

S1

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

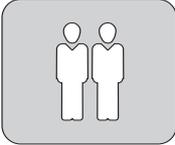
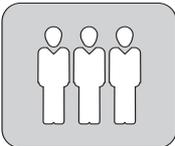
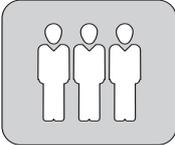
Unit: Personal Health

#### Support

Theme: My Relationships

Topic: Me

Unit: Personal Profile

<p><b>Activity 1</b> 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><b>Activity 2</b> 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><b>Activity 3</b> 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

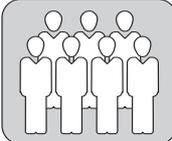
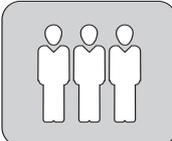
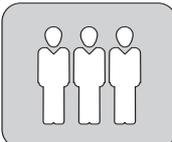
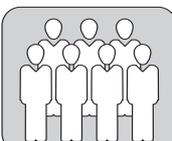
Unit: Personal Health

#### Support

Theme: My Relationships

Topic: Me

Unit: Personal Profile

<p><b>Introduction</b> 5 mins</p> 	<p><b>Introduction</b> 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><b>Activity 1</b> 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><b>Activity 2</b> 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><b>Activity 3</b> 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><b>Activity 4</b> 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](http://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](http://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?

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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

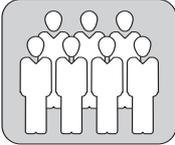
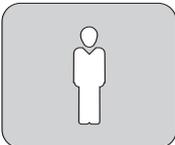
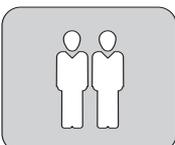
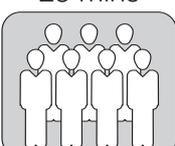
Unit: Beginning New Friendships

### Supports

Theme: Keeping Me Safe

Topic: My Decisions

Unit: Peer Pressure

<p><b>Introduction</b> 10 mins</p> 	<p><b>Teacher</b></p> <p>Discuss with class why friends are important</p>
<p><b>Activity 1</b> 10 mins</p> 	<p><b>Pupils work on their own</b> Complete Pupil Worksheet 1.3 Activity 1 <i>Making new friends</i></p> <p><b>Teacher</b> Take feedback</p>
<p><b>Activity 2</b> 5 mins</p> 	<p><b>Pupils in pairs</b> Complete Pupil Worksheet 1.3 Activity 2 <i>Advert for a good friend</i></p> <p><b>Teacher</b> Take feedback</p>
<p><b>Activity 3</b> 25 mins</p> 	<p><b>Teacher</b></p> <p>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:

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**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

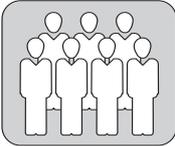
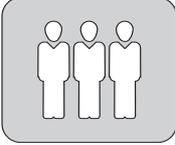
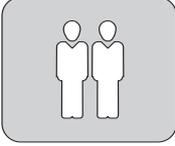
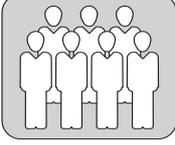
Pupils will understand the role of sleep and relaxation in maintaining good health

### Covers

Theme Keeping Me Safe

Topic: Keeping Well

Unit: Rest and Sleep

<p><b>Introduction</b> 10 mins</p> 	<p>Teacher</p>	<p>Lead discussion on the difference between rest and sleep.</p>
<p><b>Activity 1</b> 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><b>Activity 2</b> 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><b>Activity 3</b> 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

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*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

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## 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><b>Exploring self-esteem 1: What is self-esteem?</b></p> <p>Pupils will develop an understanding of factors which affect our self-esteem and how our actions affect others' self-esteem</p>	<p><b>Covers</b></p> <p>Theme: All About Me Topic: Myself Unit: Mental Health</p>
Lesson 2	31	<p><b>Exploring self-esteem 2: How life effects our self-esteem</b></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><b>Covers</b></p> <p>Theme: All About Me Topic: Myself Unit: Mental Health</p> <p><b>Supports</b></p> <p>Theme: Keeping Me Safe Topic: Keeping Well Unit: The Effects of a Healthy Lifestyle</p>
Lesson 3	37	<p><b>Coping with stress</b></p> <p>Pupils will develop an understanding of factors which cause stress and how to cope with it</p>	<p><b>Covers</b></p> <p>Theme: All About Me Topic: Keeping Fit Unit: Relaxation</p>
Lesson 4	43	<p><b>Equality</b></p> <p>Pupils will develop an understanding of equality and discrimination</p>	<p><b>Covers</b></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

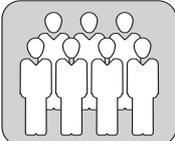
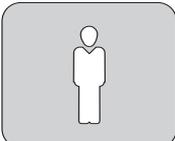
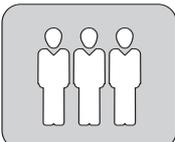
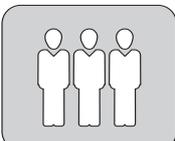
Pupils will have an understanding of factors that affect our self-esteem and how our actions affect others' self-esteem

### Covers

Theme: All About Me

Topic: Myself

Unit: Mental Health

<p><b>Introduction</b> 10 mins</p> 	<p><b>Introduction</b> Teacher</p> <p>Discuss with class: What is self-esteem? Using Teachers' Notes 2.1 Introduction</p>
<p><b>Activity 1</b> 10 mins</p> 	<p><b>Pupils work on their own</b></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><b>Activity 2</b> 10 mins</p> 	<p><b>Pupils in small groups</b></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><b>Activity 3</b> 20 mins</p> 	<p><b>Pupils in small groups</b></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>