



Title: Emotional Wellbeing
Part 2: Looking after myself and others

Level: THIRD/FOURTH

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.

The learning intentions and success criteria are met with delivery of both parts of this topic.

Learning intentions

- Young people understand that puberty is a time of change that impacts both physically and mentally/emotionally.
- Young people can identify sources of information and help.
- Young people learn empathy and understanding for people who experience mental ill-health.

Success criteria

- I reflect on the importance of both my physical and mental/emotional health.
- I can recognise when I feel sad, depressed, anxious or stressed.
- I understand that mental ill-health is stigmatised, and I can show empathy and understanding for others.
- I know who or where I can go to for support or if I have a worry or a question.

Resources to support this activity

- PowerPoint slides
- Scenarios developed from the previous session.
- I’m Fine <https://youtu.be/IJxXqsv8Zc> (2 minutes 3 seconds)
- The Power of Okay <https://youtu.be/3szHcffKtTY> (duration 40 seconds)
- *It’s okay* SeeMe Scotland resources [Resources to help tackle mental health stigma and discrimination with young people | End Mental Health Stigma and Discrimination \(seemescotland.org\)](https://www.seemescotland.org/resources)

Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

NOTE: This activity requires the teacher/educator to present or have developed the scenarios written by young people in the prior session. Where changes or merging of situations is done, acknowledge this.

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.**
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 animation on that: *I'm Fine* <https://youtu.be/IjXxqsv8Zc>
4. After viewing, and some responses, ask the young people, **why do people find it hard to really say how they feel?** Acknowledge all contributions, if necessary explain that reasons can include 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.
5. Explain that 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.

6. 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.
7. 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

8. **Scenarios:** 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). (You could also use the pre-drafted scenarios from the last session) 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?

9. After discussion time, 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

10. **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 look at the 4 posters in the series *'It's okay'*.
11. 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>
- For professionals, Education Scotland have published [The Cycle of Wellbeing | Resources | Education Scotland](#) The 'Cycle' provides a narrative of how the resources connect and could be used to strategically plan supports and interventions for staff and school communities, based on local evidence. It demonstrates the synergies of the resources and how they can be used strategically to forward plan supports for staff and learner mental wellbeing based on evidence gathered within a school community.

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

- Feeling Emotional

Practitioner Notes