

Y7 WELLBEING

ALL ABOUT FEELINGS

LESSON OVERVIEW

This lesson supports students in being able 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.

WHAT YOU'LL NEED

- Wellbeing – All About Feelings PowerPoint presentation
- Growing & Changing – Real Teen Stories Video bit.ly/3mvMgww
- Wellbeing Self-Assessment Activity Sheet (one per person)
- Responding to Emotions Activity Sheet (one per team)
- How To Be More Confident Video: bit.ly/35LABSA
- Healthy and Unhealthy Behaviours Activity Sheet (one per person)

OBJECTIVE

To be able to talk about a range of emotions and mental wellbeing and 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 lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more lessons, with flexibility to extend or cut discussion as needed.

Activity 4 is intended as an extension activity.

INTERACTIVE LESSON

This lesson is available in Nearpod, meaning your students can interact with the lesson and activities from their own devices. If you would like to learn more about this fun and simple delivery format, or try it out, visit: nationalschoolpartnership.com/initiatives/about-you-resources

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, for example, by altering pronouns or terminology to that which is favoured by your school or institution.

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 students.



SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, SENSITIVITY, EMPATHY, LISTEN, UNDERSTAND, SPEAK.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Emotional wellbeing
- Mental health

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of the session, can be addressed in a future session.

Starter

SLIDES 4 - 6

WELLBEING
SELF-
ASSESSMENT
ACTIVITY SHEET



SLIDE 5: 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 count the number of each colour emoji they have.

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



SLIDE 6: WELLBEING LEVEL

Show the different levels on the slide and discuss with students why it is important to be aware of their own 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.

LESSON PLAN



Activity 1

SLIDES 7 - 9

GROWING & CHANGING
– REAL TEEN
STORIES VIDEO

GROWING AND CHANGING

Students hear from real teens about their experiences of puberty and wellbeing growing up. They reflect on what they have heard and consider ways that they can talk about their own feelings when they need to.



SLIDE 8: REAL TEEN STORIES

Play the **Growing & Changing – Real Teen Stories Video**. Ask students what stood out to them about what they said? Are there any things they empathise with? What tips can they take away?

Ask students if they noticed how the teens talked about themselves and their feelings. They may need to watch the video again and note down any phrases.



SLIDE 9: TALKING ABOUT FEELINGS

Give students a few minutes to write some sentence starters that would help their friend who doesn't feel comfortable talking about their feelings.

As a class, come together and discuss examples. You could focus on the way students have expressed feelings effectively.

Extension: you could also ask students to suggest things that would help the friend.



Activity 2

SLIDES 10 - 22

RESPONDING
TO EMOTIONS
ACTIVITY SHEET

RESPONDING TO EMOTIONS

In this part of the lesson, students consider the different emotions they may feel and how to deal with them by thinking about how they could respond through a scenario-based activity.



SLIDE 11: RECOGNISING EMOTIONS

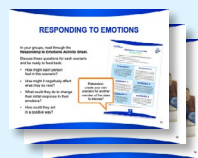
Working in teams, students come up with as many emotions as they can in one minute. Feed back to create a class list and then ask students whether they think certain emotions are positive, negative or both.

Extension: ask students to separate the emotions they listed into positive and negative, and to consider whether some could be both.



SLIDE 12: DEALING WITH EMOTIONS

Explain to students that it's normal to feel a range of emotions. Explain that although we can't control our feelings, we can choose the way we respond, with some practise. Ask students which emotions in particular could be hard to deal with.



SLIDES 13 TO 19: RESPONDING TO EMOTIONS

In groups, students read the **Responding to Emotions Activity Sheet** then discuss together how the person may feel, how this could negatively affect their behaviour and how they could change this to a positive response.

Extension: suggest that students create their own scenario for another member of the class to discuss.

Using **slides 14 to 19** to display each scenario, ask each group to feed back on a scenario and discuss their ideas.

LESSON PLAN



SLIDES 20 & 21: KNOWING WHEN IT'S NOT OK

Explain to students the early warning signs of two common mental illnesses (depression and anxiety) and let them know that they should seek help if they think they or a friend are suffering.



SLIDE 22: WHERE TO GO FOR HELP AND SUPPORT

Signpost to sites for help. You could also make students aware of help available in your school or locally.



Activity 3

SLIDES 23 - 27

HOW TO BE MORE CONFIDENT VIDEO

HEALTHY AND UNHEALTHY BEHAVIOURS ACTIVITY SHEET

HEALTHY AND UNHEALTHY BEHAVIOURS

Students consider ways to look after themselves and focus on healthy and unhealthy lifestyle behaviour, before coming up with five of their own top tips to boost wellbeing.



SLIDE 24: SELF-CARE SUPERSTARS

Explain to students that there are lots of steps they can take in everyday life to improve their wellbeing. Ask them how and why they think the behaviours listed will do this?

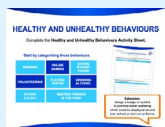
- Exercise regularly
- Connect with others
- Learn a skill
- Eat well
- Take time out
- Help others



SLIDE 25: STAY CONFIDENT, STAY ACTIVE

Give students tips on how they can keep active during puberty. There are tips on managing body odour and on the best period products to use for sports. You could ask students to consider how they think exercise helps to build confidence. There is also a link provided to the **How To Be More Confident Video** with tips on how young people can increase their confidence levels.

To teach students more about the emotional and physical changes at puberty, as well as periods and period protection, see the **Puberty – All About Body Changes** lesson.



SLIDE 26: HEALTHY AND UNHEALTHY BEHAVIOURS

Display a list of behaviours and actions. Students use the **Healthy and Unhealthy Behaviours Activity Sheet** to categorise the different actions, then they should add in as many of their own ideas as they can think of. Note that not all behaviours are clear-cut and some are okay in moderation. Next, they fill in their own five top tips for wellbeing.

Extension: students could design a badge or symbol to promote better wellbeing which could be displayed around the school or worn on uniforms.

LESSON PLAN



Activity 4 SLIDES 27-28



SLIDE 28: TRACKING YOUR EMOTIONS

Students could take their learning further by keeping an emotions diary for a week, to track how they feel, and start to make connections about what can affect their wellbeing.

They should consider any positive or negative emotions, and try to link them to actions or activities, then think of ways they could use the strategies discussed in this lesson to help them.

Reflection SLIDE 29 & 30

WELLBEING SELF-ASSESSMENT ACTIVITY SHEET



SLIDE 30: REFLECTION

Using the **Wellbeing Self-Assessment Activity Sheet**, students should choose one area where they would like to improve their wellbeing and write down one strategy they have learned that they could try to put into action over the coming weeks.

Remind students about the anonymous question box where they can post questions to be answered in another session.

CURRICULUM LINKS

<p>Curriculum links: England</p>	<p>RSE Mental wellbeing Pupils should know how to talk about their emotions accurately and sensitively, using appropriate vocabulary. Pupils should know that happiness is linked to being connected to others. Pupils should know how to recognise the early signs of mental wellbeing concerns. Pupils should know common types of mental ill health (e.g. anxiety and depression). Pupils should know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>PSHE H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. H7. The characteristics of mental and emotional health and strategies for managing these.</p>
<p>Curriculum links: Wales</p>	<p>PERSONAL AND SOCIAL EDUCATION – KS3 Health and emotional well-being Learners should learn to accept personal responsibility for keeping the mind and body safe and healthy. Learners should develop positive attitudes towards themselves and others. Learners should understand the relationship between diet, exercise and good health and well-being. Learners should try and understand the range of emotions they experience and how to develop strategies for coping with negative feelings. Learners should also understand the benefits of accessing different sources of information, support and advice.</p> <p>SEXUAL AND RELATIONSHIP EDUCATION – KS3 Secondary schools should provide meaningful opportunities for discussion about feelings, relationships, and values. Learners should be helped to know how to get consistent, appropriate information on sexual health and well-being from a range of agencies.</p>
<p>Curriculum links: Scotland</p>	<p>PERSONAL AND SOCIAL EDUCATION – KS3 Health and emotional well-being Learners should learn to accept personal responsibility for keeping the mind and body safe and healthy. Learners should develop positive attitudes towards themselves and others. Learners should understand the relationship between diet, exercise and good health and well-being. Learners should try and understand the range of emotions they experience and how to develop strategies for coping with negative feelings. Learners should also understand the benefits of accessing different sources of information, support and advice.</p> <p>SEXUAL AND RELATIONSHIP EDUCATION – KS3 Secondary schools should provide meaningful opportunities for discussion about feelings, relationships, and values. Learners should be helped to know how to get consistent, appropriate information on sexual health and well-being from a range of agencies.</p>

CURRICULUM LINKS

<p>Curriculum links: Northern Ireland</p>	<p>PERSONAL DEVELOPMENT Personal Health Pupils should have opportunities to explore the concept of Health as the development of a whole person, for example - defining what makes up a whole person; the need to develop his/her physical, mental, social, moral, cognitive self, etc. Pupils should have opportunities to investigate the influences on physical and emotional/mental personal health, for example - immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life/work balance, etc. Pupils should have opportunities to develop understanding about, and strategies to manage, the effects of change on body, mind, and behaviour, for example - puberty, body image, mood swings, etc.</p>
<p>Curriculum links: The Republic of Ireland</p>	<p>SPHE Myself Taking care of my body: Recognise and examine behaviour that is conducive to health and that which is harmful to health - balancing work and relaxation, being usefully occupied, having friends, taking adequate exercise, having a balanced diet, correct posture using prescribed substances appropriately. Recognise causes of personal worry and identify appropriate coping strategies. Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others - identifying practical ways of taking care of himself/herself and of promoting a healthy life-style examining some of the strategies adopted in the community for promoting health and for protecting people from ill-health. Knowing about my body: Recognise the importance of treating his/her body and that of others with dignity and respect. Growing and changing: Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express joy, anger, grief, exhilaration, frustration, 'highs' and 'lows'. Understand how feelings help in understanding himself/herself understanding that moods and emotions are often affected by physical and hormonal changes, realising that true feelings may often be masked, being aware that personal feelings can affect others.</p>