

Resilience and Coping

Module 3

Helping pupils to develop resilience, look after themselves and cope with change.



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What is covered in 'Resilience and Coping'?

The 'Resilience and Coping' module aims to provide pupils with some of the skills and tools needed to be resilient and to cope with change. The module also introduces the concept of mindfulness as a strategy to use when upset or worried, and encourages pupils to identify how they can help others in times of need.

The key character elements promoted in this module are:

- **Courage:** Covered in lessons 3, 4, and 5
- **Patience:** Covered in lessons 1, 4, and 6
- **Positive Attitude:** Covered in lessons 1, 2, and 5

Why these lessons?

As pupils develop during primary school they begin to make social comparisons with their peers, and this can sometimes be a source of anxiety. Primary school can also be a time of change; academically, physically and emotionally. Due to these factors, it seems natural that the 'Healthy Mind, Happy Me' curriculum should aim to promote discussions around resilience and managing and normalising change, and introduce pupils to effective psychological first aid tools to enable them to help themselves and support others.

Whole School Assembly

The primary focus for the initial assembly should be to introduce the themes at the heart of the module (resilience, accepting and dealing with change and making choices) as well as introducing the character traits being promoted (courage, patience and positive attitude). The assembly should also aim to introduce the character Ollie, with his 'bio' being available on the following page. (NB: The ideas given below provide possible suggestions for activities that could be run to introduce the module. However, each school will have existing resources that may be more appropriate.)

Ideas for assembly activities:

Idea 1: To introduce the idea of resilience, discuss a time that a pupil or staff member has done something they found difficult, asking them questions such as:

- What did you do?
- Did you keep trying?
- What helped you to keep going?

Idea 2: Ask staff to bring in pictures of them as a child and ask pupils to guess who they are. This can be used to facilitate a discussion around growth and change.

Idea 3: Tell a story where the central character has coped with a change, and link to the traits of courage, patience and positive attitude. Use this opportunity to normalise some of the strong emotions around change, such as anxiety.

LESSON PLANS

KS1



Ollie from Oldbury

Age: 7 Years Old

Favourite Food: Fajitas

Favourite Colour: Yellow

Hobbies: Playing video games, drawing and watching films

Ollie takes a satchel to school with his art supplies in.

Ollie is a Looked After Child who lives with two women and their dog.

Ollie would like to be a journalist when he is older.



Reception: Lesson 1: Enjoying the Moment



L.O: Pupils will be introduced to the concept of mindfulness.

Starter Activity: Senses Commentary

The teacher should ask the pupils to close their eyes and think about what they might be able to smell/see/hear/taste/feel in their classroom. The aim of this activity is to introduce pupils to the concept of mindfulness in a structured and accessible way.

Main Activity: Mindfulness Example

The teacher should take the pupils to an outside space and explain that they are going to try to be really quiet and calm and focus on what they can see, hear and smell. Alternatively, in the classroom an online video such as 'mindfulness listening for kids' can be used to engage in a simple mindfulness activity of the teacher's choice. Once the activity is completed the pupils are asked to draw a face showing how they feel and to hold it up for the teacher to see.

Plenary Activity: Mindful Colouring

Pupils are asked to sit quietly and complete a mindfulness colouring sheet. Once the activity is completed, pupils are asked to think about how they feel, e.g. do they feel calm/sleepy/happy?

Reception: Lesson 2: Being Kind to Myself



L.O: Pupils will be able to understand what it means to be helped in a concrete way.

Starter Activity: Video Discussion

Pupils are shown a video of a child being helped in some way by people such as firefighters/police officers/nurses/teachers/lollipop people. After the video, pupils are asked to discuss who is helping who in the video and how are they helping.

Main Activity: Role Play Activity

Pupils are encouraged to role play situations such as:

- Going to the doctor's or the hospital
- Being helped by a police officer or firefighter
- Being helped in school by a teacher or the school nurse

This should allow the pupils to begin to understand how they are helped in day-to-day life and to start to feel familiar with the concept of being helped by others.

Plenary Activity: Reflection

Pupils are asked to discuss their thoughts on the question "was it good or bad being helped?" If possible, pupils could expand on this question by trying to explain why it may have felt good or bad.



Reception: Lesson 3: Introducing Resilience



L.O: Pupils will have started to consider ways in which they can help themselves in times of need.

Starter Activity: Discussion

Pupils are asked to think about a time they have felt upset or unhappy over the last week. These examples are then used as part of the following activity.

Main Activity: Who Can Help Me?

The teacher should begin by reintroducing the learning points of the previous lesson, highlighting the work pupils did around how people in the world can help them. Following on from this, the teacher should introduce the idea that while we can seek help when we are in trouble or hurt, we can also seek help when we feel upset. Pupils should think about who they would go to if they were upset, and then draw this person.

Plenary Activity: Feedback

The pupils are then asked, one by one, to show their picture to the class and say who they have drawn. If appropriate, the pupils could also be asked to give a short reason as to why they have chosen this person.

Reception: Lesson 4: Coping with Change



L.O: Pupils will be able to discuss examples of change.

Starter Activity: Circle Time Discussion

Pupils are introduced to the concept of 'change' through specific examples e.g. an ice cube melting and changing into water, or light changing into darkness (this can be modelled by turning the lights on and then off). Pupils are given or asked to think about other examples of change (e.g. seasons changing, or growing up). This discussion will need to be heavily supported by the teacher initially (who can provide concrete and visual examples) as pupils begin to think about what change means.

Main Activity: Research Project

Pupils are asked to draw a picture to show how the seasons change. Before they begin, the teacher can describe or show a film clip of what happens from season to season to support their understanding. Pupils should work in table groups to draw one season each.

Plenary Activity: Spot the Difference

The teacher should then support each group to compare their drawing with a second group and to list the things that are the same and different for the two seasons.

Reception: Lesson 5: Coping with Choice



L.O: *Pupils will begin to think about choices they make and the reasoning behind these.*

Starter Activity: Discussion

Pupils are introduced to the concept of 'choice'. They are asked to make choices based on contrasting options given by the teacher (e.g. winter or summer, ice cream or pizza). These choices allow the pupils and the teacher to discuss how we are faced with choices every day and that we make many of them without thinking too much.

Main Activity: Making Choices

The pupils are asked to design an outfit for a doll and should think carefully about the choices they make. They should be encouraged to talk to a partner about the choices they have made in their design.

Plenary Activity: Reflection

The teacher should ask a small number of the pupils to share the choices they have made in their design, and use this opportunity to model the language of choice. Sentence starters or questions could be given, such as:

- "Why did you choose this colour?"
 - "I chose this colour because..."
- "How did you choose this outfit?"
 - "I picked this outfit because..."



Reception: Lesson 6: Reflective Lesson



L.O: *Pupils will reflect on their learning over the module and begin to build a toolkit of resilience skills.*

Starter Activity: Reflection

The teacher should revisit the key concepts covered over the previous weeks (including change, choices, enjoying the moment, and being helped by others). The teacher can re-present some of the materials shared in the previous lessons and ask pupils to reflect on what the words mean and what they have learned.

Main Activity: Psychological Suitcase

Pupils are asked to create a suitcase (e.g. a shoebox or a 2D drawing) full of things they can do to stay happy. The activity could cover some of the following:

- Creation of a luggage tag to show the name of a person they can go to for support
- An umbrella containing simple ideas of what they can do if they are feeling upset
- A postcard celebrating mindful colouring

NB: *Resources for this activity can be found at the back of this book.*



Year 2: Lesson 1: Enjoying the Moment



L.O: *Pupils will develop their understanding of mindfulness and what it means to be calm.*

Starter Activity: What Does Calm Look Like?

Pupils are asked to think about what it means to be calm. If needed, the teacher can provide some guidance around being calm such as being still and feeling happy. Following on from this, pupils are asked to show what it looks like to be calm, focusing on their movements and how their face might look. The purpose of this activity is to help pupils to understand the positive elements to being calm and mindful.

Main Activity: Mindfulness Walk

Pupils are asked to line up to go for a 'calming' mindfulness walk, focusing on one of their senses. At the end of the walk, the teacher then asks pupils to think about how they felt and what they noticed during the activity. This feedback then allows the teacher to discuss how small amounts of time being quiet and focusing on an activity can let a person's mind calm down and this can make us feel happier.

NB: This may be best done in the playground or in the school hall if a space can be cleared and a script is provided in the resource section at the back of this book.

Plenary Activity: Reflection

Pupils are asked to consider how they feel after the mindful activity. This can work either as a discussion in groups or as a class or pupils could have a checklist of emotion words to pick from.

Year 2: Lesson 2: Being Kind to Myself



L.O: Pupils will be able to identify times they may need help from others and be introduced to the concept of 'worry'

Starter Activity: Ollie's Worries

Pupils are introduced to the concept of worry through a story exploring Ollie's worries and the idea of a 'worry bag'.

NB: The story 'Ollie's bag of worries' is in the appendix on page 35.

Main Activity: My Worry Bag

Pupils are asked to create their own worry bags and think about what worries they may put in their bag. The bag could be made by the pupils or teacher prior to the lesson. The teacher may need to support the pupils to consider what worries they would like to put in their bag. Pupils may focus on concrete worries such as spiders/getting into trouble or consider some more personal abstract worries such as SATs/doing well in particular lessons. Pupils can either draw pictures representing their worries or write them down and cut them out, before placing them in their worry bags.

Plenary Activity: Sharing a Worry

Pupils are then encouraged to work in pairs and tell their partner one worry from their bag. Once a worry has been shared, pupils can be encouraged, if they feel comfortable, to remove the worry from their bag. This activity should be guided by a discussion with the teacher about the idea that sharing our worries with others makes them smaller, thus making our bag easier to carry.

Year 2: Lesson 3: Introducing Resilience



L.O: Pupils will understand what it means to be resilient and 'bounce back'.

Starter Activity: Labelling Activity

The teacher should begin the lesson by presenting a character in a book, film, or TV programme who is feeling upset, labelling their emotions and explaining why (or supporting pupils to explain why they think the character is upset). This example is then used as part of the following activity.

Main Activity: Circle Time

The teacher should lead a discussion using the following sentence starters: "when X is upset they could find.../X could go to.../X might say.../X might do..." or "X feels happier when they..." The discussion should get pupils to think about how a person may feel when they are experiencing strong emotions and to explore simple actions that they might take to make them feel better.

Plenary Activity: Bouncing Back

The teacher should summarise what has been discussed during the lesson, introducing the idea of things they might do to help themselves in times of need. The teacher should then explain that being able to help yourself when you are upset means you can 'bounce back'. The class should then be supported to generate a definition of what it means to be able to 'bounce back' from times they are upset/unhappy. This can be displayed on the classroom wall and referred to in the future.



Year 2: Lesson 4: Coping with Change



L.O: Pupils will be able to identify concrete examples of change in their lives.

Starter Activity: Circle Time Discussion

Pupils are asked to generate examples of change they can think of (e.g. growing up, changing hairstyles or changing year group). The discussion should try to create enough examples for each group to take away one example for the main activity.

Main Activity: Research Project

Pupils are each given an example of a 'concrete' change as part of a group and asked to research how or why the change occurs. For example, if pupils are given the example of a change in seasons they can research how this change occurs in the environment. Each group should create a poster, fact sheet, or simple presentation that can be fed back to the class in the plenary.

Plenary Activity: Feedback

Pupils are asked to feed back the research they have done, discussing the changes in detail and how or why each change happens. The plenary activity also allows pupils to normalise the idea of change, building up their vocabulary and thinking around these changes.



Year 2: Lesson 5 : Coping with Choice



L.O: *Pupils will begin to think about the choices they make and how healthy/safe these choices can be.*

Starter Activity: Discussion

Pupils are introduced to what a 'choice' is and are asked to think of a time they had to make a choice in their lives (if pupils struggle with this they can be prompted by the teacher). These choices may be as simple as what they wanted for dinner or more complex ones such as whether to tell the teacher that someone is upsetting them. Once the choices are listed on the board, the teacher should explain that for every choice we make there is a 'rainbow road' or a 'cloudy road'. The rainbow road signifies the healthy/safe choice made by pupils (e.g. choosing to talk to the teacher) and the 'cloudy road' signifies the unhealthy/unsafe choices we sometimes make (e.g. not telling the teacher that someone is being unkind). They should be reminded that making the right choice can sometimes be difficult.

Main Activity: Role Play

Pupils are split into two groups and stand either side of the room. A scenario involving a choice previously provided by the pupils is selected and each group is asked to role play the consequences for each choice they could have made, with one group taking the 'rainbow road' and the other taking the 'cloudy road'. As pupils watch the other group's role play the teacher can choose to stop the activity at set points to ask; "how might the pupil be feeling now?"

NB: This activity may work best in the school hall or a larger, open space.

Plenary Activity: Reflection

Pupils are asked to think about the following question; "why was it healthier to pick the rainbow road choice instead of the cloudy road choice?"

Year 2: Lesson 6 : Reflection



L.O: Pupils will build up effective resources for use in day-to-day life when they need to be resilient.

Starter Activity: Reflection

The teacher should lead a discussion around the themes that the class have covered over the last few weeks around helping themselves during times of need e.g. making good choices, sharing problems with others and enjoying the moment. Pupils may need a structured reminder of the focus of each previous lesson or prompt questions to facilitate the discussion.

Main Activity: Psychological Suitcase

Pupils are asked to create a suitcase (a shoebox can be used) full of things they have learnt over the module that they can take away with them to help keep themselves and others happy and safe. Pupils should try to cover some of the following:

- Creation of luggage tags to show their calm spaces, or the people that they can ask for help
- Inclusion of a road map to show how they can take the 'rainbow road' in situations and/or how they can change their mind at times
- An umbrella containing ideas of what they can do when they are feeling sad
- A postcard celebrating mindful colouring, possibly addressed to a 'good friend' they have or someone towards whom they are thankful

NB: Resources for this activity can be found at the back of this book.

LESSON PLANS

KS2



Ollie from Oldbury

Age: 10 Years Old

Favourite Food: Fajitas

Favourite Colour: Yellow

Hobbies: Playing video games, drawing and watching films

Ollie takes a satchel to school with his art supplies in.

Ollie is a Looked After Child who lives with two women and their dog.

Ollie would like to be a journalist when he is older.



Year 4: Lesson 1: Enjoying the Moment



L.O: *Pupils will be able to understand what it means to be 'mindful' and will have started to consider the benefits of mindfulness.*

Starter Activity: Pizza Massage

The teacher should provide simple definitions of mindfulness and relaxation (e.g. mindfulness is feeling relaxed, mindfulness is being in the moment). The teacher tells pupils that they are going to do a 'pizza massage' to help them to feel relaxed. The script should include telling them that they are making a pizza, and in pairs they will take it in turns to be the 'pizza' (receiving the 'pizza massage') and the 'pizza maker' (giving the pizza massage). Remind pupils to be gentle and respectful, and to only touch the other person's shoulders. The teacher then asks the pizza maker to: knead the dough, smooth on tomato paste, sprinkle the cheese, add ingredients of choice, put the pizza in the oven (warm with hands) and finally take the pizza out of the oven and slice it up. The teacher can model the actions on a pupil or learning support provider if required. If pupils are uncomfortable with this level of physical interaction, they can choose to do the exercise on their own hand/arm/leg.

Main Activity: Visualisation Activity

Pupils are asked to think about a place that makes them feel calm, safe and happy. (Please note that a discussion of what it means to feel safe and happy may be needed prior to the visualisation activity.) Calming music is played to help each pupil build an idea of their special place, and the class are asked to sit quietly for a set time period (around 5 minutes) are supported to imagine what it feels like in their special place, moving through each of the senses. If appropriate, pupils can choose to draw a picture of their place, or write down a description about it. Once this is done, pupils are asked to think about how they feel after the quiet activity. This is used to reflect on how sitting quietly for a few minutes each day can make pupils feel calmer.

Plenary Activity: Reflection

Pupils are asked to discuss times they think it might be helpful to sit quietly and calm their thoughts (e.g. before a test if pupils are worried, or when they fall out with their friends). The teacher can also introduce the idea to pupils that going to their special place can make them feel happier if they are upset. The teacher should give examples from their own life and normalise the need for time out and periods of calm to support well-being.

Year 4: Lesson 2: Being Kind to Myself



L.O: Pupils will begin to understand what it means to have a 'kind mind'.

Starter Activity: Thoughts

The teacher should begin the lesson by writing a series of thoughts in thought bubbles on the board, some of which are positive and optimistic, and some of which are negative or pessimistic. Pupils are introduced to the idea that we all have thoughts and that sometimes these thoughts can be helpful and sometimes they can be unhelpful.

Main Activity: Having a Kind Mind

Pupils are given an introduction to a story involving Ollie and a test he is taking. Half the room should then try to generate some positive thoughts that Ollie might have before the test and the other half should generate negative thoughts for after the test (these should be recorded by the teacher). This activity begins to get pupils talking about positive and negative thought processes.

NB: The story 'Having a Kind Mind' is on page 36

Plenary Activity: Discussion

Following on from Ollie's story, pupils should try to identify one positive and one negative thought they may have had in the last week and write these down. If appropriate, pupils could then attempt to 'flip' each thought to write the opposite, building on their understanding of the concepts.

Year 4: Lesson 3: Introducing Resilience



L.O: Pupils will develop their understanding of what it means to be a resilient person.

Starter Activity: Define Resilience

Pupils are asked to create a definition of what they feel resilience means to them based on the previous lesson and their past learning/experience. This definition is then shared with the class to build a group definition that can be referred back to throughout the lesson.

Main Activity: Personal Paper Chain/Silhouette Activity

Pupils are asked to either draw a silhouette of a person in the room or simply pick another person in the room (the teacher could use names in a hat to promote pupil interactions with one another). Once they are in pairs, pupils either fill in their partner's silhouette with positive comments about them or try to write positive comments about their partner on strips of paper. The paper chain strips from the entire class are then connected together and put up in the room. The purpose of this activity is to promote positive interactions between pupils and encourage pupils to rely on each other to support their resilience.

Plenary Activity: Reflection

Drawing on the previous activity, the teacher should discuss how the positive comments made by the class can be used to help each pupil stay resilient. Pupils can refer back to comments at times they may feel worried, upset or unsure about themselves to remind themselves to have a kind mind. If there is time, pupils could then try to discuss times they feel they may need to be resilient in this way.



Year 4: Lesson 4: Coping with Change



L.O: Pupils will be able to understand that changes in families are normal and be comfortable with the emotions linked to such changes.

Starter Activity: Circle Time Discussion

Pupils are asked to explore each character in the 'Healthy Mind, Happy Me' curriculum and discuss how their families have changed over time. This discussion can start with concrete changes such as new siblings being born, and move to more complex changes such as parents leaving the family, new marriages and Ollie himself being adopted.

Main Activity: Diary Entry

Pupils should pick one character they have discussed and write one or more diary entries exploring how the character may have felt during these changes to their family. The teacher should explain that there are no right or wrong answers or feelings in these entries and that it would be okay for the characters not to feel completely okay with these changes at the start.

Plenary Activity: Feedback

Pupils are asked to read their diary entries out to the class if they feel comfortable. The aim of this exercise is to normalise the changes that can happen in a family unit and the feelings associated with change, both positive and negative.

Year 4: Lesson 5 : Coping with Choice



L.O: Pupils will understand that it is sometimes okay to change your mind.

Starter Activity: Discussion

Pupils are asked to think about a time they have changed their mind, such as liking something they didn't like before or when they have stopped doing something they used to do. These examples are listed on flipchart paper or whiteboard to use in the main activity. If the pupils are struggling to think of situations the teacher can give examples to open up the discussion, or share a story where a character has changed their mind.

Main Activity: Making a Road Map

Each pupil is asked to create a road map exploring the scenario they provided where they have changed their mind. Pupils should create a road map showing their initial decision and what happened when they changed their mind.

Plenary Activity: Reflection

Pupils should show their road map to a partner and discuss what made them change their mind. This process should show pupils it is okay to change their mind and begin to think about situations that may require them to change their mind.

Year 4: Lesson 6: Reflective Lesson



L.O: Pupils will begin to build up effective resources to develop a resilience toolkit which can be applied to real life situations.

Starter Activity: Reflection

The lesson should start with a discussion that revisits and recaps pupils' learning over the last few weeks around strategies that can be helpful in times of need e.g. being mindful, asking for help, and making good choices. Pupils may need to be referred to their work and discussion from previous lessons or prompt questions should be used to facilitate the discussion.

Main Activity: Psychological Suitcase

Pupils are asked to create a suitcase (a shoebox can be used) full of things they have learnt over the module that they can take away with them to help keep themselves and others happy and safe. Activities for pupils could include:

- Creation of luggage tags to show their safe spaces and the people they can ask for help
- Inclusion of a road map to show how they can take the 'rainbow road' in situations and/or how they can change their mind at times
- An umbrella containing ideas of the things they can do when they feel sad or have a cloud over their head
- A picture of a mirror with 'kind mind' thoughts written on it to emphasize the need for pupils to be kind to themselves
- A postcard celebrating mindful colouring, possibly addressed to a 'good friend' they have or someone towards whom they are thankful

NB: Resources for this activity can be found at the back of this book.

Plenary Activity: Written Reflection

Pupils are asked to think of one example when they have used what they have learnt over the previous lessons to help themselves or someone else. They can write this down and put it in their suitcase or simply share the ideas verbally.

Year 6: Lesson 1: Enjoying the Moment



L.O: Pupils will be able to identify times they may benefit from engaging in mindfulness activities.

Starter Activity: Mindfulness Activity

Pupils should be asked to create a definition of what being mindful means to them. These definitions should be fed back to the class to create a shared definition. Pupils should then be asked to sit quietly and engage in a mindful colouring activity, or alternatively a guided relaxation activity (a guided activity is available at the back of this book, and led relaxation activities are available freely online). Throughout the activity, the pupils should be encouraged to pay attention to what they are thinking and feeling. At the end, the pupils should reflect on how the quietness and calmness of the chosen activity made them feel.

NB: An example mindfulness script is provided on page 34.

Main Activity: Reflective Log

Pupils are asked to complete a written log of how they felt throughout the lesson doing the mindfulness activities. They should reflect on how they felt before, during and after the activities both emotionally and physically.

Plenary Activity: Being Mindful

Pupils should consider three times that they might be able to use these activities to calm themselves down over the next week and share them with the class.

Year 6: Lesson 2: Being Kind to Myself



L.O: *Pupils will be able to identify times they may need to address their thinking styles to be more positive.*

Starter Activity: Having a Kind Mind Story

Pupils are introduced to what it means to have a kind mind, through the story about Ollie. They are asked to think about the 'unkind' and 'kind' things that Ollie thought about himself during the story. Pupils are then asked to think about what they would say to cheer up a friend who has said unkind words to themselves (e.g. if a friend says, 'I am so stupid, I got all the answers wrong' what would the pupils say?) The story should be structured around the concept of worry and the impact worrying can have on us.

NB: The story 'Having a Kind Mind' is on page 36

Main Activity: When Might I Need a Kind Mind?

Pupils should consider when they may need to have a 'kind mind' in their day-to-day life. This could be done by asking pupils to create a timetable of their week including lessons and home time and create a coloured key to show times they feel calm and times they may need to have a kind mind.

Plenary Activity: Reflection

Pupils should be asked to pick one point in their week where they have identified that they may need to have a kind mind and begin to think of some kind thoughts they could have in this moment. Pupils can write these thoughts down for future reference.



Year 6: Lesson 3: Introducing Resilience



L.O: *Pupils will begin to think about positive ways they can support themselves during times of need.*

Starter Activity: Defining Resilience

Pupils should be asked to create a definition of what they think resilience is. These definitions can be shared with the class.

Main Activity: Freezeframe Activity

Pupils are asked to create three freeze frames:

1. A bad reaction to a stressful situation
2. A good reaction to the same situation
3. A middle freeze frame where pupils use the skills they have learnt over the previous lessons to transition from a bad reaction to a good reaction

Freeze frame three may draw on techniques such as mindfulness activities, ensuring they have kind mind thoughts, or sharing their concerns with somebody else. The lesson encourages pupils to actively apply their understanding of resilience to self-generated situations where they may be stressed or upset. Pupils are then asked to show their freeze frames to the rest of the class, explaining the tools they have used.

Plenary Activity: Reflection

Pupils should be supported to reflect on the freeze frames they have seen and write down the skills related to them that they feel they may be able to use in their own lives when needed.



Year 6: Lesson 4: Coping with Change



L.O: Pupils will be able to understand that change happens and that this can feel uncomfortable, but that this is okay.

Starter Activity: Circle Time Discussion

Pupils are asked to think about examples of change they have experienced in their own lives. The teacher may need to provide initial examples to guide their thinking (e.g. a new baby being born into the family, moving to a new school, getting a new teacher, or parents getting re-married). The teacher should explain that changes and transitions are a normal part of life. A focus should be placed on pupils' transition to secondary school and the changes associated with this.

Main Activity: Postcards

Pupils should be asked to write a postcard to their future selves in year 7. The postcard should normalise the process of change for the pupils and their future selves. It should also aim to discuss any concerns they may have about transitioning, focusing on how they will have used their skills to cope with these concerns and changes.

Plenary Activity: Discussion

The teacher should end the session by discussing that sometimes it is okay to not be 'okay' with a change that is happening. The teacher explains that 'having a cloud over your head' when change is happening is okay as long as the cloud eventually goes away. This can be used as a prompt for pupils to think about how they might be able to support a friend when they have a cloud over their head.

Year 6: Lesson 5: Coping with Choice



L.O: Pupils will understand that it is okay to change their mind.

Starter Activity: Paralympian Fact File

The teacher should begin the session by discussing Paralympians and how they have made a choice to not let changes in their lives impact them in a negative way. The teacher should discuss the athletes' successes in the Paralympics and, if possible, find stories about what led the athletes to their career.

Main Activity: Deciding Without the Facts

Pupils should be given a role play activity where they are asked to make a decision such as:

- A debate style session around a topic such as 'should the school spend money on a new playground'
- A discussion around situations such as deciding who out of a group of pupils should go on a school trip
- A police interview based on prominent film or book villain who may not be as guilty as once thought

In each situation, the pupils should only receive a small amount of information in the initial stage and asked to begin a discussion, arguing their side/the choice they would make. After a suitable amount of time has passed, more information should be given to the pupils which may affect their decision-making process (e.g. the money for the playground will mean the toilets cannot be painted for 3 years or residential trips will be cancelled for the year). Pupils should then be informed that as the information has changed, they may wish to change their minds and argue differently. The discussion should then continue for another period of time.

Plenary Activity: Reflection

Following the discussion, pupils should discuss and reflect how it felt to realise their decision may have needed to change following the discovery of new information (The teacher may want to ask: was this difficult or did it feel uncomfortable to you?). This should allow the teacher to normalise pupils changing their mind about other decisions in their lives.

Year 6: Lesson 6: Reflective Lesson



L.O: Pupils will begin to build up effective resources to provide psychological First Aid to themselves and others.

Starter Activity: Reflection

The lesson should start with a discussion that revisits and recaps pupils' learning over the last few weeks around strategies that can be helpful in times of need e.g. being mindful, asking for help, and making good choices. Pupils may need to be referred to their work and discussions from previous lessons or prompt questions should be used to facilitate the discussion.

Main Activity: Psychological Suitcase

Pupils are asked to create a suitcase (a shoebox can be used) full of things they have learnt over the module that they can take away with them to help keep themselves and others happy and safe. Activities for pupils could include:

- Creation of luggage tags to show their safe spaces and the people they can ask for help
- Inclusion of a road map to show how they can take the 'rainbow road' in situations and/or how they can change their mind at times
- An umbrella containing ideas of the things they can do when they feel sad or have a cloud over their head
- A picture of a mirror with 'kind mind' thoughts written on it to emphasize the need for pupils to be kind to themselves
- A postcard celebrating mindful colouring, possibly addressed to a 'good friend' they have or someone towards whom they are thankful

NB: Resources for this activity can be found at the back of this book.

Plenary Activity: Written Reflection

Pupils are asked to think of one example where they have used a skill that they have learnt in one of the previous lessons to help themselves or to help someone else. They can write this example down and put it in their suitcase, or alternatively discuss this in pairs and feed them back to the teacher.

Passport Outcomes

By the end of this module:

Reception:

- Lesson 1: I've been introduced to mindfulness
- Lesson 2: I can be helped by other people
- Lesson 3: I can seek help from others when I need support
- Lesson 4: I've thought about how things can change
- Lesson 5: I've thought about my choices and what I want
- Lesson 6: I've thought about ways I can help myself

Year 2:

- Lesson 1: I've explored what it means to be calm and mindful
- Lesson 2: I can share my worries with others
- Lesson 3: I've started to think about how someone can 'bounce back'
- Lesson 4: I've explored how things can change
- Lesson 5: I understand I can make helpful and unhelpful choices
- Lesson 6: I've made myself a toolkit to help myself

Year 4:

- Lesson 1: I've begun to think about when it's good to be calm
- Lesson 2: I've started to think about what it means to have a kind mind
- Lesson 3: I've begun to understand what resilience is
- Lesson 4: I understand that families can change and that's okay
- Lesson 5: I understand that it's okay to change my mind
- Lesson 6: I've created a toolkit of things to help me be resilient

Year 6:

- Lesson 1: I know when to use mindfulness
- Lesson 2: I know when I might need a kind mind
- Lesson 3: I can think of ways to be resilient in stressful situations
- Lesson 4: I understand that change is normal, and that it's okay to be worried about the changes for a while
- Lesson 5: I understand that there are times when I may need to change my mind based on new information
- Lesson 6: I can help myself and others to be resilient

Resources: Lesson 1 – Mindfulness Script

Let's Begin.

Start walking, slower than you usually would. Stand up straight, shoulders back. Take a big, slow breath in through your nose and out through your mouth. Keep breathing in and out, thinking about how your body feels. Place one hand on the chest and one on the belly. As you inhale, fill up the belly like a balloon and as you exhale, allow the balloon to deflate.

Think about what you can hear. What can you hear outside? Can you hear birds or children playing? Now listen to the sound of your breath. Listen to it slowly move in and out of your body and feel your shoulders move with each breath.

Think about what you can see all around you. Let your eyes move around slowly. Can you see anything outside or in the building?

Now breathe in 1...2...3...4, and out 1...2...3...4. Stop where you are, think about how you feel as you breathe slowly in and out.



Year 2: Lesson 2: 'Ollie's Bag of Worries'

Ollie woke up feeling strange. He had a big test in Maths today and he was worried it was going to be really tough! As Ollie ate his breakfast he sat quietly and tried to remember all his times tables.

"Are you okay Ollie?" asked his mom Sarah.

"I'm fine, just thinking about my test today" said Ollie quietly.

"It won't help you to worry Ollie, you can only do your best" said his other mom Anne.

Ollie tried to stop thinking about his test, but it was just too hard! As he walked to school, Ollie remembered that he had fallen out with his friend Jack yesterday. *'I hope Jack feels like playing again today'* thought Ollie sadly.

By the time Ollie got to his classroom, he felt tired. He had been thinking about his test and Jack all the way to school. As he sat down, his teacher came in and said, *"has everyone remembered their homework for today?"*

"Yes!" said everybody except Ollie. *'Oh no!'* thought Ollie. After all his worrying this morning, Ollie had forgotten to bring in his homework – now he would be in trouble! Suddenly, Ollie felt like crying. His brain felt all muddled and noisy and he felt very fed up.

Ollie's teacher saw this and asked Ollie to have a chat with her. *"Ollie, you look very sad, is everything okay?"*

"No, it's not. I think I'm going to do very badly in my maths test, Jack isn't my friend, and I forgot my homework!" Ollie said, starting to cry.

"Ollie, it seems to me that you are very upset and worried".

"Worried?" asked Ollie, confused.

"Worry is a feeling we get when we are thinking a lot about things that may or have not gone quite right. It can make us feel sad, or fed up or sometimes even sleepy. I like to imagine worry as a big bag filled with things. When the bag gets big, it gets heavy and it's hard to do stuff because we are carrying the bag. Does that make sense?" asked Ollie's teacher.

"A little" he replied, thinking about how sleepy and upset he had felt all morning. *"I have been thinking about my exam and Jack and my homework..."*

"Those thoughts are your worries, Ollie, and it sounds like you have a very heavy bag this morning!" she said.

Ollie sat very quietly. He had never thought that all his thinking could be worrying and make him sleepy! He was very glad he had spoken to the teacher, he liked the idea of a worry bag, and it sounded very sensible. He thought his teacher was very wise and would try to not make his bag too heavy from now on!

Years 4 and 6: Lesson 2: Having a Kind Mind

Ollie's class have a big maths test today and everyone is waiting to go into the classroom to start. Ollie and Sarah have been talking about the test as Sarah is worried she will not do very well. Ollie has been working hard all week on the test and knows he will do the best he can.

"I am rubbish at maths Ollie, I never do well!" huffs Sarah.

"We can only try our hardest, Sarah, and you are always good at maths!" says Ollie, hoping to make her feel better. Ollie explains to Sarah that even though the test is important it will be okay, and nobody will be cross if they find it hard.

Finally, the class are allowed in to start the test. Ollie opens his paper and looks at the first page of questions, they look hard! Ollie tries to answer the questions but finds he cannot remember anything he has worked on this week. He begins to panic and thinks about how useless he is at tests while Sarah looks very happy and relaxed. Suddenly the time is up and Ollie feels like ripping up the paper – he feels that his answers are rubbish!

"Thank you for helping me before the test Ollie, I felt much better after our chat!" says Sarah happily as they leave the room. Ollie stays very quiet, he wants to be happy for Sarah but he is really worried that he is never ever going to do well in maths and will have to do the test again and again!

Just as Ollie feels like he is about to cry, his teacher asks him to stay to have a little chat.

"Ollie that was a very kind thing you did earlier helping Sarah to feel better, thank you. I can't help but notice you look a little sad though, are you okay?" she asks.

Ollie takes a big breath and replies. "No, I feel a little bit sad actually. That test was really hard and I am rubbish at maths. I have probably done really badly!"

Then Ollie's teacher does something weird. She takes a piece of paper and writes down everything Ollie has just said and makes him read it. "Ollie, when Sarah said she was worried about not doing very well on the test, what did you say to her?"

"I told her she could only try her hardest and that she was very good at maths." Ollie says quietly.

"Yes, you did, and that was a very kind and true thing to say. Now if Sarah had heard you say those things on that paper, do you think she would have said the same?" asks his teacher.

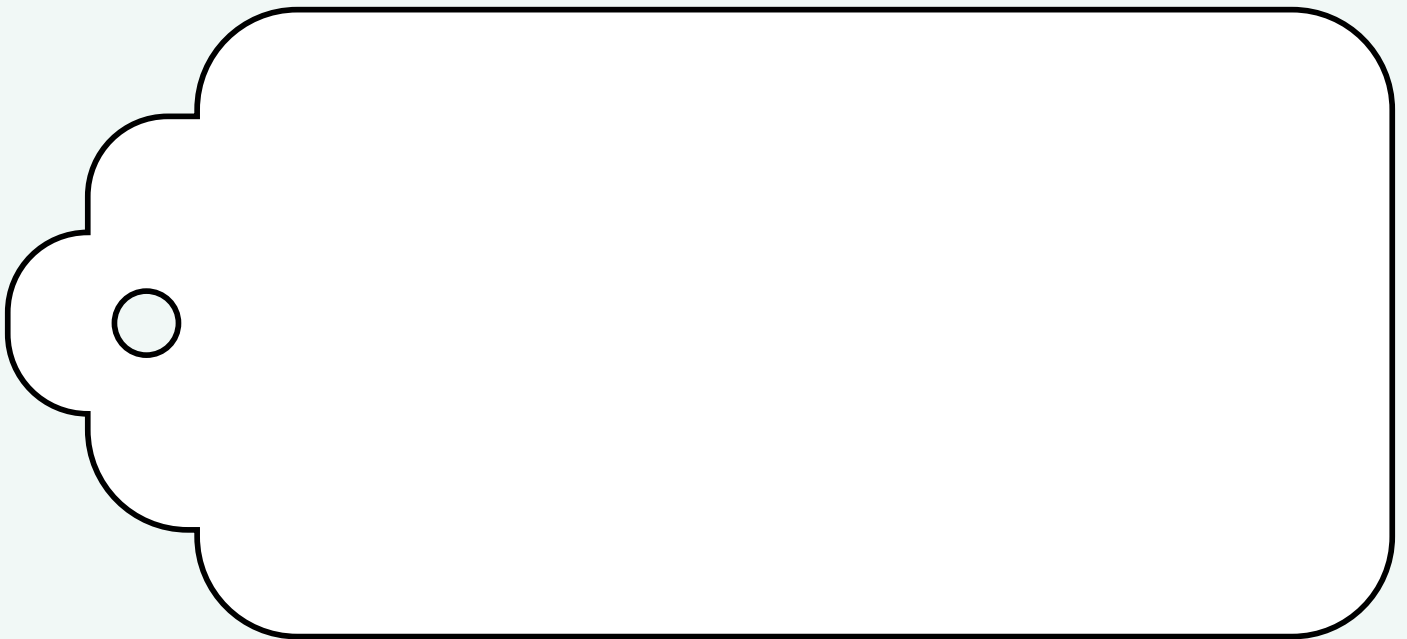
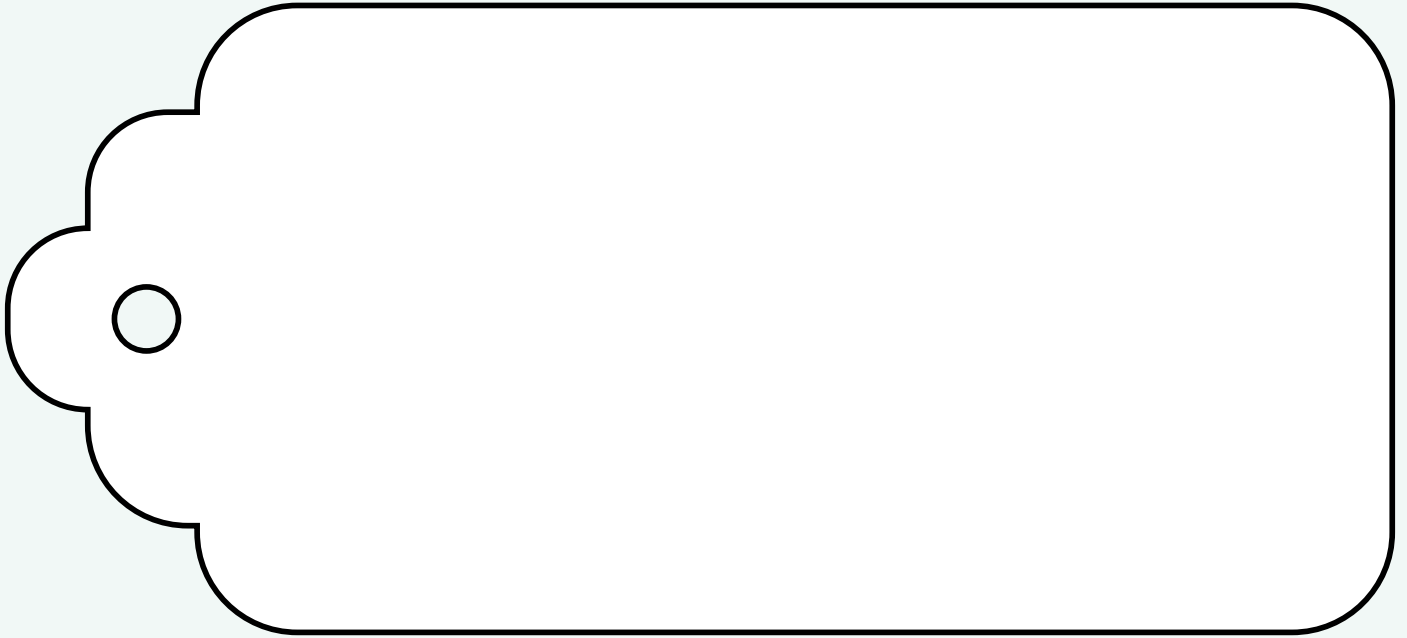
Ollie pauses, "Yes", he says, "and she would have said I was being silly because I always get stickers for my maths work."

"Exactly, Ollie." says his teacher. "Sarah would have been kind to you just like you were to her. That is called having a 'kind mind' towards others, Ollie, and is a very good thing. However, sometimes when we are very upset or worried we are not very nice to ourselves and we can have a very unkind mind. When that happens it's very important to stop and think about what our friends would say to us if we said our thoughts out loud."

Ollie thought very hard about what his teacher had said. He thought about how he had been very kind to Sarah but a bad friend to himself when he needed cheering up. Ollie then thought about his test and said, "maybe the test will be okay. I know I might not have done my very best but it will help me try harder next time and I did try hard to answer all the questions I could! From now on I will try to have a kind mind when I am worried or upset."



Resources: Lesson 6 – Suitcase Printables





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