



Positive Mental Attitudes Curriculum Pack

The Positive Mental Attitudes Curriculum pack was developed in consultation with young people and stakeholders including teaching staff back in 2007. Whilst the pack has been around for well over a decade the subject area is still as relevant and important today. The pack was designed to be flexible whilst encouraging staff delivering it to incorporate new ideas. We have included an addendum to the pack that gives some updated statistics to make these current and alternative suggested resources that may address some of the older media such as DVD film scenarios which may seem outdated. These could also be replaced by case studies that would relate to the sessions plans.

The resource was designed to provide a framework for learning and at times, where classes and teachers are comfortable and confident, it may be preferable to forego some of the worksheets in favour of entirely discussion based learning. For those delivering lessons we would also advise that relevant staff become familiar with the range of support services and protocols that are available for young people who may be experiencing difficulties or who know of friends and family members in this position.

This resource addresses issues that some pupils may find emotionally challenging and we encourage teachers and other staff to be sensitive to the personal circumstances of each young person and how this might affect their willingness to participate. Good practice should be followed when information is shared, ensuring respect for opinions and confidentiality, within the limits of child protection. In particular pupils may share personal information on worksheets and should be offered the choice of handing them in, disposing of them or keeping them.

The PMA Pack is one of a range of resources to support the Health and Wellbeing outcomes within curriculum for excellence (CfE). The attached 'Resources in Schools' document gives a range of resource packs that are useful to support the Health and Wellbeing agenda in relation to emotional wellbeing and mental health. We would encourage you to explore these resources to find what you need to meet your required outcomes.

We encourage users of the pack to 'Be Creative', 'Be Curious', 'Be Critical' and explore what else is out there to support this agenda.

To access the lesson plans and original film clips please see here:

<https://mindreel.org.uk/video/positive-mental-attitudes—schools-curriculum-pack>

Please disregard reference to Glasgow's Health throughout this resource and replace with a Curriculum for Excellence (appendix 1)

Section	Brief summary/changes/edits	Updated Information
S1 Lesson 1 Teachers Notes 1.1 Activity 3	Things that affect my mental health positively and negatively – add in social media	It is important to discuss how use of social media can impact both positively and at times, negatively on mental health and well being with young people at this point.
S1 Lesson 2 – Teacher's notes 1.2 Introduction	Updated statistics around young people and reporting in the media (newspapers) Taken with permission from (adapted from cyj.org.uk/resource/no-offence-to-neys-exploring-public-perceptions-and-media-reporting-of-young-people-involved-in-offending/)	Remove statistics and replace with :  Updated Stats S1 L2.doc
S1 Lesson 2 Teachers Notes 1.2 Activity 3	Update to quiz answer (Q3)	Q3 answer – change to; Very few people require treatment within a hospital. In 2019, 21 young people aged 15 and under were treated in hospital due to a mental health problem, addiction or learning disability, (Scottish Government/ISD, 2019 Inpatient Census). Compare this to the number of young people aged 15 and under living in Scotland in the same year, approx. 900,000, (National Records Scotland, 2019).
S1 Lesson 2 Teachers notes 1.2 Activity 3 continued and Activity 4	Update to quiz answer (Q7)	Q7 answer – update definition of recovery to; <i>“Recovery is a very personal experience, a journey for some, a destination for others. Some people describe being in recovery rather than recovered. The recovery journey can have its ups and downs. It is about what you can do and not what you can't. It is not always easy or straight forward, but well worth it. Recovery is not; something you do alone, just about having a job, a one size fits all or an end</i>

		<p><i>to a person accessing supports and services they need. (Scottish Recovery Network, 2020)</i></p> <p>Or Show clip of Scottish recovery network description of recovery via their website; https://www.scottishrecovery.net/what-is-recovery/</p> <p>(clip duration 1minute 39 secs)</p>
S1 L4 – Teachers Notes 1.4 Activity 1 - continued	Suggested alternative : Sleep Scotland Tips for a good nights sleep.	https://www.sleepscotland.org/support/gateway-to-good-sleep/how-to-get-a-good-nights-sleep/#1565602848870-c6e7eacd-87b4
S1 L4 – Pupil Worksheet 1.4 Activity 2	Safety statement added	Ask young people to only answer questions if they feel comfortable or offer them the option to complete the worksheet alone.
Section	Brief summary/changes/edits	Updated Information
S2 Lesson 1- What is Self-esteem?	Suggested additional activity	<p>IT permitting you could access https://avatarmaker.com/ this would allow each group to create their own avatar of the character to share with the class.</p> <p>Put characters on the wall/smart board and ask the class to have a look at each other's work? How realistic is this character?</p>
S2 L1 – Teacher's notes 2.1 Introduction	Self-esteem quote update	<p>"Self-esteem is how we see and feel about ourselves. Many people will have low self-esteem at some point in their lives.</p> <p>Low self-esteem can be caused by a number of things - comparing yourself to your friends, problems with family or at school or your health. Sometimes it passes on its own or you can take steps to help yourself feel</p>

		better and gain balance of higher self-esteem.” (youngminds.org.uk)
S2 L1 – Teacher’s Notes 2.1 Activity 1	Addition to possible answers from pupils	Add in positive and negative use of social media into discussion with young people
S2 L2 – Teachers Notes 2.2 Activity 3	Addition to content	Add in use of social media in a positive way. Add in use of social media in a negative way i.e unkind comments, trolling etc
Section	Brief summary/changes/edits	Updated Information
S3 L1 : James’ Story	DVD not in use – access film online	Go to https://mindreel.org.uk/video/positive-mental-attitudes-%E2%80%93-schools-curriculum-pack To access James’ Story film
S3 L1 – Teacher’s Notes 3.1 Activity 2 & 3	Suggested additional resource	Activity 2 – You could add in sentence at end of first paragraph – it is important for young people to have a trusted adult, someone they know and trust to talk to when things get tough. This film shares the benefits of having a supportive and trusted adult and encourages young people to think about who theirs might be. https://youtu.be/nuEHXTQNE-k (duration 2mins 59 seconds)
S3 L2 – Teachers Notes 3.2 Activity 1 - Andy	Website info update	For further information try (replace text with) https://youngminds.org.uk/find-help/conditions/anxiety/?gclid=EAlaIqobChMIIYS08_CX6glViaztCh358gvDEAAYAiAAEglvrvD_BwE
S3 L2 Teachers Notes 3.2 Activity 2 - Parveen	Stats update	Update text box with “An estimated 1 in 6 people experienced a common mental disorder in the past week, ¹ with 3.3% of aged 16 and over in England, Scotland and Wales estimated to experience depression in the past week”, (mentalhealth.org.uk)

S3 L2 Teachers Notes 3.2 - Parveen continued	Useful website for more information	For more information on young people and depression visit https://youngminds.org.uk/find-help/conditions/depression/#what-to-do-about-depression
S3 L2 Teacher's Notes 3.2 Activity 3	Website updates	Replace further info from www.talking2ourselves.com with: https://youngminds.org.uk/ https://youngminds.org.uk/
S3 L4 Teachers Notes 3.4 Activity 1 continued	Suggested additional information for staff	NB for staff : for more information of how to support a child, young person and their family through bereavement, loss and change see https://www.goodlifedeathgrief.org.uk/content/resources/Updated_toolkit_(2).pdf This resource contains lots of useful guidance, information and resources for schools staff around the topic of a whole school approach to supporting bereavement loss and change
Section	Brief summary/changes/edits	Updated Information
S4 Lessons Overview page	New films	Lorna's story replaced with "The Separate Lives of Young Carers" https://www.youtube.com/watch?v=8XUTWwefxg Claire's story replaced by Self Harm Animated Film by young people https://mindreel.org.uk/video/self-harm-animated-film-young-people
S4 Lesson 1 – Change Lorna's Story to The Separate Lives of Young Carers	Suggested alternative to Lorna's Story	 S4 Lesson 1.doc
S4 Lesson 2 – Change Claire's Story to Self-Harm Animated Film by Young People	Suggested alternative to Claire's Story	 S4 Lesson 2.doc

S4 Lesson 3 – Mental Health Quiz	Suggested alternative to Lesson 3	https://www.nhsggc.org.uk/about-us/professional-support-sites/healthy-minds/healthy-minds-resource/?id=284595
S4 Lesson 4 – Body Image	Suggested alternative to Lesson 4	https://www.nhsggc.org.uk/about-us/professional-support-sites/healthy-minds/healthy-minds-resource/?id=284596
Section	Brief summary/changes/edits	Updated Information
S5 – Lesson One – Alec’s Story	Suggested alternative to Lesson 1 – Alec’s Story	https://www.nhsggc.org.uk/about-us/professional-support-sites/healthy-minds/healthy-minds-resource/?id=284594
Section	Brief summary/changes/edits	Updated Information
S6 – Lesson One – Accessing Services – Help Agencies Reference Sheet	Suggested alternative to Help Agencies Reference Sheet	https://www.nhsggc.org.uk/media/257089/137481_child-and-youth_mh_poster_final-2.pdf http://youngpeoples.sandyford.org/ Youth Health Service 0141 451 2727 https://www.seemescotland.org/young-people/information-for-young-people/ https://www.lifelink.org.uk/ https://www.mind.org.uk/ https://breathingspace.scot/ www.samaritans.org

Appendix One – PMA Links to Experiences and Outcomes within HWB, SCN and RME Organisers



PMA CfE table draft
1.doc