



ST PAUL'S SCHOOL
Est. 1509

PSHE

Promoting Emotional Wellbeing

Teachers Introduction

(hide slide before use with pupils)

Lesson plan and resources taken from freely available PSHE Association guidance; [‘Teaching About Mental and Emotional Wellbeing’](#)

Before teaching, the PSHE Association suggests you should read [‘Preparing to Teach about Mental Health and Emotional Wellbeing’](#)

Resources Required:

- Box or envelope for anonymous questions
- A4 sheets of A4 paper – 1 for each pupil
- Resources 1a, 1b and 1c: A day in the life of ... – approximately 4 copies of each
- Resource 2: Discussion questions – 1 per group of 4–6 pupils
- Resource 3: When to seek help – 1 per group

See slide notes for activity instructions



Learning Outcomes

1. I understand what emotional wellbeing is and why it is important
2. I can identify ways to promote my own emotional wellbeing
3. I can explain who, how and why to ask for support when it's needed
4. I know how to be a supportive friend and how to promote my friends' wellbeing



Create a Character

What is their home life like?

What are they like in school?

Who are they close to?

How do they keep themselves emotionally healthy?



What do they do in their spare time?



What do we mean by emotional wellbeing?

Split into small groups and share your character. As a class, agree on a definition for emotional wellbeing and write it in the box below:



[Click here to
access
journals](#)

A Day in the Life...



Logan



Deena



Celia

- How is he/she feeling?
- Why is he/she feeling this way?
- What do you think might happen next?
- What are the positive things about his/her day?
- What are the negatives?
- What changes could he/she make?
- Should we be worried about him/her? Why?



Where to go for support..

Online

At home

At school

Emotional Support	Academic Support	Health and Diet Support

In the local
community

On the phone



The Reliability of Sources of Support

- **Who wrote it?** *(If it is, for example, a well-known charity, we can be relatively confident. If it is an individual, who are they? Why would they know about the topic?)*
- **Who is telling us this?** *(Are they a well-meaning friend or family member who cares about us and wants to help? If so, do they have the necessary experience or knowledge to advise us on this?)*
- **Why did the author share this / Why did the person say this: what was their purpose?** *(What messages are they trying to convey and why? If it is someone we know, do they have their own reasons for giving this advice?)*
- **When was the material written?** *(There is new research coming out all the time – older material may be inaccurate but may remain un-updated online.)*



When to seek help...

Friend 1: I'm a bit worried about Celia, she seems really down at the moment

Friend 2: Yeah, she never wants to talk to us any more

Friend 3: Or come over at the weekend

Friend 1: She seems really wrapped up in her schoolwork and totally preoccupied

Friend 2: Do you think we should say something?

Friend 1: Oh I don't know about that, it's not really any of our business, is it?

Friend 2: Well she is our friend, and we're worried – maybe we should talk to her mum or a teacher?

Friend 3: Yeah maybe, but perhaps we should try talking to Celia first?

In your group, discuss Celia's friends' conversation. Her friends have a choice to make. They could choose to:

- do nothing
- talk to a teacher
- talk to Celia's parents
- talk to Celia
- do something else? – if so, what?

What might be the different consequences of each of these actions?

What should they do and why?



Extension/Homework



For a week, keep a journal each night (you can create a list on your phone) of all the things you've done to improve your own emotional wellbeing. This could include:

- Exercising
- Going out/laughing with friends
- A good conversation with friends or family
- Getting a good night's sleep
- Being organized with homework
- Seeking support for something you're worried about

