

Managing Challenges and Change

Age: Key Stage 2

Outcomes:

- Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.
- Recognise conflicting emotions and when these might be experienced.
- Explain how feelings and emotions change over time.
- Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network.

Resources:

- Plain paper
- Pens and pencils
- Emotional timeline (supporting resource).

Activity	Description
1. Introduction	<p>Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson.</p> <p>Introduce the lesson, explaining that talking about mental health may make them think about themselves or people that they know who are experiencing a difficult time with their feelings or emotions. Remind pupils of the people in school that they can talk to if they are concerned.</p> <p>Read the following scenario to the class:</p> <p>A few weeks ago (child's) mum explained there were going to be some changes coming...</p> <p>(Child's) family moved house to a completely new area. (Child) had to leave their local dance club and start a new school as well. (Child) feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and (child's) mum is always busy. (Child) is spending more and more time alone and feels like things will never change.</p> <p>Pupils discuss how this situation might affect (child's) mental health and wellbeing (feelings and emotions).</p> <p>Pupils work in groups to think of other times in people's lives that might affect their feelings and emotions, such as: parent starting a new job, death of a pet/close relative, new baby brother/sister, tests or exams, argument with a friend, a marriage or divorce.</p> <p>Pupils consider how these times might affect their feelings and emotions, and record their ideas.</p>
2. Emotional Timeline	<p>Discuss with pupils how different feelings grow, change, pass or get stronger with time. In pairs, ask pupils to consider how the situation and the child's feelings might change over time. Get pupils to record the changes on a timeline, writing in or drawing emotions along the timeline to identify what feelings the child may experience and when they may change.</p>

Activity	Description
3. Support in challenging times	<p>Explain that there are likely to be times like this (change, challenge, excitement or difficulty) in everybody's life, when feelings and emotions can result in mental health changing and you may feel you are struggling or unwell.</p> <p>Ask pupils to suggest what will help the child manage their current situation. For example, they might suggest: keeping a diary of feelings; talking to a parent about it; talking to a teacher; joining a school-club to make some new friends; going for a walk in the new area; thinking positively about the future and remembering that the feeling will pass.</p>
4. Reflection sentence starters	<p>Display the following sentence starters on the flipchart or whiteboard. Ask pupils to complete the sentences individually, writing down their responses in the light of their learning:</p> <ul style="list-style-type: none"> • Before this lesson, I didn't know challenges and changes... • Something else I have learned is... • These lessons helped me to think about... • Something I will do following these lesson is... • Something I would like to know more about is...