YEAR 9 PSHE Autumn Term

Name:……..



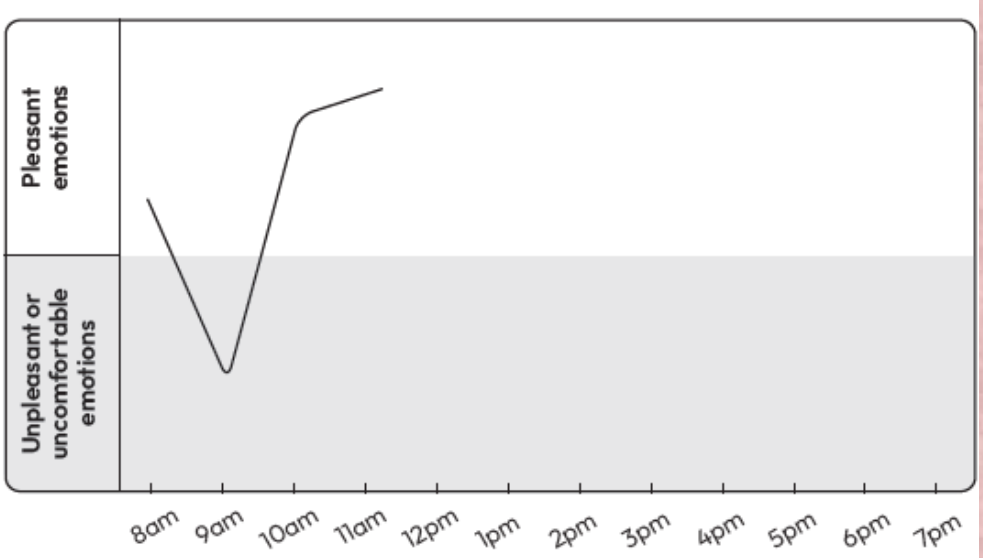
Managing Strong Emotions

DNA: Imagine someone, around your age, who wants to learn more about wellbeing. Can you explain:

What 'wellbeing' means?	What can affect someone's wellbeing?	What can help someone to support their own wellbeing and manage strong emotions?

What can you remember about wellbeing and mental health?

Continue the line on the graph to show how Kaz's experiences throughout the day might affect how he feels.



		Will this have a positive (P) or negative (N) impact on how Kaz feels?	How might Kaz feel?	What might Kaz do/ how might he react?	If this happens lots to Kaz, might it improve his wellbeing or lower his wellbeing?
8am	Kaz's sister has left some breakfast for him.	P	Happy, grateful	Thank his sister Go to school feeling good	⬆
8:40 am	Kaz's bus is delayed. He is late to school for the second time this week.				
10am	In PE, Kaz wins a table tennis tournament and gets some merit points.				
12:30pm	Kaz has a lunchtime detention for being late. It's his first this year.				
12:40pm	Another student in detention sees that Kaz is upset. Kaz overhears them saying 'that guy's such a baby'.				
6pm	Kaz finishes his homework and stays inside, ignoring his friends' messages to come to the skatepark.				

PFC	Helps with focus, problem solving and thinking carefully. It also helps with managing strong feelings and emotions.
Hippocampus	Helps with learning and remembering, including how to manage emotions.
Amygdala	Acts like an alarm or warning in response to something that might be worrying, dangerous, or scary.

Strategies to manage emotions: Fill in as discussed

Kaz's Emotions

Which strategy will be most useful to help Kaz manage his emotions?	How might using this strategy help Kaz in the short term?	How might using it help in the long term?

Reflection

What can someone do to feel good, and experience pleasant feelings and emotions such as motivation, happiness, and feeling focused alert, and energised?

What can help someone to feel motivated?	What can help someone to feel happy?	What can help someone to feel focused?	What can help someone to feel energised?
• Setting an achievable goal	• Spending time on a favourite hobby	• Getting good quality sleep each night	• Doing a physical activity they enjoy

Managing Distractions, Disappointments and Setbacks

DNA

I haven't been able to stop thinking about the test from this morning. After school, Emily messaged me to come and hang out at the park, which was nice – it stopped me thinking about it for a bit. When I got home I spent ages scrolling on social media but I was so bored, and I still didn't feel much better about the test.

1. What helpful distraction has Gio had?
   How might this have made Gio feel?

2. What less helpful distraction has Gio had?
   How might this have made Gio feel?

3. What other distractions might someone face throughout their day?

4. What can someone do to manage distractions that have a negative impact on how they feel?

Helpful and unhelpful distractions

Helpful	Unhelpful

- Music playing
- Fire alarm ringing
- Friends talking in class
- Social media activity
- Phone notifications
- TV being on
- Can you add any others?

7:30am		Taylor wakes up and checks her phone. She has been tagged in pictures and videos from her friend's birthday. She shares them. She sees a new video from someone she follows. They already have loads of likes, saves and reposts. Taylor thinks, "Wow, I'll never get that popular."
8:00am		Taylor is late and skips breakfast. She meets her friend on the bus and shows her some new videos that she wants to make too. Taylor's friend says she thinks Taylor will look silly if she uses the filters, but Taylor thinks it might help her to get more 'likes'.
8:30am		Taylor goes to form time and some people are laughing and whispering about the posts she shared this morning. She wonders if there was something embarrassing in the photos and videos.
9:00am		Taylor didn't do her homework last night. Now she doesn't understand what the teacher is saying in her lesson.
10:30am		Taylor is tired and hungry. She had a short detention at break time for not doing her homework.
1:30pm		After lunch, Taylor feels much better. In PE, she teaches her friends a new dance routine. Her teacher tells Taylor she did a great job.
5:00pm		At home, Taylor looks at her homework. She still doesn't understand it and gets frustrated. She goes on her phone to feel better.
6:00pm		Taylor has spent an hour scrolling on her phone. She thinks about taking her post from this morning down so she can put a filter on it. She remembers what her friend said and can't decide what to do. To distract her, she films the dance that she made earlier.
11:00pm		After dinner, Taylor edits the dance video. She quickly does some homework but doesn't finish any of it. She falls asleep just after midnight.

- Where is Taylor experiencing pleasant emotions?
- Where is she experiencing unpleasant or uncomfortable emotions?
- How might Taylor be using social media as a distraction?
- What impact is social media having on how Taylor feels?
- What impact is it having on Taylor's behaviour?
- How might Taylor's use of social media impact her wellbeing in the long term?

Reflection:



Disappointment – answer the questions on the board

Benny's Story

Benny has entered a poetry competition at school. The competition is for students from across his local area. He's been working really hard on his writing, as he has never submitted his work to a competition before.	Benny's English teacher submits his writing and tells Benny that they think his entry is really strong.	After two weeks of waiting, Benny's teacher tells Benny that unfortunately, his writing wasn't selected as a final piece this year.

How might Benny feel at each stage?

How might he react when his teacher tell him the result?

Strategies	Benny might do this straightaway to help him feel calm.	Benny might do this later to help him respond to the disappointment.
Do an activity that helps to direct attention onto something fun or that feels good, for example, playing a game.		
Focus on something that was good about the experience and remember these feelings, rather than the current unpleasant feeling.		
Use 'watching thoughts' – notice any that are less helpful (e.g. 'I'll never be able to do this') and imagine them drifting away like leaves on a stream or balloons, or 'close' them like pop-ups on a computer.		
Ask for help from someone who can make the situation feel better or give helpful advice.		
Recognise personal strengths or qualities (something they are good at), even when things go wrong.		
Take deep, slow-paced breaths (breathing in for four counts, and out for six counts) and step away from the situation.		
Try reframing negative thoughts as positive ones, such as 'I didn't win this time, but I can try again next time'.		
Thinking about a happy or good memory or phrase to help feel calm.		

Reflection:

Healthy and Unhealthy Coping Strategies

DNA

What might Robin and Andi be talking about?	
How do you think Robin might be feeling?	
What could Robin or Andi do if they need help or support?	

Pete and Yasmin's Story

Part 1

Pete was feeling a bit nervous about his exams, but felt ok until some problems at home started. Now, he is finding it hard to manage everything going on around him. Pete finds himself becoming more disconnected from his friends, and it feels easier to just keep quiet and out of everybody's way.

Pete's friend, Yasmin, has started to notice some changes in his behaviour. He isn't coming out with the rest of the group or reading messages in the group chat, and the types of clothes he wears has suddenly changed. He used to wear his favourite T-shirts all the time but, even though it has been so hot recently, he has started wearing only baggy, long-sleeved jumpers. In school, he seems to be really tired and easily distracted. Every time teachers start talking about exams and revision, Pete's mood seems to get worse. When he does talk to his friends, he can be very irritable and short-tempered, which isn't like him.

Answers:
1:

2:

3:

Answers:
1:

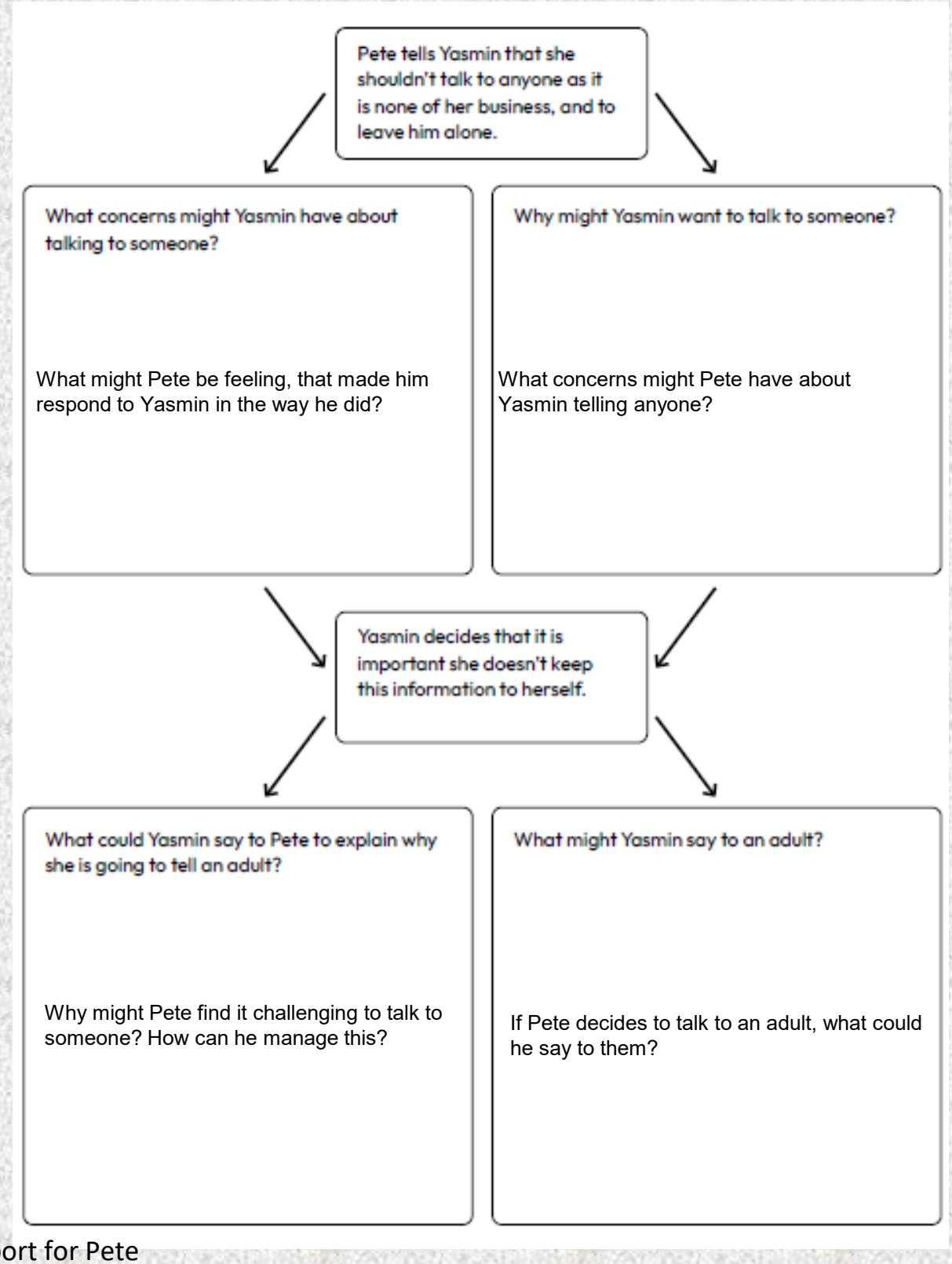
2:

3:

4:

<u>Yasmin's Fact File – see printed resource</u>

1. What has Yasmin learnt about what 'self-harm' and 'eating disorders' mean?
2. Why are these unhealthy coping strategies?
3. What might Yasmin be feeling after reading the information?
4. What might Yasmin be thinking about what to do next?



Support for Pete

Emergency help	Ongoing support	Occasional advice

Reflection:

Influence and Self Expression

DNA

How might someone express themselves?

How might they influence someone's self-expression?	
Peers	**Social media**
TV and celebrities	**Family and culture**

Come back here at the end of the lesson:

Think about the mind map from the beginning of the lesson, are there any other ways someone might express themselves.

Alex's Diary

Today was busy. I got my French test back but I didn't do very well, I tried really hard but it didn't work out – not looking forward to having to tell my parents!



I went to football club at lunch which I normally enjoy but we lost, again! Loads of people were watching. I dived for the ball and fell over. I bet everyone watching was laughing at me - maybe next time I should take it easy. It's like when we go to a match and all the fans are yelling at the players; if the team lose everyone starts putting them down online, even if they played well! Give them a break! I still can't wait to watch the next match with my cousin, the atmosphere is amazing, just wish I could play as well as the pros.



After school everyone was talking about Ivan's party and what they are going to wear. There were loads of outfit posts! Some of the comments were horrible, it makes me wonder what everyone will say about what I wear. All my friends are getting something new to wear but I really want to wear my favorite band T-shirt - my sister said it looks great with my jeans. I don't know anyone else at school that likes the band though... what if they all think I'm weird?



The bands I follow have been posting photos of this new hair cut I want to get. They all look amazing in their photos... I wish I looked like that, but I never look good in photos. I really want to ask my parents if I can get my hair cut for the party but they will probably just say no. I think it embarrasses them if I look too different.



Reflection:

I got my French test back today. I didn't do very well, even though I tried. I don't want to tell my parents.

How do you think Alex is feeling?

I went to football club and we lost, again! Loads of people were watching and saw me dive and fall over. I bet everyone was laughing at me.

When we go to a match, all the fans yell at the players. If the team lose everyone starts putting them down online!

What does Alex like about football?

I still like watching the matches with my cousin, the atmosphere is amazing but I wish I was as good as them.

Why is Alex worried about playing football?



Everyone was talking about Ivan's party and what they are going to wear. I'm worried people will make horrible comments online about my outfit.

What influences what Alex wants to wear?

All my friends are wearing something new. I really want to wear my favourite band T-shirt - my sister said it looks great. I don't know anyone else at school that likes the band though... what if they all think I'm weird?

Why is Alex worried about wearing the T-shirt?

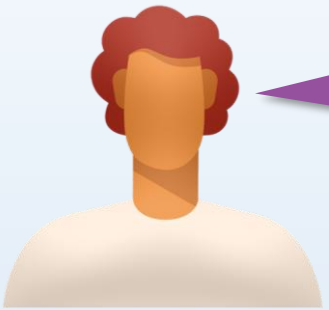


The bands I follow have this new haircut. I wish I looked like that.

I really want to ask my parents if I can get my hair cut but they will probably just say no. I think it embarrasses them if I look too different.

Why is Alex not sure about getting the new haircut?

Personal Strengths and Online Reputation



I've heard that what I share online can help me build a business or get a job, but I don't really know how.

DNA: What advice might help?

Number the following things that Safiya can do from 1-10 that would be helpful in creating a good impression for universities

A professional looking photo of Safiya	A list of Safiya's qualifications	A positive comment about Safiya from someone else
A photo from travelling or a holiday	A photo of Safiya enjoying herself with family or friends	A photo of Safiya enjoying a hobby
Safiya's political opinions	Comments on an issue relevant to Safiya's work	A status describing the positive impact of an action Safiya has taken

TOP TIPS:
1:

2:

3:

Online Presence 3-2-1

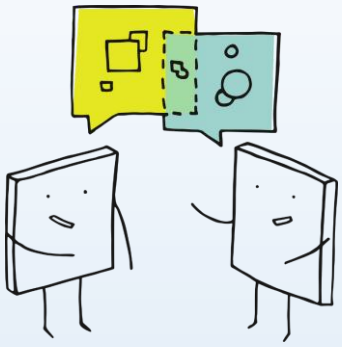
3 potential risks to sharing personal details online.

2 things an employer might want to see on an online profile of someone applying for a job

1 question you have about online presence

Who to hire?

What qualities might you look for in a person you hire?



What impression do you have of each person?
Who would you hire at this stage?
Alishah:

Jacob:

Matthew:

Cassy:

Who would you hire?

Don't know what to do

I've been drawing stuff since I was a kid, not masterpieces or anything but I've been getting pretty good and I thought I'd share my drawings online. Most people were really positive about them and I felt great and thought maybe I'd look into becoming an illustrator or something like that.

Anyway, a couple of things happened. Someone said that I'd stolen someone else's work and started saying some pretty horrible stuff in the comments about me, even though I really did draw the pictures I posted. On top of that I got all caught up in it and if I'm honest, I said some pretty horrible stuff back.

I feel quite bad but don't really know what to do about it now.

Just starting out...

I'm doing my GCSEs at the moment and I'm not 100% sure on what I want to do when I leave school, but I think I'd like to go into radio broadcasting. I've set up a school radio which I have loads of fun doing, we set it up as a podcast that we share through the school newsletter. I don't really know what to do next to make it into a career though.

I've not really had any social media until now and my mates have said they've seen people promoting things like podcasts through posts online.

Do you have any ideas?



I've heard that what I share online can help me build a business or get a job, but I don't really know how.

Is there anything from the DNA you would like to change or add?

Lesson 6: Safeguarding Lesson: Harmful Sexual Behaviours Notes: