

Teacher notes:

## Topic 4: Working to help young people deal with their problems

### Subject links

PSHEE | Careers | English | Citizenship | Health and Social Care

### Skills

Teamwork | Communication | Research  
Observation | Enquiry | Evaluation | Creativity | Participation | Presentation

### Learning outcomes

To understand that our physical, mental, sexual and emotional health and choices affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

To be aware of common issues that young people face and the careers that work to help people with these problems.

**Notes:** These activities raise a number of very important but also sensitive topics. It may be worth starting the activities with a warning message that you will be covering sensitive content, and if anyone feels affected by the lesson then they can speak to you after class. If you are aware that any of your students have experienced any of the issues, consider speaking to these students individually, before the class.

## Part 1: Mental Health



### Resources

#### Topic 4: Worksheet 1

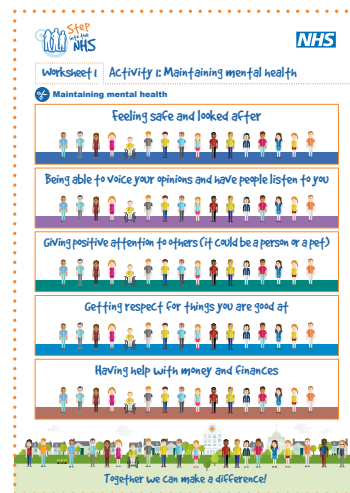
#### Topic 4 slides | Part 1: Mental Health

Using the slides, display images of different experiences and ask students to describe how they make them feel. As a class, categorise the images as 'happy' or 'stressful'.

Discuss the fact that the things that cause worry or stress are often shared by many other young people. Ask students to list things that they find stressful and then share their thoughts with another student. Highlight the common issues across the class.

Worksheet 1 contains five factors that are important in maintaining mental health. Ask students to organise the factors in order of importance. They can complete this exercise independently, in pairs and then as a group.

Part 4 of this topic provides an opportunity for students to research mental health problems further and look at careers in this field. Students can create a campaign to help young people deal with mental health problems.



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## Part 2: Drugs

### Resources



20  
mins

### Topic 4: Worksheet 2

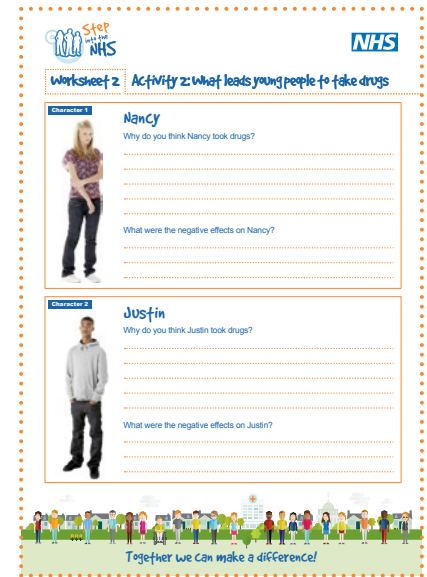
#### Topic 4 slides | Part 2: Drugs

In pairs, students think of reasons why young people might take drugs. They can then work with another pair to share their thoughts. Finally, discuss as a class.

The PowerPoint slides provide two scenarios in which the main characters are persuaded to get involved with drugs. In the first Justin takes LSD at a party and the other tells the story of Nancy who gets trapped by Cannabis. Read one or both scenarios and using worksheet 2, ask students to record why the characters took drugs and the negative effects they experienced. Discuss as a class.

Pupils may wish to act out one or both of the scenarios, with the other students invited to interrupt the performance and offer advice to the characters.

Part 4 of this topic provides an opportunity for students to research drug problems further and look at careers in this field. Students can create a campaign to help young people deal with drug problems.



**Worksheet 2** Activity 2: What leads young people to take drugs

**Character 1**  
**Nancy**  
Why do you think Nancy took drugs?  
.....  
.....  
.....  
What were the negative effects on Nancy?  
.....  
.....  
.....

**Character 2**  
**Justin**  
Why do you think Justin took drugs?  
.....  
.....  
.....  
What were the negative effects on Justin?  
.....  
.....  
.....

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## Part 3: Body image

### Resources



### Topic 4: Worksheet 3

### Topic 4 slides | Part 3: Body image

Give students two copies of the silhouettes on worksheet 3. Working independently or in pairs they should create one silhouette with positive statements that young people might use to describe their body image and one with negative statements.

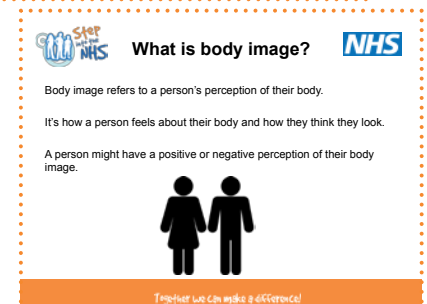
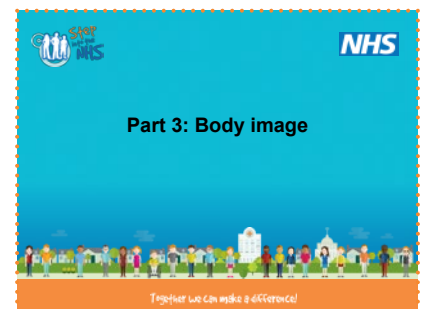
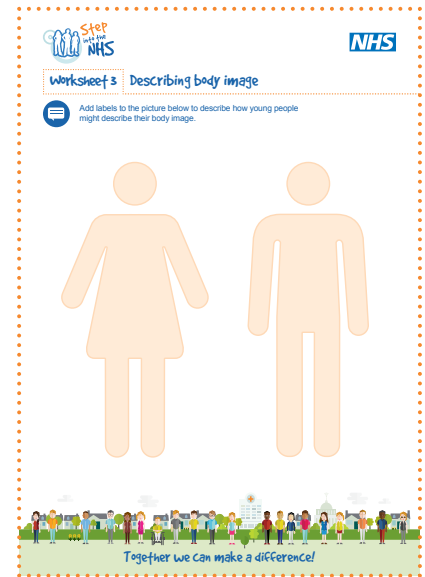
Share thoughts as a class.

Show the image on the slide of a girl looking in the mirror and thinking she looks bigger than she is. Is the way we see

Ask one student to volunteer to write a description of themselves and another to describe the same student. A third student draws what they hear when the two different descriptions are read out. Students can comment on how different the two images are.

As a class discuss the things that influences young people's perception of their body image.

Part 4 of this topic provides an opportunity for students to research body image further and look at careers in this field. Students can create a campaign to help young people deal with body image problems.



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# Part 4: A campaign to help young people deal with their problems

## Resources

### Topic 4: Fact sheets

### Topic 4 slides | Part 4: Campaign

Working in small groups, students are challenged to create a campaign that raises awareness of one of the issues covered in this topic, the help that is available, and the careers that help people facing these problems. Groups of students could be allocated different issues, or the whole class could focus on one.

### The students' campaign should:

- Provide tips and advice to help young people deal with issues around mental health, drugs and/or body image.
- Raise awareness of the places they can go for advice
- Identify the people who can help them.



The fact sheets provide further information about each of the issues: mental health, drugs and body image, and useful sources for research.

Students should be creative and think of a campaign that will engage young people. It may be a radio show, website, leaflet, poster, social media campaign, TV show or advert etc.

Every group could be asked to present their campaign to their peers for feedback and provide feedback to each other. As part of the discussion, students should highlight any new careers they have discovered during their research and consider what it would be like working in these areas.



**Time Variable**  
(dependent on groupings and timing available)

**Topic 4: Mental health fact sheet**

**Stress**  
Many people can cope with stress. However, one in four people find it too difficult to deal with at some point in their lives.

**The facts**

- 1 in 4 adults and 1 in 10 children experience mental illness
- 40% of GP appointments now involve mental health
- 66% of GPs say proportion of patients needing help with their mental health has increased in the last 12 months

Source: www.mind.org.uk

**Prejudice**  
Although mental health problems are very common, one of the biggest issues for those experiencing mental distress is prejudice. Many people would react to these facts differently if they related to a different type of illness. But all kinds of health are equally important. Whether you are experiencing mental or physical problems, you should always ask for help.

**Prejudice is judging someone without knowing them, for example, assuming someone with a mental illness is crazy or violent.**


**Maintaining mental health**  
Staying emotionally fit is no different to staying physically fit. It is equally important to look after your mental health, as it is your physical health. There are many things you can do to help maintain good mental health. Here are five factors that have been identified:



1. Feeling safe and looked after
2. Being able to give your opinions and have people listen to you
3. Giving positive attention to others (it could be a person or a pet)
4. Getting respect for things you are good at
5. Having help with money and finances

**Getting help**  
If you do ever feel stressed, it is important to talk to someone you trust or get advice from a helpline or organisation.

There are many websites that can provide useful advice, for example:

- **AMH Choices** ([www.mh-uk.org/choices/](http://www.mh-uk.org/choices/)) provides lots of useful advice for dealing with common problems young people face. There is a teen boys and teen girls section.
- **Childline** ([www.childline.org.uk/](http://www.childline.org.uk/)) is an email, text and telephone helpline. There is lots of useful information on their website, or you can speak to a counsellor for advice.
- **Mind** ([www.mind.org.uk/](http://www.mind.org.uk/)) is a charity that helps to promote and protect good mental health for everyone. Their website contains lots of useful information and they also offer helplines and local services for those needing help.







**Part 4: Helping young people**

**Helping young people**

You need to create a campaign that:

- Provides tips and advice to help young people deal with issues around mental health, drugs or body image.
- Raises awareness of the places they can go for advice
- Identifies the people who can help them.



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