

Teacher: Gary Errington

Subject: PHSE

Group/R

Date: 18/10/22

Lesson Context:					Key stage 4
Learning objectives/intentions:					
Pupil	DH	CD	RG	BT	
Objective 1 ways to promote emotional wellbeing.					
Objective 2 to build resilience and how to reframe disappointments and setbacks					
Key words: Mental health, emotional wellbeing, resilience, support strategies, self-esteem, help-seeking					
	Lesson				Resources
Starter Introduction Establish or reinforce existing ground rules — add or emphasise any ground rules that are especially relevant to this lesson. Ensure students know they have a right to pass and that there should be no personal stories. It is also important that students are aware of where they can go to talk to someone after the lesson, should the need arise. Remind students that they can ask anonymous questions using the question box/ask it Baseline assessment activity Students write the alphabet down a margin in their books. They then work against the clock to create an A-Z list of factors that can affect mental health and emotional wellbeing. Teams should try to have a suggestion for as many letters as they can. Put 5 minutes on the timer. Circulate around the class as they are working (without making any comments), looking for ideas that arise frequently and for any gaps. Use this activity to adapt the lesson content appropriately and to lead an introductory discussion into factors affecting mental health and emotional wellbeing (MHEW). Main lesson implementation: Daily wellbeing					Access to ICT for ppt, research and video clips Task sheets stated in lesson plans Mini white boards and pens Resources 1a and 1b: Daily wellbeing Resource 2: Managing disappointments & setbacks card sort Scissors, glue

Hand students [Resource 1a](#): Daily wellbeing, and ask them to reflect on Kaz's day, and to suggest ideas about what experiences or strategies might be having an effect on Kaz's wellbeing.

Take some brief feedback, ensuring that students understand that it is typical and expected for emotional wellbeing to fluctuate throughout the day or over several days. A key element of having positive emotional wellbeing is knowing how to bounce back from setbacks, or lift mood again when things are difficult.

Concerns arise for emotional wellbeing when someone's mood continues to drop over a long period of time, or several challenging events occur close together, making it harder for someone to overcome them.

Support:

[Resource 1b](#) provides ideas for students to place across the chart.

Challenge

[Ask students to reflect on how typical they think Kaz's day is, compared to most young people.](#)
[What sort of events might cause more dramatic peaks and troughs in Kaz's wellbeing?](#)

Developing resilience Show the video: Michael Jordan on failure* .

[Michael Jordan "Failure" Commercial HD 1080p - YouTube](#)

Explain that Michael Jordan is a famous USA basketball player who many consider to have been the greatest basketball player of all time. Ask students why he Explore the meaning of the word 'failure' and check that students understand the concept of reframing failure, i.e. looking at failure in a different way in order to use the failure to help us succeed in the future or in different ways. Ask students to work in pairs to define what they think is meant by 'resilience'. Take feedback and agree on and write up a definition for the class that everyone is happy with. A possible definition could be: Resilience is a skill that helps people to recover quickly from difficulties, change or misfortune; to adapt to and overcome risk and adversity; to persevere and 'bounce back'. Next, ask the class to create a mind-map of the ways people can promote their own resilience in their daily lives.

Share ideas as a class to include:

- [Make meaningful connections](#)
- [Develop a sense of purpose by supporting their community and/or moving towards goals](#)
- [Embrace change as a normal part of living](#)
- [Avoid seeing disappointments and setbacks as failures or problems which cannot be overcome](#)
- [Develop a positive sense of self by focusing on their strengths and accomplishments](#)
- [Gain self-confidence by embracing new challenges](#)
- [Keep things in perspective](#)
- [Maintain a positive outlook](#)
- [Take care of themselves emotionally and physically - additional techniques like journaling or meditation can support emotions, while healthy sleep, exercise and diet help both physical and emotional wellbeing](#)

Support:

Give students some categories to add ideas to their mind-map, e.g. things about character, things to do at school, things to do in the community, etc

Challenge

Ask students to circle those techniques which they think are easiest for a person to use if they wanted to become more resilient.

Managing disappointments and setbacks

Using think, pair, share, ask students to suggest situations which might cause someone disappointment, or be a setback, in their day to day life (e.g. not getting the grade they wanted on a test, being let down by a friend, seeing a negative comment on social media, struggling to master a new skill such as learning an instrument or sporting technique, not being allowed to go to a party at the weekend, getting a detention for something they didn't think was their fault, etc.) Working in pairs, ask students to separate the strategy cards (Resource 2: Managing disappointments and setbacks card sort) into unhelpful strategies, strategies to prevent disappointments and setbacks, and strategies to manage disappointments and setbacks.

Feedback by asking students to share their responses in pairs. As a class, discuss the following: • Which are unhelpful coping strategies and why? Ensure students are clear that using drugs, including alcohol, to manage feelings is an unhealthy coping strategy. Shouting at, ganging up on and manipulating others are aggressive strategies which are likely to have unintended serious consequences. Ignoring issues is a passive response which can lead to difficult situations continuing unnecessarily.

- What can people put in place to reduce the impact of setbacks and disappointments in everyday life?

Techniques such as journaling, listing positive qualities/experiences, and/or practising gratitude can be regular habits which support a positive mindset. Asking questions such as 'how will this event be affecting my life in a week/month/years' time?' can help keep things in perspective.

- How can a person manage difficult situations effectively? The key elements to discuss include reframing disappointments and setbacks to create a more positive take on an event, and being proactive in resolving issues which are upsetting them.

Support:

Ask students to separate cards into 2 piles — helpful and unhelpful strategies.

Challenge

Separate cards into unhelpful strategies, strategies to prevent disappointments, strategies which help to manage thoughts on disappointments and strategies which resolve a situation. Ask students to reflect on why using a range of strategies is so important.

<p>LSA to support pupils with their working as required.</p> <p>Differentiation DH – Key words provided as support. RG – Needs answers modelling to support.</p> <p>Plenary Assessing progress and reflection Revisit the baseline A-Z activity. Ask students to ‘tick’ any which are things which can have a positive impact on mental health; then for any gaps or things which might have a negative impact, ask teams to add a new idea which would have a potentially positive impact — especially ways to promote resilience. They should make any additions with a different coloured pen. This can be kept as assessment evidence and used to inform future teaching.</p> <p>Extension <i>Decision tree</i></p> <ul style="list-style-type: none"> • Create a decision tree to illustrate consequences of acting in different ways. For example, if Tara is upset she was not invited to go skating, she can shout at her friends for leaving her out and ignore them for a week - Tara’s friends are upset at the way she acted and don’t invite her to the cinema that weekend; or she can ask her friends to message her if they go skating again -> Next weekend she has a great time skating and at the cinema with her friends 	
<p>Impact</p>	<p>Assessment Opportunities</p>
<p>Pupils are able to: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • explain the factors that affect emotional wellbeing • identify ways to promote emotional wellbeing and build resilience • reframe and learn from disappointments and setbacks 	<p>Q&A in starters and plenaries Marking of work in books Teacher assessment of work covered</p>
<p>Behaviour Management plan: DH – planned ignore when starts to complain about being in school and asking can I go home repeatedly. Must hand in phone. RG – Allow time out if required. Feels that leaving the room is the best way for him to cope with situations where he feels frustrated and angry. Staff can go with him as likes to vent. All sharp objects (pencil sharpeners, scissors, compasses) to be kept out of the classroom and only brought in by teacher/LSA if required for the lesson.</p>	<p>LSA – (as well as directions in lesson plan)</p> <p>LSA to count out and count in equipment for the lesson such as scissors, glue, pencil sharpeners. Take photographs or photocopies of the pupils work when needed.</p> <p>LSA to support pupils with the reading of information that includes technical scientific language and to reinforce the use of key terms in</p>

written answers.

Shared with LSA

Cross-Curricular Links: Numeracy
Literacy: Key term spelling. Speaking and Listening.

SMSC:
Explain that today's lesson looks at mental health. Students may have direct experience of someone with poor mental health, so ensure they are aware of where they can go to talk to someone after the lesson, if necessary. With that in mind give students a chance to ask anonymous questions via your usual method such as a question box or 'ask it basket'. It is important to address these questions with the whole class, or individually as appropriate.

Fundamental British Values:
The success of this task relies on the pupils working together effectively and supporting each other. Pupils will work together and respect each other's opinions and processes. They will participate effectively in any group task; sharing ideas and supporting each other's roles within the group. They will be encouraged to take turns to answer questions and to value each other's solutions; offering respectful feedback or advice where necessary. Encourage class to accept responsibility for their behaviour and to show initiative with ideas.

Evaluation:

What went well?	
How was the pace of the lesson?	
What can be improved?	
Did pupils achieve learning objectives? How do I know? Assessment?	
Other points	

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