

Lesson 2: Promoting emotional wellbeing

Key stage 3

This is the second of a series of five lessons exploring mental health and emotional wellbeing. This lesson focuses on how young people can maintain daily wellbeing, through a range of resilience-building strategies. Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.



Learning objective

Students will learn:

- ways to promote emotional wellbeing.
- to build resilience and how to reframe disappointments and setbacks



Learning outcomes

By the end of the lesson, students will be able to:

- explain the factors that affect emotional wellbeing
- identify ways to promote emotional wellbeing and build resilience
- reframe and learn from disappointments and setbacks



Resources required

Box or envelope for anonymous questions



Resources 1a and 1b:
Daily wellbeing



Resource 2: Managing
disappointments & setbacks
card sort



Key words

Mental health, emotional wellbeing, resilience, support strategies, self-esteem, help-seeking



Climate for learning

Before teaching these lessons, ensure that you read the accompanying PSHE Association document [Teaching about mental health and emotional wellbeing](#) for guidance on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching about mental health effectively and safely.

Activity	Description	Timing
1. Introduction	Revisit ground rules and introduce lesson objectives and outcomes.	5min
2. Baseline assessment	Students list factors affecting mental health using an A-Z model	5min
3. Daily wellbeing	Students map the experiences and strategies that affect a character's daily wellbeing	10min
4. Developing resilience	Students define resilience and mind-map ways to develop resilience	15min
5. Managing disappointments	Students use a card sort to differentiate different strategies related to managing disappointments and setbacks	15min
6. Endpoint assessment	Students revisit the A-Z factors affecting mental health	5min
7. Signposting	Signpost students to sources of support for mental health issues	5min

Baseline assessment



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 basket throughout the lesson.

Explain that today's lesson focuses on managing thoughts, feelings and emotions during day-to-day events.



Baseline assessment activity

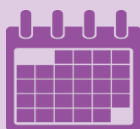
Working in teams, students write the alphabet down a margin in their books. They then work against the clock to create an A-Z list of factors that can affect mental health and emotional wellbeing. Teams should try to have a suggestion for as many letters as they can. Put 5 minutes on the timer, or adapt for your lesson length.

Circulate around the class as they are working (without making any comments), looking for ideas that arise frequently and for any gaps. You may wish to award a prize for the team with an idea for the most letters. Use this activity to adapt the lesson content appropriately and to lead an introductory discussion into factors affecting mental health and emotional wellbeing (MHEW).

Core activities



Daily wellbeing



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 30-second video: [Michael Jordan on failure](https://www.youtube.com/watch?v=JA7G7AV-LT8&index=2&list=PL1HN98dJOCA_E_ISZaa2Jlp6ctZ6SehEC)*. 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 says 'I've failed over and over again in my life – this is why I succeed' – what does he mean by this? 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

* https://www.youtube.com/watch?v=JA7G7AV-LT8&index=2&list=PL1HN98dJOCA_E_ISZaa2Jlp6ctZ6SehEC

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.

(Cont.)

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/year's 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.

Plenary/ Assessment of learning



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.



Signposting support



Remind students that they can access support at home, and both in school (e.g. through their form tutor, head of year, or school nurse) and out of school, through local and national organisations. Explain to students that there are lots of different ways that young people can seek help from reputable organisations, including text-based support, digital chat support and online counselling, as well as face to face or via phone. Share the following websites and phone numbers with the students:

Young Minds - www.youngminds.org.uk

Childline - www.childline.org.uk Phone: 0800 1111

Samaritans - www.samaritans.org Phone: 116 123

Extension activities



Decision tree



- 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.

Storylines



Students work in table groups to list characters or storylines from well-known programmes, films or recent news items that illustrate the following concepts:

- keeping going when things are tough
- having the confidence to do what they think is right
- bouncing back from setbacks
- seeing mistakes as opportunities to learn
- adapting if a person does not succeed first time

[As an example, consider how the different characters in Star Wars: The Last Jedi have responded to failure. Luke Skywalker failed as a mentor so gave up supporting the Alliance and went to live on a remote island but came back to rescue the Alliance. Kylo Ren loses his temper and destroys everything around him. Rey trains to improve and make sense of her situation.]