

# 3 Emotional and Mental Health

## Topic: Recognising and balancing emotions

<b>Notes</b>	<p>The topic begins with a recap on emotional health and helps students review a range of emotions. They are asked to investigate and possibly model some typical emotions.</p> <p>It then moves to two particular elements of emotional health: considering their personal support networks and identifying good friendship-building skills. These have been chosen to help young people rebalance a sometimes remote version of friendship and relationships, i.e. via technology (web/text) rather than real life. The emphasis is on getting out and about, meeting people and doing things together.</p>
<b>Learning outcomes</b>	<p><b>In this topic students will learn about:</b></p> <ul style="list-style-type: none"> <li>■ emotional health and how to recognise it</li> <li>■ the usefulness of personal support networks.</li> </ul> <p><b>They will explore:</b></p> <ul style="list-style-type: none"> <li>■ the eight main types of emotions</li> <li>■ ways to expand social life and friendships.</li> </ul>
<b>Links to Personal Well-being PoS</b>	<p><b>1.2 Healthy lifestyles</b></p> <p><b>b</b> Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.</p> <p><b>2.3 Developing relationships and working with others</b></p> <p><b>a</b> Students should be able to use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations.</p> <p><b>3 Range and content</b></p> <p><b>d</b> The study of personal well-being should include the benefits and risks of health and lifestyle choices including ... mental and emotional well-being of individuals, families and communities.</p>
<b>Links to SEAL outcomes</b>	<p><b>Managing feelings</b> Students understand how health can be affected by emotions.</p> <p><b>Empathy</b> Students can work out how people are feeling through their words, body language, gestures and tone.</p> <p><b>Social skills</b> Students can make ... friendships.</p>
<b>Links to ECM outcomes</b>	<p>Be healthy ■ Stay safe ■ Enjoy and achieve</p>
<b>Assessment opportunity</b>	<p>See Topic: Facing challenges; Activity 3: Problem-solving (page 00)</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Student's Book (pages 32–34)</li> <li>■ Appendix: Active Learning Methodologies:             <ul style="list-style-type: none"> <li>□ Brainstorming (page 00)</li> <li>□ Pairs work (page 00)</li> <li>□ Small group work (page 00)</li> </ul> </li> </ul>

## STARTER ACTIVITY

### ACTIVITY: EMOTIONALLY HEALTHY? (Student's Book, page 32)

1. If you were asked to describe a physically healthy person you could probably provide a good list of features; for example, eats a balanced diet, has good energy levels, etc. If you were asked to describe an emotionally healthy person, what would that list of features include?

This activity lends itself to a brainstorm. See Appendix: Active Learning Methodologies: Brainstorming (page 00). Possible answers could include:  
People with good emotional health:

- are in control of their thoughts and behaviours
- feel positive about themselves and have good relationships
- can keep their problems in perspective
- have both self-awareness and self-control
- are compassionate and empathetic
- appear 'bright eyed' and alert
- have good/positive posture
- have a sense of contentment (at peace with themselves)
- enjoy their life
- have a positive attitude (to life)
- are resilient when things go wrong or they are feeling low.

## MAIN ACTIVITIES

### ACTIVITY: HOW DO YOU KNOW? (Student's Book, page 33)

2. Look at Source 1, which identifies the eight main emotions.
  - a) What characteristics in each facial expression represent the emotion?

[add answers when images found]

- Anger:
- Fear:
- Sadness:
- Enjoyment:
- Love:
- Disgust:
- Shame:
- Surprise:

The following facial features will give us clues to a person's emotions/how they are feeling:

**Mouth:** Is it tight-lipped or open? Is it closed tightly? Does it look pinched or pursed? Is it turned up at the corners – as if in a smile? Or turned down in a sad way?

**Eyes:** Are they screwed up or tight and rather pinched looking? Are they wide open or staring? Do they look warm and inviting, cold and disinterested, or shocked, or frightened? Are they looking at you or away from you?

**Eyebrows:** Are they raised, frowning, or relaxed? Is one up and one down – as if questioning something?

**Forehead:** Is it furrowed and wrinkled (not by age but by what's happening on the rest of the face)? Or is it relaxed?

**Nose/nostrils:** Are they flared, or pinched or relaxed?

**Chin:** Does it look a bit 'wobbly' or does it look firm and determined?

**b) Can you identify a word that describes the degree of feeling being shown?**

Some of the other words to describe degrees of feeling of the main emotion are listed below Activity 3.

**c) Compare your answers with someone else – did you see similar degrees of feeling?**

Two people may read the same facial expression differently: one may see worry where another person sees panic. Why do you think this happens? This may be because what they see reminds them of their own experiences – so they may relate their personal feelings to someone else.

- 3. a) Choose one or two of the eight main emotions and create a collage of examples from photos, film or art that illustrate it. You could use the internet, magazines, books and films in your research.**
- b) On your collage explain which emotion is represented by using evidence from the facial expression, tone of voice, body language, etc. In your explanation try and use different words to describe the degree of emotion being used. It may help to brainstorm these first.**

It is suggested students work in pairs to complete this activity. See Appendix: Active Learning Methodologies: Pairs work (page 00).

Words to describe degrees of emotion/feeling might include:

- anger: fury, annoyance, hostility, angst, rage
- fear: anxiety, worry, apprehension, dread, terror, panic
- sadness: depression, despair, disappointment, grief, misery, regret
- enjoyment: ecstasy, euphoria, happiness, interest
- love: desire, gratitude, hope, lust, affection
- disgust: hatred, horror, loathing, revulsion, repulsion
- shame: self-contempt, embarrassment, guilt, remorse
- surprise: hysteria, shock, wonder, amazement.

### 3 Emotional and Mental Health

Alternatively, or if time allows, volunteers could work in pairs to create body sculptures or 'snap-shots' of emotions (without words being used). The rest of the class then have to guess what emotion is being represented and explain how the body language and expressions portrayed this.

#### **ACTIVITY: WHO WOULD I INCLUDE? (Student's Book page 33)**

- 4. Look at Source 2. Not everyone will have eight types of support on their personal network. What would be the two or three key strands that you would include on yours and why? Discuss your answer in pairs or small groups.**

The supportive nature of this activity means that students should work in pairs or small friendship groups. See Appendix: Active Learning Methodologies: Small group work (page 00).

Care should be taken so that no individual is personally asked to reveal their 'support network' if they don't want to.

#### **ACTIVITY: STEPPING STONES (Student's Book page 34)**

- 5. Discuss why each of the points in Source 3 is an important part of making and keeping friends.**
- 6. If you knew someone who wanted to make more friends, or expand their social life, what steps other than those mentioned in Source 3 would you suggest they could take?**

Small group work is appropriate for this activity. See Appendix: Active Learning Methodologies: Small group work (page 00).

Some ideas include:

**Spend more time around people.** If you want to make friends, you first need to put yourself out there somehow in order to meet people. Friends seldom come knocking on your door whilst you sit at home playing computer games. Social networking on the web – or by texting – is no substitute for spending time with real live people!

**Join an organisation with people who have common interests.** You don't necessarily have to have a lot of common interests with people in order to make friends with them, but if you have something in common with people it can make it a lot easier to start a conversation and plan activities together.

**Join a sports team.** A common misconception about this is that you have to be really good at playing a particular sport. As long as you enjoy the sport and support your teammates, joining a local team with a laid-back attitude could be a great way to make new friends.

**Volunteer.** This is a great way for people of all ages to meet others. By working together you build bonds with people, and you might meet others who have a passion for changing things the way you do – a common cause.

**Make eye contact and smile.** If you have an unfriendly countenance, people are less likely to be receptive to you. Be approachable – frowning or appearing blankly deadpan may make you look troubled or disinterested.

**Introduce yourself** at the beginning of the conversation. It can be as simple as saying 'Oh, by the way, my name is ...'. Once you introduce yourself, the other person will typically do the same. Remember his or her name! If you show that you remembered things from your past conversation(s) with the person he or she will see that you were paying attention and are interested.

**Ask them to join you for a drink or coffee.** Sharing food and drink can be sociable activities so this will give you a better opportunity to talk and get to know each other a little bit better. A good way to extend yourself is to say: 'Hey, if you ever want to get together for coffee or something, let me give you my mobile number.' This gives the person the opportunity to contact you; they may or may not give you their information in return, but that's fine. Remember simple rules about personal safety when meeting people you don't know well.

**Be a good friend.** Once you've started spending time with potential friends, remember to do your part (i.e. initiating some of the activities or asking how the other person is feeling) or else the friendship will become unbalanced and an uneasiness or distance is likely to arise.

**Be reliable.** If you and your friend agree to meet somewhere, don't be late, and do not stand them up. If you're not going to make it on time or make it at all, call them as soon as you realise it. Apologise and ask to reschedule.

**Be a good listener.** Many people think that in order to be seen as 'friend material' they have to appear very interesting. Far more important than this, however, is the ability to show that you're interested in others.

**'Friends of a friend.'** If you have a friend who knows some good people that you aren't acquainted with, ask them to invite those people to hang out with the two of you. It is a great way to make some friends who have common interests. But remember – don't use a friend to get something you want and then dump them.

## REVIEW AND REFLECTION

### ACTIVITY: EMOTIONAL IDOL (Student's Book, page 34)

**7. Who is the most emotionally healthy person you know and what makes them so?**

Students who may struggle with this could choose a character from a book, TV programme or film and describe what it is about them that makes them emotionally healthy.

## Topic: Stresses, pressures and exams

<b>Notes</b>	<p>The topic begins by helping students identify warning signs in relation to stress, pressures and anxiety. They then reflect on helpful stress-busting ideas to pass on to friends.</p> <p>Amongst young people there can be a denial about the need for sufficient sleep. The importance of getting into good sleep habits is identified and students are encouraged to create a realistic routine for themselves and others to follow.</p> <p>A range of suggestions are provided for dealing with exam worries and students are encouraged to consider these and identify alternatives where appropriate.</p>
<b>Learning outcomes</b>	<p><b>In this topic students will learn about:</b></p> <ul style="list-style-type: none"> <li>■ common physical and emotional signs of stress</li> <li>■ why good sleep habits are essential to managing pressures.</li> </ul> <p><b>They will explore:</b></p> <ul style="list-style-type: none"> <li>■ ways of managing stress and anxiety</li> <li>■ recommended routines for dealing with exam pressures.</li> </ul>
<b>Links to Personal Well-being PoS</b>	<p><b>1.2 Healthy lifestyles</b></p> <p>a Recognising that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices.</p> <p><b>2.1 Critical reflection</b></p> <p>c Students should be able to identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals.</p> <p><b>3 Range and content</b></p> <p>d The study of personal well-being should include the benefits and risks of health and lifestyle choices including ... mental and emotional well-being of individuals, families and communities.</p>
<b>Links to SEAL outcomes</b>	<p><b>Self-awareness</b> Students know and accept what they are feeling, and can label their feelings.</p> <p><b>Managing feelings</b> Students understand how health can be affected by emotions and know a range of ways to keep themselves well and happy.</p> <p><b>Motivation</b> Students can anticipate and plan to work around or overcome potential obstacles.</p>
<b>Links to ECM outcomes</b>	Be healthy ■ Stay safe ■ Enjoy and achieve
<b>Assessment opportunity</b>	See Topic: Facing challenges; Activity 3: Problem-solving (page 00)
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Student's Book (pages 35–37)</li> <li>■ Appendix: Active Learning Methodologies:             <ul style="list-style-type: none"> <li>□ Brainstorming (page 00)</li> <li>□ Small group work (page 00)</li> <li>□ Pairs work (page 00)</li> </ul> </li> </ul>

## STARTER ACTIVITY

**ACTIVITY: COMING TO GET YOU! (Student's Book, page 35)**

- 1. Imagine a scene from a science fiction film where a monster is chasing one of the characters. The character is unarmed and defenceless against the unremitting onslaught.**
  - a) How would they feel?**
  - b) What physical and emotional signs might signify that something scary was happening?**

Run this as a brainstorm. See Appendix: Active Learning Methodologies: Brainstorming (page 00).

Physical symptoms of anxiety include:

- finding it difficult to breathe
- a tight chest
- shaking
- palpitations
- a dry mouth
- blurred vision
- feeling sick
- loose bowels
- urinating frequently
- muscle tension
- extreme tiredness
- hot and cold flushes.

Emotional symptoms include feelings of:

- fear and worry of something like having a heart attack
- loss of control
- unable to cope
- state of panic.

You could extend the discussion to talk about other examples of how someone might show they are anxious about something such as:

- avoiding everyday situations or activities because they cause anxiety
- nervousness
- being tense, or on edge
- being unable to go to work or school or deal with family responsibilities
- believing that something bad will happen if certain things aren't done a certain way
- the belief that danger and catastrophe are around every corner.

## MAIN ACTIVITIES

**ACTIVITY: IF ONLY THERE'D BEEN MORE TIME (Student's Book, page 35)**

- 2. Most young people have different tips or techniques they use to reduce stress. What three methods to beat stress and anxiety would you pass on to a friend?**

Run this as small group work. See Appendix: Active Learning Methodologies: Small group work (page 00).

Possible responses might include:

- Try to take one day at a time. Don't be too hard on yourself. Learning to deal with your anxiety can be extremely difficult and may take some time.

### 3 Emotional and Mental Health

- Try to face the things or situations that make you anxious, and build confidence about being able to cope with your anxiety.
- Find ways of motivating yourself, such as setting small and achievable goals.
- Make a list of particular problems or difficult situations that you would like to overcome and attempt them step-by-step.
- Learn to relax by thinking about things that make you feel calm such as listening to music or reading.
- Use specific relaxation techniques such as meditation, yoga or pre-recorded relaxation tapes.
- Do some form of exercise on a regular basis. Physical exercise can trigger brain chemicals that will improve your mood. Feeling better about your body can make you feel more positive about yourself.

#### ACTIVITY: ZZZZZZZZZZ (Student's Book, page 36)

**3. Most sleep advisers recommend that in order to get a good night's sleep you should follow a routine of winding down before bedtime, and that bedtime should be calm without too much stimulation. Use the outline below to create a plan that will lead to a good night's sleep and help combat some of the problems outlined in Source 1.**

TIME	ACTIVITY
Arrive home from school	
Two hours before sleep time	
One hour before sleep time	
Sleep time	Get into bed and go to sleep!

This can be run as pairs work. See Appendix: Active Learning Methodologies: Pairs work (page 00).

During feedback, compare and contrast the suggested plans. The following is not the only way of answering but includes the steps recommended by most sleep advisers. They also recommend keeping to a routine as far as possible, especially on week nights: have a set time for the evening meal, bed and getting up in the morning.

TIME	ACTIVITY
Arrive home from school	Get homework done, have a snack, get exercise and chores done now – energy levels need to be high now and then wind down later.
Two hours before sleep time	Avoid chocolate, caffeine, additives, alcohol and nicotine in the two hours before bedtime. Replace with a warm milky drink.
One hour before sleep time	Wind down – you need to practise this: switch off the computer, mobile phone and TV – instead have a bath, listen to music or the radio or read a book.
Sleep time	Ensure the bedroom is quiet and dark. It should be a 'media-free' zone. Get into bed and go to sleep!