

## Accompanying resources for key stages 3 and 4

This resource pack is designed to be used with the PSHE Association’s guidance document, [Preparing to teach about mental health and emotional wellbeing](#). A set of lesson plans for key stages 1 and 2 are also available to download [here](#).

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## Key stage 4 Lesson 1: Promoting emotional health during transition into KS4

### Resource 1: Poem

#### Transition

I don't know what I expected,  
But this wasn't it at all.  
The girls just want to be skinny,  
The boys, to be fit and tall.

We've only been gone for one summer,  
But just about *everything's* changed;  
We're all starting to look a bit different,  
And everyone's acting so strange.

Mark's going out with Miranda,  
Annabel fancies my mate,  
Everything's suddenly harder  
Than it was in Year 9 or Year 8.

The teachers keep giving us homework,  
And wittering on about grades,  
My Mum and my Dad are no better,  
Summer memories rapidly fade.

But there are some things I like a bit more now,  
We got to pick subjects to drop,  
I'm doing more maths (which I love) now,  
But art (which I hate) has now stopped.

And I like that we get some more freedom,  
Time to learn in a way that we choose,  
But it's all a great big shift from last term,  
And it's making me slightly confused.

## Key stage 3 Lesson 2: Promoting emotional wellbeing – core lesson

### Resource1: A day in the life of Logan

***As you read through Logan's day, note down or highlight everything that happens, or that Logan does, that could have either a positive or negative effect on his emotional wellbeing.***

- 07:00 Logan wakes up after a good night's sleep. He checks his phone for messages and to see what's happening on social media sites.
- 08:30 He gets dressed hurriedly and grabs his bag – he's running late again – he was playing his favourite online game. His stomach rumbles so he makes a detour past the corner shop to grab some crisps.
- 11:00 Logan found it hard to concentrate in science; he didn't really understand what was going on. It's break time and he's starving so he gets a sausage roll from the canteen.
- 13:00 Logan had a great lunch break. It's a sunny day so he went straight out to play football. He figured he could grab something to eat later and the sausage roll was keeping him going for now. He scores twice and has a really good time with his friends out in the fresh air.
- 15:30 Logan found it hard to concentrate in maths last period. He often feels confused but he can copy enough from his friend Matt to keep the teacher off his back. His stomach was grumbling loudly all afternoon, so he and Matt walk home via the chippy, where they get a massive portion of chips to share. Matt lives nearby and comes back to Logan's house for a few hours.
- 18:00 Logan's Dad has made pasta salad and there's more than enough for Matt as well. After their chip feast they're not hungry, so hardly touch the pasta and head back up to Logan's room.
- 19:00 Matt's gone home – time for homework. When Logan tries to start his science assignment he realises just how little he'd understood in class. It's not due in yet, so he'll leave it for now. He logs onto his computer.
- 21:30 Logan's exhausted and crawls into bed with happy thoughts of football but a niggling gnawing feeling about all the things he didn't understand in class today.

## Key stage 4 Lesson 2: Promoting emotional wellbeing – core lesson

### Resource 1a: A day in the life of Logan

- 07:00 Logan's alarm goes off and he wakes up after a good night's sleep. He checks his phone for messages and to see what's happening on social media sites.
- 08:30 It's time to leave for school. Having got completely engrossed in his favourite online game, Logan gets dressed quickly and grabs his bag – running late as usual! His stomach rumbles so he makes a detour past the corner shop to grab some crisps.
- 11:00 Logan found it hard to concentrate in chemistry; he didn't really understand what was going on. It's break time and he's starving so he gets a sausage roll from the canteen.
- 13:00 Logan had a great lunch break. It's a sunny day so he went straight to the top field to play football. He figured he could grab something to eat later and the sausage roll was keeping him going for now. He scores twice and has a really good time with his friends out in the fresh air.
- 15:30 Logan found it hard to concentrate in maths this afternoon. He often feels like he doesn't know what's going on, but he can copy enough from his friend Matt to keep the teacher off his back. His stomach was grumbling loudly all afternoon, so he and Matt walk home via the chippy, where they get a massive portion of chips to share. Matt lives nearby and comes back to Logan's house for a few hours.
- 18:00 Logan's Dad has made pasta salad and there's more than enough for Matt as well. But after their chip feast they're not hungry, so after briefly pushing food around their plates they head back up to Logan's room.
- 19:00 Matt heads home and Logan gets out his homework. When he tries to start his chemistry assignment he realises just how little he'd understood in class. It's not due in yet, so he'll leave it for now. He logs onto his computer.
- 21:30 Logan's exhausted and crawls into bed with happy thoughts of football but a niggling gnawing feeling about all the things he didn't understand in class today.

## Key stage 4 Lesson 2: Promoting emotional wellbeing – core lesson

### Resource 1b: A day in the life of Deena

- 08:15 For the third time this week, Deena's overslept. She's just so tired lately! She needs to leave in the next ten minutes so she quickly gets showered and dressed. Used to Deena's morning 'routine', her Mum has chopped up some fruit salad and made her toast to munch in the car. When they arrive at school, Deena (who's been dozing) hurriedly finishes her breakfast, gives her Mum a quick hug and heads into school.
- 11:00 Chemistry is Deena's favourite lesson but it was hard to concentrate today. She was so tired she was worried she'd actually fall asleep. Clumsily she knocked over two test tubes during her experiment. The sound of them shattering and her teacher's angry look certainly woke her up.
- 13:00 It's a really sunny day but the sunshine is hurting Deena's tired eyes so she sits in a shady classroom chatting with her friends while she eats the lunch her Mum made for her. Ham salad sandwiches and a good chat with her friends help her to feel a little bit more human!
- 15:30 Deena loves maths but found it hard to concentrate in her lesson this afternoon. She usually understands new ideas very quickly in maths, but today she was more focused on not falling asleep.
- Deena only lives a mile from school but her Mum gives her a lift. She's grateful as she's so tired. When she gets home she grabs her book and reads until dinner.
- 18:00 Deena has dinner with her sister and Mum. The three of them always sit together for their evening meal – tonight it's pasta bake and salad. They find that eating together is a nice way to catch up. Deena talks about how hard she found it to follow what was going on in maths and chemistry today and decides to make a start on her chemistry assignment after dinner to see if she can get a better understanding of it.
- 00:30 Deena suddenly jolts awake. She'd fallen asleep at her desk over her assignment and has pen on her face! She takes a sip of the coffee on her desk to wake her up but it's gone cold. Yuck! She does a little bit more work then heads to bed with a book. She falls asleep reading at about 2am.

## Key stage 4 Lesson 2: Promoting emotional wellbeing – core lesson

### Resource 1c: A day in the life of Celia

- 08:00 As she's about to leave for school, Celia takes one last look at herself in the mirror and wants to cry. That's how she feels most of the time lately. She grabs her bag and an apple to eat for breakfast and heads for the bus. She calls a quiet goodbye to her parents who are in the living room doing that thing where they argue quietly, thinking you won't notice. They don't notice Celia leaving.
- 11:00 Chemistry was good. Other people found it hard but she didn't find it too difficult. She finished her experiments early and was reading ahead in her textbook when she got jolted back to reality by Deena knocking a load of test tubes over.
- 13:00 Celia spends her lunchtime in the library. A couple of friends asked if she wanted to head to the top field where everyone was playing football, but she wanted to make a start on her chemistry assignment. As she heads to maths, she chucks her sandwiches in the bin; you're not allowed to eat in the library and she wasn't hungry anyway.
- 15:30 Celia found it quite hard to focus on maths at the end of the day. She was a bit distracted, worrying about what was going on at home. She often finds it harder to focus in the afternoon as her thoughts turn to home time.
- 16:00 Celia runs home. Mum's at work but Dad's there. He doesn't say a lot, he seems down. Celia heads to her room with her maths book. She needs to make sure she's really understood this afternoon's lesson.
- 19:00 Mum got home an hour ago but Celia stayed in her room trying to work on her maths while she strained to hear her parents downstairs. They were doing quiet arguing again. For some reason she finds that more scary than the loud kind.
- Mum calls her for dinner and her parents are both forcing smiles – so Celia joins in with a fake smile too. They push their food around their plates for a few minutes (it's some ready meal or other, you can't really tell what it is but the smell is making Celia feel sick). No one says anything when, having hardly eaten a thing, Celia heads back to her room and her homework. She can't bear the tension and can already hear her parents quietly snapping at each other as she walks up the stairs.
- 21:00 Celia finishes her homework and goes online. She fakes a smile and takes a selfie. She gets likes and comments from friends who tell her she's losing weight. She has a DM conversation with Casey, an online friend in Australia, who's getting ready to go to school. Casey 'gets' Celia in a way her school friends don't and Celia feels more able to open up online than face to face. She tells Casey about the 'quiet arguing' that's been going on today and Casey says her folks have just had a massive row over breakfast.
- After a while Casey has to go to school so Celia logs off and goes to bed. She cries, quietly, as she falls asleep.

## Key stage 4 Lesson 2: Promoting emotional wellbeing – core lesson

### Resource 2: Discussion questions

- 1 List as many different words as you can to describe how he/she is feeling
- 2 Why is he/she feeling this way?
- 3 What do you think might happen next?
- 4 In terms of his/her emotional wellbeing, what are the positive things about his/her day?
- 5 What are the negatives?
- 6 What changes could he/she make that would improve his/her emotional wellbeing?
- 7 Should we be worried about him/her? Why?

## Key stage 4 Lesson 2: Promoting emotional wellbeing – core lesson

### Resource 3: When to seek help

Some of Celia's friends become worried about her. This is their conversation:

Friend 1: **I'm a bit worried about Celia, she seems really down at the moment**

Friend 2: **Yeah, she never wants to talk to us any more**

Friend 3: **Or come over at the weekend**

Friend 1: **She seems really wrapped up in her schoolwork and totally preoccupied**

Friend 2: **Do you think we should say something?**

Friend 1: **Oh I don't know about that, it's not really any of our business, is it?**

Friend 2: **Well she is our friend, and we're worried – maybe we should talk to her mum or a teacher?**

Friend 3: **Yeah maybe, but perhaps we should try talking to Celia first?**

In your group, discuss Celia's friends' conversation. Her friends have a choice to make. They could choose to:

- do nothing
- talk to a teacher
- talk to Celia's parents
- talk to Celia
- do something else? – if so, what?

What might be the different consequences of each of these actions?

What should they do and why?



## Key stage 3 or 4 Lesson 3: Resilience and reframing failure

### Resource 1: Reframing failure activity

There are several ways we can reframe failure. In Kayla's case, the failure was a physical one – she developed multiple sclerosis – but she was determined not to let this stand in her way. For each of the five ways of reframing failure below, discuss with a partner whether this could be applied to Kayla's story, and if so, how.

- 1 Stop judging.** Silence your inner critic. What happened, happened. Forgive yourself and others – shame and resentment only hold you back. So instead of dwelling on the past, focus on what you can do in the present and the future. It doesn't have to be perfect. Nothing is perfect. Just learn from what happened and continue to improve.
- 2 Focus on WHY.** Like a determined, unbiased detective, explore and list all the possible reasons the outcome occurred. This vital collection of data will help craft your next approach. If you can, try to determine what precise variables created the outcome.
- 3 Get comfortable being uncomfortable.** Fear of failure can cause paralysis – from over-analysing while staying in the realm of certainty. But powerful change doesn't usually occur in the comfort zone. So take a chance, make a calculated leap ... allow yourself to get into a state of discomfort. That is the only way you can fulfill your potential.
- 4 It's a marathon, not a sprint.** No one reaches the finish line on the first try. Your path will have its ups and downs too. Don't dwell on each 100-metre sprint; focus on your long-term goal.
- 5 Acknowledge your progress.** Try to ditch any all-or-nothing thinking you might have. What does that mean? 'I haven't succeeded yet' is not the same as 'I failed'. If you're halfway through running a marathon, should you criticise yourself for the miles you haven't yet covered? No! You acknowledge the tremendous progress you've already made – and you keep going. And before you know it, you'll be more than halfway there.

### How could Bill, Belle and Bailey learn from these five ways of reframing failure? What might a friend, parent or teacher advise them?

**Bill:** Bill is worried that he isn't clever enough to pass his GCSEs. He is worried that if he tries and fails people will think he's stupid, so instead he's given up altogether. He's been skiving off school and has hardly done any homework for months. If anyone asks, he says he doesn't care. Deep down he's worried that he's making a big mistake but he also thinks that he'll feel less miserable if he fails from not trying than from not being good enough despite trying his best.

**Belle:** Belle failed her mock exams and is absolutely convinced she's going to fail the real thing too. She feels like it's a done deal and there's nothing she can do to change things.

**Bailey:** Everyone is really pleased with how Bailey did in her mocks, except for Bailey. She got mostly Bs and a couple of As, which her teachers thought was brilliant and gave them confidence that Bailey will excel in her summer exams. But Bailey is really down about her results, saying that Bs and As just aren't good enough. She's always been a real perfectionist and nothing but the best results make her happy.

Key stage 3 or 4 Lesson 4:  
Unhealthy coping strategies: self-harm

**Resource 1: Self-harm: What, when, who, how?**

**What is self-harm?**

**What triggers self-harm?**

**Who self-harms (gender, age etc)?**

**What warning signs might you see in a friend?**

**How could you help a friend?**

**What support is available?**

Key stage 3 or 4 Lesson 5:  
Unhealthy coping strategies: Eating disorders

**Resource 1: Eating disorders: What, when, who, how?**

**What are eating disorders – what are the major types?**

**What triggers eating disorders?**

**Who gets eating disorders (gender, age etc)?**

**What warning signs might you see in a friend?**

**How could you help a friend?**

**What support is available?**



Key stage 3 or 4 Lesson 5:  
Unhealthy coping strategies: eating disorders

**Resource 3: Myth-busting true or false cards**

<b>1</b> Eating disorders are a result of vanity and are caused by the media	<b>2</b> Only girls get eating disorders
<b>3</b> Binge eating disorder is the most common eating disorder	<b>4</b> People with eating disorders are attention seeking
<b>5</b> People who binge eat should just eat less and exercise more	<b>6</b> Eating disorders only affect people of a certain age, gender & class
<b>7</b> Anorexia is the least common eating disorder	<b>8</b> You can tell if someone has an eating disorder by looking at them
<b>9</b> Eating disorders are a lifestyle choice, sufferers can choose to stop	<b>10</b> Eating disorders are a teenage phase
<b>11</b> People with an eating disorder may not be able to recognise that they have a problem	<b>12</b> Purging is an effective way to lose weight
<b>13</b> Eating disorders aren't life threatening	<b>14</b> You can't recover completely from an eating disorder

## Key stage 3 or 4 Lesson 6: Depression and anxiety

### **Resource 1: Depression and anxiety: What, when, who, how?**

**What is depression?**

**What is anxiety?**

**What triggers anxiety and depression?**

**Who suffers from anxiety and depression (gender, age etc)?**

**What warning signs might you see in a friend?**

**How could you help a friend?**

**What support is available?**

## Key stage 3 or 4 Lessons 4, 5 and 6:

**Resource 3 (Lesson 4)**

**Resource 2 (Lesson 5)**

**Resource 2 (Lesson 6)**

### What next?



**What do you think about each of these responses?**

## Key stage 3 or 4 Workshop 1: Healthy coping strategies

### Resource 1: Healthy coping group research

#### Group 1: Ideas for when you need to vent your feelings

Sometimes our feelings get BIG and we need a way to safely vent them and let them out. This can happen for a number of reasons – here are some typical examples to help guide your thinking.

*Bill: Bill's best friend has betrayed him. All he really wants to do is punch stuff or stick his fist through a window.*

*Belle: Belle has just split up with her boyfriend. It was his idea and he's already seeing someone else and is posting happy photos of the two of them all over social media. Loads of different feelings are bubbling up inside her and she feels like she might EXPLODE.*

*Bailey: Bailey's teacher has just given him detention for something he didn't do – he's being blamed for stuff that wasn't even his fault.*

**1 Bill, Belle and Bailey are all managing BIG feelings that they feel might overflow. Discuss as a group the kinds of feelings that Bill, Belle and Bailey might be managing here. Write down all the words you can think of to describe how each one feels.**

**2 Think about how they might be able to manage these feelings in a positive, healthy way. Here are some ideas to get you started. You might want to pick some of these and expand on them and/or think up some of your own:**

- Go to a quiet place and scream or shout
- Tear up a newspaper
- Hurl lumps of ice at the ground
- Play the drums
- Write a letter to the person who has made you angry, and tear it up when you have finished

**As a group, try and come up with ten ideas which might help Bill, Belle and Bailey.**

Try to include a variety of ideas. Think about:

- What could they do at home?
- What could they do when in a public situation?
- Might different strategies work better in different situations?
- How would these strategies make Bill, Belle and Bailey feel afterwards?

**Write all your ideas on a large piece of paper for other groups to see as well. Include any explanation that might be needed.**



## Group 2: Ideas for when you feel sad or low

Sometimes we feel sad, low or numb. Sometimes this is in response to a specific situation, sometimes we don't know why we feel this way at all. Here are some typical examples to help guide your thinking.

*Keisha: Keisha's family pet recently passed away and it's been really playing on her mind. She feels really low.*

*Kay: Kay and her best friend have fallen out. They were both really horrible to each other and Kay said some really mean things that she now regrets.*

*Kwame: Kwame feels sad all the time. He doesn't know why. Sometimes his feelings become so overwhelming that he can't face going to school or talking to friends.*

**1 Keisha, Kay and Kwame are all experiencing low mood (feeling sad, low or numb). Discuss as a group the kinds of thoughts and feelings that Keisha, Kay and Kwame might be managing here. Write down all the words you can think of to describe how each one feels.**

**2 Think about how they might be able to manage these feelings in a positive, healthy way. Here are some ideas to get you started. You might want to pick some of these and expand on them and/or think up some of your own:**

- Make a playlist of happy songs to listen to, to lift your mood
- Cry – it's OK to be sad sometimes
- Talk to someone
- Practise your hobby – eg drawing or baking
- Read your favourite kids' book

**As a group, try and come up with ten ideas which might help Keisha, Kay and Kwame.**

Try to include a variety of ideas. Think about:

- What could they do at home?
- What could they do when in a public situation?
- Might different strategies work better in different situations?
- How would these strategies make Keisha, Kay and Kwame feel afterwards?

**Write all your ideas on a large piece of paper for other groups to see as well. Include any explanation that might be needed.**

### Group 3: Ideas for when you feel helpless or overwhelmed

Sometimes we feel helpless, like we can't change the way things are, or overwhelmed by our feelings or experiences. These feelings can arise for a variety of different reasons. Here are some typical examples to help guide your thinking.

*Tamwar: Tamwar's parents have been arguing a lot. He doesn't understand what's going on and he feels helpless and unable to make things feel better.*

*Tina: Tina is finding it really difficult to keep on top of her schoolwork. She feels like she doesn't understand what's going on in class and she's struggling to get her homework done on time.*

*Tony: Tony is really struggling with sexuality. He's completely confused and doesn't know where to turn. Difficult, self-questioning thoughts are on his mind constantly.*

**1 Tamwar, Tina and Tony are all feeling helpless or overwhelmed. Discuss as a group the kinds of thoughts and feelings that Tamwar, Tina and Tony might be managing here. Write down all the words you can think of to describe how each one feels.**

**2 Think about how they might be able to manage these feelings in a positive, healthy way. Here are some ideas to get you started. You might want to pick some of these and expand on them and/or think up some of your own:**

- Ask a friend for advice
- Call a helpline
- Talk to a teacher or parent
- Write a plan about how to manage things – take it one day at a time
- Write a poem exploring these feelings

**As a group, try and come up with ten ideas which might help Tamwar, Tina and Tony.**

Try to include a variety of ideas. Think about:

- What could they do at home?
- What could they do when in a public situation?
- Might different strategies work better in different situations?
- How would these strategies make Tamwar, Tina and Tony feel afterwards?

**Write all your ideas on a large piece of paper for other groups to see as well. Include any explanation that might be needed.**

## Group 4: Ideas for when you feel stressed or anxious

Sometimes we might face feelings of stress or anxiety. These feelings can arise for a variety of different reasons. Here are some typical examples to help guide your thinking.

*Masumi: Masumi is really anxious about exams. She is convinced she's going to fail and is revising round the clock. She's not been sleeping well and often feels panicky.*

*Marie: Marie is struggling with lots of different deadlines at the moment. She kind of knows she just needs to get organised and make a start, but every time she thinks about all her overdue homework, she starts to feel sick.*

*Mike: Mike has struggled with feelings of anxiety for as long as he can remember. They're not necessarily related to anything specific, but suddenly he'll feel completely overwhelmed and anxious about a situation. He'd like to find ways to help him calm down.*

**1 Masumi, Marie and Mike are all struggling with feelings of stress and anxiety. Discuss as a group the kinds of thoughts and feelings that Masumi, Marie and Mike might be managing here. Write down all the words you can think of to describe how each one feels.**

**2 Think about how they might be able to manage these feelings in a positive, healthy way. Here are some ideas to get you started. You might want to pick some of these and expand on them and/or think up some of your own:**

- Relax in the bath
- Practise calming breathing techniques
- Learn how to do something relaxing and focused like yoga or pilates

**As a group, try and come up with ten ideas which might help Masumi, Marie and Mike.**

Try to include a variety of ideas. Think about:

- What could they do at home?
- What could they do when in a public situation?
- Might different strategies work better in different situations?
- How would these strategies make Masumi, Marie and Mike feel afterwards?

**Write all your ideas on a large piece of paper for other groups to see as well. Include any explanation that might be needed.**

## Key stage 3 or 4 Workshop 1: Healthy coping strategies

### Resource 2: Ideas to Try

Have a look at the ideas shared by your own group and the other groups. Consider which of them might be worth remembering for a time when you experience similar feelings to the characters in the scenarios. Make a note of them here and keep this safe so you can come back to it another time. You could also think about which ideas might help a friend you are worried about, or you could add your own ideas.

#### Ideas to try when I need to vent my feelings

- 1.
- 2.
- 3.
- 4.

#### Ideas to try when I feel sad or low

- 1.
- 2.
- 3.
- 4.

#### Ideas to try when I feel helpless or overwhelmed

- 1.
- 2.
- 3.
- 4.

#### Ideas to try when I feel stressed or anxious

- 1.
- 2.
- 3.
- 4.

## Key stage 3 or 4 Workshop 2: Mindfulness

### Resource 1: Mindful Breathing Script

This breathing meditation will guide you to relax by focusing on your breathing.

When learning to meditate, it is helpful to keep sessions brief so you can maintain concentration. As you become more comfortable and skilled in meditation, you can increase the duration of your meditation sessions.

During this breathing meditation, you will focus on your breath. This will calm your mind and relax your body.

There is no right or wrong way to meditate. Whatever you experience during this breathing meditation is right for you. Don't try to make anything happen – just 'observe'.

Begin by finding a comfortable position, but one in which you will not fall asleep. Sitting on the floor with your legs crossed is a good position to try, or on your chair with your feet flat on the floor, hands resting in your lap, back straight.

Close your eyes or focus on one spot in the room.

Roll your shoulders slowly forward and then slowly back.

Lean your head from side to side, lowering your left ear toward your left shoulder, and then your right ear toward your right shoulder.

Relax your muscles.

Your body will continue to relax as you meditate.

Observe your breathing. Notice how your breath flows in and out. Make no effort to change your breathing in any way – simply notice how your body breathes. Your body knows how much air it needs.

Sit quietly, seeing in your mind's eye your breath flowing gently in and out of your body.

When your attention wanders, as it will, just focus back again on your breathing.

Notice any stray thoughts, but don't dwell on them. Simply let the thoughts pass.

See how your breath continues to flow ... deeply ... calmly.

Notice the stages of a complete breath ... from the in breath ... to the pause that follows ... the exhale ... and the pause before taking another breath ...

See the slight breaks between each breath.

Feel the air entering through your nose ... Picture the breath flowing through the cavities in your sinuses and then down to your lungs ...

As thoughts intrude, allow them to pass, and return your attention to your breathing.

(Pause)

See the air inside your body after you inhale, filling your body gently.

Notice how the space inside your lungs becomes smaller after you exhale and the air leaves your body.

Feel your chest and stomach gently rise and fall with each breath.

Now as you inhale, count silently ... one

As you exhale, count ... one

Wait for the next breath, and count again ... one

Exhale ... one

Inhale ... one

Exhale ... one

Continue to count each inhalation and exhalation as 'one'.

(Pause)

Notice now how your body feels.

See how calm and gentle your breathing is, and how relaxed your body feels.

Now it is time to gently reawaken your body and mind.

Keeping your eyes closed, notice the sounds around you. Feel the floor beneath you. Feel your clothes against your body.

Wiggle your fingers and toes.

Shrug your shoulders.

Open your eyes, and remain sitting for a few moments longer.

Straighten out your legs, and stretch your arms and legs gently.

Sit for a few moments more, enjoying how relaxed you feel, and experiencing your body reawakening and your mind returning to its usual level of alertness.

Slowly return to a standing position, and continue with the rest of your day, feeling re-energised.

Key stages 3 and 4:  
For use in any lesson

**Reflection on today's learning**

Looking back on today's lesson, please complete the following:

The lesson objectives were ...	
Something(s) I know now that I didn't know before this lesson	
Something(s) I would be able to do more confidently now than I could before this lesson	
Something(s) I feel differently about now than I did before this lesson	
Something(s) this lesson has made me think about differently, or for the first time	
Something(s) I would like to know or understand more about, or be able to do better	

## Key stages 3 and 4: For use in any lesson

### Further support handout

Create a handout with sources of further support – this should include where and how to get help at your school, and any local services you're aware of. This will be unique to every school. Take time to collate a thorough list of support available at school and in the local community. Depending on the lesson, you may wish to add further national organisations, or replace some of those already listed to make the resource specific to the topic. Be sure to check the suitability of websites before sharing them with students.

### School-based support

List the full range of support available to students. For each include:

- what it is
- who it is suitable for
- how it is accessed
- what happens next

This is likely to include information about pastoral staff, including behaviour and learning support and school nurses and counsellors. Signpost specific staff if appropriate.

### Local support

List any local support services or charities that might be accessed by students. Often there is a range of charities and other local services that can be accessed freely or at very low cost. There may be pockets of knowledge on such topics amongst staff and parents.

### National support

You may also choose to include the following, but invite discussion and ask students to make suggestions too:

**www.selfharm.co.uk** – this is a website developed by someone who used to self-harm. It provides lots of support and information including access to 'Alumina', which is a six-week online programme to help you overcome self-harm. You can self-refer.

**www.b-eat.co.uk** – Beat, the eating disorders charity: the UK's leading charity supporting anyone affected by eating disorders or difficulties with food, weight or shape.

**www.youngminds.org.uk** – Young Minds is a charity which focuses on young people's mental health and emotional wellbeing. The site includes downloadable information leaflets on a range of topics, including self-harm, aimed at both young people and adults.

**Childline** – Childline provide support to young people who have concerns about themselves or their friends. They are trained listeners who will never break your confidentiality and will never judge. They are available 24 hours a day, every day of the year. You can either call them on 0800 1111 or you can talk to them online at [www.childline.org.uk](http://www.childline.org.uk)



**www.samaritans.org** – Samaritans: call 08457 90 90 90 any time day or night.