Example of suggested planning for a series of lessons on resilience for S1 within a PSHE setting.

Everything written below is suggested and practitioners should ensure that specific prior learning and needs informs their planning.

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| **Third level - What is resilience?**  **Learning links to GIRFEC - HEALTHY, NURTURED**  **Significant Aspects of Learning – Positive relationships, Expectations and aspirations, Diet, rest and sleep**   |  | | --- | | *I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.*  ***HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a*** |   *I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.*  *HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a*  *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*  *HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a* | | | |
| **Learning Intentions:**  Learners should:   * Understand and explain the concept of ‘resilience’, ‘protective factors’ and risk factors’ with examples * Know about the impact of environmental factors on resilience and coping * Know what the most common risk and protective factors are * Be aware of common models of human needs and the concept of ‘mindset’ * Be aware of the concept of ‘red’ and ‘green’ thoughts and how to tell the difference * Be aware of the range of human coping strategies from healthy to unhealthy * Know how to access help and advice if needed * Know about the evolutionary purpose and neurobiology of fear and anger responses * Have practical experience of ways to reduce anger and anxiety responses * Know about the sleep cycle, the importance of sleep on learning and wellbeing and show awareness of good sleep hygiene, with particular reference to use of electronic devices.   **Suggested Success Criteria**  **Negotiate with learners, however suggested SC might include…**  Learners can:   * Explain a simple model of the triune brain and explain the role of the emotional brain, the limbic system and the frontal cortex in terms of fear and anger responses * Identify the most common individual and environmental risk and protective factors that create or minimise the development of resilience in individuals and communities * Explain their own experience in terms of protective factors and stresses. * Show awareness of their own triggers and have identified healthy coping strategies * Be aware of their own mindset and know how to develop a growth mindset * Be aware of when they are having red thoughts and how to change these into green thoughts * Have practical experience of stress management techniques * Identify people who can help and support them if they feel upset or need to talk to someone * Develop strategies to help them cope with worries/anxieties | **Suggested Learning Experiences:**  **Independent work**   * Create a personalised ‘My World Triangle’ * Introduction and research of Maslow’s Hierarchy of Needs or the Human Givens ‘CAPS’ model of needs * Completion of the FAIR ‘I have’s’ * Exploration of acts of kindness (see HandsOnScotland website under Character Strengths) * <http://www.handsonscotland.co.uk/>flourishing\_and\_wellbeing\_in\_children\_ * and\_young\_people/character\_strengths/character\_strengths.html * Research ways to manage exam stress, including how you react to stress (some website starters below) * Keep a gratitude diary * Create a Positive comment chart (one positive comment for each class member over the duration of the plan)   **Pair/Small group work**   * Complete a Maslow’s Triangle, putting needs into the correct places inside the triangle. Differention ideas include cut/paste of pictures from magazines or pre-made examples, create a group triangle of how their needs are currently being met. * Complete a ‘life events’ scale for a case study and plot on a resilience matrix * Map the physical effects of stress/anxiety onto a body diagram then do the same with excitement and discuss the similarities to show the importance of thoughts in linking how we feel and act. * Act out/ discuss about a time and situation which caused them to feel nervous or anxious. Discuss in small groups to share ideas on how they might have helped themselves * Coaching/mentoring conversations in pairs, where pupils create examples of problems and the other tries to provide support using growth mindset language and strategies * Create an activity to play with another pair/group, where they are to create a way of exploring opinions to scenarios which conflict   **Cooperative learning activities**   * Think, Pair, Share or 3 step interview on stresses facing them and their peers and helpful/less helpful ways of responding * Placemat activity to explore sports psychology and how it improves performance, related to general life   (could also be group research activity)   * Consulting ne up , where each child thinks of an example of a red thought and asks three people in the class how they might change it to green thoughts, discussing how to change their behaviour * Structured Sort on categorising red and green statements, ensuring that each person can explain why they were able to categorise them * Jigsaw activity on reading about different parts of the brain and what they do * 4 corners activity using statements where pupils have to go to a corner of the room with one of the following; Strongly Agree, Agree, Disagree, Strongly Disagree. Pair up once there and explain your reasons   **Role play**   * Write Scenario scripts involving red thoughts and feelings in a talk show style and include members of the audience to help change these to green thoughts by giving examples.   **ICT**   * Introduction to good self help websites (e.g. AnxietyBC.com, Moodjuice (which covers a huge range of topic including sleep, anxiety, relaxation, self-harming, suicide, trauma, anger, phobias, bereavement) - *resources from these website could be used for various types of activities* * *Stress & Stress management video clips:* [*http://www.bbc.co.uk/learningzone/clips/stress/8083.html*](http://www.bbc.co.uk/learningzone/clips/stress/8083.html) * Investigation project/   **Whole group activities**   * Relaxation and deep breathing training and practise * Guided visualisation practise * Visit from a parent with a young baby to discuss attachment and bonding and the role in developing self regulation, or watching excerpts from a DVD * Outside speaker speaker who has overcome adversity to share with experiences in the factors that helped them to be resilient * Mindfulness activities from ‘Hands on Scotland’ website | **Assessment**  **Approaches/evidence**  It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **Say Make, Write** and **Do** in a range of school and life contexts for example:  **Say** – Record debate. Examples include;  Experiencing stress or mental ill-health a sign or personal weakness  Teenagers stress and anxiety are solely linked to puberty  **Make** – Animated film or comic strip based on a case study and the My World Triangle, or an activity or game sung red and green thoughts  **Write** – Information leaflet for parents on sleep and how to encourage a growth mindset  **Do** – run a guided visualisation practice session for P7s on transition visits or at a health fair.  Create a short play showing how changing red thoughts into green thoughts can influence feelings and the way people act, and the impact this has on them (this could also be written as a story, or drawn as a comic strip). | |
| **Resources**   * Appropriate books/magazines * Appropriate film clips * The FAIR * Positive Attitude to Life Skills (PALS) Resilience Programme Staff handbook * Life events scales * Guided visualisation scripts * Relaxation exercises * The Connected Baby DVD * Carol Dwecks ‘mindset’ information on the centre for confidence and wellbeing website * BBC Brainsmart Website (<http://www.bbc.co.uk/scotland/brainsmart/>) – good for info on the brain, how to succeed and exam stress * Moodjuice Website (<http://www.moodjuice.scot.nhs.uk/>) * Anxiety BC website (<http://www.anxietybc.com/>) * HandsOnScotland website * (<http://www.handsonscotland.co.uk>) * **CD by Christine Kerr, “Rays of Calm: relaxation for teenagers".** * Stress management websites: <http://www.lift-off.org.uk/136_Dealing+With+Exam+Stress.html>; <http://www.sqa.org.uk/sqa/69104.html>; | What are the main skills which will be taught and developed over the period of work?   * **Self-evaluation** * **Empathy** * **Research** * **Communication** | |
| **Evaluate Learning:**   * Learning logs * Staff evaluation * Pupil evaluation | Key vocabulary to be either taught or used in learning experiences   * Empathy * Resilience * Social intelligence * Anxiety * Healthy * Nurtured * ‘Not yet’ goals * sleep cycle * Needs and Wants |