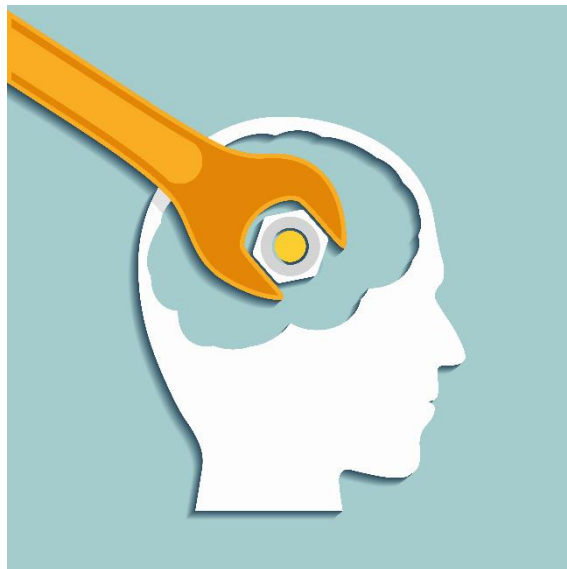


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## **Unit Learning Support Material National 4 and 5**

### **Influences on mental health and wellbeing**



The activities in this pack could be used to build up a portfolio of evidence, which could be used to meet the outcomes and assessment standards for this unit. Please read this additional support pack in conjunction with the Understanding Mental Health Unit Specification.

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# Outcome 1: Factors influencing mental health

The World Health Organisation (WHO) defines mental health as 'a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'.

World Health Organisation. What is mental health? WHO web page: World Health Organisation; 2013 [updated 2013/05/01/]. Available from: [https://www.who.int/features/factfiles/mental\\_health/en/](https://www.who.int/features/factfiles/mental_health/en/)

## Social factors

Social factors that can influence mental health include race, class, gender, religion, family and peer networks. Our age and stage, and the social roles we have at any time in our life all contribute to this. Social institutions such as school, the workplace and labour market, welfare systems and access to health care can make a fundamental difference to our wellbeing. The diversity of human beings and how we function, our wants and needs and how we experience all of these things throughout our life will impact on both our physical and mental health and wellbeing.

We know that some of us will cope better than others, this is linked to resilience, self-care and coping strategies. This will be addressed in much more detail in Unit 3 of the course. There have been many studies carried out to establish if there is any correlation between the social world, our lived experience and our mental health. There is now a substantial body of evidence that suggests social, environmental and cultural factors play a significant role in how we maintain our physical and mental health. Our lifestyle and the choices we make can have a significant impact, it is therefore important that we are able to make informed choices about how we choose to live our lives. There are unfortunately other social issues that are not a choice, and often we must try and mitigate the negative aspects of these situations in order to keep ourselves as healthy as we can.

## Group activity

**Dinner plates exercise.** This is an exercise to support learners to take ownership of the issues that are important to learn about for their peer group.

Allocate learners into small groups.

Give every learner a paper plate, and put one extra paper plate in the middle of the table.

The next part of the activity should be done individually.

Using a marker pen, learners will quarter their plate. In each quarter learners will identify a social issue that matters to them (don't discuss with the rest of the group!). Only when the learners have completed this should they then share with the other group members.

In groups, learners will discuss the social issues they have identified. Are there common themes across the group? The group should shortlist the two top priorities and write them on the paper plate in the middle.

The teacher/facilitator will gather in the top two from each group.

Again, are there common themes or differences? As a class group you now must decide which are the top areas from this list to be explored in class. If it is not possible to cover all the areas you must carry out a vote.

List the key topics on a whiteboard or poster paper. If five topics have been selected, ask learners to rate the topic they think is most important, 1 for most important — 5 for least important. Once all the learners have given their rating beside each topic, the teacher/facilitator should tally up the scores. The topic with the highest rating will be prioritised, and so on.

The teacher/facilitator will decide how many should be prioritised and the time allocated to learn about each topic. For the purposes of assessment learners must cover a minimum of two topics.

Suggested topics include:

- ◆ family conflict
- ◆ poverty
- ◆ peer pressure
- ◆ school
- ◆ work
- ◆ gender
- ◆ class
- ◆ race and ethnicity
- ◆ religion
- ◆ divorce
- ◆ prolonged stress at home or at work
- ◆ traumatic events
- ◆ loss and grief
- ◆ family structures (reconstituted or blended family)
- ◆ country level factors eg Brexit, war, independence, welfare, etc

## Family conflict

Recommended resource: <https://scottishconflictresolution.org.uk/>



According to the Scottish Centre for Conflict Resolution, 18% of young people think about leaving home on a monthly basis due to arguments at home. 30% of young people felt that conflict at home affected their mental health and for some the effects were quite severe. Conflict happens in every family and it can feel much worse when we are growing up and transitioning from childhood into adulthood.

Make a list of some of the most challenging aspects of being a teenager and then a list of some of the best bits of being teenager.

Challenges	Best things



One of the best things about being a teenager is having more freedom. This can also be one of the worst things; either you don't have enough autonomy over decisions, or you have too much autonomy and responsibility.

There are a number of reasons why being a teenager has its challenges. First of all there are the physiological changes happening to the brain and body. The frontal lobe is bulking up — this is when we develop the way we think and rationalise in the social world. The neo cortex isn't yet fully developed and it is basically dominated by the emotional limbic system. (The brain is covered in more detail in Unit 2). The decision-making centre, which helps with impulse control, can take up until about the age of 24 to mature.

Then there are hormones, which can often affect emotions and mood. The increased propensity to cry or feel anger and frustration is only made worse because adolescence is a time of profound social change. Transitioning from being a child, when the rules were much simpler and clearer, to taking on increased responsibilities in an adult world without having the full autonomy of an adult, can feel frustrating.

Having more independence and decision-making power, does have its benefits — having more control over who to socialise with, how to present to the world — and being a teenager means exploring identity and sexuality. It is exciting, and risk-taking is a big part of growing up, but getting the balance right and staying

healthy isn't necessarily always the priority because neurological studies now prove that teenagers are often unable to have the same perspective as adults Blakemore (2019)

Having freedom and more choices also means taking on more responsibility, not just for ourselves but also for others, as often our choices have consequences that impact on everyone else around us. Learning about perspective and empathy is an important aspect of managing our relationships. This is complicated, and often teenagers are not yet emotionally equipped to fully appreciate and understand the impact they can have on others, or see the world through the eyes of others such as family members.

Teenagers are also grappling with understanding their own identity and why they see things the way they do. Often conflict is derived from this clash of perspectives and the frustration associated with not understanding each other's point of view, or assuming people know what your view is.

### **Perspective exercise**

Ask learners to picture a young woman walking down the street with three young children. Ask learners to respond as to what they think the relationship is between the young woman and the children. List the different responses.

Ask the learners to imagine they are in a car. They stop at the traffic lights and a limousine pulls up alongside the car they are in. Ask the learners who is in the limousine. List the responses.

Lead the discussion around the different responses. Draw parallels around how each of us perceives information differently depending upon our own experiences and what we have been exposed to in our lives.

Have each learner write about a recent conflict which they believe was a result of differences in perception.

### **Group discussion**

<https://scottishconflictresolution.org.uk/resource-hub>

Download the three short films: 'What were you thinking', 'Up all night', 'You always, you never'.

Lead a discussion around why is perspective important in each of these films? What are the different perspectives? Are any of the perspectives more right than the others?

## Activity

Using the recommended resource, Scottish Conflict Resolution website, click on the 'young people' tab <https://scottishconflictresolution.org.uk/young-people>

Research the main issues that tend to cause conflict within the home.

Create a poster or as a group, or create an agony aunt magazine feature with the theme 'Teenage Family Conflict'. Create an agony aunt page by writing a letter discussing family conflict issues based on the information you have researched. You can create fake persona (it does not need to be based on personal experiences).

## Poverty



According to the Mental Health Foundation report *Poverty and Mental Health* (2016), poverty is both a cause and a consequence of poor mental health and wellbeing. Statistics show that when a country is on an economic downturn, those who are financially more vulnerable due to unemployment, disability, and unstable employment are most affected, and this is reflected in the increased uptake in mental health services and suicide rates.

Read and Sanders (2010) argue that it is not poverty that is the cause but rather inequality. They argue that most of the research now highlights that the more unequal a society is, the more disadvantage and discrimination there is towards more marginalised groups. They would argue that poverty is not a cause in itself but relative poverty — in countries such as the UK and America, where there is huge disparity between 'the haves' and the 'have nots', there are factors that create other environmental and social factors for those in relative poverty, making them more vulnerable to stressors which may affect their wellbeing. For example,



in the UK we now have a phenomenon called the 'working poor' whereby despite receiving an income, the income received falls significantly below the average wage, so households must access welfare benefits and food banks to survive.

The impact of relative poverty can put a lot of pressure on individuals and their relationships, their ability to provide both basic necessities as well as opportunities for social activity, and education. This can lead to poor self-esteem, family breakdown and poor health, and limits life chances. These factors can lead to poor mental health and wellbeing. Other factors such as gender, race, religion, disability should also be taken account of when we consider the impact of economic inequality.

Professor Green: Living With Poverty (53:15 mins)

<https://www.youtube.com/watch?v=PopPIAXcWDE&t=89s>

What is the impact of poverty on the children's eg friendships, play, and relationships with peers, school, and health?

How do the children feel about their circumstances?

What is the potential impact on the children's future?

What are the causes of poverty?

What are the statistics for child poverty?

What are the potential consequences of poverty?

How is poverty impacting on the mental health and wellbeing of the children?

**Collate all the groups answers and create a mind map on the wall, highlighting the impact of poverty.**

Many of the social factors are interconnected. It is rare that people experience one single issue — often one issue leads to another. Shame and stigma are associated with many of the social issues; it becomes a vicious circle that is often very difficult to break.

Social factors often become public issues, eg refugee crisis, immigration, gangs and youth offending, domestic abuse, child neglect or abuse, addiction etc. This is because the impact goes beyond the individual and it has an effect on other people and wider society. When private problems become social issues there is pressure on the government to intervene and create policy to address these issues.

## **Group discussion**

List a range of private problems and a range of public problems.

## **Private**

*(Relationship problems with boyfriend/girlfriend)*

## **Public**

*(Domestic abuse)*

When does a private problem become a public problem?

## **Other resources**

Poor Kids documentary <https://www.youtube.com/watch?v=UvoV8BnlbhM>

Poor Us: An animated history of poverty  
<https://www.youtube.com/watch?v=TxbmjDngois>

## Environmental factors

Environmental factors are things that are external to the individual which impact on their mental health and wellbeing. This section covers a few of them.

### Housing conditions

Having a home that is safe and affordable is generally considered to be a basic need. Stable surroundings help to maintain health and wellbeing. Poor housing or homelessness can contribute to the development of mental health problems or can make existing mental health problems more difficult to manage.

Issues include:

- ◆ homelessness
- ◆ problems with neighbours
- ◆ poor quality housing
- ◆ financial difficulties
- ◆ unstable housing or accommodation that is at risk
- ◆ accommodation where the person feels unsafe

Group resource: <https://www.bigissue.org.uk/get-involved/education-packs> Big Issue

### Geographical location

It is important to note that everybody's 'happy' is different. Some people thrive on the hustle and bustle of a city, while others require the peace and pace of the countryside. What is important about location is a person's ability to be content with the opportunities it gives them — for example social connections are very important, the saying 'no man is an island' has relevance here.

Research has proven that having a supportive network is directly correlated with depression rates in a community. Equally, people can feel isolated in a crowded room if they don't have any connection to the people or place — having connections to where we live is important. Safety and security is also extremely important. For example, people living in war zones or areas of high deprivation are more likely to experience difficulties with their mental health and find it hard to sustain wellbeing.

### Activity: Map my area

Work as a group to research your local area. Create a visual representation of what it is like to live where you live.

Things you might want to include:

- ◆ population
- ◆ crime statistics
- ◆ employment rates
- ◆ job opportunities
- ◆ social activities
- ◆ cost of accommodation/rent
- ◆ 4G coverage
- ◆ public transport
- ◆ what are the best things about where you live?
- ◆ what would you change about it?

<https://www.bbc.co.uk/news/newsbeat-46815257> use BBC's Know your Place interactive map to find out the best places for young people to live.

Based on the information you have gathered, how do you feel about living in your area?

What are the things that make you happy?

What would you change if you could?

## **Living environment**

*(eg living alone, living with others)*

Having your own tenancy can be very challenging. If you are very young, often it can be stressful managing your own home and managing the financial responsibility. It can also be very difficult for older people as they can become very isolated in their community due to frailty and not having the same networks as they would have had when they were younger. It has been shown that people within some institutional and group living settings such as prisons, care homes, and residential or secure setting for children can also experience mental health difficulties due to the impact of their environment.

### **Activity**

As a group, create a poster depicting what makes a home.

## **Access to health services and support**

'No health without mental health' (2015) highlighted that people continue to struggle to access appropriate health care and mental health services. The reasons for this included postcode, stigma, lack of appropriate services, difficulty accessing services sometimes because of unrealistic or complicated referral processes.

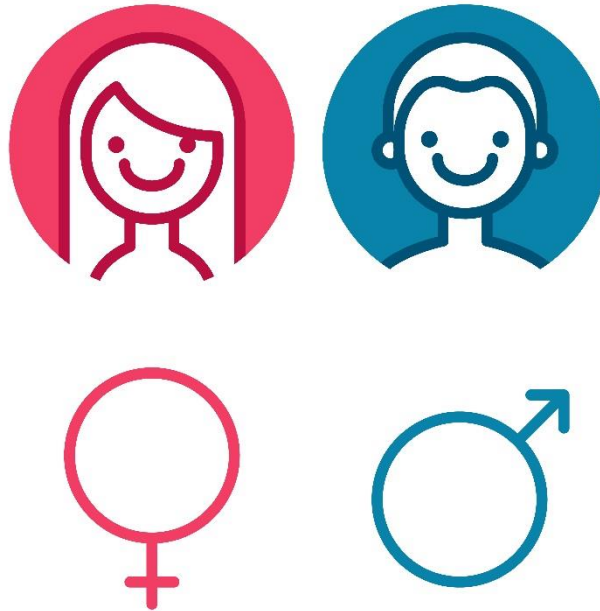
## **Activity**

Draw a map of your local community and label all the community resources that support good health and wellbeing in your community. This can include services such as GPs and community centres, clubs, schools, etc.

How supportive is your community and how does it promote positive mental health and wellbeing?

# Personal factors

## Gender



According to the Mental Health Foundation in the UK women are more likely than men to develop a common mental health problem such as anxiety <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-men-and-women> (accessed 11/01/2019). However, in 2013, 6,233 suicides were recorded in the UK for people aged 15 and older. Of these, 78% were male and 22% were female.

The World Health Organisation says that during adolescence, girls have a much higher prevalence of depression and eating disorders, and engage more in suicidal ideation and suicide attempts than boys. Boys experience more problems with anger and engage in more high-risk behaviours, and more of them commit suicide than girls. In general, adolescent girls are more prone to symptoms that are directed inwardly, while adolescent boys are more prone to act out. The differences in gender are related to biology and environmental and social influences, and how these interact. The roles, responsibilities, status and expectations of men and women, girls and boys are very different. This affects how we cope personally with daily life.

## Genetic inheritance



Not enough is known about the biology of mental illness. For some conditions, such as schizophrenia, there is some evidence to suggest there may be genetic link. For example, if your mother, father or sibling has schizophrenia, you may be genetically predisposed to the condition. However, the current evidence base for this is very limited and not significant enough to prove that there is correlation Read & Sanders (2010).

Some people may be born with other health conditions that can lead to mental health difficulties — because they may have to cope with a lot of pain, or it may create a lot of challenges for them in life which can sometimes become too stressful to cope with. Personality traits may also be influential in how we experience mental health.

In order to maintain mental health and wellbeing it is important to always try to adopt a healthy lifestyle and get regular sleep, and to access the right support when you need it. Although genetics play a part they are not always a predetermining factor. There are many things we can do to keep as healthy as we possibly can be.

<https://www.youtube.com/watch?v=iAbAY1Z2mEE>

'Did I inherit mental illness?' BBC News

## Life experiences

<https://www.youtube.com/watch?v=W-8jTTIsJ7Q>

Adverse Childhood Experiences (ACEs): Impact on brain, body and behaviour



There is now a body of research that recognises the importance of adverse childhood experiences (ACEs) and how these experiences can affect our wellbeing in later life. Every experience we have in our life, and every relationship we have, has emotional meaning. When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think and interact with others, and on their learning.

This is a complex issue, but adversity in childhood is not a predetermining factor for poor wellbeing in later life. It can, though, have an impact if appropriate support and care isn't available.

For further information on this subject research and publications can be found:

NHS Health Scotland <http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces>

Centres for Disease Control and Prevention  
<https://www.cdc.gov/violenceprevention/childabuseandneglect/cestudy/index.html>

Scottish Government <https://www.gov.scot/publications/adverse-childhood-experiences/>



## **Activity: group debate**

Divide the learners into research groups.

Do gender stereotypes influence mental health and wellbeing?

Group A will argue 'Yes gender stereotypes do influence mental health and wellbeing'.

Group B will argue 'No gender stereotypes do not influence mental health and wellbeing'.

What are more important genes or life experiences for supporting positive mental health and wellbeing?

Group C will argue 'The importance of genes for positive mental health and wellbeing'.

Group D will argue 'The importance of life experiences for positive mental health and wellbeing'.

## **Mental health awareness and education**

How much understanding a person has of their mental health and wellbeing is extremely important. Mental health is not mental illness but mental illness can occur if we do not maintain our mental health. Mental health and wellbeing is about recognising how our mind and body are connected. Poor mental health will affect our physical health and vice-versa. Being educated to have the knowledge and skills to look after our mind and body to keep us healthy, functioning and contented is extremely important for wellbeing throughout our life. Having good mental health awareness and knowledge helps reduce the stigma and misunderstanding people have about mental health.

Learners may also wish to research:

### **Race**

<https://www.mentalhealth.org.uk/a-to-z/b/black-asian-and-minority-ethnic-bame-communities>

What impact does race have on mental health and wellbeing in this country?

### **Identity**

<https://www.childrensociety.org.uk/mental-health-advice-for-children-and-young-people/identity>

Our Identity, who are we? Why does our identity matter in relation to mental health and wellbeing?

## Personality

<https://visionone.co.uk/ocean-personality-types/> watch the Ted talk and do the personality test for fun.

What has personality got to do with positive mental health and wellbeing?

## Cultural factors

Cultural factors relate to beliefs, values, norms of behaviour or rules and laws of behaviour which relate to a defined group of people or a community. We'll discuss some in this section.

## Peer pressure

Peer pressure can occur at any stage in life. It can be negative or positive in influence, but it happens when a person is influenced by the group they belong to. Peer pressure tends to be more prevalent in adolescence, when young people start to form friendship groups and are exploring their identity. Influences from peers can be positive and supportive, but it can also encourage people to participate in activities they wouldn't otherwise get involved in. This can include substance misuse, crime, obsession with body image, self-harming behaviour etc. This can begin to affect a person's self-esteem and confidence, and can have a negative impact on their mental health and wellbeing in the long term.

Hey man, I started smoking when I was 11. I was hanging out with older kids, everyone was doing it. Now I am 16 and addicted. I also like to smoke some weed every now and then...I mean everyone does it man!



She is just so weird...it's so funny, she doesn't even know it...heehheeh!!

Did you see what happened the other day?.. I was so glad I was there to film it. It was priceless..hahaha!!



### FASHION VICTIM





### Activity

Look at the four images of peer pressure. What do you think they portray?

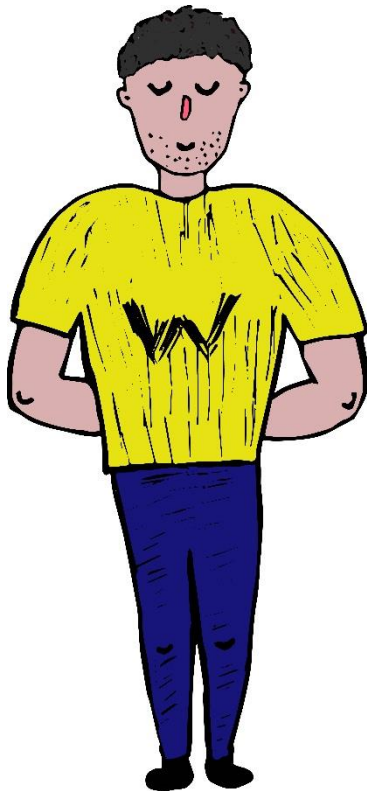
How do you think each of the young people in the picture might feel?

What other types of peer pressure can you identify within your peer group? Identify how peer pressure can both help and hinder your mental health and wellbeing?

Peer pressure will be different for every generation. The types of issues that impact on young people's lives often change from generation to generation. Many pressures, such as experimenting with drugs and alcohol, and first sexual relationships, are common for all generations. Social media, however, is a relatively recent phenomenon and from a cultural perspective is hugely influential on young people and young adults today in terms of how they conduct their relationships and how they communicate with each other. This is an area which will be explored in more depth in Learning Outcome 2.

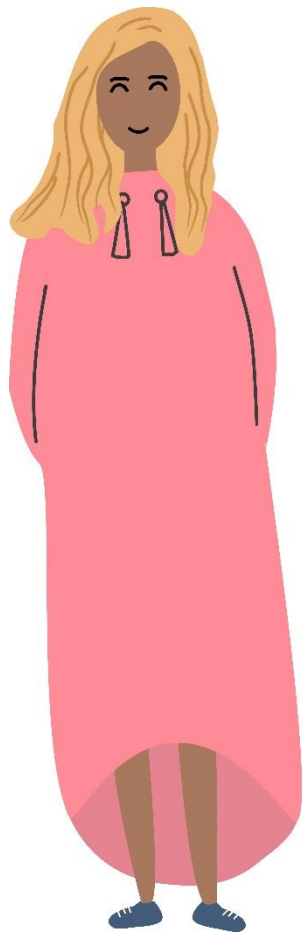
## Role expectations

Roles are sets of behaviours set by societal expectations and norms. The pressure to fulfil these roles can come from others, but it can also come from within us. If we constantly feel pressure to fulfil a role that limits our chances for emotional contentment, we can become stressed and struggle to cope — for example, pressure to be an A grade student and pass every exam. Equally we have roles in our lives that can be positive, as it can help us to feel valued and give us a sense of satisfaction and belonging, eg being a good friend. Most of us fulfil a variety of roles in our lives, and it is important that we have a balance in relation to our expectations of ourselves and others.



**HELLO**  
**i AM**

A son, a student, a carer, a barman, a friend, a brother, an uncle, a skateboarder, a guitarist in a band, a grandson, a young man, gay, Will.



HELLO

i AM

Black, heterosexual, a teenage girl, a sister, a mother, a singer in my local church choir, a friend, a foster daughter, a girlfriend, a mentor, Rose.

## Activity

*Hello, I am...*

*This is what others expect of me...*

*This is what I expect of myself...*

Our roles are very important as they give us purpose and support our identity.

With roles come responsibilities. This means we have to fulfil a set of expectations associated with the roles we play. For example, Will's bandmates will expect him to practise and learn the songs so that he can perform with the band. Will's gran also relies on him to sit with her on a Monday evening so that his grandpa can get the night off from caring and go to his bowls club. Having responsibility is good as it gives confidence, helps us to learn new skills, is a motivator, teaches empathy, and helps us appreciate the value of what we do through our relationships and the emotional payback which results from fulfilling our responsibilities.

At times however, having too much responsibility before we are ready to handle it, or having expectations placed upon us that are unrealistic, can be overwhelming, and can have a damaging impact on our mental health and

wellbeing. For example, Will may find it difficult talking about the fact he is feeling pretty stressed about his exams at the minute and he worries a lot about his gran and grandpa. It is not the kind of thing he talks to his friends about. He would skate twice a week to de-stress, but he has had to stop the past few weeks as he has to study and help out more.

## **Activity**

Can you think of any public figures, sports stars or celebrities who have struggled with the pressure of expectations placed upon them?

What was the impact on their mental health?

*(eg Prince Harry, Michael Phelps, Demi Levato etc)*

Candidates may also wish to research the influence of:

## **Faith, Religion and spirituality**

There is research that both supports the importance of having faith as it provided hope and a sense of belonging and security for many. There are many faith based practices and rituals such a mediation, mindfulness, prayer, contemplation which are proven to support positive mental wellbeing.

There are also studies which suggest that faith can also cause distress and difficulty for in some cases. If a person's faith is not be accepted by the wider community this may cause them to feel excluded, marginalised and even discriminated against.

It maybe that some extreme aspects of religion may advocate non acceptance, intolerance, abandonment, punishment and shame. This may occur if someone has decided to leave a faith based community, or have questioned the doctrine of their faith, or acted in ways which is not regarded as acceptable based on the values, and principles of a particular faith.

This is a complex area which could be linked with curriculum content in Religious and Moral Education.

Resource: Rethink — provide a fact sheet. Click on the link below for further information Mental health Foundation report on spirituality and Religion.

<https://www.rethink.org/advice-and-information/living-with-mental-illness/wellbeing-physical-health/spirituality-religion-and-mental-illness/>

## Activity

The World Happiness Report

<https://worldhappiness.report/>

The world happiness report is a report written by the United Nations. Every year it publishes a report that measures happiness across 117 countries in the world. The report looks at social norms, the impact of technology, communities, communication, migration and social policy.

1. Click on the link above and research the top 10 happiest countries
2. What influences happiness in a country?
3. What values and beliefs are most important today to support happiness?

Select a country of your choice and research their values and beliefs and how these impact on people's mental health.

## **Some Groups and Populations who may be more vulnerable to developing Mental Health and Wellbeing Issues than Others.**

According to the Scottish Public Health Observatory, the groups that are statistically most vulnerable to mental health and wellbeing issues in Scotland are: <https://www.scotpho.org.uk/health-wellbeing-and-disease/mental-health/data/vulnerable-groups/> (Accessed January 2019)

Groups Identified by the Scottish Public Health Observatory Include:

- Substance Users (Alcohol and Drugs)
- Ethnic Minority Groups
- Homeless People
- Prisoners/ Offenders
- People with Learning Disabilities
- Refugees
- People who are Lesbian, Gay or Transgender

## **Substance users (alcohol and drugs)**

According to the Scottish Government Publication *Mind the Gap* (2003), there is a clear link between mental health issues and substance misuse. There is also a strong correlation between substance misuse, suicide and self-poisoning. These issues may vary due to gender, age and stage and the issues influencing individuals using substances is complex. For example, there is evidence that those who experience unemployment, homelessness, violence and childhood trauma are also more likely to experience mental health/substance misuse problem.



## Resources

BBC Bitesize clips on substance abuse

<https://www.bbc.co.uk/bitesize/topics/z9982hv/resources/1>

The BBC provides a range of experiential videos of young people talking about the impact of addiction on their lives. These are linked to PSE lesson plan.

Ted talk <https://www.youtube.com/watch?v=PY9DclMGxMs> Johann Hari:  
Everything you think you know about addiction is wrong.

In this Ted talk, Johann Hari highlights the importance of understanding the social influences on our mental health and wellbeing. He has travelled the world talking to experts about how we support people to address addiction. He particularly looks at the innovative approach that Portugal has taken. The Portuguese government has taken the controversial step to decriminalise all drugs, and it has also focused on psycho-social approaches to supporting people with addiction rather than punitive approaches. The results have been startling! This is a great short video to engage learners in discussion around what addiction looks like, why it happens and the impact of stigma.

## Being a member of the LGBTQ+ community

Statistics from Stonewall, Baylor College of Medicine (BCM) Psychiatry, and Mindout all show that being a member of the Lesbian, Gay, Bisexual, Transgender, Questioning or Queer, Intersex + Community (LGBTQ+) can lead to a person being more susceptible to mental health issues. This includes depression, anxiety, and Post Traumatic Stress Disorder. There are many complex reasons for this, but the prevailing issues are linked to stigma, and disadvantage created by society at large. This causes people to feel shame, guilt and isolation because of their sexuality.

There has been a significant shift in attitudes over the years in Scotland and the UK. This has been as a result of public campaigns and changes in policy and legislation to support the rights of people for the LGBTQ+ community. There have also been attempts to break down the stigma and negative attitudes, through education and activism from the LGBTQ+ community itself.

Despite this, life still can feel very difficult for people. This can have a very negative impact as they feel worried and anxious about their life chances and opportunities, social acceptance and relationships with others, and their future. According to the National LGBTQ+ survey carried out by the Scottish Government and updated in February 2019 (over 108,000 people participated), despite the progress that has been made, the following statistics clearly highlight the continuing levels of stigma experienced by the LGBTQ+ community in this country:

- ◆ LGBTQ+ respondents are less satisfied with their life than the general UK population (rating their satisfaction 6.5 out of 10 on average compared with 7.7 for the general population). Trans respondents had particularly low scores (around 5.4 out of 10).
- ◆ More than two thirds of LGBT respondents said they had avoided holding hands with a same-sex partner for fear of a negative reaction from others.
- ◆ At least two in five respondents had experienced an incident because they were LGBTQ+, such as verbal harassment or physical violence, in the 12 months preceding the survey. However, more than 9 in 10 of the most serious incidents went unreported, often because respondents thought 'it happens all the time'.
- ◆ Two percent of respondents had undergone conversion or reparative therapy in an attempt to 'cure' them of being LGBTQ+, and a further 5% had been offered it.
- ◆ Twenty four percent of respondents had accessed mental health services in the 12 months preceding the survey.

<https://www.gov.uk/government/publications/national-lgbt-survey-summary-report/national-lgbt-survey-summary-report>

## Group resources

<https://thesafezoneproject.com/activities/>

The Safe Zone Project Provides free non-copyright resources including a full range of lesson plans and class activities to cover all aspects of teaching in this area. They encourage free use and sharing of all their resources and simply ask that the word is spread as they continue in their mission to educate all to address the stigma associated with being a member of the LGBTQ+ community.



You will find resources on: language, perspective, experiences, 'fearfully' asked questions, norms, identity, and much more. These resources are group discussion activities with full instructions and class materials.

Mermaids is another useful resource which specifically discusses issues related to transgender

<https://mermaidsuk.org.uk/resources-for-young-people.html>

## Adolescents

According to the World Health Organisation adolescence is a particularly vulnerable life stage [https://www.who.int/news-room/fact-](https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health)



[sheets/detail/adolescent-mental-health](https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health) (September 2018).

Key facts:

- ◆ One in six people is aged 10–19 years.
- ◆ Mental health conditions account for 16% of the global burden of disease and injury in people aged 10–19 years.
- ◆ Half of all mental health conditions start by 14 years of age, but most cases are undetected and untreated.
- ◆ Globally, depression is one of the leading causes of illness and disability among adolescents.
- ◆ Suicide is the third leading cause of death in 15–19 year-olds.
- ◆ The consequences of not addressing adolescent mental health conditions extend to adulthood, impairing both physical and mental health and limiting opportunities to lead fulfilling lives as adults.

- ◆ Mental health promotion and prevention are key to helping adolescents thrive.

In their portfolios, learners should provide a brief description of the various factors influencing mental health and wellbeing. All sources for research should be referenced.

Resource: <https://youngminds.org.uk/>

## **Activity**

Create a Poster/ Blog/ Video / podcast

Identify 2 groups you wish to research and describe how those groups and populations may be more vulnerable to developing mental health and wellbeing issues than others.

Other groups you may wish to research in more depth include:

- ◆ ethnic minority groups
- ◆ people who have been prisoners or been through the criminal justice system
- ◆ people who have been refugees
- ◆ homeless people
- ◆ people with learning disabilities
- ◆

It is important to note that the statistics and data used to highlight those group more vulnerable will change over time. Always refer to the most recent research published where possible.

## Outcome 2: Influence of technology and social media



The technological revolution has created a different dimension to social interaction for young people. It is firmly a fixture in everyone's life — we all have mobile phones, we all google and we all use technology in our everyday life from listening to music, to streaming video, and research for school and work. Finding out anything you need to know from recipes to clubs to 'what that strange lump is on my elbow?' We communicate, organise dates, meet up with friends and we keep in touch with family who live in different parts of the country and the world.

Much is said about the bedroom culture of young people and the increased need to be online, but the play and social interaction that would have been spontaneous and outdoors in the 70s and 80s is much less of a social norm today. This isn't all to do with the introduction of social media and mobile phones — sociologists suggest it is more likely a result of how we as a society regard children and the increasing need to protect them from harm. So much of play has become structured, parent-led and indoors. The internet gives young people cognitive freedom to pursue their interests from their bedrooms in private. But it does present an entirely different set of cultural norms.

What we have in society at the moment is a split whereby technophobes will catastrophise about the impact of technology and technophiles will glorify the impact of technology as a tool that will revolutionise the world. As with the introduction of writing, the printing press, radio, television and computers, there will always be fear around technological advances that impact on our ability to communicate our thoughts and ideas, and interact as a race. Much of this fear is rooted in not knowing.

As with all social platforms, social media and technology can be a force for good or it can be damaging and destructive, but it is a tool that people use. Social media in itself is neither the cause of, nor the source of mental health issues (despite what the media might present). Social media is the mode for facilitating an action of the person(s), so it is important that we learn to use it responsibly and develop an understanding of how it influences social norms and interpersonal relationships.

Extremists, and how they influence young people, is a topic that is much talked about on social media. There are many schools of thought and much research on this subject. Many young people will gravitate towards influences that sympathise with their views and values. There is also research which suggests that young people who are more vulnerable tend to be those who are isolated and have other factors in their lives that make them feel as if they have no-one they can relate to (see unit 1), or understand them. Many of these sites take advantage of these vulnerabilities and the need for young people to feel a sense of belonging and understanding. The same could be said about young people who use pro-anorexia sites or self-harming sites. Often young people are contemplating self-harm as a coping strategy and are experiencing mental distress. Social media may provide a place of solace where they are seeking support and affirmation from likeminded people who they can share with, without judgement. It is the stigma and feeling of discomfort people feel when we talk openly of these subjects that may influence a young person to find comfort in other social forums. Stigma fosters secrecy because of the feelings of shame and guilt and fear of others' reactions to you.

Equally, many of the big social movements and uprisings, such as the Libyan revolution, and in fact the campaign for Scottish independence, relied heavily on social media and the mobilisation of the masses. It served to educate people and organise marches and action. It provided a public platform to show the world the reality as opposed to the rhetoric, which can often be controlled by traditional media outlets. It offers the opportunity for a sharing of different viewpoints and the opportunity to be more critically aware of politics and social factors and how we spend our time.

The evolution of social media did not happen in a vacuum, and many other social influences impact on how we as a society use it as a tool. This section is about our daily and routine use of social media, our relationship with people online, our friendship groups, and what the word 'friend' in the real world and the virtual world really mean.

Historically, there has been much use of propaganda over the years to influence people's mind sets. It is largely agreed that social media is as influential as the printing press, and whether we like it or not it is here to stay. By being aware and conscious of the influences that are present on social media, and how they shape our thoughts, feeling and behaviours, we can decide if it is helping or hindering our mental health and wellbeing.

## Activity

Watch the Ted talk: Is Social Media Hurting Your Mental Health: Bailey Parnell

[https://www.youtube.com/watch?v=Czg\\_9C7gw0o](https://www.youtube.com/watch?v=Czg_9C7gw0o)

1. Identify four issues which you can relate to in Bailey's discussion.
2. List the four issues.
3. Discuss with the person next to.
4. Feedback to the teacher/facilitator to write on the board.
5. Are there common issues?
6. Is there a difference between an online friend and a friend you see and talk to? List the differences.



## Positive influences

Positive influences for use of social media on mental health and wellbeing could include:

**Social media helps you stay in touch with family and friends or people who have moved away.** We live in a society where we are more socially mobile than ever. We move away to go to work and college, and often don't have access to family. Social media has made it easier to communicate instantly with family and friends no matter how far away we live. Research tells us that having connections with people who know us and care about us is important for our mental health and wellbeing. Sometimes it can be difficult for people to leave their home because of illness or disability. Social media provides instant access to people

and helps us to maintain relationships we would otherwise have difficulty doing because of distance or access.

**You can meet new people you can relate to or join communities and develop a sense of belonging.** Social networks have emerged as an accessible platform on which people are able to connect with like-minded individuals. It also offers enough anonymity to allow people to express themselves without revealing their identities. It allows for self-expression without the danger of stigma. For example, Black Dog Tribe, the social site co-founded by Ruby Wax (who has spoken publicly about her life-long battle with depression), uses this social space to encourage people to talk, share experiences and, most importantly, recognise that they are not alone in their depression.

**Builds community by joining local meet-ups.** Social media is now used to provide platforms to find likeminded people to meet up with — sports clubs, dating, book clubs, etc. It helps people to link up with local organisations and helps them to find connections within their community.

**Help advice and information is always available.** A common dilemma among people with mental illness or physical ailments is the reluctance to talk to people closest to them about their problems. More and more young people are turning to the internet for health advice, including topics such as contraception, acne treatments, etc. Many young people will post online what they are reluctant to share with their parents. This makes early intervention by concerned friends and peers more possible. For others, it provides a rich opportunity to experiment with different modes of creative self-expression, which is in itself therapeutic.

**Reduces loneliness.** Social media provides a platform for social engagement 24 hours a day. For people who may generally be quite socially anxious it can mitigate feelings of distress and provide opportunities for social interaction, which may previously have been difficult for them to achieve.



## Negative influences



**Cyber-bullying:** Face to face bullying continues to be a big issue. Research suggest that Cyber bullying rarely occurs in isolation and when bullying exists it occurs in all spheres in a child's life. The most frightening aspect of cyber bullying is the pervasive nature of it. Those people who have experienced cyber-bullying report feeling extremely distressed by their experience. This area presents a complex picture as the types of behaviours on line are very different from face to face bullying. Various studies have proven there is a link between cyber-bullying and mental health problems, specifically in terms of suicide and self-harm. Cyber-bullying can include trolling; unsolicited messaging and name calling; public posting of private pictures, video and conversations without permission; character assassination of individuals through group chat; exclusion etc. This is an area of ongoing concern for our society and ongoing research will continue to give us a better understanding of the prevalence and impact of cyber bullying. Being aware of online information and recognising the impact of online activity, managing our own online activity, being self-aware and self-care are all areas we continue to learn about as social media use evolves.

Useful link:

The Anti Bullying Alliance <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/cyberbullying-0/prevalence-cyberbullying>

SAMH- Respect Me <https://respectme.org.uk/>

**Fear of Missing Out (FOMO):** FOMO has been linked to high levels of social media engagement — that is, FOMO increases in line with intensity of social media use. The need to be continually connected with what other people are doing (so as to avoid missing out) can cause feelings of anxiety, inadequacy and distress, feelings that are exacerbated because individuals are constantly being made aware of their friend's and family's activities.

**Poor quality sleep:** Spending too much time on social media can impact on your quality of sleep, leaving you feeling unrested. According to BBC Futures #Likeminded <http://www.bbc.com/future/story/20180110> prolonged use of social media has a negative effect on sleep. There are a number of reasons for this:

- ◆ It is well documented that blue light emitted from screen inhibits melatonin, which is the chemical we need our brains to produce to induce sleep. It is recommended that we avoid screen time at least 30 minutes before bed.
- ◆ When we are sitting in front of a screen we are less active, so our bodies are less tired. Figures for average use of screen time in teenagers is between 6-8 hours.
- ◆ Because of FOMO, people may feel anxious about switching off.
- ◆ Or we may be anxious because of how we compare our lives' with others or cyber-bullying.

**Time spent online:** Responding online means you spend less time on face to face interaction. The more people spend online, the less real-time interaction they have in the real world. This can lead to a skewed sense of reality. For example, the online world is filtered based on what the user wants others to see. It is not possible to filter ourselves in such a way in the real world, and this has the potential to have real implications on how able we are to accept our real selves in the real world.

**It can become addictive:** An addiction is when we excessively use social media activity as a crutch to avoid addressing underlying problems we may have. It becomes a problem when it is having a significantly detrimental effect on our relationships, social interactions, and mental health. This kind of addiction can only be diagnosed by a psychiatrist. Very few people have addictions to social media, but they may be habitual users and experience FOMO or engage in 'phubbing' (snub social contact with friends and family to spend time checking out social media) or check their smart phones when eating or out at the cinema. These are all annoying, unsociable, habits, but not necessarily an addiction.

**Negative impact on self-esteem:** It has been proven that social media can affect our self-esteem. People often compare the highlights of their lives with others, only seeing the positives in the online versions of others' lives. This can make someone who is already insecure feel more insecure about their life. Use of filters and images that reflect the perfect body image is also influential for how people feel about how they look. It is easier to portray a perfect image online than it is in real life. This can cause people to disengage from the real world and reinforce insecurities they already had.

## Activity

### Project: Create a social media diary

Map out over the course of a normal day when you use social media, how long you use it each time, and what you use it for. This could include:

- ◆ chatting with friends and family
- ◆ checking out other people's profiles and posts
- ◆ organising meet ups
- ◆ school work
- ◆ googling
- ◆ posting pictures
- ◆ fitness apps
- ◆ playing games
- ◆ watching YouTube
- ◆ streaming music
- ◆ roaming the net
- ◆ accessing support
- ◆ comparing your life with others
- ◆ monitoring likes
- ◆ social snacking
- ◆ add any other description if one isn't on the list.

Now Map your usage over the course of the week.

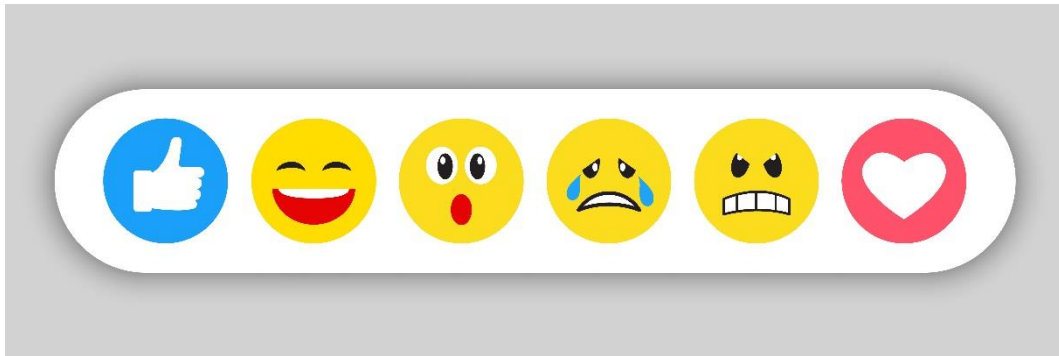
Does your social media use change over the weekend?

What are the main social platforms you use?

List the top 5 positive aspects of social media within the group.

List the top 5 negative aspects of social media within the group.

## Feelings associated with social media



How social media and technology makes us feel is a very personal experience. It can depend on what you are using social media for and who you are connecting with, if anyone. For example, gaming is something that many people do to escape and can spend many hours doing it. Some research suggests that gaming can have a positive influence on mental health and wellbeing, building friendships, developing problem solving skills, strategy and creativity. Other studies have highlighted concerns around the influence of violent games on the behaviours of children, and that too much gaming can be addictive and have the opposite effect on mental health and wellbeing. It is not possible to say definitively whether one aspect of technology and social media is good or bad for you, as it can be both. It is very much down to individual vulnerabilities, strengths and perception.

### Activity

Split the learners into two (or more) groups. Group 1 will focus on negative influences of social media. Group 2 will focus on positive influences of social media. Each group will plan and create a short vlog, podcast or blog on how these influences affect how we feel, and then present to the full group.

## Activity

Below is an emotions table. Circle all the emotions you have felt when using social media.

Feelings Table					
Intensity of feelings	Happy	Sad	Angry	Afraid	Ashamed
High	Passionate Elated Excited Thrilled Ecstatic Overjoyed Exuberant	Depressed Alone Hurt Dejected Hopeless Sorrowful Miserable	Furious Boiling Raging Seething Resentful Irate Outraged	Terrified Petrieved Panicky Frantic Shocked Horrorified Distraught	Remorseful Disgraced Humiliated Mortified Defamed Worthless Dishonoured
Medium	Cheerful Good Satisfied Light heartened Glowing Serene	Heartbroken Sombre Lost Distressed Let down Melancholic	Upset Mad Defended Frustrated Agitated Disgusted	Apprehensive Frightened Threatened Insecure Uneasy Intimidated	Apologetic Unworthy Sneaky Guilty Embarrassed Secretive
Low	Glad Pleasant Pleased Mellow Fine Up beat	Unhappy Moody Blue Down Upset dissatisfied	Uptight Perturbed Resistant Irritated Touchy annoyed	Cautious Nervous Worried Timid Unsure Anxious	Bashful Ridiculous Regretful Uncomfortable Pitied Silly

This emotions table is not a definitive list of how online activity might make you feel. Understanding what causes us to feel in particular ways and how this then influences our behaviour is important. To make changes in how we interact with social media and technology, we need to recognise how it makes us feel, why it makes us feel the way we do, and what impact it has on the rest of our lives.

## Activity

Identify an online activity you regularly engage in:

- ◆ How does it make you feel?

- ◆ Why does it make you feel that way?
- ◆ What impact does it have on the rest of your life?

## **Impact of social media on isolation and loneliness**

Social media can reinforce loneliness and isolation as people can use it as a crutch to continue to avoid social situations and therefore not address the underlying reason why they are lonely. Having the opportunity to express how you are feeling with like-minded people online can be less intimidating. It can sometimes be difficult to express how we feel face to face with another person. Text provides an alternative media that supports the person to think about what they want to say before they share.

Ultimately use of social media in itself will not cause loneliness. It is what the user of social media is doing when they are on social media that will affect a person's sense of social connectedness. (Clark et al 2017).

### **Activity**

Watch this Ted talk: How social media makes us unsocial? Alison Graham

<https://www.youtube.com/watch?v=d5GecYjy9-Q>

Round table discussion: Work in groups to record a discussion using the following questions as prompts:

- ◆ Think about your own social media use. What activities do you do which supports social and meaningful interaction with others?
- ◆ What social media activity does not support meaningful social interaction?
- ◆ Have you ever been guilty of, or experienced, 'phubbing', and what is the impact?
- ◆ Is it easier to talk to people online or in real life?
- ◆ What might the impact of social media be on your relationships?
- ◆ Can you think of any other consequences on your social skills and life opportunities of having too much screen time?



- ◆ Face to face contact, make time to speak to people.
- ◆ Rather than text your friends and family, meet them personally or speak on the phone.
- ◆ Go outdoors for a walk and don't take your phone with you.

This is not an exhaustive list and learners should feel free to add on anything that works for them.

### **Activity**

Design a poster for your organisation on 'managing stress associated with over-use of social media and technology'.



# Glossary

**Coping strategy:** is a behaviour or activity designed to alleviate, reduce or better deal with adverse circumstances and stress within a person's life.

**Cultural factors:** language beliefs, morals, values and traditions as defined by a particular group or community.

**Environmental factors:** the nature of ecological, geographical and common living and workspaces that affect how you live.

**Gender identity:** is the biological assignment of sex. For example, male, female, transgender, gender queer or non-binary.

**Genetic inheritance:** when we are born we have chromosomes transferred to us by our parents. These chromosomes have genes within them which influences the biological make up of our bodies eg eye colour and hair colour. The transference of genes from one person to another is genetic inheritance.

**LGBTQ+:** is the acronym describing the lesbian, gay, bisexual, transgender, queer or questioning plus community. The plus encompasses other terms such as pan sexual or two spirit.

**Personal factors:** individual issues such as personality, gender, genetics, disability, neuro diversity, sexual identity.

**Perspective:** a particular viewpoint or way of seeing something.

**Private problems:** an issue which affects a person on an individual level.

**Public problems:** is an issue which transcends the individual and is having an effect on the population at large.

**Resilience:** resilience is the ability to adapt to and cope with stressful situations, in other words our ability to bounce back from difficult and stressful events within our life.

**Self-care:** actions a person can take for themselves to maintain and look after their wellbeing.

**Sexual identity:** is defined by who you are romantically attracted to. For example, gay, lesbian, bisexual, straight, asexual etc.

**Social connectedness:** feeling able to build relationships with people to get help and support from others and feel a sense of belonging.

**Social factors:** circumstances, relationships and experiences that affect how you live.

**Stigma:** is identifying or branding a person or group of people by a set of attributes which are often stereotypes.

**Technophile:** a person who is enthusiastic about new technology.

**Technophobe:** a person who fears or dislikes new technology and will avoid using technology.

**Trauma:** a deeply distressing experience.

**Vicious circle:** continuing unpleasant situations where by one event leads to another set of problems and so on.

## Resources

The World Health Organisation (2014) Social Determinants of Mental Health. World Health Organisation.

[https://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809\\_eng.pdf;jsessionid=FB53757F7F8681C0DD8DDC688F4CD52A?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809_eng.pdf;jsessionid=FB53757F7F8681C0DD8DDC688F4CD52A?sequence=1) (accessed 20/3/2019)

Blakemore, SJ (2019) *Inventing Ourselves- The Secret Life of the Teenage Brian*. Black Swan

Clark, J. L., Algoe, S. B., & Green, M. C. (2017). Social network sites and wellbeing: The role of social connection. **Current Directions in Psychological Science**. Advance online publication.

Read, J. Sanders, P (2010) *A Straight Talking Introduction to The Causes of Mental Health Problems*. PCCS Books: Monmouth

The Scottish Government. *No health without mental health* (2015) Scottish Government

Mental Health Foundation: site provides information about mental health issues, the work of the Mental Health Foundation. Links to other resources on mental health in the UK and overseas. <http://www.mentalhealth.org.uk>

Rethink: a mental health resource for young people under stress or worried about their thoughts and feelings. <http://www.rethink.org>

Scottish Association for Mental Health: SAMH operates a range of services across Scotland for people with mental health problems. It also strives to influence public policy as it affects people with mental health problems. <http://www.samh.org.uk>

Scottish Development Centre for Mental Health: the Scottish Development Centre for Mental Health aims to improve mental health and wellbeing for individuals and communities in Scotland and enhance services and supports for people with mental health problems by providing services that offer training, information sharing and learning, research and evaluation, support for change and development. <http://www.sdcmh.org.uk>

Young Minds: is the national charity committed to improving the mental health of all children and young people (8-16 year olds). Also have a parent's information service. <http://www.youngminds.org.uk>

Young Scotland in Mind: was launched in April 2006, is led by Barnardo's and funded by The National Programme for Improving mental health and wellbeing. This is a forum for voluntary sector and non-government organisations with the aim of improving the mental health and wellbeing of young people in Scotland. <http://www.youngscotlandinmind.org.uk>

The Scottish Centre for Conflict Resolution: provide excellent interactive resources and teaching tools on mental health and managing conflict with in the family. <https://scottishconflictrresolution.org.uk/>

Big Issue: Is a charity which supports Homeless people in the UK. They provide opportunities for employment, they campaign and raise awareness of homelessness through their magazine 'Big Issue'. Big Issue has fantastic educational packs and resources which can be accessed if you sign up through the following link. <https://www.bigissue.org.uk/get-involved/education-packs>

BBC – Know your place is an interactive map which was created by the BBC for young people. It researched all of the areas in the UK to find out where are the best places to live and why. By clicking on the link this will take student through to the interactive map so that they can find out more about their area and what makes it a good place for young people to live as well as what doesn't. <https://www.bbc.co.uk/news/newsbeat-46815257>

Fun quiz on OCEAN personality type <https://visionone.co.uk/ocean-personality-types/>

Rethink - provide a fact sheet online click on the link below for further information <https://www.rethink.org/advice-and-information/living-with-mental-illness/wellbeing-physical-health/spirituality-and-mental-illness/>

Mental health Foundation report on spirituality and Religion -

<https://www.mentalhealth.org.uk/sites/default/files/impact-spirituality.pdf>

Scottish Public Health Observatory. Mental Health and Vulnerable Groups [www.scotpho.org.uk/health-wellbeing-and-disease/mental-health/data/vulnerable-groups/](http://www.scotpho.org.uk/health-wellbeing-and-disease/mental-health/data/vulnerable-groups/) (Accessed January 2019).

World Health Organisation: Fact Sheet Adolescent Mental Health. World health Organisation <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health> (September 2018).

Scottish Government. National LGBT Survey Summary Report. Scottish Government (February 2019). <https://www.gov.uk/government/publications/national-lgbt-survey-summary-report/national-lgbt-survey-summary-report>

The Safe Zone Project. Un-copyrighted Educational Resources on understanding LGBTQ+. <https://thesafezoneproject.com/activities/>

The World Happiness Report: <https://worldhappiness.report/>

## Video and audio

Professor Green: Living With Poverty (53:15mins)

<https://www.youtube.com/watch?v=PopPIAXcWDE&t=89s>

Poor Kids Documentary. <https://www.youtube.com/watch?v=UvoV8BnlbhM>

Poor Us: An animated History of poverty.

<https://www.youtube.com/watch?v=TxbmjDngois>

'Did I inherit mental illness?' BBC News

<https://www.youtube.com/watch?v=iAbAY1Z2mEE>

Adverse Childhood Experiences: Impact on brain, body, and behaviour.

<https://www.youtube.com/watch?v=W-8jTTIsJ7Q>

Race <https://www.mentalhealth.org.uk/a-to-z/b/black-asian-and-minority-ethnic-bame-communities>

Identity <https://www.childrenssociety.org.uk/mental-health-advice-for-children-and-young-people/identity>

Ted talk: Brian Little – Who are you really the Puzzle of personality.

[https://www.ted.com/talks/brian\\_little\\_who\\_are\\_you\\_really\\_the\\_puzzle\\_of\\_personality?language=en](https://www.ted.com/talks/brian_little_who_are_you_really_the_puzzle_of_personality?language=en)

BBC Bitesize clips on substance abuse.

<https://www.bbc.com/bitesize/clips/zqdqmp3Thiese>

Ted talk: Johann Hari - Everything you think you know about addiction is wrong.

<https://www.youtube.com/watch?v=PY9DcIMGxMs>

Ted talk: Bailey Parnell - Is Social Media Hurting Your Mental Health.

[https://www.youtube.com/watch?v=Czg\\_9C7gw0o](https://www.youtube.com/watch?v=Czg_9C7gw0o)

Ted talk: Alison Graham - How social media makes us unsocial.

<https://www.youtube.com/watch?v=d5GecYjy9-Q>

[Ted talk: Sarah-Jayne Blakemore- The mysterious workings of the adolescent brain](#)

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