**Activities for**

**Feeling Good Week**

**Building Resilience**to help prepare young people for some of the challenges of modern life

**18 – 22 June 2018**

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**Introduction**

**Welcome to the CAMHS (Child and Adolescent Mental Health Service) Feeling Good Week (FGW) 2018 resource pack. This pack has been developed by Surrey CAMHS and the Surrey Healthy Schools Team to support your school or youth organisation in promoting positive mental health.**

Mental health problems affect around 1 in 10 children and young people. These problems include depression, anxiety and conduct disorder, which are often a direct response to life events. In Surrey, 72% of primary pupils and 73% of secondary pupils state that they worry about at least one issue ‘quite a lot’ or ‘a lot’. Good mental health helps children and young people to develop resilience, which can help them to cope with whatever life throws at them – it is just as important as their physical health.

Feeling valued, accepting others, having a sense of belonging, eating a balanced diet and possessing the strength to cope in challenging situations, are just a few factors that can positively impact on emotional wellbeing. FGW aims to help children and young people explore and understand these.

This year’s theme ‘Building resilience’ will help young people deal with pressures they face and reduce the impact stress has on their lives. Being able to deal positively and adapt to changing situations will encourage positive mental health. The theme aims to:

* Increase understanding of what resilience is.
* Encourage young people to understand how they can help others build resilience.
* Help young people identify how they deal with stress.

If you have any questions about this activity pack or about FGW please feel free to contact the CAMHS communications team by emailing [camhs@surreycc.gov.uk](mailto:camhs@surreycc.gov.uk).

**About CAMHS**

CAMHS is the Child and Adolescent Mental Health Service in Surrey – now also known as Mindsight Surrey CAMHS.

CAMHS is a partnership between Surrey County Council (SCC), Surrey Clinical Commissioning Group (CCG) Collaborative, Surrey and Borders Partnership (SABP) NHS Foundation Trust, voluntary organisations and children and young people who use our services.

We aim to promote emotional wellbeing and deliver preventative mental health services and treatment to children and young people with mental health problems including:

* Specialist mental health workers who work with children and young people with mild or moderate mental health difficulties.
  + - * Psychologists, psychiatrists, therapists, social workers and community nurses providing more specialist services.
      * Support for parents and carers.
* Early intervention work.
* Therapeutic interventions.
* Training teachers, youth workers and people working with young on how to spot mental health difficulties.
* Offering advice on how to create an environment that helps to prevent emotional difficulties developing.
* Child protection services.

To find out more visit the website www.surrey-camhs.org.uk and access a range of information, resources and useful links.

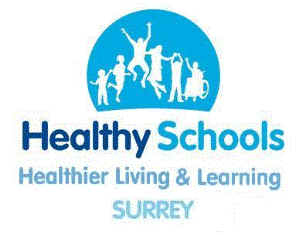
**CAMHS 'One Stop' referrals**

CAMHS referrals can be made by teachers, GPs or social workers by:

* Calling 0300 222 5755. Lines are open 8am-8pm Monday to Friday and 9am-12pm Saturday.
* Writing to CAMHS One Stop, 18 Mole Business Park, Leatherhead, KT22 7AD.
* Accessing the secure web portal and downloading the referral form.

Anyone can call 0300 222 5755 for general enquiries. You can also find support online, through a guided self-help confidential counselling service by visiting [www.xenzone.com/kooth.html](http://www.xenzone.com/kooth.html)

**About the Surrey Healthy Schools Programme**



The Surrey Healthy Schools Programme continues to support maintained schools and academies across the county. The initiative provides a framework in order for schools to more co-ordinate, develop and improve all areas of personal, social, health and economic education (PSHE), incorporated in the four central themes; PSHE, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.

The [Surrey Healthy Schools website](http://www.surreyhealthyschools.co.uk) is full of information about the scheme and its benefits to the school, pupils and staff, including Surrey’s latest PSHE guidance;

* [PSHE guidance](http://www.surreyhealthyschools.co.uk/sites/www.surreyhealthyschools.co.uk/uploads/files/2_Themes/1_PSHE/PSHE/1%20PSHE%20Guidance%202016%20080716.doc)
* [PSHE Framework for secondary schools](http://www.surreyhealthyschools.co.uk/sites/www.surreyhealthyschools.co.uk/uploads/files/2_Themes/1_PSHE/PSHE/new%20PSHE%20Framework%20for%20Secondary%20Schools%202016%20260116.doc)
* [Drug Education Guidelines](http://www.surreyhealthyschools.co.uk/sites/www.surreyhealthyschools.co.uk/uploads/files/2_Themes/1_PSHE/Drug%20Education/Surrey%20Drug%20Guidelines270916.doc)
* [RSE Guidance](http://www.surreyhealthyschools.co.uk/sites/www.surreyhealthyschools.co.uk/uploads/files/2_Themes/1_PSHE/RSE/Relationships%20and%20Sex%20Education_RSE_Guidance%2021.09.2016.doc)

You can also find out information on training sessions which are help to support schools.

You will also find information on how to gain a Surrey Healthy Schools Award, which comes in three levels:

* **Bronze** – demonstrate that you are regularly monitoring their Healthy Schools work by submitting an Annual Review.
* **Silver** - demonstrate that you are broadening and deepening your Healthy Schools provision by engaging in a Healthy Schools project, focusing on one of the four themes, and submitting a detailed plan outlining your intended outcomes.
* **Gold** – complete your project and write up a case study, demonstrating the impact, to be shared on the [Healthy Schools website](http://www.surreyhealthyschools.co.uk).

For further information, you may contact the Surrey Healthy Schools team [surreyhealthyschools@babcockinternational.com](mailto:surreyhealthyschools@babcockinternational.com)

Or contact your area lead:

South East - Liz Griffiths [liz.griffiths@babcockinternational.com](mailto:liz.griffiths@babcockinternational.com)

South West - Sarah Lyles [sarah.lyles@babcockinternational.com](mailto:sarah.lyles@babcockinternational.com)

North East - Diana Hansford [diana.hansford@babcockinternational.com](mailto:diana.hansford@babcockinternational.com)

North West - Sarah Glaister [sarah.glaister@babcockinternational.com](mailto:sarah.glaister@babcockinternational.com)

**Remember to subscribe to the Surrey Healthy Schools newsletter** [**via the website**](http://www.surreyhealthyschools.co.uk/news/)**.**

**PSHE National CPD Programme**

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Ofsted (2010) reported that PSHE subject knowledge “had been improved by teachers and school nurses achieving the National PSHE CPD Certificate.”

The National PSHE CPD Programme, accredited by the University of Roehampton and run by Babcock 4S, has been developed by subject experts and is based upon effective practice and subject pedagogy as highlighted through DfE, Ofsted, Healthy Schools and related literature and research.

The programme has enabled over 10,000 teachers and other professionals across the country to gain recognition of their experience in teaching personal, social, health and economic education (PSHE), including relationships and sex education (RSE) and drug education.

This training programme (usually 3 days duration) is delivered at levels 4, 5 and 6 (formerly HE1, 2 and 3), equivalent to first, second and final year degree level, and is accredited at 30 credits through the University of Roehampton.

**The course explores areas surrounding:**

* The theory and concepts underpinning PSHE and its specialist areas.
* Guidance and appropriate laws which support and impact upon PSHE.
* Assessment and evaluation in PSHE.
* Being a reflective practitioner.
* Inclusion and equality.
* Normative education.

For further information, or to book a place, please email us at [nationalpshe@babcockinternational.com](mailto:nationalpshe@babcockinternational.com) or call us on 01372 834339. Visit the website [www.pshe-cpd.com](http://www.pshe-cpd.com) or follow us on Twitter [h](http://twitter.com/NationalPSHECPD" \t "_blank)[ttps://twitter.com/NationalPSHECPD](https://twitter.com/NationalPSHECPD" \t "_blank) for more information.

**TaMHS**

The Targeted Mental Health in Schools (TaMHS) approach aims to support schools in their awareness of, and provision for, mental health and emotional health and wellbeing.

Surrey maintained schools and academies can engage in fully funded training packages focused on raising mental health awareness offered via local Primary Mental Health Workers (PMHW).

The aims of the training are to help school staff to:

* Explore the concept of mental health
* Learn about factors that contribute to mental health and mental ill health,(risk and resilience)
* Explore the advantages and pitfalls of labels
* Understand more about how the Child and Adolescent Mental Health Service works
* Find ways to promote support in school settings
* Identify what helps children and young people with mental health needs.
* Make appropriate referrals to CAMHS if required.

**Mental Health Awareness:**   
School staff can attend either one three hour session or two 90 minutes sessions on core mental health awareness. This will help ensure a whole school approach and an understanding of how mental health awareness affects all areas of provision, along with the school ethos and climate for learning.

**Attachment Training:**   
An additional one and a half hour training session focuses on attachment theory and enables schools to explore what lies beneath pupil behaviour.

To find out more about TaMHS in Surrey, contact Sarah Lyles at [sarah.lyles@babcockinternational.com](mailto:sarah.lyles@babcockinternational.com) For TaMHS administration enquiries, contact [susan.skinner@babcockinternational.com](mailto:susan.skinner@babcockinternational.com)

**Activities for Pupils**

In an ideal world, childhood would be a carefree time with no emotional hurts or traumas. In reality, our children and young people do face problems that they find difficult, ranging from adapting to a new class, to bullying or even abuse at home. The ability to thrive despite these challenges arises from the skills of resilience.

Resilience is defined as a person’s ability to bounce back in response to adversity, trauma, tragedy, threats or even significant sources of stress. It is the ability to keep yourself motivated through difficult challenges and to deal with setbacks and problems in a constructive manner, choosing to solve problems rather than be discouraged.

Building resilience won’t stop difficult or distressing experiences happening to our children and young people, but it can help them to manage the stress, anxiety and feelings of uncertainty that may arise as a result of them. Emotional pain and sadness are common when we have suffered major trauma or personal loss, or even when we hear of someone else's loss or trauma, and so it is imperative that we equip our pupils with the coping skills to deal with these challenges.

Please use the activities below to support your lessons in building resilience in your pupils. They may be used in a stand-alone lesson, or form a sequence of lessons across the Feeling Good Week. We hope that you enjoy participating and find the activities useful in helping to build resilience in all who participate.

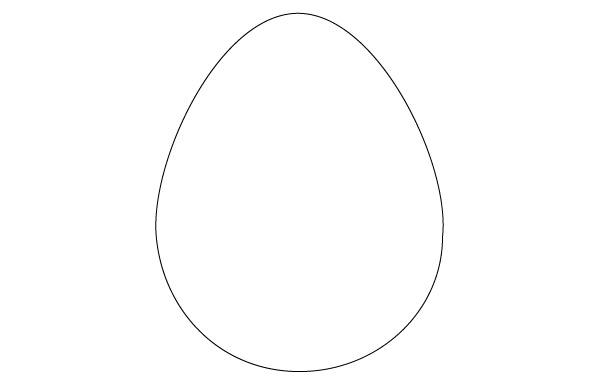
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| Encouragers | | EYFS, KS1, KS2 |
| Objective  To identify words that can encourage us to complete a challenge. | **Time required**  A week | **Resources**  Blocks  Whiteboard / Display paper |
| **PSHE links**  PSED  KS1 – 1d, 3a  KS2 – 1b, 2h, 4a, 5b |
| These activities may form part of a daily Circle Time all week.  Day 1;  Start to build a tower of blocks (or other activity). Tell the class that you need to use all of the blocks, and you need to do it by yourself, but it’s getting difficult now and so may give up. Ask the children;   * Do you think I should give up or do you think I can do it? * Can anyone think of something to say that might help me keep going?   Go round the circle asking the children to share an encouraging phrase (a TA may begin as an example) to help you complete the task. Every time a pupil says something encouraging, continue building the tower, but when there is silence, look ‘fed up’ and stop building. Time this so you finish with the last encouraging comment so that you can thank the class for their help. Pick out some of the phrases used by the children and write them on display, (a TA may be doing this throughout the activity) e.g.   * You can do it * Nearly there * Well done for trying * It’s good to have a go * Is there another way you could try? * What did you do when you got stuck last time? * What else could you try?   Display this list in the classroom to refer to all week (and beyond).  Introduce the term RESILIENCE and explain that essentially, this is our ability to adapt and bounce back when things don’t go as planned. Sometimes we need these encouraging phrases to help us to bounce back and keep going. This term will be revisited throughout the week.  Go round the circle asking pupils to share with the class something that they are currently finding difficult and may need some encouragement in, e.g. counting, drawing, running, learning a musical instrument etc.  Ask the class to use the phrases on your list to encourage others to keep going when they are stuck. Explain that anyone can add an encouraging phrase throughout the week if they think of more. | | |
| Day 2;  Refer to the list of phrases. Did anyone use them yesterday to help someone? Take examples. Did it help them to continue with their task? Did it help them to be more resilient?  Ask the class what they could do if there was no one around to use these phrases; who else could say these encouraging words? Introduce the idea of saying these words to ourselves. | | |
| Day 3 – 5;  Every day, ask the children which phrases they have been using on themselves to encourage them to keep going to complete a task. | | |

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| What is resilience? | | KS1, KS2 |
| Objective  To understand what resilience is. | **Time required**  45minutes | **Resources**  YouTube |
| **PSHE links**  KS1 – 3a  KS2 – 1b, 1c, 3a, 5b |
| Introduction  Watch all or part of the following clip <https://www.youtube.com/watch?v=yyX6UULJEic&list=PLHpaiJdSt1XavV_bWA5gK3-QnTLv8cSqe>  Tell the class that you are going to watch the clip again, but you will pause it at key points to ask questions about what is happening, e.g. when…   * the ball is struggling to get up the hill - does it want to give up? * the ball changes shape so it can go uphill – why does it do this? * friends help when the triangle won’t float – what would happen if the triangle didn’t have its friends support? (you may wish to stop here for KS1).   Discuss what the clip is about. Once the class concludes that every time there was a problem, a different solution was found, either by adapting, or asking for help etc., explain that this is what resilience is (display the word for all to see) – overcoming challenges and not giving up.  In pairs, ask the class to talk about how the ball / person showed resilience. Can each person think of a time when they showed resilience? | | |
| Main activities  Design a resilience poster that may help a friend to overcome a difficultly. Before setting the pupils to task, discuss what these posters may say, e.g. they may include phrases that the class have identified as being good encouragers, e.g. Don’t Give Up!  KS1 may use pre-designed posters with the encouraging phrases identified in the ‘Encouragers’ activity (teacher to design three or four posters by writing the phrase out and photocopying, for pupils to colour and add pictures). | | |
| Plenary  Share and then display resilience posters. | | |

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| I can bounce back | | EYFS, KS1, KS2 |
| Objective  To be able to ‘bounce back’ | **Time required**  30minutes | **Resources**  Weeble (or equivalent ‘wobble’ toy that bounces back up if knocked down)  ‘I can bounce back!’ resource sheet |
| **PSHE links**  PSED  KS1 – 1d, 1e, 3a  KS2 – 1b, 1c, 3a, 5b |
| Introduction  Ask a pupil to see if they can knock down the weeble (or equivalent). What is happening? Establish that the weeble always bounces back to its original position after being knocked down.  Tell the class of a time when you fell down, e.g. during a running race, and how you didn’t let it stop you – you got up like the weeble and continued the race.  Has this ever happened to anyone in class when they have been knocked down? They may have tripped over in the playground or fell while playing a sport – did they get straight back up again like the weeble? Sometimes, it is very difficult to be like the weeble.  KS2 (/more able KS1)  Apply the actions of the weeble to other difficulties. Tell the class of a time when you found something very difficult, where you kept wanting to give up because you didn’t think you could achieve something, e.g. learning to ride a bike, or using number lines in maths, but realised that you were determined and nothing was going to stop you, nothing was going to keep you down, like the weeble. The weeble doesn’t stay down and feel sorry for itself.  Ask pupils if there is anything they have tried that they thought was difficult and wanted to give up but didn’t - tell the person next to them. How did it make you feel to bounce back and keep going? | | |
| Main activities  Pupils to design their own weeble using the ‘I can bounce back!’ worksheet. If possible, place a photo of each pupils’ face on the weeble (or pupils could draw their face) to show that they are the weeble, and they can bounce back too. | | |
| Plenary  Share weebles and ask pupils if they can think of anything that they have been finding difficult, but now think they can go back to it and try again. | | |

**I can bounce back!**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



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| Be kind to yourself | | EYFS, KS1, KS2 |
| Objective  To appreciate that being kind to yourself can help build resilience | **Time required**  45minutes | **Resources**  ‘I am kind’ worksheet |
| **PSHE links**  PSED  KS1 – 1d, 2c, 3a  KS2 – 1b, 1c, 3a, 5b |
| Introduction  Display the word KIND and ask the class to think about what this means. (KS2 could write a definition on individual whiteboards). Ask pupils to share their thoughts with the person sat next to them, then take feedback. You may wish to make a list (or spider diagram around the word KIND) of *how* we can be kind, and *who* we should be kind to. Did anyone talk about how important it is to be kind to ourselves?  Play a game to encourage kindness by focusing on saying nice things about others;  Stand or sit in a circle, and take turns to stand in the middle saying - “I like friends who…” e.g. help me; play with me, like pets etc. Teacher and a TA may go first to demonstrate. Anyone who thinks that the statement applies to them (e.g. they help that person, they play with that person, they like pets etc.) can swap places with another person. | | |
| Main activities  EYFS / KS1 pupils – *in pairs, tell the person next to you why you think they are kind* (pupils may use examples from the list you made earlier as a class, e.g. Charlie is kind because she helps the teacher put books on the table). How does it feel to hear people being kind to you?  KS2 pupils – *pick 5 people* (differentiate numbers dependent on ability) *in class and write about what makes them kind on the whiteboards*. As an extension activity, choose other people in their lives who are not in class, e.g. mummy, local shop keeper. Take feedback.  In pairs, tell the person next to you all the reasons why you think you are kind.  EYFS / KS1 pupils – *Using the ‘I am Kind’ worksheet, complete the sentence and draw a matching picture to show you being kind*.  KS2 pupils – *Write a sentence / paragraph on what makes you a kind person*. Explain to the class that sometimes people find it difficult to be kind to themselves so they may need to help each other by telling their classmates what makes them a kind person. | | |
| Plenary  Ask the class how it felt to focus on what made them kind people.  Discuss why being kind to yourself can help you. Link this to when they are finding something difficult and wanting to give up – we can be kind to ourselves to encourage ourselves to keep going with a difficult task. This can help us be more resilient.  Throughout the week, ask the class how they have been kind to themselves today. | | |

**I am kind**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **I am kind when I** |
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| Further activities for building resilience in EYFS and KS1 |
| * Building Resilience with Hunter and Eve Join woodland creatures, Hunter the fox and Eve the owl, in their forest adventures as they learn steps to stay safe, keep calm, solve problems, and more!  <http://dcc.missouri.edu/hunter-eve.shtml> * Introduce a new skill to learn every day, e.g. in the outside area – skipping, hop scotch, juggling etc. Giving pupils plenty of space and opportunities for creative, self-directed, exploratory play is incredibly important for developing resilience. Choosing your own missions and making your own mistakes to find solutions to builds resilience quickly. * When children are finding a challenge overwhelming, ensure staff know how to help them tackle the task by breaking it down into smaller chunks. * Provide ‘broken’ toy / equipment for pupils to play with and discover. Knowing that it cannot work will help them to open up during discussions about how it may work, because they cannot be proved wrong. They are then free to explore further. * Develop a culture in class (and the rest of the school), that failure is a positive experience. When we make mistakes, research proves that we automatically have a heightened awareness - we automatically (and evolutionarily) learn from our own mistakes. Each time a child feels like they have ‘failed’, try to help them understand that this is one the best times to learn something new. |

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| Building Resilience with friends | | EYFS, KS1, KS2, KS3, KS4 |
| Objective  To understand that we can help our friends become more resilient. | **Time required**  1 hour | **Resources**  Team building activities  Play / PE equipment |
| **PSHE links**  PSED  **KS1** – 4b, 4d, 5f, 5h **KS2** – 1b, 4a, 5b  **KS3** – 1.1c, 1.2b, 2.1c, 3b **KS4** – 1.1c, 1.2b, 2.1c, 3c |
| Introduction  Discuss and take examples of when we may need our friends to help us.  Explain that being resilient sometimes means knowing when to ask for help. The more we help each other, the more resilience we are building together.  Today, we are going to carry out some activities that will require the help of our friends. | | |
| Main activities  Set out a range of team building activities that pupils must work together in pairs or as teams to complete. These may take place in the classroom, in the school hall, on the playground / field. You may wish to work with other classes to encourage pupils to help all of their peers, not just those in their class.  Each activity must be completed – no-one can give up! Remember that some team members may need to be given tips and support.  Examples;   * Blindfold maze – in pairs, pupils give their partner directions to get around a make-shift maze. As an extension, they could then see if they can retrace their steps without any instruction to try and end up as close to the start point as possible.  If making a maze is not possible, pairs could be given an object to find instead, e.g. direct your partner to find a blue ball. * In teams, groups have to work together to put up a tent. The people giving instructions cannot touch any equipment and must use encouraging words. * Starting in a circle, participants connect hands with two other people in the group to form the human knot. As a team they must then try to unravel the “human knot” by untangling themselves without breaking the chain of hands. * The team stand in a circle and hold hands. Start one hula-hoop hanging (or bungee) over one pair of joined hands. Each person in the circle must pass the hoop/loop over him/herself and on to the next person whilst staying connected at all times. * Teams are given a magic cane (made from 15/20/25 chopsticks taped together to make one very long stick) which they must lower to the ground, using just their index fingers. All participants must remain in contact with it at all times. * Pairs sit back-to-back, arms linked and have to stand up together. When successful make a 4 and do the same. * Everyone in each team must catch a table tennis ball in a cup. The challenge is that the ball must bounce once in the cup (or on a table) before it is caught. The activity is completed when all members of the team have each bounced and caught one ball in their cup. * Using a range of play or PE equipment, two teams must work together to build a bridge, with each sub-team constructing half the bridge each. During the challenge, teams cannot see each other and must rely on their communication skills to build an identical design. This is an excellent activity for developing communication skills, problem solving and creative thinking. | | |
| Plenary  Ask the class;   * How did it feel to help each other with these tasks? * Did anyone get frustrated with themselves? Or with anyone else? * How did they overcome this? * How is this helping us to become more resilient? | | |

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| Resilient poetry | | KS2, KS3 |
| Objective  To explain resilience through poetry | **Time required**  45minutes | **Resources** |
| **PSHE links**  KS2 – 3a, 5b  KS3 – 1.1c, 1.2b, 3b |
| Introduction  Watch this YouTube clip <https://www.youtube.com/watch?v=4RzHx5rw0f4> and ask the class the following questions;   * What does the word resilience mean to you? * Have you ever been resilient at home or school? * Why you think it is important for a person to be resilient?   Explain that everyone is going to write a poem about resilience so first we need to gather some thoughts on the topic.  On whiteboards, or in books, make a list (or spider diagram) of all the words and phrases that relate to resilience, e.g. bouncing back, good metal health, enjoy what you do, care for yourself etc. Give pupils an opportunity to share their words and phrases with another person, and then add to their list if they can now think of more. | | |
| Main activities  Choose a form of poetry that you would like the pupils to use and read the class at least two poems in that format. Discuss what type of poetry it is and what defines it, e.g.  Acrostic poems; do not usually follow a rhythm pattern, do not usually rhyme, describe a particular topic and uses each letters of that topic as the beginning. Pupils could use a word such as RESILIENCE, or a phrase such as BOUNCE BACK!  A Haiku; composed of three non-rhyming lines, first and third lines have five syllables each and the second line has seven syllables.  Free verse; does not require any rhyme scheme or meter, do tend to employ other types of creative language such as alliteration and assonance.  All pupils to write their own resilience poem in their (or your) chosen format. They should use the words and phrases in their list to help them. | | |
| Plenary  Share Resilient poems with the class.  Read a range of poems of different styles. Some examples can be found here: <https://www.poetrysoup.com/poems/resilience> | | |

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| Resilience | | KS3, KS4 |
| Objective  To understand how resilience can help us | **Time required**  7 lessons | **Resources**  Building Resilience in Young People PDF found [here](https://positivepsychologyprogram.com/wp-content/uploads/2017/06/Building-Resiliency-in-Young-people-Resource-2013.pdf). |
| **PSHE links**  KS3 – 1.1c, 1.2b, 2.1c, 3b  KS4 – 1.1c, 1.2b, 2.1c, 3c |
| Introductory lesson  Display the word RESILIENCE and ask the class what they think it means. Does resilience mean the same thing to everyone? Can we all build resilience in the same way?  Share some definitions, e.g.   * “The process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress — such as family and relationship problems, serious health problems, or workplace and financial stressors” American Psychological Association, 2016 * “The flexibility in response to changing situational demands, and the ability to bounce back from negative emotional experiences”  Tugade et al, 2004   Display the word STRESS and ask the class what they think it means. Does stress mean the same thing to everyone? Can we all deal with stress in the same way?  Make a list of stressful situations that could be helped by building resilience, e.g. illness, changing schools, transitioning between year groups, family situations, changes in friendship groups, conflict with others, student workload etc.  Ask the students some or all of the following questions to encourage them to develop an awareness of how they deal with stress and identify any areas which they may need to focus on in future;   * Tell of a time you learned an important life lesson from going through a hard time. * What did you learn about yourself when you went through a rough time? * What important feedback did you receive that you didn’t like about yourself but you knew was true. * What lesson are you learning about yourself right now? * What can you say during a crisis to make yourself strong and hardy? * What challenging tasks do I find hard to complete? Why?   These questions may be asked verbally, copied onto a worksheet to be completed, or displayed on the whiteboard for students to write a paragraph about themselves, based on the questions above. Explain that the following lessons are going to explore how to build resilience and so it would be helpful to have identified which areas of life each pupil needs to work on their resilience for. | | |
| Subsequent lessons;  Use the ‘[Building Resilience in Young People’ PDF](https://positivepsychologyprogram.com/wp-content/uploads/2017/06/Building-Resiliency-in-Young-people-Resource-2013.pdf) resource with lesson plans, to help students explore and build seven elements of resilience;  1.Emotional awareness and self-regulation  2.Impulse control  3.Optimism  4.Flexible and accurate thinking  5.Empathy  6.Self-efficacy  7.Connecting and reaching out  Each element includes exercises and activities, with tips for implementing resilience building and encouraging students along the way. | | |
| Plenary  Take feedback after each element | | |

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| The Wheel of Well-being (for everyone!) | | EYFS, KS1, KS2, KS3, KS4 and STAFF |
| Objective  To identify ways to improve our mental health | **Time Required**  1-2hours  (may be split over multiple lessons) | **Resources**  KS2-4: The Wheel of Well-being – Resource Cards (copy enough for one card per pupil)  ‘My Wheel of Well-being activities’ worksheet |
| **PSHE links**  PSED  KS1 – 1c, 1e, 3a, 4b, 5d, 5h  KS2 – 2h, 3a, 4a, 4g, 5b, 5d  KS3 – 1.1c, 1.2b, 2.1, 3b, 4b  KS4 - 1.1c, 1.2b, 2.1c, 3c |
| Introduction  We have discussed many strategies that can help us to build our resilience and have learnt that this can be easier to achieve when we are happy and promote a positive mental wellbeing. Today we are going to look at strategies to help improve our mental wellbeing, to put ourselves in a better position to be resilient. Studies show that there are many steps we can all take to improve our mental wellbeing. The Wheel of Well-being ©SLaM is a handy way to think about things you can do to help improve your mood, reduce the risk of depression, strengthen your relationships, and even add up to seven years to your life. It is recommended that we build these into our daily lives to improve our wellbeing.Display the ‘Wheel of Well-being’ and discuss; what does the class think this is about? What does each section mean? (activities outlined below) Further information can be found here <https://www.healthysurrey.org.uk/your-health/mental-wellbeing/adults/wheel-of-well-being> Body: be active  Mind: keep learning  Spirit: give  People: connect  Place: take notice  Planet: care  It is important to point out that each action can be undertaken individually or collectively as part of everyday activity.  EYFS / KS1 – For each of the segments in the ‘Wheel of Well-being’, read the heading, explain what it means (based on the resource cards below), then ask the children to role play how they can achieve it. Finish by asking the children what the role played, e.g. connect with others by going round the classroom saying hello to their classmates, shaking hands, hugging etc. – then bring the children back together and ask them to tell you the different ways they connected with others. Role play doing something nice, doing something active and taking notice of the world around them (you may wish to be outside for this). When it comes to ‘Keep learning’, ask the pupils to act out something that they would learn to do one day, e.g. ride a bike or fly a plane.  KS2 / KS3 / KS4 – Display each title and read out its definition before asking pupils to discuss how these can help improve our mental wellbeing and therefore build our resilience.   * Hand out the resource cards below – one per pupil. * Everyone who has been given the ‘Connect’ card to sit together, everyone who has been given the ‘Give’ card to sit together, etc. * In their groups, pupils are to read their cards and discuss ways in which individuals and groups of people (in this case, the class) could achieve their selected Way of Well-being. (Examples for each can be found in the ‘plenary’ section below). * Each person is to make notes of these examples on their cards, based on the group discussions (they will need to feed this information back to others). * Once discussions have finished, pupils now need to form new groups of five (or less if there are not enough pupils) where they have each of the Wheel of Well-being. * Each person in the group to feedback examples that could be achieved by individuals and groups. Can they add any more examples? * Take feedback. | | |
| Main activity  Activities for the class  Decide as a class which activities would be suitable to achieve each of the Wheel of Well-being as a class, e.g. writing letters from the class to children in an orphanage, organise a sporting tournament for everyone to take part in, make changes in the classroom (e.g. getting rid of clutter and adding more plants), learn a song to sing as a class and do some gardening to improve the playground for the school.  Activities for individuals  Each pupil to complete the ‘My Wheel of Well-being’ worksheet. | | |
| Plenary  Take feedback from the class as to how they are going to achieve each of the Wheel of Well-being.  Ask how the class how these are going to help to build their resilience. **Be active (Body)**  * Take the stairs not the lift * Go for a walk around the playground / field at lunchtime * Walk to school - perhaps with a friend – so you can ‘connect’ as well * Get off the bus one stop earlier than usual and walk the final part of your journey * Organise a sporting activity * Have a kick-about in a local park * Do some ‘easy exercise’, like stretching, before you leave for school in the morning  **Keep learning (Mind)**  * Find out something about your classmates * Fix a bike * Read the news or a book * Set up a book club * Do a crossword or Sudoku * Research something you’ve always wondered about * Learn a new word.  **Connect**  * Talk to a family member you’ve not spoken to for a while * Speak to someone new * Ask how someone’s weekend was and really listen when they tell you * Put five minutes aside to find out how someone really is  **Take notice**  * Get a plant for your bedroom * Have a ‘clear the clutter’ day * Take notice of how your peers are feeling or acting * Take a different route on your journey to or from school * Visit a new place this weekend.  **Give**  * Do something nice for a friend, or a stranger * Thank someone * Smile * Volunteer your time * Join a community group * Look out, as well as in.  **Planet**  * Cut down on waste * Walk to school * Get a bag for life for your shopping * Save power by turning off lights and unused plug sockets | | |

**The Wheel of Well-being – Resource Cards**

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| Body: Be active There are plenty of reasons why being physically active is good for you, such as having a healthier heart and strong joints and bones. But it can also have a positive impact on your mental health. Even small amounts of exercise can boost your mental alertness, give you more energy and put you in a good mood. It can also reduce stress and anxiety as well as increase your self-esteem.  Examples for individuals;  Examples for the class; |

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| Mind: Keep learning Not only can learning new skills be useful but it can also improve your mental well-being. Life-long learners are likely to be more optimistic, better satisfied and will have a better ability to get the most out of their lives. It's also likely to mean that you can cope with stressful situations better.  The practice of setting goals has been strongly associated with higher levels of wellbeing. Learning new things will make you more confident as well as being fun.  Examples for individuals;  Examples for the class; |

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| **Spirit: Give**  Giving to others can stimulate your brain to release endorphin which are associated with trust, pleasure and social connections. Whether it's your time, your ear by listening or your money, giving to other people will also make you happier and give you more satisfaction than spending it on yourself. Being happy means you’re more likely to give to others so it’s a great way to begin a cycle of generosity and happiness.  Examples for individuals;  Examples for the class; |

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| **People: Connect**  Most people need a certain level of social interaction to stay healthy although the amount is different for everyone. Spending time with friends and family can reduce your chances of becoming depressed and lonely. Spending time with people is also likely to make you more confident. It’s clear that social relationships are critical for promoting wellbeing and for acting as a buffer against mental ill health for people of all ages.  Examples for individuals;  Examples for the class; |

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| Place: Take notice Reminding yourself to ‘take notice’ can strengthen and broaden awareness. Studies have shown that being aware of what is taking place in the present directly enhances your wellbeing and savouring ‘the moment’ can help to reaffirm your life priorities.  Paying attention to what's going on around you can improve your mental well-being as you’re more likely to enjoy life and understand yourself better. Heightened awareness also allows you to make positive choices based on your own values and motivations, so be curious and catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. You're also less likely to take small things for granted. There are lots of things you can pay more attention to that will make a big difference  Take some time to enjoy the moment and the environment around you.  Examples for individuals;  Examples for the class; |

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| Care: Planet Looking after the planet is one of the best things that you can do for your mental health and life satisfaction. It's also very easy to make small changes that will make a big difference to our environment, especially if everyone plays their part.  Examples for individuals;  Examples for the class; |

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My Wheel of Well-being activities**

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| This week I will…. |
| Be active by - |
| Keep learning by - |
| Give by - |
| Connect by - |
| Take notice by - |
| Care for the planet by - |

**Useful links**

* Boingboing co-produced resilience research and practice – <http://www.boingboing.org.uk/>
* The SEAL resources to encourage Social and Emotional Aspects of Learning: <http://webarchive.nationalarchives.gov.uk/20100420125503/http:/nationalstrategies.standards.dcsf.gov.uk/node/87009?uc%20=%20force_uj>
* DEAL (Developing Emotional Awareness and Listening) is a free teaching resource aimed at students aged approximately 14 + of all abilities and learning styles. Developed by Samaritans <https://www.samaritans.org/your-community/samaritans-education/deal-developing-emotional-awareness-and-listening>
* The Diana Award Anti-Bullying Campaign has teamed up with ASOS to launch #MySenseOfSelf, a brand new project exploring body image, body confidence and self-esteem. <https://www.antibullyingpro.com/asos-sign-up/>
* Mentally Healthy Schools brings together quality-assured information, advice and resources to help primary schools understand and promote children’s mental health and wellbeing <https://www.mentallyhealthyschools.org.uk/?utm_source=AnnaFreudCentre&utm_medium=email>
* A [useful brief from Public Health England](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf) for head teachers, governors and staff who work in education about the link between pupil health and wellbeing and attainment.
* The Department for Education developed [this guide](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf) for teachers and education staff about mental health and behaviour in schools.
* [Young Minds](http://www.youngminds.org.uk/) is a UK charity committed to improving the emotional wellbeing and mental health of pupils and young people.
* [Time to Change](http://www.time-to-change.org.uk/) is working hard to end stigma around mental health and its website provides resources and information for schools.
* The [National PSHE (Personal Social Health & Economic) Continued Professional Development Programme](http://www.babcock-education.co.uk/4S/PSHE-CPD) is provided by Babcock 4S. It combines practical activities and theory to provide the very best in PSHE developmental training. More than 10,000 teachers and other professionals have benefitted from taking part.
* The [Surrey Healthy Schools website](http://www.surreyhealthyschools.co.uk) highlights the useful PSHE Guidance on the [PSHE page](http://www.surreyhealthyschools.co.uk/the-four-themes-of-healthy-schools/pshe-including-relationship-and-sex-education-and-drug-education/) as well as the benefits for pupils and staff of the Surrey scheme.
* Watch [this video](http://www.nhs.uk/video/pages/building-self-esteem-in-children.aspx) from the NHS on why it’s so important to build pupils’ self-esteem from an early age so they are able to deal with strong emotions and develop positive relationships.
* PupilLine has [lots of advice](https://www.childline.org.uk/Explore/FeelingsEmotions/Pages/Self-esteem.aspx) on things that pupils can do to build their confidence and self-esteem.
* [The Dove Self-esteem Project](http://selfesteem.dove.co.uk/Articles/Written/Teachers-and-schools.aspx) has lots of classroom resources that can be used to help schools run successful PSHE curriculum-aligned body-confidence workshops.