



GLOBAL CITIZENSHIP

TPS Powerful Knowledge Curriculum



Name: _____

Tutor group: _____

End of topic quiz results: /20

YEAR 10 AUTUMN TERM

HEALTH AND WELLBEING - MENTAL HEALTH

Being a Global Citizen is not a new idea

For generations, we have strived to be the best people we can be and improve our society. The world and leaders do not always get it right, but if we are **respectful, open and kind**, we can help make the world a better place and contribute positively to it.

Duke of Cambridge (Prince William)

Prince William is a huge advocate of open discussion on mental health stigma and stereotypes. He has, along with his wife and brother, founded and supported a variety of mental health charities that are there to support everyone who is struggling with their emotions and mental health. He has always been very open about his own mental health battles and believes that we all need to talk more but particularly boys and men because of the huge social stigma.

He has famously said:

"British stiff upper lip thing" had its place when times were hard, but people also needed "to relax a little bit and be able to talk about our emotions because we're not robots".



It is important to understand the context behind this quote and the importance it should have on the conversations that we have around school. We should not have this perception that talking about our mental health is a weakness, it is actually a strength. Now more than ever we need to create an open community where everyone feels confident to talk and discuss their feelings without being judged, we need to be positive global citizens.

For additional reading and support visit <https://www.headstogether.org.uk/>

Or read the following books for difference perspectives:

The Dangerous Rise of Therapeutic Education by Kathryn Ecclestone

The Chimp Paradox by Dr Steve Peters

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Global citizenship expectations in lessons

>> Openness

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

>> Keep the conversation in the room

We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

>> Non-judgmental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

>> Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

>> Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

>> Listen to others

We will listen to the other person's point of view and expect to be listened to.

>> Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

>> Asking questions

We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.

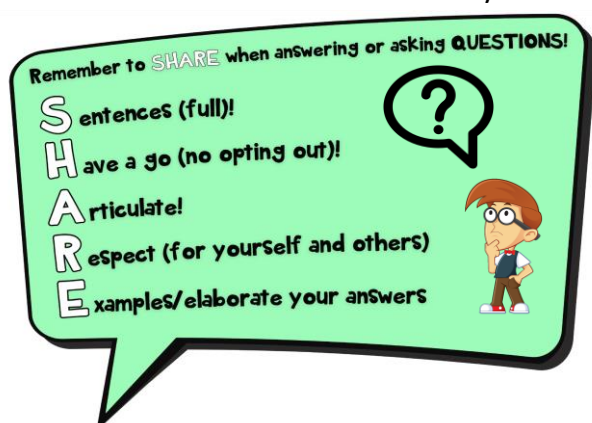
>> Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

All of these are key to successful and open lessons!

What your weekly lessons are going to look like:

1. Your teacher will always ensure that they are guiding you through the key knowledge for the lesson through expert explanation, during this time you will develop and apply your annotation and highlighting skills.



2. You will always be given the opportunity to develop your oracy (discussion) skills through tasks to share ideas and speak to your partner and the class. A key mantra for this is: **SHARE**

3. Reflection time will be given at the end of each topic to allow you the time to understand the content and apply it to being a better global citizen.



The Big Picture

Developing the ability to be a Global citizen is key to ensuring that you are ready to leave The Telford Priory School and enter the adult world with an understanding of the every day skills and knowledge needed to face the challenges and changes in your life. These skills are not necessarily explicitly taught in your other subjects and don't need to be tested for a qualification, however, they are key to your general knowledge and journey to becoming a Global Citizen. The content is split into 3 core themes as you will see on the previous page. These three themes encompass a variety of topics from sex education to dealing with finances. The expectations above are key to ensuring that these lessons are productive and you feel confident in asking questions in front of peers. There will be lessons in tutor time (twice a week), performances from external providers, drop down days, event fayres and enhanced learning weeks, all to ensure you gain the knowledge and confidence required.

Where this unit fits in the sequence

This unit is planned for teaching early in Year 10 as mental health can play a significant part in your development and progress in the next couple of years, either in school or out. Particularly at this time it is important to understand how to manage the challenges that arise during adolescence, and ensuring that you know how to manage and understand the signs of emotional or mental ill-health are key. There is a lot of misinformation and stereotypes within the media which can cause a negative portrayal of mental health, therefore the purpose of this unit is to provide you with as much information and links to support as possible.

Threshold concepts

We will be studying things which rely on understanding the following things:

- Managing challenges during adolescence
- How to reframe negative thinking
- Strategies to promote mental health and emotional wellbeing
- Signs of emotional or mental ill-health
- How to access support and treatment
- The portrayal of mental health in the media
- How to challenge stigma, stereotypes and misinformation

Relevant questions linked to mental health and emotional wellbeing

Core Question:	Answer:
What does the term mental health mean?	A person's condition with regard to their psychological and emotional well-being
What does the term emotional wellbeing mean?	Emotional health is a state of positive psychological functioning
How can we reframe negative thinking?	By taking our time to think about our health through having a balanced diet and exercising, also talking to others openly and writing our thoughts down.
Why has there been such a negative stigma around mental health?	Because people didn't want to admit and talk to someone when they were struggling. Some people thought it was a weakness.
How can we promote emotional wellbeing in school?	Have open and honest discussions, be non-judgemental, have support groups available such as peer mentors etc.
Why do teenagers struggle to handle their emotions?	Everything can become overwhelming as there are lots of different changes to get your head around.
What constitutes an eating disorder?	Eating Disorders describe illnesses that are characterised by irregular eating habits and severe distress or concern about body weight or shape.
How can the media impact the portrayal of mental health?	The media can have a positive and negative impact on mental health depending on the journalist and the type of story. For example with Caroline Flack they have pushed and promoted 'be kind'.

Key Vocabulary

Word	Definition	Example sentence
Self confidence	Self-confidence is a feeling of trust in your own abilities, qualities and judgement.	It is important to promote your own self confidence to ensure you trust in your own abilities.
Self- esteem	Self-esteem is the confidence in your own worth or abilities, it encompasses beliefs about your emotional state such as triumph, despair, pride and shame	Self-esteem links to your emotional state and the pride you have in yourself.
Mental health	Mental health refers to a person's psychological and emotional well-being.	Talking about mental health and being aware of the continual changes in your own mental health is important to understand.

Symptoms	A physical or mental feature which is regarded as indicating a condition of disease	Showing symptoms of an illness can mean you are at the start phase of an illness.
Lethargy	A lack of energy and enthusiasm	Teenagers tend to be lethargic in the mornings.
Perspective	A particular attitude towards or way of regarding something; a view point	The media can show a negative perspective towards mental health issues.
Anorexia nervosa	An eating disorder characterised by abnormally low body weight	Anorexia nervosa is more prevalent in teenagers.
Phenomenon	A remarkable person or thing	In recent times it has been a phenomenon for men to talk openly about their mental health.
Portrayal	A description of someone or something in a particular way; a representation.	The media portray of mental health in men can be quite negative.
Cognitive	The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.	Cognitive behaviours is when we let our emotions alter our behaviour.
Depression	Feelings of severe despondency and dejection	Depression is an illness that must be diagnosed and treated by a doctor.
Thoughts	An idea or opinion produced by thinking, or occurring suddenly in the mind.	Everyone has their own thoughts and opinions about mental and emotional wellbeing.
Behaviours	The ways in which one acts or conducts oneself.	Different mental health conditions can present through different behaviours.
Emotions	A strong feeling deriving from ones circumstances, mood, or relationship with others.	Your emotions can be difficult to control when hormone levels are high.
Negative	Of a person, attitude or situation not desirable or optimistic.	Individuals who suffer from anorexia nervosa have a negative perception of their body image.
Concentration	The action or power of focusing all one's attention.	Concentrating on positive mental health activities such as colouring is important for relaxation.
Overwhelming	Especially of an emotion very strong.	'she felt an overwhelming desire to giggle'
Eating habits	The term links to why and how people eat.	Individuals who have bulimia have negative eating habits.
Bulimia	An emotional disorder characterised by a distorted body image and an obsessive desire to lose weight. Resulting in extreme overeating followed by fasting or self-induced vomiting.	Sometimes celebrities in the spotlight are more susceptible to bulimia because of the pressures to 'look good' all the time.

Key Takeaways

- **Challenges**

You will continue to face many challenges throughout your life but there are ways to tackle them **positively and healthily**. Developmental changes take place in teenage brains which cause them to push boundaries as you learn independence. While this is a natural process, **it can lead to conflict and encourage risk-taking behaviours** which could have serious consequences.

- **Positive thinking/Re-framing negative thinking**

Developing your **self-confident** and **self-esteem** are vital in helping you to face challenges and maintain mental and emotional wellbeing. **Re-framing negative thought patterns** can have a massive impact upon your mood and **prevent mental ill health** such as **depression**.

- **Signs of mental ill health and strategies to promote positive mental health and wellbeing**

People respond to challenges, difficulties and stressful situations in different ways. These are called **coping strategies**. However, these strategies can be unhealthy. **Unhealthy coping strategies** include **self-harm, eating disorders**, shutting yourself off from people and so on. **Healthy coping strategies** include **talking to someone, taking regular exercise, eating healthily, meditation, learning new things, engaging in hobbies, re-framing your thinking and accessing professional support**.

- **Accessing support**

There is a lot of support that you can access, both inside school (**your tutor, teachers, HoY, AHoY, Safeguarding, SLT, BIMs**) and outside of school (see pages 33-34). The best thing you can do is **SPEAK OUT – to a friend or an adult you trust**.

- **Media portrayal and challenging stigma**

In the past mental health has been a taboo subject. People haven't wanted to talk about it or share their issues. It has been **stigmatised** by the **media** at times too. The term **stigma** means a mark of disgrace associated with a particular circumstance, quality, or person. People with mental health concerns have also been **stereotyped**. A stereotype is an over-generalised belief about a particular category of people. False or **misinformation** has been circulated too. **Misinformation** means false or inaccurate information, especially that which is deliberately intended to deceive. However, things are improving and there is consensus now that **mental health is on a continuum: EVERYONE experiences periods of mental ill health** and there are ways to tackle it, just like with physical ill health. Honesty and being non-judgmental is key to having open conversations and to dealing with it.

Topic 1: Dealing with Challenges

Learning purpose: To understand the challenges some young people might face as they move through adolescence and how to manage them.

Task: in pairs, think of the changes that occur for young people when moving into Key Stage 4 write them below.

Positive changes	Negative changes

Discussion Questions – whole class

- Why is change an important part of life?
- Which negative changes were the most common? Why do we think this is?
- What could school do to support young people during these changes?
- What support is available in school if someone is struggling to manage these changes?

Task: your teacher will give you one of the scenarios on the following page to consider **in pairs/small groups**. Together, you should write back to the character, giving them advice about what they could do to successfully manage their challenging circumstance.

If there is time, your teacher will ask you to share your response with other groups and exchange feedback. Pick up on key points through class discussion.

Developmental changes take place in teenage brains which cause them to push boundaries as they learn independence. While this is a natural process, it can lead to conflict and encourage risk-taking behaviours which could have serious consequences.

Our Response

Agony Aunt Challenges

Please help! I've just started my GCSE subjects and I'm getting really worried because I'm finding the subjects much harder than they were at key stage 3. I'm feeling lost in some lessons, and while everyone else seems to be getting it, most of what the teacher says is going right over my head. We've just tried our first practice assessments in Maths and History and I was disappointed with the grades I got. I'm not sure I'm really cut out for GCSEs and am starting to think I'll fail everything.

I feel very distant from my friends. We've all been mates since primary school and for the last three years in secondary school it's been great. But now that we're older and are in lots of different classes we don't see each other as much. I've noticed we don't have much in common anymore; we're into completely different music and films. I don't want to upset anyone but I just don't find it that fun to hang out with them anymore.

Social media is getting me down. Every time I look at my social media feeds I see people who are so much more beautiful than me and are having so much more fun than I am. I used to think social media was a great way to express myself and explore who I am, but the more negative comments I get, the less I feel I want to share about myself. My phone is always buzzing with notifications and I feel a constant need to keep checking and replying to what's going on. But the more I look, the more depressed I feel. Is it just me that feels this way?

I'm finding it tricky to manage my schedule. I'm involved in lots of activities that I really enjoy; I play sports on a Monday after school and I'm in the school's drama production. My school signed me up for extra French tuition and during the holidays I volunteer on a youth camping programme. I know all these activities are great for my CV and I enjoy them all so I don't want to give anything up. But now I'm in key stage 4 and there are loads of homework deadlines, I don't know if I can keep it all up. I recently got a part time job at the weekends which is helpful to earn a bit of spare cash, but it means I'm doing most of my homework late at night and constantly feel exhausted. What should I do?

I don't know what to do! I keep having huge arguments with my parents about dating. We've always got along well as a family but recently it feels like they're still treating me like a baby. I want more independence and to date the people I want to date, but they expect me to do family things at the weekend and tell me I'm too young to be alone in my room with a date. My curfew is really early and it seems like they supervise everything I do. How do I tell them I'm becoming an adult?!

Task: read the celebrity stories on the next page and consider these questions **in pairs**. Feel free to make notes and be prepared to share.

- What mental health concern did the celebrity experience and how did it affect their lives?
- What contributed to them developing a mental health concern?
- What helped them to overcome or manage their mental health concern?
- What can we learn from these celebrities' experiences?

Your teacher will lead feedback.



PRINCE HARRY

Prince Harry has opened up about his mental health issues, explaining that he found it very difficult to come

to terms with his mother's death when he was 12 years old. He has said that for twenty years he "shut down all emotions" and struggled with anxiety during royal public engagements.

He explained that his brother, Prince William, tried to persuade him to seek help for a long time before he went to counselling. He also took up boxing, which taught him how to help control his emotions. Prince Harry has now set up the 'Heads Together' charity to help support others with mental health concerns and encourage other people to talk.



CHRISSY TEIGEN

Chrissy Teigen developed postpartum depression (PPD) after giving birth to her daughter, Luna, in 2016. Chrissy

has explained that it took her a long time to realise she had a mental health concern, because she had a wonderful husband of 10 years, a very supportive workplace and everything she wanted in life, but she still felt incredibly sad. She lost her appetite, felt tired all the time and quickly lost her temper with other people. She went to the doctor and was diagnosed with PPD.

Chrissy was prescribed medication and therapy, which have helped her recovery. She describes how much her family have helped her accept herself. She feels it's important to raise awareness about mental health concerns.



ARIANA GRANDE

After the 2017 Manchester terrorist attack at Ariana's concert, she experienced PTSD – Post Traumatic Stress

Disorder. This is a mental health concern that affects people who have been through an extreme or traumatic event. Ariana has spoken out about the mental health concerns she has struggled with, and has performed concerts to raise support funds for the families of the victims.

She has said "Music is... comfort. It is fun. It is expression. It is happiness." To help her manage her mental health, Ariana has decided to take time away from the public eye so that she can work on her music without deadlines or expectations to perform. She has chosen to go home and spend time with her loved ones.

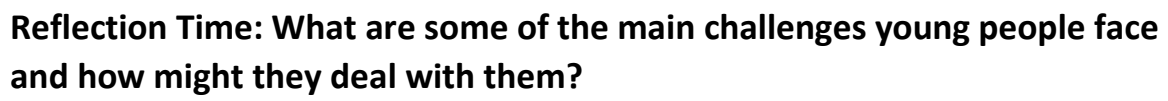


ZAYN MALIK

In Zayn Malik's autobiography, he explains how he developed anxiety and an eating disorder. Malik had to cancel

several performances due to his anxiety and says that his eating disorder was a reaction to needing control in his life, after he struggled to cope with the pressures of being famous.

Zayn is determined to break the stigma around mental health, particularly for men, saying "anxiety is nothing to be ashamed of." He has found that being open with his friends and family, as well as fans, has helped him to manage anxiety and to avoid social situations which he finds difficult to manage. Zayn found that focusing on other aspects of his life, such as his career and music, helped him with his recovery.

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Topic 2: Positive Thoughts

*Learning Purpose: to develop knowledge and understanding on the different aspects of **mental health** and how we can ensure positive thoughts.*

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

During adolescence, you will face many different challenges, some that are positive and some that are negative. As you will have noticed, there are lots of changes happening physically and emotionally during this time and it can be difficult to manage what is happening to yourself, let alone all the other external factors of friendship and family. Developing strong **mental health** and having a bank of positive coping strategies to help yourself and others is all a part of becoming a better **global citizen**.

Self-confidence is a feeling of trust in your own abilities, qualities and judgement. This isn't to say that you are arrogant and walk around like you know everything and you are the best! This is your feelings about what you can do, your attributes and the judgements you make daily.

Self-esteem is the confidence in your own worth or abilities, it encompasses beliefs about your emotional state such as triumph, despair, pride and shame. It is the positive and negative evaluation on your own actions, as in how we feel about it.

Mental health refers to a person's psychological and emotional well-being.

So, what does the above mean to you?

Being confident means being comfortable with how you look and how you feel. It means feeling good about yourself, your abilities and your thoughts. Sometimes your confidence can go up and down depending on the situation you're in. You might be really outgoing outside of school but be really shy in class. This is completely normal. At school, you're surrounded by lots of different people and it can be difficult to speak up and be yourself. Building up your confidence can take time. But taking small steps can often lead to a big change. And you don't have to do it on your own!

Self Esteem



On the following pages are tips to boost your **self-esteem** and **confidence** to have a positive impact on your **mental health**. The titles are also hyperlink.

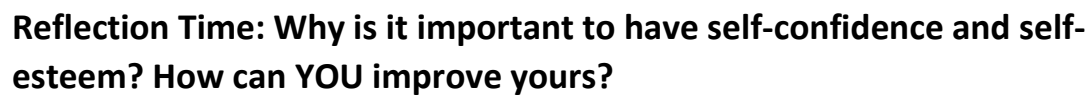
<p><u>Act as if you already have confidence</u></p> <p>Whenever you wish that you had a certain quality, practise acting 'as if' you already had that quality. If you want to look more confident, practise walking with your head upright or wear a bright colour.</p> <p>If you're shy, you could talk to someone at school who you haven't spoken to before. These things can seem scary at first. But after you've done it once, you'll slowly gain the confidence to do it again and eventually, it will come naturally.</p>	<p><u>Look at yourself differently</u></p> <p>No matter how low you feel, try to find one thing that you like about yourself. It could be your hair, your sense of humour, your excellent taste in music, or your football skills. Once you've made that start, you can begin to think of more things and create a positive image of yourself.</p>
<p><u>Watch your words</u></p> <p>Sometimes the way you say something can make a big difference to how you feel, and what others think of you. Take a few moments before you answer a question - this can help you feel more confident about what you're saying.</p> <p>If you are not sure, ask to repeat the question or say you don't understand. Don't pretend to know. Try using words like 'yes' and 'no' instead of 'sort of' and 'not really'. This can make you sound more clear and confident.</p>	<p><u>Try something new</u></p> <p>Try a new thing every day. It should be something that you wouldn't usually do. It could be a small thing, from styling your hair differently to volunteering to read out loud in class or joining a team.</p> <p>Each time you do something new, you are slowly stepping out of your comfort zone to making a fresh start. The rush you'll get from making these changes will boost your confidence.</p>
<p><u>Listen to music</u></p> <p>Music can have a powerful impact on us. Whenever you begin to doubt yourself, try listening to songs that make you feel positive about life and about yourself.</p>	<p><u>Eat better, feel better</u></p> <p>Look after yourself physically. It can really make you more confident. Eating healthily and doing exercise can make a big difference. Try not to eat a lot of processed food like crisps, chocolate and ready meals. And don't drink too much coffee. Instead, choose fresh fruit and vegetables and drink plenty of water.</p> <p>By looking after yourself this way, you will naturally feel better and have more energy.</p>

<p><u>Be kind</u></p> <p>Help a friend or do a little task without being asked. Phone someone who you haven't spoken to in a while. Bake a cake or cook a meal for someone. Offer to walk a neighbour's dog or volunteer for a charity.</p> <p>Helping others can make you feel appreciated and valued.</p>	<p><u>Change the way you think</u></p> <p>Taking the time to notice when things go well and realising when you're being too hard on yourself can improve your self-esteem and make you feel better.</p> <p>Whenever something happens and you have a negative thought about yourself, ask yourself whether you've done anything wrong.</p> <p>For example, if a teacher doesn't pick you, you might feel like you're not good enough. But it could also be that the teacher didn't realise you wanted to be picked. Or they wanted to give someone else a turn.</p> <p>Even if you think you have done something wrong, try thinking about what you'd like to do differently next time.</p> <p>Thinking of positive things can be difficult if you're used to putting yourself down.</p> <p>Try writing down your moods every day. Question your negative thoughts and try asking someone you trust about them. Make sure you write down anything positive you do, even if it's small.</p>
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Discuss the following in pairs:

- What are internal influences on your mental health?
- What are external influences on your mental health?
- Why is having positive mental health important?

Your teacher will take feedback.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Topic 3: How to reframe negative thinking

Learning purpose- develop your understanding on what negative thoughts are and learn a new strategy to reframe these thoughts.

Your teacher will explore the following information with you. Make sure you:

- Ask questions if there is something you don't understand.*
- Highlight key words and annotate with notes and details you didn't already know.*

Most people, including children and adults, feel low occasionally. This is a normal reaction to events that are stressful or upsetting. It is even more common for teenagers to be affected by a range of moods, particularly feeling 'blue'.

For some of us, being a teenager is extra hard to cope with. Hormones, body changes, relationships, school work can all get on top of us. Sometimes chemical changes in the developing brain can trigger depression. When low mood becomes extended, severe, and impacts very significantly on our daily life; it may indicate the start of **clinical depression**. This will need to be diagnosed by a mental health professional, but some indicators include poor sleep or reduced appetite, consistently negative outlook, lack of enjoyment and low motivation and energy. **Depression** responds very well to psychological treatment. This will often include finding out the cause of the **depression** and changing negative thoughts and behaviours. Depression can affect us in a number of different ways. Some people might have just some of the **symptoms** whilst others might have quite a few. It's important to get a professional to make the diagnosis.

Physical <ul style="list-style-type: none">• Sleep changes• Appetite changes• Lethargy or extreme tiredness• Increased pain	Behaviours <ul style="list-style-type: none">• Lack of engagement• Quiet and withdrawn• Possible self-harm• Possible misuse of alcohol, drugs and other substances
Thoughts <ul style="list-style-type: none">• Negative thoughts• Concentration problems• Lack of interest• Slowed down thinking	Emotional <ul style="list-style-type: none">• Feeling sad• Feeling numb• Feeling hopeless• Feeling overwhelmed

Attitude Continuum

Task: complete the following **on your own**. Your teacher may take feedback.

People can improve at anything if they work hard enough at it.

AGREE ◀ ▶ DISAGREE

Making mistakes is embarrassing so it's best to be sure of the answer before contributing.

AGREE ◀ ▶ DISAGREE

If someone has to try very hard at something, it's because they don't have natural talent and they are wasting their time.

AGREE ◀ ▶ DISAGREE

Most successful people have created their own luck.

AGREE ◀ ▶ DISAGREE

If someone knows a project will be a challenge as it doesn't suit their style of working, it's best to find something else to work on.

AGREE ◀ ▶ DISAGREE

Negative Thinking and Reframing

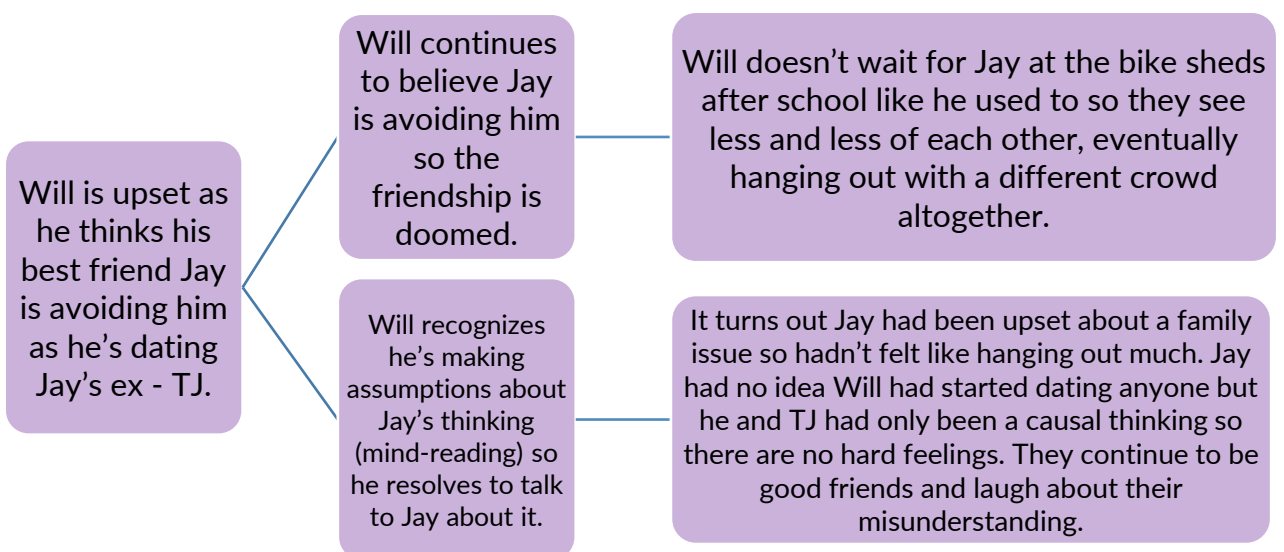
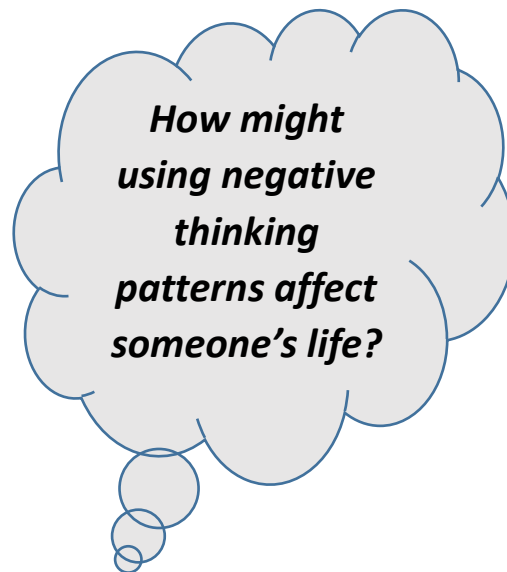
Negative thinking patterns/loops are habitual thought processes which can affect our perceptions.

Reframing is a process of thinking about something differently, often more positively.

Task: in pairs match the definition (middle) and the example (right column) to the type of negative thinking.

Personalising	Assuming something is your fault	Suzie blanked me this morning – I must have done something wrong.
Mind reading	Thinking you know what someone else is thinking.	I bet they all think I'm a complete idiot for failing that test.
Labelling	Giving yourself a negative name or quality.	I'm so useless!
Fortune-telling	Assuming you know how things will turn out.	I never score a goal so there's no point even trying!
Catastrophising	Assuming the worst possible outcome.	If s/he says 'no', everyone will think I'm 'undateable' and I'll be alone forever.
Overgeneralising	Making big judgments based on small, one-off's	I've done really badly on my spelling vocab today – I'm bound to fail my Spanish GCSE.
All-or-nothing thinking	Seeing things in 'black or white' terms – success or failure, good or bad.	I've been saving money all week by walking to school but I was running late today so had to take the bus – I might as well not bother saving for a TV as I'll never save enough.
Should statements	Telling yourself how you 'should', 'must' or 'ought' to be/feel/act.	I shouldn't do that or people won't like me.
Filtering	Only focusing on the negative elements of a situation and missing the good that came out of it.	I had loads of people at my birthday party but my best friend didn't come so it was ruined.

Task: in pairs, consider the following question and make notes around it. Try to give examples (real or imagined). **Be prepared to share.**

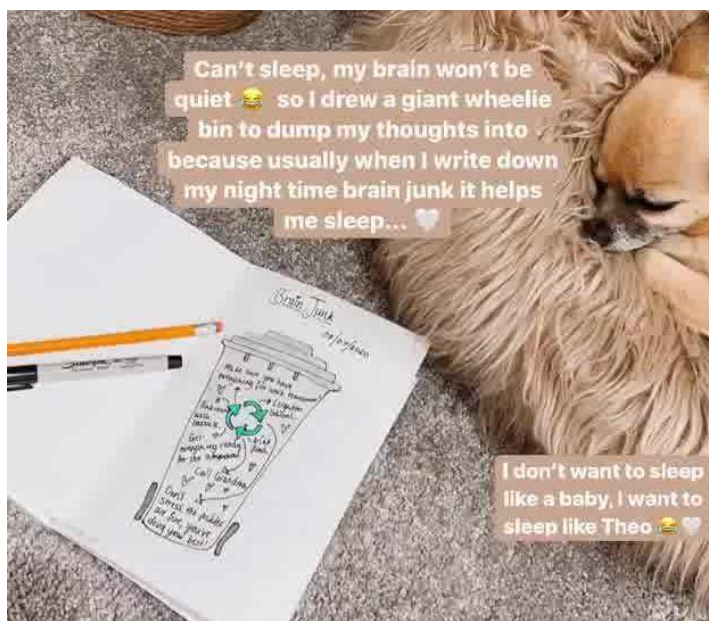


Task: in pairs, consider the following scenario and identify the negative thought pattern and attempt to change the path.

Aleema was upset because she had a row with her friend Dina.	She started to worry that their friendship was ruined and Dina would never talk to her again.	But then she realised that she was using a negative thinking pattern called _____.
Aleema decided to...	Dina said that...	In the end...

This may sound a silly idea... but who follows Stacey Solomon on Instagram?

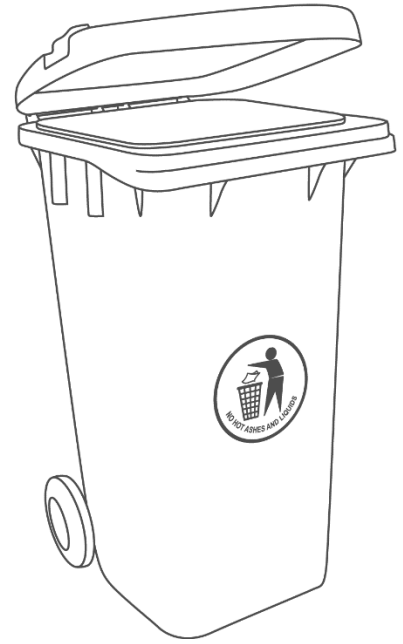
She has been very open about her mental health battles and the feeling of having negative



thoughts or worries, particularly at night time that stop her concentrating or going to sleep.

These thoughts don't have to be as extreme as self-harm etc, but anything that is worrying you and causing you anxiety. The picture to the side shows you a technique she uses in an evening sometimes to help get rid of any worrying/bad thoughts. Writing things down can be just as much of a help as talking to someone.

Task: use the diagram to write down any worries or concerns that you have. It would be brilliant if you would be prepared to discuss these with the class (but you don't have to) ... you might not be the only one with the same concerns!



Reflection Time: Why is it important to break negative thinking patterns?

Topic 4: Strategies to promote positive mental health and emotional wellbeing

Learning purpose: To understand that mental health and emotional wellbeing is about perspective and being positive is key.

Your teacher will explore the following poem with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

A Poem by Chanie Gorkin

Today was the absolute worst day ever
And don't try to convince me that
There's something good in every day
Because, when you take a closer look,
This world is a pretty evil place.
Even if
Some goodness does shine through once in a while
Satisfaction and happiness don't last.
And it's not true that
It's all in the mind and heart
Because
True happiness can be attained
Only if one's surroundings are good.
It's not true that good exists
I'm sure you can agree that
The reality
Creates
My attitude
It's all beyond my control
And you'll never in a million years hear me say that
Today was a very good day.

Now read it from bottom to top, the other way, and see what I really feel about my day.

Discuss the following questions in pairs. Feel free to make notes and be prepared to share – your teacher will take feedback.

What are the underlying messages from this poem?

Do you think this is a good way to look at **mental health**, and why?

Why is your attitude and perspective of situations significant to your **mental health** and **emotional wellbeing**?

How can you use this to help support others in being more positive?

Topic 5: Signs of emotional or mental ill-health

*Learning purpose: to understand and recognise the warning signs of common **mental health and emotional health concerns** and the importance of and ways to pre-empt common triggers and respond to warning signs of **unhealthy coping strategies**.*

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

Warning signs common with mental and emotional health concerns

It is very difficult to understand and recognise the warning signs common with mental and emotional health. We never really know what is going on in someone's mind, which means that it is difficult to really appreciate how someone is feeling or know what they are thinking. However, there are common signs that we can look out for in ourselves and in others to try to help before some revert to unhealthy coping strategies. To become a **global citizen**, it is vital that we can start to understand warning signs and are able to read people's emotions and feelings through conversations and observing people's reactions.

Sometimes the easiest things to spot are:

- Change in someone's mood;
- Change in someone's behaviours or reactions;
- Change in eating habits;
- Making passing comments that are negative towards themselves.

Unhealthy coping strategies to understand

Self-harm

Self-harm is when someone hurts themselves in order to express, deal with or communicate difficult emotions. In most cases, there is no suicidal intention but a teenager's safety must always be kept in mind and it's helpful to have the risk they pose to themselves assessed by a professional.

Self-harm is not a new phenomenon, but it appears to be growing in frequency. Whilst teenagers, adults, male, female and self-identified individuals all self-harm, it is most prevalent in teenage girls. However, boys who self-harm tend to cause more damage to themselves and suicide is more common in boys and men and also high in LGBTQ+ individuals.

Self-harm is a serious problem for teenagers, more commonly occurring between the ages from 10 to 19 years with a steep rise in the 17-19 year range in combination with increasing mental ill-health.

Many teenagers who self-harm will go to great lengths to give the impression that nothing is wrong and nothing out of the ordinary is happening. However, you may pick up on certain signs that indicate to you that they are self-harming and need help.

Friends are often the first to notice or to know that someone is struggling with a problem. A person who is worried about their changes in moods, thoughts or behaviours will often confide in a friend. A friend may therefore act as a support in helping someone confront the issue.

You may...

- Worry about asking your friend if there is a problem in case it affects the friendship;
- Worry that you are overreacting or hope that it is a 'passing phase';
- Feel hurt or angry that your friend is behaving in this way;
- Worry about the safety of your friend;
- Not know if you've got it right or how best to act in the circumstances.

Identification facts

- Your friend has self-harm marks on their body regularly.
- Your friend covers their arms and parts of their body even when it's very warm and it's not something they've done before.
- Someone in your friend's family or friendship group self-harms.
- Your friend carries out a lot of risky behaviour as though they don't care for themselves and often hurt themselves in a lot of different ways – for example getting into constant fights, drinking too much.

Task: discuss the previous information **in pairs** and make notes of signs and coping strategies.

Your teacher will lead feedback on this. Be prepared to share.

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

So how can we help? Four stages bringing about change:

TALK TO YOUR FRIEND

- Talk to your friend – listen but don't criticise. Don't mention self-harm to start off with – they may be embarrassed – but do mention your concern.
- Don't be surprised or offended if they are not willing to listen to you, leave some time for the words to sink in and then think about approaching them again.

SHOW CONCERN

- Tell your friend you are worried about them and encourage them to speak to someone responsible. This could be a teacher you can approach, a parent, a peer counsellor or a school counsellor.
- Make sure that the person you choose to approach is appropriate and can deal with the problems your friend has.
- If your friend refuses help, you might want to speak to a teacher or friend in confidence.

PROVIDE SUPPORT

- Offer to support them by: finding useful information about their condition (stem4 website), accompanying them to see someone who can help (named peer counsellor at school, school nurse, school counsellor, sibling, parents, parents of another friend, GP, practice nurse).
- But don't feel too responsible – supporting a friend is difficult, and it affects our emotional well-being which is nothing to be ashamed of. Only help where you can, it's not your responsibility to 'treat' your friend, and it's very difficult to change someone.

LOOK AFTER YOURSELF

- Make sure you take breaks from looking after others, so you can take your mind off things and relax.
- Look after yourself – take steps to talk to someone too.

Eating disorders

None of our bodies are made the same and this can sometimes be upsetting. There may be times that you try to do something to improve your body and make yourself feel better.

Sometimes this doesn't work out, or you may take things a little too far which harms you instead. This could leave you feeling completely overwhelmed.

It is slightly easier to spot eating disorders in others in school due to the consistent break and lunch times where eating routines can be seen. You may notice someone not eating or over eating; someone being very picky about their food and playing with it rather than eating it; negative comments about weight loss or gain or someone always goes to the toilet after food.

There are different types of eating disorders to understand. They are:

Anorexia Nervosa

Anorexia Nervosa is when some young people lose a significant amount of weight because of restricting their eating. This will also show a variety of physical, thought-based and emotional symptoms.

Bulimia Nervosa

Bulimia Nervosa is when people try to control their weight through episodes of not eating followed by periods of losing control over their eating. They then try to get rid of the food they have eaten when they have lost control in different ways.

Binge Eating Disorder

Binge Eating Disorder is a condition where the person regularly binges, usually with weight gain. This can lead to obesity.

Other Eating Related Disorders

There are also other forms of disordered eating. Although these are not formally categorised as eating disorders, they are worth managing early to prevent them from developing into full-blown eating disorders.

Food Phobias

These include fear and avoidance of certain groups of food either due to bad association with food/eating or due to a fear of vomiting. A form of psychological treatment called Cognitive Behaviour Therapy (CBT) which helps you to gradually face your fear can be helpful.

Body Dysmorphic Disorder

In this condition, the way the young person sees themselves is changed and not accurate, often leading to a lot of worry or anxiety.

Exercise Addiction

This is when the need to exercise becomes compulsive or has no flexibility. There is a relentless pursuit of exercise, daily, whether tired or not. There is a fear of altering or reducing exercise. There is an increase in the number of repetitions of an exercise eg stomach curls or using the machines that burn the most amount of calories. There is a pattern of increasing physical activity due to increasing tolerance of effort. Exercise in moderation is healthy, however, over-exercising can lead to many negative effects such as effects on bones, potentially causing fractures. Changes to their period might be noticed by some. It can also lead to irritability, anxiety and depression.

Paired discussion

- 'Coping' strategies sound positive...they are ways that people try to deal with their emotional issues and stresses. However, some of these strategies are 'unhealthy' – what makes them unhealthy?

- Why do you think people continue engaging in these unhealthy strategies?

Your teacher will lead feedback – be prepared to share.

Accessing Support

Overwhelming feelings can sometimes be difficult to deal with alone, but you don't have to go through this alone. You're one of many who are going through the same emotions. There are people who know and understand these emotional changes and would like to help you. There may be family and friends who would be happy to help because they care for you. There are places you could go to for help. You may want to start with speaking to a teacher or the nurse at school. Small, manageable steps are the best way forward. Most importantly you need to ensure that you get support from professionals and adults in school or outside of school. You are not the trained professional, yes you might be a good source of support for your friend but you can't give them medical care.



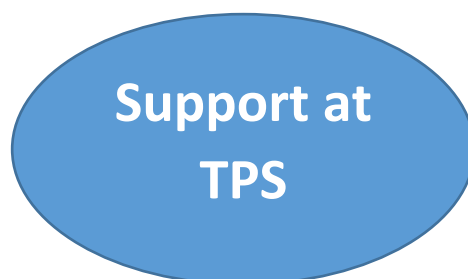
Reflection Time: What would you do if you became aware of a friend (or yourself) engaging in unhealthy coping strategies?

Topic 6: How to access support and treatment

Learning purpose: to understand about the types of support that is available to you and your family/friends.

As discussed in the last sessions, there are a variety of different support routes you can take in school to help overcome different physical and emotional wellbeing difficulties.

Task: write down all the different ways you can receive support in school.



Outside of school and in your own time, support is also available that is free and available 24/7.



If you need immediate support, you can text SHOUT to 85258 and chat by text. The service is free on most networks and available 24/7, and trained volunteers will listen to you, and work with to help you take the next steps towards feeling better.



The Mix is the here to take on the embarrassing problems, weird questions, and please-don't-make-me-say-it-out-loud thoughts that we have. They offer a free & confidential helpline available 365 days a year via phone, email or webchat. They also have discussion boards and live chat.



A website that is there to promote positive mental health for teenagers, they have specific apps and advice to help all mental health concerns.

<https://stem4.org.uk/>

Discuss the following in pairs. Feel free to make notes. Be prepared to share.

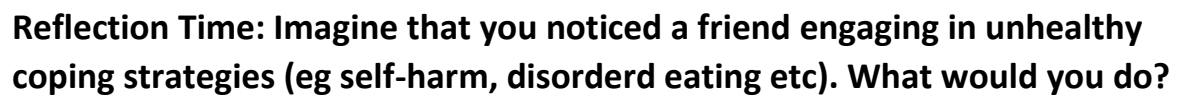
How can you support a friend in school?

Would you be confident enough to recommend support of an external agency to a friend confidently?

Why is it important to support in a positive and non-judgemental way?

Which professional support is easy to access when things are getting difficult for yourself or a friend?

Your teacher will lead feedback on this.

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Topic 7: The portrayal of mental health in the media and challenging stigma, stereotypes and misinformation

Learning purpose: to understand the differing ways in which the media portray mental health and to understand how we can challenge stigma, stereotypes and misinformation about mental health and emotional wellbeing.

The term **portrayal** means: a description of someone or something in a particular way; a representation.

In pairs, discuss the following:

How do you think the media portrays mental health? Try to identify specific examples.

Is it easy to find support through the media?

Does the media influence our perceptions of mental health? Give examples of how.

Key notes from discussions

Positive portrayal	Negative portrayal
Finding support through the media	How the media influences our perceptions

In recent times there has been a huge increase in the amount of time given by the media to discuss mental health, be it through social media accounts, news channels or TV programmes/documentaries. Understanding that everything we read/watch/hear isn't always the whole picture is important when becoming well educated about topics.

What can we do to ensure that there are more positive discussions on mental health in school to encourage you as the next generation to make the media more positive?



In pairs, consider the examples of famous people referenced earlier in the booklet and other celebrities you know who struggle with their mental health. Is it helpful/positive when famous people speak out?

The term **stigma** means: a mark of disgrace associated with a particular circumstance, quality, or person.

The term **stereotype** means: a stereotype is an over-generalised belief about a particular category of people. It is an expectation that people might have about every person of a particular group.

The term **misinformation** means: false or inaccurate information, especially that which is deliberately intended to deceive.

REMEMBER- honesty and being non-judgmental is key to having an open conversation when everyone feels comfortable.

In pairs, discuss the following questions. Feel free to make notes and be prepared to share.

How do you think people with mental health and emotional wellbeing difficulties are perceived by the media?

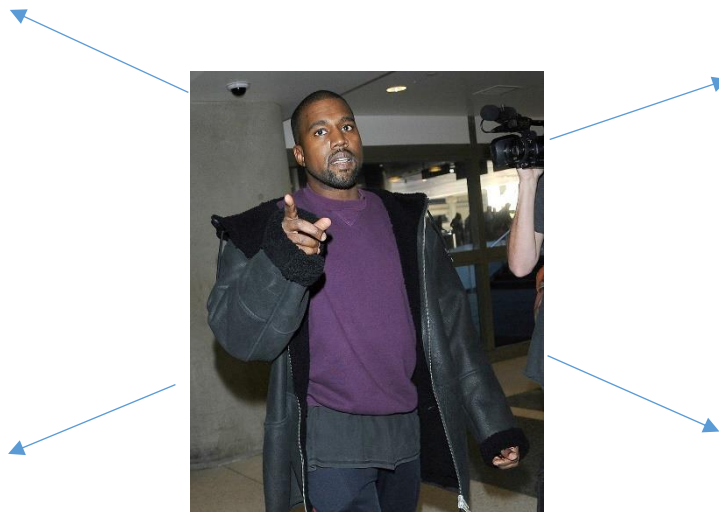
What are your opinions of people who are struggling?

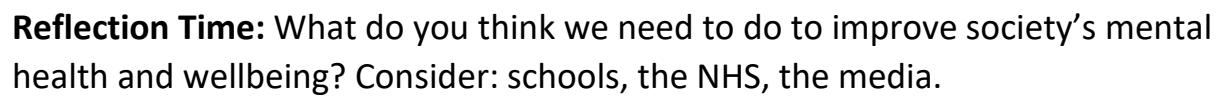
Do you think that people with mental health issues such as psychosis feel comfortable in public situations?

The media has a significant impact on what we see and read daily, journalists and writers are under pressure to sell stories which can sometimes lead to misinformation or fake news.

Task: watch the video about how Kanye West's mental health issues were portrayed in the media and consider the following questions:

- How do you think Kanye West's mental health issues have been documented in the media over the last few months?
- Do you think there are been a stigma around him?
- Have we been misinformed?
- Is there a stereotype around his illness?
- Has this coverage been damaging to the wider issues around mental health?
-



[illegible]

DIRT/review and topic quiz

Learning purpose: to review and recap all tasks in this module, to ensure that you understand all the content and all tasks are completed.

Please ensure all core questions are answered and you have all tasks completed to the highest possible standard throughout the booklet.

Topic Quiz

1. How can self-esteem impact the way you see yourself? (2)

2. List 3 ways you can improve your self-esteem and confidence? (3)

3. Why is re-framing your mind-set in a positive way important? (1)

4. What does the term depression mean? (1)

5. How can you support someone who is self-harming (give two suggestions)? (2)

6. Who could you speak to if you felt either yourself or a friend was struggling to manage their emotions (give three examples)? (3)

7. What positive changes can you make to enhance your mental health and emotional wellbeing? (3)

8. How can we make the media's portrayal of mental health positive? (1)

9. What does the term stigma mean? (1)

10. Having conversations with others about mental and emotional health will always have a positive impact, how can you instil this in younger students at TPS? (3)

Bringing it all together

Use the last session to reflect on your learning in the past half term and link it to the inspirational person/philosopher at the start of the booklet.

Core themes to think of during your reflection

1. How does the transition aspect of the booklet link to Prince William?
2. Can you use his key quote *"British stiff upper lip thing" had its place when times were hard, but people also needed "to relax a little bit and be able to talk about our emotions because we're not robots"* to reflect on how you are going to be a better Global Citizen?
3. Explain why you think Prince William is a key influencer when trying to better ourselves as Global Citizens?

Additional reading

<https://camhs.cnwl.nhs.uk/young-people-adolescents/mental-health-tips-coping-strategies/>

Taking care of myself

Sometimes it seems like we have little or no control over what we think and how we feel. But, there are things that you can do that will help you to feel better.

Diet

Food can affect your mood! There is a link between what we eat and how we feel so it's important to have a healthy, balanced diet for both your body and mind.

Eating well doesn't have to be expensive. Try these sites for brain food on a budget:

- [Change4Life](#): easy tips and recipes
- [NHS Choices](#): healthy eating for teens
- [Royal College of Psychiatrists](#): linking eating well and mental health

Exercise

Everyone knows that exercise is good for your body – but it's also important for your emotional wellbeing. Scientists have discovered that exercise causes your brain to release chemicals that make you feel good. There is evidence to show that exercise can help raise self-esteem, help sleep problems, improve memory and concentration, takes your mind off negative thoughts, as well as reduces feelings of anxiety and depression.

Try these sites for more ideas:

- [NHS Choices](#): physical activity for teens
- [Young Minds](#): exercise and mental health

Improving your self-esteem

Self-esteem is how you think and feel about yourself. Having healthy self esteem makes it easier to cope with life's ups and downs. If you have low self-esteem, the thoughts and feelings you have about yourself tend to be negative. This can make you more prone to mental health problems.

Try these sites for some different ways to boost your self-esteem:

- [Mental Health Foundation](#): wellbeing and positive thinking podcast
- [Young Minds](#): top tips on how to boost self-esteem

Taking time to relax

Regular relaxation is beneficial for your mental health. If you make a regular time each day to practice some of the techniques below you will get better and better at relaxation and notice your

day-to-day stress levels are lower. You will also become able to use relaxation at the times you need them most.

Try these relaxation techniques from Youthspace:

- [Breathing exercises](#)
- [Seven eleven technique](#)
- [Deep muscle relaxation](#)

And this quick podcast from the Mental Health Foundation:

- [Quick-fix breathing exercise](#)

Another great way to relax is to practice mindfulness. This is the focusing of attention and awareness on the here and now, and is often used to reduce anxiety, stress and depression. It has its roots in Buddhism, though is used widely by people of all ages from all different backgrounds with all sorts of problems.

These Mental Health Foundation podcasts might help you relax and improve your sense of wellbeing:

- [Intro to mindfulness](#)
- [10-minute mindfulness practice](#)

Sharing what's bothering you

Sharing what's bothering you can help to make it feel more manageable. If you feel that the problems you're having are too big for you to deal with by yourself you may want to get in contact with your GP, someone from school/college or someone else you trust.

If you're finding it hard to talk to people you know about how you feel, contact [ChildLine](#), [The Samaritans](#), or [Mindfull](#).

These links might also be helpful:

- Not sure how to start a conversation with your GP about mental health? [Check out the award-winning Doc Ready app](#)
- Have a look at ChildLine's [short video about depression](#) for young people
- We've designed a [Cope-ometer](#) to help younger children understand the link between stresses and mental health – but it applies to all of us!
- Check out the Thinkuknow [guide to internet safety](#)