

KS4: Lesson 3 Resource 1: Common Mental Health Conditions and Challenges

Video Clip Topic	Signs that might mean someone has this mental health issue	Strategies and treatments	Ways others can help
Depression			
Anxiety			
Stress			

KS4: Lesson 3 Resource 1a: Common Mental Health Conditions and Challenges - Teacher Notes

Video Clip Topic	Signs that might mean someone has this mental health issue	Strategies and treatments	Ways others can help
Depression	<p>Feels like 'something is missing'</p> <p>Feel like cannot cope</p> <p>Withdrawn, pulling out of activities</p> <p>Note that a person may not always be sad or in a difficult life situation</p>	<p>Medication – can provide relief while building other support strategies</p> <p>CBT – practical techniques</p> <p>Activities e.g. photography and going for a walk</p> <p>Sport/physical activity</p>	<p>Normal routine helpful</p> <p>Show understanding</p> <p>Say someone is there who can help</p> <p>Text asking if okay to call, or send an emoji</p>
Anxiety	<p>Physical symptoms e.g. shaking, heart palpitations, pins and needles, stomach pains.</p> <p>Withdrawn</p> <p>Seeking reassurance</p> <p>Perfectionism</p> <p>Can be linked with depression</p>	<p>CBT</p> <p>Yoga and Pilates</p> <p>Meditation</p> <p>Diary to reassure that things will pass</p> <p>Small steps to build confidence</p> <p>Talking to family and friends</p> <p>Avoid researching physical symptoms as this can increase anxiety</p>	<p>Be patient and reassuring (but also help the person to have faith in their own decisions)</p> <p>Remind them that anxiety does not define a person</p>
Stress	<p>Disrupted sleep cycle</p> <p>False FFF (fight, flight, freeze) responses (i.e. so wired that small stressors provoke big reactions e.g. angry outbursts)</p> <p>Can cause depression and anxiety</p>	<p>Mind tools</p> <p>Exercise</p> <p>Quality sleep</p> <p>Relaxation</p> <p>Sharing feelings with friends</p>	



1. A friend of a friend has suddenly started being really odd about P.E. lessons. They try to avoid them, spend ages getting changed, and wear extra non-uniform clothes to cover up.

2. My brother has started crying all the time when he's at home. Yet at school, he's always laughing and joking with his mates.

3. Someone in the year below posted a status that suggested they were thinking of self-harming as they were so anxious all the time.

4. I know someone who skips classes and cries in the toilets when they have a test as they are so stressed out about them.

5. Yesterday someone was so angry they threw a textbook across the room. Our teacher was in the resource cupboard so didn't see anything. I'm worried someone could get hurt next time.

6. A friend has been withdrawn for a while now. Last month she quit choir – something she used to love – so I asked her about it. She said she's struggling to come to school, let alone anything else, as she just feels so low. She made me promise not to tell anyone but she's ringing me all the time - sometimes we're talking till 1am. It's started to affect my health too.

Key stage 4: Lesson 3 Resource 3: Sources of Support Grid



Who would be suitable to talk to?	Benefits of talking with them	Potential challenges of talking with them	Topics it would be appropriate to speak to them about
Friends			
Family e.g. parents or siblings			
Teachers or other members of staff in school			
Online support organisation e.g. Childline webchat			
Local charity or phone line			
Medical professional e.g. doctor			

Key stage 4: Lesson 3 Resource 3a: Sources of Support Grid Teacher Notes

Who would be suitable to talk to?	Benefits of talking with them	Potential challenges of talking with them	Topics it would be appropriate to speak to them about
Friends	<ul style="list-style-type: none"> *Friends are often available and open to talking. *They can provide continuing support e.g. check-in messages and low-key socialising. *They are often going through similar experiences e.g. exams or relationship issues. *Friends can tailor advice to a person they know. 	<ul style="list-style-type: none"> *No formal training means a person may not know how best to help. *Sometimes friends might try to help in a way the person might not want them to. <i>Note that this can be overcome by telling people what helps and what doesn't, as it's different for everyone.</i> *It can be good to get an objective perspective and friends can be too close to a situation. 	<ul style="list-style-type: none"> *Hurt feelings *Feelings about school life and relationships *Explaining a recent diagnosis *Things that can help
Family e.g. parents or siblings	<ul style="list-style-type: none"> *Talking to family at home can feel a safe place to open up. *Siblings can empathise with what may be happening for a person, particularly around family issues. *Relatives may have gone through similar things in the past so can share their coping strategies and experiences. 	<ul style="list-style-type: none"> *Sometimes family don't know how to help as most don't have formal qualifications. <i>Note that this can be overcome by telling people what helps and what doesn't as it's different for everyone.</i> *Sometimes other family members can have their own challenges and it seems unfair to ask for help. <i>Note that parents often seem very busy but most can make time to talk if asked.</i> 	<ul style="list-style-type: none"> *Feelings about school, home life, relationships, future pathways *Ask for help with getting medical support *Experiences family members have already gone through e.g. puberty and taking exams
Teachers/ other members of staff	<ul style="list-style-type: none"> *School staff can put support in place to make things easier at school. *School staff are not necessarily fully trained in dealing with mental health issues but some have basic training in this area and understanding of places to get help locally. *School systems are in place to make it easier to speak to someone. *Some schools have specialist support available such as a school nurse, counsellor or wellbeing team who can help with concerns. 	<ul style="list-style-type: none"> *School staff are often busy so it can be tricky to find the right time to approach the person that seems best to talk to. <i>Note that staff often seem very busy but most will make time to talk as a student's welfare is really important to them.</i> *Limits on confidentiality mean staff have a duty to inform the Designated Safeguarding Lead if they think a student is at risk. <i>Note that staff always keep things confidential when they can.</i> 	<ul style="list-style-type: none"> *Any mental health issues that seem too sensitive to talk to friends or family about *Bullying *Schoolwork stress *Getting access to extra help *Feelings about school and future pathways
Online support organisation e.g. Childline webchat	<ul style="list-style-type: none"> *Online contact can feel easier than face-to-face contact for some people. *Can be done in private, any time of day. *They have training to support via webchat/helplines. *Reputable organisations provide clinically sound advice. 	<ul style="list-style-type: none"> *Some organisations are less helpful. *Harder to build up a rapport over time with someone as calls are directed to different people each time. *In person support can sometimes feel more beneficial as wellbeing is supported by meaningful connections. 	<ul style="list-style-type: none"> *Hurt feelings *Body confidence issues *Dark moods *Relationship problems and bullying
Local charity / phone line	<ul style="list-style-type: none"> *Have training to support people. *Reputable organisations provide clinically sound advice. *Local charity may provide in-person support. *Charities can provide specific support for minority groups or those with particular conditions. 	<ul style="list-style-type: none"> *Local charities have limited funding so may have to prioritise based on clinical need. *Can feel more daunting to contact people by phone or in person. *There is often a waiting list for some services. 	<ul style="list-style-type: none"> *LGBT+ support *Diagnosis-specific support e.g. anxiety support groups *Community-specific support e.g. help with managing gang-related pressures *Low mood or anxiety over time
Medical Professional	<ul style="list-style-type: none"> *Have training to support people. *Have had many similar conversations so have a range of expertise in how to help. *They can provide access to higher level support without having to talk to other people. 	<ul style="list-style-type: none"> *NHS has limited funding so may have to prioritise their support based on clinical need. *Can feel more daunting to speak to someone in person. *There is often a delay between seeking help with a GP and seeing specialists. 	<ul style="list-style-type: none"> *Treatment options *Referral for additional support

Key stage 4: Lesson 3 Resource 3b: Sources of Support Grid

Who would be suitable to talk to?	Things we could talk about	Good and not-so-good points
Friends		Talking with friends is good because... But sometimes talking with friends is not so good because...
Trusted adult e.g. parent, teacher or keyworker		Talking with an adult is good because... But sometimes talking with an adult is not so good because...
Online webchat		Talking online is good because... But sometimes talking online is not so good because...
Childline (0800 1111)		Talking on the phone to Childline is good because... But sometimes talking on the phone to Childline is not so good because...



Things people might want to talk about:

- Stressed by school work
- Hurt feelings
- Bullying
- Feeling angry at parents
- Crying a lot
- Body changes making a person feel emotional