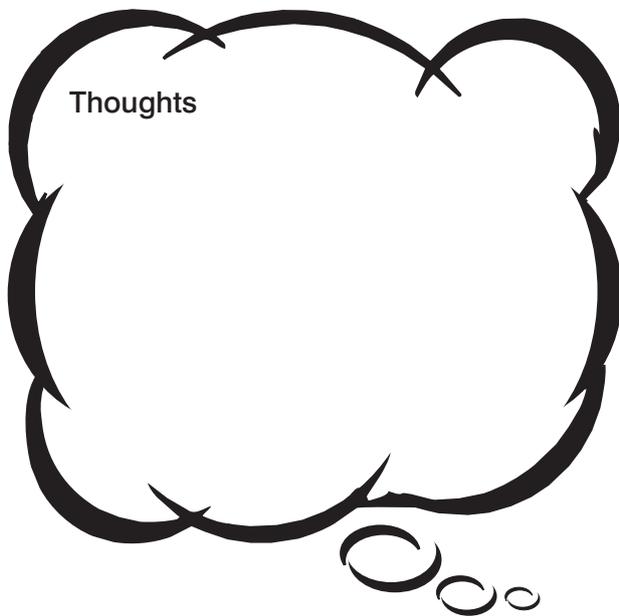
Pupil Worksheet 3.2 Activity 2 – Parveen

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

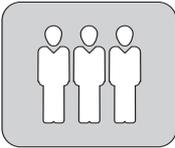
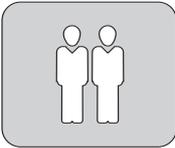
Unit: Conflict In The Family

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: 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

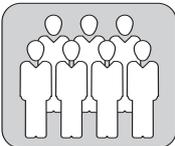
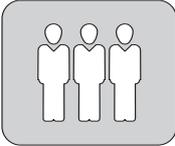
Pupils will learn how to access support after loss

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.