

Lesson 3

Wellbeing – Looking after Ourselves

This lesson highlights to pupils the importance of looking after ourselves both physically and mentally.

PLANNING	
Prior Learning	<p>Pupils will have a prior knowledge of:</p> <ul style="list-style-type: none"> • the importance of self-care; • the importance of being resilient during difficult times; and • an inspirational person who displays/displayed resilience and self-efficacy.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify ways in which we can build our own self-efficacy; and • understand resilience and its importance in our day-to-day lives.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • focus, sustain and persist with tasks; and • manage their behaviour in a range of situations (Self-Management). <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • negotiate and compromise; and • generate possible solutions, try alternative approaches and evaluate outcomes (Thinking, Problem solving and Decision-Making).
Attitudes and Dispositions	<p>Pupils will be encouraged to develop:</p> <ul style="list-style-type: none"> • resourcefulness • self-belief • determination • flexibility
Resources	<ul style="list-style-type: none"> • Internet access • Poster paper, coloured markers, sticky notes • Resource 1: What is Self-Efficacy? • Resource 2: Things I Can Control • Resource 3: Challenging Unhelpful Self-Talk • Resource 4: Promoting Hope • Resource 5: My Grateful Heart

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SUGGESTED TEACHING AND LEARNING STRATEGIES

LAUNCH

Lead a class discussion using effective questioning techniques.

- Recap on previous lesson our thoughts and feelings;
- Introduce the term self-efficacy;
- How can we look after our emotional wellbeing?

Points may include:

- self efficacy is the belief that we can make a difference and have strengths we can draw on in times of challenge; or
- understanding our feelings, realising that some things are out of our control, identifying coping mechanisms.

DEVELOPMENT



ACTIVITY 1

What is Self-Efficacy?

Ask your pupils to research an inspirational person and then complete **Resource 1**.

Try a **Hot Seat** activity with a pupil taking on the role of an inspirational person. Ask questions about the challenges this person faced, how these were overcome and what happened as a result.

Have a follow up discussion on each of the chosen people, comparing their inspirational qualities, resilience and strength.

Draw conclusions about the qualities required to achieve self-efficacy.

Pupils may refer to the strengths of their chosen person and mention challenges they have faced.

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ACTIVITY 2

Things I Can Control

Encourage your pupils to think back to the previous activity and reflect on how the people selected where able to control their own actions, thoughts and feelings.

Ask your pupils:

- What has happened recently which is beyond our control?
- What types of things can we control?

Ask your pupils to complete **Resource 2**, placing those things that we can control in the centre of the circle and those we cannot in the outer ring.

Take time to discuss and compare their outcomes.

Discussion points may include:

Lots of things may feel out of our own control such as the instructions from the government to close schools, to socially distance or to study from home. This can make us feel emotions like helplessness, fear and anxiety.

Things we can control include how we think, feel, act and behave.



ACTIVITY 3

Challenging Unhelpful Self-Talk

Explain to your pupils that sometimes negative thoughts or self-talk can take over and impact on our self-belief. When this happens, we typically overestimate the likelihood of the bad thing happening and underestimate our ability to cope with the situation.

Ask your pupils to complete **Resource 3** by encouraging them to consider unhelpful thoughts, or things that get in the way of us doing what we want to.

Discuss ideas about how we can flip these thoughts to become positive and self-affirming.

Pupils may express feelings of being unable to do things as well as they want and then negative thoughts creeping in.

Point out how we can reverse those thoughts and feelings through talking to others, seeking help, setting achievable goals and rewarding our efforts.

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ACTIVITY 4

Promoting Hope

Research shows that being hopeful correlates with wellbeing. It allows us to look forward.

Read aloud the poem Everything is going to be Alright by Derek Mahon.

As a class listen to recordings of a range of similar poems or reflections.

Discuss the ideas of hope contained within each. Encourage your pupils to expand their discussion on hope. They may refer to things they have read or seen that have inspired hope.

Ask them about poems or reflections that will inspire ideas about how to become and remain hopeful.

Discuss any images or photos depicting what hope looks like in the chosen images and how the images can be used to inspire us.

Encourage your pupils to create a hope board based on the ideas expressed using sticky notes to summarise the discussion.

Give each pupil a blank post card and ask them to create their own Staying Hopeful Card by listing characteristics of hope and ideas on how to remain hopeful.

Encourage your pupils to make personal rainbows of hope.

Use the completed cards and rainbows to create a classroom or corridor display and encourage other pupils and staff to add their ideas.

Add photos or pictures that have symbolised hope during the pandemic.

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ACTIVITY 5

My Grateful Heart

Explain to your pupils that some people have a tendency to focus on the negative rather than the positive. Focusing on the negative can affect how we feel, making us feel low or angry or anxious. We can counteract this by focusing on what we are grateful for.

What is gratitude?

Ask you pupils to explore how gratitude is more than simply being polite. Show your pupils the short video [The Science of Gratitude](#).

Encourage your pupils to discuss the ideas expressed and how we can use these in our lives to help improve our health and wellbeing. Pupils might centre on the positive effects that gratitude has on our whole sense of wellbeing.

Ask them what they are grateful for. They may suggest gratitude for a range of things including their families, friends, teachers, school, community, health, wellbeing, talents and abilities.

Play some appropriate music and ask your pupils to complete **Resource 5: My Grateful Heart**. This is a personal reflection that does not require further discussion.

DEBRIEF

Discuss:

- the importance of becoming resilient and techniques to encourage this;
- planning moments to reflect on everything we are grateful for;
- using positive language and the idea of flipping it; and
- the importance of gratitude.

Pupils may express positive ideas about hope, gratitude and inner strength.

(Be aware that not all pupils may feel positive – ensure that you deal areas of concern appropriately.)

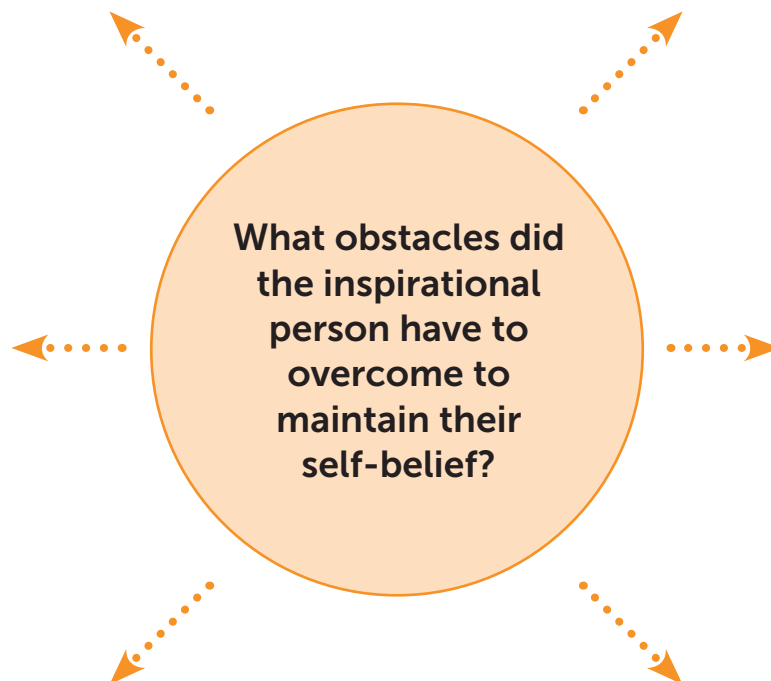
Conclude the lesson with a reflection. Use this [Finding New Perspectives](#) to aid reflection.

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RESOURCE 1: WHAT IS SELF-EFFICACY?

Research an example of an inspirational person who may be famous or may be a member of your family or local community.



Now prepare for a Hot Seat where you become that person and others ask questions to find out more about you.

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RESOURCE 2: THINGS I CAN CONTROL

Things I can't
control

Things I can
control

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RESOURCE 3: CHALLENGING UNHELPFUL SELF-TALK

UNHELPFUL THOUGHT

FLIP IT

HELPFUL THOUGHT

I failed my Spanish oral test,
I'm useless at languages.



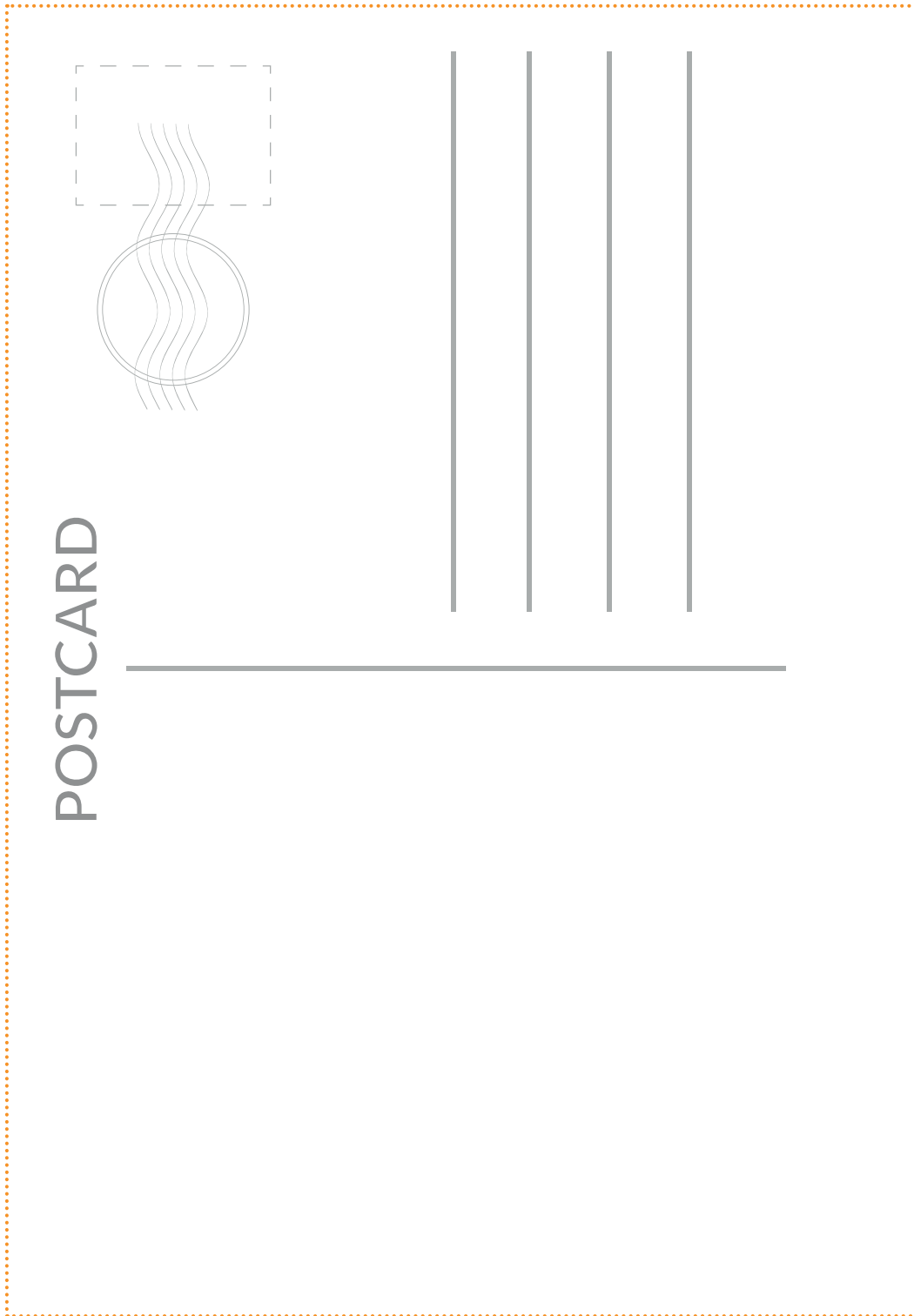
I didn't do well this time but I
can do better next time with
continued practice.



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RESOURCE 4: PROMOTING HOPE



A postcard template with a dashed orange border. On the left side, the word "POSTCARD" is written vertically. In the top left corner, there is a dashed box for a stamp and a circular area with wavy lines for a postmark. On the right side, there are four vertical lines for an address and a horizontal line at the bottom for a message.

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RESOURCE 5: MY GRATEFUL HEART

Outline five things you are grateful for.

