



**Title:** Emotional Wellbeing: Looking after myself and others

**Level:** THIRD

**Code:** 3.2.2

**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"> <li>• Explains why commitment, trust and respect are central to being cared for and caring for others.</li> <li>• Describes how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence, self-harm, eating disorders.</li> <li>• Recognises the impact of puberty and developing sexuality.</li> <li>• Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making.</li> <li>• Knows how to access confidential information, guidance and help.</li> </ul>

**About this activity**

In this activity there is some emphasis given to destigmatising mental health problems, encouraging empathy and help-seeking. Young people will consider why a person might just say ‘I’m fine’ when in reality, they are not. They will be encouraged to accept that not being fine is okay, and that help is available.

**Resources to support this activity**

- Slides
- I’m Fine <https://youtu.be/1vlsAa0vCaQ> (duration 3 minutes 23)
- The Power of Okay <https://youtu.be/3szHcffKtTY> (duration 40 seconds)
- *It’s okay* SeeMe Scotland resources <https://www.seemescotland.org/resources/campaign-resources/its-okay/>

## Activity

1. Remind the young people about the last session – that they are thinking and talking about feelings, our emotions, something we call mental health. Use 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.

2. **Feelings check-in.** Use the slide, the young people did this last session too, ask them to use the prompts and have a chat with the person/people sitting next to them.
  - When I woke up this morning, I felt...
  - Just before coming into this class, I felt...
  - Right now, I feel...
3. **I'm fine.** Having done a check-in about how they are feeling with a friend/classmate, ask the young people how often they hear somebody ask, "How are you?" And how often they hear someone just reply with, "I'm fine". Here's a short film on that: *I'm Fine* <https://youtu.be/1vlsAa0vCaQ>. After viewing, ask the young people, *why do you think people might find it hard to really say how they feel?* Acknowledge all contributions, if it does not come up explain that one reason is that people can feel a sense of embarrassment, or even shame, or worry that if they say they are feeling sad or anxious or they are not coping, then someone will be mean or think they are just crazy.
4. So, when we are talking about mental health we need to talk about something called **stigma**. Use the slide

**Prejudice** is about a negative thing you think of another person or group of people, just based on who they are. **Discrimination** is about what you do, it is when you treat someone badly because of who they are. When a person who has a mental health problem experiences prejudice or discrimination then this is called **stigma**. Because of stigma, a person might be ashamed or they might not ask for help when they really need it.

5. Ask for any thoughts or comments, clarify as necessary. Tell the young people that if we can get people to think about and even talk about their mental health, then if they are unwell it can get better. Put the question on the smartboard: **When a person feels sad, angry or stressed what can they do?** Ask young people in pairs to come up with 5 ideas, then get feedback around the room. Then, share the slide and compare and contrast with what the young people have suggested:

### When you feel sad, angry or stressed you can:

- Do some exercise, something physical
- Listen to music
- Take deep breaths
- Write about how you feel
- Do something you enjoy
- Talk to someone about how you are feeling
- Play computer games to take your mind off it
- Read a book
- Have a bath

6. Remind the young people that at the last session they came up with some characters and situations where someone might not be coping or enjoying life. Depending on how much work you have done to adapt/merge these, introduce the scenarios, giving one to each group (try to mix them up so that they are not working on a scenario that they wrote) along with the recording prop. Ask each group to read their scenario and then discuss the questions, read these out before they start. Explain that the questions are asking them to recognise that sometimes a young person can't change really big things, sometimes things are out of their control. But they can maybe influence enough things to help make a difference.

### **Characters and scenarios**

Firstly, read about your character's situation. Then think about:

- What can your character change or influence that is happening?
- Is there anything going on that they really can't change or influence?
- What do you suggest they do?
- What would you do as their friend?

7. Get some feedback from young people, with short reminders of their scenarios, and what they suggested. Explore the idea of a young person being able to change some things and not others. For example, remind the young people if you shared this last week, in the scenario where Charlie's parents were maybe getting divorced, that was something Charlie couldn't change even though it was upsetting him. In this discussion, stress that we can only change what we can, that the changes we suggest are a start to making things better. As young people share, also reflect back on earlier discussions about strategies to make a person feel better. To end this discussion, share the slide:

**Good mental wellbeing is about feeling good and functioning well. Managing emotions is one of the most important life skills a person can develop. So....**

- Notice how you feel
- Pay attention to how strong the feeling is
- Listen to what's going on around you
- Connect with other people
- Share your feelings
- Be active

8. **Are you okay?** Remind the young people that you started with thinking about what people say when they are asked how they are, that often they just say, '*I'm fine*'. In Scotland, there has been a campaign to get people to be more honest and to ask each other '*Are you okay*'. Share the advert that was used: *The Power of Okay* <https://youtu.be/3szHcffKtTY> (duration 40 seconds) and then the 4 posters in the series '*It's okay*', pausing on each one to check understanding.
9. To end, share the slide with information about **ChildLine**. Remind the young people that you are also available if they have a question or a worry.

### Additional ideas

- DEAL (Developing Emotional Awareness and Listening) is a free teaching resource aimed at students aged approximately 14 and over and inclusive of all abilities and learning styles. It has been developed by Samaritans in consultation with young people and schools across the UK and Republic of Ireland. <https://www.samaritans.org/your-community/samaritans-education/deal-developing-emotional-awareness-and-listening>

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

- 3.2.1 Feeling Emotional

### Practitioner Notes