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Foundations for Wellbeing

Managing responses
Year 3, lesson 5



Teacher slide | *Ensure you have read the Teacher Handbook before teaching the lesson

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Using this PowerPoint

The slides in this presentation are divided into two sections:

- i. Teacher slides (purple)** – provide key information regarding lesson preparation.
- ii. Pupil slides** – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click 'notes' to view these.

Ensure that you select 'Use Presenter View' under the 'Slide Show' tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

Teacher slide

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Support and challenge

The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

Support activities are adapted to be more accessible for those who need it.

Challenge activities deepen and extend learning for those who need more challenge or who finish the activity quickly.

Look for these icons on the pupil slides. See delivery notes for details of the activities.

Support



Challenge



Context

This is the last of five lessons on self-regulation, mental health and wellbeing, for year 3. This lesson focuses on managing stress, tension and reactivity.

To encourage pupils to use the self-regulation strategies taught in these lessons more automatically, autonomously and effectively, it is important to revisit and reinforce them regularly, as part of a whole-school approach to promoting mental health and wellbeing. The extension activities are designed to support this (for more information, see the [Teacher Handbook](#)). To learn more, please visit our [self-guided online courses](#), which are available to all School Plus members.

The lesson plan is based on a 45-minute lesson. The timings given are the minimum required to deliver the activities, but you may wish to spend longer exploring each activity.

Learning objective

To learn how feeling calm can help us to manage our responses.

Learning outcomes

Pupils will be able to:

- describe some differences between feeling calm and tense
- explain how feeling calm can make it easier for someone to manage their responses
- identify strategies to help someone feel calmer

Teacher slide

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Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. They include guidance on establishing a safe learning environment, supporting pupils with additional vulnerabilities, using assessment and personal reflection effectively, and embedding the learning. They also outline useful subject knowledge on the theory and evidence informing these lessons, self-regulation strategies and relevant neuroscience.

Further guidance

Members of the PSHE Association can access our website for further guidance www.pshe-association.org.uk/

Duration

This has been designed to be taught as a 45 minute PSHE education lesson.

Teacher slide

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Resources required

- Box or envelope for questions
- Resource 1: *Tense and calm* [one per small group or table group]
- Slide 15 [support option, as required – printed and cut up for pupils who may benefit, see 'Tense or calm?' activity]
- From Lesson 1: Exploring emotions – Resource 1: *Giving advice* [each pupil's original baseline assessment]

Lesson summary

Activity	Description	Timing
Reconnecting and baseline assessment activity	Set up the question box and revisit ground rules. Pupils look at a character who is tense and worried and think-pair-share how they might be feeling and what could help them.	5 mins
Introduction	Introduce learning objective and outcomes.	2 mins
Tense or calm?	Small groups compare the thoughts, emotions and bodily feelings that Meena might have when she is feeling tense and when she is feeling calm.	10 mins
How will Meena respond?	The groups discuss Meena's possible responses to a situation, depending on how calm or tense she is feeling, and explore the role of the brain.	5 mins
What could Meena do to feel calmer?	The class practise some different strategies that could help Meena to feel calmer and, individually, reflect on which one they found most useful.	10 mins
Reflection and Endpoint assessment	Pupils revisit the baseline assessment activity they completed in the first of these five lessons and add to, or amend, their ideas in a different colour.	10 mins
Signpost support	The class are reminded of when, how and who they can ask for help if they need support.	3 mins

Teacher slide

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Lesson 5

Managing responses



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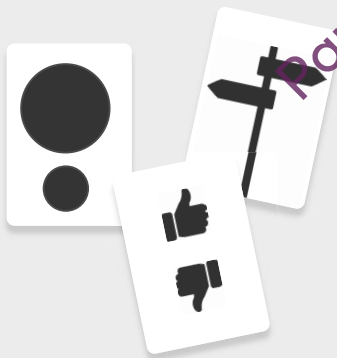
Ground rules

Blank area for writing ground rules.

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What did we learn last lesson?

That there are different types of worries, and that they can affect how people feel and behave.



How to manage worries – for example, by trying to think about them differently or by using sensory focus strategies to interrupt them.



That the more we practise strategies to manage worries, the easier they will become!



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What's our starting point?

1. How do you think Meena is feeling?
2. Imagine that, just at this moment, a friend asks Meena to borrow her favourite book, which she had been planning to read. How do you think Meena might respond?
3. What could Meena do to help with any challenging feelings she might be having?



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Learning objective

To learn how feeling calm can help us to manage our responses.

Learning outcomes

We will be able to:

- describe the thoughts, bodily sensations and emotions someone might experience when they are feeling calm or tense
- explain how feeling calm can make it easier for someone to manage their responses
- identify strategies to help someone feel calmer

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Tense or calm?

Just like everyone, sometimes Meena feels calm, sometimes she feels tense and sometimes she will be somewhere in the middle.



Tense



Calm



Tense or calm?

Can you add a few ideas for the thoughts, emotions and bodily feelings Meena might experience when she is tense or calm?

<p>Tense</p>	<p>How might Meena's body feel?</p>	
	<p>What might Meena's thoughts be like?</p>	
	<p>What emotions might Meena have?</p>	
<p>Calm</p>	<p>How might Meena's body feel?</p>	
	<p>What might Meena's thoughts be like?</p>	
	<p>What emotions might Meena have?</p>	



scrunched up shoulders	contentment	worry	helpful thoughts
tight jaw	relaxation	being chilled	unhelpful thoughts
frowning	anger	gratitude	slower thoughts
relaxed muscles	irritation	frustration	busy thoughts
relaxed shoulders	peacefulness	annoyance	lots of thoughts about the future

How will Meena respond?

'Respond' means what Meena might say or do in this situation.

Discuss how Meena might respond if:

- she is feeling tense?
- she is feeling calm?


Which of those two responses do you think will be more helpful for Meena and her sister?




Meena is playing a game and has almost completed the level, when her sister says, "Meena, your time is up! It's my turn now!"



Meena's brain

- When Meena is tense her amygdala is more active.
- When else is the amygdala active?
- The amygdala is also active when someone is worried or scared.

 The amygdala is trying to keep Meena safe.

		
fight	flight	freeze

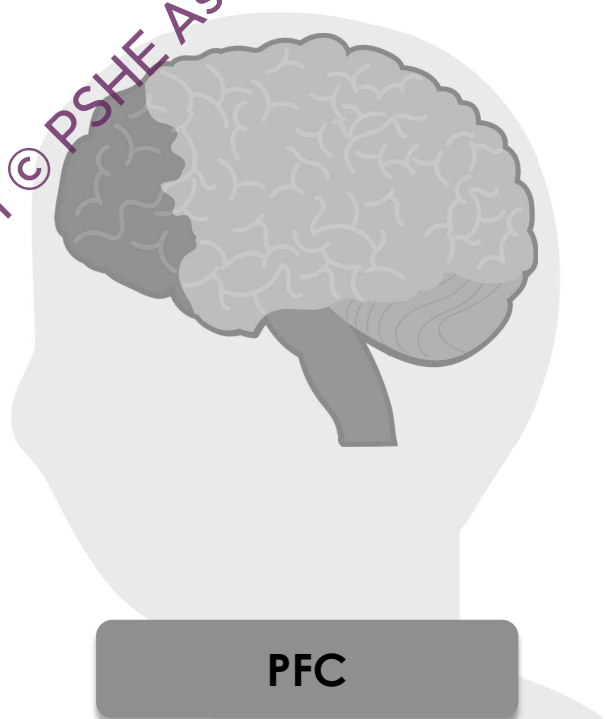


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Meena's brain

Meena can use strategies to help activate another part of her brain that will help to **soothe her amygdala** and **calm her body down**.

Can you remember what this part of the brain is called?



PFC

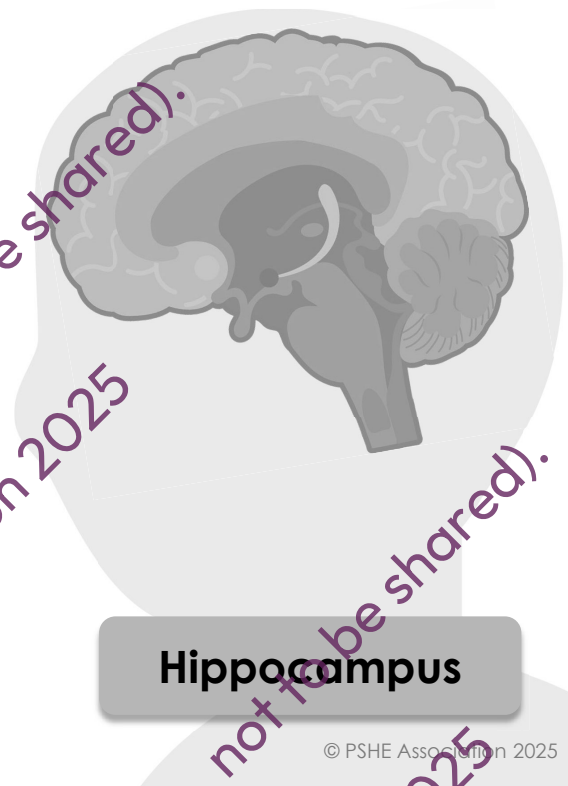
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Meena's brain

A different part of Meena's brain can help her **remember these strategies** and, with practise, use them **more easily in future**.

Can you remember what this part of the brain is called?



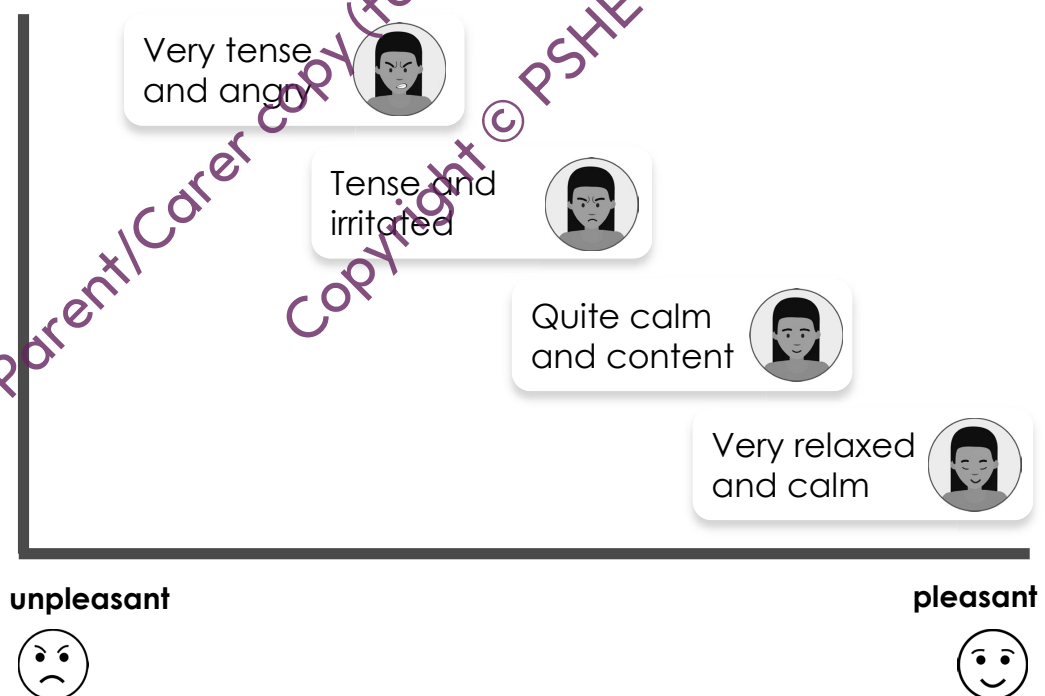
How is Meena feeling?



high energy



low energy



unpleasant

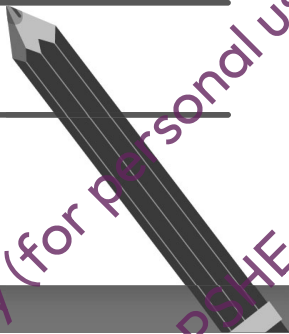
pleasant



What could Meena do to feel calmer?

Meena could:

- _____
- _____
- _____
- _____
- _____
- _____

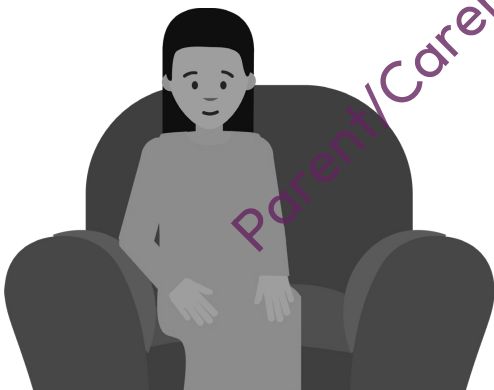


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Breathing for feeling calmer

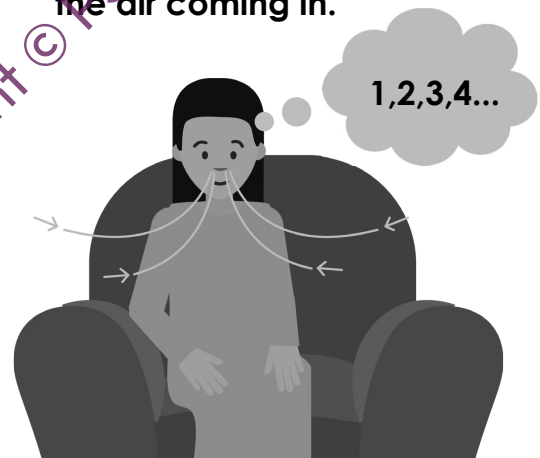
1

Sit upright, keeping the back straight and eyes open.



2

Breathe in gently for a count of four. Focus on the feeling of the air coming in.

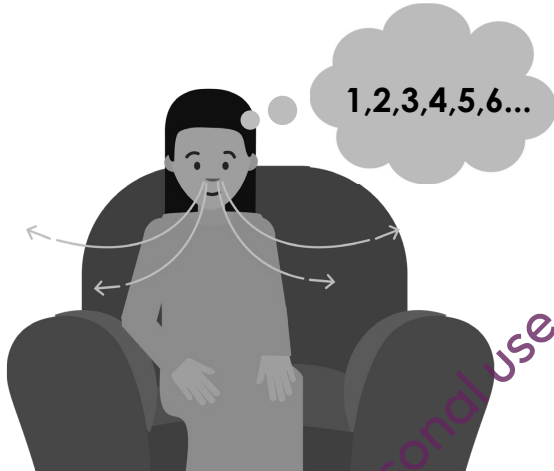


If this breathing activity feels uncomfortable, try drawing a picture of a happy memory.

Breathing for feeling calmer

3

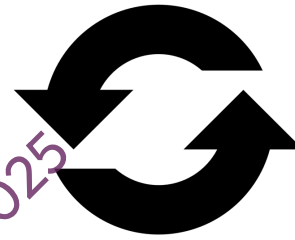
Breathe out gently for a count of six, letting all the air out.



4

Repeat this around ten times.

X10



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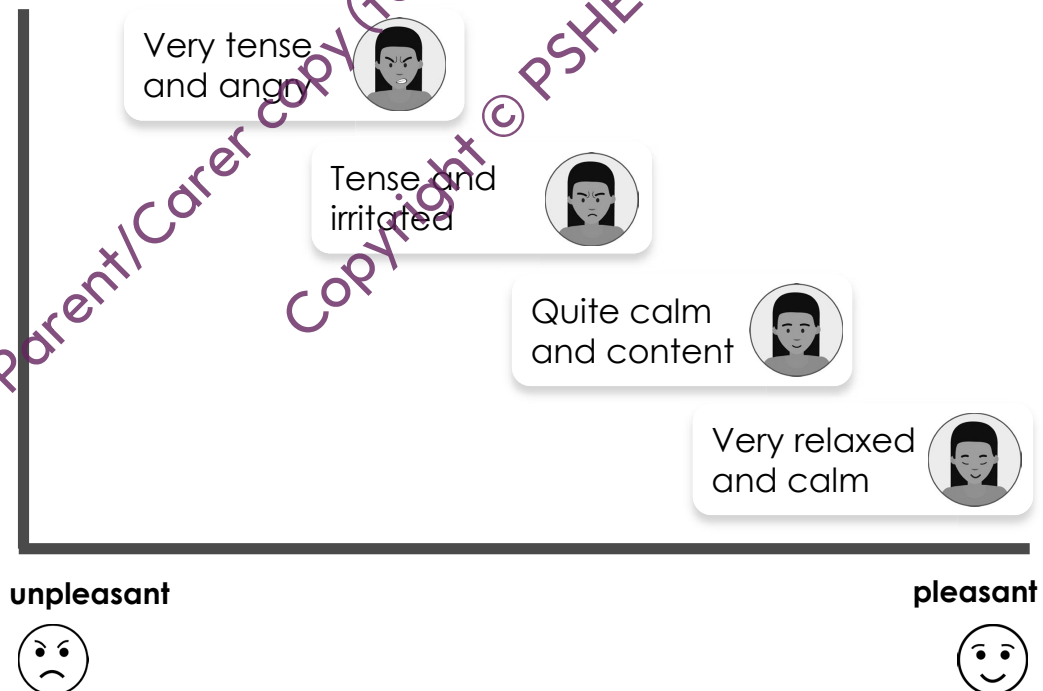
How is Meena feeling now?



high energy



low energy



unpleasant

pleasant



Muscle relaxation for feeling calmer



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How is Meena feeling now?



high energy



low energy

Very tense and angry



Tense and irritated



Quite calm and content



Very relaxed and calm



unpleasant



pleasant



Reflection

Without sharing, think about which of the two strategies we just explored made you feel calmer.

See if you can use this strategy next time you are feeling tense.



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What have we learnt?

Lesson 1

We learnt about noticing thoughts, feelings and emotions, and how emotions vary in strength.

Lesson 2

We learnt about different kinds of distraction and some ways they can be managed.

Lesson 3

We learnt about more helpful patterns of thoughts and emotions.

Lesson 4

We learnt how to recognise and manage worry.

Lesson 5

We learnt about how feeling calm can help us to manage our responses.

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What have we learnt?

Let's think back to that person, about your age, who had questions about their feelings and emotions.

Using a different colour:

- Is there anything you would add to the advice you gave them in the first lesson?
- Is there anything you would change?

	What can you tell me about emotions? Can you give me any examples? How can I feel what emotions I'm experiencing?	Sometimes I get distracted. Is it OK to get distracted? What about?	Can you give me at least one example of a helpful worry? Is there anything I can do about less helpful worries?	My teacher says there are things I can do to feel calmer. Why is feeling calm helpful? What can I do to feel calmer?	I'd love to know more! Is there anything else you can tell me about looking after my feelings and emotions?
Lesson 1	Write your advice in each box.				
Lesson 5	Write your advice in each box. In there anything you would add to your original advice? Is there anything you would like to change?				

Who can help?

If you are worried about any of the topics we have explored, or if emotions are difficult, you can speak to a trusted adult at home or at school who can help.

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

Today we have....

explored the thoughts, bodily sensations and emotions someone might experience when they feel calm or tense

learnt that feeling calmer can help people's responses

learnt strategies for feeling calmer – including 4-6 breathing and muscle relaxation

recognised that our brain can help us to use and remember calming strategies – and that the more we practise them, the easier they will be to use!

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Show not tell

Write a short description of a character who is feeling calm or tense.

Can you **show** (not tell!) how they are feeling, **without** using the words calm or tense?

Clues might include:

- how the person looks
- their bodily feelings
- emotions they might be experiencing
- thoughts they might have
- how they might be behaving

If you finish, you could read your description to a partner or the class.

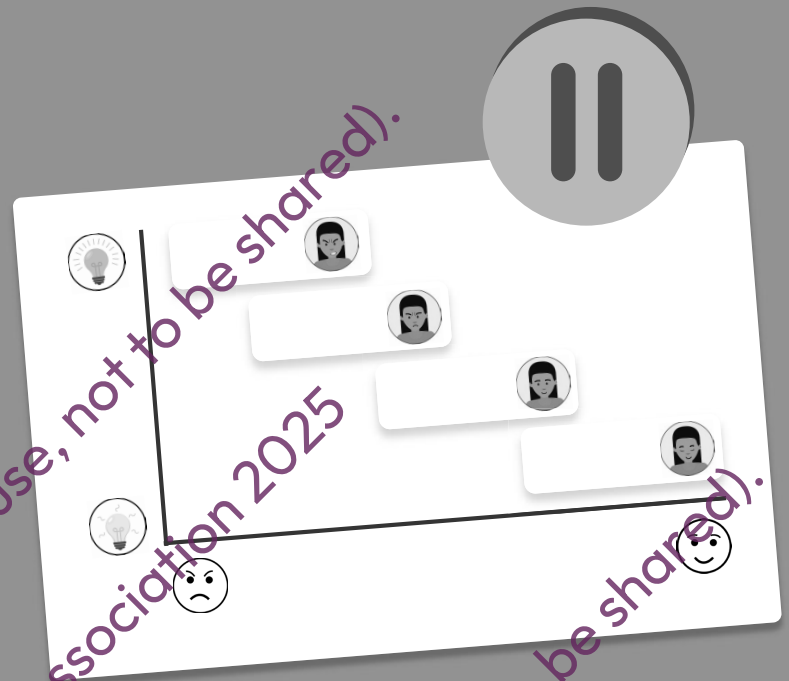
Can they guess whether your character is calm or tense?

Pause and notice

Over the next week, can you pause and notice when you are feeling tense?

When you notice you are tense, can you use a strategy from today's lesson? For example, you could do the breathing exercise, draw a picture of a happy memory or do the muscle relaxation.

How do you feel afterwards?



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