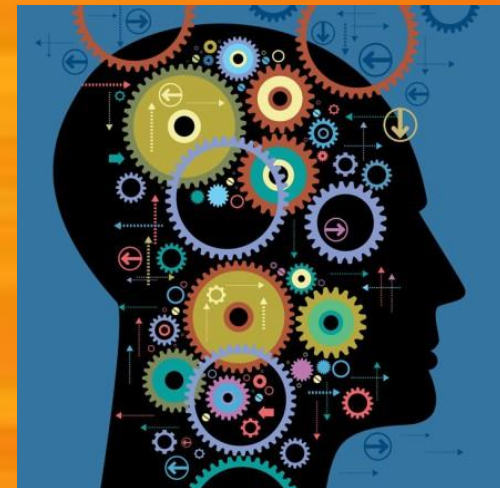




## PSHCE

# Term 2 – Mental health and emotional well-being





## Session 1

**LO/understand what emotional wellbeing is and how we can promote our own wellbeing**



Similarly to last term we are now going to create a character.

- Create a character who is emotionally healthy and well
- In thought bubbles around your picture answer, in words or pictures answer the following questions:
  - What is their home life like?
  - Who are they close to?
  - What do they do in their spare time?
  - What are they like at school?
  - How do they keep themselves emotionally healthy?



Share your character with a partner.

Discuss with a partner and decide what we mean by 'emotional wellbeing' – be ready to feedback!

We will then write a class definition on the board.





Compare the class definition with these examples (adapted from various sources):

- *Broadly, emotional wellbeing refers to the way a person thinks and feels about themselves and others. It includes being able to adapt and deal with daily challenges (resilience and coping skills) while leading a fulfilling life.*
- *Emotional wellbeing includes being happy and confident and not anxious or depressed; the ability to be autonomous, problem-solve, manage emotions, experience empathy, be resilient and attentive; having good relationships with others.*

Are we still happy with our definition?

Anything we want to add to ours?

Does ours work better for us than these?



## Session 2

**LO/understand what emotional wellbeing is and how we can promote our own wellbeing**



- **Read the diary of someone's day** (handout) Pupils work in six small groups. Each group needs a note-taker and a spokesperson. Give two groups Resource 1a, two groups Resource 1b and two groups Resource 1c (*A day in the life of ...*).

Brainstorm your responses to the questions:

- How is he/she feeling?
- Why is he/she feeling this way?
- What do you think might happen next?
- In terms of his/her emotional wellbeing, what are the positive things about his/her day?
- What are the negatives?
- What changes could he/she make that would improve his/her emotional wellbeing?
- Should we be worried about him/her? Why?



Teacher to read each diary entry in turn to the class. For each one, one group to lead on feeding back briefly and the other group who were considering the same diary entry can contribute.





## In groups:

Imagine that the three characters went to your school, brainstorm where the characters could go for help if it was needed. Consider support for different types of issues, for instance:

- academic support
- emotional support
- health and diet support



## Session 3

**LO/understand what emotional wellbeing is and how we can promote our own wellbeing**



Consider the conversation between Celia's friends:

Some of Celia's friends become worried about her. This is their conversation:

**Friend 1: I'm a bit worried about Celia, she seems really down at the moment**

**Friend 2: Yeah, she never wants to talk to us any more**

**Friend 3: Or come over at the weekend**

**Friend 1: She seems really wrapped up in her schoolwork and totally preoccupied**

**Friend 2: Do you think we should say something?**

**Friend 1: Oh I don't know about that, it's not really any of our business, is it?**

**Friend 2: Well she is our friend, and we're worried – maybe we should talk to her mum or a teacher?**

**Friend 3: Yeah maybe, but perhaps we should try talking to Celia first?**



In your group, discuss Celia's friends' conversation. Her friends have a choice to make. **They could choose to:**

- **do nothing**
  - **talk to a teacher**
  - **talk to Celia's parents**
  - **talk to Celia**
  - **do something else? – if so, what?**
- 
- **What might be the different consequences of each of these actions?**
  - **What should they do and why?**





3 mins only!

**In groups brainstorm ways of starting a conversation with one of the following:**

- Celia
- Celia's Mum
- A teacher
- Someone else you have identified



## **HOMEWORK:**

keep a diary for a week of everything you do that has a positive effect on your emotional wellbeing, from laughing with friends to getting a good night's sleep, getting on top of your homework, or going for a walk.

And/or you could list everything you can think of that someone could do to boost their own or someone else's emotional wellbeing and then see how many of these you are able to do in a day or a week – who can do the most before next lesson?



## Session 4

- **LO/** Understand resilience and how to reframe our response to failure



**What is meant by the word resilience?**

Take a few mins in groups to discuss the meaning.







Definition (adapted from various sources):

- *Resilience is the capacity to recover quickly from difficulties, change or misfortune; to adapt to and overcome risk and adversity; to persevere and 'bounce back'.*

Do we agree with this?

Do we want to change our definition or are we happy to keep ours?



We are going to watch a video about a champion high school athlete from North Carolina. Discuss with the class why you would need to be resilient to become a great athlete and what part failure might play along the way. Jot down relevant ideas on the board.

Play up until 09:30 then pause



## In small groups discuss:

1. Your immediate reflections from the video
2. The ways in which Kayla was resilient
3. How Kayla responded to being told she couldn't do something (ie having MS would usually mean people couldn't or wouldn't do sport)
4. Why they think she responded as she did
5. What lessons we can all learn from Kayla's story





In your groups, brainstorm examples (real or imaginary, remembering the ground rules about not mentioning names of people we know or disclosing personal stories) of different ways people can demonstrate resilience.

- Take feedback and list some examples on the board.



## Session 5

- **LO/** Understand resilience and how to reframe our response to failure





**Why does he say:**

**‘I’ve failed over and over again in my life – this is why I succeed’?**

**What does he mean by this?**



## Reframing failure

- What does the word 'failure' mean?
- What are some examples of failure from everyday life (*eg failing an exam or driving test, not getting to the next level of an electronic game, being dropped from a team, or a relationship*)?





**reframing failure =**  
*looking at failure in a different way in order to use the failure to help us succeed and become more resilient*



**reframing failure =**

*Can you think of a time you have reframed failure? Or a time when you could have?*



## Session 6

- **LO/** Understand resilience and how to reframe our response to failure



## Read *'reframing failure activity'*

There are several ways we can reframe failure. In Kayla's case, the failure was a physical one when she developed multiple sclerosis, but she was determined not to let this stand in her way.

- How did Kayla reframe failure? For each of the five ways of reframing failure: could this be applied to Kayla's story and if so, how?



## Bill, Belle and Bailey:

Consider the next part of the handout, which explores how Bill, Belle and Bailey could learn from the five ways of reframing failure.

- What might a friend, parent or teacher advise them?





Imagine that Bill, Belle and Bailey are competing in a race like the ones Kayla runs in. They trip and fall and can see all the other runners gaining a huge lead.

- Would Bill, Belle and Bailey respond in different ways?
- How do pupils think each might respond? Why?
- How do you think Kayla would respond? Why do you think that?

**Discuss** whether it's better to respond like Bill, Belle, Bailey or Kayla and why.

Watch from 9:30 to the end to see how kayla actually responded to falling in the race



You have a couple of minutes to discuss in pairs or groups what they can learn from Kayla's fall.

- How could this lesson be applied to an everyday scenario like failing a maths test or missing a netball shot?
- The next time they fall, either physically or metaphorically, ask yourselves "What would Kayla do?".



## Session 7

- **LO/** Understanding self harm

### Outcomes:

- I feel more comfortable talking about self-harm
- I understand that self-harm is an unhealthy coping strategy and can identify some of the things that might trigger it
- I know the signs to look out for in a friend
- I know where and how to get support for myself or a friend



Over the next few sessions we will be discussing a sensitive subject. The video we watch is quite moving. If at any point you feel uncomfortable or upset please make the teacher aware. Miss Lelliott, Mrs Downey and Mrs Coleman are available in this period.





## **Introduction -**

While self-harm is often seen as a taboo topic, today we can talk about it. It is OK to ask questions and explore the subject. If something is not appropriate to answer with the whole class then the teacher will explain why or address it individually after the lesson. We will not be talking about specific methods of self-harm and I ask you not to either, as this can put vulnerable friends in danger of trying out unhealthy behaviours.



Using sheet *Self-harm: What, when who, how?*

write down (on your own, without discussing with neighbours) your current understanding of:

- *What self-harm is*
- *what triggers self-harm*
- *who self-harms (boys, girls, old people, young people etc)*
- *warning signs they might see in a friend*
- *how can we help*
- *what support is available*



**Teacher to follow teacher lesson plan in resource pack for the rest of lesson 7.**



## Session 8

- **LO/** Understanding self harm

### Outcomes:

- I feel more comfortable talking about self-harm
- I understand that self-harm is an unhealthy coping strategy and can identify some of the things that might trigger it
- I know the signs to look out for in a friend
- I know where and how to get support for myself or a friend





Over the next few sessions we will be discussing a sensitive subject. The video we watch is quite moving. If at any point you feel uncomfortable or upset please make the teacher aware. Miss Lelliott, Mrs Downey and Mrs Coleman are available in this period.





Today we are using a girl called Alyssa as a case study. Alyssa is a girl who cuts herself, but it is important to note that boys self-harm too and that there are many different types of self-harm, not just cutting.

Watch up to 2:05 only for today.



In small groups:

- During the video, Alyssa says she did not tell anyone about her self-harming. Discuss reasons why Alyssa may have felt she couldn't talk about it. Be ready for one person in each group to feedback.



Each group is to consider one salient theme and explore whether Alyssa was right to think this way and how this barrier to her talking about her issues could be overcome.

Use the flip chart paper to write the groups thoughts down.

## What next?

*It's none of our business*

*Let's tell her to stop*

*We should tell her Mum*

*Why don't we just talk to her?*

*We could tell a teacher*



Still in groups discuss what a good friend would do next if they were worried about Alyssa, imagining that Alyssa was also a pupil at our school.

Discuss all of the responses on the sheet and answers as a class.





## Session 9

- **LO/** Understanding self harm

### Outcomes:

- I feel more comfortable talking about self-harm
- I understand that self-harm is an unhealthy coping strategy and can identify some of the things that might trigger it
- I know the signs to look out for in a friend
- I know where and how to get support for myself or a friend

Watch from 2:05 onwards



‘Now that Alyssa’s stopped cutting herself, do you think everything is fine?’

### **Key points:**

- *The body often heals more quickly than the mind. She may still hurt inside but this doesn’t show any more.*
- *But she might not want to be labelled as a ‘self-harmer’ or ‘cutter’ forever, so we shouldn’t treat her with ‘kid gloves’.*
- *We should keep listening to and supporting her.*
- *If we become worried we should follow up on it.*



## Where can we find support in school?

- Mrs Downey
- Mrs Coleman
- Head of Year
- Place 2 talk/B



## Where can we find support out of school?

**[www.youngminds.org.uk](http://www.youngminds.org.uk)** – Young Minds is a charity which focuses on young people's mental health and emotional wellbeing.

**[www.selfharm.co.uk](http://www.selfharm.co.uk)** – this is a website developed by someone who used to self-harm. It provides lots of support and information including access to 'Alumina', which is a six-week online programme to help you overcome self-harm. You can self-refer.

**Childline** – Childline provide support to young people who have concerns about themselves or their friends.





## Session 10

- **LO/** Understanding eating disorders

### Outcomes:

- I feel more comfortable talking about eating disorders
- I know the signs to look out for in a friend
- I know where and how to get support for myself or a friend



Over the next few sessions we will be discussing a sensitive subject. The video we watch is quite moving. If at any point you feel uncomfortable or upset please make the teacher aware. Miss Lelliott, Mrs Downey and Mrs Coleman are available in this period.

Eating disorders are often seen as a taboo topic, today we can talk about them. It's OK to ask questions and explore the subject. If something is not appropriate to answer with the whole class then the teacher can explain why or address it individually after the lesson.



## Understanding eating disorders

- **Anorexia nervosa** (which we commonly refer to simply as 'anorexia') is the least common but most publicised of all the eating disorders. People with anorexia restrict their food intake and lose weight as a result.
- **Bulimia nervosa** (commonly referred to as 'bulimia') involves bingeing and purging – so a sufferer will eat large amounts of food and then they will use different strategies to remove the calories from their body. (We will not be discussing specific methods). People with bulimia are often very ashamed and secretive about their behaviours and their weight is often within a healthy range so it can be a very hard illness to spot.
- **Binge eating disorder** is similar to bulimia but without the purging – consequently sufferers gain weight, sometimes very rapidly.





Reflections from the video...

*The girl in the video sounds very isolated. Why do you think this is? She says recovery was harder than being ill – how could friends, family or other trusted adults support her at that time?*





### **In small groups:**

Pupils to discuss what a good friend would do next if they were worried about the girl in the video, imagining that she was also a pupil at our school. Discuss all of these responses own responses as a class.

- *Its none of our business*
- *Lets tell her to stop*
- *We should tell her mum*
- *Why don't we just talk to her?*
- *We could tell a teacher*

### **Key points to stress include:**

- Listen
- Don't judge
- Help her find help.



## Session 11

- **LO/** Understanding eating disorders

### Outcomes:

- I feel more comfortable talking about eating disorders
- I know the signs to look out for in a friend
- I know where and how to get support for myself or a friend



Over the next few sessions we will be discussing a sensitive subject. If at any point you feel uncomfortable or upset please make the teacher aware. Miss Lelliott, Mrs Downey and Mrs Coleman are available in this period.

Eating disorders are often seen as a taboo topic, today we can talk about them. It's OK to ask questions and explore the subject. If something is not appropriate to answer with the whole class then the teacher can explain why or address it individually after the lesson.



## Myth busting: true or false?

Pupils in small groups you need the true or false card worksheet.

Teacher – You need notes for lesson 12 for the answers and following questions.



## Where can we find support in school?

- Mrs Downey
- Mrs Coleman
- Head of Year
- Place 2 talk
- Form tutor





## Outside school support:

Childline (0800 1111)

Samaritans (08457 90 90 90)

online or on the phone at any time and they will always be listened to non-judgmentally and confidentially.



## Session 12

- **LO/** Understanding about depression and anxiety

### Outcomes:

- I feel more comfortable talking about depression and anxiety
- I know the signs to look out for in a friend
- I know where and how to get support for myself or a friend





In the video, the boy at the start says he's depressed about being dropped from the football team. Later Sarah says 'I'm fine' when asked how she is

- Share your initial reactions, thoughts and feelings
- How do you think Sarah feels when her friend says he's depressed?
- The boy says he's 'depressed' because he might be dropped from the team: is he actually depressed?



- The boy uses the term 'depressed' inappropriately because he is not actually depressed, which has an effect on the girl as she does have depression. We often use terminology associated with depression inappropriately, and also slang terms associated with mental illness used inappropriately can be offensive to others and should not be used (eg 'I went completely mental').
- What other similarly inappropriate phrases do people use (eg *crazy, psycho, loopy*)?
- Why does Sarah say 'I'm fine' when asked?





Next PSHCE session we will continue with the these ideas, so please note down the ideas.



## Session 13

- **LO/** Understanding about depression and anxiety

### Outcomes:

- I feel more comfortable talking about depression and anxiety
- I know the signs to look out for in a friend
- I know where and how to get support for myself or a friend



Split the pupils into six groups, with two groups working on each activity

**Groups 1 and 2 should brainstorm:**

**Inoffensive/appropriate phrases to discuss our feelings** – eg what could the boy in the video have said instead of ‘I’m feeling depressed?’

**Groups 3 and 4 should brainstorm:**

**If I’m not ‘fine’ then I’m ...** – we often say ‘I’m fine’ when we don’t mean it at all. How can we express to friends that things aren’t OK and we need their help?

**Groups 5 and 6 should brainstorm:**

**Starting the conversation** – if you were Sarah’s friend and you didn’t think she was fine, how could you start the conversation with her?









If Sarah in the video was their friend, what warning signs might have alerted them that there was a problem? Gather their ideas on the board.

## What next?

*It's none of our business*

*Let's tell her to stop*

*We should tell her Mum*

*Why don't we just talk to her?*

*We could tell a teacher*



Still in groups discuss what a good friend would do next if they were worried about Sarah, imagining that she was also a pupil at our school. Discuss all of the responses on the this slide then discuss answers as a class.



## **Where can we find support in school?**

- Mrs Downey
- Mrs Coleman
- Head of Year
- Place 2 talk
- Form tutor

## **Outside school support:**

Childline (0800 1111)

Samaritans (08457 90 90 90)

online or on the phone at any time and they will always be listened to non-judgmentally and confidentially.





## Session 14

- **LO/** To develop healthy ways to manage difficult feelings

### Outcomes:

- I can recognise a range of difficult emotions
- I can use a range of strategies for managing difficult emotions
- I know where and how to access further support



## Introduction

- Today's session will focus on a range of different emotions that can sometimes be difficult to manage, you will be working in groups to research and suggest strategies for managing these difficult feelings in a positive way.





**Think quietly to yourself**, without any discussion, about the kinds of emotions and feelings we might be talking about:

- What emotions or feelings might be difficult to know how to respond to or manage?
- What feelings or emotions can get in the way of people doing the things they want to?
- What feelings or emotions can prevent people enjoying or achieving?
- What feelings or emotions can feel uncomfortable or emotionally painful?

Come up to the 'graffiti wall' and write all your ideas on the wall. It does not matter if someone else has put the same ideas as you – it is not a problem if the same words crop up again and again – but think of as many different feelings as you can. Go beyond 'sad' and 'angry'!



What can happen if difficult feelings like these go unmanaged?

**They can stop us enjoying and achieving each day, and left unmanaged longer term they can contribute to mental health and emotional wellbeing issues such as depression, anxiety disorders and unhealthy coping strategies such as eating disorders or self-harm. So today we're going to focus on positive ways to manage difficult feelings and emotions, and hopefully go away with some ideas that everyone in the room could use to manage difficult feelings.**



## Session 15

- **LO/** To develop healthy ways to manage difficult feelings

### Outcomes:

- I can recognise a range of difficult emotions
- I can use a range of strategies for managing difficult emotions
- I know where and how to access further support



**Healthy coping group research** - Follow notes are Teacher notes for the lesson.

Split the class into four or eight groups, depending on the size of the class and the space available.

Resource 1: *Healthy coping group research* contains four separate group tasks labelled Group 1, Group 2, Group 3 and Group 4. Give one of the sheets to each group (or pair of groups if using eight small groups) so that they have a different set of unhealthy feelings to consider how to manage. Give each group a sheet of flip chart and marker pens for writing up and sharing their ideas in response to the two questions on the sheet.





Pupils to feedback to the group on their research