

TEACHER SLIDE

This lesson is the second of three in this series to encourage young people to talk and think about mental health.

Ensure that you select 'Use Presenter View' under the 'Slide Show' tab to allow you to preview the teaching notes on your monitor while the main presentation is displayed on the big screen/smartboard.

This lesson focuses on promoting well-being by discussing ways to promote mental health and emotional well-being, including developing resilience, managing disappointment and reframing failure/frustration.

Please remember to have to hand, not only the contact details for **Isle listen** but how students can access support for mental health in your school.

Please give the students a 'trigger warning' before these mental health lessons: *If anybody is feeling at all worried or upset, they can go to...*

The final slide also provides a signpost to the learning for next week, if you follow the lessons in sequence.

Activity	Description	Timing
1. Introduction	Do it now task, Introduce ground rules, outline the objectives and outcomes, recap on previous learning if appropriate	5 MINS
2. The difference between mental health and emotional well-being	The teacher to explain the difference between mental health and emotional well-being	5 MINS
3. Baseline	Students list factors affecting mental health using an A-Z framework	10 MINS
4. Michael Jordan on failure	Watch Michael Jordan's film (30s) and discuss what he means by “ <i>I failed over and over again in my life-this is why I succeed</i> ”. Discuss the meaning of ‘failure’ and check that students understand the concept of reframing failure.	10 MINS
5. What do we mean by resilience?	Students draw a mind map to develop resilience into their lives	4 MINS
4. Managing disappointment 1 & 2	Students work in small groups to decide on helpful or unhelpful strategies. How could they change the unhelpful strategies to be more helpful?	10 MINS
5. Dylan’s daily diary	Students explore the experiences that a young person might have throughout the day that affects their daily well-being and identify strategies to address each of these challenges	5 MINS
6. Assessment	Students revisit the A-Z baseline adding and editing ideas to demonstrate progress. Recap on ASK learning.	2 MINS
7. Signposting	Signpost to sources of support for mental health issues.	2 MINS

PROMOTING EMOTIONAL WELL-BEING

YEAR 8



Isle of Man
Government

Reiltys Ellan Vannin

DO IT NOW



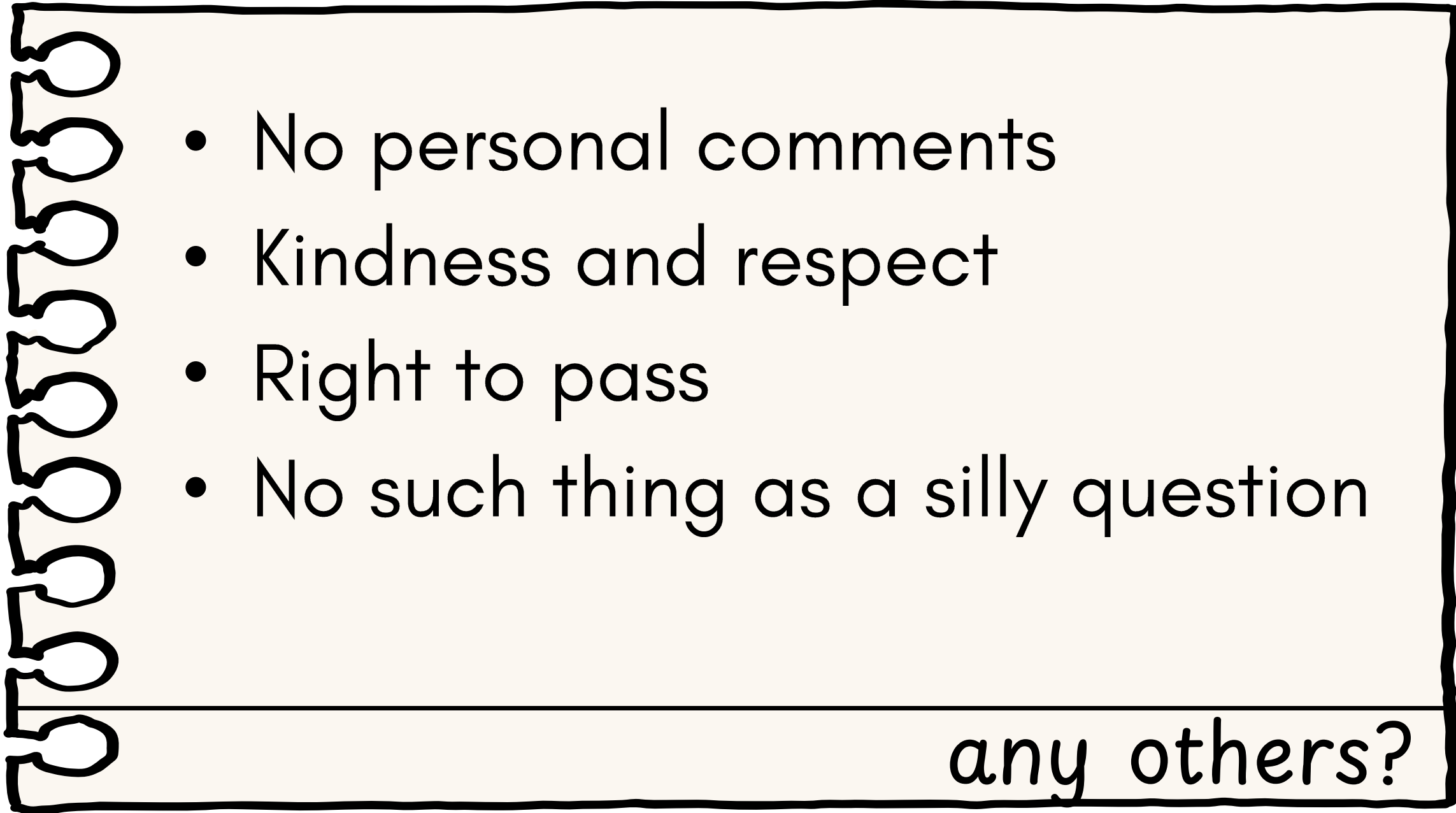
What are some of the things that might affect someone's mental health and emotional well-being?

LEARNING OBJECTIVES

Today we are learning about ways to:

- Promote emotional well-being
- Build resilience and learn how to manage setbacks and disappointments
- Explain the factors that affect emotional well-being

CLASS AGREEMENTS

- 
- No personal comments
 - Kindness and respect
 - Right to pass
 - No such thing as a silly question

any others?

THINK, PAIR SHARE ...

Let's **ASK** ourselves, from this lesson

What are some of the **a**tttributes that you learnt or used?

What were some of the **s**kills you practised?

What was one piece of **k**nowledge you learned?

MENTAL HEALTH & EMOTIONAL WELLBEING

– WHAT'S THE DIFFERENCE?

Mental health is an overarching term which includes our emotional, psychological, and social well-being; it affects how we think, feel, and act.

Emotional health is a subset or part of mental health and refers to our “ability to cope with both positive and negative emotions, including our awareness of them.”

Emotionally healthy people tend to have good coping mechanisms for negative emotions.

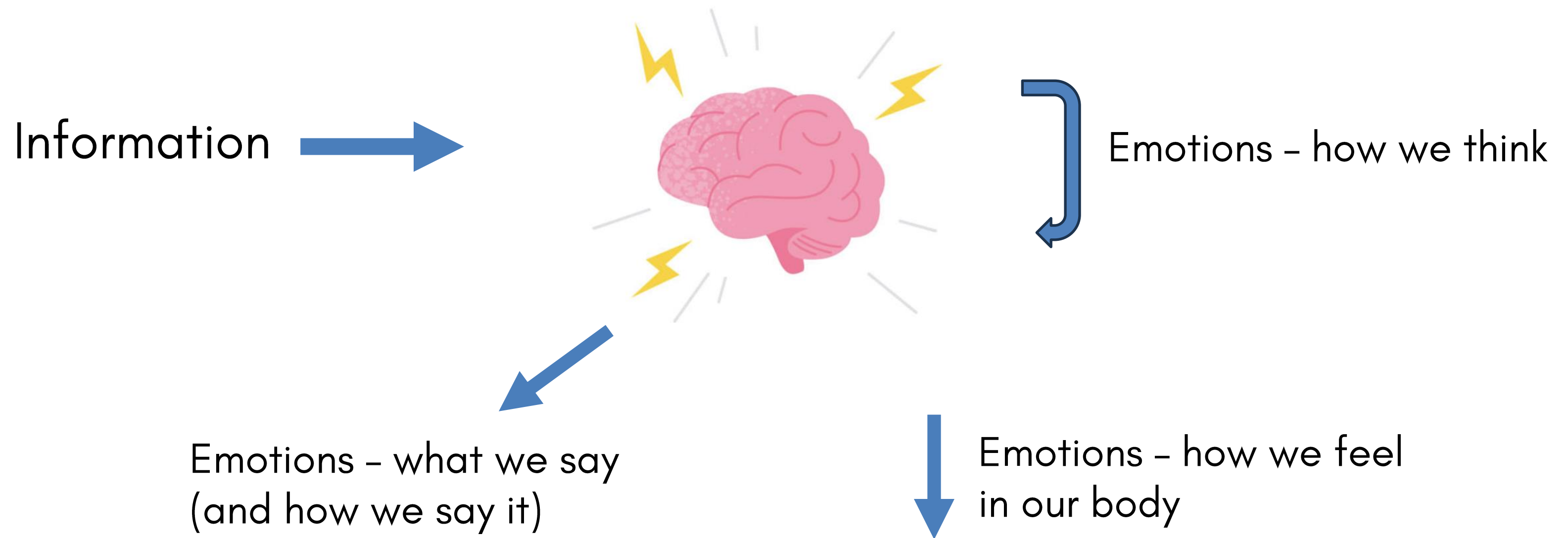
Mental and emotional health work as a sort of tag team.

Mental health helps us process information; **emotional health** is our ability to manage and express feelings, which are based upon the information we've processed.

NHS England

MENTAL HEALTH & EMOTIONAL WELLBEING

– WHAT'S THE DIFFERENCE?



Please work in small groups to discuss :

**WHAT ARE SOME FACTORS
THAT CAN AFFECT MENTAL
HEALTH AND EMOTIONAL
WELL-BEING?**



MICHAEL JORDAN ON FAILURE

https://www.youtube.com/results?search_query=Michael+Jordan+on+failure

WHAT DO WE MEAN BY FAILURE?

Which, if any of these actions are 'failures?'

- An Olympic bronze medal
- Getting selected for the Olympic team, but not making the finals
- Being told you are likely to get a grade 9 GCSE and getting a grade 7
- Asking two people out, the one you don't like quite so much says 'yes'.
- Asking someone out, and they say 'no thanks'

If someone was disappointed about each of these events, how could they be 'reframed' to be viewed in a more positive or neutral way?

WHAT DO WE MEAN BY 'RESILIENCE'?

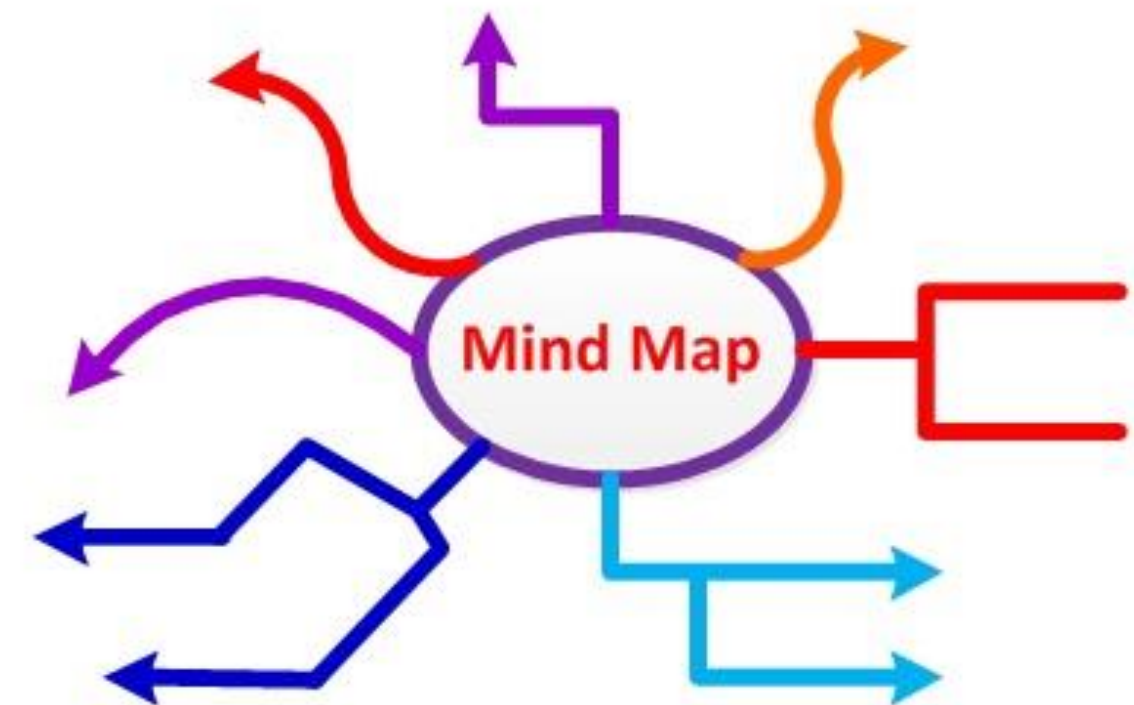
Please work in small groups to agree on a definition of resilience.

Resilience is:

- A skill that helps people to recover more quickly from difficulties, change or misfortune;
- to adapt to and overcome adversity;
- to persevere and 'bounce back'.

DEVELOPING RESILIENCE

Please work in small groups to create a mind map of how we can develop resilience in our daily lives.



MANAGING DISAPPOINTMENT ^{1/2}

1. Look for a positive way out of the situation. 
2. Breathe deeply and/or step away. 
3. Shout at others until they realise how upset you are. 
4. Remember a time when a similar problem worked out ok 
5. Ignore the issue and hope it goes away. 
6. Talk with people who caused the upset to understand why and see things from their perspective. 
7. Gossip about or pile on to someone who has been hurtful. 

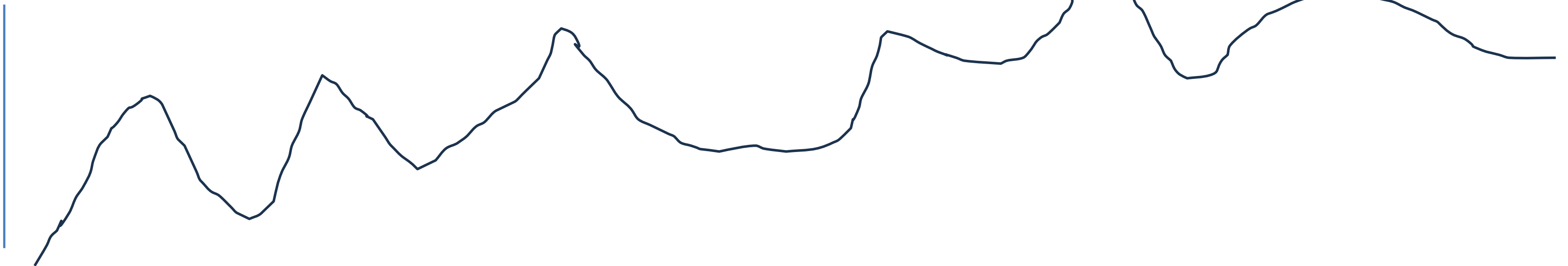
MANAGING DISAPPOINTMENT 2/2

1. Gain perspective, how will this disappointment look tomorrow, next week, next year? 
2. Acknowledge feelings without judging people for what happened. 
3. Grumble to a friend: "If it wasn't for bad luck, I'd have no luck at all". 
4. Think about what can be learnt from the experience. 
5. Rant on social media so that everyone knows how bad you feel. 
6. Manipulate the situation to make others feel bad for making you feel bad. 

DYLAN'S DAILY WELLBEING DIARY

7:30	8:30	9:30	10:30	11:30	12:30	1:30	2:30	3:30	4:30	5:30	6:30	7:30	8:30	9:30
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High wellbeing



Low wellbeing

Please work in small groups to discuss why Dylan's well-being might change during the day?
What might cause Dylan's well-being to improve; and what might cause it to dip?

Now, reframe some of Dylan's thinking to avoid some of the well-being dips.

What could Dylan say (to themselves?) or do, to avoid their well-being dropping during the day?

If a 'trigger' causes a dip in well-being and a 'glimmer' causes a lift, what glimmers could Dylan find in their day?

Please revisit the alphabet list to discuss:



WHAT ARE SOME FACTORS THAT CAN AFFECT MENTAL HEALTH AND EMOTIONAL WELL-BEING?

Please  the things that can have a positive impact on mental health.

Please fill in any gaps and reframe negatives where possible.

FURTHER SUPPORT



There are lots of places to get advice about emotional wellbeing, social media or to discuss feelings.

ChildLine:

www.childline.org.uk Phone: 0800 1111

Young Minds:

www.youngminds.org.uk

Samaritans:

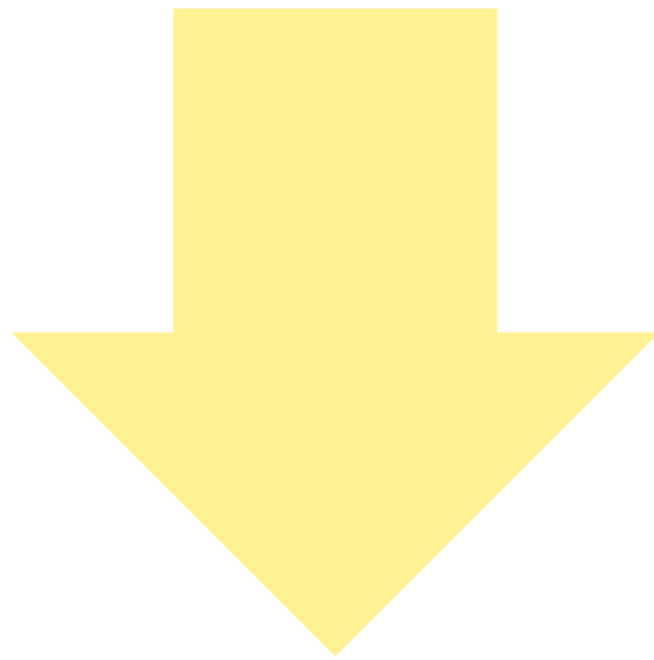
www.samaritans.org Phone: 116 123

Isle Listen

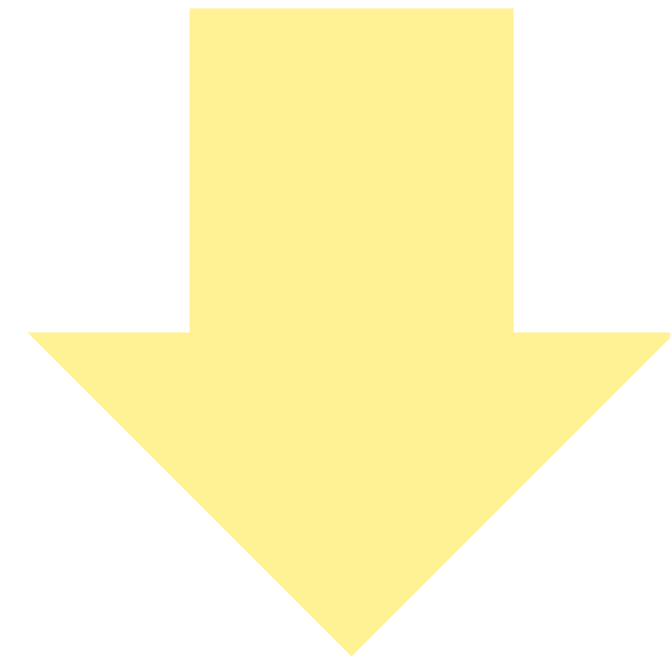
www.islelisten.im Phone: 01624 679 118

NEXT WEEK ...

Next week's topic is titled



Digital Resilience



We will be learning:

- about the impact of social media on mental health and emotional well-being,
- analyse the reasons people post and look at online images
- strategies to develop digital resilience.