



Emotional Wellbeing

Key Stage 4

Learning for Life & Work

Emotional Wellbeing

Aim: To understand the importance of maximising and sustaining health and wellbeing and to recognise, assess and manage potential risks to emotional wellbeing.

Session 1

Exploring emotional wellbeing

Session 2

What is self harm?

Session 3

Myths and facts about self harm

Session 4

How do we deal with self harm?





Teaching Plan Outline

Title	Emotional wellbeing		
Aim	To understand the importance of maximising and sustaining health and wellbeing and to recognise, assess and manage potential risks to emotional wellbeing.		
Duration	4 class periods	Resources	Post-it notes/notepads Resource 1 'Action Cards' Resource 2 'Findings from the 2008 YLT survey' Internet access or art materials Sound Mind leaflet to be distributed
Learning intentions (KS4 statements of requirement) Learning for Life & Work – Personal Development	<ul style="list-style-type: none"> • Develop an understanding of how to maximise and sustain their own health and wellbeing • Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences. • Recognise, assess and manage risk in a range of real life contexts. 		
Skills & capabilities	<ul style="list-style-type: none"> • Problem Solving • Self-management • Working with Others 		
Cross-curricular skills	<ul style="list-style-type: none"> • Communication • Using Maths • Using ICT 		
Links to other curricular areas	<ul style="list-style-type: none"> • GCSE English Language* <ul style="list-style-type: none"> - Expressing ideas & information clearly - Forming independent views & challenging what is heard or read on the grounds of reason, evidence or argument • GCSE Maths* <ul style="list-style-type: none"> - Select & apply mathematical techniques & methods in mathematical, everyday & real-world situations - Reason mathematically, make deductions & inferences, & draw conclusions - Interpret & communicate mathematical information in a variety of forms appropriate to the information & context. 		
Assessment for Learning	<ul style="list-style-type: none"> • Effective questioning to probe student understanding • Opportunity for peer assessment 		

* more specific information about cross-curricular links is provided below.



Session 1: Exploring emotional wellbeing

This lesson is an opportunity for pupils to explore the concept of health and wellbeing with a particular focus on emotional wellbeing. They will be able to revisit some of the key concepts of health taught at KS3, consider the cost implications of emotional well-being for society and consider the issue of self harm. This is lesson one of a four-part session on emotional wellbeing. It is important to be prepared for the sensitive nature of the discussions and remind pupils of the support systems available inside and outside of school.

This initial session will introduce the concept of emotional wellbeing and why it is important both to the individual but also society as a whole. Students will be asked to consider the knock-on effects of poor emotional wellbeing and the subsequent lessons will help them to think through the consequences and help build skills to maintain emotional wellbeing.

Activity 1: The five areas of health

(Teacher-led question and answer session)

Review the five aspects of health as covered in KS3 PD: social; physical; emotional; cognitive; and spiritual health (SPECS). The information sheet from the Year 9 In-Sync course could be used as a reference (Year 9, Section 1, Resource 1b (Activity 1)).

Activity 2: What is emotional wellbeing?

(Individual written tasks and teacher-led question and answer session)

1. Describe in one sentence what you think this is.
2. Make a list of some of the costs of poor emotional wellbeing to:
 - (a) The individual
 - (b) The community
 - (c) The economy

Prompts can be provided if necessary e.g. mental health, addiction, obesity, depression, stress, smoking, alcohol abuse.

We are now going to consider one of these costs in more detail – self harm.

Activity 3: What do we know about self harm?

(Individual written task and teacher-led question and answer session)

1. What is self-harm? What comes to mind when we first think about self harm?
Distribute post-it notes and ask students to note down their first thoughts – either describe what they think it is, why someone does it, who does it?
2. Collect notes and select a number of different types of responses and discuss with class by dividing responses into different themes.
3. Debrief by agreeing a definition of self-harm and finish session by reminding pupils where further advice can be sourced.
4. End session with a couple of minutes of private reflection; offer the opportunity to make a journal entry on what they might have learned.



Session 2: **What is self harm?**

This session will start by reviewing the learning from Activity 1 and revisit the definition of self harm agreed at the end of the last session. It will then concentrate on developing decision making skills and reflecting on people's thoughts and feelings by identifying appropriate strategies to try and resolve the problems they have been presented with.

Activity 1: Action Cards

(Small group activity and group feedback to whole class)

1. The class should be split into groups of 4 or 5 and given a selection of cards from one of the categories provided (see Resource 1 – 'Action Cards'). Ask each group to consider the statements that local 16 year olds have made and decide how they would respond to each statement according to the question at the head of each category.
2. Each group reports back to the class by choosing one statement they have discussed and their response will then be opened to class response and discussion.



Session 3: Myths and truths

This lesson will explore how research is used to inform policy and practice. Pupils will be required to interpret online data (or from the Resource 2 'Worksheets' attached) and asked to draw their own conclusions from the research. They will then be asked to apply their summary of the research in a practical way by drafting a webpage or leaflet for the school website or counselling service. They can decide whether the information should target fellow students or alternatively develop an information resource for parents and teachers.

Activity 1: Analysing Survey Results

(Small group activity and group feedback to whole class)

1. Split the class into groups of 4 or 5 and using an internet accessible PC, look up the Young Life and Times findings online (www.ark.ac.uk/ylt/results/yltmhealth.html) or use Resource 2 'Findings of 2008 Young Life and Times Survey'
 - Looking at Table 1, what do young people think are the top three reasons for self harm? What is the lowest expected reason behind self-harm?
 - Now look at Figure 1, list 3 reasons why young people in Northern Ireland have harmed themselves?
 - Looking at Figures 2, 3 and 4 – explain the differences between people who have never self-harmed, self harmed once and self harmed more than once? Write 2 statements that are 'myths' about self harm and write 2 statements that are 'truths' about self harm.
 - Looking at Figure 5, consider what kind of help young self harmers look for, how should the government, schools, voluntary agencies and the health service target resources to help young people at risk?
2. Each group is then asked to report their results to the class.



Session 4: How do we deal with self harm?

Building on the previous sessions this final session will review and summarise the learning and skills acquired by developing an information leaflet for school use or a webpage for the school website.

Activity 1: Design a website/information leaflet

(Small group activity and peer assessment)

1. Spend 15 minutes in groups to draft an outline for an online student resource for the school website/school counselling service OR an information leaflet for parents and teachers.

The website/leaflet should incorporate elements including:

What are the signs of self harm?

What are some of the reasons behind it?

What should you do if you suspect someone is at risk?

Where do you go for help?

How can everyone help to try and lower the risk of young people harming themselves?

2. Create a draft of the webpage/leaflet using software or other art materials.
3. Peer assess each group's presentation by highlighting 2 aspects that are good and identify one area to improve on.



Note to teachers

This teaching guide is based on data gathered for the 2008 Northern Ireland Young Life and Times Survey. The aim of the survey is to record the views of 16 year olds in Northern Ireland on a range of issues such as community relations, health, politics, sectarianism and education.

The sample was taken from the Child Benefit Register. All young people who celebrated their 16th birthday during February and March and in receipt of Child Benefit were invited to take part in the survey.

The 2008 survey included questions on the following subject areas:

- Attitudes towards and experiences of contact with people from minority ethnic communities (funded by the Office of the First Minister and Deputy First Minister of the Northern Ireland Government as part of a larger multi-methods project undertaken in conjunction with the National Children's Bureau);
- Self-injury (funded by the Nuffield Foundation's Small Grants Scheme);
- Community relations;
- Family;
- School bullying;
- Influences and pressures;
- Background information.

Tables of results from the 2008 survey are available on the YLT website. Users can also download the data in SPSS portable file format from the website to carry out their own statistical analyses. The YLT website is available at www.ark.ac.uk/ylt

Emotional wellbeing

Everyone experiences dramatic ranges of emotion from time to time, it is a normal part of the human condition; however, learning how to manage and deal with them effectively is often a skill we have to learn. These sessions on emotional wellbeing will consider in detail the difficult issue of self-harm; why some young people do it, dispel some of the myths behind it and equip pupils with some practical skills on how to deal with it.

What is self-harm?

(Information sourced from the National Inquiry into Self Harm and the Royal College of Psychiatrists).

This is a particularly difficult and sensitive issue and there is a possibility that one or more of your pupils could be at risk of self-harming.

Rates of self-harm in the UK have increased over the past decade and are amongst the highest in Europe. It is thought that one in 10 young people will self-harm at some point. Although it is more common in young women, young men in Northern Ireland appear to be at higher risk of self-harm than elsewhere in the UK and Ireland. Self-cutting is the most common form of self-harm, but it can take many different forms. Cutting is the most common form of self-injury, but others can include: burning; scalding; stabbing; banging



heads and other body parts against walls; hair-pulling; biting; breaking bones; jumping from heights or in front of vehicles; and swallowing or inserting objects.

Self-poisoning is the term used for overdosing with a medicine or medicines or swallowing a poisonous substance. It may also be that someone self-harms by inhaling/sniffing harmful substances.

Self-harm is often a way of coping with painful and difficult feelings and distress. Someone may harm themselves because they feel overwhelmed and don't know how else to deal with things. Self-harm can help some people feel in control and reduce uncomfortable feelings of tension and distress. It can be a way of punishing themselves and relieving guilt.

Some forms of self-harm carry a serious risk, but this doesn't mean someone who self-harms is always intending to cause themselves a serious injury.

Although people who self-harm are not usually trying to commit suicide, they could be at a higher risk of killing themselves, whether it's intentional or not. Research suggests that the intention to commit suicide is present in up to 15% of those who self-harm. Although it's wrong to presume that people who self-harm are trying to kill themselves, a small proportion of people who self-harm go on to take their life within two years.

Most people who self-harm are not mentally ill. However, some may be depressed, or have severe personality difficulties, or be addicted to alcohol and drugs. But they all still need help - the risk of killing yourself increases after self-harm. Everyone who self-harms should be taken seriously and offered help.

A lot of people who self-harm don't ask for help. Many young people who self-harm know that they have serious problems, but don't feel that they can tell anyone – so they don't talk to friends, family, or professionals. Other young people don't feel that they have serious problems - they use self-harm as a way of coping, but their situation stays the same.

What's more, less than half of those who go to hospital after self-harming are seen by a specialist in this area. You are less likely to be seen by a specialist if you are young, if you cut yourself, or if you have taken an overdose.

What should you do if you suspect a pupil is at risk?

(Advice sourced from Teachernet.gov.uk)

Find out what your school's policy is if a child confides in you that they are self-harming. There are times when a teacher, in the best interests of the student concerned, cannot and should not guarantee confidentiality. A judgement will need to be made in each case, remembering that, while the trust of that child should not be shattered, his or her personal welfare is ultimately at stake.

Children who self-harm require emotional, and sometimes medical, support. Specialist health care providers such as counsellors can offer targeted advice and specific help. While teachers do not have final responsibility for the care of a child who self-harms, there are ways they can help.



Simply being available, whenever possible, to talk to a child who self-harms can make all the difference, as feelings of isolation are often part of the problem. Work with these students in particular on communication skills, and focus on the following:

- Let them know that self-harm is very common and that individuals who do it are by no means alone.
- Make sure that they know who they can go to in your local area for expert help (see 'Further Information' below).
- Some practitioners suggest asking children who self-harm to think about what changes they would like in their lives and environment in order to stop harming themselves.

Signposting information

There are lots of websites offering help and advice but these are a good place to start:

- **National Inquiry** www.thesite.org/healthandwellbeing/mentalhealth/selfharm
- **ChildLine** www.childline.org.uk
- **Mind** www.mind.org.uk
- **National Children's Bureau** www.ncb.org.uk
- **National Self-Harm Network** www.nshn.co.uk
- **Young Minds** www.youngminds.org.uk

In addition, help and support can be found from:

- GP surgeries
- **NHS Direct**: 0845 4647
- Childline: 0800 1111
- Samaritans: 08457 909090
- Parentline Plus: 0808 800 2222
- Saneline (for those experiencing mental health problems): 08457 678 000

**Curriculum Fit**

Drawing on the Key Stage 4 statements of requirement, these 4 teaching activities aim to offer a skill-based teaching plan, based on 4 consecutive 30 minute sessions. Links to other curricular areas are also highlighted below.

Emotional wellbeing	
Aim: To understand the importance of maximising and sustaining health and wellbeing and to recognise, assess and manage potential risks to emotional wellbeing.	
Learning intentions (KS4 statements of requirement) Learning for Life & Work – Personal Development	<ul style="list-style-type: none"> • Develop an understanding of how to maximise and sustain their own health and wellbeing • Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences. • Recognise, assess and manage risk in a range of real life contexts.
Skills & capabilities	<ul style="list-style-type: none"> • Problem Solving • Self-management • Working with Others
Cross-curricular skills	<ul style="list-style-type: none"> • Communication • Using Maths • Using ICT
Links to other curricular subjects	<ul style="list-style-type: none"> • GCSE English Language* <ul style="list-style-type: none"> - Expressing ideas & information clearly - Forming independent views & challenging what is heard or read on the grounds of reason, evidence or argument • GCSE Maths* <ul style="list-style-type: none"> - Select & apply mathematical techniques & methods in mathematical, everyday & real-world situations - Reason mathematically, make deductions & inferences, & draw conclusions - Interpret & communicate mathematical information in a variety of forms appropriate to the information & context.
Assessment for Learning	<ul style="list-style-type: none"> • Opportunity for peer assessment

* more specific information about cross-curricular links is provided below.



GCSE English Language		
Key features	<ul style="list-style-type: none">- Expressing ideas and information clearly- Forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument.	
Unit 1	Personal writing	<ul style="list-style-type: none">- Select language to engage the reader
	Reading multi-modal texts	<ul style="list-style-type: none">- Read and understand texts- Collate from different sources
Unit 2	Functional writing	<ul style="list-style-type: none">- Write accurately and effectively- Use an appropriate writing form- Express ideas and information precisely and accurately
Unit 3	Individual contribution	<ul style="list-style-type: none">- Choose and adapt language appropriate to an audience
	Group discussion	<ul style="list-style-type: none">- Interact with others- Listen and respond to others' ideas and perspectives- Challenge what they hear where appropriate
	Role play	<ul style="list-style-type: none">- Participate in a range of real-life contexts- Experiment with language to engage the audience

GCSE Mathematics		
Key features	<ul style="list-style-type: none">- Select & apply mathematical techniques and methods in mathematical, everyday and real-world situations- Reason mathematically, make deductions and inferences, and draw conclusions- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.	
Tier 1	Statistics & Probability	<ul style="list-style-type: none">- Extract data from printed tables and lists- Interpret a wide range of graphs and diagrams and draw conclusions- Look at data to find patterns and exceptions



Emotional Wellbeing

Key Stage 4
Learning for Life & Work

Aim: To understand the importance of maximising and sustaining health and wellbeing and to recognise, assess and manage potential risks to emotional wellbeing.

Activity 1

Exploring emotional wellbeing

Activity 2

What is self harm?

Activity 3

Myths and facts about self harm

Activity 4

How do we deal with self harm?





Resource 1: Action Cards

These are real statements made by 16 year olds in Northern Ireland in the Young Life and Times 2008 survey. They have been sorted into four different categories. Each group has to consider the statements in their assigned category from the perspective highlighted in each category.

Teachers note – we have provided a selection of responses, please choose all of them or select ones you feel are most appropriate for your class.

Category 1: The School Counsellor

You are the new School Counsellor, what actions could you take to respond to these statements?

School could make it a more openly spoken about issue, and not make it sound like a boring lecture when it is mentioned.

I don't think that it is made that clear to teenagers who to turn to and how to help those in need. I also think that adults underestimate how much teenagers have to go through these days.

The media put many young people under stress to look good like celebrities. They emphasise that everyone must look good and work hard to get the best body. If people can't do this they may get depressed and turn to self ham.

People should be able to talk to people if they are stressed or self harm. Sometimes depression can't be avoided, but all these topics should[n't] be so taboo, so people should be able to talk to people without being stressed.

I think that most teenagers often feel stressed or depressed [...] often this is not taken seriously enough or put down to "hormones"



Category 2: The Friend

You are talking to one of your friends – how do you react to what they have said, what would you say or do?

I really don't feel significant enough to look for professional help. It would be hugely embarrassing if any[one] found out you were getting help.

I believe nobody should take their own life, there is always a better solution to help you with your problems. You need to remember there are people in the world worse off than yourself and you can sort out your problems.

I may not have self-harmed myself but I know others who have. [When] I came across self-harming I was too young to understand, the [next] time however..., I simply didn't know what to do...and so regrettably did nothing.

Self-harm is a very selfish act.

For me, I find self harm to be a way of fair punishment for everything I do wrong.

I think most young people who self-harm or say they are depressed is just get attention as most young people have not much to worry about if they live with their parents.



Category 3: The Young Person

What do these statements tell you about self harm?

I self harm because of the depression and cutting myself makes me feel good. It's a relief to do it I always feel better afterwards even though I know doing it is wrong.

I think people cut themselves..., then all this pain and hurt that's inside can come gushing out in the [bl]ood. The pain leaves. Even if just for a while. Why would they ask for help? They can make themselves feel better on their own. They don't need you.

I only cut my wrist because I was bullied all the time. I don't do this anymore I am happy.

I know some people who self harm by cutting themselves because they think it's cool, & show each other and compare. I think this is just for attention & it is very wrong.

I am to[o] young for these things to affect me. I live a happy life & don't think anything could lead me to think about this.



Category 4: The Politician

Based on these statements, what services should the government, schools and health service provide for young people?

I find playing sports makes me less stressed. I have felt depressed before and must agree that most at the time I get angry and short-tempered.

I don't see how you can talk to a stranger but not a relative or a friend, how can a stranger help when they don't know the full story or the full background and the person.

I get stressed and angry very fast and often don't know how to deal with it. When I get stressed or depressed I cry and shout and can even lash out at family. Find in the end I get sad that I done it

More money or services should be addressed to this very controversial issue. I am sure that there are more people stressed or self harming that we do not know about. I believe that with further advertisement and TV adds more and more people will realise what they are doing

More stress needs to be tak[en] off teenagers, suicide awareness, de-stress days.

I think more talks should be carried out in schools and youth clubs etc. about depression, stress and self-harm to make young people aware of the 'warning signs' and the ways of dealing with it, either inside or outside school.

I believe there should be a test done on young adults every 6 months to make sure none is at risk of self harm so doctors and the health board can keep the levels of self-harm and depression at a minimum.



Resource 2: 2008 Young Life & Times Survey Findings

Table 1: Attitudes to self harm

Proportion of respondents agreeing with the following statements

	%		
	I agree	I don't know	I disagree
Most young people who harm themselves are lonely and depressed.	63	20	16
Most young people who harm themselves do it on the spur of the moment.	31	37	32
Most young people who harm themselves are feeling suicidal.	34	32	34
Most young people who harm themselves are trying to get attention.	39	31	30
Most young people who harm themselves could have been prevented from doing so.	64	26	10
Most young people who harm themselves are mentally ill.	19	29	52
Most young people who harm themselves feel hurt inside.	83	14	3

Figure 1: Respondents who self harmed saying that they wanted to...

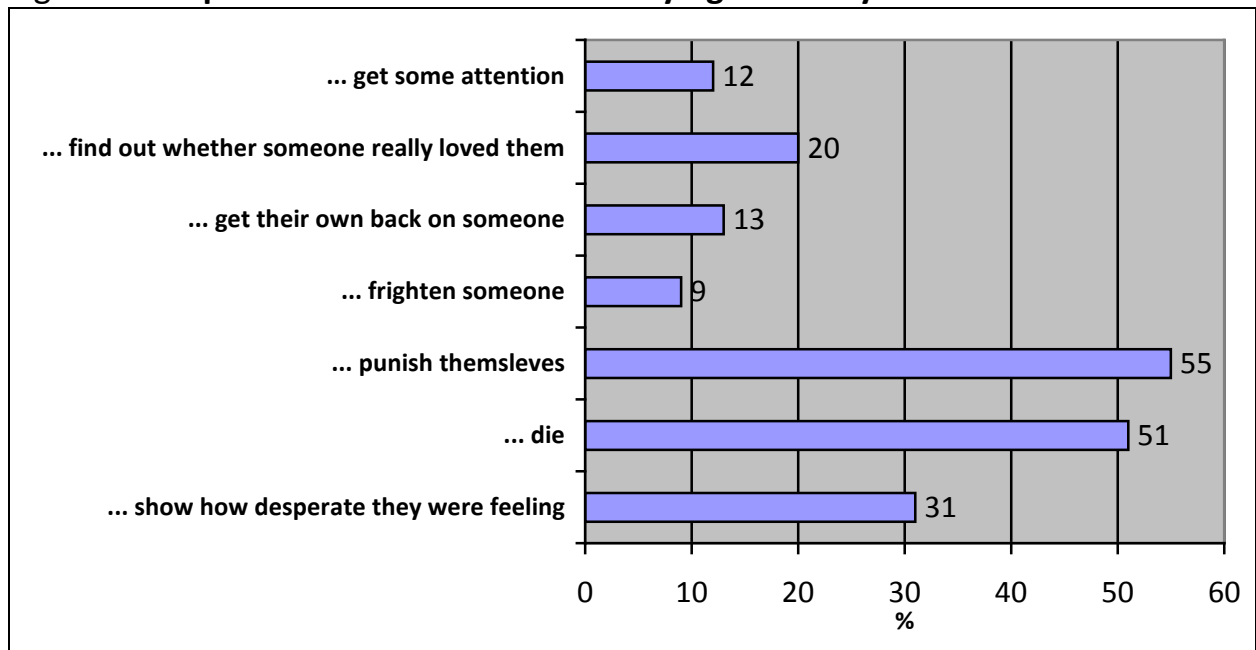




Figure 2: Most young people who harm themselves are trying to get attention.

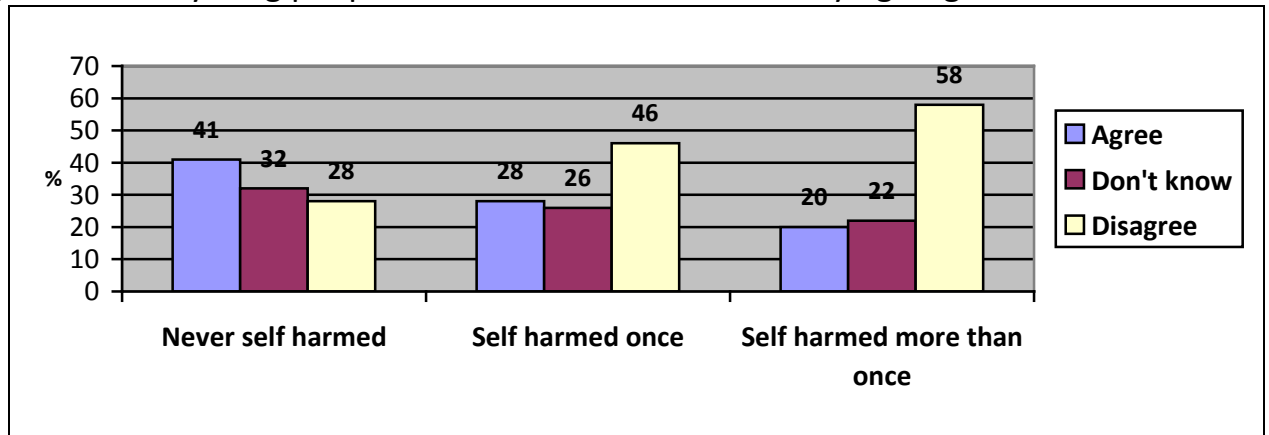


Figure 3: Most young people who harm themselves are mentally ill.

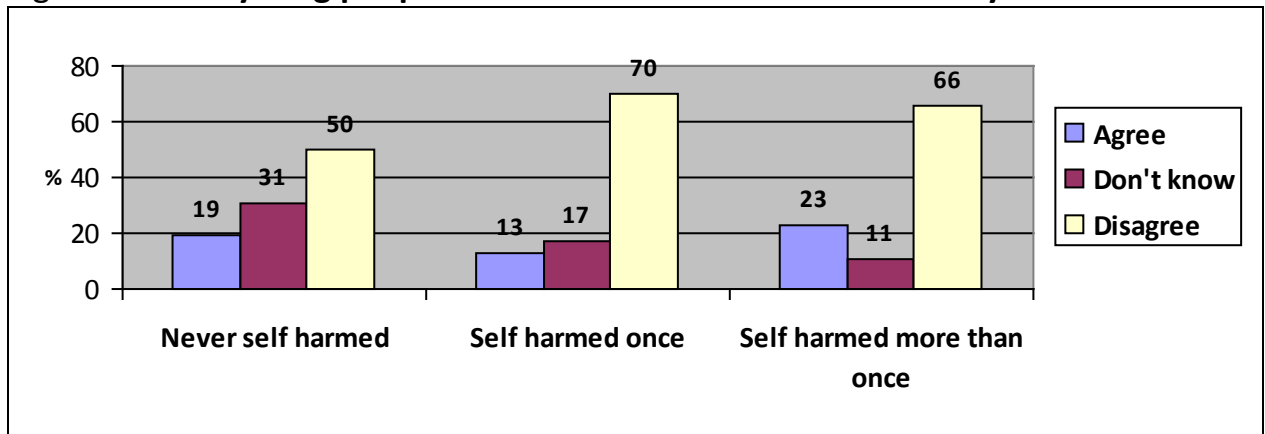


Figure 4: Most young people who harm themselves could have been prevented from doing so.

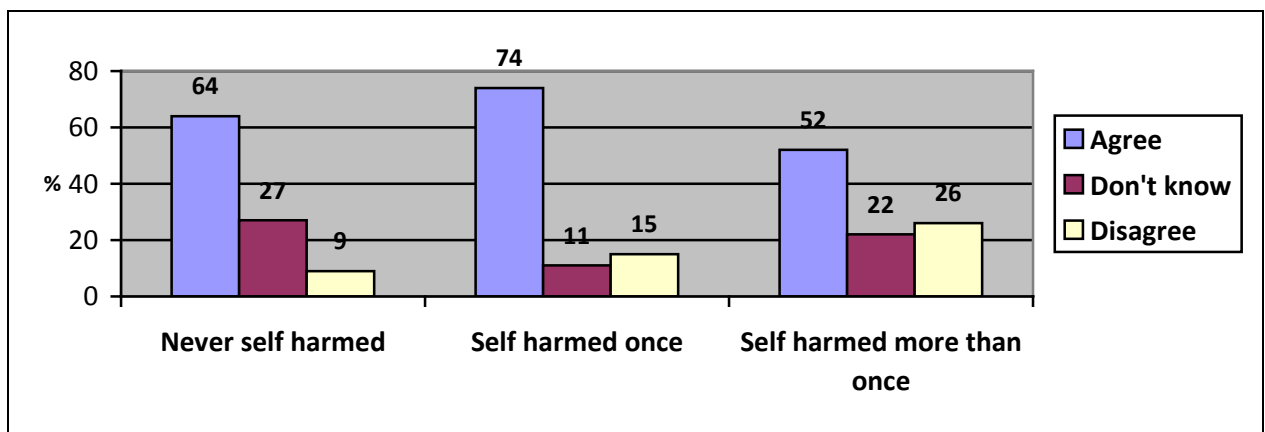




Figure 5: If you have self harmed, did you talk to, or try to get help from, any of the following people or sources *on the last occasion?*

	Number of respondents	% of respondents
Mother	20	22
Father	5	5
Brother/sister	15	16
Another relative	8	9
Your partner (or girlfriend/boyfriend)	31	34
A friend	55	60
A teacher	10	11
A GP (Family doctor)	13	14
A social worker	7	8
A psychologist or psychiatrist	20	22
A telephone helpline	7	8
A drop-in/advice centre	5	5
Other source (e.g. Internet, book, magazine or other person etc.)	17	18