

Disclaimer

We hope you find the information on our website and resources useful. This resource is provided for informational and educational purposes only. It is intended to offer general information and should never be taken as professional advice on mental health. As information on mental health is complex and is a developing area, we do not warrant that the information provided is correct. You and your students should not rely on the material included within this resource and we do not accept any responsibility if you or your students do. As mental health is complex, you should undertake proper and relevant training before teaching on mental health. These resources are intended to support you once you have received such training. It is up to you to contact a suitably qualified health professional if you are concerned about your mental health and it is up to you to advise your students to contact a suitably qualified health professional if they are concerned about their mental health. When using this resource, you are responsible for the safety of those involved with using this resource, including staff and students. It is up to you to follow your school or organisation's safeguarding policies and procedures should your use of this resource raise anything covered by the policies or procedures.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).



Back to School: Feelings

<p>Aim:</p> <p>To understand things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>To understand about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>I can understand that change can feel tricky and know ways to help me feel better about it.</p>	<p>The Big Questions:</p> <p>How does change feel?</p> <p>What can I do to help me feel good?</p>	<p>Resources:</p> <p>Lesson Pack</p>
<p>Success Criteria:</p> <p>I can talk about and understand my feelings.</p> <p>I can explain why change can feel tricky and how to get support with this.</p> <p>I can explain how to be in charge of my feelings and decide how I react or respond to them.</p>	<p>Key/New Words:</p> <p>feelings, change, manage, cope, talk, share, accept, play, social, socialise, peers, support, emotions, PSHE, coronavirus, lockdown, COVID-19</p>	<p>Preparation:</p> <p>Positive Changes Activity Sheet - one per child</p> <p>Positive Changes Prompt Cards - as required</p> <p>Friendship Letter Activity Sheet - as required</p> <p>School Before and School Now Activity Sheet - one per child</p>









Prior Learning

It would be beneficial if children had been given time to readjust to being back in school.



Special Considerations



All children will have experienced a different learning environment than they are used to and most children will have had a significant time away from school. Children will have had different experiences during the recent period of lockdown, such as social distancing and change to their normal routines. Sensitivity to the experiences of individuals will be important.



Learning Sequence


	<p>Reconnecting – How Do I Feel Today? Share and discuss the Big Questions using the Lesson Presentation. Look together at the different feelings associated with going back to school and why we might experience these feelings. Talk about what 'going back' means in life and when we might have experienced this before. For example, returning to school after a holiday, returning home after being away or going home after playing at a friend's house. Explore together why this leads to lots of different feelings; some comfortable while others may feel more uncomfortable. Explain that feelings will vary between every person and will depend on what life was like away from school and how school feels to each individual.</p>	
 	<p>Exploring – What Does 'Normal' Mean? Look together at what the word 'normal' means. Explore whether things are 'back to normal' or not. Look together on the Lesson Presentation at the examples of things we consider to be normal because we are told they are the 'normal' thing to do. Explore how people can adapt to new situations very quickly which become our new normal. Ask children to work in pairs to think about what it is like to see and feel this change. If your school is socially distancing, you could ask children to think independently about what it is like to see and feel this change. Collate the words on the Lesson Presentation.</p>	
 	<p>Exploring– What Makes Me Feel Good? Discuss together the different things that make the children feel good. Explore what feeling 'good' means to us. Compare the differences between how the children feel when they have a high level of energy and adrenaline to when they are content and calm. Explore which things give us these feelings and make us feel 'good'. Recognise that stability is a core aspect of feeling OK. Look at how stability is still there, even within transitions and changes the children are going through.</p>	

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	<p>Reflecting – Emotion Boss: Explore how the children are feeling today and look at how there are many different feelings just within one class. Ask the children what tells them how they are feeling. Use the Lesson Presentation to discuss together how important it is to be able to understand our own feelings and to spend time recognising them before we choose how to respond to certain situations. Explore the 'power' and ability that understanding our own feelings can give us over our lives. Look at the effects feelings can have on our thoughts and behaviours and what support we can find for those feelings that are a bit more challenging or tricky.</p>	
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 	<p>Consolidating – Positive Changes: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Ensure each child has their own Positive Changes Activity Sheet and encourage the children to consider the positive changes from the last few months and now the return to school. Discuss together the good things that have happened as a result of the time away from school using the Lesson Presentation for prompts. Explore the things the children are looking forward to doing, now that they are back at school. Discuss together how important friendships and play are to our wellbeing and that these can help us feel OK.</p>
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	<p>Supporting: Ensure the children have the Positive Changes Prompt Cards to guide and support them in thinking about and completing their Positive Changes Activity Sheet.</p>
	<p>Extending: Encourage the children to write a letter to one of their friends to explain why they are pleased to be back at school and what it will mean for their friendship. The children can use the Friendship Letter Activity Sheet to support their letter writing.</p>

	<p>Developing: Explore and recognise the changes that have been made recently. As a class, spend some time thinking about why those changes have been made. Next, explain that understanding change is really important to being able to move on and accept the new way of life as 'normal'. Ensure all children understand where they could gain additional support in understanding any change they are unsure about or worried about. Use the School Before and School Now Activity Sheet to help the children create a picture showing the changes that have happened in school as well as recognising the things that are the same. Around the picture, encourage the children to write their feelings about the different changes, using the thought bubbles on the picture. If there are any changes the children feel unsure about, or would like to talk through a bit more, encourage them to write these changes in the box at the bottom of the page.</p>
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Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p>Policies:</p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p>Procedures:</p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p>Ask:</p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p>
<p>Respond:</p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p>Enable:</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

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