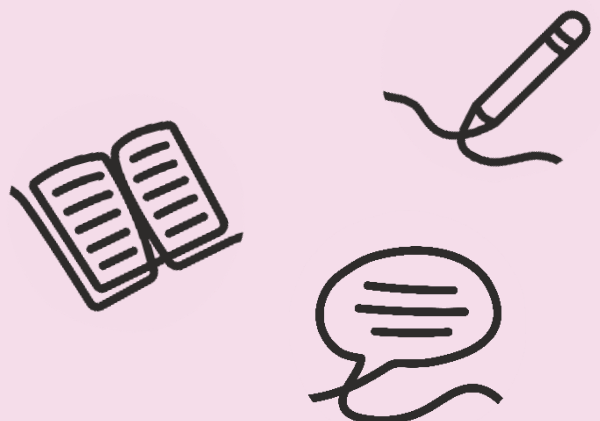


PSE mental health and wellbeing lessons

Teacher handbook

Second level



Introduction

Around since 1923, SAMH (Scottish Action for Mental Health) is Scotland's national mental health charity.

Today, we operate over 70 services in communities across Scotland, providing mental health social care support, and addiction and unemployment services, among others. Together with national programme work in See Me, respect^{me}, suicide prevention, and physical activity and sport, these services inform our policy and campaign work to influence positive social change.

SAMH has been campaigning for better mental health support for children and young people since 2017, when we launched our 'Going To Be' campaign. The campaign highlighted that three children in every classroom will develop a mental health problem by the age of 16, and will often struggle to get the help they need. We believe that better understanding of mental health and wellbeing can reduce stigma and give young people the knowledge and skills to better look after themselves, feel more able to reach out for support, and support others.

With this in mind, we have developed Personal and Social Education (PSE) lesson plans for children and young people in early years, primary and secondary.

This teacher handbook includes all PSE mental health and wellbeing lessons for the Second level. Along with the accompanying PowerPoint presentations and an attachment to be used as a handout, it has all the information needed to deliver these lessons.

Lessons are specific to each level and have been developed with attention to the age, stage and mental health learning needs of children and young people. All lessons for this level last 45 minutes to one hour.

We have split lessons for each level into topics, and developed the lessons within each topic to run one after the other. We recommend that you work through each lesson in order and complete the full topic, to maximise learning. Once these lessons are embedded within your school, children and young people will be able to work through them as they progress through their school years. However, each topic on its own can also support positive mental health and wellbeing.

We tested the lessons with schools. Feedback from children, young people and adults helped us put together the final versions. Thank you to the following people and schools for their support:

- Pam Steel, Wallace High School
- Bridge of Allan Primary School
- Larbert Village Primary School
- Marc Colgan, Clinical Associate in Applied Psychology

If you would like to know more about SAMH's work with children and young people, including our work in schools, please contact cypenquiries@samh.org.uk

Keeping children and young people safe

While these lessons are intended to be educational and supportive for children and young people, they may bring up difficult thoughts and feelings about themselves or others. Create an environment where everyone feels safe and supported to ask questions, and respected in their views.

At the start of each lesson make it clear to your class that children don't have to share anything personal if they don't want to. Also ask them to *share with care*, in case it leaves them feeling exposed or upset. Be especially aware if you know that a particular topic may be difficult for a child, for example if they have personal and/or familial experience of mental health challenges.

Talk with your class about the people in your school they can speak to, and make yourself available at the end of each lesson for any child who wants to talk through anything upsetting or worrying that the lesson has brought up.

Talk about the limits to confidentiality. If you have any concerns about a child or young person's welfare you must follow your school's Child Protection Procedures.

Remember to signpost children to other support, including Childline 0800 1111, where appropriate.

Lesson preparation

Please take time to familiarise yourself with each lesson before delivering it. The resources you'll need are listed at the start of each lesson plan. We've tried to minimise the preparation and resources needed.

When developing these lessons we estimated the time needed for each activity. You may find it takes less or more time, depending on the level of participation from your class. Do what feels best for your class and you. If you run out of time you can revisit the lesson, but do try to complete all activities and the full topic.

Within the handbook there are links to short videos. All videos are from You Tube and the video links were correct when these lessons were developed. In advance of the lesson please check that the video links are still working and consider alternative videos if necessary.

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Second Level Topic 1
Understanding mental health and wellbeing

Lesson 1 | Understanding physical health and mental health

CfE Es & Os	HWB 2-06a, HWB 2-07a	Duration	50 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 1 PowerPoint (start at slide 2) • Large sheets of paper for small group activity • Markers 		
Learning intention	To explore what health is and the things that we can do to stay healthy.		
Success criteria	<ul style="list-style-type: none"> • I can identify that my health includes my physical health and my mental health • I can list the ways that I can look after my health 		

Introduction | What is health? 15 minutes

Display PowerPoint slide 3 – Learning intention and **talk through**.

Ask the class “What is health?” and **gather** answers.

Display and **read through** PowerPoint slide 4 – What is health?

Click on the slide to bring up the second point.

Explain that as well as physical health, we all have mental health. **Tell** the class that this lesson will focus on both physical and mental health.

Explain that many in the class will already know what physical health is, but sometimes mental health is harder to understand.

Display and **read through** PowerPoint slide 5 adding that mental health is about our thoughts and our mind, our feelings and emotions, and our actions and behaviours – what we think, what we feel, and what we do.

Display and **read through** PowerPoint slide 6 **emphasising** that positive wellbeing (both physical and emotional) includes how we look after ourselves. **Clicking** the slide twice will bring up both definitions.

Display and **read through** PowerPoint slide 7. **Allow** the class to give any feedback or ask questions.

Activity 1 | What keeps us healthy?

25 minutes

Split the class into groups of 4-5. **Give** a large piece of paper and some markers to each group. **Ask** each group to draw a body outline.

Ask the groups to think of the different things people can do to stay healthy and write their ideas inside the body. At this stage, **don't ask** them to separate their ideas into physical and mental health.

After the groups have done this, **draw** a table on the board with two headings – 'Physical health' and 'Mental health'.

Ask the groups to share what they wrote in the body outlines. As they do, decide as a class which column the suggestions fit into. Some examples may support both physical and mental health – for example regular exercise is good for both.

Make a list under each heading. This might look like:

Physical health	Mental health
<ul style="list-style-type: none"> • Have a balanced diet • Take regular exercise • Spend time outdoors • Have a good sleep routine • Drink plenty of water • Avoid sugary drinks • Dress warmly on cold days • Go to the doctor when feeling unwell 	<ul style="list-style-type: none"> • Spend time with friends and family • Take regular exercise • Spend time outdoors • Have a good sleep routine • Talk to others about how we're feeling • Take time away from electronic devices • Write a list of things we're good at • Practise breathing exercises

Plenary | Different types of health

5 minutes

Display and **click through** the points on PowerPoint slide 8, **allowing** time for feedback and questions.

Homework challenge | Looking after health at home

5 minutes

Display PowerPoint slide 9 – Homework challenge.

Look at the list you made in activity 1 and **invite** the class to try some activities that support good physical and mental health at home. **Ask** the class what things they might try.

Ask them to take note of how the activity makes them feel and if they would recommend it to others.

Invite learners to involve their family/carers and to ask them what other activities they do to support good physical and mental health.



Second Level Topic 1
Understanding mental health and wellbeing

Lesson 2 | Changes in mood

CfE Es & Os	HWB 2-02a, HWB 2-03a, HWB 2-04a	Duration	55 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 1 PowerPoint (start at slide 10) • Anna Freud Centre – Talking Mental Health www.youtube.com/watch?v=nCrjev3-Js • Paper (one piece per learner for homework activity) • Pencils 		
Learning intention	To explore the things that bring changes to our mood and mental health, and the support available to ourselves and others.		
Success criteria	<ul style="list-style-type: none"> • I understand that thoughts and emotions change in me and others, depending on what’s going on around us • I understand who I can talk to and the ways I can get support 		

Introduction | Mental health and wellbeing

5 minutes

Ask the class if they did any activities this last week to support their physical and/or mental health, and how these activities made them feel.

Display PowerPoint slide 11 – Learning intention and **talk through**.

Remind the class that health includes both physical health and mental health.

Activity 1 | Feelings are also emotions

15 minutes

Display and **click through** PowerPoint slide 12.

Explain that sometimes not-so-good emotions can feel difficult to manage. It can help to talk to someone we trust, to help make sense of them.

Remind the class that there are adults available in the school they can speak to if they feel worried or upset about anything, and we’ll explore this later in the lesson.

Explain to the class that they're going to watch a video called *Talking Mental Health*, made by the Anna Freud Centre. In the video children aged 10-11 talk about their emotions.

Play the video from YouTube www.youtube.com/watch?v=nCrjevX3-Js and **pause** at 2 minutes, 50 seconds (after Jay describes her emotions "like a volcano").

Note to teacher: The second part of the video will be shown in the next activity.

Display PowerPoint slide 13 – Discussion. **Click through** to show questions on the slide.

Discuss as a class:

1. How are the not-so-good emotions affecting Jay?
Answer: She's confused, tummy hurts, can't get to sleep, and can't concentrate at school.
2. How does Jay describe how she's feeling?
Answer: She feels like her "head is going crazy", like there's a "volcano inside getting hotter and hotter".
3. Why might Jay be feeling this way?
Answer: The video doesn't say, but take suggestions from the class of things that could cause these difficult feelings.
4. What can Jay do to get help for how she's feeling?
Answer: Talk to her parents/family/carers, or tell someone at school/clubs about how she's feeling.
5. What can Jay's friends do to help her?
Answer: Be kind to Jay, listen to her, and help her to talk to an adult.

Activity 2 | The spectrum of mental health

15 minutes

Explain that we all have mental health. Because life can be challenging, we all experience ups and downs throughout the day and this can affect our mood. However, some people feel like they often have more downs than ups, and some people experience very difficult emotions every day.

Explain that mental health, and how we feel as a result, can change depending on what's happening around us and the challenges we face.

Display PowerPoint slide 14 – Mental health scale.

Decide as a class what emotion each of the emoji faces on the slide represents.

Read out the different scenarios from a week in the life of Jill (below), **pausing** after each point to **ask** the class where they think Jill may be on the scale and why.

A week in the life of Jill:

- Jill has had a hard day at school
- She discusses it with her mum when she gets home, and feels better after talking to her
- The next day Jill's little brother feels unwell and can't go to school, but Jill goes
- Jill feels that she hasn't done well in her maths test
- The teacher tells her that she knows she tried her best and offers to give her more help for next time
- Out on the playground Jill sees another child looking sad and asks him if he wants to play
- At golden time the class have lots of fun dancing
- Jill falls over and scrapes her knee
- Later that week she learns a new magic trick
- She shows the magic trick to her brother to cheer him up, and he wants to learn it too

Explain that where we are on this scale changes as our feelings and mood change every day (even throughout the day), depending on what's going on for us, and if we feel upset or down. However, we always have the opportunity to feel more positive again.

Activity 3 | Talking and listening

10 minutes

Remind the class that in the *Talking Mental Health* video Jay had been experiencing a lot of not-so-good emotions and wasn't sure what to do.

Tell the class they're going to watch the rest of the video to see how Jay was able to get help.

Start the video from where you paused it previously at 2 minutes, 50 seconds, and **play** for another 2 minutes until the end www.youtube.com/watch?v=nCrjev3-Js

After the video's finished, **highlight** that Jay's friend Jack was able to help Jay by speaking to their swimming coach about how she had been feeling.

Remind the class that if they're struggling with anything, or if they're experiencing more not-so-good emotions than good emotions, there are trusted adults at home, in the community and at school they can speak to.

Take a few suggestions from the class about who they or others might be able to speak to.

Remind the class of the times you're available if they want to talk to you about anything bothering them, including at the end of the lesson, during breaks and at the end of the school day.

Highlight that in the video Jay's friends talked about being a good listener.

Ask the class what recommendations were given in the video on how to listen well.

(Answers from the video include: listening carefully by leaning forward; sitting side by side; making the person feel comfortable; and giving them time and attention.)

Emphasise that the video said someone might not always know what to do when they're down, but they can talk to a trusted adult who can help.

Plenary | We all have mental health

5 minutes

Display PowerPoint slide 15 – We all have mental health.

Click through each point one at a time.

Recap that we all have mental health, and this can change depending on how we're feeling and what's happening around us. This is called the *spectrum of mental health*.

Remind learners that this is normal, and everyone experiences ups and downs with their mental health.

Explain that there are things we can do to help look after our mental health, and the class will look at these in the next lesson.

Remind learners that there are adults at home and in school they can talk to if they need support for themselves or someone else.

Homework challenge | My support network

5 minutes

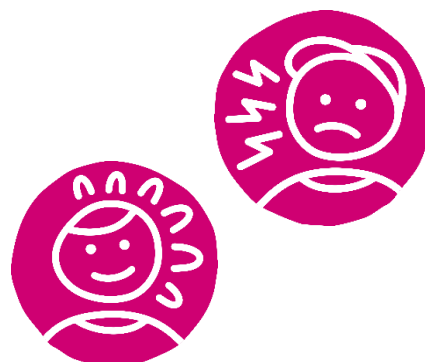
Display PowerPoint slide 16 – Homework challenge.

Remind the class that in the video Jay thinks about all the people she has around her who she can talk to, and we see a drawing of Jay with her *support network*.

Give paper to each learner for the homework challenge and **make sure** they have a pencil.

Ask learners to write their name in the middle of the paper (or draw a picture of themselves).

Tell them that at home they can write the names or draw pictures of the people they have around them for support (trusted adults).



Second Level Topic 1
Understanding mental health and wellbeing

Lesson 3 | 5 ways to better wellbeing

CfE Es & Os	HWB 2-03a, HWB 2-06a, HWB 2-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 1 PowerPoint (start at slide 17) • Paper • Pencils • Poster paper/flipchart paper (for 5 groups) • Colouring pens/pencils • Any resources needed if doing optional activity 		
Learning intention	To understand the importance of looking after my mental health, and the things I can do to support positive wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I understand the importance of looking after my mental health and wellbeing, through coping skills and positive relationships • I know that support is available if I'm struggling with my mental health and wellbeing 		

Note to teacher: Although this lesson is intended to be approximately 60 minutes, it also includes an optional additional activity to share learning at an assembly around the 5 ways to better wellbeing. If you're including this activity please allow time with learners to plan, create and deliver the assembly. You may feel it's best to do this optional activity at the end of the full topic.

Introduction | Emotions check-in 10 minutes

Do an emotions check-in with the class so they can share how they're feeling today.

Ask for volunteers to feed back and share any pictures from the previous homework challenge, which asked them write down or draw their support network.

Remind the class that they should only share what they feel comfortable sharing.

Explain that there are lots of things we can do to feel good about ourselves and to improve our mental health and wellbeing.

Ask learners to share what they already do and **share** what you do.

Display and **talk** through PowerPoint slide 18 – Learning intention.

Activity 1 | SAMH 5 ways to better wellbeing

20 minutes

Explain that research has found including five types of activities in our lives can support positive wellbeing. These are called the *5 ways to better wellbeing*. They help us to keep feeling mentally healthy and support us to feel more positive when we're feeling down.

Display PowerPoint Slide 19 – SAMH 5 ways to better wellbeing for children and young people, and **talk** through the different five ways.

Hand out paper and pencils to the learners.

Ask the class to list the many activities they can do under the 5 ways to better wellbeing, both in school and at home/in the community. They can do this by making two lists under the headings 'School' and 'At home/in the community'.

Learners can either work on their own, in pairs or in small groups.

Allow learners around five minutes to make their lists

Take feedback from the whole class and **create** a class list with their ideas on a large sheet of paper or the board.

Activity 2 | 5 ways to better wellbeing poster

20 minutes

Split the class into five groups and **assign** each group one of the 5 ways to better wellbeing (connect, be active, take notice, learn or give).

Hand out a large piece of paper and colouring pencils/pens to each group.

Ask each group to design a poster outlining their allocated way to better wellbeing. The poster could include a definition of this type of wellbeing activity, drawings, or a list of activities people can do around this way to better wellbeing.

Allow five minutes for the groups to plan their poster and then 15 minutes to design and colour it.

If time permits, **allow** each group to talk through their poster with the full class, and display it if there's wall space.

Plenary | 5 ways to better wellbeing recap

5 minutes

Remind learners that the 5 ways to better wellbeing help keep us feeling good, or can help us feel more positive if we're feeling down.

Challenge learners to remember all 5 ways to better wellbeing with their eyes closed.

Homework challenge | 5 ways to better wellbeing activity

5 minutes

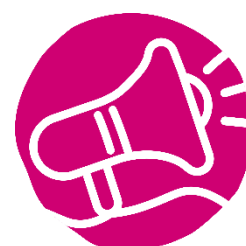
Display PowerPoint slide 20 – Homework challenge.

Challenge the class to try at least one new activity from the 5 ways to better wellbeing list or posters, and then report back to the class on what activity they tried, how it made them feel, and if they would recommend it to others.

Optional activity | 5 ways to better wellbeing assembly

Ask the class to plan an assembly to share the information they've learned around the 5 ways to better wellbeing. For example, the class could split into 5 groups and each group presents on one of the 5 ways. The class could also use their posters as visual aids.

Allow time for learners to plan and create their assembly presentation.



Second Level Topic 1
Understanding mental health and wellbeing

Lesson 4 | Creating a mental health and wellbeing questionnaire

CfE Es & Os	HWB 2-02a, HWB 2-03a, HWB 2-06a, HWB 2-07a	Duration	50 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 1 PowerPoint (start at slide 21) • Pencils • Paper • Print-outs/copies of questionnaires (once created) 		
Learning intention	To create a questionnaire to find out how other people look after their mental health and wellbeing.		
Success criteria	<ul style="list-style-type: none"> • can create questions to ask people about their knowledge of mental health and wellbeing, including how they look after them • I can explore ways to share what I've learned about mental health and wellbeing with others 		

Introduction | Emotions check-in

10 minutes

Do an emotions check-in with the class.

Ask if anyone would like to tell the class about the 5 ways to better wellbeing activity they tried at home as part of the homework challenge.

How did it make them feel? Would they recommend it to others?

Activity 1 | Planning the questionnaire

15 minutes

Display PowerPoint slide 22 – Learning intention and **talk** through.

Explain to the class that during the next two lessons they're going to research what other people know about mental health and wellbeing, and looking after it, by designing a questionnaire for Primary 5-7 learners.

Discuss with the class how a questionnaire can help them find out this information.

Split the class into pairs or small groups and **hand out** paper and pencils.

Display PowerPoint slide 23, which outlines the kinds of things they may want to find out from their questionnaires. **Ask** the pairs/groups to each come up with some questions they could ask to find out this information.

Allow time for the groups/pairs to discuss, agree and write their questions.

Activity 2 | Creating the questionnaire

15 minutes

Ask the groups to share their proposed questions with the wider class and **decide** together the final questions to include in the questionnaire.

Note to teacher: You could write the questions by hand and type them up later, or copy them into a website like Survey Monkey or Google Docs to print out and photocopy. Allow time between the lessons to print the questionnaire, distribute to the other Primary 5-7 classes in the school for them to fill in, and collect the completed questionnaires.

Plenary | Planning next steps

5 minutes

Discuss what information the class think they'll get back from the questionnaires.

Also **discuss** what the class may be able to do with the information they gathered. For example:

- If other classes aren't sure what mental health is, can the class share in the school what they've been learning about mental health and wellbeing?
- If others don't know what activities they can do to help support their positive mental health and wellbeing, can the class share what they've learned during this topic?
- If the questionnaire results have new suggestions of activities to support mental health and wellbeing, which this class hadn't already thought of, can this be recorded and shared with others in the school?

Homework challenge | Sharing learning at home

5 minutes

Invite the class to ask their family/carers some of the questions from the questionnaires, and record and bring their answers back to class to share.

Second Level Topic 1
Understanding mental health and wellbeing

Lesson 5 | Mental health promotion

CfE Es & Os	HWB 2-02a, HWB 2-03a, HWB 2-06a, HWB 2-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 1 PowerPoint (start at slide 24) • Completed questionnaires collected from other classes • Paper/card/poster paper • Markers/colouring pens • Childline website www.childline.org.uk • Any resources needed for optional activity 		
Learning intention	I can analyse completed questionnaires to understand how others look after their mental health and wellbeing, and offer suggestions on how they can look after it going forward.		
Success criteria	<ul style="list-style-type: none"> • I can see what ways others look after their mental health and wellbeing • I can work with others to decide what's important to promote around mental health and wellbeing • I can research support services like Childline to help others know where to go for help around their mental health if they need it 		

Note to teacher: Remember to collect the completed questionnaires before this lesson as the class will use them to analyse and compare results. Although this lesson is intended to last approximately 60 minutes, there's an optional additional activity to design and share a health promotion resource. If you include this activity, please allow time to plan, create and deliver it.

Introduction | Recap from last lesson 5 minutes

Remind the class why questionnaires are useful for collecting information.

Recap some of the information they suggested last lesson that they might get back from the questionnaires. Also **go over** some of the ideas they had at the end of the last lesson on what they could do with the information.

Display PowerPoint slide 25 – Learning intention and **talk** through.

Activity 1 | Analysing questionnaires

15 minutes

Ask learners to work in pairs and look over and discuss at least two completed questionnaires each for a few minutes.

Discuss as a full class whether the results were what they expected and anything surprising or interesting.

As a class, **record** the answers on the board in a chart or graph to allow everyone to see them. Depending on the questions asked, you could record results as:

- A bar graph showing the most commonly used words
- Tally marks showing, for example, how many people had the same answer to a question
- A chart showing good examples of the ways people look after their mental health and wellbeing

Ask the class what they noticed from the results and any patterns or trends. Did any of the results surprise them?

Activity 2 | Sharing results with others

10 minutes

Ask the class *what* results they would like to share and with *whom*, and **record** their suggestions.

Explain that by sharing information with others they're promoting positive mental health and wellbeing.

Display PowerPoint slide 26 – Mental health promotion.

Questions for discussion will come up one at a time as you **click** through the slide:

- What is health promotion?
- Why is it needed?
- Why is promoting mental health and wellbeing a good idea?

Activity 3 | Create a mental health promotion poster

20 minutes

Explain that the class are now going to work in groups to make their own mental health promotion poster that aims to help others learn ways to be mentally healthy.

Display PowerPoint slide 27 – Mental health promotion poster and **explain** that the posters could feature:

- A definition of mental health
- Examples of how to look after mental health and wellbeing, using learning from previous lessons and information gathered from the questionnaire
- Information on services children can go to for help with their mental health and wellbeing if they need it

Ask the class what support is available within and out with school, and encourage them to include both on their posters.

Display PowerPoint slide 28 – Childline and **ask** the class what they know about Childline.

If time allows **display** the Childline website (www.childline.org.uk) and **explore** some of the information and support the organisation offers.

Give each group a sheet of poster paper, some pencils and colouring pens/markers.

Allow around 15 minutes for them to plan and create their poster. If time permits and ICT resources are available, you could also **ask** learners to do online research around mental health promotion.

Plenary | Mental health promotion

10 minutes

Once they've finished their posters, **ask** each group to talk through their poster with the rest of the class.

Discuss how they're going to share this information, for example, by displaying the posters in the school, photographing and sharing digitally in the school newsletter, school app or website, or in a slideshow at assembly.

Optional activity | Additional health promotion resources

Note to teacher: Please allocate extra time for this activity.

With the class, **discuss** and **plan** other health promotion activities, how they'll share them and with who.

For example:

- News bulletin
- Flyer or leaflet
- Video or vlog
- Interview
- Advert
- Song
- Rap
- Poem
- Play
- Story
- Blog
- Dance
- Weather forecast-style report



Second Level Topic 2
Understanding and managing stress and anxiety

Lesson 1 | Introduction to stress and anxiety

CfE Es & Os	HWB 2-01a, HWB 2-02a, HWB 2-04a, HWB 2-06a, HWB 2-07a	Duration	55 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 2 PowerPoint (start at slide 2) • <i>Fight, Flight, Freeze – A Guide to Anxiety for Kids</i> by Anxiety Canada www.youtube.com/watch?v=FfSbWc3O_5M • Paper • Marker pens 		
Learning intention	To understand stress and anxiety including the body's stress response, which is a normal reaction to life's challenges.		
Success criteria	<ul style="list-style-type: none"> • I can explain the difference between stress and anxiety • I understand the fight, flight & freeze stress response • I can explain what's happening in my body when I'm stressed or anxious 		

Introduction | Worry, stress and anxiety

10 minutes

Display PowerPoint slide 3 – Learning intention and **talk** through.

Tell the class that in this lesson they'll explore what stress and anxiety are and how they affect us.

Ask the class to work in pairs and discuss:

- What the words *worry*, *stress* and *anxiety* mean
- The things that cause everyone worry, stress and anxiety

Ask pairs to safely share their answers back with the rest of the class.

Display PowerPoint slide 4 – Stress triangle.

Click through each part of the slide **reading** the definitions as they appear.

Allow for any questions or feedback from the class.

Display and **read through** PowerPoint slide 5 – Stress.

Allow for any questions or feedback from the class.

Display and **read through** PowerPoint slide 6 – Anxiety.

Allow for any questions or feedback from the class.

Activity 1 | Fight, flight and freeze stress response

10 minutes

Introduce the video and **explain** that it's about the *fight, flight and freeze* stress response mentioned earlier, which all humans experience.

Play *Fight Flight Freeze – A Guide to Anxiety for Kids* by Anxiety Canada from YouTube www.youtube.com/watch?v=FfSbWc3O_5M (video lasts 2 minutes, 12 seconds).

Ask the class to share anything they found interesting or learned from the video.

Summarise that all humans experience the flight, flight and freeze stress response and it's there to keep us safe when we face a threat, challenge or pressure.

Explain that flight, flight, freeze isn't conscious. It's automatic and we have no control over it.

Outline the following example: when cave men and women encountered sabre tooth tigers, they would react to stay alive and avoid being eaten by the tiger.

This could include:

- Fight – fighting the tiger
- Flight – running from the tiger
- Freeze – feeling frozen on the spot and unable to move

Explain to the class that our body is still programmed to respond in this way, even though the dangers we face now are not as deadly.

Display PowerPoint slide 7 – Fight, flight & freeze and **talk** through the example on the slide.

Activity 2 | Physical symptoms of stress and anxiety

15 minutes

Explain to the class that the stress response also affects the physical body, with sensations like butterflies in the tummy, sweaty palms and heart beating fast. These are the body's reaction or physical symptoms of stress and anxiety.

Ask the class to work in groups.

Give each group a sheet of paper and a marker pen.

Ask the groups to draw the outline of a body on their paper and write down physical symptoms someone might experience when they're feeling stressed or anxious.

Allow up to 10 minutes and then **take** a few answers from each group.

Display PowerPoint slide 8 – Physical symptoms and **talk** through the different ways that stress and anxiety affect our body.

Compare the class's answers to those on the slide.

Ask the learners if they know why some of these physical symptoms happen.

Display PowerPoint slide 9 and **explain** the physical symptoms.

- The FFF response starts in the brain which tells the body to release stress hormones *adrenaline* and *cortisol* that then cause different parts of the body to react
- The heart beats faster as it pumps blood to the big muscles like arms and legs to prepare for fight or flight. Sometimes this can make these muscles feel tense or shaky, and can also make extremities like fingers and toes feel cold
- Breathing speeds up to deliver more oxygen into the blood. Sometimes this can make people to feel lightheaded or feel dizzy
- Skin might get sweaty as the body works to cool down again

Ask the class if they're surprised by any of the symptoms and the reasons behind them.

Activity 3 | Stressful scenarios

15 minutes

Split the class into five small groups.

Display PowerPoint slide 10 – Stressful situations and **assign** one scenario to each group.

Ask each group to discuss their scenario and what they would individually think and feel in that situation.

Ask the groups to feed back their answers to the rest of the class.

Acknowledge how many learners thought and felt the same in these stressful situations and how many felt differently.

Remind them that there's no correct answer and everyone's reactions are normal.

Plenary | Stress is normal

5 minutes

Recap with the class that stress is a *normal* reaction and is our body and mind's way of telling us that something uncomfortable, challenging or even unsafe is going on that we need to respond to with our thoughts and actions. Fight, flight & freeze is our stress response and acts as an internal warning system telling us to respond in ways that will help us to feel less challenged, and sometimes safer.

Explain that when we understand how our body reacts when we're feeling stressed, we can be more aware of this stress response. We may feel better able to seek help and support if we continue to feel this way and are experiencing ongoing anxiety.

Remind the class that if worry, stress and anxiety become overwhelming and difficult to manage on their own, it's very important to speak to a trusted adult who can support them.



Second Level Topic 2**Understanding and managing stress and anxiety****Lesson 2 | The impact of bullying on mental health**

CfE Es & Os	HWB 2-05a, HWB 2-06a, HWB 2-08a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 3 PowerPoint (start at slide 11) • Person outline drawn on the board or flipchart (large enough for class to see) and marker pens to write • Paper and pens • <i>Bullying, What Can I Do?</i> video by respectme www.youtube.com/watch?v=KSbVIW-nmqo • Childline website www.childline.org.uk/info-advice/bullying-abuse-safety • respectme website www.respectme.org.uk • Young Scot Aye Feel website www.young.scot/campaigns/ayefeel/ 		
Learning intention	To explore what I need to be a successful learner at school, and what rights I have.		
Success criteria	<ul style="list-style-type: none"> • I can recognise what bullying is and ways to deal with it • I can understand how bullying impacts on mental health and on our rights • I can identify my needs, wants and rights in relation to my time at school 		

Note to teacher: With bullying being common in schools, some children in your class may be experiencing it, so this lesson may bring up difficult feelings. This lesson aims to make sure learners are aware that bullying is never acceptable and should always be reported. It tries to encourage and support them to speak out if they experience bullying themselves or see others being bullied.

Introduction | Introducing SHANARRI and UNCRC

10 minutes

Display and **talk through** PowerPoint slide 12 – Learning intention.

Ask learners for some suggestions of things about school that may make children and young people stressed or anxious.

Answers may include: struggling with learning or feeling they're achieving in some areas; difficulty concentrating; managing relationships with others; feeling alone; and bullying.

Explain that they're going to use this lesson to explore the impact of bullying and our right to feel safe and protected at school.

Tell the class that the Scottish Government has eight indicators for wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. This is often abbreviated to the acronym SHANARRI.

Display and **talk through** the SHANARRI wheel on PowerPoint slide 13, checking understanding.

Display PowerPoint slide 14 – UNCRC (United Nations Convention on the Rights of the Child) and **explain** that all the rights in the UNCRC put a responsibility on adults to make sure children and young people are safe, have their rights respected, and their childhood protected.

Talk through two or three of the UNCRC rights and **invite** feedback.

Activity 1 | The Rights of the Child

15 minutes

Draw a large outline of a person on the board or on a piece of flipchart paper.

Ask learners to say everything this person needs to grow up happy and healthy.

Write their answers around the outline of the person.

Answers could include: food, water, shelter, protection, love, family, home, education and friends.

Summarise that these are all things we have a *right* to. The UNCRC is designed to enshrine in law the basic things we all need to live happily and healthily.

Activity 2 | Understanding bullying

20 minutes

Tell the class that they're now going to explore bullying.

Ask learners what they think bullying is. **Take** answers for a minute.

Remind learners that bullying is any behaviour that can make people feel hurt, threatened, frightened or left out. It can happen face to face and/or online. Bullying is both the behaviour that someone does and the impact it has on others. This means "the effect it has on a person's capacity to feel in control of themselves". We call this their sense of *agency*.

Display PowerPoint slide 15 – respect*me*.

Explain that this definition of bullying comes from respect*me*, Scotland's anti-bullying programme, managed by SAMH and LGBT Youth Scotland. This lesson was developed with the support of respect*me*.

Display PowerPoint slide 16 – Bullying behaviour, and **ask** learners to work in small groups to discuss:

1. What does bullying behaviour look like?
2. What impact does bullying have on someone?

Note to teacher: These two questions will display when you click through the slide. There is a third question on this slide that will come up when you click again after you've discussed the first two questions.

After five minutes, **go around** the class and **take** some responses for another five minutes.

Bullying *behaviours* the class may mention include: excluding someone; spreading rumours and lies; mimicking someone in a mocking voice; making negative facial expressions; stopping someone passing in the corridor; tripping someone up; and online bullying.

The class may mention *impacts* including: someone feeling upset, angry, depressed, excluded or anxious; impact on sleep and appetite; exclusion from social groups or activities; avoiding places including school and clubs; tensions at home; and withdrawal from usual routine.

Remind the class that bullying is very hard for those experiencing it, and it can impact on mental health and wellbeing.

Tell learners that you're available at the end of the lesson, if anyone wants to talk to you about their own experiences, or those of others in the school.

Explain to the class that in life we're not all expected to like each other or be friends, but we do need to respect each other.

Click again on PowerPoint slide 16 to display the third question.

Ask the class:

3. Why do some people bully others?

Allow up to five minutes of feedback which may include: they're copying/modelling what they've seen others do; they're scared they'll be bullied if they don't bully others; they have prejudiced views against characteristics they perceive as being 'different', such as disability, sexual orientation, ethnicity, skin colour and body image; people are in a culture that supports bullying; people are seeking to gain power and control in a situation.

Remind the class that all behaviour, even bullying behaviour, is communication. Some people who bully others may have experienced bullying themselves or may have experienced another kind of trauma. Nevertheless, bullying is never acceptable.

Refer back to the person outline from the previous activity, and **ask** the class to imagine that this person is being bullied.

Ask how bullying could affect this young person. Answers may include: avoiding school, feeling unsafe and not wanting to be around other people.

As the class feedback on the impact of bullying, **cross off** the things they mention to show how bullying undermines these. For example, avoiding school (right to education), feeling unsafe (right to be protected etc.), not wanting to be around other people (right to relax and play).

Discuss that sometimes people who are being bullied blame themselves for the bullying behaviour.

Emphasise that no-one deserves to be bullied or has brought it on themselves. Every child and young person has a right to live free from bullying and abuse.

Activity 3 | Bullying – what can I do?

10 minutes

Play the short video from *respectme* called *Bullying, What Can I Do?* via YouTube www.youtube.com/watch?v=KSbV1W-nmqo (video lasts 4 minutes, 13 seconds).

Display PowerPoint slide 17, and **read** the summary of strategies to deal with bullying taken from the video.

Talk specifically about your own school and its anti-bullying policy. **Make sure** learners know what they can do if bullying occurs, including who they can talk to in school.

Ask the class to talk about how they can help others who they know are being bullied.

Discuss how being there and showing you care can really help someone.

Plenary | Support for bullying

5 minutes

Remind learners that bullying is unacceptable, and if any of them feel worried about themselves or someone else they should speak to a trusted adult, including yourself.

Explore with learners who they can speak to in school, at home and in the wider community.

Display the bullying section of the Childline website on PowerPoint slide 18, or directly from the website if time allows www.childline.org.uk/info-advice/bullying-abuse-safety.

Invite learners to explore this and www.respectme.org.uk further at home.

Display PowerPoint slide 19 – Young Scot Aye Feel – Who to contact for mental health support.

Remind the class of Aye Feel www.young.scot/campaigns/ayefeel. This has lots of useful information on mental health and wellbeing, including where to go for help and support if needed.



Second Level Topic 2

Understanding and managing stress and anxiety

Lesson 3 | Understanding and managing unhelpful thinking

CfE Es & Os	HWB 2-02a, HWB 2-04a, HWB 2-06a, HWB 2-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 3 PowerPoint (start at slide 20) • Selected design from www.origami-fun.com/printable-origami.html • A large piece of square paper for each learner (for origami) • A piece of paper per group • Pencils • A piece of poster paper per group • Colouring pens/markers 		
Learning intention	To understand unhelpful thinking and how to change negative thoughts into positive thoughts.		
Success criteria	<ul style="list-style-type: none"> • I can explain what's happening in my body when I'm stressed or anxious • I recognise unhelpful thinking • I understand how to change negative thoughts into positive thoughts 		

Note to teacher: Before the lesson, choose an origami design from www.origami-fun.com/printable-origami.html for the class to create. Display the instructions during the lesson.

Introduction | Emotions check in

5 minutes

Display PowerPoint slide 21 – Learning intention and **talk through**.

Explain to the class that when we're feeling down, worried, upset, stressed or anxious, it can cause our thinking to be negative. Today's lesson will explore this and consider how we can change negative thoughts into positive thoughts.

Do an emotions check-in with the class, allowing learners to share how they're feeling if they want to.

Activity 1 | Stressful task

15 minutes

Explain to the class that they're going to create some origami, which is the Japanese art of paper folding. As they may never have done this before, they may find it tricky and even stressful. But they only need to try their best.

Tell the class that this activity is to help them notice their emotions, thoughts and body sensations (the physical symptoms of stress) when trying something new and challenging. It's normal to feel changes in our bodies when we're doing new or challenging things, particularly if it feels stressful.

Give each learner a large piece of square paper. If square paper isn't available, **instruct** the class on how to make an A4 sheet into a square.

Display the instructions from the website, and **allow** learners 10 minutes to do the origami task.

After 10 minutes, **ask** learners to feed back:

- How they found the activity
- What their thoughts were during the activity
- What emotions they noticed during the activity
- If anyone found it stressful
- If they noticed any changes in their physical body and what these were

Ask the class what they could have done, if anything, to make the activity less stressful.

Write their answers on the board. For example:

- Taken deep breaths
- Asked for help
- Worked with someone else to create a joint effort
- Acknowledged that this is tricky and it's OK to find it hard
- Reminded themselves that it's OK if the design isn't perfect or they don't manage it well first time

Activity 2 | Unhelpful thinking styles

10 minutes

Tell the class that during difficult times and when in stressful situations, for example doing a new task, we can get ourselves into a muddle with our thinking. This can include thinking the worst has happened/will happen, focusing on the negative aspects of the situation and not acknowledging any positives or strengths. When this happens it can make us feel worse emotionally.

Explain that sometimes these unhelpful thoughts can include negative *self-talk* – unkind and unfair things we say to ourselves about ourselves, for example “I’m a failure, it’s my fault, I don’t deserve this.”

Give other examples of *negative thinking* and *negative self-talk* by **sharing** some of the things the class fed back after doing the origami exercise.

Explain that there are ways to change negative thoughts into more positive and helpful thoughts. This can calm us down during difficult situations, help improve our mood and reduce any stress or anxiety we might be feeling. It’s also important that we try to be kind to ourselves (the same way we should be kind to others). We can do this by practising *positive self-talk*.

Tell the class that today they’re going to learn about some of the most common *unhelpful thinking styles*.

Explain that the first common unhelpful thinking style they’ll learn about is *jumping to conclusions*. **Ask** what they think this means.

Tell the class that jumping to conclusions is when someone decides too quickly that something is true, often without considering or understanding all the facts.

Display PowerPoint slide 22 – Unhelpful thinking styles – jumping to conclusions and **read** through.

Tell the class that an example of mind reading is “my friend didn’t smile at me this morning, they must have fallen out with me” and an example of over generalising is “an SI was mean to my friend, so all SIs must be mean.”

Write ‘Jumping to conclusions’ on the board. *Note to teacher: This is to help with the next discussion.*

Ask the class for any other examples of jumping to conclusions they can think of.

Explain to the class that the next unhelpful thinking style is called *all or nothing*. **Ask** learners to think what this might mean and **take** answers.

Tell the class that all or nothing is when someone only looks at situations in extremes. Things are either good or bad, or a success or failure. There's no in-between.

Display PowerPoint slide 23 – Unhelpful thinking styles – all or nothing and **read through**.

Explain that an example of this unhelpful thinking style would be thinking “although I tried my best, getting 9/10 in a test is a fail” or “my friend and I don't like the same things, so that means we can't be friends anymore.”

Write 'All or nothing' on the board. **Ask** the class for any other examples of all or nothing.

Tell the class that the last unhelpful thinking style they'll explore today is called catastrophising.

Ask if anyone has heard of the word *catastrophe* and if anyone knows what it means.

Explain that a catastrophe is a disastrous or tragic event. This unhelpful thinking style means that the person thinks the worst is going to happen. It can also be called *fortune telling*.

Display PowerPoint slide 24 – Unhelpful thinking styles – catastrophising and **read through**.

Explain that an example of catastrophising would be thinking “I don't want to give my presentation in class. I'm going to forget what to say. Everyone in the class is going to laugh at me. I'll make a complete fool of myself.”

Write 'Catastrophising' on the board. **Ask** the class for any other examples of catastrophising.

Ask if anyone can think why these styles of thinking are not good for us.

Answers: they're negative; they only look at the bad side; they don't acknowledge the positives and effort involved in something; they're not based on fact or evidence and therefore are often not true; they can make us feel worse when we're already feeling stressed or low; we can spend a lot of energy thinking about something that will probably not turn out this way.

Display PowerPoint slide 25 – Unhelpful thinking styles match up

Ask learners to work with a partner to try to match the description of the unhelpful thoughts on the slide with the unhelpful thinking styles written on the board.

Give one minute to do this, **discuss** answers briefly as a class, and then **reveal** the correct thinking style with the final three clicks on the slide.

Activity 3 | John's report card

10 minutes

Split the class into small groups.

Display PowerPoint slide 26 – John's report card and **read through**.

Keep this slide displayed during the activity.

Tell the class that John often experiences unhelpful and negative thinking.

Ask the groups to read John's report card again to try to work out how he might respond to it, knowing that he has unhelpful thoughts like jumping to conclusions, all or nothing thinking and catastrophising.

Examples of what learners might come up with:

- He thinks he's too slow at writing
- He thinks he doesn't try hard enough at reading
- He thinks the teacher says he shouts out too much in class
- He thinks he'll never be good at maths as he doesn't understand it
- He thinks he still makes too many mistakes in maths
- He thinks the teacher won't let him on the football team because he's bad at teamwork

Ask the groups to discuss how these thoughts could be damaging and stop John making progress, and stop him believing in his strengths and qualities.

Ask the groups to consider the positive comments from the report card, and the strengths that it highlights John has.

Examples of what the learners might come up with:

- He's making good progress at reading
- He's a good contributor to class discussions
- He's trying his best at maths
- He's taking his time more at maths and is more successful as a result

- He's good at football
- He's improving his teamwork skills

Ask the groups to come up with alternative, more helpful thoughts to suggest to John for each of the unhelpful thoughts they came up with before, for example "I'm good at taking my time when I'm writing" instead of "I'm too slow at writing."

Hand out paper and pencils to the groups so they can record their suggestions, and **allow** a few minutes for feedback on any suggestions for alternative positive thoughts.

Activity 4 | Flip your thinking

15 minutes

Remind the class that everyone can experience *negative thoughts* and *negative self-talk* at times. It's important however to try not to let these negative thoughts control how we feel and behave. This can make us feel even worse when we may already feel down or stressed.

Explain to the class that sometimes we need to *flip our thinking* by reframing the thoughts we have. We can do this by:

- Taking a pause to recognise when a negative thought comes to mind
- Reminding ourselves that the negative thought isn't necessarily true or accurate
- Flipping it into a more positive thought

Remind the class that being able to change negative thoughts into positive ones is part of having a *growth mindset*, which is important because it helps us recognise that we're always learning and growing. It helps us to understand that when we make a mistake, or when we get things wrong, we know that we can learn from it and try again.

Having a growth mindset helps us take those negative thoughts like "I can't do this!" or "I am not smart enough to understand this" and flip them to something more positive such as "I can't do this yet, but if I don't give up and I keep practising I will get better" or "I don't understand this yet, but if I keep listening and learning, then I will understand it more."

Hand out poster paper and colouring pens and **ask** the class to continue working in their groups to design a poster with a list of negative thoughts on one side and an alternative positive thought list on the other. The groups can use their lists from activity 3 to create the poster if they want to.

Allow 10 minutes for this activity.

Display the posters in the classroom as a reminder for the class, or around the school to share learning with others.

Plenary | Changing negative thoughts to positive

5 minutes

Remind the class that we all have negative thoughts at times but we can flip our thinking to more positive thoughts.

Explain that this takes practice, but the more we do it, the easier it becomes to stop the negative thoughts bringing us down.

Ask the class to notice any unhelpful thoughts they might have over the next week or two, and try flipping the thought into a more positive one.



Second Level Topic 2

Understanding and managing stress and anxiety

Lesson 4 | Coping strategies

CfE Es & Os	HWB 2-03a, HWB 2-06a, HWB 2-07a	Duration	45 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson PowerPoint (start at slide 27) • Video clips (optional) <ul style="list-style-type: none"> ○ <i>Starfish Breathing</i> by Corner of the Sky www.youtube.com/watch?v=s31UdbRUMfQ ○ Candle and Flower Breathing - Mindful and Calming Breathing Technique by Pure star kid www.youtube.com/watch?v=qTN_MtV5TFw ○ <i>54321 – Grounded</i> by Kazzum Arts www.youtube.com/watch?v=pY0Ldqwmz_Q ○ <i>3 Minutes Body Scan Meditation - Mindfulness For Kids And Adults</i> by fablefy www.youtube.com/watch?v=ihwcw_ofuME 		
Learning intention	To understand the importance of looking after my mental health and wellbeing, and what I can do when I'm feeling stressed or anxious.		
Success criteria	<ul style="list-style-type: none"> • I understand the importance of looking after mental health and wellbeing through coping skills and positive relationships • I know that support is available if I'm struggling with my mental health 		

Note to teacher: For the activities in this lesson you can use either a video or script to guide the class. You may want to use a combination of videos and narratives throughout the lesson. We've provided both so you can choose.

Introduction | What do you do when feeling stressed?

5 minutes

Display PowerPoint slide 28 – Learning intention and **talk through**.

Explain that stress and anxiety are normal and common, but we can manage them using different strategies. These can help us feel calmer, distract us from stressful or worrying thoughts, and help us focus instead on what's true, real and positive.

Ask learners to share what they do if they feel stressed and **make** a class list.

Activity 1 | Breathing exercises

10 minutes

Tell the class that today they're going to try a couple of breathing exercises that can help them when they're feeling stressed, worried or overwhelmed. They can use these exercises anywhere and without other people knowing they're doing them.

Explain that breathing exercises help reduce feelings of stress and help us feel calmer by purposely slowing down our breathing.

Tell the class that before they try the breathing exercises they're going to practise the correct way to take deep, slow and controlled breaths.

Ask learners to pretend they have a balloon in their tummy that they're trying to fill up with air as they inhale (breathe in) and then slowly let down again as they exhale (breathe out).

Tell them that as they breathe in and out they should be able to place their hand on their tummy and feel it move in and out as their tummy fills with and releases air.

Explain that they should do the following breathing exercises slowly to try and bring their heart rate down and bring their breathing back to normal when they're stressed, anxious or panicky.

Note to teacher: There are three breathing exercises for you to choose from. You can do all three or pick one or two.

1. Box breathing

Display PowerPoint slide 29 – Box breathing and **explain** that it's a pattern of breathing in, holding the breath, breathing out and taking a pause, each to the count of four. Repeat it as many times as you want.

Ask the class to practise box breathing as shown on the slide for approximately a minute and **offer** support where necessary.

2. Finger breathing

Note to teacher: Choose whether to talk through finger breathing using the narrative and image on slide 30 or play a video demonstrating the technique via YouTube.

Display PowerPoint slide 30 – Finger breathing and **use** the narrative below OR play the video *Starfish Breathing* by Corner of the Sky from YouTube www.youtube.com/watch?v=s31UdbRUMfQ (video lasts 1 minute, 46 seconds).

Starfish finger breathing narrative:

- Ask learners to hold up one hand with their fingers splayed.
- Model this technique for the class to follow, while reading the instructions.
- Explain that learners should take their pointer finger from their opposite hand and run it up and down each finger of the splayed hand in turn. They can start at the thumb or at the pinkie finger, whichever is most comfortable.
- As their finger travels up the other finger, learners should slowly take a breath in (inhale) and as it travels down the other side of the finger, they should breathe out (exhale).
- They should go through all five fingers, then try again with the opposite hand.

3. Candle and flower breathing

Note to teacher: Choose whether to talk through candle and flower breathing using the narrative and images on slide 31 or play a video demonstrating the technique via YouTube.

Display PowerPoint slide 31 – Flower and candle breathing

Flower and candle breathing narrative:

- Tell the class to imagine a flower. When you say “flower” the class should breathe in as if smelling the flower. This should be slow and gentle – no loud sniffs!
- Tell the class to imagine a candle, like on a birthday cake. When you say “candle” the class should blow out as if trying to gently blow out the candle (remind learners not to blow on each other). If helpful learners can hold up a finger and direct their breath towards it
- Alternate between saying “candle” and “flower” and learners should match this by breathing in and out.
- Allow approximately 3-4 seconds for each and continue for around a minute.

Note to teacher: You can use the visuals on the slide, and alternate between the two images by clicking the forward and back arrows on the keyboard to display the candle and flower in turn.

- Alternatively, **play** the video *Candle and Flower Breathing - Mindful and Calming Breathing Technique* by Pure star kids from YouTube www.youtube.com/watch?v=qTN_MtV5TFw (video lasts 2 minutes, 26 seconds).

Ask the class to notice how they're feeling after the breathing exercises.

Ask which breathing exercise they preferred.

Activity 2 | Grounding techniques

15 minutes

Explain that grounding techniques help by taking our mind off whatever is making us feel stressed or anxious. They help us focus on the present, our body and surroundings, and help us feel calmer.

Tell the class that they're going to try two grounding techniques today. The first is the five senses grounding technique.

Note to teacher: Again there is the option to use a narrative and visual image to demonstrate this technique or play a video from YouTube which learners can try alongside. Choose which option works best for your class.

1. Five senses grounding technique

Display PowerPoint slide 32 – Five senses grounding technique if using the narrative and **read** the narrative below OR **play** the video *54321 – Grounded* by Kazzum Arts from YouTube – www.youtube.com/watch?v=pY0Ldqwmz_Q (video lasts 1 minute, 29 seconds).

- Five senses grounding technique narrative:
- Start by taking a deep belly breath, slowly in through the nose and out through the mouth.
- Think about five things you can see around you. For example, window, table and things on it, things in the room and your hands. Really notice these five things. Once you've found five things, breathe in slowly and then exhale slowly.
- Next think about four things you can touch or feel. For example, can you feel the seat against your back, your clothes against your skin, your hands on your desk and your feet in your shoes/on the floor. Really think about the four things that you can feel. Once you've done this, breathe in slowly and exhale slowly.
- Now listen for three things can you hear. For example, birds singing, sounds from the next room and your breathing. Really notice these three sounds around you. Once you've done this, breathe in slowly and exhale slowly.

- Try to notice two things you can you smell. For example, the scent of flowers, the scent of cooking nearby or street smells. If you can't smell anything, bring to mind your two favourite smells. Really think about these two smells. Once you've done this, breathe in slowly and exhale slowly.
- Lastly think of one thing you can taste. Is it something you ate for breakfast/lunch? The taste of something you drank? Does your mouth have a taste? If you can't taste anything think about your favourite taste. Really think about this taste. Once you've done this, breathe in slowly and exhale slowly.

At the end of this activity, **ask** the class to share anything they feel comfortable sharing about this exercise.

Ask how it made them feel.

2. Body scan

Explain that the class will now try another grounding technique called body scan. This technique helps focus on different areas of the body, helping it to relax.

Note to teacher: Again there is the option to use a narrative or play a video from YouTube to demonstrate this technique which learners can try alongside. Choose which option works best for your class.

Read the narrative below or **play** *3 Minutes Body Scan Meditation - Mindfulness for Kids and Adults* by fablefy from YouTube www.youtube.com/watch?v=ihwcv_ofuME (lasting 3 minutes, 26 seconds).

Body scan narrative:

- Begin by settling into a comfortable position. Let your arms and legs relax by your side. Gently close your eyes.
- Try to tune out any thoughts you might have. Gently bring all your attention to your body. Allow the outside world to drift away.
- We'll begin by bringing attention to the area around the top of your head and gradually work down through your body to the tips of your toes.
- Focus on the area around the top of your head. Gradually focusing on this area, imagine that all the tension in the muscles dissolves away as your head starts to relax.
- Now focus on your temples and forehead, imagining any tension draining down through your body into the ground. Let your forehead relax. Focus on your face and let each part relax in turn. First your eyes, then your ears, your nose and cheeks, your mouth, lips, jaw and chin. Allow anything you're holding tightly to soften and relax.
- Pause for a short while and think to yourself "my head is now comfortable and relaxed".

- Now let's gently work our way down the body relaxing each part and letting the tension drain away.
- Focus on the area of tension around your neck and shoulders.
- Try to relax your shoulders. Lift them up gently and as they drop, imagine all the tension dissolving down into the ground. Do this several times.
- Try to feel any tension or stress you're carrying in your shoulders melt away. Think to yourself "my neck and shoulders are now comfortable and relaxed".
- Relax your arms and hands, imagining all the tension in these areas draining out of your fingertips and into the distance. Clench and unclench your fists and let each of your fingers stretch out and relax. Do this again if you need to.
- Focus on your back and bring your mind to the top of your spine. Imagine the knots unravelling as you focus on them and the tension dissolving down your spine out through the soles of your feet, into the ground.
- Mentally work your way down your spine, slowly relaxing and unravelling all the knots of tension and stress that may have built up. As your attention reaches the base of your spine, think to yourself "now my back is comfortable and relaxed".
- Bring your attention to the front of your body, focusing on your chest area and stomach.
- Try to identify any areas of stress or tension in this part of your body. Imagine that all the tension is draining away, disappearing as you focus on it. Imagine that any worry or stress that has built up in your stomach is disappearing.
- Focus on your breathing. Breathe slowly and gently in and out as your body relaxes.
- Then think to yourself "now my chest and stomach are comfortable and relaxed".
- Finally let's focus on our legs and feet, imagining any tension in these areas draining away, disappearing out of the soles of your feet, leaving you feeling comfortable and relaxed. Think of your knees, your feet, ankles, and even each of your toes in turn. Curl your toes and then gently let them relax again.
- Gradually scan your thoughts down from the top of your head to the tips of your toes, checking to see if any tension is left in your body. If you locate any, then focus on that part of the body again, allowing it to relax.
- Think to yourself "my entire body is comfortable and relaxed".
- Gradually bring your attention back to the room and gently open your eyes.

Check-in with the class, **asking** how they're feeling after trying this grounding technique.

Note to teacher: For more information, please visit the Meditation in Schools website www.meditationinschools.org

Activity 3 | Getting support

10 minutes

Explain to the class that breathing exercises and grounding techniques are tools they can use to help them feel relaxed, and to distract from stressful or unhelpful thoughts.

Tell the class that sometimes, however, the best thing we can do to help when we're feeling worried, stressed, anxious or low is to talk to someone we trust, and get support from them.

Ask learners to think about who they can talk to, and to try to come up with at least three adults they could go to for support. These might be people at school, at home or in the community.

Invite learners to share with the person next to them who their three people are.

Ask the class what they could do if a friend came to them and said that they were struggling with how they were feeling, and/or were having negative thoughts.

Write some answers on the board, and **discuss** which would be the most helpful.

For example:

- Listen well
- Show kindness
- Never make the person feel bad because they're struggling
- Reassure them that how they're feeling is normal
- Thank them for speaking to you
- Don't promise to keep it a secret
- Help them to find an adult to talk to

Remind learners that if they're worried about a friend they can also talk to an adult to get help and support for themselves and their friend.

Plenary | Coping strategies recap

5 minutes

Recap that coping strategies are techniques we can use to help us feel calm, manage difficult emotions and thoughts, and deal with any stress, pressure or challenges we might be facing.

Remind the class of the different techniques they've tried – breathing exercises (box breathing, starfish breathing, candle and flower breathing), and grounding techniques (five senses and body scan).

Ask the class to share which technique they liked most and why.

Invite the class to also share these techniques with their families and practise them at home.



Second Level Topic 3 Managing the move from primary to secondary school

Lesson 1 | We all have mental health

CfE Es & Os	HWB 2-01a, HWB 2-02a, HWB 2-03a, HWB 2-04a, HWB 2-06a, HWB 2-07a	Duration	55 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 3 PowerPoint (start at slide 2) • Paper • Pencils/pens • <i>We All Have Mental Health</i> by Anna Freud www.youtube.com/watch?v=DxIDKZHW3-E 		
Learning intention	To understand that we all have mental health and know the support available should we need it.		
Success criteria	<ul style="list-style-type: none"> • I understand what stress and anxiety are, and what I can do to alleviate them • I understand what low mood and depression are, and know who I can talk to if I'm feeling low or depressed • I understand how to support my mental health and wellbeing 		

Introduction | We all have mental health

15 minutes

Do an emotions check-in with the class, **allowing** learners to share how they're feeling if they want to.

Display PowerPoint slide 3 – Learning intention and **talk through**.

Ask the class what they think *mental health* is.

Display PowerPoint slide 4 – Mental health and **click through**.

Remind the class that mental health is something we all have. Our mental health and wellbeing can change depending on things that happen and what's going on around us. Everyone experiences good and not-so-good emotions, and good and not-so-good days.

Explain that the lesson will explore this with the help of a video, made by the Anna Freud Centre, called *We All Have Mental Health*.

Play the video from YouTube www.youtube.com/watch?v=DxIDKZHW3-E (video lasts 5 minutes, 40 seconds).

When the video has finished **allow** discussion with the class. **Ask** them to reflect on what both Sasha and André were experiencing individually.

Explain that Sasha was feeling stressed and anxious about her tests, while André had been feeling low for some time.

Activity 1 | What are stress and anxiety?

15 minutes

Explain to the class that this activity will focus on Sasha's story from the video clip.

Sasha was stressed and anxious about school. **Acknowledge** that school can be challenging for children and young people, and this is normal.

Ask the class if they can remember how Sasha described her feelings in the video.

Answer: In the video Sasha says "My thoughts swarm around my head – sometimes keeping me up all night. Some days it's just all too much and I feel like I'm lost in space." Sasha is worrying about doing well at school and about how she'll cope. She's feeling overwhelmed and like she's struggling to hold it all together.

Ask the class what they think the difference is between stress and anxiety.

Display PowerPoint slide 5 – Stress and anxiety and **read through**.

Tell the class that mental health and wellbeing includes the different emotions we experience every day. Good mental health is not just about feeling happy, it's also about knowing how to look after ourselves when we experience these not-so-good emotions.

Explain to the class that being able to manage different emotions and work through stress and anxiety takes *resilience*.

Ask the class if anyone has ever heard of resilience.

Display PowerPoint slide 6 – Resilience and **read through**.

Tell the class that Sasha talks to her mum about how she's feeling and her mum suggests things that she can do to feel more like herself again.

Ask the class if anyone can remember what these suggestions were and how Sasha feels having done them.

Answer: Her mum tells her to take a break and do something she enjoys. So Sasha relaxes under the duvet and watches a movie. Sasha says that she “felt so much better”.

Ask the class for suggestions of things they can do to feel less stressed or anxious, and generally calmer.

Write these in a list on the board.

For example: talk to someone about how they’re feeling; exercise – walk, run or play sports; play music, sing and/or dance; take a warm bath; watch TV; play with a pet; draw; colour in; play a game; do breathing exercises.

Activity 2 | What are low mood and depression?

10 minutes

Explain to the class that they’re now going to discuss André’s story from the video.

Remind the class that André had been feeling low for a while.

Ask if anyone can remember the ways André described how he’d been feeling.

Answer: In the video André says “Every morning when I wake up negative thoughts stream through my head. Getting out of bed and pretending I’m okay takes all the energy I have. As the day goes on the negative thoughts turn from a stream into a river. The water rushes through my head so loudly it’s hard to concentrate in lessons, and some days it’s so bad it feels like a waterfall that’s trying to pull me over the edge. Everything is so overwhelming.” Andre also says that the things he used to enjoy aren’t fun anymore and he feels alone even when he’s with his friends.

Ask the class if anyone has heard of *low mood and depression* before, and if so, how they would describe it.

Display PowerPoint slide 7 – Low mood and **read through**.

Display PowerPoint slide 8 – Depression and **read through, highlighting** the difference between low mood and depression.

Remind the class that we can all sometimes experience sadness and low mood, especially when something difficult has happened.

Explain that in the video clip André said that he “still has days when the river is there” but he’s learning how to manage these feelings. Sometimes when a person is low or depressed it can take a while for them to feel like themselves again. Their low mood might come and go, but exploring and knowing the things that can help, and then building these into daily life, can make a big difference. The things that we do for our mental health and wellbeing not only support us when we’re feeling low, but they can also help us to reduce the impact of low mood and depression in the future.

Activity 3 | Getting help and support

10 minutes

Remind the class that André says “we don’t like to share how we really feel” and “I didn’t think my friends would understand if I told them how down I had been feeling”.

Ask the class why they think it’s sometimes hard to talk about how we’re feeling.

Explain to the class that André took a very brave step in telling Sasha how he was feeling, and Sasha said that she has been worried about him, having noticed a difference in his mood and behaviour.

Ask the class what they would do if they were worried about a friend.

Remind the class that in the video clip, Sasha encourages André to speak to a teacher (his head of year), and the teacher is able to help André by giving him advice and support.

Emphasise the importance of speaking to others and **ask** the class to think about who around them they trust to speak to.

Hand out paper and pencils to each learner and ask them to draw two lines on the paper to divide it into three sections.

Tell the class to label one section ‘Home’, the next section ‘School’ and the last section ‘Community’.

Ask learners to complete each section with the names of trusted adults they have at home, in school and in the community, who they can talk to and get support from.

Ask for some volunteers to share who they consider to be trusted adults.

Display PowerPoint slide 9 – Childline support and **talk through**.

Note to teacher: If time allows display the Childline website and talk through the service.

Plenary | The importance of looking after mental health

5 minutes

Recap that we all have mental health just like we all have physical health, and we need to look after both.

Remind learners that if their thoughts and emotions are difficult to manage or overwhelming, they can speak to someone in school, at home or in the community.

Invite the class to talk to their parents/carers about what they discussed and learned in today's lesson.



Second Level Topic 3**Managing the move from primary to secondary school****Lesson 2 | Embracing Change**

CfE Es & Os	HWB 2-01a, HWB 2-02a, HWB 2-03a, HWB 2-04a, HWB 2-06a, HWB 2-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 3 PowerPoint (start at slide 10) • Paper (one piece per groups for two activities) • Pencils • <i>Moving Up! The transition to secondary school</i> by Anna Freud www.youtube.com/watch?v=kFpVOIpekSk 		
Learning intention	To explore the change of moving from primary to secondary school, and to consider ways to prepare and feel ready for this.		
Success criteria	<ul style="list-style-type: none"> • I understand that changes in life (even positive changes) can bring stress and worry • I can discuss changes that I may face as I move to secondary school and explore solutions to help • I understand that preparing for change can make it less stressful 		

Note to teacher: The next lessons explore the transition of moving from primary to secondary school, and the impact of this on mental health and wellbeing. These lessons will explore the things that learners may feel unsure about, as well as what they're looking forward to.

The lessons will suggest ways that learners can look after their mental health and wellbeing during this time. These include focusing on individual strengths and successes, practising positive self-talk and exploring other coping strategies.

In the final lesson learners will create a wellbeing plan that will bring all their learning together, and help them consider individually how they can have a positive transition.

Introduction | Sharing worries

5 minutes

Display PowerPoint slide 11 – Learning intention and **talk through**.

Ask the class what might make someone their age feel worried and **gather** answers.

Remind the class they don't need to share anything personal, but if they do then to share safely.

Tell the class that you'll be available at the end of the lesson for them to speak to you about anything it has brought to mind in relation to their own worries.

Display PowerPoint slide 12 – Things that a young person might worry about, and **click through** the different worries that learners may experience.

Explain that many of the worries we have are similar. Some are also different depending on our own circumstances. Nevertheless, everyone experiences worry from time to time, and this is normal.

Explain that sometimes when things change it can make us feel uncertain and worried. We're going to explore this more in the next activity.

Activity 1 | Change can bring stress

10 minutes

Explain that although change is a normal part of life, it can feel stressful as we approach and go through it.

Tell the class that even positive changes can be stressful. **Ask** why they think this might be.

Possible answers: Worried about the unknown; don't know what to expect; different from our normal routine; makes us feel uncomfortable and out of sorts; challenges us to learn new things; puts added pressure on us.

Discuss with the class what kinds of changes children and adults might experience in their life.

Possible suggestions: Moving home; family break-up; getting a new sibling; friendship fall-outs; bereavement; illness; starting a new club or group; moving schools; losing a job; marriage/divorce.

Explain that a significant change that will be happening for all Primary 7s is the move to secondary school.

Remind the class that moving school is a big change and can cause worry and stress. But these emotions are completely normal. Even adults can remember this being a big change in their life.

Explain that although change can sometimes cause us to worry, and even sometimes feel fear, it can also be exciting. This is because the move to secondary school means learners will get to learn new things; meet new people and make new friends; have new opportunities; focus on and develop their individual skills and talents; and move onto a new stage in life and towards young adulthood.

Activity 2 | Moving to secondary school

20 minutes

Display PowerPoint slide 13 – Moving to secondary school and **ask** the class to work in small groups to think about their move to secondary school by having a general discussion about the things learners may feel positive about when thinking of transitioning to secondary school, and the things learners may feel less positive about in this transition.

Hand out paper and pencils to the groups to record their answers, allowing 10 minutes for this.

Ask the groups to share their answers with the class and **record** these on the board under two lists – ‘Looking forward to’ and ‘Feeling unsure about’.

Activity 3 | Brainstorming solutions

20 minutes

Explain that thinking of the things that we’re unsure about can help us consider what we may need information, help and support around – so we can make the change easier to manage.

Tell the class that they’re now going to continue in their small groups and think of solutions to the most common uncertainties.

Assign each group one or two uncertainties from the list from activity 2 to focus on, or groups can choose a few from the list to discuss themselves.

Hand out paper and **ask** the groups to write the uncertainty at the top of the page. They should then discuss it as a group, think of some possible solutions and write these down on their paper. (See example on next page).

For example: Getting lost in a new school

Possible solutions: They'll have transition days to see the secondary school; they'll usually get a map of the school to help them move between classes; lots of school staff (including guidance/pastoral care) are there to support with this; they can ask teachers for help finding classrooms; they'll be with their classmates and can help each other find the way; they'll learn the school layout very quickly and soon move around the school with ease.

Allow 10 minutes for this activity.

Ask the groups to feed back on some of the possible solutions they've come up with.

Explain to the class that they're now going to watch a video from the Anna Freud Centre called *Moving Up*. This video is from England where year groups are named differently – in England, Year 6 is when young people move up to secondary school to start Year 7, just like Primary 7 in Scotland is when young people move to start S1 in secondary school.

Tell the class that the characters in the video have the same uncertainties and worries, but they're able to find ways to manage the changes.

Play *Moving Up! The transition to secondary school* by Anna Freud from YouTube www.youtube.com/watch?v=kFpVOIpekSk (video lasts 4 minutes, 10 seconds).

Ask the class to reflect back on their earlier uncertainties and solutions, and compare them with what they saw in the video.

Ask if there's anything from the video they hadn't already thought about, or anything new from the video that they could try to help them during this change.

Plenary | Preparing for change

5 minutes

Remind the class that it's normal to feel worried or anxious about change, especially the move from primary to secondary school.

Explain that it can be helpful to know when a change is coming so we have some time to prepare for it; to think through any individual challenges, uncertainties or worries; and address them through information, support and planning.

Tell the class that this lesson began to explore the change of moving to secondary school and **explain** that in the final lesson the class will create their own wellbeing

plan, to record the ways they can look after their mental health and wellbeing during this time.

Check with the class if any of the worries they considered earlier are still unresolved, and try to **answer** these as a class.

Consider if there's anything that the class (with the support of the teacher) can find out during the transition programme, including during their visits to the secondary school.

Remind learners to speak to a trusted adult for help and support if anything is still worrying them, and that you'll be available after the lesson.

Remind the class of all the things they're looking forward to as they move to secondary school.

Tell the class that when we're feeling worried or anxious it can be helpful to focus on the positive things, strengths and achievements. In the next lesson they'll do this by exploring self-esteem, confidence and positive self-talk, all of which support positive wellbeing.



Second Level Topic 3 Managing the move from primary to secondary school

Lesson 3 | Celebrating me

CfE Es & Os	HWB 2-01a, HWB 2-02a, HWB 2-03a, HWB 2-04a, HWB 2-06a, HWB 2-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 3 PowerPoint (start at slide 14) • Poster paper (for pairs/small groups) • Pencils • Colouring pens/marker pens • Sticky notes (optional – 1 per learner) • Any resources needed for optional activities if completing these 		
Learning intention	To understand positive self-talk especially when feeling stressed or worried, and to recognise the importance of positive self-esteem.		
Success criteria	<ul style="list-style-type: none"> • I can recognise my negative thoughts and emotions when I'm stressed • I can use positive self-talk to counter negative thoughts • I can explain self-esteem and how to build this • I can create positive affirmations to boost my wellbeing 		

Note to teacher: Although we've estimated the time for this lesson as 60 minutes, there are optional additional activities. If including these please allow more time.

Introduction | Positive and negative self-talk

15 minutes

Display PowerPoint slide 15 – Learning intention and **talk through**.

Remind learners that they don't need to share anything personal, but if they do to share safely. **Explain** that you'll be available at the end of the lesson if anyone needs to speak to you about anything the lesson brings to mind.

Explain that we all sometimes have negative thoughts about situations, other people and even ourselves. This can make us think something bad is going to happen. It can also include *negative self-talk* – when we think or say mean things to ourselves.

Ask the class for general examples of negative self-talk.

Possible examples: “I can’t do this”; “I’m rubbish at this”; “I’m going to fail”.

Explain that most of the time negative thoughts are temporary and go away when the challenging situation has passed, or when we’ve been able to talk and work it through with someone we trust. If, however, a negative thought doesn’t go away, it can make us feel worried, stressed, anxious, upset or angry about ourselves or others. There are however ways to change negative thoughts into more positive thoughts and feelings.

Display PowerPoint slide 16 – Changing negative thoughts to positive and **read through**.

Explain that when we’re having negative thoughts, along with focusing on what’s true, we can also consider what’s positive, helpful and kind (including kind to ourselves).

Ask learners to work in pairs/groups to come up with two lists, one of common negative thoughts, and the other with alternative positive thoughts. The groups should make their lists colourful and eye-catching, and can also include drawings.

Hand out poster paper, pencils and colouring pens/pencils to the pairs/groups.

Once they’ve finished, **ask** the pairs/groups to each give one example from their list of a negative thought and an alternative positive thought.

Display the lists on the classroom wall or make them into one complete list to display.

Activity 1 | What is self-esteem

15 minutes

Explain to the class that during this activity they’re going to learn about *self-esteem*.

Ask the class if anyone knows what self-esteem is and **take** answers.

Display PowerPoint slide 17 – Self-esteem and **read through**.

Tell the class they’re now going to do a quiz to understand self-esteem more.

Display PowerPoint slide 18 – True or false, **ask** each question and discuss why they think it’s true or false.

Note to teacher: Learners can show if they think a question is true or false in different ways. Depending on the space available in the classroom, learners could move to one side of the room for true and the other for false; stand up if they think it's true and stay seated if they think it's false; or they could give a thumbs up or thumbs down.

Click through the slide, revealing teach question in turn and **discuss** the correct answer.

1. A person's self-esteem remains the same forever.
Answer: FALSE – It can change depending on what's happening to or around us, positively or negatively.
2. Self-esteem can be improved by noticing our successes.
Answer: TRUE – There is always opportunity to increase self-esteem by noticing and focusing on our strengths, qualities and protective factors, and remembering we have potential to grow.
3. Having low self-esteem is a mental health problem.
Answer: FALSE – Low self-esteem affects our mental health but it's not a mental health problem. If, however, our self-esteem continues to be low, over time we could develop a mental health problem like depression or anxiety.
4. Friends, family and adults in our lives can't help support our positive self-esteem.
Answer: FALSE – Other people can boost our self-esteem. If the people around us think and say positive things and show us support and encouragement, this helps us to look at ourselves more positively.
5. Learning to be kind to ourselves, and noticing our good qualities, will boost our self-esteem.
Answer: TRUE – If we're kind to ourselves (remembering that as humans it's okay to make mistakes); if we're assertive (recognising that we're all important and have rights); if we take notice of our good qualities (that make us unique and special), this can all build a strong sense of self-belief, confidence and good self-esteem. It will also make us less likely to worry about what others think of us.
6. Setting small targets (and achieving them) will help improve self-esteem.
Answer: TRUE – By setting small targets and achieving them, we can see clear evidence of progress and achievement. This is particularly great when we achieve something new, or something we were unsure about before. This does a lot to boost confidence and self-esteem, and makes us want to do more things.

Activity 2 | Self-esteem boosters

15 minutes

Note to teacher: During this activity offer support to any person who may find it difficult. If learners struggle to write their strengths ask them to think about how other people (family, friends, school staff etc.) would describe them, and provide a few examples if needed.

Ask the class if they think it's easy to list positive things about ourselves, and why it might be difficult for some people.

Ask why they think it's often easier to see positive qualities in others than in ourselves.

Explain that to improve our self-esteem, we should try to notice and take pride in our positive qualities, skills and achievements, and celebrate them. We should try to listen to our friends, family and teachers when they say positive things about us.

Tell the class that this activity is to help them see their skills, qualities and achievements more clearly.

Hand out paper, pencils and colouring pens/pencils to each learner.

Ask learners to draw a self-portrait in the middle of the page, and colour this in.

Display PowerPoint slide 19 – Self-esteem booster.

Explain to the class that their self-esteem booster poster can include:

- Things they're good at/do well (for example, football, horse-riding, drawing, writing, dancing, swimming, maths, spelling, singing, playing an instrument)
- Things they've achieved (for example, worked on a hard task and completed it well; managed to make good choices; played in a school team; worked on their listening skills; got a part in the school play; did a great drawing; gave a speech at assembly)
- Positive qualities they have (for example, being kind, funny, hardworking, helpful, active, courageous, a good friend)
- Positive things their teachers, family and friends would say about them (for example, good at helping with a younger brother/sister; making sure no-one is left out at break; good at cheering people up; good help at home/in the classroom)

Encourage learners to write as many things as possible.

Allow 10 minutes for this activity, and **move around** the class giving lots of prompts to anyone having difficulty thinking of positives.

Activity 3 | Positive affirmations

5 minutes

Tell the class that it can be helpful to give ourselves prompts and reminders of how special, important and generally great we all are as individuals. These prompts and reminders are called *positive affirmations*, and they can really boost our self-esteem.

Explain that affirmations are short positive statements that we tell ourselves, sometimes repeatedly. Many people believe that saying affirmations every day can help us have more belief in ourselves. Athletes, for example, use them when they want to improve their performance.

Our own affirmations may highlight our strengths, be a reminder not to give up, or be statements to help us feel hopeful for the future.

Ask if anyone has an example of a positive affirmation.

Display PowerPoint slide 20 – Positive affirmations and **read through**.

Ask learners to pick one or two personal affirmations (they don't have to be on this list) to repeat in their heads as often as they want to.

If learners prefer they could write down their affirmations, however some learners may want to keep them private. If writing down, **make sure** learners have pencils and paper/sticky notes.

Plenary | Positive self-talk and self-esteem

10 minutes

Remind the class that we all have negative thoughts and feelings, especially when we're stressed or worried. This is normal, but we can practise not allowing these negative thoughts to affect our self-esteem or our confidence. We can do this by focusing on what's true, positive, helpful and kind.

Recap some examples of positive self-talk and why it's important.

Remind learners that they all have positive qualities and skills, and they should remind themselves of these regularly.

Do an emotions check-in with the class, **allowing** learners (who wish) to share how they're feeling after having done the activities in this lesson.

Encourage learners to boost the self-esteem of their friends and family by telling them what they think their qualities, skills and achievements are.

Optional activity | Sharing kindness in the classroom

Note to teacher: You can either do these optional activities as a one-off or over a period of time. Please consider time to plan and deliver them, including any resources you'll need.

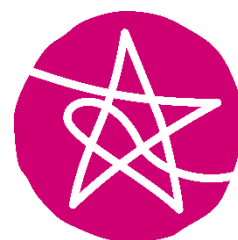
Please also consider how you'll monitor any notes passed between young people, to make sure they don't write anything inappropriate, and all people are respected and included. Ensure that no one is ever left out of these activities.

1. Positive encouragement:

Ask each person in the class to pick the name of another classmate out of a hat. They should then write a compliment to that other person for them to keep and help give them a self-esteem *boost*.

2. Secret friend:

Have a bag or box for each learner in the class. Other learners should try to put in a positive 'gift,' for example, a nice comment, picture, post-it note hug, emoji face, or something to encourage the person and let them know how amazing they are.



Second Level Topic 3 Managing the move from primary to secondary school

Lesson 4 | My wellbeing plan

CfE Es & Os	HWB 2-01a, HWB 2-02a, HWB 2-03a, HWB 2-04a, HWB 2-06a, HWB 2-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Second Level PSE Lesson Topic 3 PowerPoint (start at slide 21) • My wellbeing plan (Second Level Attachment 1) – print 1 per learner • Paper (for anyone not wanting to complete their plan in class) • Colouring sheets for anyone not wanting to complete their wellbeing plan in class • Pencils 		
Learning intention	To develop a wellbeing plan to support a more positive move to secondary school.		
Success criteria	<ul style="list-style-type: none"> • I understand why a wellbeing plan is helpful for my mental health and wellbeing • I can use my wellbeing plan to choose activities that make me feel calm and more positive 		

Introduction | Reflecting back over primary school

10 minutes

Ask the class if they can recall what mental health and wellbeing is, and **gather** answers.

Explain that wellbeing is managing our feelings, emotions, thoughts and moods.

Do an emotions check-in with the class, allowing learners to share how they're feeling, if they want to.

Remind the class that over the last few lessons they've been learning about stress and anxiety, low mood and depression. They have also been exploring how they can help themselves to feel calm and more positive, and what they can do to plan and positively manage change. They've been learning about self-esteem too, and how they can boost it by recognising their own strengths, celebrating their successes and practising positive self-talk.

Ask learners to feed back anything from the last few lessons they've found helpful for them, and as they prepare for the move from primary to secondary school.

Ask the class to think through their time at primary school and take a minute to reflect on everything they've learned and accomplished from Primary 1 to Primary 7.

Tell the class that secondary school will bring lots of new and exciting opportunities and experiences.

Explain that it's important for us all to look after our mental health and wellbeing, especially through periods of change. This lesson will bring together everything they've learned during these lessons and help them put together an individual wellbeing plan.

Display PowerPoint slide 22 – Learning intention and **talk through**.

Activity 1 | What is a wellbeing plan?

10 minutes

Tell the class that a wellbeing plan is an easy and practical way to record what we can do to look after our mental health and wellbeing, along with the people who can support us, especially during any times we're feeling unsure about something, worried, stressed or low.

Writing things down is a good way of expressing what's important to us, especially when we haven't yet spoken to anyone else about it. A wellbeing plan can improve self-esteem as it's a record of how we feel and what we need to do to look after ourselves, along with the strengths and positives we already have in our life. It's solution-focused as it helps us consider the help and support available from people and through information.

Learners can also keep and refer back to their wellbeing plan, using it as a reminder and prompt of the things that are important to them personally in relation to mental health and wellbeing.

Explain that this particular wellbeing plan has been developed to have a focus on positive mental health and wellbeing during the move to secondary school.

Activity 2 | Completing my plan

20 minutes

Note to teacher: Although some learners will like to complete these wellbeing plans in the classroom, others may prefer to complete them on their own at home, where they have privacy to be truthful and honest in their reflections. Consider the children in your class and ask them to choose where and when they complete the plan. Also consider allowing learners to move to a space where they're comfortable to complete their plan.

If completing in the classroom, allow time for learners to consider, complete and reflect on their wellbeing plan. Go round the classroom offering support if anyone needs it.

If some learners aren't filling in their plan in class, offer them an alternative activity, for example mindful colouring.

Distribute My wellbeing plan (Attachment 1) to each learner and **ensure** they also have a pencil.

Explain that learners can complete their own plan in class, or if doing it at home they may want to make some notes to remind them when filling it in later.

Remind them that they don't need to share anything they're writing in their plan with others.

Display and **talk through** PowerPoint slide 23 – Wellbeing plan so learners understand the questions.

Ask the class to think what they might write in the first section of the wellbeing plan - *The things I am looking forward to in my new secondary school*. If anyone needs prompting they can use the list of *changes they're excited about* they made in Lesson 2, Activity 2 or you can make some suggestions.

If learners are completing their wellbeing plan in class, **allow** time for them to fill in this first section.

Ask the class to think through possible answers for the second section - *The things I am unsure about or might need support and/or information on*. To help with this section, learners can refer back to the list of *changes they were* (or still are) *worried about* from Lesson 2, Activity 2 along with anything the class discussed when thinking through questions they might ask when they're visiting the secondary school on transition days.

If learners are completing their wellbeing plan in class, **allow** time for them to fill in this second section.

Display PowerPoint slide 24 and **ask** the class to work with their table group to think what to include in the third section, *School staff that can support me*.

Remind the class they can include staff at both primary school and secondary school.

Again **remind** them they don't need to share their personal answers.

Ask learners to take some time on their own to complete this section, if filling in the plan in class.

Tell the class that for the fourth section, *Family and friends who can support me*, learners should think back to Lesson 1, Activity 3 when they recorded the people who support them at home, in school and in the community.

If learners are completing their wellbeing plan in class, **allow** time for them to fill in this section.

Remind the class about the benefits of affirmations, which are short positive statements that support self-belief.

Read through the affirmations included in the wellbeing plan and ask learners to consider their favourites. They can circle them if they wish.

Invite learners to fill in the blank squares with any other affirmations they may find encouraging during the move to secondary school.

Allow a few minutes for learners to complete this section before moving to the next.

Ask the class to work on their own to look through the list of activities on the back of their wellbeing plan that they might try to help calm themselves down or cheer themselves up.

Ask learners to think about their favourite three activities, or three activities they'd like to try, and circle these if they wish.

Allow a few minutes for learners to complete this section.

Highlight Childline information at the bottom of the page and **remind** learners that they can visit their website for more information. They can also contact Childline by calling, texting or using the chat function online, if they need help or support and are unable to speak with a trusted adult at home, at school or in the community.

Before finishing, **take** any questions that learners have on the wellbeing plan.

Activity 3 | Putting my plan in action

5 minutes

Recap with the class that a wellbeing plan is a person's own tool and they don't have to show it to anyone if they don't want to.

As a class, **discuss**:

- When they would use their wellbeing plan
- Why it might be helpful for them, particularly as they move to secondary school
- Who, if anyone, they might want to show their wellbeing plan to
- Where they might keep their wellbeing plan

Note to teacher: Learners should take their wellbeing plans home.

Plenary | Topic reflection

5 minutes

Ask learners to share:

- What they have found the most useful in these lessons
- Any techniques they've learned and will try to support their wellbeing

Invite the class to talk to their parents/carers about what they learned in these lessons and to share their wellbeing plan with them if they want to.

