



PSHCE Planning

Subject: PSHCE	Unit: Healthy Lifestyles	Term/Duration: Autumn 2 / 7 Weeks	Year Group: 8
<p>Mental Health & Wellbeing</p> <p>Attitudes to mental health and emotional wellbeing Digital resilience Body image Healthy and unhealthy coping strategies Seeking support for themselves and others</p> <p>PoS: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p>		<p>Key Vocabulary</p> <p>Social media, 'like' culture, fear of missing out (FOMO), body image, online, offline, digital, resilience</p> <p>Unhealthy coping strategy, self-harm, eating disorders, anorexia nervosa, bulimia nervosa, binge eating disorder, triggers, misconception, warning signs</p> <p>Healthy coping strategies, managing feelings, positive strategies, depression, anxiety disorders</p> <p>Advertising, body image, body confidence, brand awareness, media, target audience, screen time, digital wellbeing, technology</p> <p>self-care, feeling good, strategies (ways), wellbeing (feeling good in our bodies and minds), connection, mindfulness (being aware and present), bullet journal (a style of journal)</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • evaluate the positive and negative impact of social media on emotional wellbeing • explain why self-harm and eating disorders are unhealthy coping strategies • recognise circumstances leading to intense emotions that may be difficult to manage • explain what body image means and recognise its effect on boys • explore how the images we see online can be edited and curated • explore the concept of digital wellbeing and how to manage screen time • explain what self-care means • identify and try out a range of self-care strategies 			



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Most pupils will be able to:

- analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image
- recognise misconceptions about unhealthy coping strategies
- explain a range of positive strategies for managing difficult emotions
- explain how the media and advertising can impact thoughts and opinions on male body image
- reflect on the motivations behind sharing content online
- explore the impact that using technology has on my life
- complete a self-care bullet journal

Some pupils will be able to:

- describe strategies to promote emotional wellbeing online
- recognise warning signs of emotional difficulties; identify suitable sources of support; and explain why, when and how to seek help for themselves or others
- assess whom, how and why to ask for support when it's needed
- develop skills to discuss the media and advertising and its impact on male body image in a positive way
- develop critical thinking skills when it comes to the online world
- explore how to start conversations with my parents/carers about screen time

	Learning Objectives	Content	Resources / Health and Safety	Success Criteria
1	<p>LO: To learn about unhealthy coping strategies, including self-harm and eating disorders</p> <p>To learn why, when and how to access support for</p>	<p>In this lesson particularly, it is important not to talk about specific ways in which people harm themselves, ways in which people might hide their self-harm, or ways in which people lose weight, purge or hide disordered eating, as this could provide instruction to any students who are more vulnerable in this area.</p> <p>It is also important not to discuss numbers when discussing weight loss, or to share extreme images, as this can provide a 'benchmark' or aspirational example for young people more at risk of vulnerabilities.</p> <p>The aim is to provide students with sufficient knowledge to be able to identify when help is needed and the skills and attributes to access that help, rather than to provide in-depth knowledge of these issues.</p> <p>Re-visit Ground Rules</p> <p>Starter:</p>	<p>Ask It Basket</p> <p>PSHE Association – Mental Health and Emotional Wellbeing KS3 Lesson 4</p> <p>Resource 1: Five opinions</p> <p>Resource 2: Understanding</p>	<p>I can explain why self-harm and eating disorders are unhealthy coping strategies</p> <p>I can recognise misconceptions about unhealthy coping strategies</p> <p>I can recognise warning signs of</p>

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<p>themselves or others</p>	<p>Give each pupil a slip of paper and invite them to write down any questions or comments they have about self-harm or eating disorders and put these in the Ask It Basket. To make sure pupils do not feel self-conscious about asking a question, encourage everyone to write something: either a question or 'no question'.</p> <p>Explain that as many as possible of these questions will be addressed during the lesson but we may need to return to some later. Address them at appropriate points throughout the lesson and return to any that remain outstanding at a later point.</p> <p>Show pupils the Meaning of unhealthy coping strategies slide</p> <p>Main: <u>Baseline Assessment – Responding to opinions</u> Place around the classroom A3 copies of <i>Resource 1: Five opinions</i>. Ask pupils to move around the room rating their response to each opinion from 1 (strongly agree) to 5 (strongly disagree). Encourage pupils to add words or phrases that explain the reason for their view or that respond directly to the statement.</p> <p>Circulate during the baseline assessment activity to get an idea of pupil responses. When everyone has had a chance to add ideas to all five sheets, bring the class back together and highlight any insightful responses.</p> <p><i>At this point, emphasise that these opinions are all misconceptions about self-harm and eating disorders and that in today's lesson you will be exploring the realities.</i></p> <p><i>Hand out Resource 2: Understanding self-harm and eating disorders leaflet at this stage and read through the 'myth-busting' sections as a class. Allow pupils to keep the leaflets on their desks to reference throughout the lesson.</i> <i>It is advised they are also made available for pupils to take away after the lesson.</i></p> <p><u>Activity 1: Helping Pete</u> As a class, read <i>Resource 3: Case study</i> (part 1). Ask pupils to discuss in pairs and feedback responses to the following questions:</p>	<p>self-harm and eating disorders leaflet</p> <p>Resource 3: Case study (part 1, 2, 3)</p> <p>Resource 4: Decision tree</p> <p>Resource 5: Card sort</p>	<p>emotional difficulties; identify suitable sources of support; and explain why, when and how to seek help for themselves or others</p>
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	<p>What is Pete experiencing right now? What warning signs might make someone concerned about their friend? What could Yasmin do next?</p> <p><i>Ensure that responses include:</i> <i>It is not clear what is happening for Pete at the moment, although it is possible he is suffering from depression or anxiety. There are signs that he has developed unhealthy coping strategies, possibly self-harm or an eating disorder. Even though we don't know for sure what Pete is going through, it is clear his behaviour has changed and he needs some support.</i> <i>Pete has become disconnected from his friends, is avoiding socialising, has changed the clothes he is wearing, he is tired and easily distracted, he becomes defensive and loses his temper quickly, his mood is getting worse. Additional warning signs might include lack of decision making, tearfulness, worrying posts on social media, signs of physical harm such as harm or injury, significant changes in body weight or appetite, changes in habits and acting out of character, including drug-taking. It is important to point out that while each of the warning signs in Pete's scenario, considered on their own as a one off, may not be worrying, but noticing several changes, or continued issues over time might increase concern.</i> <i>Yasmin could try to talk to Pete again, or could talk to another trusted adult (e.g. a parent or teacher).</i></p> <p>Support: Remind pupils to refer to Resource 2 to support their answers, and could use highlighters to identify warning signs in part 1.</p> <p>Ask pairs or small groups to continue reading <i>Resource 3: Case study</i> (part 2). In this section, Yasmin goes to speak to a mutual friend to discuss her concerns about Pete.</p> <p>Ask pupils to work in groups to complete <i>Resource 4: Decision tree</i> using the card sort provided (<i>Resource 5</i>). Pupils should begin by organising the cards into two piles; consequences that are likely for Yasmin's course of action (seeking help) and Dimitri's course of action (ignoring it). They can then place the cards onto the decision tree in a sequence showing a timeline of potential consequences.</p> <p>Optional development: To further develop this activity, ask pupils to add their own additional branches showing the likely consequences of each card. For example, reflecting on how Pete or his</p>		
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	<p>friends might feel, the impact on Pete’s mental health, school work, relationships with others, etc. Remind pupils to keep this activity safe by being sensitive with their suggestions.</p> <p><i>Take feedback from this activity, using a copy of Resource 5. The cards are currently organised with consequences for Yasmin’s choice on the left column (chronologically from top to bottom) and on the right hand side for Dimitri’s choice. During this discussion, it is essential to emphasise that if anyone has concerns about their friend, they are doing the right thing by seeking help for them.</i></p> <p>Support: Pupils could just organise the cards into two piles; consequences of Yasmin’s choice and consequences of Dimitri’s choice.</p> <p>Challenge: Following the decision tree activity, pupils could continue the scripted conversation, showing how Yasmin successfully convinces Dimitri that they should get further support for Pete.</p> <p>As a class, read <i>Resource 3: Case study</i> (part 3). In this section, Yasmin seeks further advice and uses this support to speak to Pete about her concerns. Organise pupils in to five small groups and ask them to discuss and prepare feedback for one of the questions shown.</p> <p>Take feedback as a class to ensure all pupils gain learning on each point. Ensure responses include:</p> <p>Was Yasmin right to talk to her dad about Pete’s problems?</p> <p><i>Pupils may have varying opinions. It is important that if Yasmin is worried, she has someone she can trust to talk to. However, there might be concerns that Yasmin’s dad might not give appropriate advice, might not understand, or might want to call Pete’s parents and talk to them about it. Emphasise that Yasmin probably chose her dad to speak to because she felt she could trust him to appropriately respond. Helplines and school staff can all be useful ways to get support in this situation.</i></p> <p>How might Yasmin have started the conversation with her dad?</p> <p><i>It is helpful to point out that when starting a difficult conversation, it is important to choose the right time and place when the conversation can be had privately and not rushed. Yasmin could use phrases such as "Dad, I have something really important/serious to talk to you about..." "Can I ask your advice about my friend? I’m worried about him..."</i></p> <p>What advice might Yasmin’s dad have given her?</p> <p><i>Yasmin’s dad is likely to have advised her to try to talk to Pete again, finding an appropriate time and place. He might have helped her do some research about how to support a friend in need, e.g.</i></p>		
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	<p><i>showing her sections of the Childline or Young minds websites. They might have thought together about how Yasmin could start the conversation with Pete, and what to do if Pete still didn't want to talk about his problems, including options such as any anonymous reporting methods the school might have.</i></p> <p>How might Yasmin have started the conversation with Pete? <i>Yasmin could try some of the following phrases "Pete, please can we talk, I'm worried about you" "I've noticed you seem different recently, I want to help" "When you're ready, I'm here to talk with you about anything that's worrying you" "You remember when I tried to talk to you before? Can we try again now?"</i></p> <p>Pete asks Yasmin not to tell anyone else. What should Yasmin do next? <i>Yasmin's in a difficult situation – Pete's asked her not to tell anyone but he does need further help and is unlikely to get this without someone else being told (e.g. a parent, a doctor, a teacher). The risks to Pete if Yasmin says nothing are potentially quite serious, so Yasmin would be a better friend in this situation to say something, even if it might (at least at the beginning) affect their friendship.</i></p> <p>Ensure you allow time to respond to pupils' anonymous questions. Many questions may have been answered through the lesson content, but those that have not should be responded to. If questions were submitted at the start of this lesson – rather than the previous one – you may prefer to wait until the start of next lesson to answer them. This will allow time to research and ensure the accuracy and appropriate level of detail in the answers.</p> <p>Plenary: Refer back to <i>Resource 2: Understanding self-harm and eating disorders leaflet</i>, and allow pupils time to read through on their own. To encourage pupils to engage with the leaflet, you could use some prompt questions to direct them to particular sections. Pupils could be encouraged to take copies of the leaflet away with them.</p> <p>Revisit the baseline myths and misconceptions, by asking pupils to reflect on whether their responses have changed, or whether they could add more detail to their responses based on today's learning. This can be done in exercise books and used to inform future teaching.</p>		
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2	<p>LO: To learn healthy ways to manage difficult feelings or challenging circumstances</p>	<p><i>As in lesson 4, it is important not to talk in detail about unhealthy coping strategies e.g. specific ways in which people harm themselves, ways in which people might hide their self-harm, specific ways in which people lose weight, purge or hide disordered eating, as this could provide instruction to any students who are more vulnerable in this area.</i></p> <p>Re-visit Ground Rules</p> <p>Starter / Circle Time Games:</p> <p>In pairs, hand each pair two of the four cards from <i>Resource 1: Intense feelings</i>. Ask pupils to add different words to express the degree of these feelings along the scale, from least to most intense. e.g. for 'anger' students might add irritated, annoyed, incensed, furious, livid as they progress up the scale. They should also suggest any strategies they think might help manage the more intense feelings effectively.</p> <p>Take some brief feedback and ask the pairs to put these aside to return to at the end of the lesson. <i>To develop discussion further, ask if feeling intense emotions every now and again is a problem. Explore when it does become a problem. Draw out that feeling furious, for example, every now and again for a good reason, is not necessarily a problem. If they have written words such as 'suicidal' discuss that some extreme feelings are more problematic. If someone is experiencing an overwhelming number of negative feelings, does not have healthy ways of coping, is at risk of using unhealthy coping strategies, or is experiencing these feelings for no apparent reason, then this indicates they need further support.</i></p> <p>Main:</p> <p><u>Activity 1: A day in the life: Logan ...and Celia</u></p> <p>In small groups, pupils read <i>Resource 2a: A day in the life of Logan</i> and highlight everything that could have either a positive or negative effect on his emotional wellbeing. Consider the following when taking feedback:</p> <ul style="list-style-type: none"> Logan's phone use His diet and eating habits His sleep pattern Logan's interest in football His friendship with Matt Logan's homework habits 	<p>Ask It Basket</p> <p>PSHE Association – Mental Health and Emotional Wellbeing KS3 Lesson 5</p> <p>Resource 1: Intense feelings</p> <p>Resource 2a: A day in the life of Logan</p> <p>Resource 2b: A day in the life of Celia</p> <p>Resource 3: Talking heads</p>	<p>I can recognise circumstances leading to intense emotions that may be difficult to manage</p> <p>I can explain a range of positive strategies for managing difficult emotions</p> <p>I can assess whom, how and why to ask for support when it's needed</p>
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	<p>Give each pupil a set of traffic light cards and read out another 'day in the life ...' diary entry about Celia, who goes to the same school as Logan and is in the same year group. If something occurs that promotes her emotional wellbeing, pupils should hold up their green card; if something happens or Celia does something that is not so good for her emotional wellbeing, they should hold up an amber card; if they feel very worried about something happening to Celia, they should hold up a red card.</p> <p>Use these questions to lead discussion. Discuss what the triggers were in the diary that caused students to display different cards, or to be concerned for Celia.</p> <p><u>Activity 2: Help conversation starters</u> Explain that Celia's friends are worried about her: she seems down, she's wrapped up in her schoolwork and doesn't really talk to them much or go out with them outside school any more. Ask the class what Celia's friends should do and where they could go for help. Feedback's likely to include:</p> <ul style="list-style-type: none"> -do nothing -talk to a teacher -talk to Celia's parents -talk to Celia -do something else? – if so, what? <p>Explore the possible consequences of each option using a think, pair, share discussion.</p> <p>Give each group a large sheet of paper and a different coloured pen. Allocate each group one of the following people and ask them to write their person's name at the top – Celia, Celia's Mum, a teacher, someone else they have identified.</p> <p>Ask the groups to brainstorm all the ways that Celia's friends could open up a conversation, about their concerns for Celia, with the person on the flipchart (e.g. with Celia herself, with Celia's mum, with a teacher).</p> <p>Once finished, ask each group to stick their sheet on the wall in different areas of the room. Pupils should go as a group to look at the other groups' work and add their own ideas in their colour pen.</p> <p><u>Activity 3: Healthy coping strategies</u> As a class, read <i>Resource 3: Talking heads</i> which suggests a range of healthy coping strategies. Ask pupils to discuss these ideas and decide which strategies might be most appropriate for Logan to use</p>		
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		<p>to manage his wellbeing, and which might be most helpful for Celia. Pupils could be asked to select and rank their top 3 strategies for each character. <i>Take feedback, ensuring that a range of techniques are discussed. If not brought up in discussion, it should be emphasised that different techniques will appeal to different people, so trying a range of strategies can help people find the strategies that work best for them.</i></p> <p>Plenary: Ask pupils to revisit their baseline assessment using <i>Resource 1: Intense feelings</i>. They should add anything that they would change as a result of the learning, or add any new strategies they have learnt about to manage intense feelings.</p> <p>Pupils could make a 'Reflective Journal' for a week</p> <p>It may be necessary to lift the mood after this learning - ensure the lesson ends on a positive note, using a strategy of your choice.</p>		
3	<p>LO: To learn about the impact of social media on mental health and emotional wellbeing.</p> <p>To learn strategies to develop digital resilience</p>	<p>Re-visit Ground Rules: Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone. Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy. Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'. Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'. Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves. Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</p>	<p>Ask It Basket</p> <p>Resource 1: Diamond 9</p> <p>Resource 2: A digital day in the life of Taylor</p> <p>PSHE Association – Mental Health and Emotional Wellbeing KS3 Lesson 3</p>	<p>I can evaluate the positive and negative impact of social media on emotional wellbeing</p> <p>I can analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image</p> <p>I can describe strategies to promote</p>



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	<p>Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</p> <p>Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</p> <p>Starter / Circle Time Games: This activity should be completed individually to help you gauge pupils’ current understanding. Take feedback, which might include: <i>Benefits: meeting people around the world, sharing interests, it’s fun, it’s an easy / quick / cheap way to communicate, can express yourself creatively, give you confidence to be who you want to be, access to support groups, time to think about what to type/say, availability of wellbeing support (e.g. meditation apps).</i> <i>Challenges: peer pressure, cyber-bullying, expected to always be available, might feel excluded from certain groups (e.g. don’t have the app), people behave differently online than they would face-to-face, can see upsetting content accidentally, fear of missing out (FOMO), jealousy caused by looking at others’ social media accounts, pressure to look a certain way, sleep deprivation</i></p> <p>Support: Create cards from the suggested answers above and ask pupils to sort them into positive and negative categories.</p> <p>Optional development activity: If time allows, ask pupils to also consider: Are there any particular apps or sites which are better or worse for emotional wellbeing? Why? To support this discussion, you may wish to show the following video from the Royal Society for Public Health: www.rsph.org.uk/our-work/campaigns/status-of-mind.html</p> <p>Main: <u>Activity 1: Diamond 9</u> Hand out <i>Resource 1: Diamond 9 card sort</i> to small groups of 2 or 3, and ask pupils to prioritise the cards focusing on which reasons they think are the most common to the least common. Remind pupils that there is no right or wrong order for the cards, but that they should try to reach a consensus as a group during their discussion.</p>	<p>emotional wellbeing online</p>
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	<p>Support: It may be useful to play the following clip of primary school children talking about why they post selfies before participating in the task: www.bbc.co.uk/newsround/38841467. Alternatively, pupils could organise a Diamond with just 5 cards to sort.</p> <p>Challenge: Use a set of blank cards and ask pupils to create and prioritise their own reasons. During feedback, compare the ideas they have suggested with the existing cards; how similar or different are they?</p> <p><u>Activity 2: A day in the life of Taylor</u> As a class, read <i>Resource 2: A digital day in the life of Taylor</i>. Pupils should identify how Taylor’s emotional wellbeing changes throughout the day based on their experience of social media; when were they having good experiences? When did they have challenging or negative experiences? Use the questions on the slide to further develop the learning from this story, by asking pupils to discuss (or write) their responses.</p> <p>Support: Pupils could highlight the positive and negative experiences for Taylor using two different colours. Resource 2 could be adapted into a comic strip to help pupils access the story.</p> <p>Challenge: Ask pupils to reflect on what other challenging experiences young people have online, that weren’t included in Taylor’s story. How could these be managed?</p> <p>Ask pupils to work in pairs to rewrite any ‘low’ parts of Taylor’s day demonstrating how the day might have been improved. They could consider:</p> <ul style="list-style-type: none"> • Is it social media that might need to change, or Taylor’s attitude towards it? • How has Taylor been influenced by others throughout the day? Was this mostly positive or negative? • What could everyone do to make the experience of social media more positive for everyone? <p>Support: Chose just one part of Taylor’s day to rewrite.</p> <p>Challenge: Ask pupils to imagine that they were Taylor’s friend and they were starting to get worried about Taylor’s use of social media, particularly Taylor’s feelings about their body. What would they recommend that Taylor should do? Whom could Taylor go to for help?</p>		
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		<p>Also highlight who in your school Taylor / a young person would be able to talk to (such as tutor, head of year, school counsellor/pastoral team member).</p> <p><u>Activity 3: What advice would you give?</u> To encourage a range of responses, ask half of the class to focus on "Things a young person can/should do" and the other half of the class to focus on "Things a young person should avoid" in order to promote emotional wellbeing. When pupils have added ideas to the front of the class, summarise key themes and common ideas.</p> <p>Plenary: <u>Advice for social media</u> Answer the questions reflecting on advice the pupils would give to social media companies</p>		
4	<p>LO: To learn what we mean by 'body image' and how it can be influenced by the media and advertising</p> <p>To learn how to respond to the media and advertising in a way that promotes positive body image and begin to build emotional resilience</p>	<p>Re-visit Ground Rules</p> <p>Starter / Circle Time Games: Baseline assessment: Show pupils slide 2 of the PowerPoint presentation, with a quote from a boy interviewed for the Credos report, but do not inform them of the identity of the speaker. Ask pupils to create a personal mind map in their books by responding to the thinking prompts on the slide. Ask pupils who are willing to share one or two ideas to create a class mind map.</p> <p>Main: <u>Activity 1: What is Body Image?</u> Now reveal to the class that the quote was taken from a boy, roughly their age. Ask them how this compares to their original thoughts about who said the quote to gauge their 'understanding. Are they surprised by the quote's origin? Why/why not? Question whether they made any assumptions about the gender of the speaker when first reading the quote, or seeing the subject of the lesson. Why do they think that girls' body image is more often discussed than boys'? Develop the discussion by finding out what they understand by the term 'body image', asking pupils to add suggestions to their starter activity mind maps before introducing the definition on slide 3 for further clarity. As a class, compare</p>	<p>Ask It Basket</p> <p>Media Smart – Body Image and Advertising 11-14 year olds</p> <p>Media Smart – Body Image and Advertising Worksheets</p>	<p>I can explain what body image means and recognise its effect on boys</p> <p>I can explain how the media and advertising can impact thoughts and opinions on male body image</p> <p>To develop skills to discuss the media and advertising and its impact on male body image in a positive way</p>



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	<p>how the definition on the slide is similar or different to their initial ideas of what body image means and invite a few students to put it into their own words. Ask the class to note down the final definition in books or write it on the board for reference. Explore the question of what it might mean to have positive body image – emphasise that this is not tied to how people look, but how they feel about themselves.</p> <p>Support: Breakdown the definition of body image set out in the presentation slide 3. Challenge: Encourage pupils to consider the reasons for the boy's view and add these to their mind maps. What do they think might have affected his ideas? What might the term 'body image' mean to this boy?</p> <p><u>Activity 2: Advertising Agency</u> In pairs, pupils are given the following scenario: Imagine you work for an advertising agency that is designing an advert to sell a pair of jeans to young men. You have access to photo technology, and as much money as you need to make the best, most persuasive, advert possible to encourage people to buy your jeans.</p> <p>Thinking prompts are provided on slide 6 and it may also be useful to share key definitions from the Media Smart Media Glossary to help students develop their ideas: www.mediasmart.uk.com/resources/media-glossary</p> <p>Choose whether pupils draw their proposed advert, summarise it in a short paragraph or discuss it in pairs, Afterwards, ask pupils to explain their choices; why did they design their advert this way? Support: Ask pupils to focus on just one element of their advert design, for example what sort of model they would choose and why. Challenge: Consider the specific techniques advertisers use to persuade someone to buy their product – what makes them effective?</p>		
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	<p><u>Activity 3: Spot the Difference</u> In pairs, pupils are given an A5 print-out with a doctored image of a boy of their age on one side and the natural image of the same boy on the other. Sheets should be handed out folded in half so they first see only the altered image. Some pairs will have a picture of the boy with a thinner body shape and other pairs will have a picture with a more muscular body shape. Aim to spread the different versions of the worksheet evenly around the room. Ask pupils to think about how they would describe the body and add a few annotations to the image of the body features that are the most noticeable or that stand out to them the most. Then ask them to unfold the worksheet to find the natural body shape and circle any differences they can see. How would they describe the second body and how is it different to the first? After looking at the images, pupils feedback their thoughts to another pair with a different version of the worksheet.</p> <p>Encourage pupils to use the thinking prompts on slide 7 to get the discussion going:</p> <ul style="list-style-type: none"> • What has been changed? <p>Get pupils to look at specific parts of the body to see if they have been altered in any way. Guide them to make functional descriptions rather than judgements on looks: for example – what is different about the arms? How would you describe the legs?</p> <p>Explain that these images have been altered to reflect how pictures are sometimes changed in the media:</p> <ul style="list-style-type: none"> • Has anything surprised you about these images? <p>They may think it is creating an unrealistic body ideal for boys, or be surprised that the media changes images in this way. They may not have realised the extent to which images can be changed – or they may believe that images get altered even more than these ones.</p> <ul style="list-style-type: none"> • Do girls have a different insight? <p>The girls in the class may expect images of boys to be altered in this way – or are they surprised to see that these images are altered in a similar way to images of girls?</p>		
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	<ul style="list-style-type: none"> • Why do you think these changes are made? What do they think is the media's motivation for altering images? <p>As a class, discuss what impact they think these images might have on a young person their age, especially if they did not realise changes had been made. Likely answers may include: it may make someone feel less positive about their own body, or they might not want to talk about the way it makes them feel.</p> <p>You can display slide 8 so that pupils can see the three images side by side.</p> <p>Support: Consider circling a few key areas on the images before circulating the worksheets to draw attention to particular areas.</p> <p>Challenge: Show pupils some images of men in magazines/adverts and the media from 10–20 years ago. What 'trends' do they notice? Has anything changed in the styles/body types etc. shown in these older images to what we see today? What can the pupils learn from these changes?</p> <p>The History of Advertising Trust's catalogue offers many examples of archived print adverts focused on men: www.hatads.org.uk/catalogue/search.aspx?Kwrd=men</p> <p><u>Activity 4: A Day in the Life</u> Show pupils slides 9-11 and introduce them to the three boys' personas on the screen. Explain that they will be taking on the persona of one of these boys. Their first task is to map out five moments during a typical day when he might encounter the media and advertising. After a few minutes, pupils share feedback on these moments, and what types of media or advertising they might see, e.g. a billboard on the bus to school or sponsored content on social media.</p> <p>Plenary:</p>		
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		<p>Return to the original annotated quote from the lesson starter. Spend a few moments summarising what was discussed at the start of the class. Ask pupils to build on their initial mind maps. They should use the information they have learnt throughout the lesson about positive body image to add more ideas about the advice they might give to the boy to think more positively about his body. If possible, they should use a different-coloured pen to help them visualise what they have learnt and to easily see which notes refer to their improved understanding of body image and the impact of the media and advertising.</p> <p>Support: Use the thinking prompts on slide 14 to help pupils further develop their mind maps. Challenge: Ask pupils to write down one thing they will now do differently to promote positive body image and body confidence for all people their age, both boys and girls, especially when encountering images in the media or advertising. This will allow further reflection on the learning journey that has taken place.</p>		
5	<p>LO: To learn how to manage influences, including the media</p>	<p>Re-visit Ground Rules Starter / Circle Time Games: <u>Agree/Disagree Spectrum</u> Explain that you are going to show the pupils a statement. You are going to ask pupils to show their opinion on the statement by imagining that one side of the room is 'strongly agree' with the statement. The other side of the room is 'strongly disagree' with the statement. Ask them to imagine that there is a line in between so they can stand anywhere between the two sides depending on how much they agree/ disagree with the statement. It is a spectrum of opinion. Show and read on the slide - "Online pressure has a bigger influence on young people than peer pressure." Ask them to stand up and move around the room. Ask pupils for their opinions from different sides of the room.</p> <p>We want to reflect specifically on the pressure we can all sometimes feel to be 'perfect'. We know that young people can feel a lot of pressure and that being online can increase this anxiety: Share AND show slides - facts about young people in the UK:</p>	<p>Ask It Basket</p> <p>Pressure for Perfection Teacher Notes</p> <p>www.antibullyingpro.com</p> <p>Activity A: Emoji Activity emoji signs (pages 7 – 11)</p> <p>Digital Portrait activity: 2 sheets of flipchart/A3 paper,</p>	<p>I can explore how the images we see online can be edited and curated</p> <p>I can reflect on the motivations behind sharing content online</p> <p>I can develop critical thinking skills when it comes to the online world</p>

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	<ul style="list-style-type: none"> • The Diana Award, in partnership with ASKfm and psychologist Dr Linda Papadopoulos, found that 63% of young people aged 13-17 believe people behave differently online to the way they do offline • Did you know that 47% of young people aged 8-17 think it's important to 'fit in' online and 61% think the internet puts pressure on people to come across as perfect? (UKCIS, Safer Internet Day report 2020) • 35% of girls aged 11–21 say that comparing themselves and their lives to others was one of their major worries about the amount of time spent online. (Girlguiding's Girls' Attitudes Survey, 2017) <p>Main: <u>Activity 1: Emoji Activity</u> In this activity, pupils will be asked to reflect on the way we perceive social media posts, whether our perceptions are true to reality and how other people feel when posting on social media.</p> <p>Print off the Activity A: Emoji Activity emoji signs Stick them around the room.</p> <p>Explain that you're going to read out different types of posts you might come across on social media Students should stand up and walk to the emoji sign that best represents how they would feel if they saw that post.</p> <p>Read out the following types of social media post. (For each statement, ask 2-3 pupils to explain why they chose that emoji to show how they would feel.)</p> <ul style="list-style-type: none"> • Your friend who looks like they're always having fun posts a picture of themselves at a party you weren't invited to. • Your friend posts a picture of their weekend shopping haul – new trainers, headphones and the latest iPhone and they've got over 100 likes. • A celeb posts a selfie which gets over 10,000 likes. • Someone you know from school has hundreds of Instagram followers – easily 3 or 4 times the amount you have. 	<p>Write 'Before' at the top of one of the sheets and 'After' on the other.</p> <p>Stick these at opposite sides of the room.</p> <p>Activity C: Online and Offline Worlds Worksheet</p>	
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	<ul style="list-style-type: none"> You always see your other friends have a higher snapchat score or a snapchat streak. <p>Repeat the activity but ask pupils to imagine how the person posting the photo feels.</p> <p>They should stand at the emoji sign which represents what they think that person's feelings are when they posted the photo. When they move to their emoji sign, ask pupils to discuss why they chose that emoji. Encourage pupils to constructively challenge each other using these prompts:</p> <ul style="list-style-type: none"> Can you really say for certain how that person feels? If they post pictures of themselves doing fun things, does that mean that they are having fun all the time? What do you think motivates people to post on social media? <p>(Hints: peer pressure, validation from likes, paid by sponsors to post, FOMO - Fear Of Missing Out.)</p> <p>Explain that this activity demonstrates why it's important to reflect on assumptions we make about others online and to be mindful of how this online influence makes you feel, especially if you feel upset.</p> <p><u>Activity 2: Digital Portrait</u></p> <p>In this activity, you will explore the impact that online edited images can have on our self-esteem. You will also be discussing how these images can be manipulated or changed.</p> <p>Explain that in this activity we will be talking about images that are posted permanently online (not on Snapchat, for example). When we say 'online images', we are talking about any sort of photo that is taken and uploaded to a social media site by a user – this could be a selfie, a photo of what you had for dinner, a holiday snap, a photo of your pet dog, your best friend's birthday party, what you did over the weekend... you get the idea!</p> <p>Ask Students to all stand up and then sit down if:</p> <ul style="list-style-type: none"> They think that the photos that celebrities usually post online are realistic They think that photos that people their own age take and post online are realistic <p>Ask what do you think has more of an impact on you: seeing a photo that a celebrity has taken which has been changed in some way or a photo that your friend has taken? Why?</p> <p>Ask everyone to stand up</p>		
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	<p>Point to the worksheet in the middle of the room showing the point at which a photo is taken. At one end of the room is the 'before' sheet and at the other side is 'after'. Students should take a felt-tip pen and write on each sheet all the things which happen before and after a photo has been taken to make it look 'good' and ready to post. Go over the answers that people have written on the sheets</p> <p>Ask: How many photos that we see uploaded do you think have not had any of these changes made to them? • When people see photos that have been changed in this way on social media, how do you think it makes them feel about themselves, their lifestyle or the way they look? How might it affect their self-esteem? (Self-esteem is 'confidence in one's own worth or abilities.') • Remind them that this process of before and after editing can apply to any image that is uploaded online not just ones with people in them. Do you think people should feel pressured to compare themselves to photos/selfies of people their own age on social media? • What could we do to make sure that other people's photos don't make us feel bad about ourselves?</p> <p><u>Activity 3: Online and Offline Words</u> In this activity, you will reflect on the differences in our behaviour in the online and offline worlds and about the different ways people use social media</p> <p>Explain that you are going to show the students a statement. You are going to ask students to show their opinion on the statement by imagining that one side of the room is 'strongly agree' with the statement. The other side of the room is 'strongly disagree' with the statement. Ask them to imagine that there is a line in between so they can stand anywhere in between the two sides depending on how much they agree/disagree with the statement. Show and read the statement on Activity C slide - "The online and offline worlds are the same thing; social media is just another way of talking to each other." Ask them to stand up and move around the room. Ask students for their opinions from different sides of the room.</p> <p>Explain that in this activity we're going to look at the differences and similarities between online and offline behaviour. Hand out the Activity C Work Sheets (1 between two students) and show Activity C:</p>		
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	<p>Online and Offline Worlds slide of the PowerPoint presentation. Explain that there are two worlds on the sheet – online and offline. Working in pairs, they should read the questions in the middle and write their answers on the left for online and on the right for offline. Go through an example with the whole group before they get started. E.g. Time – How long do the things people say/post/ show last for? For the online world, this could be permanent. Content can be revised. For the offline world, things people say may just be heard by one person and cannot be revisited. Things people are shown are just seen by a particular person who they have chosen to share it with, so it is more selective. Explain that once students have completed the work sheet, they should take two different coloured pens and circle the things on their sheet that are similar across both worlds. They should then use a different coloured pen to circle things that are different between both worlds. Give students 5-10 minutes for this part. Gauge when students are finishing up and give a 1-minute warning. Ask students for their answers and make notes on the board.</p> <p>Ask: Why do we think this is? Why are their differences between the online and offline world? If you do think people act differently online, why do you think this is? Hint: to show a different version of themselves, they may feel pressured to do so, FOMO – Fear of Missing Out, etc. Finally, ask what have students learnt from this activity?</p> <p>Explain that by taking part in this activity, you have developed your critical thinking skills by reflecting on the similarities and differences between people’s behaviour online and offline and their motivations and intentions behind their actions. By the end of activity, you should have discussed and communicated the following key messages: • A person’s behaviour on social media can reflect how they really are in person, but things often get distorted or exaggerated • People sometimes use social media to show only positive sides of themselves by editing and selecting what to post. So, remember that what you see online might not be ‘real’ and it’s important to reflect on this and try not to be too affected by the ‘fear of missing out’.</p> <p>Watch: https://www.youtube.com/watch?v=LfBpVONtnD4 https://youtu.be/kMU_z5IY6PQ</p>		
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		<p>Plenary: When used well, social media can be a fantastic way to connect with people and share things that you are passionate about. We'd like to leave you with a few key messages... Remember... Social media is someone's highlights reel • People sometimes use social media to show only positive sides of themselves, editing and selecting what they post to over exaggerate reality. People often post photos that present themselves in the best light or are edited, so you shouldn't feel pressured to compare yourself/your abilities to what is probably impossible to achieve! It might not be the full story • You can never really know the story behind an image or post – the image or post may have been edited and we can never really know the motivation of the person posting the image. Think critically about the full picture - not just what you see in the photos. How has this image been changed and is it realistic? • A person's behaviour on social media can reflect how they really are in person, but things often get distorted or exaggerated. Ensure you are the change you want to see! • If you want to see social media being used as a place where you feel less pressure to be 'perfect', then remember to engage with it positively, only follow accounts that inspire you (not ones that make you feel down or compare yourself to) and spread kindness and acceptance! Take a break • Balance your time online with time spent offline doing things you enjoy. Bake a cake, read a book, go for walk... taking time offline can recharge your batteries. Write a list of things you love about yourself and get a friend/family member to do it too! • Write down things you love about yourself (not just your appearance) - this could be your qualities, skills, hobbies, likes, passions, dreams... And lastly... • If you're feeling down, anxious or stressed, the best thing you can do is talk to someone! This could be your parent, carer, best friend or a trusted adult in school. A problem shared is a problem halved and by talking about it, you're starting to find solutions to help you feel better. • You can also text The Diana Award's Crisis Messenger anytime if you live in the UK by texting 'DA' to 85258 for free advice from trained professionals on issues surrounding mental health, body confidence, bullying behaviour and more. You can also contact Childline for free on 0800 1111.</p>		
6	LO: To learn about digital wellbeing	<p>Re-visit Ground Rules</p> <p>Starter: <u>Question Opener</u> 3-minute discussion</p>	Ask It Basket Keep Calm and Stay in Control Lesson Plan	I can explore the concept of digital wellbeing and how to manage screen time



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	<p>Say "Imagine your house was on fire. You have a minute to choose three objects to save. (Living things are automatically saved). What would you choose?"</p> <ol style="list-style-type: none"> 2. Pupils have 10 seconds to write their answers on their pieces of paper 3. Say "Who had an electronic device on their list?" 4. Ask "What was it? Why would you take it?" <p>Main: <u>Activity 1: Would you rather</u> Say "As a group, we're going to play a game of 'Would you rather...?'" Explain that you will read out a 'Would you rather...' statement indicating which side of the room pupils should move depending on their choice. Pupils must stand up and decide which side of the room they would rather move to. Once pupils have moved, ask 2 or 3 people per side to explain why they are on that side and to explain their reasoning to the room.</p> <p>So, you'll have noticed that the 'Would You Rather' statements were all focused on technology use and getting you to think about:</p> <ol style="list-style-type: none"> 1. How important staying connect is for you 2. How much you use your devices 3. And what you use your devices for <p>This is exactly what this mini session is all about: thinking about what we spend our time online doing, reflecting on how meaningful some of this time is and providing you with top tips to manage your screen time. Ask: Has anyone ever heard of Digital Wellbeing? Get a few responses from the room. Say: Digital Wellbeing involves having an awareness of how being online can make us feel and looking after ourselves and others when online. We all know that we can do things to take care of our physical wellbeing such as eating well and exercising regularly and we can do things to take care of our mental wellbeing such as connecting with like-minded people and talking about how you feel. But did you know that you can take steps to ensure that you maintain positive digital wellbeing?</p>	<p>https://www.youtube.com/watch?v=eIF3Z6npWa0&feature=youtu.be</p> <p>Would You Rather statements (page 4 of Lesson plan pdf)</p> <p>Activity A Worksheet (page 9 of pdf)</p>	<p>I can explore the impact that using technology has on my life</p> <p>I can explore how to start conversations with my parents/carers about screen time</p>
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	<p>Ask the room to 'pair and share' – this means turning to the person next to you and discussing the question with them. Give the room 1 minute in pairs to ask each other:</p> <ul style="list-style-type: none"> • How do you spend time online/on your device? • How does it make you feel? • Is there anything you'd like to change? <p>Share facts about young people and their technology use on the slide</p> <p><u>Activity 1: Day in the Life of a Device</u> In this exercise, you will look at all the different times during the day when you use technology and colour in a battery image to illustrate this</p> <p>Say: So, for us to think about our screen time, it's important to reflect on when we're using our devices and how often we use connected devices. Explain that you will be reading out activities that they might do in a typical day. If students normally or regularly use their phone/tablet/favoured device during those activities, they should colour in one section of the battery on the sheet. (If anyone fills up their battery, give them a new sheet.)</p> <p>Read the activities and ask pupils to colour in a section of their battery if they often use their phone/device When finished, ask "how full are your batteries?" What would you say it means if your battery is completely full? Do you think there could be any downsides to using your device at any of these times? Ask pupils to either:</p> <ul style="list-style-type: none"> • Put their hand flat if they think the amount of time they spend on their devices is about right • Put their thumbs down if they think that they spend too much time on their devices <p>Ask: If you thought you might be using your devices a bit too much and want to moderate your use, what could you do? Ask the room and write ideas on a whiteboard. If you asked your parents/carers to do the same activity, how full would their battery be? What are some agreements you could put in place at home to support one another to use devices meaningfully?</p>		
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	<p>Encourage your peers to speak with their family members at home about what they have learned during today's session.</p> <p>Plenary: Share hints and tips about how to reflect on how much pupils use their devices and some suggestions for things they can do to stay in control</p>		
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7	<p>LO: To identify what self-care strategies are</p>	<p>Re-visit Ground Rules</p> <p>Starter: Lesson stimulus Ask pupils to reflect for 30 seconds on what self-care means before showing them the definition on the board.</p> <p>Ask pupils to work in small groups to come up with as many different self-care ideas as they can. Explain to pupils that self-care might look different for everyone, so there are no right or wrong ideas (as long as it is a positive thing that supports someone in looking after themselves). Ask them to write each new idea on a new sticky note.</p> <p>Support: Encourage pupils to use the icons on the board to support their ideas. The icons link to the five ways to wellbeing, which are:</p> <ul style="list-style-type: none"> •Connect with other people •Be physically active •Learn new skills •Give to others •Pay attention to the present moment (mindfulness) <p>https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/</p> <p>Challenge: Sort your sticky notes into different categories. What titles would you give each category? Examples could include, physical self-care, mental self-care, connecting with people, learning new skills, acts of kindness.</p> <p>Ask pupils to share their ideas. As these are shared as a class, ask pupils to make a mental tally or make a mark on a page if an idea is mentioned that is something they already do sometimes. At the end, ask pupils to reflect on the fact that they will already be doing a lot of things that count as self-care and that this session will hopefully add some new ideas to what they already do to look after themselves.</p> <p>Main:</p>	<p>Ask It Basket</p> <p>Post-it notes</p> <p>Music</p> <p>A5 card</p> <p>Black A4 paper and pens</p>	<p>I can explain what self-care means</p> <p>I can identify and try out a range of self-care strategies</p> <p>I can complete a self-care bullet journal</p>
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	<p><u>Activity 1: Discussion questions</u> All: Why is self-care important? (To stay healthy in your body and mind, routine, to feel good) What might be the benefits of self-care? (More confidence, more energy, more empathy, can help us deal with challenges and changes, help our resilience) What might make self-care difficult for some people? (People might not feel like they deserve it, lack of time or energy, not knowing what it is)</p> <p>Further challenge: What makes the most effective self-care? Is it the same for everyone? (The most effective self-care is care that supports that person. Different things will work for different people, as everyone is individual and unique with different things that make them feel good) How could you encourage a friend who is finding self-care a challenge? (Showing them kindness, helping them think of simple things they can do to look after themselves, modelling self-care, signposting them to a trusted adult who can support them)</p> <p><u>Activity 2: Self-care reflection</u> Ask pupils to take a look at the self-care reflection spider diagram to assess which areas they most commonly do in terms of self-care. Ask them to mark where they are between 0-10 and they can then join these marks up to see how their stars look.</p> <p>These are taken from the five ways to wellbeing which are central to self-care. Highlight that everyone will have different looking stars and based on their star they might want to choose an area of self-care to focus more on. Highlight that we should be addressing all five of these categories on a regular basis as part of our routines.</p> <p>This reflection is something they could return to and chart in a different colour once a month to see how their self-care changes over the year.</p> <p>Self-care activities On the following 5 slides there are activities to do linked to wellbeing.</p>		
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	<p>Activity 3: Class challenges</p> <p><u>Connect with others</u> Show the Social Media and Self-care video to pupils and ask pupils to reflect on the benefits of connecting with others.</p> <p>Ask pupils to discuss in pairs things that young people can do to connect with others. Write these up on the board (or type up to save for a class record). Ideas could include go for a walk with a friend or family member, video-chat, call or text a friend or family member you haven't spoken to for a while, write a letter, send some funny memes, play a game with someone, plan something fun with your friends, tell people how you are feeling, ask others how they are.</p> <p>As a class, vote on one of the two activities above and have a go! Ask pupils to reflect on how they feel after they have connected with someone.</p> <p>You can also play a category game as a class using mini-whiteboards. Someone chooses a category e.g. types of weather. Everyone must stand up and write down something in that category and then the whole class holds up their answers. If their answer is the same as someone else's they can sit down. The aim is for the whole class to be sitting down.</p> <p>Inform pupils that if this self-care action didn't work for them, you'll be exploring other self-care activities in the following sessions.</p> <p><u>Be physically active</u> Watch the Sweat video and ask pupils to reflect on the benefits of physical activity.</p> <p>Ask pupils to then discuss in pairs things that young people can do to be physically active. Write these up on the board (or type up to save for a class record). Ideas could include: go for a walk to a park, stretch, go for a run, do some yoga, try a dance class, try a boxing class, do some sit-ups, walk round the block, kick a ball about, anything to move your body!</p> <p><u>Learn something new/express yourself</u></p>		
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	<p>Ask pupils to discuss in pairs things that young people can do to learn something new / express themselves. Write these up on the board (or type up to save for a class record). Ideas could include learning a new skill, playing a new game, doing a new puzzle. Creative arts and writing can be great ways to express worries, which in turn can help them to pass.</p> <p>As a class, vote on one of the two activities above and have a go! Ask pupils to reflect on how they feel after they have learned something new.</p> <p>If pupils choose option A, also ask if anyone in the class knows hello in any other languages and ask them to teach the rest of the class if they feel comfortable to do so.</p> <p>Inform pupils that if this self-care action didn't work for them, you'll be exploring other self-care activities in the following sessions.</p> <p>As a class, vote on one of the two activities above and have a go! Ask pupils to reflect on how they feel after they have done something physical with their body.</p> <p>N.B. Feel free to amend these choices to meet the abilities and interests of your pupils or if leaving the classroom isn't possible. Option A could instead be to reflect on how pupils feel during and after their favourite physical activity.</p> <p>Inform pupils that if this self-care action didn't work for them, you'll be exploring other self-care activities in the following sessions.</p> <p><u>Kindness</u></p> <p>Ask pupils to discuss in pairs things that young people can do to show kindness to others or to themselves. This discussion could also include what kind things they have done recently or what they would like to do that is kind. Write these up on the board (or type up to save for a class record). Ideas could include: send a card, help someone out, do some chores around the house without being asked, bake something, make something, say thank-you to someone, take a bath, write down things you value about yourself or a friend, create a cosy corner, decorate your room.</p>		
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	<p>As a class, vote on one of the two activities above and have a go! Ask pupils to reflect on how they feel after they have taken part in the kindness challenge.</p> <p>Option A examples could include: they are brave / polite / conscientious / helpful/ artistic / hardworking / friendly / sociable; they are good at netball / maths / computing; they held the door open for their classmate / invited their classmate to have lunch together / picked up some rubbish in the playground.</p> <p>Inform pupils that if this self-care action didn't work for them, you'll be exploring other self-care activities in the following sessions.</p> <p><u>Mindful moment</u></p> <p>Ask pupils to discuss in pairs things that young people can do to be more mindful and connect to the present moment. Ideas could include: notice your feelings, write, paint or draw how you feel, turn off notifications, turn off your phone, go into nature and look around, meditate, have a warm or cool drink and just relax.</p> <p>As a class, vote on one of the two activities above and have a go! Ask pupils to reflect on how they feel after they have taken part in the mindfulness activity.</p> <p><u>Optional extension activities</u></p> <p><u>Create a class wellbeing challenge.</u></p> <p>Ask your class to come up with a list of their own ideas of things that could be done under each of the five ways to wellbeing.</p> <p>These can then be displayed or saved as a document and then pupils can vote on which wellbeing activities they would like to do in class. This could be one every day or one a week.</p> <p>Include some reflection time after the activity to connect with how they felt before and after.</p>		
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	<p><u>Bullet Journal</u></p> <p>Give pupils out a bullet journal each and explain that they will use it to put into practice the things they have learned during the session. It can be shared after the first session, or once you have completed all five.</p> <p>Explain the different sections using the arrows above. Give them a few minutes to fill in their journals with the inspiration, goals and self-care ideas based on what they have learned in the sessions. Encourage them to personalise it by using colour, drawings and anything they want to inspire them to look after themselves.</p> <p><u>Example Bullet Journal</u></p> <p>Give pupils out a bullet journal each and explain that they will use it to put into practice the things they have learned during the session. It can be shared after the first session, or once you have completed all five.</p> <p>Explain the different sections using the arrows above. Give them a few minutes to fill in their journals with the inspiration, goals and self-care ideas based on what they have learned in the sessions. Encourage them to personalise it by using colour, drawings and anything they want to inspire them to look after themselves.</p> <p><u>Plenary:</u></p> <p><u>Signposting</u></p> <p>Share this slide with pupils and remind them that self-care isn't always easy, especially if they aren't feeling their best. It is always good to try out the different actions they have learned in class, but if they are feeling low or worried, they should always speak to a trusted adult.</p>		
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	<p>If things become difficult, they should speak to a trusted adult in school, at home or contact Childline (0800 1111 or https://www.childline.org.uk/) or Shout. Childline runs free telephone helplines for children and young people, while Shout offers free text messaging support.</p> <p>If anyone is in need of mental health support, speak to the mental health lead in your school or search for a local service at: https://www.nhs.uk/service-search/mental-health/find-an-urgent-mental-health-helpline</p>		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.