



Wellbeing Lesson Plan

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<p>SUBJECT: PSHE/Citizenship</p> <p>TOPIC: Mental health and Wellbeing</p>	<p>NOTES: See teacher Guidance Notes for the context of the lesson.</p>
<p>LEARNING OBJECTIVES: <u>KNOWLEDGE BASED</u></p> <p>ALL: Should be able to explain what wellbeing is and identify some methods of promoting personal wellbeing.</p> <p>MOST: Students should recognise that there are easy ways to maintain and improve wellbeing.</p> <p>SOME: Students should be able to explain at least two methods of maintaining and improving wellbeing, and be able to identify their own strategies for looking after their own wellbeing.</p>	
<p>SKILLS / PLTS / COMPETENCY BASED OBJECTIVES</p> <p>Students should develop their ability to express their opinions about key terms and ideas. Students should develop communication skills including speaking, listening and giving feedback. Students should be able to work in pairs and small groups effectively</p>	
<p>DIFFERENTIATION:</p> <p>This lesson can be delivered to KS3 or KS4 classes, but there will need to be consideration of the level of questioning expected and teachers will need to be aware of potential issues that could arise in relation to mental health and the different conditions that are being explored, so be aware of the pastoral needs of the class before delivering the lesson. It might be more appropriate to focus on one or two of the key terms at KS3. (See Guidance Notes).</p>	



ACTIVITY	TIME	RESOURCES
<p>STARTER</p> <p>On one post-it note, name something that is good for your mind and emotions. On another post it note, name one thing that is good for your body. Ask the class to stick their suggestions on the front desk and read each other's responses.</p>	5 mins	PPT, post it notes
<p>INTRODUCTION – Recap, context, objectives</p> <p>Watch the Let's Talk Wellbeing video.</p>	3 mins	PPT, Link to video
<p>MAIN ACTIVITIES (CONTINUATION, LESSON CONTENT)</p> <p>Circles of control In pairs, complete the Circles of Control worksheet, naming the things in life which cannot be controlled (write these in the outer circle) the things which can be influenced (in the middle circle) and things that you have 100% control over (in the centre).</p> <p>Briefly discuss as a class how it feels to try to control something that you have no control over (for example, trying to control how someone else feels or what someone else thinks about you). Compare this to how it feels when you are in control of yourself (the centre of the circles) - what you say/ how you act etc.</p> <p>Divide the class into 6 groups, each one taking one of the Ways to Wellbeing worksheets. On the worksheet, write 3 ways that this method can be used in every day life. Pass the 6 sheets around so that every group contributes to every worksheet.</p>	<p>7 mins</p> <p>3 mins</p> <p>15 minutes</p>	<p>PPT, Circles of Control worksheets</p> <p>PPT, Ways to Wellbeing worksheets</p>

