

Teacher notes

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



Subject links

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



Skills

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

Depending on needs, reduce the amount of handwriting required by leading written activities as a class discussion.



Learning outcomes

To explain that our physical, mental 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 identify common issues that young people face and the careers that work to help people with these problems.

Essential teaching and learning guidance

These activities raise a number of very important but also sensitive topics. Before starting each activity/using this resource, inform students 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.

No student should be made to share personal information. Ground rules should be established or reviewed before teaching takes place. If a student discloses any sensitive information with you, please refer to and follow your school's safeguarding policy.





20-30 minute activity

Part 1: Mental health

Resources:

Topic 4: Worksheet 1

Topic 4 slides: Part 1: Mental health

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 people their age might 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 good 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 3 of this topic provides an opportunity for students to research poor mental health further and look at careers in this field. Students can create a campaign to help young people deal with poor mental health.



20-30 minute activity

Part 2: Drugs

Resources:

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 a friend becomes involved with drugs. In the first, the friend takes a tablet at a party and the other tells a story of a friend who becomes withdrawn and smokes a lot of cannabis. Read one or both scenarios and using Worksheet 2, ask students to record why their friend took drugs and the negative effects they experienced. Discuss as a class.

Part 3 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.





Time variable

Part 3: A campaign to help young people deal with their problems

Resources:

Topic 4: Factsheets

Topic 4 slides: Part 3: Campaign to help young people

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 or drugs
- Raise awareness of the places they can go for advice
- Identify the people who can help them.

The factsheets provide further information about each of the issues: mental health, drugs 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.

