



Title: Emotional Wellbeing: Feeling emotional

Level: THIRD

Code: 3.2.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a</p> <p>I understand my own body’s uniqueness, my developing sexuality, and that of others. HWB 3-47a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a</p>	<ul style="list-style-type: none"> • Explains why commitment, trust and respect are central to being cared for and caring for others. • Describes how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence, self-harm, eating disorders. • Recognises the impact of puberty and developing sexuality. • Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making. • Knows how to access confidential information, guidance and help.

About this activity

These two activities put the focus on feelings/emotions. Young people are encouraged to consider that our mental health is as important as our physical health. Having thought about the many emotions that we experience, the young people reflect on how mental health problems can manifest themselves when we feel sad/depressed, anxious or stressed. In the second activity, there is some emphasis given to destigmatising mental health problems, encouraging empathy and encouragement for help-seeking.

Resources to support this activity

- Slides
- Props for activities

Activity

1. Introduce this series of activities along these lines: We spend a lot of time at school, or in life generally, thinking and learning about how to keep our bodies healthy, it’s also important that we pay attention to how we feel. Another word for our feelings is our emotions. The proper term for our emotional health and wellbeing is our mental health. But let’s start with thinking very generally about feelings/emotions.

2. **Feelings check-in.** use the slide, ask the young people to have a chat with the person/people sitting next to them using these prompts.
 - When I woke up this morning, I felt...
 - Just before coming into this class, I felt...
 - Right now, I feel...
3. **About feelings.** Explain to the young people that there is a lot happening to them at this age; their bodies are changing and so are their social lives. They may want to be more independent and this can cause arguments at home. They might also feel the need to belong to groups, friendships matter a lot, but people don't always behave with kindness or respect. So, the way they are feeling is important, and feelings can be felt very strongly.
4. **How many feelings can a person have?** The first task is to work in their small group/with a partner to write down as many different feelings as they think a person can feel. Give a couple of examples if it helps, so *happy, sad...* After a few minutes have them count these up and give a score. Share the slide/feelings masks and ask the young people if they have similar/different things. Emphasise how vast our array of feelings can be. In this graphic, the feelings masks portray them as positive and negative, but it's not always that simple.
5. **Basic human emotions.** Explain that the psychologist Robert Plutchik might say there are 8 basic human emotions. These emotions are on the slide, run through and check understanding, explaining *Disgust* (feeling something is wrong or nasty) and *Anticipation* (looking forward to something that is going to happen). Ask the young people to do a quick check comparing with their previous list – has he covered what they came up with? Perhaps the feelings they listed are associated to one of the 8? Hand out sets of the cards with the 8 emotions on them and ask the young people to work in small groups and have a conversation about if/when they have felt any of these emotions recently. If they want to, they can share the situation with each other but you won't ask them to feed back to the big group.

1. Joy
2. Surprise
3. Sadness
4. Anger

5. Disgust
6. Fear
7. Trust
8. Anticipation

6. Explain that you don't want individual feedback, but in general what was/were the most common emotion(s) that people have felt recently? Emphasise that all of our feelings, our emotions, are part of who we are. Share the slide:

Just like we all have our physical health, we all have mental health. When we have good mental health this means we can think, feel and act in a way that allows us to enjoy life and deal with the challenges it presents. When we have a mental health problem then there is something happening in our lives to make us feel stress or that we are not coping day-to-day, this might make it difficult to do things like go to school or be with other people.

7. Explain that it is normal to have times where we doubt ourselves, where we feel a bit worried or anxious about something, but if this becomes a problem, we need to give it more thought. Share and read the slide:

What is a mental health problem? The most common are:

- Depression
- Anxiety, and feeling fearful
- Stress – feeling so stressed that the person feels overwhelmed or unable to cope

8. Use the next slide and read to the class/group.

When people have a mental health problem, they may do things that are not good for them as they try to cope, things like:

- Eating too much or eating unhealthily
- Becoming isolated or lonely
- Self-harm
- Drinking alcohol or taking drugs

9. Explain that in the next session the young people will be thinking more about how to look after their own mental health and how to support others including friends. To do that you need them to create short scenarios that are realistic and that a young person might find themselves in. A situation where their mental health is at risk because of circumstances and how they feel. Give them the scenario prompt questions as parameters (on the smartboard and printed prop). Explain that you will use these scenarios and bring a selection back to the group, that you might make some changes or merge things, depending on what they come up with. In the next session, they will think about these scenarios and about what the best course of action might be.

The scenario

What is your character's name?

What age are they?

What is happening in their lives at the moment?

How are they feeling about it?

Would it be helpful to give an example? If yes, this may help:

Charlie is 13 years old. His mum and dad have been fighting a lot for a long time. His little sisters are upset. He overheard his mum talk about getting divorced. Nobody seems to care how he is feeling. He just feels nervous and sick all the time. He's been missing school because he is worried his mum or dad just won't be there when he gets home.

10. Collect in the scenarios. Ask the class to take a moment. They can close their eyes, put their heads down, or just sit still. Explain that thinking about mental health as you have been doing means it is worth ending with some recognition of what is good and going well, to tap into those positive feelings about yourself. So, in this last moment of the session, ask the young people to think quietly to themselves, pausing as necessary: *What have you done right today? Have you done something good for another person? Have you had fun? Have you felt proud of yourself?*

11. As the session ends, point to the final slide about **ChildLine** and remind the class/group what a great service Childline provide for anyone who would like to chat about anything that is on their mind.

Additional ideas

- SAMH is Scottish Association for Mental Health. It operates services in communities and national campaigns such as See Me. There are often campaigns and opportunities to fundraise for this Scottish charity <https://www.samh.org.uk/about-mental-health>
- Ditch the Label – a global anti-bullying campaign <https://www.ditchthelabel.org/>
- Mentally Healthy Schools website is for primary schools but provides useful information relevant to work at the level. Resources are organised around the English curriculum. https://www.mentallyhealthyschools.org.uk/?utm_source=Place2Be&utm_medium=social
- Respect me is Scotland’s anti-bullying service with support and resources for professionals and parents <https://respectme.org.uk/>
- Mental Health Foundation report <https://www.mentalhealth.org.uk/publications/surviving-or-thriving-state-uks-mental-health>

Connecting with home

The text below could be used to communicate with home about the activities in this short block of learning.

The young people are spending two sessions thinking and talking about emotions and mental health. Young people are encouraged to consider that their mental health is as important as their physical health. Having thought about the many emotions we can have, the young people will reflect on how mental health problems can manifest themselves when we feel sad/depressed, anxious or stressed. In the activities we will encourage young people to accept that mental health problems can affect many of us and that it is okay and important to ask for help. When they have a worry about their mental health we encourage young people to talk to a trusted adult, we will also remind them that ChildLine provides a confidential service. ChildLine has good information online that you can look at with your child: www.childline.org.uk

Further learning activities are available that connect to this RSHP curriculum content

- 3.2.2 Looking after myself and others

Practitioner Notes