

WELLBEING - ALL ABOUT FEELINGS

SEND - LESSON OVERVIEW



This topic supports students to recognise and talk about a range of different emotions as well as develop strategies to manage them. Students consider how their feelings and actions are related. They also consider what makes a healthy or unhealthy lifestyle and come up with actions they can take to improve their overall wellbeing. Discussion and reflection are key elements that underpin this topic, it is suggested the activities are completed over a number of sessions to allow sufficient time to process the important messages covered.

WHAT YOU'LL NEED

- Wellbeing – All About Feelings PowerPoint presentation
- Growing & Changing – Real Teen Stories Video bit.ly/3mvMgvw
- (Optional) print outs of slides 18-20
- Wellbeing Self-Assessment Activity Sheet (one per person)
- Responding to Emotions Activity Sheet (one per team)
- Self-Care Activity Sheet (one per person)
- SEND Teacher Guidance

OBJECTIVE

To be able to talk about a range of emotions and mental wellbeing, and to develop strategies for managing these.

OUTCOMES

- Be able to talk about emotions and mental health.
- Recognise that a range of emotions is normal.
- Know the early signs of mental illness.
- Have a range of strategies to promote wellbeing and develop good mental health.
- Understand how physical and mental wellbeing are connected.
- Know when and where to go for further help.

DELIVERY

The activities in this topic have been designed for delivery in sequence; the topics are not designed to be completed in one lesson. There are four activities created to encourage discussion and lengthen reflection and processing time for a complex topic. Each slide has a 'Discover Vocabulary' section; this is a non-exhaustive yet comprehensive list that covers topic-specific language the students may not have encountered

before. It is recommended that these vocabulary lists are explored via pre-teaching methods before engaging with the session content to assist with comprehension of materials. Activity 4 is intended as an extension activity.

INCLUSIVITY

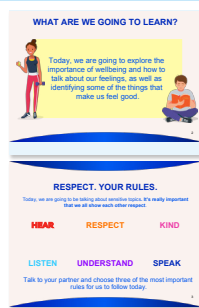
The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context. The resources are designed for low visual stress and language aimed to be decodable for early reader levels. More guidance on inclusivity and how this resource is specifically designed to meet SEND can be found in the SEND Teacher Guidance.

We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need, and to help promote healthy conversation between all young people and all genders.

LESSON PLAN

Setting the tone

SLIDES 2 & 3



SLIDE 2: WHAT ARE WE GOING TO LEARN

Share the purpose of the lesson with the students.

Discover Vocabulary: wellbeing, feelings, identifying

SLIDE 3: RESPECT. THE RULES

Show students the key words on the slide:

HEAR, RESPECT, KIND, LISTEN, UNDERSTAND, SPEAK.

Remind them they will join in with a lesson covering sensitive topics that may make some people feel worried or anxious. They will need to be supportive and understanding to all class members—direct learners to additional sources of support inside and outside the school.

Discuss and agree on the main rules that will be followed- these can be displayed in view as a reminder.

This lesson covers:

- Recognising emotions and developing strategies to manage them.

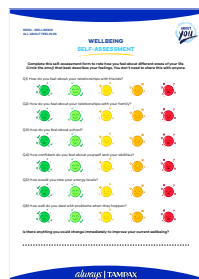
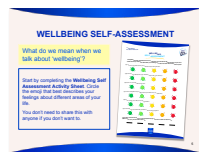
You may like to remind students that if they feel strong feelings and aren't sure how to handle them, sharing their worries with another person- a trusted friend or adult- can start to help.

Discover Vocabulary: respect, sensitive



Starter

SLIDES 4-6



SLIDES 4-6: WELLBEING SELF-ASSESSMENT

Start by checking students' understanding of what 'wellbeing' means.

Students complete the **Wellbeing Self-Assessment Activity Sheet** by circling a range of emojis next to different areas, e.g., family, friends, school, self-confidence, self.

Explain that they do not need to share this but simply use it as a way to reflect upon their feelings around different areas of their lives.

Once students have completed the task, they can analyse how they are currently feeling and think if there are any immediate changes they could make to improve their mental health and wellbeing (get a drink, a snack, or remove a layer of clothing if too hot, etc.).

If students want to, they could hand these in privately at the end so you can address any concerns raised.

Discover Vocabulary: wellbeing assessment, emoji

SLIDE 6:

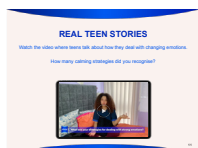
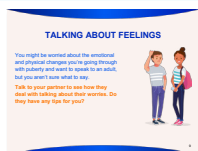
Show the different levels on the slide and discuss with students why it is important to be aware of their wellbeing level. Emphasise that feelings and wellbeing levels can change. However, they can come and speak to you or another trusted adult or friend anytime their level of wellbeing is low.



Section 1:

SLIDES 7-11

REAL TEEN STORIES VIDEO



SLIDE 9: encourage the children to think about how they would go about talking to an adult about concerns they have linked to puberty- if possible, share ideas with the class praising bravery for sharing their excellent coping strategies.

Discover Vocabulary: emotional and physical changes, puberty

SLIDE 10: Talk about the different ways you can talk about feelings. Use the five examples as a starting point of discussion, and add any ideas to the list. Explain why ChildLine and the Samaritans are used and that they are for serious concerns.

Discover Vocabulary: Discover Vocabulary: ChildLine, Samaritans, journal

SLIDE 11: Play the **Growing & Changing – Real Teen Stories Video**. Ask students which calming strategies they noticed throughout the video. You may want to pause after each question on the video to discuss, if suitable.

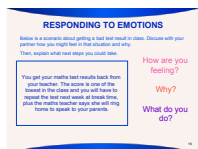
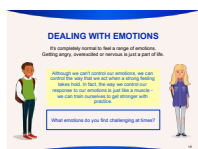
Discover Vocabulary: mood swings, drastic, distracting, productive, comforting, instrument, refreshed, think rationally



Activity 2:

SLIDES 12-24

'RESPONDING TO EMOTIONS' SHEET



RESPONDING TO EMOTIONS

SLIDE 13: This role-play activity can be completed as a whole class, in small groups or pairs, depending on the confidence levels of the class. If the social demand is too great, the adults in the room can take on the role of acting the emotions, and the students can guess. This activity aims to develop emotional understanding of naming emotions and feelings, recognising they can be small or big feelings and describing the body language clues associated with these feelings.

SLIDE 14: this slide can be shared on the screen for additional support when naming the emotions and to help give clues for the students to guess. If you feel this would be too easy, the slide can be hidden.

Discover Vocabulary: confusion, frustration, disappointment, embarrassment

SLIDE 15: explain to students that we will all have a rollercoaster of emotions throughout the day; some feelings can be more significant than others. This is normal and can be heightened through puberty with increased hormones. Puberty is the ideal time to start practising how to manage big emotions, known as regulating our behaviour. Discuss with the students which of the feelings on slide 14 they think is the most challenging. Are there any they feel regularly?

SLIDE 16: as a group, model an example of the scenario discussion so they are able to apply the skills when they next complete independently. They will read/ listen to the scenario about the poor Maths result and discuss as a class how they would be feeling, why and what they could do next (both positive and negative responses). Could they share if they resonate with that example? Has that happened to them?

RESPONDING TO EMOTIONS

In your partner pairs, you will be given a scenario. Think about:

- How might you feel in this scenario?
- How might you respond to this scenario?
- How might you feel if you respond in a certain way?
- How might you feel if you respond in a different way?
- How might you feel if you respond in a third way?

Now think about how you might respond to the scenario. Write down your response.

RESPONDING TO EMOTIONS ACTIVITY SHEET

Write down your response to the scenario. Think about how you might respond to the scenario. Write down your response.

How are you feeling in this scenario?

Why are you feeling like this?

What will you do next?

Reflection

Write down your response to the scenario. Think about how you might respond to the scenario. Write down your response.

How are you feeling in this scenario?

Why are you feeling like this?

What will you do next?

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KNOWING WHEN IT'S NOT OK

A range of emotions is normal. It's only when you experience feelings all the time that it becomes a problem. It's called an indication of depression.

- Not wanting to do things that you previously enjoyed
- Feeling nervous or scared
- Feeling sad or lonely
- Feeling angry or irritable
- Feeling tired and not having any energy

If you're regularly experiencing any of all of these symptoms, or anything else doesn't feel right, speak to a trusted adult and get help.

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KNOWING WHEN IT'S NOT OK

Feeling nervous, or angry, or possibly all the time. Feeling sad or lonely. Feeling tired and not having any energy. Feeling angry or irritable. Feeling sad or lonely. Feeling tired and not having any energy.

If you're regularly experiencing any of all of these symptoms, or anything else doesn't feel right, speak to a trusted adult and get help.

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WHERE TO GO FOR HELP AND SUPPORT

If you're worried about yourself or someone else, speak to a trusted adult or teacher for advice. You could also visit one of these websites for further support.

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SLIDE 17: working in pairs, they will be given one of the three scenarios. You can choose which you think is most suitable for the pair and/or give them all three. Using the **'Responding to Emotions' activity sheet**, they will then think about how they would feel in this scenario, how it might negatively affect what they do next, what could they do to change their initial response to the strong emotions, and how could they act in a positive way. Share the responses as a group.

SLIDE 21: Remind students to always share their emotions and feelings with someone they trust, and not to bottle them inside. Go through the key symptoms of depression.

Discover Vocabulary: depression, symptoms, frequently, irritable, miserable, lonely

SLIDE 22: explain this is useful to know not just for themselves but for their loved ones too. Explain mental health is something that can need looking after, like when we get a cold and then need to rest and relax to recover; mental health also needs treatment and support to get better.

Discover Vocabulary: nervous, panicky, anxious, concentrate, appetite

SLIDE 23: explain that free support helplines are available to advise if they are seriously concerned about their or a loved one's mental health.



Activity 2: SLIDES 25-28:

STAY CONFIDENT, STAY ACTIVE

Staying active is a healthy way to look after your confidence.

Here are some tips for being active during school:

- Take short breaks every 10 minutes. Do some stretching, dance, or play a game.
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What other tips do you have for staying active?

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STAY CONFIDENT, STAY POSITIVE

It can be easy to fall into a negative mindset.

Try some of these tips to try staying positive when you face challenges:

- Remember when you have worked hard, you should feel proud of your achievement.
- Try the phrase 'yet' after a comment. I can't do this yet, but...
- Look at the things you are good at. Think of things you are proud of. Think of things you are good at. Think of things you are proud of.

How do you feel about these tips?

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SELF-CARE SUPERSTARS

One important way you can look after yourself is by taking care of your body. Think of your body as a machine. If you don't take care of it, it won't work properly. Think of your body as a machine. If you don't take care of it, it won't work properly.

What other tips do you have for staying active?

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HEALTHY SELF-CARE BEHAVIOURS

SLIDES 25: explanation of how important staying active is. This can be done in a variety of ways: encourage the students to share how they stay active, e.g., dance, wheelchair basketball, seated volleyball, football.

Discover Vocabulary: deodorant, period protection

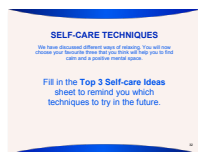
SLIDES 26-27: discuss positive mindsets (including positive self-talk) and the impact this has on resilience and staying positive when faced with challenges.

SLIDES 28: explain that self-care is important in helping to manage strong emotions and stay mentally healthy. They are responsible for making choices to calm themselves down if their feelings are heightened. Can they think of any other ways they might boost their wellbeing in addition to the ideas on slide 28? Open a discussion about strategies to relax.



Activity 3:

SLIDES 30-32:



HEALTHY SELF-CARE BEHAVIOURS

SLIDES 30: two of the most simple yet effective mindfulness techniques: to visualise a happy place (this should be a calm place, not a rollercoaster they really enjoyed but somewhere they can try to switch off from the world and relax); and Square breathing - a technique that can be practised almost anywhere. It is a good exercise to model to the students. Tranquil and calming music playing quietly in the background can also help.

Discover Vocabulary: mindfulness, self-care, visualise, rectangular

SLIDES 31: Eight further mindfulness ideas can be shared with the students. Ask if they can think of other alternatives and what locations they think might be useful.

Discover Vocabulary: full body relaxation

SLIDES 32: methods of relaxation. After the class discussion, the students will now create a list of three ideas they would like to try to help them relax if they feel a strong emotion. Add their three ideas to the **Self-Care Activity Sheet**. This also includes reflection and application across different settings. If they find a particular setting challenging, they can alter the three examples to fit their need.



Activity 4:

SLIDES 33-36:



(OPTIONAL) TRACKING YOUR EMOTIONS

SLIDE 34: Aim to create and keep an emotions diary for the next week to track any trends in emotional fluctuation, e.g., they may be more irritable in the morning when they are still tired from waking up.

SLIDE 36: Return to the **Wellbeing Self Assessment** from the start of the lesson. Focus on one area where they would like to feel more positive and write down one thing they have learned that they could try to implement over the coming weeks.

CURRICULUM LINKS

England	<p>PSHE</p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>SCIENCE</p> <p>Sc1. reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle.</p>
Wales	<p>PSHE</p> <p>SHW 5. Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful.</p> <p>HWB1. Describing the way in which physical and emotional changes are connected in different contexts</p> <p>HWB2. Understanding how and why thoughts, feelings and actions change in response to different experiences.</p> <p>HWB3. self-regulate emotions in a healthy way using developed strategies.</p> <p>SCIENCE</p> <p>SC1. They should be given opportunities to study the basic structure and function of some cells, tissues, organs and organ systems (including reproductive) and how they support vital life processes.</p>
Scotland	<p>PSHE</p> <p>RSP2. Explains the impact of positive relationships on emotional wellbeing.</p> <p>RSP3. Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, and taking time out.</p> <p>RSP10. Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, and consent.</p> <p>RSP12. Explains how positive and negative body image can affect health, self-worth and behaviour, for example, self-reliance, beauty industry expectations, body building.</p> <p>SCIENCE</p> <p>SC2. develop their knowledge and understanding of the structure and function of body organs, including the senses. They learn about cells as the basic units of life and their organisation to form familiar body systems.</p>

Northern Ireland

PSHE

SA1. Explore and express a sense of self: temperament, feelings and emotions, personal responsibility, personal needs, and aspirations.

SA2. Investigate the influences on a young person: peer pressure, media, social and cultural trends, fears, anxieties and motivations.

SA3. Explore the different ways to develop self-esteem: enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievements.

PH1. Explore the concept of health as a development of a whole person: physical and mental health.

PH2. Develop understanding about and strategies to manage the effects of the change of the body, mind and behaviour: puberty, body image.

PH3. Develop strategies to promote personal safety: responding appropriately to different forms of bullying, abuse, rules and boundaries.

SCIENCE

SC1. Explore emotional development: the changes associated with puberty.

Republic of Ireland

PSHE

PSHE 4.1 explain what it means to have positive mental health

PSHE 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour

PSHE 4.3 practise some relaxation techniques

PSHE 4.8 practice a range of strategies for building resilience

PSHE 4.9 use coping skills for managing life's challenges

SCIENCE

SC1. Describe asexual and sexual reproduction; explore patterns in the inheritance and variation of genetically controlled characteristics.

SC2. Explain human sexual reproduction; discuss medical, ethical and societal issues.