

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

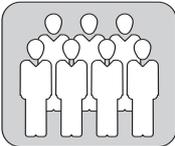
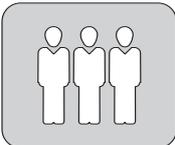
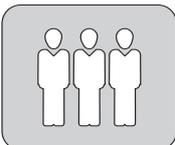
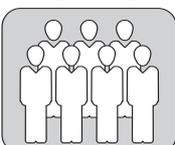
Pupils will understand how to access support for young carers

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

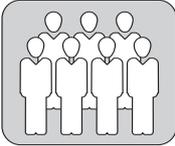
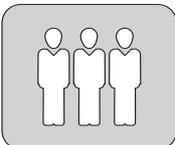
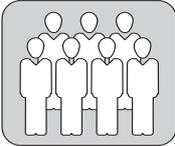
Learning Outcome

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

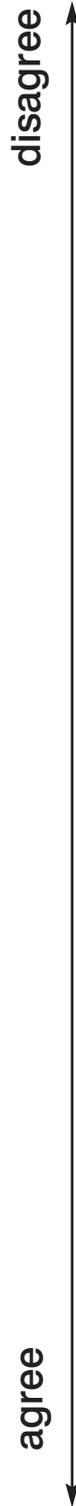
If a young person is concerned that a friend/peer is at risk from suicide or abuse or is considering running away from home, they should consider supporting the person to talk to someone quickly or they should pass that information to one of the people listed above.

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

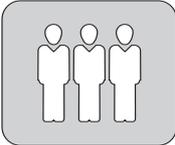
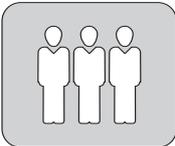
Pupil Worksheets 4.4a and 4.4b one each per small group

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.