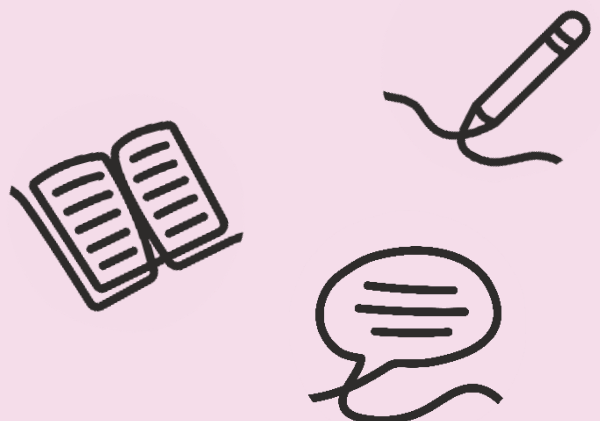


PSE mental health and wellbeing lessons

Teacher handbook

Third and fourth level



Introduction

Around since 1923, SAMH (Scottish Action for Mental Health) is Scotland's national mental health charity.

Today, we operate over 70 services in communities across Scotland, providing mental health social care support, and addiction and unemployment services, among others. Together with national programme work in See Me, respect^{me}, suicide prevention, and physical activity and sport, these services inform our policy and campaign work to influence positive social change.

SAMH has been campaigning for better mental health support for children and young people since 2017, when we launched our 'Going To Be' campaign. The campaign highlighted that three children in every classroom will develop a mental health problem by the age of 16, and will often struggle to get the help they need. We believe that better understanding of mental health and wellbeing can reduce stigma and give young people the knowledge and skills to better look after themselves, feel more able to reach out for support, and support others.

With this in mind, we have developed Personal and Social Education (PSE) lesson plans for children and young people in early years, primary and secondary.

This teacher handbook includes all PSE mental health and wellbeing lessons for the Third and Fourth levels. Along with the accompanying PowerPoint presentations and a small number of attachments to be used as handouts, it has all the information needed to deliver these lessons.

Lessons are specific to each level and have been developed with attention to the age, stage and mental health learning needs of children and young people. All lessons for this level last 40 minutes.

We have split lessons for each level into topics, and developed the lessons within each topic to run one after the other. We recommend that you work through each lesson in order and complete the full topic, to maximise learning. Once these lessons are embedded within your school, children and young people will be able to work through them as they progress through their school years. However, each topic on its own can also support positive mental health and wellbeing.

We tested the lessons with schools. Feedback from children, young people and adults helped us put together the final versions. Thank you to the following people and schools for their support:

- Jeanette Smart
- Glasgow Gaelic School
- Hyndland Secondary School

If you would like to know more about SAMH's work with children and young people, including our work in schools, contact cypenquiries@samh.org.uk

Keeping children and young people safe

While these lessons are intended to be educational and supportive for children and young people, they may bring up difficult thoughts and feelings about themselves or others. Create an environment where everyone feels safe and supported to ask questions, and respected in their views.

At the start of each lesson make it clear to your class that young people don't have to share anything personal if they don't want to. Also ask them to *share with care*, in case it leaves them feeling exposed or upset. Be especially aware if you know that a particular topic may be difficult for a young person, for example if they have personal and/or familial experience of mental health challenges.

Talk with your class about the people in your school they can speak to, and make yourself available at the end of each lesson for any young person who wants to talk through anything upsetting or worrying that the lesson has brought up.

Talk about the limits to confidentiality. If you have any concerns about a child or young person's welfare you must follow your school's Child Protection Procedures.

Remember to signpost young people to other support, including Childline 0800 1111, where appropriate.

Lesson preparation

Please take time to familiarise yourself with each lesson before delivering it. The resources you'll need are listed at the start of each lesson plan. We've tried to minimise the preparation and resources needed.

When developing these lessons we estimated the time needed for each activity. You may find it takes less or more time, depending on the level of participation from your class. Do what feels best for your class and you. If you run out of time you can revisit the lesson, but do try to complete all activities and the full topic.

Within the handbook there are links to short videos. All videos are from You Tube and the video links were correct when these lessons were developed. In advance of the lesson please check that the video links are still working and consider alternative videos if necessary.

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Third and Fourth Level Topic 1
Mental health awareness

Lesson 1 | Understanding mental health

CfE Es & Os	HWB 3-01a and 4-01a, HWB 3-02a and 4-02a, HWB 3-03a and 4-03a, HWB 3-04a and 4-04a, HWB 3-06a and 4-06a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 1 PowerPoint (start at slide 2) • Paper and pens • Young Scot Aye Feel website www.young.scot/campaigns/ayefeel 		
Learning intention	To understand that we all have mental health and our emotions change continually depending on what's happening in our lives, and around us.		
Success criteria	<ul style="list-style-type: none"> • I understand that we all have mental health and we all experience different feelings and emotions • I know that <i>emotion</i> is another word for <i>feeling</i> • I understand that because our emotions change depending on what's going on around us we can all experience strong emotions at times • I recognise that strong emotions may affect mental health and wellbeing and people should seek help if these feelings become overwhelming or don't go away 		

Introduction | What is mental health

10 minutes

Display PowerPoint slide 3 – Learning intention and **talk** through.

Display PowerPoint slide 4 – What is mental health?

Click three times to move through this slide. **Read** the text, **ask** if anyone has any comments or questions, and **check** understanding before moving on.

Explain that we all have mental health because we experience a range of good and not-so-good emotions throughout the day – for example, content, worried, scared and relaxed. We can have a good day followed by a bad day, depending on

what's happening in our lives and around us. Life can be challenging, and changes to our mental health and wellbeing are normal for everyone.

Ask learners to take a moment to reflect on their week, and think how often and easily their feelings and general mood changed throughout the seven days.

Remind the class they don't need to share any personal experiences during this lesson. **Explain** that time will be available at the end for them to speak to you individually about anything that's come to mind, in relation to their own or others' experiences.

Activity 1 | Everyday emotions

10 minutes

Ask the class what the word *feelings* means. **Remind** learners that *feelings* and *emotions* mean the same thing and can be used interchangeably.

Explain to the class that we feel emotions in our physical bodies. **Give** examples of the body sensations or physical symptoms of emotions we can feel. For example, when we're nervous or excited we may feel butterflies in our tummy, feel sweaty or have shaky legs.

Ask the class if they can think of any other examples of how we experience emotions with body sensations.

Acknowledge that these physical symptoms often feel uncomfortable, but we're not physically unwell. It's just our body's reaction to our emotional state.

Display PowerPoint slide 5 – Everyday emotions and one at a time **read** out the scenarios, which are all related to a typical school day.

Go around the class **asking** learners to suggest an emotion (feeling) that someone may experience as a result of the situations.

Suggest a rule that learners must try to suggest an emotion no one has given already. This will remind us that we can all experience a wide range of positive and negative emotions in a typical school day, and sometimes different people experience very different emotions to the same situation. This is all OK and normal!

Activity 2 | Understanding strong emotions

10 minutes

Display PowerPoint slide 6 – Strong emotions.

Hand out paper and pens. Learners can work on their own or with a partner.

Ask learners to begin by listing the emotions from the slide under two headings – positive emotions and negative emotions.

Ask them to then number the emotions on a scale of intensity from one to five, with one meaning not intense and five meaning very intense.

Allow up to five minutes for this activity.

Allow a further couple of minutes for the class to feed back on the task. It's fine if the answers don't all match.

Explain that emotions (feelings) change all the time. Sometimes a particularly difficult thing happens, or many things happen around the same time, making our negative emotions build up until they become very strong and intense. Strong emotions usually reduce in intensity when a difficult situation has passed or been resolved, or we've been able to use calm down or distraction techniques to manage them. This can however leave us exhausted, irritable or down. If strong negative emotions don't pass, it's important to ask others for help and support.

Plenary | Support for mental health

10 minutes

Remind learners:

- Everybody has mental health just as everybody has physical health
- We all experience strong, intense feelings at times and this is a part of mental health
- Another word for *feelings* is *emotions*
- If we're regularly feeling down, upset, worried or struggling with big emotions then it's important to seek support from a trusted adult (or friend)

Talk about your own school and the mental health and wellbeing support on offer.

Display PowerPoint slide 7 – Young Scot Aye Feel.

Explain that the website has been developed specifically for young people in Scotland and has lots of information on mental health and wellbeing. **Invite** learners to explore this in their own time www.young.scot/campaigns/ayefeel

Explain that Aye Feel also has details of national and specialist mental health support services for children and young people.

Show the webpage www.young.scot/get-informed/who-to-contact-for-mental-health-support and take a few minutes to talk through some of the organisations listed. Again, **encourage** the class to explore this in their free time and talk about it with their peers, parents and carers.

If you have enough time, **explain** that Young Scot also has the Young Scot National Entitlement Card (NEC), available to all 11- to 26-year-olds. It offers lots of opportunities, discounts, rewards and activities, including free bus travel for young people across Scotland.

Ask anyone in the class with a Young Scot Card to put their hand up.

Display the webpage www.young.scot/the-young-scot-card and take a couple of minutes to explore the features of the Young Scot NEC.

Note to teacher: Please also consider if your school can help young people apply for their Young Scot Card, if they don't already have one.



Third and Fourth Level Topic 1
Mental health awareness

Lesson 2 | Mental health stigma and discrimination

CfE Es & Os	HWB 3-04a and 4-04a, HWB 3-06a and 4-06a, HWB 3-08a and 4-08a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 1 PowerPoint (start at slide 8) • Young Scot Aye Feel website www.young.scot/campaigns/ayefeel • See Me website www.seemescotland.org 		
Learning intention	To understand that mental health stigma acts as a barrier to people seeking and getting help for mental health problems.		
Success criteria	<ul style="list-style-type: none"> • I understand mental health and can separate the myths from the facts • I understand that mental health problems are common • I understand stigma and discrimination and its impact on people with mental health problems • I understand that mental health problems don't prevent someone having a successful life, or making a positive contribution to society 		

Introduction | Know the facts

15 minutes

Display and **talk through** PowerPoint slide 9 – Learning intention.

Invite learners to define *mental health*.

Explain that *mental health* is about our thoughts, feelings and behaviours.

Display PowerPoint slide 10 and **read through**, allowing any feedback.

Display PowerPoint slide 11 – Mental health problems – know the facts.

Read through each statement as it appears on the slide, and **ask** learners to discuss whether they think the statement is true or false. You could poll the class by asking for a show of hands, thumbs up/down, or to stand/sit.

Questions 5-8 continue on slide 12.

As you move through each question, **share** the answers below.

- 1) People should be able to work out their mental health problems on their own.

False – When people have a physical health problem they often take some action, including going to the doctor. Mental health problems may also need help from a doctor or other service. Mental health stigma can stop people from seeking help when they need it.

- 2) Once you have a mental health problem, you usually have it for life.

False – Just like people recover from a physical health problem, like a broken bone or virus, people with mental health problems can make a full recovery, or with support can still live a positive and productive life. The word recovery is an important one in relation to mental health as it provides hope.

- 3) Females are just as likely to have mental health problems as males.

True – Men and women are both equally affected by mental health in general, although men are less likely to seek help. (*Note to teacher: Ask the class why they think this is.*)

- 4) Medicine should never be used to treat a mental health problem.

False – Medication can treat a mental health problem, but only when a mental health diagnosis has been made. However, it's not the only effective intervention. Other support like good self-care, feeling listened to and supported by those we trust, and professional counselling can also help.

- 5) People with mental health problems are usually violent and dangerous.

False – People with mental health problems are no more violent than the rest of society. Mental health plays no part in the majority of violent crimes committed.

- 6) Most mental health problems start before age 25.

True – Half of mental health problems in adulthood begin by the age of 14.

- 7) You can tell that someone has a mental health problem just by looking at them.

False – People with mental health problems don't look any different to anyone else. It's not easy to spot difficult feelings and thoughts. Some people may feel the need to hide how they really feel and try to present as OK. This is called masking. Many people who have mental health problems are able to live successful and fulfilled lives.

- 8) Mental health problems can happen to anyone.

True – Mental health problems are common. One in four adults and at least one in 10 young people (by the age of 16) will have a developed a diagnosable mental health problem.

Tell the class that figures are likely to be even higher, but because of mental health stigma many people won't speak about having a mental health problem. This lesson will focus on understanding why this is and its impact.

Activity 1 | Stigma and discrimination

10 minutes

Ask the class where they think negative views of mental health might come from.

Discuss how mental health is often portrayed negatively in the media. **Explore** with the class how television, news and social media contribute to and support the myth that mental health is something negative.

Explain to the class that *stigma* and *discrimination* can impact on how people understand, seek support for, and manage their mental health and wellbeing.

Ask the class if anyone knows what these words mean.

Display PowerPoint slide 13 – Mental health stigma and discrimination.

Click once to display the definition for stigma.

Tell the class that *stigma* relating to mental health can include using dismissive, offensive or hurtful language. It can include falsely believing that people with mental health problems are weak, violent or dangerous, or even lazy or incompetent.

Click again to display the definition for discrimination.

Explain that mental health *discrimination* comes from mental health *stigma*. It exists where people are treated unfairly because of their mental health problems. For example, they don't get picked for the football team, or aren't offered a job.

Explain that non-acceptance and exclusion of people with mental health problems is an indicator of *stigma*, even if it isn't intentional.

Explain that another way to understand *stigma* and *discrimination* is to consider *stigma* as negative opinions and attitudes, while *discrimination* is negative actions and treatment.

Display PowerPoint slide 14 with the question, "What impact can stigma have on people with mental health problems?"

Take answers from the class.

Click on slide 14 and **talk** through the impact of mental health *stigma*.

Activity 2 | Supporting mental health at school

10 minutes

Display PowerPoint slide 15 with the question, "How can we better support people experiencing mental health problems at school?"

Split the class into small groups.

Allow the groups five minutes to discuss the question and then **take** feedback.

Possible suggestions may include: mental health campaigns within the school, assemblies and posters around mental health awareness, wellbeing days and events, increased counselling support, staff getting further training in specific mental health problems, and learners being trained and supported to be peer supporters.

Explain that the language we use around mental health is important.

Display and **read through** PowerPoint slide 16 – Language is important. Points will come up one at a time as you click through the slide.

Take feedback from the class.

Explain that because the words we use can further stigmatise mental health, we should instead use language that normalises it.

Tell the class that the slide came from See Me, which is Scotland’s national programme to end mental health stigma and discrimination. If time allows **share** and **explore** the See Me website www.seemescotland.org

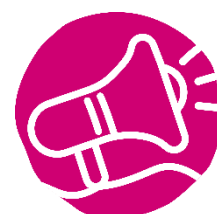
Note to teacher: Please consider the See Me See Change approach to tackling mental health stigma and discrimination in schools, including resources you can use to follow on from these lessons and which further explore mental health stigma and discrimination www.seemescotland.org/young-people/smsc

Plenary | Getting mental health support

5 minutes

Recap by providing a summary of the lesson and **explain** that next lesson will explore how we all have mental health.

Ask learners if following the last lesson anyone had had the opportunity to explore the Aye Feel website www.young.scot/get-informed/who-to-contact-for-mental-health-support. If you have enough time, **highlight** some useful organisations on this web page.



Third and Fourth Level Topic 1
Mental health awareness

Lesson 3 | We all have mental health

CfE Es & Os	HWB 3-02a and 4-02a, HWB 3-03a and 4-03a, HWB 3-06a and 4-06a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 1 PowerPoint (start at slide 17) • IT needed for individuals/pairs to carry out research during the lesson • Paper and pens • Childline Taking care of yourself webpage www.childline.org.uk/info-advice/your-feelings/mental-health/taking-care-of-yourself 		
Learning intention	To understand that mental health problems are common and can affect anyone.		
Success criteria	<ul style="list-style-type: none"> • I understand that everyone has mental health and anyone can have a problem with their mental health at any time • I understand that people with mental health problems can live successful and fulfilled lives • I know there are actions I can take to look after my own mental health and I can consider which of these I would like to include in my life 		

Note to teacher: This lesson includes an activity where learners do some online research. Please consider if your school has the necessary equipment available for individuals/pairs to take part in this. If not, you can work as full class and research one person, then use activity 2 as a homework task.

Introduction | Mental health recap

15 minutes

Display and talk through PowerPoint slide 18 – Learning intention.

Recap the following points with the class:

- Just like physical health, we all have mental health
- Mental health is about our thoughts, our feelings and our behaviours
- Just as our physical health can change, our mental health changes and fluctuates too, depending on what's happening in our lives and around us

- Mental health problems are common
- One in four people will experience a mental health problem at any time
- Everyone will know someone who has experienced a problem with their mental health

Activity 1 | Famous faces

10 minutes

Display PowerPoint slide 19 – Famous faces and **ask** the class to name the celebrities and what they're known for.

They are:

- Top row: Lewis Capaldi (singer), Lady Gaga (singer), Selena Gomez (actress/singer)
- Bottom row: David Beckham (football player), Kendall Jenner (model), Ryan Reynolds (actor)

Ask the class if anyone knows what all six celebrities have in common. The correct answer is they all have mental health problems.

Display PowerPoint slide 20 to reveal the mental health problems each celebrity has experienced.

Ask the class if they're surprised by any of this.

Note to teacher: Learners may have questions about the mental health problems mentioned – you can explain that you'll cover this more in Topic 2. Anxiety and types of anxiety (including panic attacks, OCD and PTSD) are covered in Topic 2 Lesson 3 and depression in Topic 2 Lesson 4.

Explain that as everyone has mental health anyone can have a problem with their mental health and mental health problems are common. Even people who are considered famous and successful can be living with a mental health problem.

Tell the class that although each of these people has a mental health problem, they're still able to live successful and fulfilled lives. This is because they've been able to seek help and recover enough to continue what they do.

Note to teacher: At the time these lessons were in development Lewis Capaldi had taken time away from performing to recover from his mental health problems.

Explain that these celebrities have spoken publicly about their mental health problems. **Ask** the class if they think that by speaking out these people can help others.

Take feedback and **explain** that celebrities have platforms to speak out and when they choose to talk about their mental health, it helps raise awareness about issues not traditionally spoken about. This in turn helps normalise mental health, and can lead to other people feeling more comfortable about seeking help.

Activity 2 | Anyone can have a mental health problem

20 minutes

Note to teacher: Individuals/pairs will need IT equipment such as computers/laptops/tablets, with internet access, to take part in this activity. If this isn't available, do this activity as a whole class with the teacher leading the research. Learners can then complete this activity individually at home and report back at a later date.

Display PowerPoint slide 21 – Anyone can have a mental health problem.

Invite learners to work on their own or in pairs and pick one celebrity to research, looking for information on:

- What mental health problem the person experienced and how it impacted on their life
- How they managed their mental health and continued to be successful
- Any advice they have for others on how to look after mental health, including how to get help and support

Display PowerPoint slide 22 – Research questions, showing the three questions above and **leave** this slide displayed during this activity.

Allow up to 10 minutes for the class to do their research.

For as long as time permits **allow** learners to share their findings with the rest of the class.

Plenary | Five-minute self-care

5 minutes

Remind the class that we need to look after our mental health to help us continue feeling good, and to help us feel more like ourselves when we're struggling emotionally. Celebrities do too!

Tell the class that the celebrities mentioned have shared coping strategies and techniques that help them.

For example, Kendall Jenner reads a book or journals to help calm her racing thoughts, as well as meditating to get a good night's sleep

www.vogue.com/article/before-bed-kendall-jenner.

Ryan Reynolds uses grounding techniques to manage anxiety, alongside meditation www.pagesix.com/2023/10/10/ryan-reynolds-says-he-spins-out-of-control-with-his-mental-health-at-times.

Ask the class to share what self-care activities they do or would like to include in their daily lives.

Share www.childline.org.uk/info-advice/your-feelings/mental-health/taking-care-of-yourself and **invite** them to explore the website in their free time.



Third and Fourth Level Topic 2
Common mental health problems in young people

Lesson 1 | Coping with stress and worries

CfE Es & Os	HWB 3-01a and 4-01a, HWB 3-02a and 4-02a, HWB 3-06a and 4-06a, HWB 3-07a and 4-07a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 2 PowerPoint (start at slide 2) • Rucksack filled with around 10 heavy books, plus a couple of books to add • <i>The Worry Tree</i> video by NHS Every Mind Matters www.youtube.com/watch?v=26GRTQRfryw • Young Scot Aye Feel website www.young.scot/get-informed/national/who-to-contact-for-mental-health-support 		
Learning intention	To learn how stress and worries can affect mental health and wellbeing, and how to manage these.		
Success criteria	<ul style="list-style-type: none"> • I recognise that stress is a normal part of daily life • I know strategies to manage stress and other mental health challenges 		

Note to teacher: Before the lesson prepare a rucksack or other shoulder bag full of very heavy books. It should be heavy enough that it will be difficult for learners to carry comfortably for a long time.

Introduction | Things we worry or feel stressed about

10 minutes

Explain that we all have mental health and our mood changes all the time depending on what’s going on in our lives and around us. Stress can have an impact on our mental health and wellbeing.

Our mood is our emotions and general sense of wellbeing. Negative emotions (feelings) can fade quickly but often they can last much longer. There are lots of things we can do to manage stress and worry, and sometimes that means getting help and support from others. This lesson will explore these things in more detail.

Display PowerPoint slide 3 – Learning intention and **talk through**.

Ask the class to safely share general worries or stresses someone their age may have.

Take as many answers as possible and **write** them on the board (*Note to teacher: Learners will use these answers in Activity 2*).

Examples could include things like stress and worry about friendships, starting a new school, picking subjects, managing schoolwork and homework, getting ready for tests and exams, family worries, body changes and global issues.

Acknowledge that as well as daily stress we can all face challenging life events. **Ask** for examples of these, again **writing** them on the board.

Examples could include things like moving house, friendship fallouts, family loss or family break-up.

Explain that even happy events like going on holiday, attending a wedding, moving home, or getting a new sibling can be stressful.

Tell the class that it's normal to feel stressed, and everyone (children, young people and adults) can feel stressed at some point.

Because young people are under so much pressure (with school, home, sports, hobbies and relationships), and because a lot of change happens at this time in your life, it can be really hard to be a young person.

Just because stress is normal doesn't mean we just have to put up with it. There are things we can do to limit stress and care for ourselves through stressful times.

Activity 1 | Understanding and managing stress

10 minutes

Show the class the rucksack full of books and **ask** them to imagine it's full of our stresses and worries.

Ask for a volunteer to carry the rucksack around the classroom.

Ask the class to think about strategies to deal with stress and **start** a list with their suggestions.

Suggestions could include things like getting a good night's sleep, talking to a friend or trusted adult, writing down worries and taking time out of the stressful situation.

With every idea mentioned **remove** a book from the rucksack and **ask** the volunteer to walk again. Can they walk quicker and easier now?

Ask for suggestions of any new stress that might appear in our lives. **Add** a book to the backpack with each suggestion.

Ask the volunteer if the bag is making them slow down as it becomes heavier and more uncomfortable.

Say that something needs to be taken out to “lighten the load” by using the strategies discussed previously.

Allow the volunteer to return to their seat and then **use** the questions below to generate discussion:

1. Will the bag ever be completely empty (no stress, pressure or worries)?

Answer: No, because we will always have some stress, and some types of stress can even be useful.

2. How might stress be useful?

Answer: It can get us out of bed in the morning so we're not late; it can help us concentrate more during homework or tests; it can make us work harder and be more productive if we have a deadline; it can boost our energy and make us run faster; and it keeps us challenged and motivated to stop us becoming bored.

Activity 2 | The Worry Tree

5 minutes

Remind the class that earlier they talked about the different stresses they experience, often caused by worry about what's going on for ourselves, others or the world around us.

We can feel stressed or worried about things that have happened (or even things that haven't happened yet) and how we've responded to situations and people. This can be exhausting and overwhelming.

Play the short video *The Worry Tree* by NHS Every Mind Matters from YouTube www.youtube.com/watch?v=26GRTQRfryw (lasting 2 minutes, 34 seconds).

Take feedback on the video and **ask**, “What was the advice given to Luke in the video?”

Answers: Write worries down; deal with them one at a time; make a plan on how to deal with it; catch the worries before they get on top of you; and let the worry go if you can't do anything about it.

Tell the class that they're now going to focus on managing stress and worry by letting it go when we can't do anything about it.

Activity 3 | What we can and can't control

10 minutes

Explain that we all experience stress and worry and this takes a lot of our energy. However, there are things we feel stressed or worried about that in fact we can do nothing about. When we recognise the things we can't control, we can learn to let go of them. We can instead focus our thoughts and energies on the things we can control, work on and change those.

Bring attention back to the board with the list of stresses and challenging life events that learners made.

Write two headings on the board – 'Things we can control' and 'Things we can't control'.

Take each issue from the original lists and **explore** it further with the class.

Decide together if it's something that we can or can't control.

Have fun with this activity **adding** as many things as you can.

The lists will look something like:

Things we can control	Things we can't control
<ul style="list-style-type: none"> • What I say to others • How I behave • Managing homework (and getting help if it becomes challenging) • Picking subjects • How I spend my time • Who I choose to spend time with • Who I talk to about my feelings and thoughts • How I look after my wellbeing • Asking for support 	<ul style="list-style-type: none"> • What other people say • What other people do • What other people feel • What other people think • Other people's relationships with each other • Moving to high school (but we can control how we manage this change) • Body changes • Things going on around the world • The past • The weather

Plenary | Getting help

5 minutes

Remind the class that while stress and worry are normal there are things we can do to manage them.

Ask learners to use the strategies discussed today for the next week. When a stress or worry comes to mind they should try to recognise if it's something they can or can't control. If they can't control it they could try to let it go, and focus their energies instead on what they can control, work on or change.

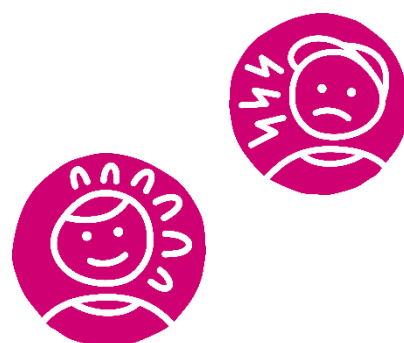
Explain that sometimes a stress or worry can feel very challenging and even overwhelming. **Ask** the class who they can speak to if they're struggling with stress or worry.

Explore with them support from friends and family, as well as support available within your school and wider community.

Display PowerPoint slide 4 – Mental health support and explain this is www.young.scot/get-informed/who-to-contact-for-mental-health-support. The page lists the contact details for national support services for children and young people. If you have enough time, take a couple of minutes to move around this page.

Encourage learners to explore this website in their own time, and show it to friends and family.

Explain that the next lessons will explore anxiety and depression and how we can manage these, including with our thoughts and actions.



Third and Fourth Level Topic 2
Common mental health problems in young people

Lesson 2 | Understanding and managing anxiety

CfE Es & Os	HWB 3-02a and 4-02a, HWB 3-03a and 4-03a, HWB 3-04a and 4-04a, HWB 3-06a and 4-06a, HWB 3-07a and 4-07a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 2 PowerPoint (start at slide 5) • <i>Fight, Flight and Freeze – an introduction to anxiety</i> video by Anxiety Canada www.youtube.com/watch?v=rp0lpKTWrp4 • Coping strategies cards (Attachment 1), cut up for one per person • Scenarios (Attachment 2), one copy printed to read to class • Three signs – helpful, unhelpful and harmful – to display around the room • YoungMinds webpage www.youngminds.org.uk/young-person/mental-health-conditions/anxiety • Young Scot Aye Feel web page www.young.scot/get-informed/national/what-are-anxiety-disorders 		
Learning intention	To explore the subject of anxiety, what it means, and how I can help myself or others to manage it.		
Success criteria	<ul style="list-style-type: none"> • I understand what anxiety is and how it can affect people • I understand the different types of anxiety • I can offer advice and suggestions on how to deal with anxiety 		

Note to teacher: This lesson explores helpful, unhelpful and harmful coping strategies and asks learners to move around the room. Before the lesson, please label or designate three areas of the classroom as Helpful, Unhelpful and Harmful.

Print out a copy of the coping strategies cards (Attachment 1) and cut these up to give each learner a different card.

Please note that Activity 4 mentions panic attacks. You should consider how anyone in the class struggling with panic attacks will receive this.

Introduction | Understanding anxiety

10 minutes

Display PowerPoint slide 6 – Learning intention.

Remind the class that the last lesson explored stress and worry, and these are closely linked to anxiety. This lesson will consider when stress and worry become anxiety, a common mental health problem for young people. It will also explore ways we can manage anxiety.

Explain that learners are not expected to share personal experiences. **Remind** the class that time will be available at the end of the lesson for them to speak to you about anything the lesson brings to mind, in relation to their own or others' experiences.

Ask learners to share what they already know about anxiety.

Play *Fight, Flight and Freeze – an introduction to anxiety* by Anxiety Canada from YouTube www.youtube.com/watch?v=rpolpKTWrp4 (lasting 2 minutes, 41 seconds).

Take feedback, and **ask** if anyone has heard of *fight, flight and freeze*.

Display and **click through** PowerPoint slide 7, **reading** from the slide and **allowing** time for learners to reflect.

Explain that 2022 research from the Office for National Statistics found that nearly 50% of young people reported high anxiety.

The video explained that stress and anxiety and the *fight, flight and freeze* stress response affect our physical body. **Ask** learners for examples of the physical symptoms of anxiety.

Remind them that while these can feel really unpleasant they don't mean that a person is physically ill (although it can feel that way). It's simply our body's physical response to stress.

Activity 1 | Types of anxiety

5 minutes

Explain that a person doesn't need to have a diagnosed anxiety disorder to have a problem with anxiety. However, someone may be diagnosed with a specific anxiety disorder if their anxiety is persistent, and is impacting significantly on how they go about their life.

Ask the class to name any anxiety conditions they've heard of.

Display PowerPoint slide 8 – Most common anxiety disorders and **click through** the slide, **outlining** the main types of anxiety conditions using the information below.

- Social Anxiety Disorder is a long-term and overwhelming fear of social situations. It can cause a person to worry about social situations such as meeting new people, speaking to others, or feeling like they're being watched and judged. It has similarities to agoraphobia, but they're different conditions.
- Generalised Anxiety Disorder (GAD) is a long-term condition that can cause a person to feel worry or tension frequently, but with no specific trigger.
- Obsessive Compulsive Disorder (OCD) is characterised by a person having obsessive and intrusive thoughts, and compulsive behaviours.
- A phobia is an overwhelming fear of a place, object, situation, animal or feeling. More than just being scared, a phobia is often an exaggerated sense of dread, danger or terror.
- Post-Traumatic Stress Disorder (PTSD) can develop when a person experiences trauma.
- Panic Disorder is caused by the fear and experiences of panic attacks and stops a person managing day-to-day life.

Ask if anyone is surprised by any of these explanations and **allow** discussion.

Activity 2 | Helpful coping strategies

15 minutes

Hand out one coping strategy card to each learner.

Explain that you're going to read a scenario to the class. Learners have a few seconds to decide if the coping strategy they have would be helpful, unhelpful or harmful in this situation, and to move to the area of the classroom labelled with their opinion.

Once everyone's moved, **ask** a few learners to explain why they believe their strategy is helpful, unhelpful or harmful.

Note to teacher: Please be sensitive to any learner experiencing a similar situation as described in the scenarios. Don't use any you feel are inappropriate for your class.

Read and **discuss** as many scenarios as time allows.

At the end **ask** all learners to sit in their seats again.

Activity 3 | Breathing strategies

5 minutes

Explain that a helpful coping strategy is deep and mindful breathing.

Rapid breathing is a common stress response. It can sometimes become overwhelming, causing a person to feel they can't breathe properly, even leading to a panic attack. Deep breathing can act as a distraction and calm us down in the moment when we're feeling stressed, anxious or even angry.

Tell the class that a way to slow our breathing, and calm the anxious feelings in our body, is by using breathing strategies.

Explain to the class that they're going to practise box breathing. This is a simple activity we can use anytime to calm ourselves down, relax or act as a distraction.

Display PowerPoint slide 9 and **demonstrate** box breathing.

Give learners the chance to do box breathing as per the slide for up to a minute.

Take feedback on how the class found this exercise.

Explain that they can try box breathing anywhere – all they have to do is visualise a box in their mind.

Plenary | Getting support for anxiety

5 minutes

Remind the class that we all have mental health, and experiencing worry, stress and anxiety is normal. However, anxiety may become a problem when feelings of worry or stress are always there, feel overwhelming or are impacting on how we go about our lives.

Explain that for people who don't experience anxiety, it can be hard to understand why someone worries so much, even over issues that we personally don't think matter. It's important to remember that another person's worry may seem unimportant to us, but each person's worry is significant to them.

Remind the class that the last lesson explored what we can and can't control.

Encourage learners to consider this when a stress or worry comes to mind.

Explore with the class who they can speak to if they're experiencing feelings of anxiety, including support from friends, family, within school and in the wider community.

Display PowerPoint slide 10 and **tell** the class that these webpages provide more information on anxiety, including more ways to manage it.

If you have enough time, **open** the websites and **share** some of their highlights.

Invite the class to share this information with anyone they know is experiencing anxiety.

Tell the class that the next lesson will explore more ways to manage difficult thoughts and feelings.



Third and Fourth Level Topic 2
Common mental health problems

Lesson 3 | Challenging negative thinking

CfE Es & Os	HWB 3-02a and 4-02a, HWB 3-03a and 4-03a, HWB 3-04a and 4-04a, HWB 3-06a and 4-06a, HWB 3-07a and 4-07a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 2 PowerPoint (start at slide 11) • <i>Dealing with unhelpful thoughts</i> video by NHS Every Mind Matters www.youtube.com/watch?v=d7bODoKED0U • Paper and pens • <i>Coping with Stress: Grounding Yourself</i> video by Childline www.youtube.com/watch?v=qgpWCf0HSFs 		
Learning intention	To explore the impact of negative thinking and learn ways to manage this.		
Success criteria	<ul style="list-style-type: none"> • I understand how negative thinking can cause anxiety • I understand ways I can manage negative thinking and anxiety 		

Note to teacher: Be aware of learners in your class who may be going through similar experiences and use sensitivity, skill and discretion when delivering this lesson.

Introduction | Negative thoughts

10 minutes

Display and **talk through** PowerPoint slide 12 – Learning intention.

Explain that this lesson will explore how negative thinking and negative self-talk are both a result and cause of stress and anxiety. They can also cause low mood and depression, which we will explore in the next and final lesson of this topic.

Tell the class that they're not expected to share personal experiences during these lessons. **Remind** them that time will be available at the end of the lesson for them to speak to you about anything the lesson brings to mind, in relation to their own or others' experiences.

Explain that life is challenging and young people have a lot to deal with. This could include school and study pressures, challenges with friendships, difficulties at home and worries about the future.

Explain that challenges and stressful situations can cause unhelpful and negative thoughts. If a negative thought doesn't go away, it can increase our feelings of anxiety, upset or anger about ourselves or others. It might also affect our confidence and self-esteem.

Ask the class for some examples of negative thoughts a young person might have and **note** these on the board.

Display and **read** PowerPoint slide 13 – Examples of negative thoughts, **noticing** if they match any the learners suggested earlier.

Explain that as well as negative thoughts, we may also experience negative self-talk. This is when our inner voice is self-critical.

Display and **read** PowerPoint slide 14 – Negative self-talk. **Invite** feedback.

Ask the class if they can think of situations where a young person might experience negative thoughts or negative self-talk similar to the examples on the slides.

Activity 1 | Dealing with unhelpful thoughts

10 minutes

Play the video *Dealing with unhelpful thoughts* by NHS Every Mind Matters from YouTube www.youtube.com/watch?v=d7bODoKED0U (lasting 2 minutes, 39 seconds).

Invite feedback on the video, and **ask** what negative thinking styles the video mentions.

Answers: Disqualifying the positives; black and white thinking; catastrophising; and over-generalising.

Explain that in the video Positive Mae told Negative Mae that she:

- Focused on the negatives
- Disqualified any positives
- Magnified bad thoughts into a catastrophe
- Over-generalised the situation
- Didn't have good evidence to support her negative thinking

Remind the class that the video suggested that Mae *stop, check and challenge* any negative thinking. This is something we can all do when we notice our own negative thinking.

Display PowerPoint slide 15 and **click through** the explanation of *stop, check and challenge*.

Explain that we all have negative thoughts but we can challenge them and turn them into more positive thoughts. Doing this can improve our emotions and general wellbeing.

Ask the class what other things someone might do if they experience negative thinking.

Take as many suggestions as possible.

Activity 2 | Reframing negative thinking

5 minutes

Remind the class of the negative thoughts they shared earlier. **Say** that in a moment they're going to try to reframe those negative thoughts, changing them into more positive thoughts.

Display PowerPoint slide 16 and **click** to display the negative thoughts.

Ask learners to suggest new positive thoughts and then click to see if their answers are similar to the positive thought on the screen.

Keep clicking to reveal each reframed positive thought.

Ask learners to reframe their negative thoughts from earlier, changing them into positive thoughts.

Activity 3 | Using distraction techniques

10 minutes

Explain that even when we *stop, check and challenge* negative thoughts, or try to reframe them into more positive thoughts, sometimes stress and anxiety can feel so overwhelming that it makes it hard for us to think clearly. During this time it can be helpful to do things that can distract us from overwhelming thoughts and feelings, for as long as it takes us to be able to think clearly and calmly again.

Ask the class to think about things that can be useful distractions when stress and anxiety become too much. **Take** as many examples as possible.

Display and **read through** PowerPoint slide 17 – Distractions. **Notice** if those listed are similar to the distraction suggestions the class gave.

Explain that grounding techniques can also be helpful for someone feeling overwhelmed by stress, anxiety or worry. This includes the 5 Senses Grounding Technique, which you can do anywhere, including at home, in school, in a crowd, on the bus or at bedtime.

Play the video *Coping with Stress: Grounding Yourself* by Childline from YouTube www.youtube.com/watch?v=qgpWCf0HSFs (video lasts 3 minutes, 50 seconds).

Allow learners to practise the technique along with the video (although they may prefer to do it when they are on their own).

Plenary | Finding support for mental health

5 minutes

Encourage learners to *stop, check and challenge* any negative thinking as it comes to mind, and try to reframe negative thoughts into positive ones. **Invite** them to try the distraction and grounding techniques they've learned.

Remind them that sometimes they may benefit from speaking to others for help and support.

Outline the different types of support available in your own school and community.

Also **remind** learners about the various websites shared during the last lessons and **encourage** them to keep exploring these.

Explain that another support service with a useful website is Childline. The website has details of their support line, text and messaging services.

Display PowerPoint slide 18 to give the Childline contact information.



Third and Fourth Level Topic 2
Common mental health problems in young people

Lesson 4 | Understanding and managing low mood and depression

CfE Es & Os	HWB 3-01a and 4-01a, HWB 3-02a and 4-02a, HWB 3-03a and 4-03a, HWB 3-04a and 4-04a, HWB 3-07a and 4-07a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 2 PowerPoint (start at slide 19) • Large paper and pens for small group exercise • <i>Mood Matters: Describing Depression</i> video by the Cundill Centre for Child and Youth Depression and the Youth Engagement Initiative in Canada www.youtube.com/watch?v=6xONySz9XLk • Young Scot Aye Feel website www.young.scot/get-informed/national/who-to-contact-for-mental-health-support 		
Learning intention	To explore the subject of low mood and depression, what they mean, and how we can help ourselves and others to manage this.		
Success criteria	<ul style="list-style-type: none"> • I understand what low mood and depression are and how they can affect people • I understand what I can do or say to help myself or others who are affected by depression 		

Introduction | What is depression

5 minutes

Display and **talk through** PowerPoint slide 20 – Learning intention.

Explain that you don't expect learners to share personal experiences. **Remind** the class that time will be available at the end for them to speak to you individually about anything that's come to mind, in relation to their own or others' experiences.

Ask the class what they understand about the mental health problem depression.

Display PowerPoint slide 21 – What is depression?

Click through the slide and **read** the information to the class.

Tell the class that they're now going to watch a short film about depression.

Play *Mood Matters: Describing Depression* by the Cundill Centre for Child and Youth Depression and the Youth Engagement Initiative in Canada from YouTube www.youtube.com/watch?v=6xONySz9XLk (you can stop it at 3 minutes).

Take feedback from the class and **remind** learners that:

- Genetics can make a person more likely to experience depression. But just because someone in your family has experienced depression doesn't mean you will.
- Dopamine and serotonin are chemicals released from the brain that improve our mood and feelings of wellbeing.
- Mental health stigma stops people talking about their mental health and getting help. We can reduce stigma by learning more about mental health.
- There are lots of things we can do or say to help ourselves or others affected by depression. We'll explore this further later.

Activity 1 | Signs and symptoms of depression

10 minutes

Ask the class to work in small groups.

Hand out large pieces of paper and pens to each.

Ask the groups to draw a body outline on the paper.

Within the body outline **ask** them to write the feelings (including physical feelings) someone with depression may experience.

Around the outside of the body outline **ask** the groups to write the behaviours that someone with depression may have.

Allow five minutes for this activity.

Display and **read through** PowerPoint slide 22 – Signs and symptoms, **allowing** groups to compare their signs and symptoms with those on the slide.

Activity 2 | Caring for ourselves

10 minutes

Explain that there are things we can do to look after ourselves to keep us feeling good, and support us when we're feeling low or depressed.

Display PowerPoint slide 23 – Caring for ourselves, and **click through** the slide to reveal 10 different strategies.

Discuss with the class how these might help someone experiencing low mood or depression.

Tell the class that we don't have to have low mood or depression to include these activities in our lives – they're good for our wellbeing in any circumstances.

Ask learners if there are any they already include or may try to include in their life to keep feeling good.

Activity 3 | Supporting a friend

10 minutes

Explain to the class that it can be hard when we notice the signs and symptoms of low mood and depression in friends. Sometimes we don't know how we can help.

Remind the class that they should always encourage a friend to seek help from a trusted adult. But we can help by being a supportive and kind friend too.

Ask the class to work in pairs or small groups for a couple of minutes, and consider anything they could do to help a friend experiencing low mood or depression.

Invite feedback.

Display and **talk through** PowerPoint slide 24 – Supporting others.

Plenary | Finding support

5 minutes

Explore the support services available within your school or community with the class.

Display PowerPoint slide 25 – Online help and support.

Remind learners that organisations such as Childline, YoungMinds and The Mix have dedicated help services for young people.

Tell the class they can find contact details for these and other organisations on the Young Scot Aye Feel website.

Display PowerPoint slide 26 – Young Scot Aye Feel who to contact for mental health support.

Outline the support available.

If you have enough time, **open** the web page www.young.scot/get-informed/national/who-to-contact-for-mental-health-support to **explore** these further.



Third and Fourth Level Topic 3
Learning to feel good about myself

Lesson 1 | Managing social media in a mentally healthy way

CfE Es & Os	HWB 3-03a and 4-03a, HWB 3-04a and 4-04a, HWB 3-06a and 4-06a, HWB 3-07a and 4-07a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 3 PowerPoint (start at slide 2) • Paper and pens • <i>#OwnYourFeed for a more positive time online</i> video by YoungMinds www.youtube.com/watch?v=MO0MX3LCcQg • YoungMinds Social Media and Mental Health webpage www.youngminds.org.uk/young-person/coping-with-life/social-media-and-mental-health 		
Learning intention	To understand how social media impacts on mental health, and ways we can manage it to feel good about ourselves.		
Success criteria	<ul style="list-style-type: none"> • I can explain how social media can positively and negatively impact on mental health • I understand how I can manage social media in a mentally healthy way • I understand the importance of online safety and know where to seek help and advice if I need it 		

Note to teacher: This lesson explores negative aspects of social media, including cyberbullying. This may be happening to a young person in your class, so please deliver this lesson with sensitivity and care.

Introduction | Understanding social media

10 minutes

Explain that this topic will explore how we can have more positive mental health and wellbeing, feel better about ourselves and develop strategies to deal with life's challenges. This first lesson will focus on social media as it plays a large part in most young people's (and adults') lives.

Display and **talk through** PowerPoint slide 3 – Learning intention.

Ask the class to work in pairs or small groups to make two lists around the positive and negative aspects of social media.

Hand out paper and pens.

Allow around four minutes for this, and then **take** feedback.

Display PowerPoint slide 4, which has a suggested list of positive and negative aspects of social media.

Compare the learners' lists with the lists on the slide. **Notice** as a class if learners' lists have more positive aspects to social media, more negative or are balanced equally.

Ask learners to safely share what social media platforms they use, and to think about how much time they spend on these each day. Do they think they spend too much time on social media? Spend less than they would like? Or does the amount of time they spend feel healthy to them?

Explain that today's lesson will focus on the negative aspects of social media, how these might affect mental health and how we can manage them in a mentally healthy way.

For example social media can have a negative impact on how we view our own appearance or body when we compare ourselves to others we think are more attractive.

Tell the class that the next lesson explores body image in detail.

Activity 1 | The negative aspects of social media

10 minutes

Ask learners to work in small groups again, with each group taking one or two of the negative aspects from their original lists.

Display PowerPoint slide 5 – Discussion questions.

Ask learners to take around three minutes to discuss the questions on the slide:

1. In what ways could this issue impact negatively on someone's mental health?
2. What could they do to address this issue and stop it having an impact on their mental health and wellbeing?
3. How can we manage social media in general in a more mentally healthy way?

Allow each group to feed back.

Explain that this lesson will later focus on more ways to manage social media in a mentally healthy way.

Activity 2 | Cyberbullying

10 minutes

Explain that cyberbullying is a serious and negative aspect of social media and has become more widespread, as we spend more time online. We're now going to look at examples of this.

Display PowerPoint slide 6 – Cyberbullying examples.

Split the class into small groups and **assign** each group one of the three scenarios from the slide.

Ask the groups to read through their scenario and take a couple of minutes to consider together what advice they would give if this was happening to someone they knew.

Ask the groups to feed back to the wider class.

Explain that cyberbullying (like any form of bullying) is never OK.

Explain how the school will respond to reports of cyberbullying.

Remind learners that you're available at the end of the lesson if anyone wants to discuss anything that this topic has brought to mind for them. This could be cyberbullying or any other form of online abuse.

Activity 3 | Using social media in a mentally healthy way

5 minutes

Tell the class that the Young Minds website has lots of information on what young people can do to have a more positive social media experience.

Play the video *#OwnYourFeed for a more positive time online* from Young Minds via YouTube www.youtube.com/watch?v=MO0MX3LCcQg (lasting 1 minute, 42 seconds).

Take any feedback on the video, and **notice** anything from the video that the groups had already suggested in Activity 1.

Plenary | Social media online help and support

5 minutes

Display PowerPoint slide 7 – Online help and support.

Explain these organisations can offer advice and support when social media is impacting on our mental health.

If you have enough time, also **show** the class www.youngminds.org.uk/young-person/coping-with-life/social-media-and-mental-health, and **invite** them to look at this at home.

Explain that this webpage has information about cyberbullying (including how to report and block cyberbullies), managing privacy online, and contact details for support organisations.

Remind the class of the support available to them in school too, if they need it.



Third and Fourth Level Topic 3
Learning to feel good about myself

Lesson 2 | Having a mentally healthy body image

CfE Es & Os	HWB 3-02a and 4-02a HWB 3-03a and 4-03a, HWB 3-04a and 4-04a, HWB 3-06a and 4-06a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 3 PowerPoint (start at slide 8) • Paper and pens • <i>Reverse Selfie</i> video by Dove www.youtube.com/watch?v=z2T-Rh838GA • Young Scot Who to contact for mental health support webpage www.young.scot/get-informed/national/who-to-contact-for-mental-health-support 		
Learning intention	To understand body image and its impact on mental health.		
Success criteria	<ul style="list-style-type: none"> • I understand what body image is and how it can impact mental health • I know what influences body image and what can support a positive body image • I know where I can go for further help and support if needed 		

Introduction | What is body image?

10 minutes

Display PowerPoint slide 9 - Learning intention and **read through**.

Explain that you don't expect learners to share personal experiences. **Remind** the class that time will be available at the end for them to speak to you individually about anything that's come to mind, in relation to their own or others' experiences.

Ask the class to share what they think of when they hear the phrase *body image*.

Display PowerPoint slide 10 – Body image.

As you **click through** the slide **explain** that body image is how we think and feel about ourselves, as well as how we think others see us. Our body image can be positive or negative (or neutral) and it can change and fluctuate. It's not always

accurate, and doesn't always reflect reality. Body image is not just about our weight or appearance and it can affect anyone of any age.

www.youngminds.org.uk/young-person/coping-with-life/body-image says body image also includes:

- Comparing how we look with friends or people we follow on social media
- Struggling to love and accept our body
- Feeling as though our body shape isn't represented in the media
- Hiding our body because we feel ashamed by it
- Struggling to find clothes for our body, particularly if we have a physical disability
- Feeling misunderstood about our body when people make assumptions about things like why we might need a wheelchair, for example
- Feeling like we're not attractive enough
- Birthmarks, surgery scars or acne affecting how we feel about how we look
- Feeling as though our body doesn't match our gender

Ask the class if they'd like to add anything to the body image explanation.

Display PowerPoint slide 11 and **explain** these findings came from the Be Real Campaign in the UK, which surveyed young people between 11 and 16, and was outlined in www.mentalhealth.org.uk/explore-mental-health/articles/body-image-report-executive-summary/body-image-childhood

Ask the class if they're surprised by any of these statistics.

Tell them that the survey took place in 2017 and **ask** if they think the findings still accurately reflect the current views of young people.

Activity 1 | What influences body image?

10 minutes

Ask learners to work in pairs or small groups.

Hand out paper and pens and **ask** the groups to draw or write words to describe what they believe is the 'perfect body', thinking about height, shape, features etc.

Tell them they might want to think of a sportsperson, celebrity or another famous person who has the 'perfect body' and note on their paper what they think is 'perfect' about them.

Ask the class what influences the idea of the 'perfect body'.

Possible answers could include family, friends, peers, media (TV, movies, magazines) and social media.

Ask learners to work in their same groups and choose one of these influences.

Ask them to discuss how the influence might positively and negatively impact a person's body image. They can record their answers if they want to.

Take feedback from groups.

Note that the media (including social media) strongly influences how we view the perfect body. It can also impact negatively on the mental health of those who feel their body or appearance doesn't fit the ideal. It can even lead to mental health problems, including anxiety, depression, and eating disorders.

Activity 2 | Body image and social media

5 minutes

Display and **read** PowerPoint slide 12, explaining that this came from a 2019 survey of young people the Mental Health Foundation carried out www.mentalhealth.org.uk/explore-mental-health/articles/body-image-report-executive-summary/body-image-childhood

Ask the class if they're surprised by how high this figure is.

Query why they think more girls than boys expressed having worries about their body image as a result of social media.

Ask the class how they think the images we see online might affect our body image.

Play the video Dove *Reverse Selfie* from YouTube <https://www.youtube.com/watch?v=z2T-Rh838GA> (video lasts 1 minute).

Ask the class to feed back on anything they noticed or that stood out to them in the video.

Explain that the beauty company Dove runs campaigns to try to change standards in the beauty industry, and to highlight the dangers of these, especially for younger people. Their research shows that seeking validation via likes and comments, and making comparisons between the images we see online and ourselves can have a negative effect on how we view our body. This in turn impacts our mental health.

One of the main causes of this is that many of the photos we see online are digitally changed and distorted. The images we see online are often unattainable in real life. This can create dissatisfaction with how we see ourselves – even when we know that the images online are filtered and photoshopped.

Remind the class that all bodies are different, in terms of shape, size, colour, height, weight, scars, marks, dimples, abilities and strengths.

Appearance is often described as superficial. It's just one part of who we are. A person's skills and attributes should be of more value to themselves and others, especially that of acceptance and kindness.

Activity 3 | Body positivity

10 minutes

Display PowerPoint slide 13 – Positive body image.

Read out the three statements on the slide and **ask** for any suggestions to complete the statements. These don't have to be personal views but instead can be general statements.

Support the discussion with suggestions, for example:

- *I am unique in many ways...*
(my culture, my language, my eye colour, my talents and abilities, my hobbies, my family)
- *I appreciate my body because it allows me to...*
(walk, run, swim, play an instrument, play a sport, learn new things, be creative, be imaginative)
- *One thing I am good at is...*
(being a good friend or sibling, cooking, reading, writing, arts)

Hand out paper and pens and **invite** learners to spend a couple of minutes reflecting personally on the statements, and writing anything they wish. They don't have to write anything if they'd prefer to just think these through, or even write them at home.

Explain that when we practise body positivity, focusing on our strengths and qualities, it can help build our self-esteem. The next lesson will focus more on this.

Ask learners to share any tips or advice that might support someone struggling with their body image.

Display PowerPoint slide 14 – Body positivity. **Compare** the class tips with those on the slide.

Explain that developing a positive body image doesn't happen overnight and takes work and time. However, we can come to accept that no one is perfect, and everyone has strengths that make them unique.

Plenary | Help and support

5 minutes

Display PowerPoint slide 15 – Young Scot – Who to contact for mental health support www.young.scot/get-informed/national/who-to-contact-for-mental-health-support.

Remind learners of the helplines and websites that can offer mental health support.

Note to teacher: While this lesson isn't about eating problems, use discretion to decide if you want to highlight www.beateatingdisorders.org.uk/get-information-and-support. Their information and helpline details are on the Young Scot support contact page.

Remind the class that they can also speak to the people around them when they're feeling low, including the trusted adults in their lives. Also **remind** learners of the self-care activities they can try to support their own mental health and wellbeing.



Third and Fourth Level Topic 3
Learning to feel good about myself

Lesson 3 | Developing confidence, self-esteem and resilience

CfE Es & Os	HWB 3-02a and 4-02a, HWB 3-04a and 4-04a, HWB 3-06a and 4-06a, HWB 3-07a and 4-07a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 3 PowerPoint (start at slide 16) • Paper and pens • Michael Jordan – Failure video www.youtube.com/watch?v=JA7G7AV-LT8 		
Learning intention	To understand confidence, self-esteem and resilience and why these are important qualities for mental health and wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I can explain what both confidence and self-esteem mean and know how these can affect wellbeing • I can define resilience and recognise how it can be strengthened from disappointment and failure • I can understand how resilience relates to my general wellbeing • I can explore different ways to improve my confidence, self-esteem and resilience 		

Introduction | Confidence and self-esteem

10 minutes

Display and **talk through** PowerPoint slide 17 – Learning intention.

Ask:

- What does having confidence mean?
- What does having good self-esteem mean?
- Do they mean the same thing?

Display, click through and **read out** PowerPoint slide 18 – Confidence.

Explain that the class will explore resilience in more detail later.

Display, click through and **read out** PowerPoint slide 19 – Self-esteem.

Activity 1 | Recognising our qualities

10 minutes

Display PowerPoint slide 20 – Qualities.

Explain that sometimes when our confidence and self-esteem are low, we may think more about the things we don't feel are going right for us, and forget all about our strengths, qualities and skills. We all have positive qualities and we need to take time to acknowledge them.

Ask learners to reflect for a moment on their own qualities and skills. They can use the slide for suggestions, and add any others that come to mind.

Explain that it can sometimes be hard reflecting on our own strengths (especially when we feel low). So **suggest** that learners consider what positive qualities a friend, family member or other important person to them would use when describing them.

Offer support to learners to do this. If you know them well, and it feels appropriate, **say** what positive qualities you think each person has, but **ensure** you include everyone in this.

Activity 2 | Resilience

10 minutes

Explain that even with confidence and self-esteem, life is challenging. Everyone can experience disappointment and failure at times.

Ask the class which qualities and personal skills they think we need to face failure in a positive way.

Display and **click through** PowerPoint slide 21.

Tell the class they're now going to focus on the word *resilience*. It's something they might hear a lot, but it can be difficult to understand.

Ask the class what they think *resilience* means.

Display, click through and **read** PowerPoint slide 22 – Resilience.

Ask if anyone knows who Michael Jordan is. **Tell** the class that Michael Jordan has been described as one of the greatest basketball players of all time.

Play the video clip *Michael Jordan – Failure* via YouTube www.youtube.com/watch?v=JA7G7AV-LT8 (video lasts 32 seconds).

Focus on the last thing Michael Jordan says in the video: "I've failed over and over again in my life – this is why I succeed."

Ask the class what they think Michael Jordan meant when he said this.

Explain that the qualities and skills mentioned earlier, including resilience, helped him succeed and master the game even through disappointment and failures.

Ask the class to share (in pairs if more appropriate) anything they've failed at first time (maybe even second time), but which they then eventually managed to succeed at.

Examples could include learning a new subject and not understanding it at first; taking a test and not passing it first time; struggling to do a maths calculation first time but eventually getting it; or trying a new sport.

Tell the class that many famous and successful people have experienced failure.

For example, Walt Disney founded Disney in 1923. It's one of the biggest and best-known companies in the world. However, Walt Disney experienced rejection and criticism while trying to get established. He was fired by a newspaper editor who said he "lacked vision and had no good ideas" and he was also later told that Mickey Mouse wouldn't be successful as a giant mouse on screen would frighten people.

Explain that resilience isn't a personality trait – it's something we can all take steps to achieve. We encounter challenges throughout our life. Our resilience, confidence and self-esteem will help us manage these, and grow further with each challenge we take on. It's important to always remember that we don't have to manage every challenge by ourselves. Accepting help and support can lead to a more successful outcome.

Activity 3 | Affirmations

5 minutes

Explain that, as we explored earlier, we all have positive qualities and skills, and it's important we keep acknowledging them, especially when we're facing challenging situations or feeling low or anxious.

Explain that another way we can increase our confidence, self-esteem and resilience is through affirmations. These are short positive statements of personal belief that we repeat continually to ourselves, either to remind us that they're true, or because we would like them to be true.

Many people believe that saying these affirmations every day can help us have more belief in ourselves and our abilities.

Explain that athletes, for example, use affirmations when they want to improve their performance.

Display and **read out** PowerPoint slide 23 – Affirmations.

Encourage learners to individually and privately choose one or two affirmations to repeat each day in their head, write down on a note to themselves, or put in their phone or up on their wall at home to remind them.

Plenary | Mental health support in school

5 minutes

Remind the class that they don't have to face challenges alone and teachers are there to help them with their learning. There are other staff available to support them when their confidence and self-esteem feels low too.

Explore with the class who these people are.



Third and Fourth Level Topic 3
Learning to feel good about myself

Lesson 4 | Practising contentment and gratitude

CfE Es & Os	HWB 3-02a and 4-02a, HWB 3-05a and 4-05a, HWB 3-06a and 4-06a, HWB 3-07a and 4-07a	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Third and Fourth Level PSE Lesson Topic 3 PowerPoint (start at slide 24) • Paper • Pens/pencils • Young Scot Aye Feel website www.young.scot/get-informed/national/who-to-contact-for-mental-health-support 		
Learning intention	To explore feelings of contentment and gratitude and how we can work to achieve these.		
Success criteria	<ul style="list-style-type: none"> • I understand what contentment and gratitude mean • I can explore opportunities in my own life to find increased contentment, positivity and gratitude • I can use strategies to help improve my general happiness and wellbeing 		

Introduction | Comparing contentment and happiness

5 minutes

Display and **talk through** PowerPoint slide 25 – Learning intention.

Ask the class how they would define *happiness* and *contentment*.

Explain that *happiness* is an intense but often temporary positive feeling, while *contentment* is longer-term and includes a sense of peace and life satisfaction.

Talk about what it means to have feelings of hope, having things to look forward to, having ambitions and having a sense of purpose.

Discuss with the class that having a good sense of wellbeing and feeling good about ourselves comes from having fun, being physically healthy, and having friends and supportive adults around us.

Activity 1 | Is the balance right?

10 minutes

Display PowerPoint slide 26 – Is the balance right?

Hand out a blank sheet of A4 paper to everyone.

Ask learners to hold the paper in portrait and fold it down the middle, making two columns.

On the left side, **ask** them to individually list *Things I enjoy doing*, for example, playing sport, shopping, watching a film, gaming, reading and spending time with friends and family.

On the right side **ask** them to think about their daily lives and list *Things I do a lot*, for example, homework, tidying my room, watching TV, sports, walking the dog and messaging friends.

Display PowerPoint slide 27 – Getting the balance right.

Ask learners to work in pairs or small groups and discuss the questions:

- How well do both sides match up?
- Are the things that you enjoy doing the same as the things you do a lot?
- Can you make more time to do things that you enjoy doing to improve your wellbeing?
- We can't do the things we love all the time, but how can we do more of what improves our wellbeing, and makes us happier and more content?

Allow around five minutes for this discussion.

Activity 2 | An attitude of gratitude

10 minutes

Explain that we can improve our wellbeing by taking time to recognise the positive things we have in our lives and the things we're grateful for. This could be our friends, our family, other important adults in our life (who care about us), our pets, and the things we're good at and enjoy doing (such as our hobbies and interests).

Display PowerPoint slide 28 – An attitude of gratitude.

Ask the class to think of all the things they're grateful for.

Ask some learners to share personal examples if they feel comfortable doing so.

Give your own example to start the discussion.

Give out paper and pens and **ask** learners to record a few things on their paper as a reminder for them when needed.

Explain that taking time to reflect on the positive things in our life (even if there are just one or two things) can help us to feel better about ourselves and improve our wellbeing.

Activity 3 | Mindfulness sound map

10 minutes

Ask the class if anyone knows what mindfulness is, or if anyone has tried it.

Explain that mindfulness can support mental health and wellbeing. When we're feeling down thinking about what's happened in the past, or feeling worried and anxious about the future, mindfulness offers a distraction and some time out of these difficult feelings. It's a technique that allows us to notice our thoughts and feelings in the present. Mindfulness can be both relaxing and energising. It can also help us build resilience to deal with future challenges.

Tell the class that there are many different mindful activities such as meditation or controlled breathing. Today they're going to try making a sound map, which allows the brain to focus on the sounds we can hear around us, whether these are inside the classroom, outside the building, or even inside our own bodies.

Give out a piece of paper and a pen/pencil to each person.

Ask learners to find a space within the classroom where they won't be distracted and they won't distract anyone else.

Ask everyone to write their name or draw a quick sketch of themselves in the middle of their paper. Then **ask** them just to listen, and as they hear a sound write or draw these on the paper.

Allow a few minutes for this, then **invite** learners to share their sound map with the person next to them, comparing the sounds they heard.

Invite the class to try this at home and to encourage their family members to try it with them.

Plenary | Where to go when I need more support

5 minutes

Remind the class that sometimes when our mental health and wellbeing is poor the activities that normally help us feel good don't work as well. It's likely that we'll then need further help and support from others. It's important that we speak to friends, family members, teachers etc., if the thoughts and feelings we're having are too big or feel too overwhelming to deal with on our own.

Display PowerPoint slide 29 – Young Scot – Who to contact for mental health support.

Remind the class of the Young Scot Aye Feel website www.young.scot/get-informed/national/who-to-contact-for-mental-health-support, which has contact information for many organisations that young people can reach out to if they need more support with their mental health and wellbeing.

The website also has information about mental health in general and information on particular mental health problems, as well as techniques to help wellbeing and strategies to help us cope.

Encourage learners to explore this website further in their own time.

