Name:	Form:

Thomas Middlecott Academy

Personal Development

Year 8

Spring Term 1:

Health and Well-being:

Mental Healthy and Emotional Well-being

Ground rules

1

2

3

4

5

6

7

8

Date:

Lesson 1: Attitudes to mental health

On a scale of 1-5 **circle** how much you know about attitudes to mental health.

1	2	3	4	5
I know nothing about attitudes to mental health		I know some bits about attitudes to mental health		I know lots about attitudes to mental health

Imagine an alien has come to earth and wants to know about mental health. Answer the alien's questions.

Resource 1

What is mental health?

Why might some people find it hard to talk about mental health concerns?

How can people look after their mental health?

What support could be given to someone with mental health concerns?

Mental health is: 'A complete state of physical, mental and emotional wellbeing not merely the absence of disease.'

World Health Organisation's definition of health

Resource 2

Read the following information.

Are mental health problems common?

One in four people experience a mental health problem each year. This shows that mental health problems are quite common, although the number has not changed for several years (i.e. not increased). The statistic for children is one in eight, so less common.

What treatment can people with mental health conditions have?

Most treatment for people with mental health conditions is community based, including talking therapy, group counselling or medication. Some mental health conditions require treatment in a specialised treatment centre or hospital, but these are almost always voluntarily chosen by the person involved or their family.

Does OCD mean someone likes to keep things clean, organised and tidy?

Obsessive compulsive disorder (OCD) is a type of anxiety disorder that includes 'obsessions' such as worries, doubts or unwelcome thoughts that constantly appear, and 'compulsions' – repetitive activities that are caused by the obsessions, e.g. repeatedly checking doors are locked or repeating comforting phrases. Although it sometimes manifests in repetitive cleaning and tiding, this is not an accurate understanding of the illness.

Are most people with mental health concerns able to treat their condition and lead full, happy lives?

Although it is not easy, and every day presents challenges, most people with a mental health issue continue to contribute to society and lead a happy life. With the right treatment, support and care, many conditions can be successfully managed.

Can seeking early treatment improve the chances of good mental health recovery for someone who has a mental health condition?

We know that, on average, there is a considerable delay between someone experiencing first symptoms of poor mental health and seeking treatment (often many years). This delay can be for many reasons (e.g. stigma, not knowing where to get help etc.). The main reason, however, is because people are unaware that they are unwell. There is really good evidence with most mental health conditions that early treatment-seeking can increase the chances of recovery.

Are LGBT+ people statistically at greater risk of developing a mental health issue?

LGBT+ people of all ages are more likely to experience a mental health problem due to other challenges, such as bullying, discrimination or questions about identity. This is why the government has committed to prioritising support for LGBT+ people to access mental health services should they need them.

Can you tell if someone has a mental health problem just by looking at them?

Most mental health issues are not visible to others, in the way that physical conditions can be. This is one of the reasons why mental health can be harder to talk about than physical health.

Are people with mental health concerns violent or dangerous?

People with mental health issues are no more likely to be violent than anyone else.

Can everyone do things to promote their mental health?

Yes, the following lessons aim to support young people to develop strategies and techniques to support mental health.

Look at the comments on the left hand side. These are all misconceptions about mental health. Respond to the statements using information from the previous sheet.

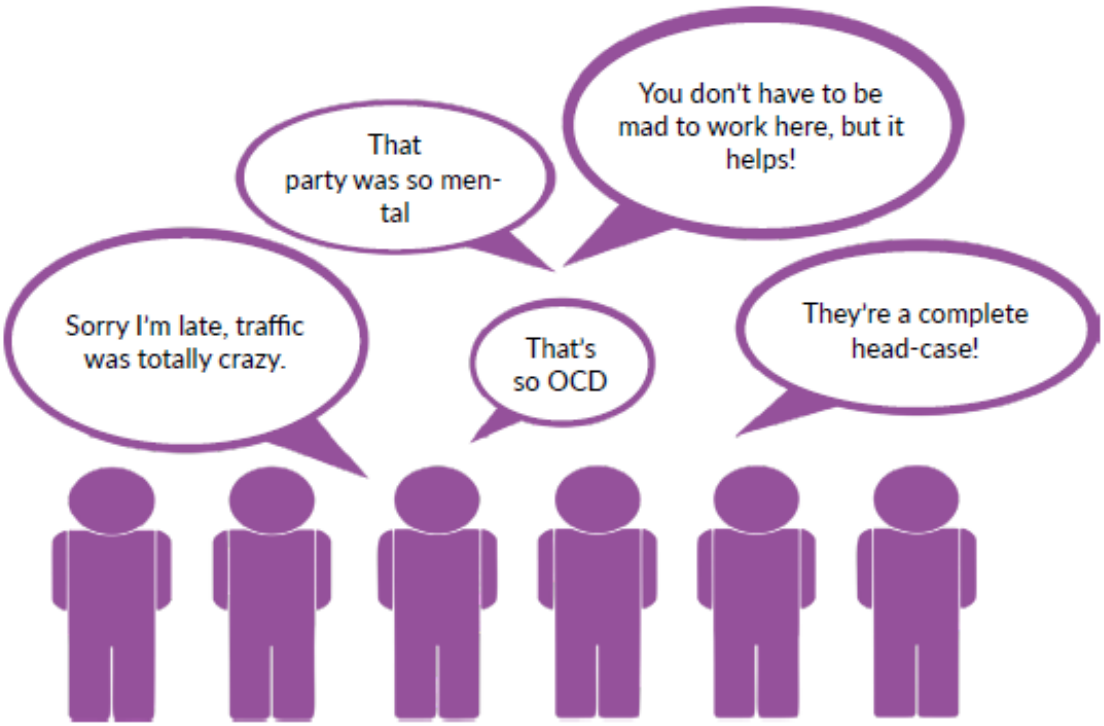
I don't think mental health is a very big issue	Mental health problems are quite common – one in four
I think everyone has the same chance of developing a mental health problem	
I don't think someone with a mental health problem is going to be able to lead a full and happy life	
I think people with mental health problems are dangerous	
I don't think it makes any difference when someone seeks help, as long as they do at some point	
I think people with mental health problems have to go to a psychiatric hospital	
I think OCD means someone likes keeping things really clean, organised and tidy	
I think you can tell if someone has a mental health problem by looking at them	

Resource 3

Complete the following questions on the four pictures below:

Purple picture:

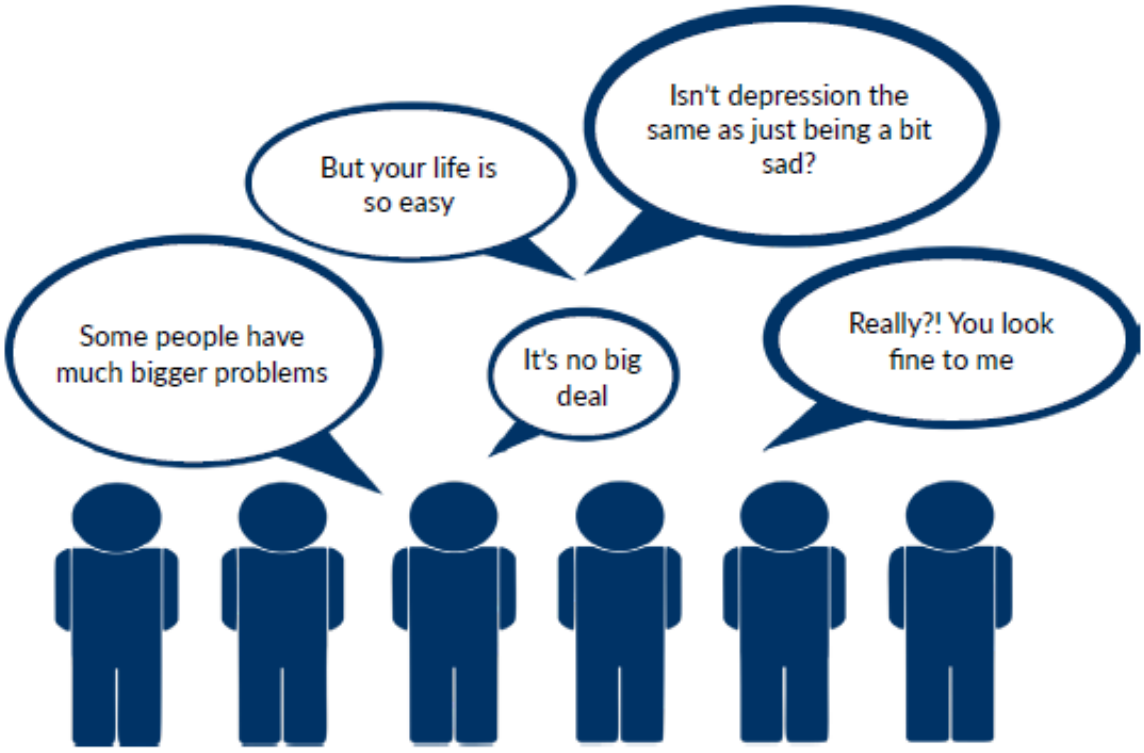
How might these statements make someone feel?



What could some more positive alternatives be?

Blue picture:

How might these statements make someone feel?



What could some more positive alternatives be?

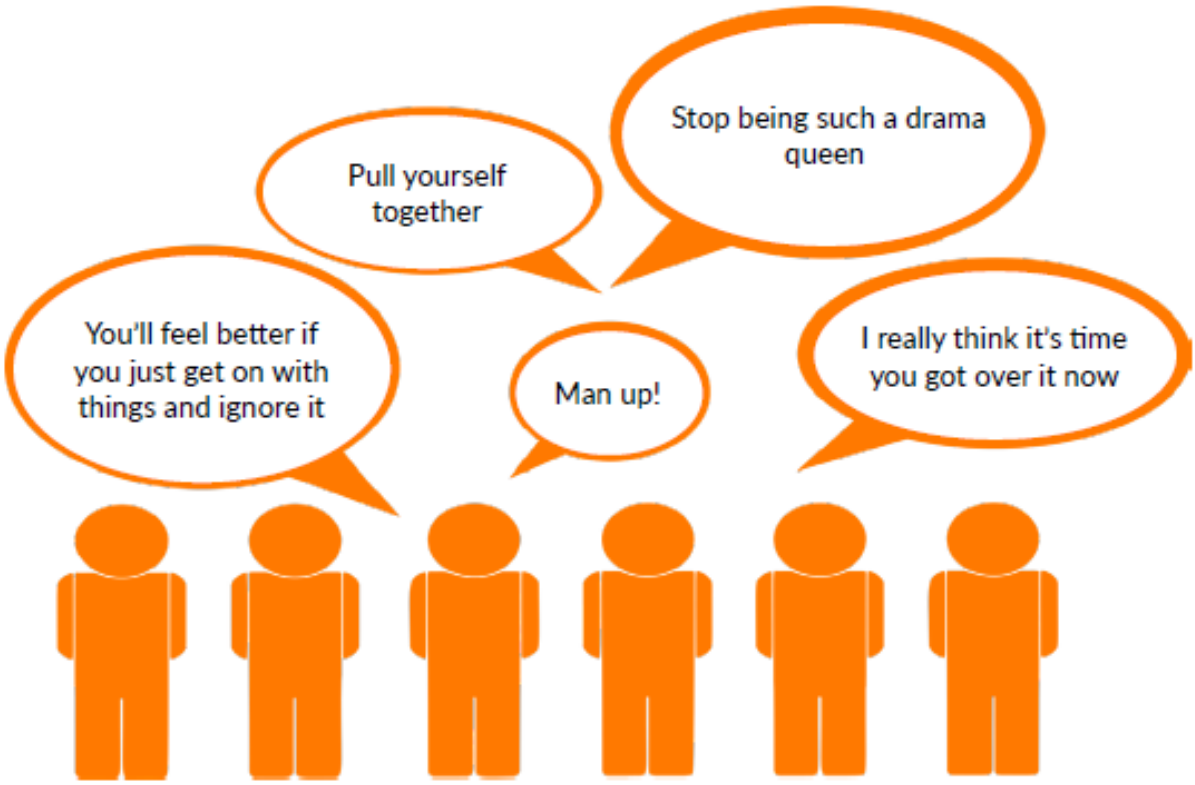
Green picture:

How might these statements make someone feel?

What could some more positive alternatives be?

Orange picture:

How might these statements make someone feel?



What could some more positive alternatives be?

Further support: need help or guidance?

If you have questions or concerns about your experience of emotional wellbeing and discrimination, you can always speak to your parent or carer, Head of Year or Year Manager at TMA or a teacher in school for more advice and support.

There are lots of places to get advice about emotional wellbeing, social media or to discuss feelings.

ChildLine:
www.childline.org.uk Phone: 0800 1111

Young Minds:
www.youngminds.org.uk

Samaritans:
www.samaritans.org Phone: 116 123

On a scale of 1-5 **circle** how much you know about attitudes to mental health.

1	2	3	4	5
I know nothing about attitudes to mental health		I know some bits about attitudes to mental health		I know lots about attitudes to mental health

Homework Activity

Awareness campaign

Create an awareness campaign focusing on mental health discrimination and the need for appropriate and supportive language and actions:

- Why is mental health an important issue?
- What are the effects of mental health discrimination both on those with mental health issues and those without?
- What might be helpful advice for someone who may be struggling with their mental health?
- What could be done to help someone who is or has experienced mental health discrimination?

Date:

Lesson 2: Promoting emotional wellbeing

On a scale of 1-5 **circle** how much you know about attitudes to mental health.

1	2	3	4	5
I know nothing about promoting emotional wellbeing		I know some bits about promoting emotional wellbeing		I know lots about promoting emotional wellbeing

A-Z of factors

List of factors that can affect mental health and emotional wellbeing.

A
B
C
Divorce
E
F
G
H
I
J
K
Losing a loved one (parent/pet)
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

What is the meaning of 'resilience'?

Resilience is…

Complete the mind-map below:

How can we promote resilience in our daily lives?

Keep things in perspective

Managing disappointments and setbacks

Sort the cards into:

1. Unhelpful strategies

2. Strategies to prevent disappointments and setbacks

3. Strategies to manage disappointments and setbacks

Look for a positive way out of the situation	Drinking or using drugs to feel better
Acknowledge feelings without judging people for what has happened	Breathe deeply and/or step away
Shout until others realise the hurt they have caused	Gain perspective – how will this disappointment impact on life tomorrow, next week, next year?
Manage unrealistic expectations (e.g. winning the lottery, perfectionism) without compromising on dreams	Positive thinking (e.g. 'I can do this') and dismissing doubts, especially absolutes (e.g. 'I'm always last' or 'no one likes me')
Recognise strengths even when things go wrong	Remember a time when a similar problem worked out fine

Ignore the issue and hope it goes away	Try to manipulate the situation to make others feel bad for causing dis-appointment
Try again, perhaps using a different strategy	Talk with people who caused upset to understand why and see things from their point of view
Consider how a positive role model would cope	Get help or speak to someone who might know how to manage it in a different way
Gossip about or gang up on someone who has been hurtful	Smile and try to remain positive
Make an achievement or positive qualities log which can be read as a reminder of positives when things go wrong	Reframe negatives and turn them into positives – i.e. look for the silver lining
Think about what can be learnt from the experience	Reassess goals – are they the right ones?

Further support: need help or guidance?

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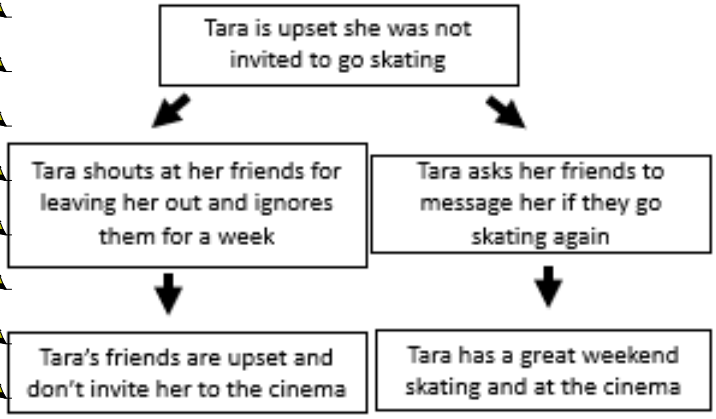
On a scale of 1-5 **circle** how much you **now** know about promoting emotional wellbeing.

1	2	3	4	5
I know nothing about promoting emotional wellbeing		I know some bits about promoting emotional wellbeing		I know lots about promoting emotional wellbeing

Homework

Decision tree

Create a decision tree to illustrate consequences of acting in different ways.



Storylines

List characters or storylines from well-known programmes, films or recent news items that illustrate the following concepts:

- keeping going when things are tough
- having the confidence to do what they think is right
- bouncing back from setbacks
- seeing mistakes as opportunities to learn
- adapting if a person does not succeed first time

Date:

Lesson 4: Digital Resilience

On a scale of 1-5 **circle** how much you know about digital resilience.

1	2	3	4	5
I know nothing about digital resilience		I know some bits about digital resilience		I know lots about digital resilience

Meet new people

Cyber-bullying

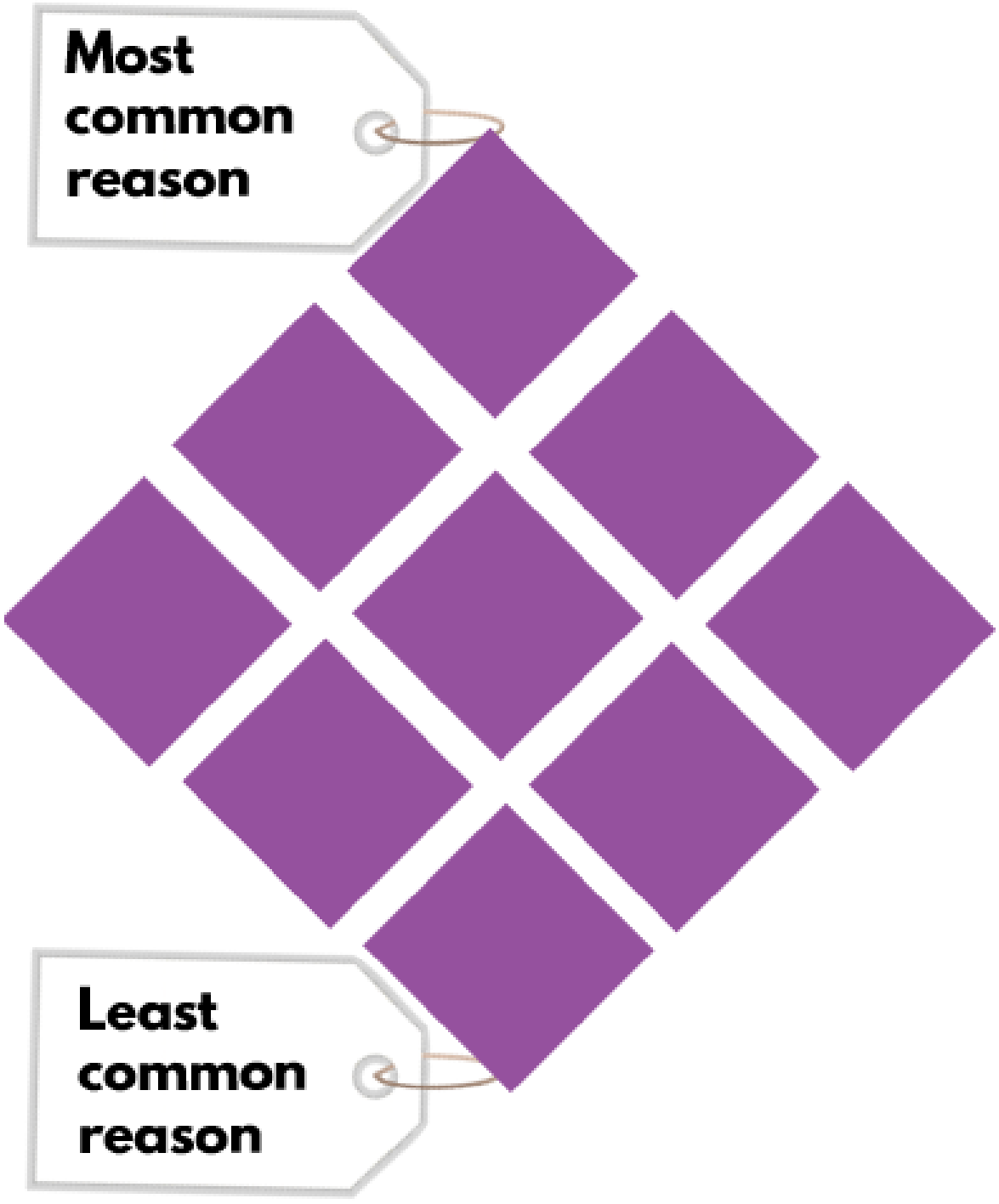
66% of people have difficulty sleeping after using social

Why do people take and post selfies?

Put the most common reason at the top, then the next two most common, down to the least common. *(If it is easier, just add the number of the comment.)*

1. To get attention, likes and comments	6. To show fun things they are doing
2. Because it is fun and creative	7. To express their personality and identity
3. Because everybody else does it	8. To help them make new friends
4. So everyone thinks they look good	9. Because they are bored
5. To make other people jealous	

Resource 1



A day in the life of Taylor

As we read through Taylor's day, note how Taylor's experience of social media affects their emotional wellbeing.

1. Thinking back to your 'Diamond 9', which reasons might Taylor have given for posting on social media?
2. Overall, is Taylor enjoying using social media or not? Why do you think this?
3. What evidence is there that Taylor's behaviour is being impacted upon by social media?
4. What gender do you think Taylor is? What makes you think this?
5. To what extent do young people of different genders experience different pressures on social media?
6. What could Taylor, or Taylor's friends, have done differently to make the experience of using social media more positive?

Resource 2

7:30am	Taylor wakes up and starts to get ready for school. While eating breakfast, Taylor opens a picture sharing app and scrolls through mostly looking at pictures of celebrities, friends and cats. Taylor notices a favourite celebrity has posted a picture at a new film opening, and thinks "Wow! I could never look that good!".

8:00am	On the way into school Taylor meets a friend on the bus and they take selfies and videos that they send to everyone in their friendship group. They are mostly just pulling silly faces and telling jokes. Some people send snaps back and they have a real laugh.

8:30am	Taylor goes to registration and some people snigger about the selfies they sent earlier. Two girls seem to be whispering behind Taylor's back. Taylor starts to wonder if something they said or did was really embarrassing.

9:00am	In first lesson, Taylor is bored, so posts a new status under the desk with the hashtag #uglyboringteachers. The post gets 100 likes and 30 shares within five minutes.

10:30am	Its break time and Taylor is looking at a photo-sharing app again. Everyone else seems to be having such an amazing time. And everyone else looks so stunning and has so many more interesting things to post. Taylor takes a range of selfies, chooses the best one, adds a filter, crops it, then posts it.

	1:00pm	Taylor briefly checks to see if there are any notifications on new posts. The selfie Taylor posted at break has had a few negative comments and hardly any likes. After a while Taylor deletes the photo and decides to skip lunch.
	3:30pm	Taylor leaves school with a group of friends and they show each other their favourite videos online, including a new one by Taylor's favourite band.
	4:00pm	Taylor goes to an intensive exercise class for 45 minutes. The class is part of a 'programme' that's recently been in the media a lot with loads of videos of celebrities doing the workouts because it gave them a '10/10 body' in less than a month. Hopefully it will work the same for Taylor?
	7:00pm	After a quick dinner with the family, Taylor spends a couple of hours playing an online game with players around the world. Taylor beats the others and gets the highest score. In the chatroom, the others all start accusing Taylor of using a cheat site. Someone starts referring to Taylor as "The_Chubby_Cheater" so Taylor logs off.
	11:00pm	Taylor spends an hour checking all the social media sites, scrolling through news feeds, leaving comments and liking / sharing friends' posts. Taylor eventually falls asleep, with phone in hand, just after midnight.

Further support: need help or guidance?

If you have questions or concerns about your experience of social media, you can always speak to your parent or carer, a teacher or trusted adult in school or your HOY or SM for more advice and support.

There are lots of places to get advice about emotional wellbeing, social media or to discuss feelings.

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In a crisis, text 'Shout' to 85258

What advice would you give?

Think of **one great idea** for managing mental health, emotional wellbeing and self-esteem when online.

Add your idea to your first activity from today's lesson – plus, minus, interesting

On a scale of 1-5 **circle** how much you **now** know about digital resilience.

1	2	3	4	5
I know nothing about digital resilience		I know some bits about digital resilience		I know lots about digital resilience

Date:

Lesson 5: Unhealthy coping strategies

(self-harm and eating disorders)

On a scale of 1-5 **circle** how much you know about unhealthy coping strategies (self-harm and eating disorders).

1	2	3	4	5
I know nothing about unhealthy coping strategies		I know some bits about unhealthy coping strategies		I know lots about unhealthy coping strategies

Resource 1

Unhealthy coping strategies are behaviours people use to deal with difficult emotions which have long-term negative consequences.

Rate your response to each opinion, from 1 (strongly agree) to 5 (strongly disagree). Add words or phrases that explain the reason for your view.

1. I heard that only teenage girls suffer from eating disorders.

1 Strongly agree — 3 Neutral: agree nor disagree — 5 Strongly disagree

2. I've always thought people who self-harm are just attention seeking.

1 Strongly agree — 3 Neutral: agree nor disagree — 5 Strongly disagree

3. Eating disorders are a result of vanity and are caused by the media.

1 Strongly agree — 3 Neutral: agree nor disagree — 5 Strongly disagree

4. People who self-harm are suicidal.

1 Strongly agree — 3 Neutral: agree nor disagree — 5 Strongly disagree

5. People don't ever recover from an eating disorder or self-harm.

1 Strongly agree — 3 Neutral: agree nor disagree — 5 Strongly disagree

Resource 3

Case Study Part 1

Pete was feeling stressed about his exams but was coping well until there were problems at home. He didn't feel able to manage everything that was going on for him at the time. Pete found himself becoming more disconnected from his friends and it felt easier to just keep quiet and out of everybody's way.

Pete's friend, Yasmin, had started to notice some changes in Pete's behaviour. He wasn't coming out with the rest of the group, and the types of clothes he wore had changed; even though it was the summer he was always in baggy, long sleeved jumpers. In school, he seemed to be really tired and easily distracted. She tried to ask him what was wrong, but he told her it was nothing, and got really angry and stormed off when she tried to ask more questions. Every time their teacher started talking about exams and revision, Pete's mood seemed to get worse.

Case Study Part 2

As time went on, Yasmin became more worried about Pete. She spoke to their mutual friend, Dimitri, about her concerns:

Yasmin: Have you noticed anything… different… about Pete recently?
Dimitri: It's Pete. He's always been different!
Yasmin: No, really, I'm kind of worried about him. Don't you think he's been acting 'off' lately?
Dimitri: He's probably a bit stressed about exams - we all are, aren't we?
Yasmin: I think it's more than that. He was really defensive when I asked him if he was OK.
Dimitri: Well that means he doesn't want to talk about it Yasmin, so stop interfering.
Yasmin: I think maybe we should tell someone.
Dimitri: It's really none of our business.
Yasmin: He's our friend. Of course it's our business. I think he might need some help.
Dimitri: Well there's not much we can do, really, is there?

Resource 4

Use the statements below on the tree on the next page. *(You can just add the numbers if that is easier.)*

Speak to Pete to persuade him to get help, and/or speak to a trusted adult such as a parent or form tutor to get advice and support. 1	Pete is likely to continue using unhealthy coping strategies, and may increase using them as his current state of mind means he's unlikely to be able to think clearly enough to get help for himself. 2
Pete would be referred to the school's safeguarding lead, who is likely to speak to Pete and then contact his parents. 3	It may take a long time for anyone else to notice or raise concerns about Pete. 4
Pete is likely to be referred to his doctor or a counselling service. Child and Adolescent Mental Health Services (CAMHS) are a part of the NHS who support young people with mental health concerns. 5	Pete may feel that nobody cares about him as no-one has noticed he is struggling. This may make things worse. 6
Pete could be supported through specialised care and learn techniques to manage his unhealthy coping strategies. 7	Pete risks developing further, potentially serious, physical health consequences related to the unhealthy coping strategies he is using. 8

Resource 5

Now that Yasmin and Dimitri have had their discussion, what are the consequences of each person's view?

Yasmin thinks they should tell someone their worries about Pete.

Dimitri thinks it is none of their business and they can't do anything.

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Case Study Part 3

Yasmin wanted to talk to Pete about what was happening and let him know that she'd be there for him. First, she decided to get some advice from her Dad. She wanted to tell him her concerns and get support for herself before talking to Pete. After speaking to her Dad, Yasmin arranged to meet Pete after school.

At first, Pete was defensive and kept trying to change the topic, but when he realised Yasmin wasn't going to let it go, he opened up about what had been happening, and told her about how difficult he was finding it to cope. He had started to use some really dangerous behaviours which he was finding it difficult to manage. Yasmin was now even more worried about Pete, as his health seemed to be seriously declining, but at the end of the conversation he had begged Yasmin not to tell anyone else.

Further support: need help or guidance?

If you have questions or concerns about your experience of self-harm or eating disorders, you can always speak to your parent or carer, your HOY or Student Manager, a trusted adult or a teacher in school, for more advice and support.

There are lots of places to get advice about emotional wellbeing, social media or to discuss feelings.

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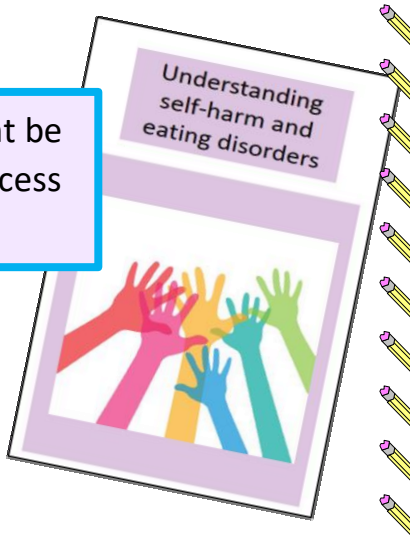
Samaritans:
www.samaritans.org Phone: 116 123
BEAT (for support with eating disorders):
www.beateatingdisorders.org.uk
Phone: 0808 8010711
In a crisis, text 'Shout' to 85258

What service might be best for Pete to access and why?



On a scale of 1-5 **circle** how much you **now** know about unhealthy coping strategies (self-harm and eating disorders).

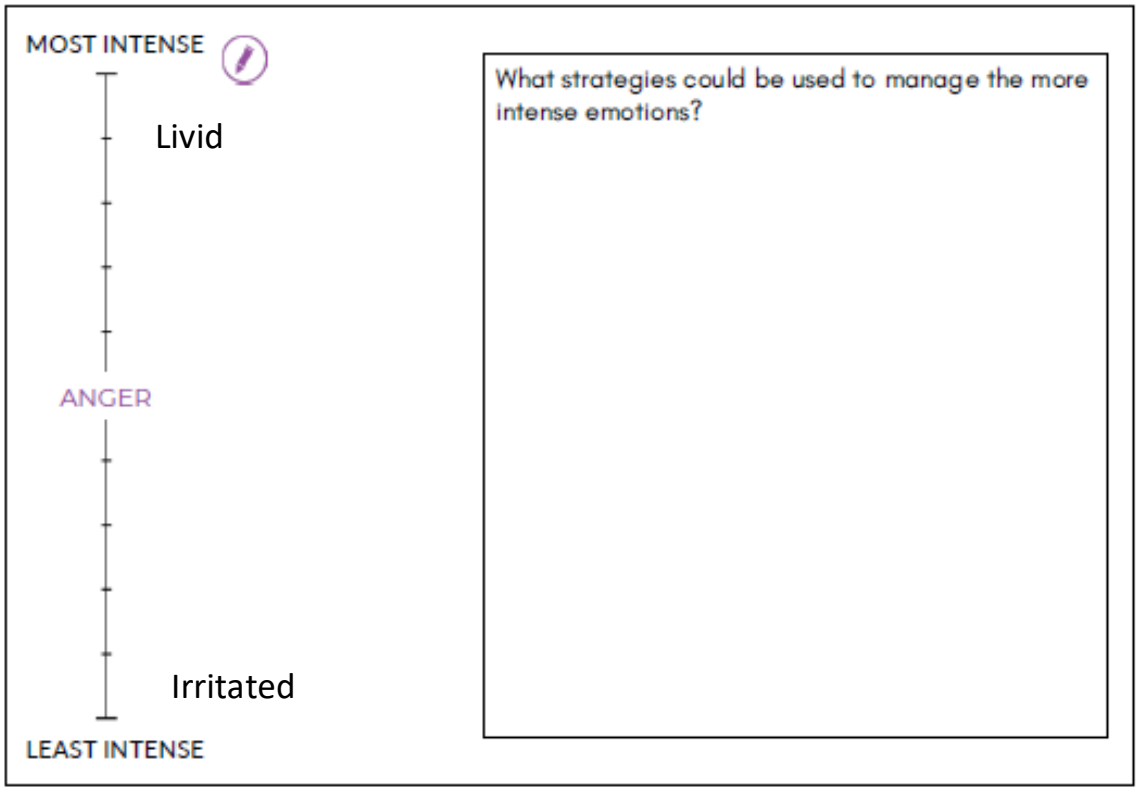
1	2	3	4	5
I know nothing about unhealthy coping strategies		I know some bits about unhealthy coping strategies		I know lots about unhealthy coping strategies

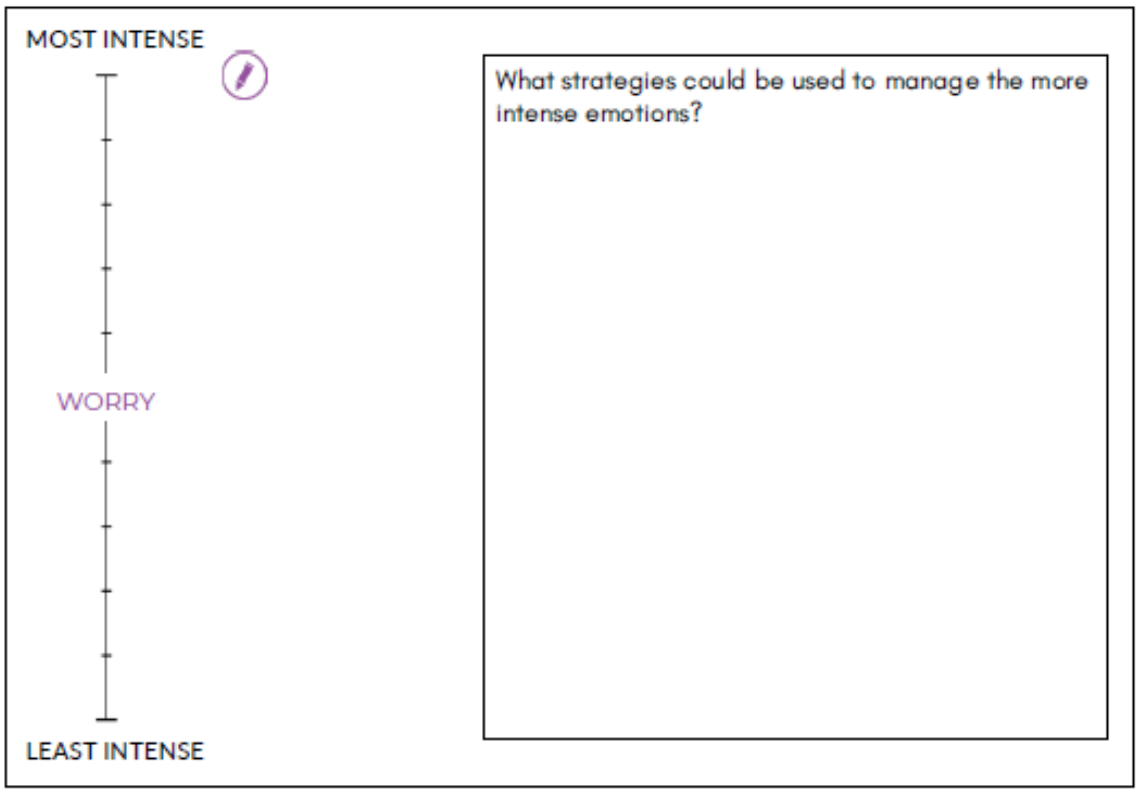
Date:

Lesson 6: Healthy coping strategies

On a scale of 1-5 **circle** how much you know about healthy coping strategies.

1	2	3	4	5
I know nothing about healthy coping strategies		I know some bits about healthy coping strategies		I know lots about healthy coping strategies





MOST INTENSE

HAPPINESS

LEAST INTENSE

What strategies could be used to manage the more intense emotions?

MOST INTENSE

SADNESS

LEAST INTENSE

What strategies could be used to manage the more intense emotions?

A day in the life: Logan

As you read through Logan's day, highlight everything that happens, or that Logan does, that could have either a positive or negative effect on his emotional wellbeing.

7:00	Logan wakes up after a good night's sleep. He checks his phone for messages and to see what's happening on social media sites.

8:30	He gets dressed hurriedly and grabs his bag – he's running late again – he was playing his favourite online game. His stomach rumbles so he grab some crisps from the corner shop.

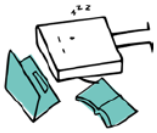
11:00	Logan found it hard to concentrate in science; he didn't really understand what was going on. It's break time and he's starving so he gets a sausage roll from the canteen.

13:00	Logan had a great lunch break. It's a sunny day so he went out to play football. He figured he could grab something to eat later and the sausage roll was keeping him going for now. He scores twice and has a really good time with his friends out in the fresh air.

15:30	Logan found it hard to concentrate in maths last period. He often feels confused but he can copy enough from his friend Matt to get by. His stomach was grumbling all afternoon, so he and Matt walk home via the chippy, where they get a massive portion of chips. Matt lives nearby and comes back to Logan's house for a few hours.

18:00	Logan's Dad has made pasta salad and there's more than enough for Matt as well. After their chips they're not hungry, so hardly touch the pasta and head back up to Logan's room.

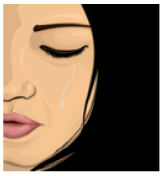
19:00	Now it's time for homework. When Logan tries to start his science assignment he realises just how little he'd understood in class. It's not due in yet, so he'll leave it for now. He logs onto his computer.



21:30	Logan's exhausted and crawls into bed with happy thoughts of football but a niggling feeling about all the things he didn't understand in class today.

Is what is happening to Celia:

- promoting her emotional wellbeing
- not so good for her emotional wellbeing
- really worrying for her emotional wellbeing



8:00

Before leaving for school, Celia looks at herself in the mirror and wants to cry. That's how she feels most of the time lately. She grabs her bag, an apple for breakfast and heads for the bus. She calls a quiet goodbye to her parents who are doing that thing where they argue quietly, thinking she won't notice. They don't notice her leaving.

11:00

Chemistry was good; others found it hard but she didn't. Celia finished her experiments early and read ahead in her textbook.

13:00

Celia spends lunchtime in the library. A couple of friends asked if she wanted to head to the field with them but she wanted to start her chemistry assignment. As she heads to maths, she chucks her sandwiches in the bin; eating in the library isn't allowed and she wasn't hungry anyway.

- 15:30

- Celia found it hard to focus on maths after lunch. She was worrying about what was going on at home. She often finds she's distracted in the afternoon as her thoughts turn to home time.

16:00

Celia runs home. Mum's at work but Dad's there. He doesn't say a lot and seems down. Celia heads to her room with her maths book. She needs to make sure she's ahead for tomorrow's lesson.

19:30

Mum got home an hour ago but Celia stayed in her room trying to work while she strained to hear her parents downstairs. They were doing quiet arguing again. Mum calls her for dinner and her parents are both forcing smiles – so Celia joins in with a fake smile too. They push their food around their plates for a few minutes (it's a ready meal – you can't really tell what it is but the smell is making Celia feel sick). No one says anything when, having hardly eaten, Celia heads back to her room. She can't bear the tension and can already hear her parents snapping at each other.

21:00

Celia fakes a smile and takes a selfie, posting it online. She gets likes and comments from friends telling her she's losing weight. She has a DM conversation with Casey, an online friend in Australia. Casey 'gets' Celia in a way her school friends don't and Celia feels more able to open up online than face to face. Soon Casey has to log off so Celia goes to bed. She cries, quietly, as she falls asleep.

Further support: need help or guidance?

If you have questions or concerns about your experience of self-harm or eating disorders, or wish to have some more ideas of coping strategies, you can always speak to your parent or carer, your HOY or Student Manager, a trusted adult or a teacher in school, for more advice and support.

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I know nothing about healthy coping strategies		I know some bits about healthy coping strategies		I know lots about healthy coping strategies

You are now at the end of your Spring Term 1 Personal Development work on Health and Well-being: Mental Healthy and Emotional Well-being. Please answer the following questions:

1. Have you enjoyed this unit?: Yes No

2. What has made you give that response to question 1?:

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3. Is there any other information you would have liked to have received in this unit? (If yes, please indicate what topic you would have liked to have visited.)

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