



LYMM HIGH SCHOOL YEAR 8

Pastoral Curriculum Module 2: Health and Wellbeing

Name:

Form:



Pastoral Curriculum

Module 2: Health and Wellbeing

Key Vocabulary:

Mental illness	Something that disrupts your mental state and interrupts how you feel, think and behave.
Mental Health	Your general state of mind and wellbeing, something that should be looked after.
Healthy coping strategies	Healthy behaviours that you can do it over the long term, and it doesn't decrease your wellbeing.
Unhealthy coping strategies	behaviours people use to deal with difficult emotions which have long-term negative consequences
Self-harm	describes a wide range of ways in which a person might hurt themselves, put themselves at risk or neglect to take care of themselves in order to manage difficult thoughts, feelings or experiences.
eating disorder	is a serious mental health condition involving extreme, unhealthy eating behaviours and can take various forms, such as anorexia, bulimia and binge eating disorder.
FGM	Female genital mutilation.

Pastoral Curriculum

Module 2: Health and Wellbeing

Contents:

Lesson	Title	Completed
1	Strategies for daily wellbeing and digital resilience	
2	Attitudes towards mental health	
3	Drugs: Caffeine	
4	Self-harm and eating disorders	
5	Introduction to FGM	



Lesson 1: Strategies for daily wellbeing and digital resilience

Task: A-Z list of factors that can affect mental health and emotional wellbeing.

A -
B -
C -
D -
E -
F -
G -

H -
I -
J -
K -
L -
M -
N -
O -
P -
Q -

R -
S -
T -
U -
V -
W -
X -
Y -
Z -

Task: Make a list of all the healthy coping strategies and unhealthy coping strategies that you can think of. Healthy means that you can do it over the long term, and it doesn't decrease your wellbeing.

Healthy coping strategies	Unhealthy coping strategies

Task: Label the following strategies as either

-An **unhelpful** strategy

-A strategy to **prevent** disappointments and setbacks

-A strategies to **manage** disappointments and setbacks.

Look for a positive way out of the situation	Drinking or using drugs to feel better
Acknowledge feelings without judging people for what has happened	Breathe deeply and/or step away
Shout until others realise the hurt they have caused	Gain perspective – how will this disappointment impact on life tomorrow, next week, next year?
Manage unrealistic expectations (e.g. winning the lottery, perfectionism) without compromising on dreams	Positive thinking (e.g. 'I can do this') and dismissing doubts, especially absolutes (e.g. 'I'm always last' or 'no one likes me')
Recognise strengths even when things go wrong	Remember a time when a similar problem worked out fine
Ignore the issue and hope it goes away	Try to manipulate the situation to make others feel bad for causing disappointment

TIF: Why is using a range of strategies important?

Taylor's day.

Task: Read through the information and answer the questions on the next page.



7:30am

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



8:00am

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



8:30am

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



9:00am

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



10:30am

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



1:00pm

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



3:30pm

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



4:00pm

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



7:00pm

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



11:00pm

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

1. Overall, is Taylor enjoying using social media or not?
2. Why do you think this?
3. What evidence is there that Taylor's behaviour is being impacted upon by social media?
4. What gender do you think Taylor is? What makes you think this?
5. To what extent do young people of different genders experience different pressures on social media?
6. Reflect on what other challenging experiences young people have online, that weren't included in Taylor's story. How could these be managed?
7. Try to rewrite any 'low' parts of Taylor's day, demonstrating how the day might have been improved.
8. Imagine you are Taylor's friend and you are starting to get worried about Taylor's use of social media, particularly Taylor's feelings about their body. What would you recommend that Taylor should do? Whom could Taylor go to for help?

Lesson 2: Attitudes towards mental health

Starter task: With your partner make a list of how these two things differ:

Mental Health	Mental Illness



Task: Add the definitions from the slide:

Mental Health	
Mental wellbeing	

Task: Can you compare and contrast the definitions using the words whereas or however?

Task: Complete the table

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

Lesson 3: Caffeine

Starter:

- What do you know or believe about caffeine?
- How is it the same or different from other drugs?
- How is caffeine advertised/marketed, including to young people?

Effects of Caffeine



Jordan started drinking energy drinks as he wanted to make the school first team but often felt too tired to stay for training. After using the drinks for a while, he found his energy levels and mood were very 'up and down' and he got in trouble at school for being disruptive. By bedtime he struggled to sleep and spent most of the night wide awake, anxious about how little sleep he was getting. But if he tried not to drink energy drinks, he felt too tired to do anything.

Key questions

1. Why is Jordan drinking energy drinks?
2. How do you think they are affecting his health?
3. What are the risks if he continues to consume them?
4. Are there any laws or recommendations on caffeine Jordan should be aware of?
5. What advice could you give Jordan to help him stop drinking energy drinks?

Caffeine reduction

Complete the diamond 9 to evaluate the different strategies that could be used to help someone reduce their consumption of caffeine.

Gradually reduce intake of caffeinated products day by day	Switch to decaffeinated or non-caffeine-containing products	Establish healthy sleep habits to reduce the feeling of 'needing' an energy boost
Switch to healthier energy-boosting foods/drinks e.g. fruit or porridge	Talk to a trusted adult who can help	Avoid 'temptation' where possible, e.g. by not going into the shop before school
Check the ingredients on foods and medicines to see if they contain caffeine	Avoid skipping meals to reduce the feeling of 'needing' an energy boost	Drink more water – staying hydrated helps to maintain energy levels

Most important

Because...

Because...

Least important

Because...

Lesson 4: Self Harm

Unhealthy coping strategies are behaviours people use to deal with difficult emotions which have long-term negative consequences

Self-harm describes a wide range of ways in which a person might hurt themselves, put themselves at risk or neglect to take care of themselves in order to manage difficult thoughts, feelings or experiences.

An **eating disorder** is a serious mental health condition involving extreme, unhealthy eating behaviours and can take various forms, such as anorexia, bulimia and binge eating disorder.

Scenario task:

Part one:

Pete was feeling stressed about his exams but was coping well until there were problems at home. He didn't feel able to manage everything that was going on for him at the time. Pete found himself becoming more disconnected from his friends and it felt easier to just keep quiet and out of everybody's way.

Pete's friend, Yasmin, had started to notice some changes in Pete's behaviour. He wasn't coming out with the rest of the group, and the types of clothes he wore had changed; even though it was the summer he was always in baggy, long sleeved jumpers. In school, he seemed to be really tired and easily distracted. She tried to ask him what was wrong, but he told her it was nothing and got really angry and stormed off when she tried to ask more questions. Every time their teacher started talking about exams and revision, Pete's mood seemed to get worse.

1. **What is Pete experiencing right now?**
2. **What warning signs might make someone concerned about their friends?**
3. **What could Yasmin do next?**

Part two:

As time went on, Yasmin became more worried about Pete. She spoke to their mutual friend, Dimitri, about her concerns:

Yasmin: "Have you noticed anything... different... about Pete recently?"

Dimitri: "It's Pete. He's always been different!"

Yasmin: "No, really, I'm kind of worried about him. Don't you think he's been acting 'off' lately?"

Dimitri: "He's probably a bit stressed about exams - we all are, aren't we?"

Yasmin: "I think it's more than that. He was really defensive when I asked him if he was OK."

Dimitri: "Well that means he doesn't want to talk about it Yasmin, so stop interfering."

Yasmin: "I think maybe we should tell someone."

Dimitri: "It's really none of our business."

Yasmin: "He's our friend. Of course it's our business. I think he might need some help."

Dimitri: "Well there's not much we can do, really, is there?"

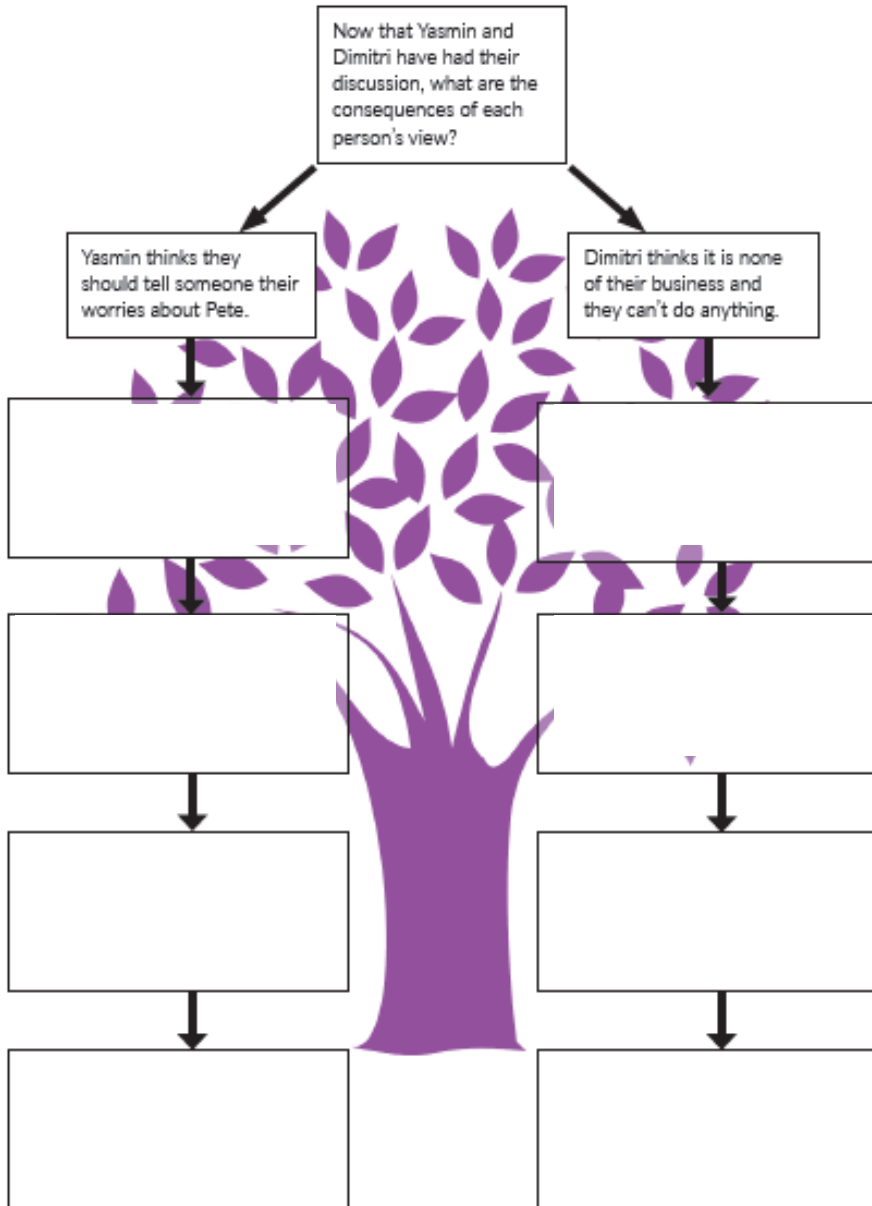
Task:

- 1) Identify the consequences that are likely for Yasmin's course of action (seeking help)
- 2) Identify the consequences that are likely for Dimitri's course of action (ignoring it).

Speak to Pete to persuade him to get help, and/or speak to a trusted adult such as a parent or form tutor to get advice and support.	Pete is likely to continue using unhealthy coping strategies, and may increase using them as his current state of mind means he's unlikely to be able to think clearly enough to get help for himself.
Pete would be referred to the school's safeguarding lead, who is likely to speak to Pete and then contact his parents.	It may take a long time for anyone else to notice or raise concerns about Pete.
Pete is likely to be referred to his doctor or a counselling service. Child and Adolescent Mental Health Services (CAMHS) are a part of the NHS who support young people with mental health concerns.	Pete may feel that nobody cares about him as no-one has noticed he is struggling. This may make things worse.
Pete could be supported through specialised care and learn techniques to manage his unhealthy coping strategies.	Pete risks developing further, potentially serious, physical health consequences related to the unhealthy coping strategies he is using.

Task: Add the consequences to the decision tree in a sequence showing a timeline of potential consequence.

TIF: Add your own additional branches showing the likely consequences of each.



Part three:

Yasmin wanted to talk to Pete about what was happening and let him know that she'd be there for him. First, she decided to get some advice from her Dad. She wanted to tell him her concerns and get support for herself before talking to Pete. After speaking to her Dad, Yasmin arranged to meet Pete after school. At first, Pete was defensive and kept trying to change the topic, but when he realised Yasmin wasn't going to let it go, he opened up about what had been happening, and told her about how difficult he was finding it to cope. He had started to use some really dangerous behaviours which he was finding it difficult to manage.

Yasmin was now even more worried about Pete, as his health seemed to be seriously declining, but at the end of the conversation he had begged Yasmin not to tell anyone else.

1. Was Yasmin right to talk to her dad about Pete's problems?
2. How might Yasmin have started the conversation with her dad?
3. What advice might Yasmin's dad have given her?
4. How might Yasmin have started the conversation with Pete?
5. Pete asks Yasmin not to tell anyone else. What should Yasmin do next?

Plenary reflections:

Lesson 5: Introduction to FGM

What is FGM:	F	female	... affects girls and women
	G	genital	... vulva, vagina, clitoris
	M	mutilation	... injure, damage or disfigure

RESOURCE 1 Oliver and Amira

LOWER KS3

Questions (to be answered at start of lesson):

What do you know or have you heard about FGM?

Why might Amira not want to talk about it?

What could Oliver do?

Oliver just had a lesson on FGM in school. It's got him thinking about a conversation he had with his friend Amira recently. Amira was telling him that she went on holiday last year, and had to take part in a special ceremony. Amira said her little sister would go to the same ceremony next year, but then she got a bit upset and didn't want to talk about it anymore. Oliver wasn't worried at the time - he thought that if Amira and her sister were with their family everything must have been fine - but now he's not so sure. He doesn't know what to do.

What is FGM:

F	female	... affects girls and women
G	genital	... vulva, vagina, clitoris
M	mutilation	... injure, damage or disfigure

Task: True or false

Read each statement and decide if it is true or false.

1. FGM is part of becoming a woman	
2. FGM is illegal	
3. FGM makes the vagina more hygienic	
4. FGM can lead to medical problems	
5. If it is not cut, the clitoris will continue to grow	
6. FGM is child abuse	
7. FGM is a religious requirement	
8. FGM is an unsafe procedure	
9. If a girl or woman consents to FGM, the person performing the procedure can't get in trouble	
10. If a girl or woman has undergone FGM, nothing can be done to help her	

Lesson 6: Introduction to FGM

Oliver just had a lesson on FGM in school. It's got him thinking about a conversation he had with his friend Amira recently. Amira was telling him that she went on holiday last year, and had to take part in a special ceremony. Amira said her little sister would go to the same ceremony next year, but then she got a bit upset and didn't want to talk about it anymore. Oliver wasn't worried at the time – he thought that if Amira and her sister were with their family everything must have been fine - but now he's not so sure. He doesn't know what to do.

Questions (to be answered at end of lesson):

What do you now know about FGM?

What help could Amira get for herself?

What help could Amira get for her sister?

What could Oliver do?

LIFE
PROGRAMME

RELATIONSHIPS
(IDENTITY AND
RELATIONSHIPS)
(gender identity,
sexual orientation,
consent, 'sexting')
and an introduction
to contraception

Signposting support



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- GP or a sexual health clinic

Visit:

- A Better Medway: www.abettermedway.co.uk
- Medway Contraception and Sexual Health Clinics: www.cloverstreet.nhs.uk 0300 790 0245
- Brook: www.brook.org.uk/help-advice
- Childline: www.childline.org.uk 0800 1111
- Get It: www.getit.org.uk

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Who to ask for help:

- A teacher, form tutor or another adult in school
- An adult at home or outside the family
- Their GP
- ChildLine: 0800 1111 www.childline.org.uk
- NSPCC FGM helpline: 0800 028 3550;
Email: fgmhelp@nspccc.org.uk
- Police: 101 (emergency: 999)