

S6

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Lesson 2	129	<p>See me</p> <p>Pupils will understand how society makes assumptions about people and the feelings associated with experiencing discrimination</p>	<p>Supports</p> <p>Theme: My Relationships Topic: My Friends Unit: Help Agencies</p>
Lesson 3	133	<p>Planning for the Future</p> <p>Pupils will identify the steps needed to achieve a future aim</p> <p>Pupils will identify where potential stressors are and how to cope with them</p>	<p><i>Lesson 3 and 4</i></p> <p>Supports</p> <p>Theme: All About Me Topic: Myself Unit: Planning for the Future</p>
Lesson 4	136	<p>Staying mentally healthy</p> <p>Pupils will identify areas of potential stress in their lives</p> <p>Pupils will plan for supporting good mental health</p>	

S6 Lesson 1 – Accessing services

Materials

Internet access

Pupil Worksheet 6.1: one scenario per small group

Help Agencies Reference Sheet: one per small group

Supports

Theme: My Relationships

Topic: My Friends

Unit: Help Agencies

Learning Outcome

Pupils will be able to identify issues affecting the mental health of young people and the supports available

<p>Activity 50 mins</p> 	<p>Pupils in small groups</p> <p>Give each group a scenario: Pupil Worksheet 6.1 <i>Dear Jane</i></p> <p>Ask pupils to write a letter to a problem page, based on their character.</p> <p>Give each letter to another group to work out a response from the problem page. Where should each character go for advice and support?</p> <p>Groups should use Help Agencies Reference Sheet to guide advice. Where possible, pupils should access websites and phone directories in order to give tailored responses.</p> <p>Teacher</p> <p>Bring the group back together and discuss the responses. Did pupils find additional sources of support?</p> <p>Discuss how they would support each character, if it was their friend.</p>
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Pupil Worksheet 6.1 – Dear Jane...

Ling

Ling has been finding it hard to cope with her home life. She's a single parent with a two year old son. She doesn't have much family support and feels very isolated. She has begun cutting herself when she feels everything is getting on top of her. Ling is 19 years old and lives in Maryhill in north Glasgow.

"Dear Jane" is a magazine advice column. Write a letter from Ling, asking for advice.

Pupil Worksheet 6.1 – Dear Jane...

David

David has recently split up from his partner. He's had to leave the family home and is very distressed about being away from his two young children. He also worries about money as he had to take on a private lease on a flat when his relationship broke down. David lives in Easterhouse in east Glasgow.

"Dear Jane" is a magazine advice column. Write a letter from David, asking for advice.

Pupil Worksheet 6.1 – Dear Jane...

Sarah

Sarah is a full time social work student at Strathclyde University . She has been diagnosed with bi-polar disorder, though she has been well for 6 years. Sarah feels very stressed by her course work and worries that the stress will cause her to become ill again. She feels this worry is holding her back from enjoying her course fully. Sarah lives in Govanhill, in south east Glasgow.

“Dear Jane” is a magazine advice column. Write a letter from Sarah, asking for advice.

Pupil Worksheet 6.1 – Dear Jane...

Steph

Steph has been drinking heavily most nights since leaving school last year. He was at college but dropped out as he found it hard to motivate himself to get up in the mornings. He's bored during the day, spending his time texting people to find someone to go out drinking with at night. He'd like to find another college course but he realises he'll have to address his drinking first.

"Dear Jane" is a magazine advice column. Write a letter from Steph, asking for advice.

S6 Lesson 1– Help Agencies Reference Sheet

Sources of information

GP (will offer advice and support as well as being able to refer people to specialist agencies)

Library

Telephone directories

Health Centre

Websites

Information on resources available in Greater Easterhouse:	www.greatereasterhouse.co.uk
Information and advice on debt:	www.scottishdebtline.co.uk
Relationship counselling for couples and individuals:	www.scottishmarriagecare.org
Support for single parents and their families:	www.singleparents.org.uk www.oneplus.org
Strathclyde university website	www.strath.ac.uk
Information and resources on bi-polar disorder	www.bipolarscotland.org.uk
Website for Glasgow south-east community mental health team	www.glasgowsteps.com
Information about healthy lifestyles	www.healthyliving.gov.uk
Information about careers and courses	www.careers-scotland.org.uk
Maryhill youth health service	www.ruhealthy.biz
Support for people in north Glasgow who self-harm	www.lifelink.org.uk
Mental health information	www.mind.org.uk www.wellscotland.info
Confidential support	www.breathingspacescotland.co.uk 0800 83 85 87 www.samaritans.org.uk 08457 909090

Additional sources of support that your group has found...

S6 Lesson 2 – See me

Materials

Pupil Resource 6.2: *one set of photocopied statements cut and put in envelopes*

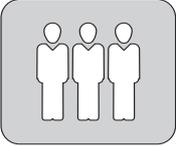
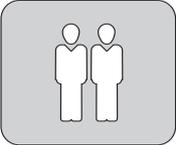
Picture from a magazine or newspaper, if required

Learning Outcome

Pupils will understand how society makes assumptions about people and the feelings associated with experiencing discrimination

Supports

Theme: My Relationships
 Topic: My Friends
 Unit: Help Agencies

<p>Activity 1 20 mins</p> 	<p>Pupils in small groups</p> <p>Teacher</p>	<p>Either ask the groups to focus on you, the teacher, if comfortable or give them a picture of a person from a magazine or newspaper (the person must be a stranger). Each group has to describe the given person. They should decide what music they like, what they were like at school, what their houses are like, what they do in their spare time, what their home and family are like etc.</p> <p>Take feedback and lead discussion using Teachers' Notes 6.2 Activity 1</p>
<p>Activity 2 30 mins</p> 	<p>Pupils work in pairs</p> <p>Teacher</p> <p>Pupils</p> <p>Teacher</p>	<p>Decide who is A and who is B. A is given an envelope with a statement in it: They read the statement but do not show their partner. A begins a discussion with B, behaving towards B as if they believe the statement in the envelope.</p> <p>Give suggestions for discussion e.g. something topical, holidays, family, music or it could take the form of a job interview.</p> <p>Take feedback and lead discussion - could they guess what was on the card? How did it feel being treated this way?</p> <p>Swap roles, B is given a new statement. Repeat as above.</p> <p>Take feedback and lead discussion using Teachers' Notes 6.2 Activity - what they feel the point of the exercise was? I.e. how it feels to be judged. Can they think of circumstances when they judge people/are judged? E.g. do people make judgments and assumptions about young people?</p>

Pupil Resource 6.2 Activity 2

Using scissors, cut each statement into an individual strip and put each in its own, unmarked, envelope.



You believe the other person is likely to attack you



The other person has a hearing impairment



You think the other person has a short attention span



The other person uses a wheelchair



The other person is a young child



You think the other person fancies you



English is not the other person's first language

Pupil Resource 6.2 Activity 2 *continued*

Using scissors, cut each statement into an individual strip and put each in its own, unmarked, envelope.



You think the other person is not capable of making their own decisions



The other person has been in prison



The other person has been in a psychiatric hospital



The other person is a very famous celebrity



You've heard rumours that the other person misuses drugs



The other person is wearing a hoodie



You have been told that the other person has lower than average intelligence

Teachers' Notes 6.2 Activities 1 & 2

Activity 1

- What assumptions did the class make?
- What were these based on? Ask the class what they think the point of the exercise was
- It is unimportant to reveal how much they guessed right, rather you should ask the class:
How do we make assumptions about people?
i.e. based on appearance, age, accent and perceived social "class"
- Can pupils think of a time when someone made assumptions about them based on their appearance or age? How did it feel? Does society make assumptions about young people?
- When do assumptions become problematic?

Activity 2

- Ask the class what they feel the point of the exercise was? i.e. how it feels to be judged.
- Can they think of circumstances when they judge people/are judged?

S6 Lesson 3 – Planning for the future

Materials

Pupil Worksheet 6.3: one per pupil

Learning Outcome

Pupils will identify the steps needed to achieve a future aim

Pupils will identify where potential stressors are and how to cope with them

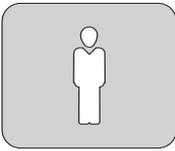
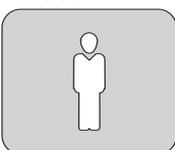
S6 Lesson 3 and S6 Lesson 4 together

Support

Theme: All About Me

Topic: Myself

Unit: Planning for the Future

<p>Activity 1 20 mins</p> 	<p>Pupils work on their own Give each pupil Pupil Worksheet 6.3: <i>Life Ladder</i> Teacher Ask pupils to complete Activity 1, using Teachers' Notes 6.3 Activity 1 to aid pupils</p>
<p>Activity 2 30 mins</p> 	<p>Pupils work on their own Teacher Ask pupils to complete Activity 2 Invite pupils to share their ladder with a partner or with the class, using Teachers' Notes 6.3 Activity 2</p>

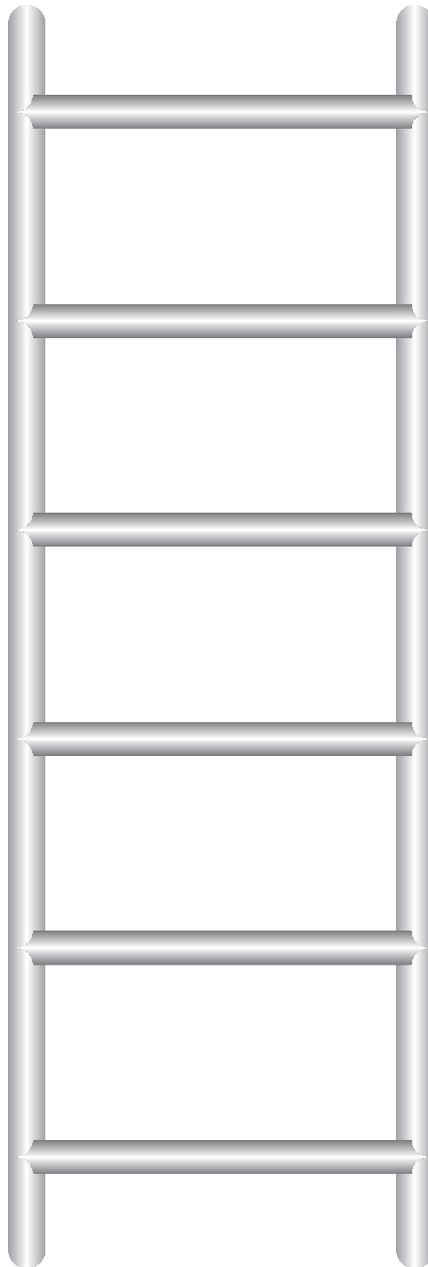
Pupil Worksheet 6.3 Activity 1– Life Ladder

Activity 1

Write an aim at the top of the ladder. Work backwards from this aim: what needs to happen to achieve it. Write each task on a rung of the ladder.

Activity 2

Choose one “rung” which may cause you stress. What can you prepare to do to deal with this stress?



Teachers' Notes 6.3 – Activity 1 & 2 Life Ladder

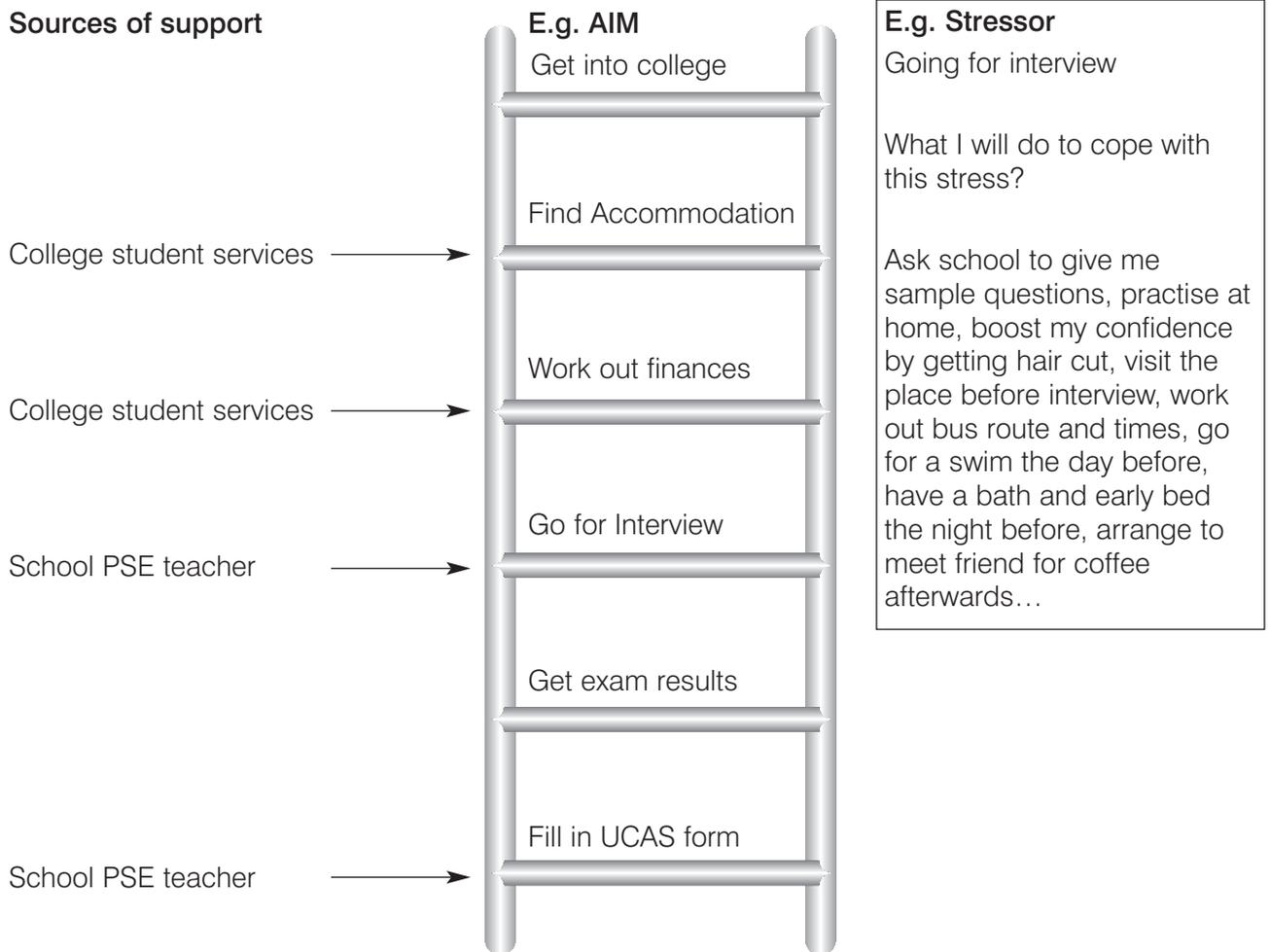
Activity 1

AIM: This should be something pupils want to achieve over the next year. It may be getting a job or moving out or could be getting fit or giving up smoking.

Activity 2

Discuss: Is the cause of stress something that pupils have control over, such as an interview or is it something they can't control, such as waiting for an exam result to get into college? What pupils can do to deal with the stress will vary e.g. with an interview you can prepare, practice, read up on the company/college.

Sources of support



Discuss: Where can you get support in future for stress or other mental health problems? E.g. through college/university, some workplaces, via GP, friends and family, community organisations.

It is important to recognise the smaller achievements, the “rungs”, even if the aim is not ultimately achieved.

Dealing with stress is a skill that will help pupils throughout their lives.

S6 Lesson 4 – Staying Mentally Healthy

Materials

Pupils will plan for supporting good mental health

Learning Outcome

Pupil Worksheet 6.4 Activity 1: one per pupil

Pupil Worksheet 6.4 Activity 2: one per pupil

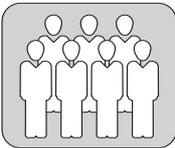
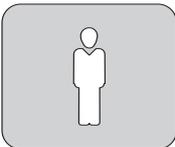
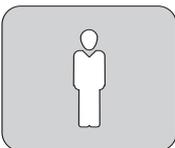
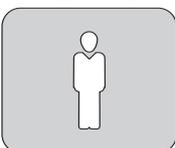
Pupil Worksheet 6.4 Activity 3: one per pupil

Supports

Theme: All About Me

Topic: Myself

Unit: Planning for the Future

<p>Introduction 10 mins</p> 	<p>Teacher</p> <p>Introduce topic of staying mentally healthy, using Teachers' Notes 6.4 Introduction</p>
<p>Activity 1 15 mins</p> 	<p>Individuals</p> <p>Complete Pupil Worksheet 6.4 Activity 1 <i>Things which affect me...</i></p> <p>Teacher</p> <p>Take feedback and lead discussion using Teachers' Notes 6.4 Activity 1</p>
<p>Activity 2 15 mins</p> 	<p>Individuals</p> <p>Complete Pupil Worksheet 6.4 Activity 2 <i>To do...</i></p> <p>Teacher</p> <p>Take feedback and lead discussion using Teachers' Notes 6.4 Activity 2</p>
<p>Activity 3 10 mins</p> 	<p>Individuals</p> <p>Complete Pupil Worksheet 6.4 Activity 3 <i>Things I like about myself</i></p> <p>Teacher</p> <p>End session by asking pupils to keep their list, remind themselves of it and add to it (but never take away from it).</p>

Teachers' Notes 6.4 Introduction & Activity 1

Introduction

Re-cap with the class - what is mental health?

We all experience a full range of emotions, often throughout the course of one day. Mental health is the ability to experience and cope with these emotions.

What things affect our mental health?

Everything has the capacity to impact on our mental health, both positively and negatively. We can however do a lot to support good mental health, making us more resilient to mental health problems.

Activity 1

Possible answers from pupils

Things that affect me negatively	Things that affect me positively
Arguments at home	Having a laugh
Having no money	Getting along with people
Getting put down by friends	Going out with friends
Feeling unattractive	Feeling well
Feeling ill	

Ask pupils for feedback on the things which are within and outwith their control (as far as they are comfortable to share this information).

When something is truly outwith our control the best thing we can do it try not to get stressed out about it and find strategies for coping with it.

Teachers' Notes 6.4 Activity 2

Activity 2

Possible answers from pupils

To Do	Not to Do
Keep in touch with friends	Try not to get involved with arguments at home
Eat well	Drink too much
Go to bed earlier	Put myself down
Try and get a job	Get stressed out by trying to do everything at once
Plan ahead	Try to cope with everything by myself
Keep playing football	Get into habit of staying in bed at the weekend

Ask pupils to share one or two of the things they will try to do or not to do and discuss the issue of support in doing or not doing these. E.g. if you intend not to get into the habit of sleeping in late then can you ask someone to support you by waking you in the morning? Or if you want to get a job can you get support from someone at school or Jobcentre Plus?

Pupil Worksheet 6.4 Activity 1 – Things which affect me...

Thinking about things which affect your mental health, make a list of negatives and positives.

Mark with an A things that are within your control

Mark with a B things that are outwith your control

Things that affect me negatively

Things that affect me positively

Pupil Worksheet 6.4 Activity 2 – To do...

Working with your list of things that are within your control, write yourself a list of things which you will do to help your mental health and a list of things you won't do (things that wouldn't help your mental health)!

To do list

Not to do list

Pupil Worksheet 6.4 Activity 3 – Things I like about myself

Keep this sheet!

Write down 5 things you like about yourself. Keep them private and remind yourself of them often!