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Introduction



Background and national context

Self-harm among young people is a significant and growing public health problem. On average two teenagers in every secondary school classroom will have hurt themselves in response to the pressure of growing up in an increasingly complex and challenging world¹.

Young people also say self-harm is their number one concern for their peers, above bullying, gangs, binge drinking and drug use².

However those in closest contact with young people often have limited knowledge of self-harm, which results in a poor response when a young person finally finds the courage to tell someone they need help.

The Choose Life Strategy and Action Plan (Scottish Executive, 2002) identified children and young people as a priority risk group. It also recommended that we enable teachers to identify when early interventions are necessary and provide access to appropriate support and services. It is also recommended that teachers and other practitioners be equipped with the knowledge, skills and training to enable them to talk openly about self-harm to those groups most at risk and continue to develop and expand school based programmes on positive mental health and well-being.

Development of On Edge

On Edge aims to tackle the myths that surround self-harm, reduce the stigma associated with it by increasing understanding of its function, reduce the barriers to help seeking by raising awareness of sources of support and promote a consistent humane response to a behaviour which is a manifestation of distress.

On Edge has been developed to take account of Getting It Right For Every Child (GIRFEC) (Scottish Government, 2006), Curriculum for Excellence (Education Scotland, 2010) and The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (Scottish Government, 2008). See Further information—national guidance.

On Edge draws on the approach and lessons learned from the Positive Mental Attitudes programme launched by NHS Greater Glasgow and Clyde in 2006, available from the See Me Scotland website³.

Self-harm can affect anyone at anytime. Young people are at greatest risk around the age of 12⁴, when they are likely to be experiencing and dealing with new feelings for the first time.

On Edge is therefore aimed at S2 pupils and above. The learning intentions for each lesson are based on the Curriculum for Excellence Level 3 Experiences and Outcomes.

How to use On Edge

On Edge is a resource pack for teachers and other practitioners working with young people. It comprises four lesson plans designed to give pupils a rounded view of self-harm and the support available. Each lesson builds on the previous one. To achieve the best results they are best delivered in the correct order within a four-week period.

Discussion is an important part of the programme. If you feel a discussion needs more time to develop, split the lesson across two sessions if time permits.

The teaching notes and resources for each lesson are provided in print and PDF format. To support the delivery of the content each lesson comes with a PowerPoint presentation for engaging pupils. Lesson 2 and Lesson 3 relate to two short films that are also provided on the accompanying DVD. Through the pack various other interactive elements have been included to aid pupil learning.

The pack has been developed in partnership with mental health and education professionals. It includes **additional teaching support** and **further information** in the form of sign-posting to external resources and advice services, references, and linked where relevant to the Curriculum for Excellence and other national guidance.

Keep Safe

Each On Edge lesson starts with 'Keep Safe', the rules that pupils are required to follow throughout the programme both inside and outside of the classroom.

The aim is to create a safe environment for an open discussion, to empower pupils and to give them confidence to raise any concerns, either as part of the group or at a later stage with someone they trust.

In Lessons 2 and Lesson 3, pupils will be introduced to the fictional characters of Millie and Dean when they watch the DVD. Referring to the situations of these characters can be a safe way for pupils to express their own concerns.

1. Mental Health Foundation, 'Truth Hurts'
2. Cello/Young Minds 2012
3. <http://www.seemescotland.org/postive-mental-attitudes-pma-curriculum-pack>
4. The Truth About Self-Harm—for young people and their friends and families, Camelot Foundation & Mental Health Foundation 2012

Lesson 1

Understanding the term 'self-harm'

Resources

Quiz:

Myth Buster, page 7

Photocopy one sheet per pupil or print directly from PDF copy of Lesson 1 teaching notes on DVD

Flash cards:

Self-harming behaviours, page 8

Photocopy and cut up one set per group

PowerPoint presentation:

Understanding the term 'self-harm'

Available from the DVD to support content delivery

Leaflets:

Available from the National Self-harm Network, www.nshn.co.uk

Download and print. Consider making this information easily accessible to all pupils, inside and outside of the classroom

PDF:

Digital copy of Lesson 1 teaching notes

Available from the DVD for print and sharing purposes

Teaching point 1:

Pupil learning intentions

(1 minute)

- I understand the meaning of self-harm
- I recognise the possible life events that could lead to self-harm

Teaching point 2:

Keep Safe

(1 minute)

Set the ground rules for the discussion to create a safe and open environment:

Suggested script:

Over the next couple of weeks we will be discussing the topic of self-harm. This can be a very sensitive issue for some people. During these lessons you are expected to be supportive and respectful of others.

If the content of these lessons gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice.

In the final lesson we will be looking at organisations that can offer advice in this area. However, information will be made available after each lesson for you if you feel you wish to talk to someone in private. You will also be able to find this information online and in the library.

Activity 1:

Myth Buster quiz

(5 minutes)

The Myth Buster quiz is designed to gauge knowledge and attitudes at the start of the On Edge programme. The answers will be provided in Lesson 4 so pupils will need to keep their quiz sheet safe. It is recommended that teachers collect the quiz sheets and return them to the pupils during Lesson 4.

Instruct pupils to complete the quiz on their own without discussion. Allow a maximum of five minutes to complete it.

Teaching notes: Overview of self-harm

Read prior to commencing Activity 2 with pupils
The following themes are likely to emerge in discussion.

Cutting and burning are the most obvious types of self-harm but they are certainly not the only ways in which a person may self-harm.

Whether or not something could be regarded as self-harm may depend on the extent to which a person behaves in this way, e.g. exercising and comfort eating can be positive or harmless things, but when taken to the utmost extremes can be very harmful.

Another important factor is why the person is doing it and what they are getting out of it, e.g. working hard may be something a person needs to do, but sometimes people 'bury themselves' in work as a way of avoiding feelings or problems.

Classing something as self-harm may depend on how socially acceptable it is, rather than on how harmful it is. Drinking is generally quite socially acceptable but someone who habitually drinks to deal with their problems can do themselves considerable harm.

Some things we do to our bodies, e.g. body piercing or dieting may be seen as 'beautifying' but can become forms of self-harm. This all depends on the reasons why a person does them, e.g. out of self-hatred or for self-punishment.

Self-harm can be non-physical e.g. excessive self-criticism or worrying.

Risk taking can be another form of self-harm. Activities such as driving fast and fighting may seem more of a danger to others but can sometimes be a way of placing oneself in danger. Again, the reasons a person does this are important.

We all need to find ways of coping with life and its stresses. We all tend to do things at times which can become harmful if done habitually or to extremes. People who self-harm more directly are, in essence, no different and can be understood in the same way.

Activity 2:

Flash cards

(15 minutes)

The aim of Activity 2 is to get pupils thinking about what self-harm is and when certain behaviours might become self-harming.

Divide the pupils into groups of four or five and give each group a set of flash cards. Allow pupils 5 minutes to discuss in their groups which of the behaviours they would regard as 'self-harm', and which they would not. This should generate a great amount of discussion as many of the behaviours do not fit in to one particular category.

Ask each group to present to the class one behaviour they would class as 'self-harm' and one behaviour that they would not. Ask them to give an explanation for both.

Allow 10 minutes for this part of the activity, which should generate discussion around behaviours, their context, intent and whether or not they have a positive or negative impact on people's lives.

Activity 3:

Life events discussion

(10 minutes)

Ask the class what life events could lead to self-harm? Prompt with examples such as: divorce or separation, someone close to them dying, a relationship breaking up or bullying.

Before pupils start to respond, remind the class of the 'keep safe' rules agreed at the start of the lesson.

Activity 4:

Definition

(5 minutes)

Working on their own, without discussion, ask pupils to quickly write down a definition of self-harm. Allow a maximum of 2 minutes for this.

Once pupils have completed this task, read or display (PowerPoint) the universally accepted Basement Project definition. Ask pupils to write this down next to their suggestion. Again allow a maximum of 2 minutes for this.

The Basement Project definition of self-harm:

“Any act which involves deliberately inflicting pain and/or injury to one’s own body, but without suicidal intent. It is usually an attempt to stay alive in the face of great emotional pain”.

The Basement Project is an organisation that has provided a service to people who use self-harm as a coping strategy. To find out more information visit their website, www.basementproject.co.uk

Before dismissing the class remind pupils of the Keep Safe rules.

Myth Buster quiz

Pupil name:

Class:

1. People who self-harm are attempting suicide True False
2. People who self-harm are attention seeking True False
3. If you ignore someone's self-harm they'll stop True False
4. Only young people self-harm True False
5. Everyone who self-harms has been abused True False
6. Only people with mental health problems self-harm True False
7. Stopping self-harm is easy True False
8. Self-harm is the latest craze with young people True False
9. People who self-harm need to be seen by a doctor True False
10. Talking about self-harm makes it worse True False
11. Cutting is not the only form of self-harm True False
12. People self-harm when they feel (circle as many as you agree with):

Bored

Depressed

Upset

Confident

Guilty

Frustrated

Angry

Confused

Lonely

Anxious

Hopeful

Tired

Desperate

Happy

Fulfilled

Relaxed

Flash Cards

Gambling	Cutting or burning
Using drugs	Dieting
Driving fast	Working hard
Drinking	Smoking
Comfort eating	Body piercing
Exercising	Fighting
Worrying	Risk taking

Lesson 2

Dealing with difficult feelings

Resources

Short film:
Millie's story

Available from the DVD enclosed

PowerPoint presentation:
Dealing with difficult feelings

Available from the DVD enclosed to support content delivery

Leaflets:

Available from the National Self-harm Network, www.nshn.co.uk

Download and print. Consider making this information easily accessible to all pupils, inside and outside of the classroom

PDF:

Digital copy of Lesson 2 teaching notes

Available from the DVD enclosed for print and sharing purposes

Teaching point 1:

Pupil learning intentions (1 minute)

- I recognise and understand different feelings
- I understand that the feelings we find difficult to deal with are the painful ones
- I understand that the feelings we find difficult to deal with are the ones most likely to lead to self-harm

Teaching point 2:

Keep Safe (1 minute)

Set the ground rules for the discussion to create a safe and open environment:

Suggested script:

Over the next couple of weeks we will be discussing the topic of self-harm. This can be a very sensitive issue for some people. During these lessons you are expected to be supportive and respectful of others.

If the content of these lessons gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice.

In the final lesson we will be looking at organisations that can offer treatment and advice in this area. However, information will be made available after each lesson for you if you feel you wish to talk to someone in private. You will also be able to find this information online and in the library.

Teaching point 3: Quick recap (1 minute)

Before beginning the first activity, ask pupils to recall what they remember from Lesson 1

This exercise will allow you to assess if the learning intentions from the previous lesson have been achieved. Use the following prompts if necessary:

- What is the definition of self-harm?
- What different types of behaviour are associated with self-harm?
- What types of life events can lead to self-harm?

Teaching notes:

Feelings and emotions

Read prior to commencing Activity 1 with pupils

Lesson 2 explores the concept that some feelings are easy to deal with while others are more difficult.

It is important for pupils to understand that there are no good or bad feelings. Some feelings may be more common and easier to understand than others and are therefore easier to deal with.

Unexpected or unfamiliar feelings can be more difficult to understand and deal with. It is these feelings, which if left unchecked, can result in unsafe or risky behaviour.

Activity 1 uses scenario based examples to help pupils understand more clearly what is meant by the term 'feeling' and to illustrate the difference between easy and difficult feelings.

Activity 1:

'How would you feel if...' scenarios (5 minutes)

The aim of this activity is to get pupils to connect with their feelings.

Use a relevant example as an alternative if possible.

Ask pupils to imagine: *"How would you feel if your teacher handed back a piece of work and you had scored 20/20?"*

Answers are likely to be: proud, happy, pleased, delighted and similar feelings.

Discuss the fact that a pupil would normally rush home and tell their parents/carers or their friends. Even if they did not tell anyone they would secretly have a good feeling inside. **These feelings are easy to deal with.**

Next ask the class to imagine: *"How would you feel if your teacher handed back a piece of work and you had scored 1/20?"*

Answers are likely to be: embarrassed, ashamed, annoyed at themselves, angry, hurt or similar.

Explore what they might do with those feelings. It is likely they wouldn't tell anyone. They would probably try to hide the result from their friends and parents/carers. Any time the pupil thought about the incident it would bring those feelings back and the feelings are drawn inwards. **These feelings are difficult to deal with.**

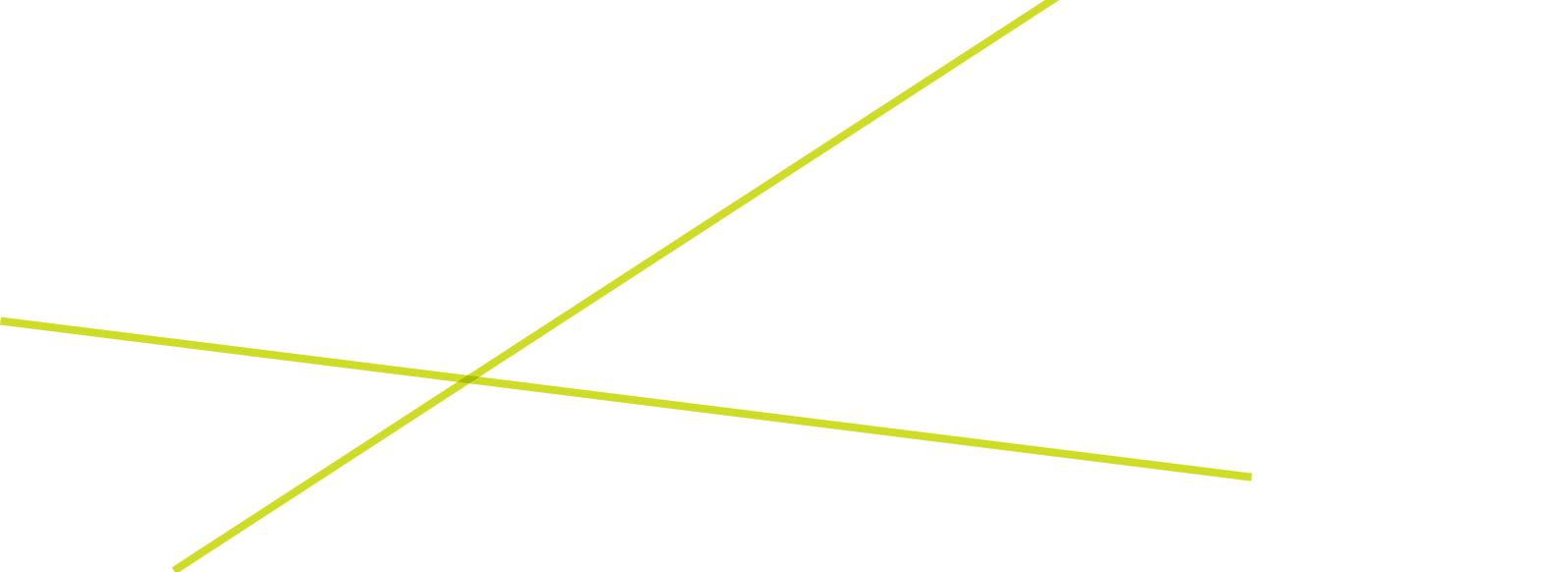
Teaching notes:

Dealing with difficult feelings

Read prior to commencing Activity 2 with pupils

To maintain pupil trust it is essential to stress there are no good or bad feelings only ones which are easy or difficult to deal with. What makes a feeling difficult to deal with, and ultimately unsafe is:

1. Being unable to control it;
2. Controlling it to such an extent it becomes contained or suppressed; or
3. We think we shouldn't feel that way, which can lead to other feelings such as guilt and despair.



Activity 2:

'Deal with it' discussion

(10 minutes)

Using a smart board, chalk board or flipchart, write two headings, "Feelings that are hard to deal with" and the other "Feelings that are easy to deal with". Ask the class to begin to identify these feelings and write them down in the appropriate columns.

Once you have a list of five or six feelings under both headings, choose one from each and ask the class to give examples of when they might feel like that.

Continue to add to the list. You can expect pupils to put so-called 'negative' feelings such as anger, sadness and frustration into the 'hard to deal with' column. Highlight to pupils that these are generally uncomfortable, painful feelings - usually a response to difficult things that are happening in our lives. Link back to the 'life events' explored in Lesson 1.

Explain that the feelings listed in the 'easy to deal with' column tends to be considered as 'positive feelings' that can be associated with good things happening to us. Again, ask the pupils to think of life events that could trigger these easier to deal with feelings.

At this point it is important to clarify that it is not the feeling that is bad or good, but the situation that caused the feeling. All feelings are okay providing we understand them and can control them.

To continue challenging the perception that difficult feelings are bad or negative, you can ask the following questions:

- Is it bad to feel sad that our pet has died or our best friend is going to move away?
- Is it bad to feel angry that we have been grounded for a week or failed an important exam?
- Is it bad to feel frustrated that we can't find our favourite top or we can't do our homework because it's too difficult?

Feelings are natural reactions or responses to events or situations that have happened to us or around us.

Finally, ask the class: *"If feeling angry or sad or frustrated are not negative or bad feelings, when might they become a problem and lead to self-harm?"*

The answer is:

- when we are overwhelmed by them or they get out of control
- when we have no way of expressing them
- when we think they might not be an appropriate reaction to what has happened
- when we have no one to talk to about them

Activity 3:

Watch Millie's story (30 minutes)

This 20 minute film looks at the impact various life events has had on a fictional character's mental health and wellbeing. The film implies a young girl called Millie is self-harming but the focus is more on the cause than the action she takes.

Before playing the DVD ask or display the following questions (shown here with answers) for pupils to think about during the film. After the film has finished spend 10 minutes discussing the answers as a group.

Q What was happening to Millie?

A Her parents relationship is breaking down, exam stress, friend is excluding her from things, cyber bullying.

Q What/how was she feeling?

A Worried, anxious, tired, fed up, stressed, low mood.

Q What were the physical things happening to Millie?

A She was always tired/cold, was losing weight, wearing long sleeved tops, not participating in PE.

Q When did Millie try to tell someone? Missed opportunities?

A She tried to speak to her mum at breakfast, tried to speak to her guidance teacher, tried to speak to her friend, her brother was concerned about her.

Explain that the DVD is in two parts and that pupils will watch 'Dean's Story' in Lesson 3. Dean also self harms but in a different way to Millie.

Before dismissing the class remind pupils of the Keep Safe rules.

Lesson 3

Exploring stereotypes

Resources

Short film: Dean's story

Available from the DVD enclosed

PowerPoint presentation: Exploring stereotypes

Available from the DVD enclosed to support content delivery

Leaflets:

Available from the National Self-harm Network, www.nshn.co.uk

Download and print. Consider making this information easily accessible to all pupils, inside and outside of the classroom

PDF:

Digital copy of Lesson 3 teaching notes

Available from the DVD enclosed for print and sharing purposes

Teaching point 1: Pupil learning intentions (1 minute)

- I understand the meaning of the term 'stereotype'
- I am able to identify who's at risk from self-harm
- I recognise that everyone differs in their ability to cope with different situations
- I understand that we all use different coping mechanisms to deal with difficult feelings or situations

Teaching point 2: Keep Safe (1 minute)

Set the ground rules for the discussion to create a safe and open environment:

Suggested script:

Over the next couple of weeks we will be discussing the topic of self-harm. This can be a very sensitive issue for some people. During these lessons you are expected to be supportive and respectful of others.

If the content of these lessons gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice.

In the final lesson we will be looking at organisations that can offer treatment and advice in this area. However, information will be made available after each lesson for you if you feel you wish to talk to someone in private. You will also be able to find this information online and in the library.

Teaching point 3:

Quick recap

(2 minutes)

Before beginning the first activity, ask pupils to recall what they remember from Lessons 1 and 2

This exercise will allow you to assess if the learning intentions from the previous lessons have been achieved. Use the following prompts if necessary:

- What is the definition of self-harm?
- What different types of behaviour are associated with self-harm?
- What types of life events can lead to self-harm?
- What feelings do we find easy to deal with and which ones are more difficult?
- How and why was Millie self-harming?

Teaching notes:

Coping mechanisms

Read prior to commencing Activity 1 with pupils

Lesson 3 explains the concept of coping mechanisms—strategies people use to forget, distract or overcome a difficult feeling.

Everyone differs in their ability to cope with different situations. We also adopt different coping strategies to deal with a variety of pressures we face in our lives. Some people use self harming behaviour to do this whilst other people use other coping mechanisms such as playing sport or talking to friends.

Once pupils have understood the concept of coping mechanisms it will be easier to challenge pupils' views on stereotypes. Pupils need to accept that all types of stereotyping are wrong even if they feel what they are saying about a group might be positive.

Activity 1:

Stereotypes discussion

(10 minutes)

The aim of this activity is to help pupils to understand the meaning of what a stereotype is. You will need a number of images of different people. A selection of eight images has been provided in the accompanying PowerPoint. Refer to at least four to stimulate a meaningful discussion.

Using one image at a time, ask pupils to state their spontaneous reaction to the person on display. After you have completed this, ask the class to identify who they think would self-harm out of all the images and why.

Explain to the class that a person who has self harmed in the past is double gold Olympic medallist, Dame Kelly Holmes. Ask the class if anyone is surprised by this.

In print and broadcast interviews she has spoken publicly about how she used to cut herself to cope with the feeling of disappointment.¹

Ask the class what they think the word stereotype means.

Read or display (PowerPoint presentation) the following definition from the Equality and Human Rights Commission:

“Thinking all people who belong to a certain group are the same and labelling them. Stereotypes are often based on old fashioned ideas or are deliberately untrue and designed to hurt people.”

Stereotypes are often confused with prejudices, because, like prejudices, a stereotype is based on a prior assumption. Prejudice is to ‘pre judge’ someone without knowing them, on the basis of what they look like or what group they belong to.

Stress that, regardless of appearance or background, anyone at any time might turn to self-harm to cope with a difficult situation.

Explain that judging someone from only a picture is stereotyping.

1. <http://www.dailymail.co.uk/news/article-2204005/Double-gold-Olympic-medallist-Dame-Kelly-Holmes-reveals-long-battle-self-harming-admits-thought-taking-life.html>

Dame Kelly Holmes

Dame Kelly Holmes set up the DKH Legacy Trust to benefit young people and inspire them through sport. From her own experience she understands that sometimes, through no fault of their own, young people don't always have a role model to look up to or access to the help they really need to be the best they can be. As the founder of the charity you can read about the life events that have had an impact on Dame Kelly's path to sporting success.

Activity 2:

Watch Dean's story

(30 minutes)

This 20 minute film looks at the impact various life events has had on a fictional character's mental health and wellbeing. The film look at how a young boy called Dean is dealing with a number of difficult feelings.

Before playing the DVD ask or display the following questions (shown here with answers) for pupils to think about during the film. After the film has finished spend 10 minutes discussing the answers as a group.

Q What is happening to Dean?

A Mum has left, dad is unemployed, dad appears to have a drink problem, Dean has to look after his younger brother, Dean is getting into trouble at school, Dean has lost interest in his football team.

Q What or how was he feeling?

A Frustrated, angry, helpless, lost, powerless, upset.

Q What were the physical things happening to Dean?

A Lost interest in football, became physical with friends, became abusive towards girlfriend.

**Q Who tried to help Dean?
How did they do this?**

A Friend, Girlfriend. Tried to help by asking him what was the matter with him.

Discuss with the class what are the similarities and differences between Dean and Millie's stories. End the session thinking about the support received by both teenagers as this is the focus of Lesson 4.

Before dismissing the class remind pupils of the Keep Safe rules.

Resource: Additional teaching notes

Common stereotypes

What is a stereotype?

A stereotype is a commonly held belief about a certain social group or a type of individual. Stereotypes are often confused with prejudices, because, like prejudices, a stereotype is based on a prior assumption. Stereotypes are often created about people of specific cultures or races.

Almost every culture or race has a stereotype. Gender and sexual orientation stereotypes are also common.

Example: If you say that men are better than women, you're stereotyping all men and all women. If you say that all women like to cook, you are stereotyping all women.

Why is it bad to stereotype?

Stereotyping is not only hurtful, it is also wrong. Even if the stereotype is correct in some cases, constantly labelling someone based on your preconceived perceptions will not encourage them to succeed.

Stereotypes can become ingrained meaning they are passed on from generation to generation. This can result in bullying, segregation, rivalry or conflict from an early age.

Stereotyping causes perpetrators to live lives driven by hate, and its victims to live in fear. For example, many gay people are afraid to admit their sexuality for fear of being judged, ostracised, or worse, becoming a victim of homophobic hate crime.

Equally distressing however is not conforming to a stereotype. For example females may feel pressure to diet or undertake treatments to achieve the commonly held view of beauty.

Examples of gender stereotyping:

- Men are strong and go out to work
- Women are weak and should be in the home
- Women aren't as clever as men
- Girls are not good at sports
- Guys are messy and unclean
- Men who spend too much time on the computer or read are geeks
- Females are only concerned about physical appearance
- Feminine men are gay and butch woman are lesbians

Examples of cultural and regional stereotypes:

- Americans are obese, lazy, and dim-witted like Homer Simpson
- Arabs and Muslims are terrorists
- People who live in England have bad teeth
- People from Edinburgh are affluent
- Irish people are drunks and eat potatoes
- Scots have ginger hair, drink whiskey and play the bagpipes
- Young people from Glasgow are NEDs

Stereotypes based on appearance, age or professional grouping:

- Goths wear black clothes, black makeup, are depressed and hated by society
- Punks wear Mohawks, spikes, chains and are a menace to society
- Politicians are corrupts and think only of personal gain
- Blondes are dumb
- Librarians are old women who wear glasses, tie a high bun and frown
- Teenagers are rebels
- Children don't enjoy healthy food
- Only anorexic women can become models

Source: www.equalityhumanrights.com/uploaded_files/EqualChoiceChances/ecec_pupil_glossary.pdf

Lesson 4

Getting help

Resources

Flash cards:

Self-harm Support, page 24

Photocopy and cut up one set per group

Quiz sheets from Lesson 1:

Myth Buster, page 7

Activity 4 will involve pupils reviewing the answers they provided in Lesson 1

PowerPoint presentation:

Getting help

Available from the DVD to support content delivery

Leaflets:

Available from the National Self-harm Network, www.nshn.co.uk

Download and print. Consider making this information easily accessible to all pupils, inside and outside of the classroom

PDF:

Digital copy of Lesson 4 teaching notes

Available from the DVD for print and sharing purposes

Teaching point 1:

Pupil learning intentions

(1 minute)

- I know how to support someone who self-harms
- I know how to access professional support for someone who is self-harming

Teaching point 2:

Keep Safe

(1 minute)

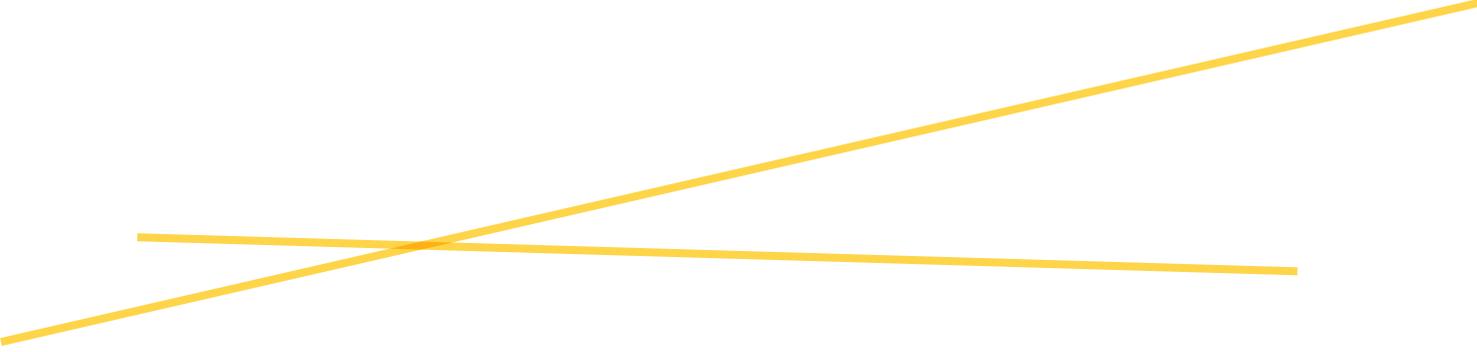
Set the ground rules for the discussion to create a safe and open environment:

Suggested script:

Over the next couple of weeks we will be discussing the topic of self-harm. This can be a very sensitive issue for some people. During these lessons you are expected to be supportive and respectful of others.

If the content of these lessons gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice.

In the final lesson we will be looking at organisations that can offer treatment and advice in this area. However, information will be made available after each lesson for you if you feel you wish to talk to someone in private. You will also be able to find this information online and in the library.



Teaching point 3:

Quick recap

(2 minutes)

Before beginning Activity 1, ask pupils what they remember from Lessons 1, 2 and 3?

This exercise will allow you to assess if the learning intentions from the previous lessons have been achieved. Use the following prompts if necessary:

- What is the definition of a stereotype?
- What types of life events can lead to self-harm?
- How and why was Millie self-harming?
- What was Dean's story? Who tried to help him?

Activity 1:

Discussion

(10 minutes)

The aim of Activity 1 is to build awareness of where pupils can get help if they or someone they know is self-harming.

Thinking back to Millie and Dean's stories, ask the class to suggest what they might have done to help them both and to give examples of the different people or services Millie and Dean could have turned to for help.

Write a list on the board or flipchart and save for later as these suggestions will be revisited as part of Activity 3.

If helplines are not discussed, highlight that they can be a useful resource, which will be discussed more fully later.

Teaching notes:

Support strategies

Read prior to commencing Activity 2 with pupils

The purpose of Activity 2 is to make pupils aware of the ways in which they can support someone who is self-harming. To guide pupils through the activity, the reasoning behind why each strategy might be helpful or unhelpful is given below.

Helpful	Unhelpful
Talk to them This is a way to gain trust and they may open up to you.	Tell them to stop it If they could they would already have done so.
Tell a responsible adult Only with the persons consent or prior knowledge; Offer to help them to decide on a suitable person and to go with them.	Tell their friends so you can all help together They have chosen to talk to you not necessarily their other friends. You should not break this trust.
Listen to them Often when someone is using self-harm they feel ashamed, angry or guilty about their behaviour and this can lead to them feeling more isolated and alone. By giving them your time and attention you are letting them know they are not alone.	Talk to their parents about it They have chosen to talk to you not their parents. You should not break this trust. Do however encourage them to consider telling their parents and offer to accompany them.
Find out information for them Such as where to go to locally for support, useful websites and helplines.	Ask to see their injuries Those who self-harm often experience feelings of shame and guilt afterwards, asking to see their injuries will only add to this. You can encourage them to seek medical help if they think their injuries need attention.
Encourage them to get professional help You can offer to go with them. It is important not to take on the burden of helping someone on your own as this could affect your own health and wellbeing.	Tell them to keep their injuries covered up Again this may add to the person's sense of shame about their actions. They may also feel judged by you. If the person is allowing their injuries to be seen it may also mean they are at a stage where they are ready to receive help.

Activity 2: Flash cards (25 minutes)

The purpose of Activity 2 is to make pupils aware of the ways in which they can support someone who is self-harming. Some strategies however are more helpful than others.

Divide the pupils into groups of four or five and give each group a set of flash cards. Allow pupils 10 minutes to discuss in their groups which of the strategies they would regard as 'helpful' and those which they think might be 'unhelpful' to someone who self-harms. They should separate the cards into two piles. This will generate a great amount of debate as some strategies appear similar but there are subtle and important differences between them.

Ask each group to present to the class one strategy they would class as 'helpful' and one strategy that they would not. Ask them to give an explanation for both. Allow 10 minutes for this part of the activity.

Use the remaining 5 minutes to talk about any of the strategies not yet been discussed and ensure the reasoning behind each has been fully explained.

Teaching notes:

The irresponsible promotion of self-harm and internet safety

Caution should be taken when using 'self-harm' as an internet search term. Whilst there are many websites providing help and advice related to this topic there are also those which promote self-harm in an irresponsible manner. Use your judgement as to whether or not to warn against these or simply concentrate on raising awareness of the recommended sites and resources.

Make reference to the school's internet safety guidance or CEOP (Child Exploitation and Online Protection Centre) advice.

Activity 3: Accessing professional help (15 minutes)

The purpose of Activity 3 is to introduce pupils to the helplines and websites that can provide support, guidance and information on self-harm and how they can access them.

Recap what has been discussed so far during the lesson—the suggested list of people to turn to for help and the type of support that might be helpful. Explain that the next part of the lesson will focus on how to access professional support.

Start by asking them what helplines and websites they have heard of and what they think they do or offer?

If not volunteered by the pupils, draw attention to the following:

- Childline
- HOPELineUK
- Samaritans
- Get Connected
- Young Carers Net
- Alateen (part of Al-Anon)
- Mind, specifically its exam stress advice

If you have time it may be worth while exploring a few of the websites to show the class what they look like and where to find their helpline numbers.

Not everyone has access to the internet. Remind pupils of where they can find printed information.

Activity 4: Myth Buster quiz revisited (5 minutes)

The purpose of Activity 4 is to see if pupils have developed their understanding of self-harm and whether their attitudes and perceptions have changed as a result. Return the quiz sheets completed by pupils at the beginning of Lesson 1. Ask pupils to review their answers to see if they still agree with them or if there are any they would change as a result of what they have learned. Select a couple of students to feedback to the class the answers they would change and why.

Before dismissing the class remind pupils of the Keep Safe rules.

Flash Cards

Talk to them	Tell them to stop it
Tell a responsible adult	Tell their friends so you can all help together
Listen to them	Talk to their parents about it
Find out information for them	Ask to see their injuries
Encourage them to get professional help	Tell them to keep their injuries covered up

Additional teaching support

Useful links

Advice sites

The Basement Project

www.basementproject.co.uk/publications.html
Offers publications and resource packs that can be purchased as well as free downloadable factsheets

The National Self Harm Network

www.nshn.co.uk/
Offers downloadable leaflets and posters

Mind

www.mind.org.uk/
Offers resources that can be purchased

Helplines

Childline 0800 11 11
www.childline.org.uk

HOPELineUK 0800 068 41 41
www.papyrus-uk.org/more/hopelineuk

Samaritans 08457 90 90 90
077 25 90 90 90 (text)
www.samaritans.org

Get Connected 0808 808 4994
80849 (text)
www.getconnected.org.uk/

Breathing Space 0800 83 85 87 (+16 years)
www.breathingspacescotland.co.uk

Guidance on how to respond if a young person discloses they are self-harming

1. Listen

Your immediate reaction is vital. It will determine whether the young person continues to confide in you and seek help from other resources.

It is important to listen and not judge. Care must be taken not to display any signs of panic, sadness, shock, disbelief or disgust.

2. Provide reassurance

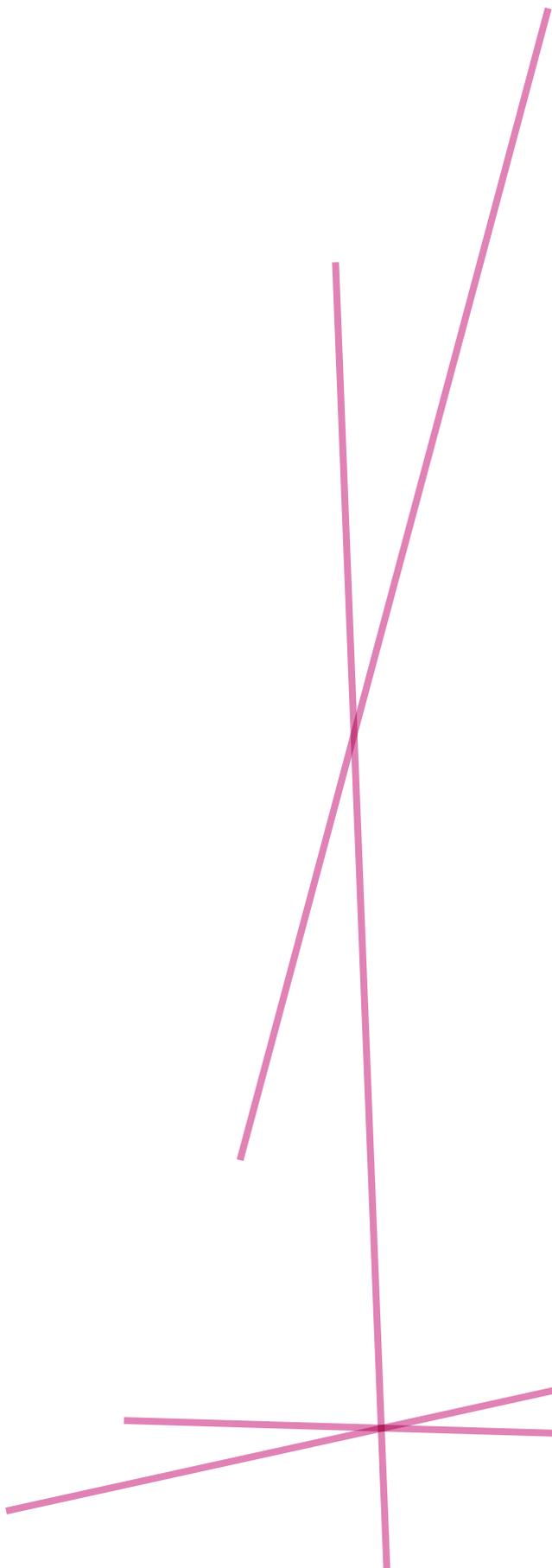
Advise the young person they have done the right thing in telling you. Respond sensitively and with empathy, letting them know that you care and are concerned about their wellbeing.

If a school pupil discloses they are self harming, teachers should refer them to Pastoral Support or to a member of the Senior Management Team.

3. Follow your organisation's child protection policy

Your organisation will have clear guidelines and procedures to follow in relation to self-harm and other child protection issues.

If a pupil reveals another pupil is self harming the same procedures apply and this should be reported, report this to Pastoral Support or to a member of the Senior Management Team.



Further information

National guidance

The following national guidance has been consulted in the development of On Edge.

Curriculum for Excellence

Curriculum for Excellence (Education Scotland, 2010) ensures that all children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future through the experiences and outcomes they are given.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment enables the development of relationships based on mutual respect.

On Edge has been designed to support staff to deliver the Experiences and Outcomes for mental, emotional, social and physical wellbeing as shown below. Strong cross curricular links also exist across other Curriculum Areas. Many of the experiences and outcomes of the health and wellbeing curriculum link in well with the self-harm agenda.

When delivered as a whole programme, On Edge will address the following Experiences and Outcomes as set out in Curriculum for Excellence (2010).

Health and wellbeing

Mental, emotional, social and physical wellbeing

I am aware of and am able to express my feelings and am developing the ability to talk about my feelings.

HWB 3-01a/HWB 4-01a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 3-08a/HWB 4-08a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing these thoughts and emotions.

HWB 3-02a/HWB 4-02a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 3-03a / HWB 4-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me and I am learning to understand my own behaviour and the way others behave.

HWB 3-04a/HWB 4-04a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships and I know that it is not always possible to enjoy good mental health and that if this happens, there is support available.

HWB 3-06a/HWB 4-06a

I am learning to assess and manage risk to protect myself and others, and to reduce the potential for harm when possible.

HWB 3-16a/HWB 4-16a

Other health and wellbeing organisers covered

Substance Misuse

I know how to access information and support for substance-related issues.

HWB 3-40b/HWB 4-40b

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.

HWB 3-41a/HWB 4-41a

I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.

HWB 3-43a/HWB 4-43a

Literacy across learning

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 3-02a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

LIT 4-02a

As I listen or watch, I can:

- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements;
- identify and discuss similarities and differences between different types of text; and
- use this information for different purposes.

LIT 3-04a

As I listen or watch, I can:

- clearly state the purpose and main concerns of a text and make inferences from key statements;
- compare and contrast different types of text; and
- gather, link and use information from different sources and use this for different purposes.

LIT 4-04a

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-05a/LIT 4-05a

To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

LIT 3-08a

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.

LIT 4-08a

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions;
- explain processes, concepts or ideas; and
- identify issues raised, summarise findings or draw conclusions.

LIT 3-09a

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions;
- explain processes, concepts or ideas with some relevant supporting detail; and
- sum up ideas, issues, findings or conclusions.

LIT 4-09a

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-15a/LIT 4-15a

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

LIT 3-18a

To help me develop an informed view, I can recognise persuasion and bias identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.

LIT 4-18a

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007

The Schools (Health Promotion and Nutrition) (Scotland) Act (2007) provides clear guidance on the delivery of mental, emotional, social and physical wellbeing. It states that good mental and emotional health is a fundamental and underpinning component of positive health and wellbeing. A whole-school approach to improving mental and emotional wellbeing will have an impact on all aspects of school life and benefit all who learn and work in schools, as well as providing a supportive environment for those who are experiencing difficulties.

Mental and emotional wellbeing underpins other aspects of health within a school and cannot be considered in isolation. It is crucial to understand how physical activity, healthy eating and emotional wellbeing interact, and how these interactions affect children's behaviour and learning capacity.

Developing positive relationships in school communities is fundamental to fostering a good climate for learning including positive behaviour, and many approaches to promoting positive behaviour aim to improve relationships and develop emotional literacy. These approaches include the use of restorative practices and programmes such as On Edge and Positive Mental Attitudes (NHS Greater Glasgow and Clyde, 2006) which develop pupils' inter-personal skills to help them manage their feelings and responses, and to participate fully in school, at home and in the community.

Getting It Right For Every Child (GIRFEC)

GIRFEC (Scottish Government, 2006) is a consistent way for people to work with all children and young people. It's the foundation for all children's services.

As children and young people progress throughout their life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues, such as poor mental health, including dealing with issues relating to self harm.

Children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them. GIRFEC approach ensures that *anyone* providing that support puts the child or young person—and their family—at the centre.

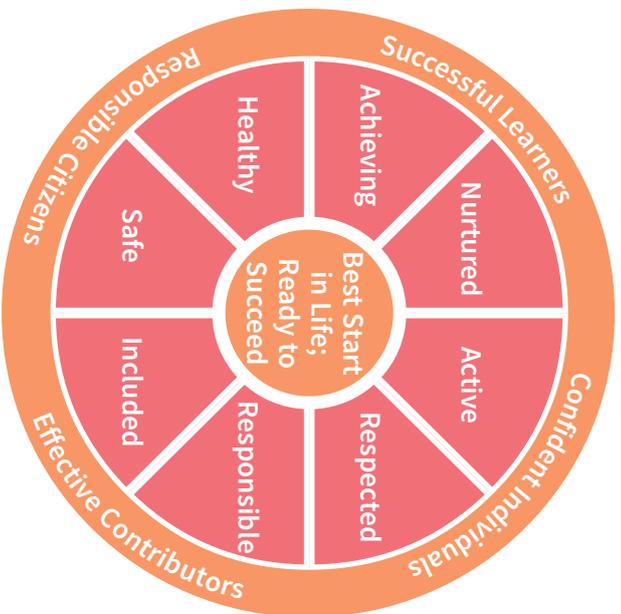
GIRFEC is important for everyone who works with children and young people. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty—rather than only getting involved when a situation has already reached crisis point.

This means working across organisational boundaries and putting children and their families at the heart of decision making—and giving all our children and young people the best possible start in life. On Edge can be used to support the principles of GIRFEC.

The National Practice Model

Observing & Recording

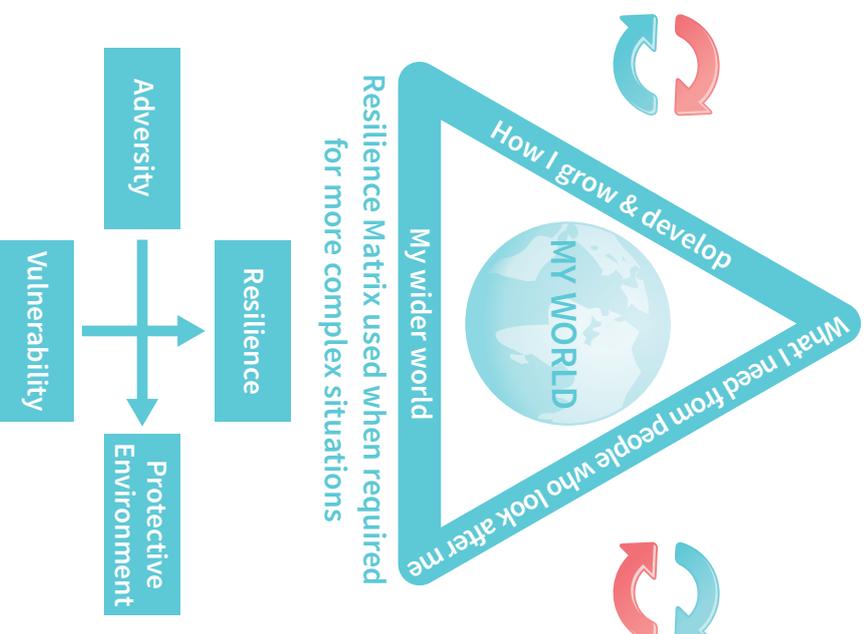
Events/Observations/Other Information



Well-being

Concerns

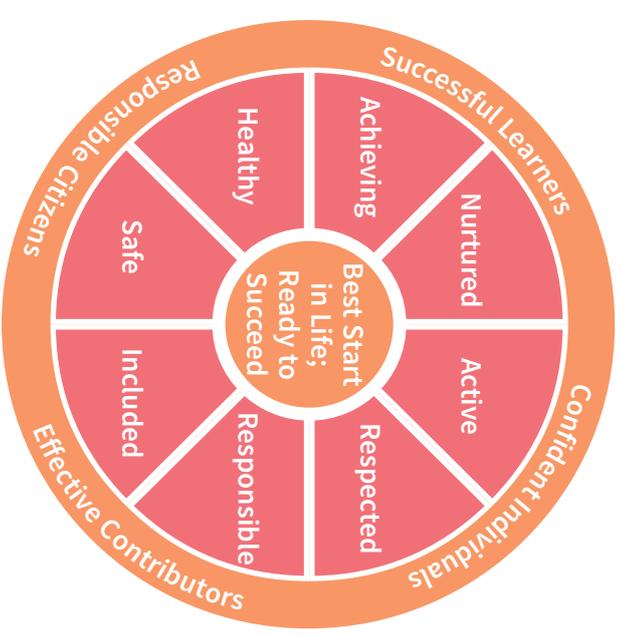
Gathering Information & Analysis



Assessment

Appropriate, Proportionate, Timely

Planning, Action and Reviews



Well-being

Concerns

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