S2

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

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

Introduction 10 mins	**Introduction** Teacher	Discuss with class: What is self-esteem? Using Teachers' Notes 2.1 Introduction
Activity 1 10 mins	Pupils work on their own Teacher	Complete Pupil Worksheet 2.1 Activity 1 *Things that make me feel good/bad about myself* Take feedback and discuss; What role do our peers play in our self-esteem, using Teachers' Notes 2.1 Activity 1
Activity 2 10 mins	Pupils in small groups Teacher	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
Activity 3 20 mins	Pupils in small groups Teacher	"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
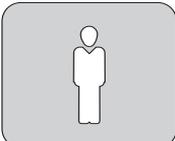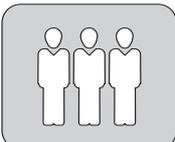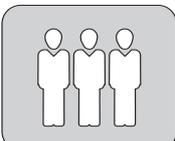
Teachers' Notes 2.1 Introduction

What is self-esteem?

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

> "Self-esteem is how we feel about ourselves. How valued we believe we are and how worthy of love and respect."
>
> *Community Mental Health Worker 2006*

Pupil Worksheet 2.1 Activity 1

Things that make me feel good
about myself

Things that make me feel bad
about myself

Teachers Notes 2.1 Activity 1

Possible answers from pupils

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

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

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

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

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

Teachers' Notes 2.1 Activity 2 & 3

Possible answers from pupils

Activity 2

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

Activity 3

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

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

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

Materials

Pupil Worksheet 2.2 Activity 1: one per pupil

Pupil Worksheet 2.2 Activity 3: one per small group

Paper: one sheet per small group

Learning Outcome

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

Covers	
Theme:	All About Me
Topic:	Myself
Unit:	Mental Health
Supports	
Theme:	Keeping Me Safe
Topic:	Keeping Well
Unit:	The Effects of a Healthy Lifestyle

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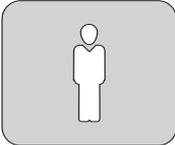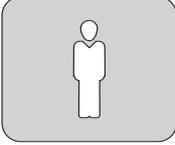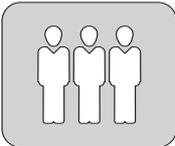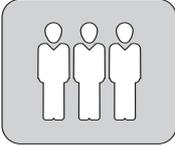
Pupil Worksheet 2.2 Activity 1 – Lifeline

(May be copied to A3)

1

2

3

4

5

6

7

8

9

10

11

12

Pupil Worksheet 2.2 Activity 1 – Lifeline

Teachers' Notes 2.2 Activities 1 & 2

Possible answers from pupils

Feeling bad   1   **Feeling good**

                                   2

                                   3   Started playgroup

                                   4

                                   5   Started school

                    Brother born   6

                                   7

               Parents split up   8

                                   9

                                  10   Moved House

                    Gran died   11

        Started high school   12
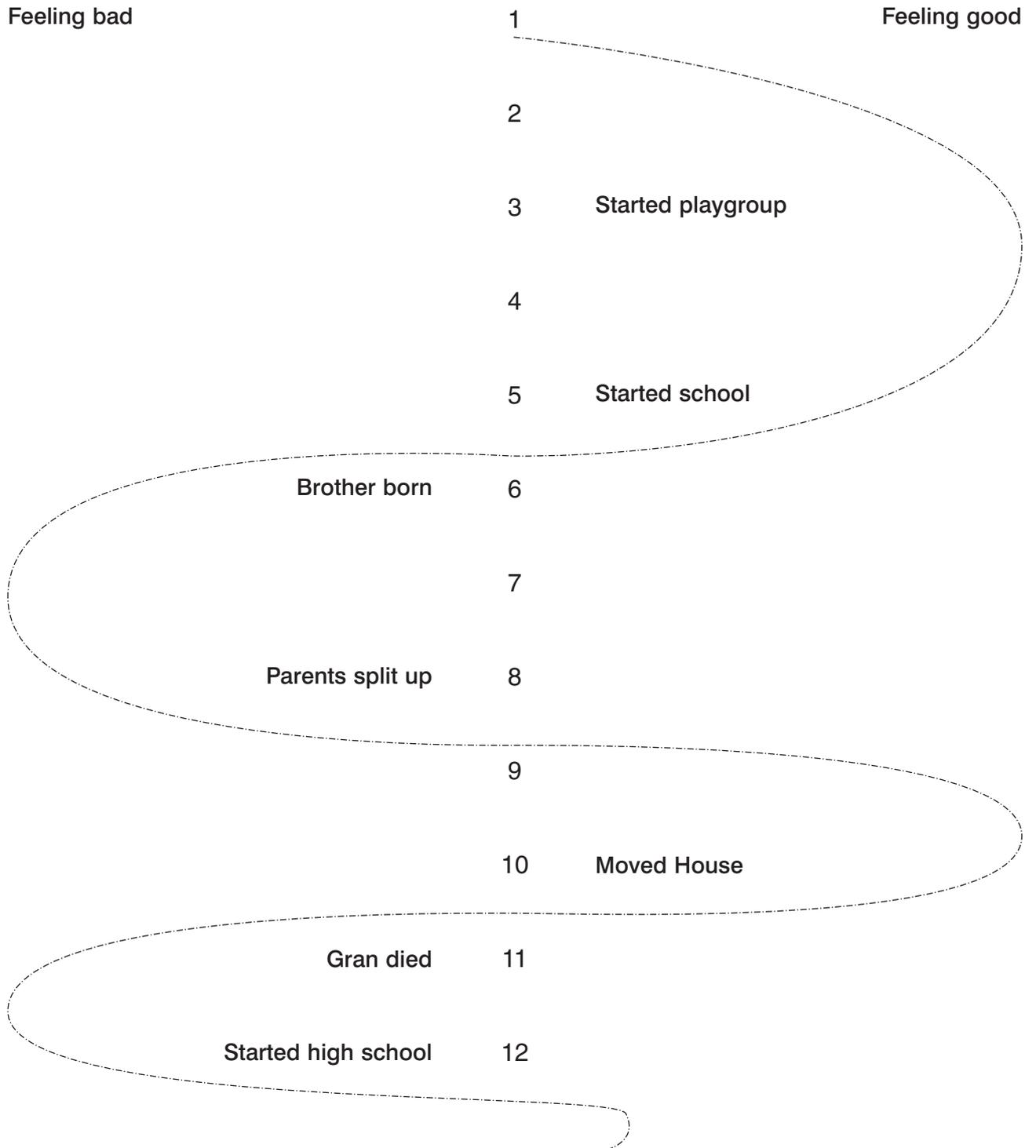
Each pupil will have a line that weaves between feeling bad and feeling good. This is the nature of our mental health, it is constantly affected by life events and more so by our feelings about them.

Pupil Worksheet 2.2 Activity 3 – Thoughts, feelings and behaviour

Thoughts, feelings and behaviour when I feel good about myself

Thoughts, feelings and behaviour when I feel bad about myself

Thoughts

Thoughts

Feelings

Feelings

Behaviour

Behaviour

Teachers' Notes 2.2 Activity 3

Possible answers from pupils

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

Teachers' Notes 2.2 Activity 4

Things that help when you feel bad

Possible answers from pupils

Talking

Getting out and having fun

Getting a break

Going for a run

Writing feelings down

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

S2 Lesson 3 – Coping with Stress

Materials

Pupil Worksheet 2.3 one per small group

Learning Outcome

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

Covers	
Theme:	All About Me
Topic:	Keeping Fit
Unit:	Relaxation

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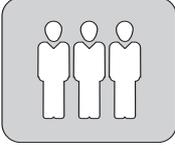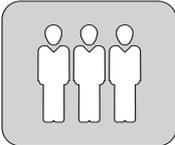
Pupil Worksheet 2.3 Activity 1 – Stress

Thoughts
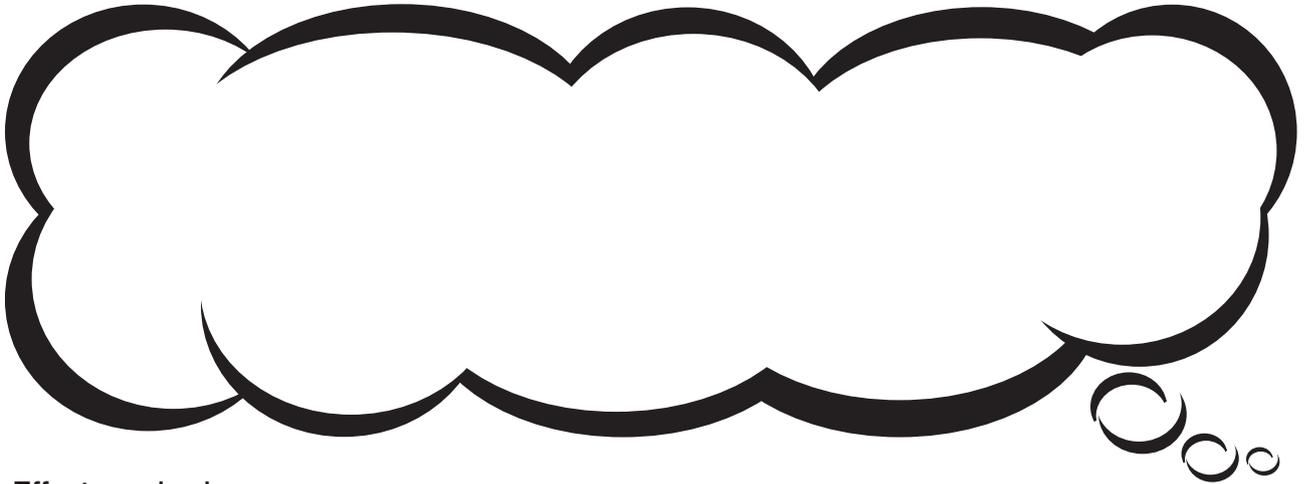
Effects on body

Actions

Teachers' Notes 2.3 Activity 1

Possible answers from Pupils.

Thoughts

I can't concentrate

I can't do this

I'm going to mess this up

I'm going to make a fool of myself

I can't relax

I feel ill

Effects on body

Fast heart rate

Faintness

Butterflies

Shakiness

Jelly legs

Bladder weakness

Loss of appetite

Craving for food

Feeling too hot/too cold

Feeling sick

Aches and pains

Tiredness

Feeling on edge

Feeling irritated

Actions

Can't sit still/relax

Bite your nails

Try to do too many things at once

Make more mistakes

Accident prone

Always rushed

Clean/check things too much

What are the effects of not dealing with stress?

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

Teachers' Notes 2.3 Activity 2

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

Positive ways of dealing with stress

Work out what is causing you stress

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

Talking

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

Expressing yourself

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

Making time

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

Holidays

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

Exercise

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

Teachers' Notes 2.3 Activity 2 *continued*

Relaxation

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

Sleeping well

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

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

Dealing with problems

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

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

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

Looking after body

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

Negative ways of dealing with stress

Alcohol

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

Teachers' Notes 2.3 Activity 2 *continued*

Drugs

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

Smoking

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

Keeping on going/bottling it up

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

Taking on too much

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

Lashing out/violence/anti-social behaviour

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

Risk taking behaviour

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

Comfort eating/limiting food intake

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

Self harm

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

S2 Lesson 4 – Equality

Materials

Paper: one sheet per small group

Learning Outcome

Pupils will develop an understanding of equality and discrimination

Supports	
Theme:	My Relationships
Topic:	My Community
Unit:	Equal Opportunities

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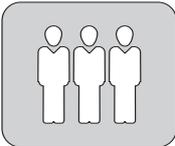
| **Activity 1** 15 mins	Pupils in small groups	Make a list of groups in society who face discrimination.
	Teacher	Take feedback. Pick two of these groups and list how society treats them, see Teachers' Notes 2.4 Activity 1
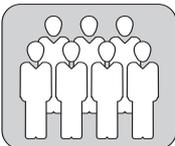
Activity 2 10 mins	Teacher	Lead discussion: Why does society discriminate against groups of people? See Teachers' Notes 2.4 Activity 2
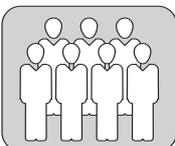
Activity 3 15 mins	Teacher	Class discussion: choose one of the groups who are discriminated against.
		What are the consequences of this discrimination? For society as a whole?
		Discuss consequences of discrimination on mental health and self-esteem.
		What can we do to stop discrimination? Use Teachers'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

Teachers' Notes 2.4 Introduction & Activity 1

Introduction

Sample definition of equality:

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

Activity 1

Some groups which face discrimination

People with mental health problems

Disabled people

Lesbian, gay, bi-sexual and transgender community

Black and minority ethnic community

People with learning difficulties

People with facial disfigurements

Poor people

Young people

Old people

Unemployed people

Single parents

Drug/alcohol mis-users

Smokers

Short/tall people

Asylum seekers/refugees

How does society treat these groups?

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

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

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

Teachers' Notes 2.4 Activities 2 & 3

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

Activity 2

Why does society discriminate?

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

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

Activity 3

Consequences of discrimination for individuals.

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

Consequences of discrimination for society.

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

What can we do to stop discrimination?

Challenge it! By considering
- Others' feelings
- Our behaviour
- Our use of language