

PCSHE Booklet – Year 8

Topic 3 – Mental Health

Name: _____

Class: _____

Teacher: _____

Year 8 Curriculum

Topic 1: Drugs and Alcohol	Topic 2: Identity and relationships	Topic 3: Mental Health	Topic 4: Equality and Discrimination
Alcohol and drug misuse and pressures relating to alcohol use	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Influences on mental health, coping with bereavement, and digital resilience	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia, and visual differences.

If you need any support...

Home/school support:

- A friend
- A teacher
- Your tutor
- Parents/carers
- Mr Ogden
- Mrs Loveridge
- Mrs Jones
- Mr Hayward.

Reputable organisations:

- Young Minds - www.youngminds.org.uk
- Young Minds CRISIS MESSANGER: Text YM to 85258
- Childline - www.childline.org.uk Phone: 0800 1111
- Samaritans - www.samaritans.org Phone: 116 12
- Young Mind Matters – Text 07480635723
- Kooth – Kooth.com
- TIC+ - online text chat – 07977334433
- Self-harm Helpline Rethink Gloucestershire – webchat:
www.gloucestershireselfharm.org Text: 07537410022 Phone: 0808 8010606

Self-help apps

- Calm Harm – Managing self-harm
- MindShift – to help manage anxiety and urges to self-harm
- Cove – express your mood with music
- Stress and Anxiety Companion – helps your manage stress and anxiety
- Chill Panda – relaxation and breathing exercises.

Knowledge Organiser

<p>KPI 1 - Key terms:</p> <ul style="list-style-type: none"> - Body image: The perception that a person has of their physical self and the thoughts and feelings that result from that perception. - Social Media: Websites and applications that enable users to create and share content or to participate in social networking. - Mental wellbeing: Mental wellbeing describes your mental state - how you are feeling and how well you can cope with day-to-day life. Our mental wellbeing is dynamic. It can change from moment to moment, day to day, month to month or year to year. - Emotional literacy: The ability to understand and express feelings. It involves having self-awareness and recognition of one's own feelings and knowing how to manage them. - Digital resilience: Involves having the ability to understand when you are at risk online, knowing what to do if anything goes wrong, learning from your experiences of being online, and being able to recover from any difficulties or upsets. 	<p style="text-align: center;">PCSH E – Year 8 Term 4 – Mental Health</p> <p>KPI 3 – Digital Resilience <i>How does going online affect young people?</i> Like all aspects of our lives, going online conjures up a huge range of emotions and responses that can impact our mood and well-being. Someone could be pleased to see photos of their friend having a great time on holiday but at the same time they may feel envious because they are not there or have never been to such a place.</p> <p><i>Why is digital resilience important?</i> Digital resilience gives everyone the ability to recognise when going online is having a negative impact and the strategies to bounce back and recover. If a someone realises that the balance has shifted and going online is not making them feel supported, empowered and happy we want them to have a variety of people and techniques that they can turn to.</p> <p><i>Digital Resilience Tips</i></p> <ul style="list-style-type: none"> • Build a support network – reach out to someone and support others too. A problems shared is a problem halved. • Find useful sites/organsiations who can help give yourself a break. • Give yourself a break – you are not perfect and will make mistakes. Be kind and fair to yourself. Take some time offline if you want to. • Sort out disagreements quickly. • Lifestyle changes – make time for things and people that make you happy. • Look out for new challenges – life can be hectic. Find ways to help you relax • Physical health – get some exercise, be active. • Put your devices away at night to get a good night's sleep. • Eat regularly and healthily. • Protect your online reputation - Use the services provided to manage your digital footprints and 'think before you post.' Content posted online can last forever and could be shared publicly by anyone. • Know where to find help - Understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone. • Don't give in to pressure - Keep calm and keep in control; once you've pressed send you can't take it back.
<p>KPI 2- Things that can affect our mental wellbeing: Everyone is different and what affects someone's mental wellbeing won't necessarily affect others in the same way. Everyone will have times when they have low mental wellbeing, where they feel stressed, upset or find it difficult to cope. Common life events that can affect your mental wellbeing include:</p> <ul style="list-style-type: none"> • loss or bereavement • loneliness • relationship problems • issues at work • worry about money <p>However, there are times when there is no discernable reason for the way a person feels which can be extremely frustrating.</p> <p>There are some factors that may make people more vulnerable to experiencing a period of poor mental wellbeing. These may have happened in the past or might still be happening now:</p> <ul style="list-style-type: none"> • Childhood abuse, trauma, violence or neglect • Social isolation or discrimination • Homelessness or poor housing • A long-term physical health condition • Social disadvantage, poverty or debt • Unemployment • Caring for a family member or friend • Significant trauma as an adult, such as military combat, being involved in a serious accident or violent crime 	<p>For further support...</p> <p>Home/school support: A friend; A teacher; Your tutor; Parents/careers; Mr Ogden Mrs Jones; Mrs Lovelidge; Mr Hayward</p> <p>Self-help apps</p> <ul style="list-style-type: none"> - Calm Harm – Managing self-Harm - MindShift – to manage anxiety and urges to self-harm - Cove – express your mood with music - Stress and Anxiety Companion – helps you to manage stress and anxiety - Chill Panda – relaxation and breathing exercises. <p>Reputable organisations:</p> <ul style="list-style-type: none"> • - Child Bereavement UK – call 0800 028 8840 Monday to Friday, 9am to 5pm, or email support@childbereavement.org • Cruse Bereavement Care – call 0808 808 1672 Monday and Friday, 9 30am to 5pm, and Tuesday, Wednesday and Thursday 9.30am to 8pm, or email info@cruse.org.uk • Grief Encounter – call 0808 802 0111 Monday to Friday, 9am to 9pm, or email contact@griefencounter.org.uk • Hope Again – call 0808 808 1672 Monday to Friday, 9.30am to 5pm, or email hopeagain@cruse.org.uk • Winston's Wish – call 0808 802 0021 Monday to Friday, 9am to 5pm, or email info@winstonswish.org.uk • Young Minds – www.youngminds.org.uk • Young Minds Crisis Messenger: Text YM to 85258 • Childline – www.childline.org.uk Phone: 0800 1111 • Samaritans – www.Samaritans.org Phone: 116 123 • Young Minds Matters – Text 07480635723 • Kooth – kooth.com • TIC+ - online text chat – 07977334433 • Self-harm Helpline Rethink Gloucestershire – webchat: www.gloucestershireselfharm.org Text: 07537410022 Phone: 0808 801060

Low Stake Quiz

1. _____

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Sliding Scale – Lesson 1

Attitudes towards Mental Health

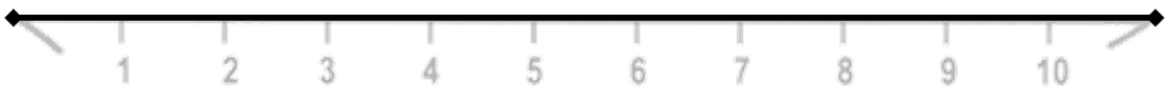
Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I am able to evaluate links between mental health and physical health

Not confident

Confident



I am able to identify common misconceptions about mental health

Not confident

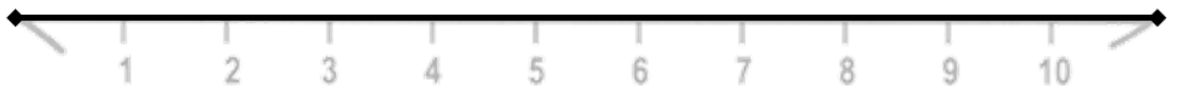
Confident



I am able to recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health.

Not confident

Confident



Key Words: Mental health, emotional wellbeing, misconceptions, discrimination, stereotype.

Task: Imagine an alien who knows nothing whatsoever about humans has come to earth and wants to know about what humans refer to as 'mental health'. Answer the questions in as much detail as possible.

What is mental health?

Why might some people find it hard to talk about mental health concerns?



How can people look after their mental health?

What support could be given to someone with mental health concerns?

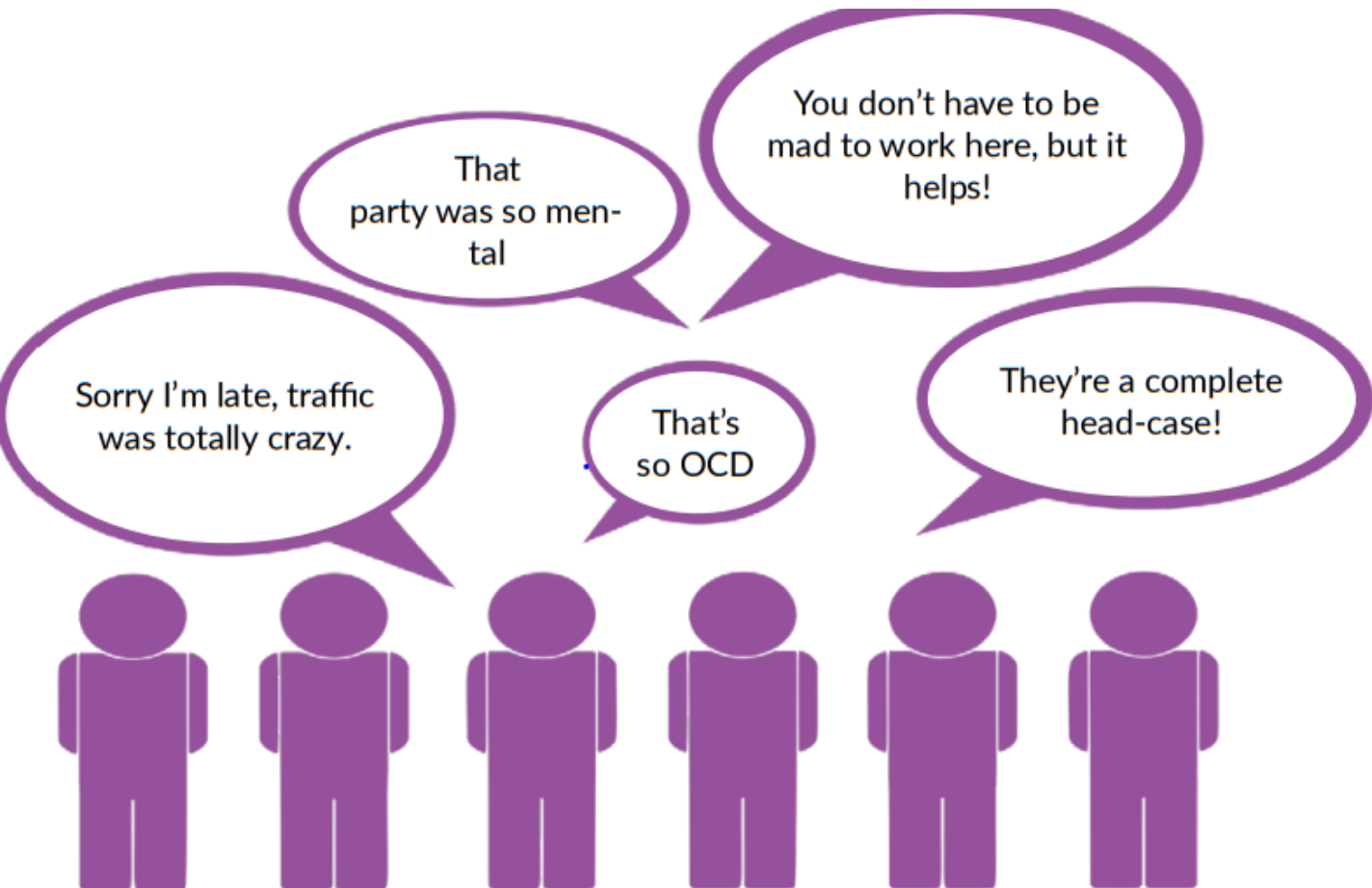
Task: Complete the 'true and false' quiz.

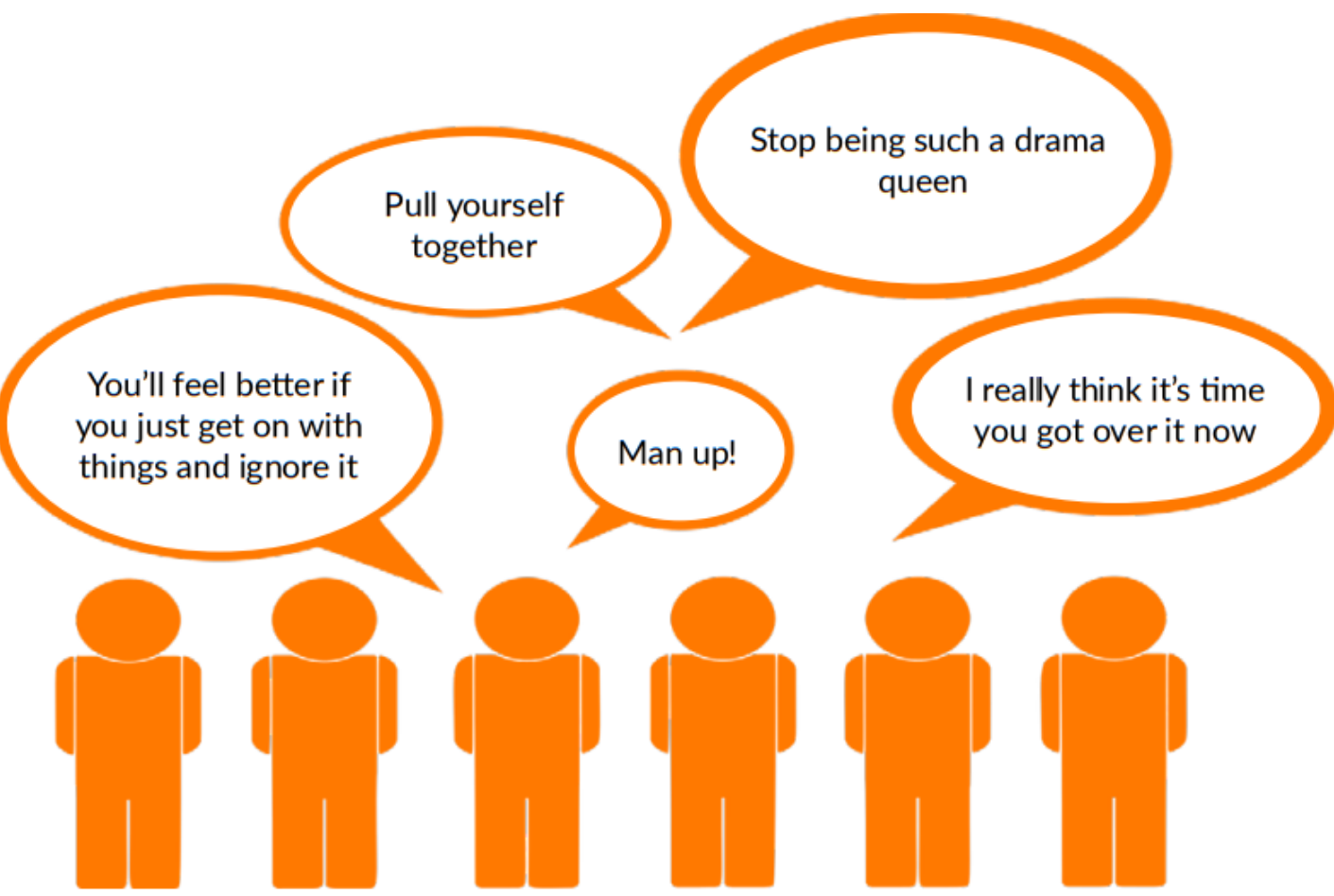
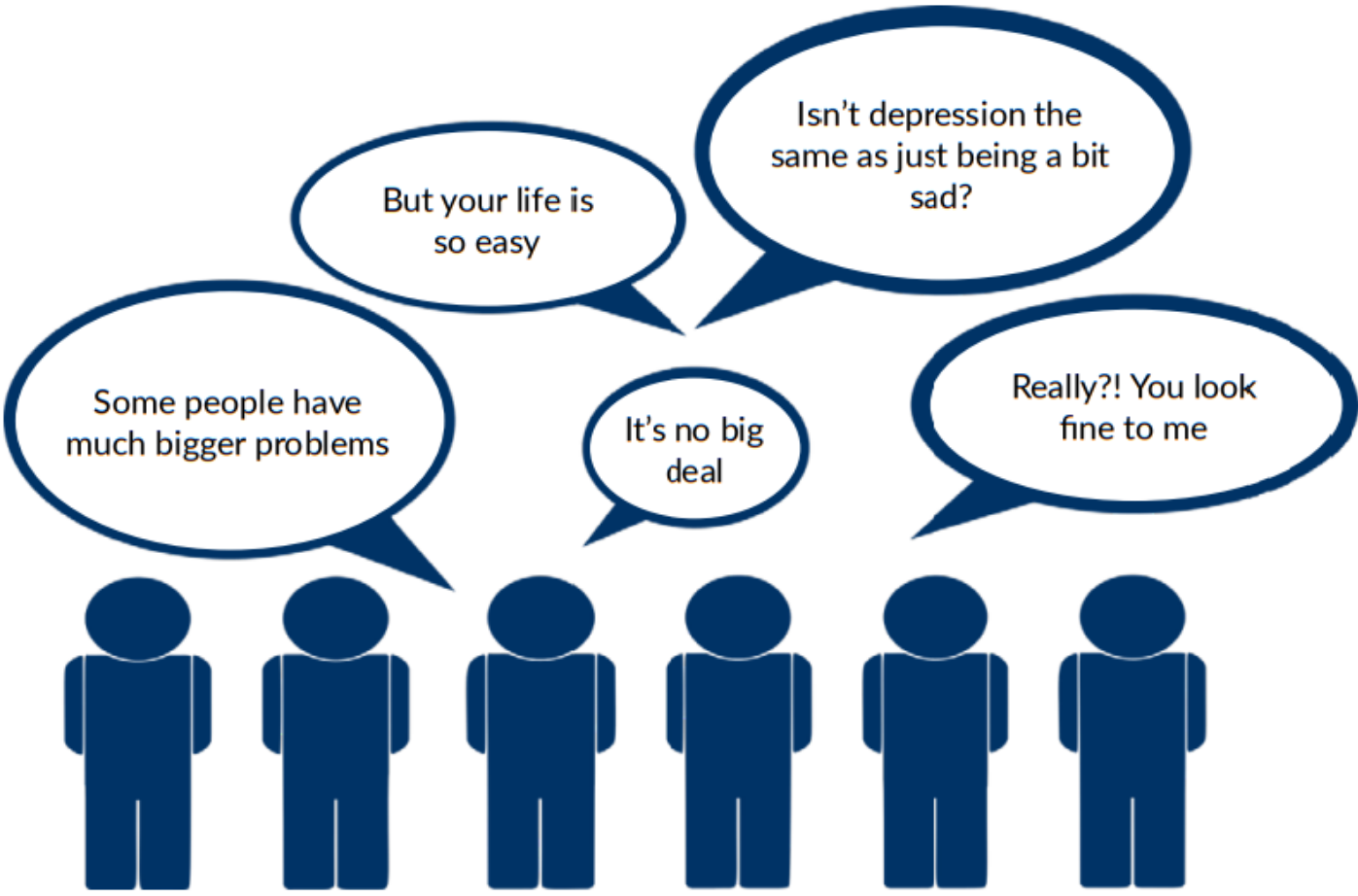
Statement	True or False	Comments
1. One in four people experience a mental health problem each year		
2. When someone is diagnosed with a mental health condition, they are usually locked up in a psychiatric hospital		
3. Having OCD means liking to keep things clean, organised and tidy		
4. Most people with mental health concerns are able to treat their condition and lead full, happy lives		
5. When someone has a mental health condition seeking early treatment can improve chances of good mental health recovery.		
6. LGBT+ people are statistically at greater risk of developing a mental health issue		
7. It is possible to tell if someone has a mental health problem just by looking at them		
8. People with mental health concerns are violent and dangerous		
9. There are things everyone can do to promote their own mental health		

Exploring Language

Task: Sometimes people find it difficult to talk about mental health, or might have little understanding of it and can therefore say things that might be unhelpful or offensive to others, often without meaning to. Read the statements in your booklet note down your ideas to the following two questions.

1. How might these statements make someone feel?
2. What could some more positive alternatives be?







Challenge Discrimination

Task: Work in pairs to suggest ideas about how mental health stigma and discrimination could be challenged.

1. What could be done by individuals/friends to challenge discrimination?
2. What could be done in schools to challenge discrimination?
3. What could be done in wider society to challenge discrimination?

Awareness Campaign

Task: Create an awareness campaign focusing on mental health discrimination and the need for appropriate and supportive language and actions.

- Why is mental health an important issue?
- What are the effects of mental health discrimination both on those with mental health issues and those without?
- What might be helpful advice for someone who is struggling with their mental health?
- What could be done to help someone who is or has experienced mental health discrimination?

Low Stake Quiz

1. _____

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Sliding Scale – Lesson 2

Digital Resilience

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

To be able to evaluate the positive and negative impact of social media on emotional wellbeing.

Not confident

Confident



To be able to analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image.

Not confident

Confident



To be able to describe strategies to promote emotional wellbeing online.

Not confident

Confident



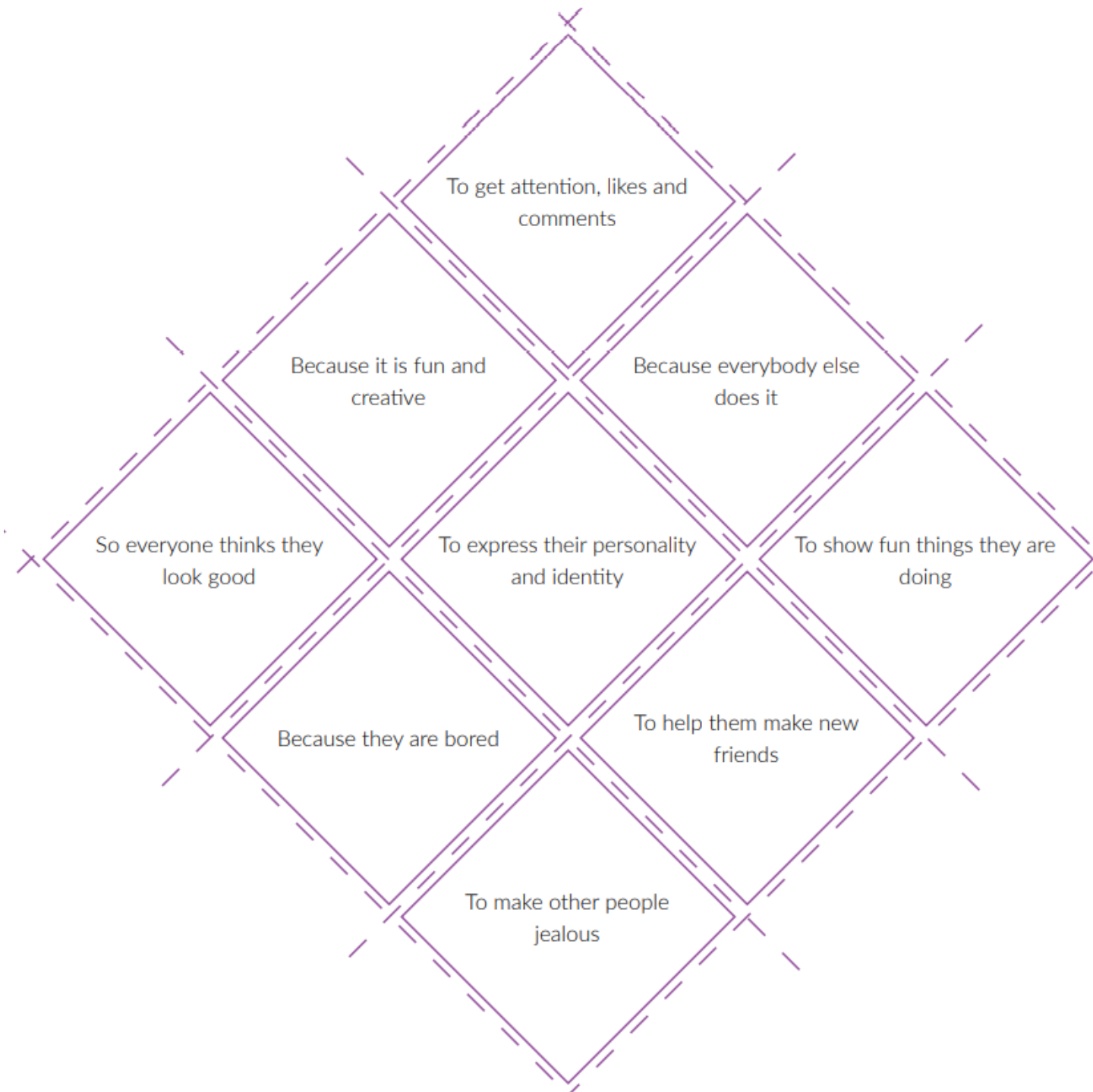
Key words: Social Media, 'like' culture, fear of missing out (FOMO), body image, online, digital, resilience.

Task: With the person next to you, complete the following table.

What are the benefits to young people's emotional wellbeing of being online (and using social media)?	What are the challenges to young people's emotional wellbeing from being online (and using social media)?

Task: Are there any particular apps or sites which are better or worse for emotional wellbeing? Why?

Task: Consider why people take and post selfies. Read the statements and rank them from most common (1) to least common (9).



Task: Read 'A Digital Day in the Life of Taylor'. Identify how Taylor's emotional wellbeing changes throughout the day based on experiences of social media.

1. When was Taylor having good experiences?
2. When did Taylor have challenging or negative experiences?



7:30am

Taylor wakes up and starts to get ready for school. While eating breakfast, Taylor opens a picture sharing app and scrolls through mostly looking at pictures of celebrities, friends and cats. Taylor notices a favourite celebrity has posted a picture at a new film opening, and thinks "Wow! I could never look that good!".



8:00am

On the way into school Taylor meets a friend on the bus and they take selfies and videos that they send to everyone in their friendship group. They are mostly just pulling silly faces and telling jokes. Some people send snaps back and they have a real laugh.



8:30am

Taylor goes to registration and some people snigger about the selfies they sent earlier. Two girls seem to be whispering behind Taylor's back. Taylor starts to wonder if something they said or did was really embarrassing.



9:00am

In first lesson, Taylor is bored, so posts a new status under the desk with the hashtag #uglyboringteachers. The post gets 100 likes and 30 shares within five minutes.



10:30am

Its break time and Taylor is looking at a photo-sharing app again. Everyone else seems to be having such an amazing time. And everyone else looks so stunning and has so many more interesting things to post. Taylor takes a range of selfies, chooses the best one, adds a filter, crops it, then posts it.



1:00pm

Taylor briefly checks to see if there are any notifications on new posts. The selfie Taylor posted at break has had a few negative comments and hardly any likes. After a while Taylor deletes the photo and decides to skip lunch.



3:30pm

Taylor leaves school with a group of friends and they show each other their favourite videos online, including a new one by Taylor's favourite band.



4:00pm

Taylor goes to an intensive exercise class for 45 minutes. The class is part of a 'programme' that's recently been in the media a lot with loads of videos of celebrities doing the workouts because it gave them a '10/10 body' in less than a month. Hopefully it will work the same for Taylor?



7:00pm

After a quick dinner with the family, Taylor spends a couple of hours playing an online game with players around the world. Taylor beats the others and gets the highest score. In the chatroom, the others all start accusing Taylor of using a cheat site. Someone starts referring to Taylor as "The_Chubby_Cheater" so Taylor logs off.



11:00pm

Taylor spends an hour checking all the social media sites, scrolling through news feeds, leaving comments and liking / sharing friends' posts. Taylor eventually falls asleep, with phone in hand, just after midnight.

Improving Taylor's Day

Task: Work in pairs to rewrite any 'low' parts of Taylor's day demonstrating how the day might have been improved.

Consider:

- Is it social media that might need to change, or Taylor's attitude towards it?
- How has Taylor been influenced by others throughout the day? Was this mostly positive or negative?
- What could everyone do to make the experience of social media more positive for everyone?

Challenge: Imagine that you were Taylor's friend and you were starting to get worried about Taylor's use of social media, particularly Taylor's feelings about their body. What would you recommend that Taylor should do? Who could Taylor go to for help?

Low Stake Quiz

1. _____

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Sliding Scale – Lesson 3

Change, Loss and Grief

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I am able to describe how change, including loss and bereavement can affect people in different ways.



I am able to explain what grief is and how different people might grieve.



I am able to identify strategies to help manage change, loss, or bereavement and support others who are grieving.



I am able to explain why, when and how to access support for themselves or others.



Key Words: Change, Loss, Bereavement, Grief and Support

Task: Individually, read the start of the conversation between two young people and answer the questions in your booklet.

Jess: How are things at home now?

Taylor: Not great. Everything is different now they're gone. Nothing is going to be the same.

Jess: I really think you should tell someone how you're feeling.

Taylor: I just don't want to talk about it.

Jess: Miss is probably going to notice something soon though – you've been a bit weird in class lately.

Taylor: If I say something then they'll just call home, and I don't want to stress everyone out more... everyone is so sad already.

Jess: But you're upset too!

Taylor: I'm fine. Just drop it

1. What might have happened in Taylor's life?

2. How might Taylor be feeling?

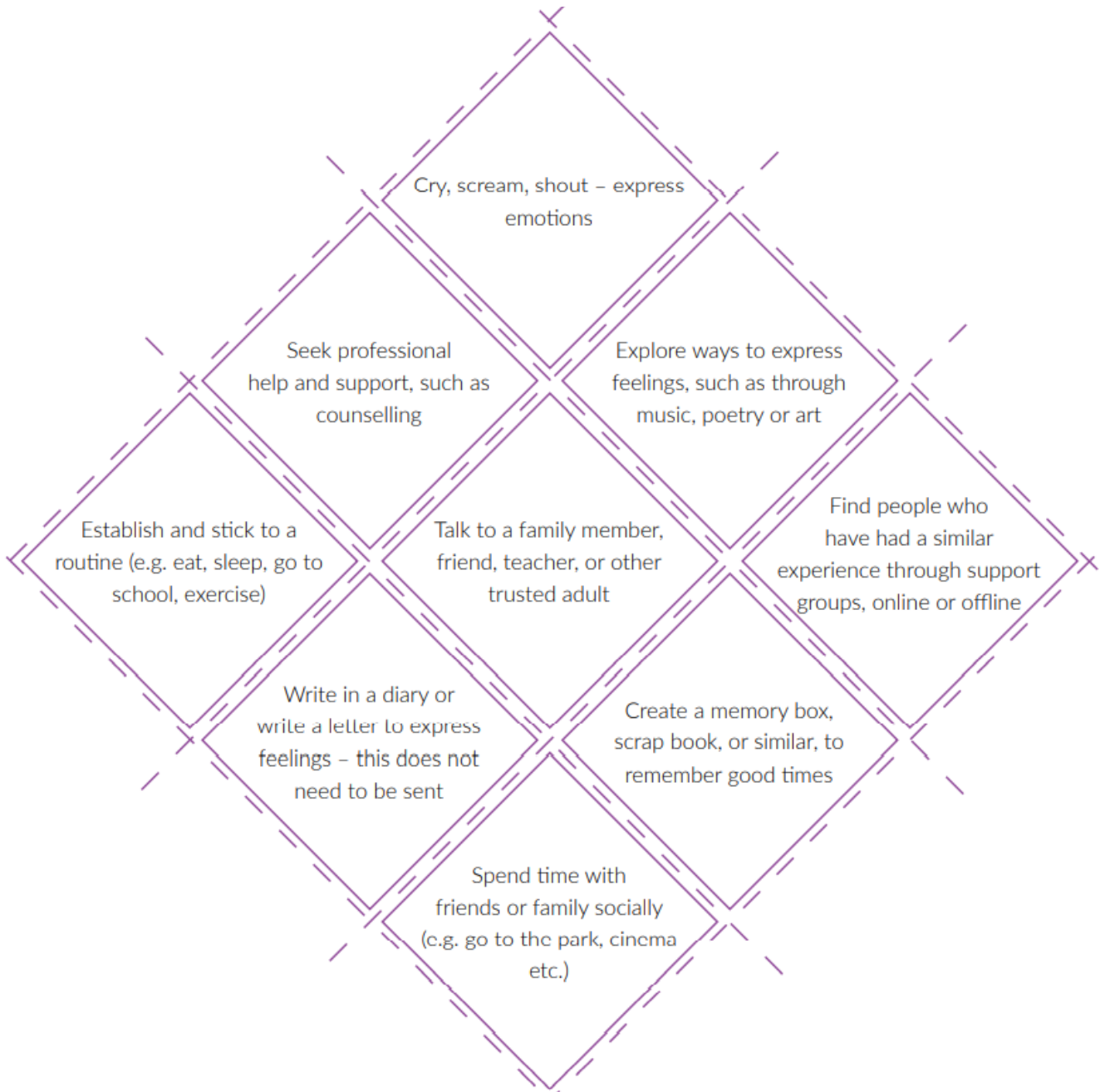
3. What could Jess do to help?

4. Where else might Taylor go for help and support?

Task: Read the scenarios and highlight the different responses to loss.

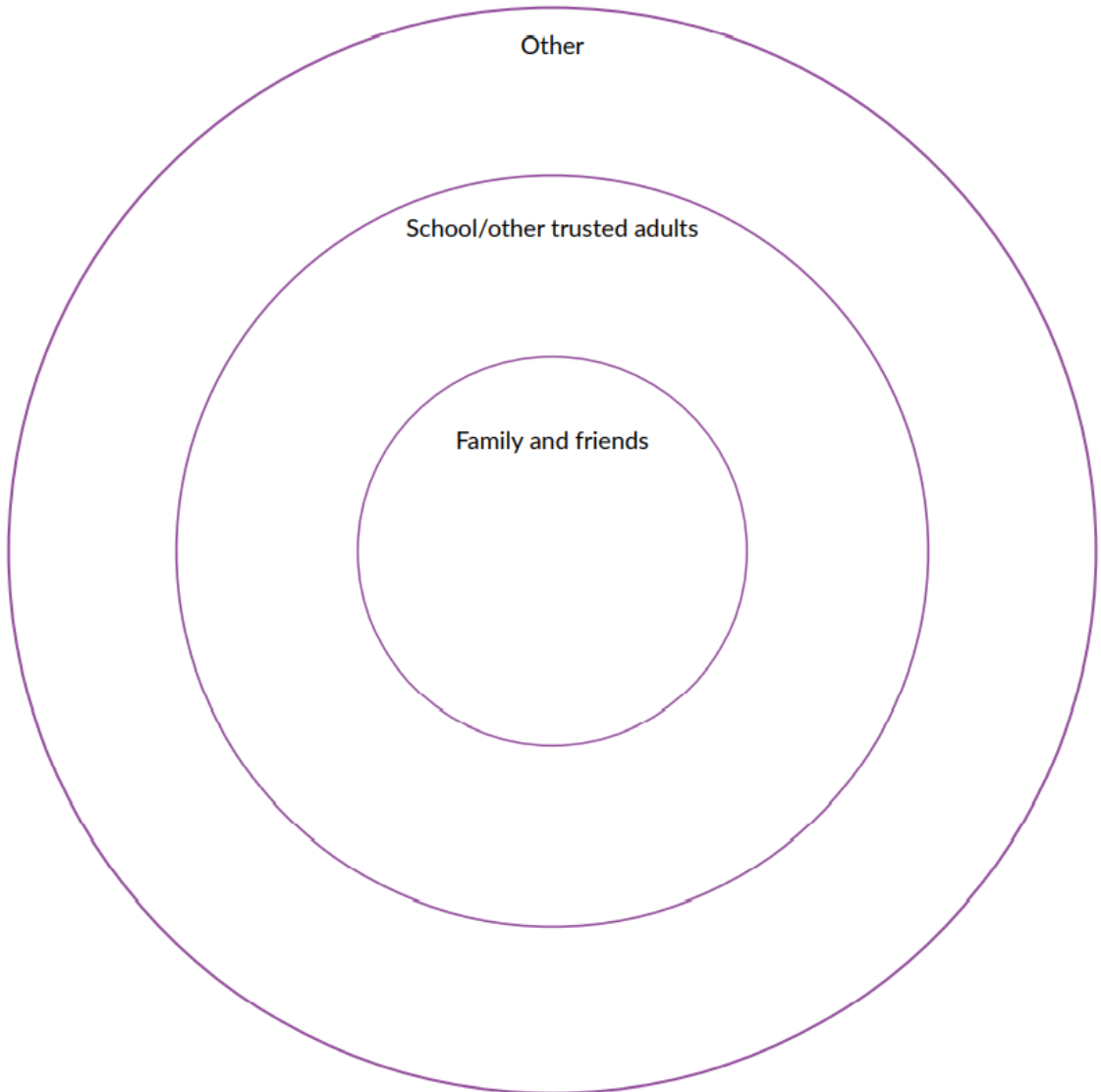
<p>Jenna's grandma died a few days ago. When her parents told her and her siblings, they all cried, but Jenna didn't. She was really close to her grandma and now feels guilty that she didn't cry like everyone else. She's worried that everyone will judge her at the funeral if she doesn't cry then either.</p>	<p>Logan hasn't been sleeping well lately. His mum has said that his cousin - who's really unwell at the moment - isn't going to get better. Logan feels confused and really uncertain about what is going to happen in the next few months. He's feeling quite overwhelmed but doesn't want to ask his mum any questions in case he upsets her.</p>	<p>Rai's cat went missing a few months ago. His friends helped him look for her at the weekends at first, but now everyone seems to have just stopped looking. Even his family haven't mentioned the cat for a while. He understands that his cat might never come back, but feels guilty when he doesn't spend time looking for her. It's making him feel really hopeless; he feels constantly drained of energy</p>
<p>Meera's parents told her that they were getting a divorce and that they would be moving to different houses. They both keep telling her that it isn't her fault, but she wonders if she could have done more to help them at home and prevented this all from happening. She's starting to feel angry that all the decisions about moving are being made without her – she didn't ask for any of this to happen and just wants her old life back.</p>	<p>Jade's uncle has been struggling with his memory for a while, and recently this has become much worse. When Jade visited him last week, he knew who her dad was, but he didn't recognise her. Jade went home and cried all afternoon. She feels really bad because she wants to see him, but isn't sure she can face the same thing happening again.</p>	

Task: Read the different strategies for managing grief with your partner. Rank them from most helpful (1) to least helpful (9).



Task: Read the list of the different support services for people who are experiencing grief. These are all people who you could turn to if needed.

Complete the circles to list your 'trusted individuals'. This can always be just initials.



- Form tutor
- NHS Support Services
www.nhs.uk/mental-health/childrenand-young-adults/help-for-teenagersyoung-adults-and-students/bereavement-and-young-people
- Teacher
- Winston's Wish
www.winstonswish.org 08088 020 021 Online chat
- Parent/carer
- Child Bereavement UK
www.childbereavementuk.org
0800 02 888 40
- Face to face groups and support sessions
- Best friend
- Childline www.childline.org.uk
0800 1111 Chat to a counsellor online
- Family friend
- Counsellor
- Sibling
- GP
- Wider family members
- Coach/youth group leader

Lined writing area with 20 horizontal lines.



