

## **Feelin' Good Day Lesson / Workshop Plan**

The guidelines below are a basic outline for a lesson or workshop depending on the setting in which it will be delivered. The session lends itself to group discussion, but could be worked through on a one to one basis. These guidelines can be adapted for all age groups and abilities.

There are 4 main activities included, much like a 4 part lesson structure which should fill 50-60 minutes. It is anticipated that schools will deliver the lesson via a PSHE session, an off timetable period (EG if Feelin' Good Day is overriding normal timetable or lessons) or as workshop.

The session aims to promote children and young peoples' ability to recognise and talk about feelings and to assess coping strategies.

If any of the activities or aims are not clear, or you would like to request an electronic version of the plan and materials, please contact us:  
Maria Nastri, Service Development Officer, CAMHS – 07881 802836  
Deborah Sheppard, Healthy Schools Adviser – 07785 594794

### **1. FEELIN' GOOD? A starter activity**

**Aim:**

To look at what affects how young people feel.

**Materials:**

White board / interactive white board / flip chart / post it notes / pens.

**Time needed:**

10-15mins.

**Activity:**

Distribute post it notes and ask each member of the group to write down the answers to the following questions:

- What makes them feel down?
- What makes them feel good?

Ask pupils / participants to place post it notes on board / flip chart paper or call out suggestions to be entered onto the screen of an interactive white board.

Read through comments, share with the group / class.

**Discussion Points:**

- Are there any common themes?
- How easy or difficult is it for young people to think of answers?  
Why is this?
- Do the class / group understand the impacts of feeling good and feeling down?

## 2. FEELIN' GOOD? Juggling / balancing our emotions

### **Aim:**

To enable young people to appreciate what are emotionally healthy responses to problems and events in life and to highlight behaviours that may require young people to ask for help.

### **Materials:**

If possible bring in balls for juggling / a wooden block tower / Jenga / Ker Plunk / pack of cards / image of traditional weighing scales. (Pictures of some of these are included within the support sheets provided.)

Statements on the supporting sheets attached, entitled "Positive and Negative influences on our emotional health" should be cut out prior to the session.

A flip chart / board or sugar paper may be used to collate information.

### **Time needed:**

20 Minutes.

### **Setting the scene:**

When our ability to cope is equal to the challenges we face life feels okay but when things get too much and the challenges outweigh our ability to cope we can feel low, angry, confused, alone - perhaps all of these.

Just like with physical illness, many emotional problems could be avoided if people looked after themselves and took a few simple steps to keep their minds healthy – talking about how they feel, taking some time to relax when times are stressful, getting involved in hobbies and activities – things we know we should do, but often forget to make time for.

Using one or all of the following analogies, set the scene by explaining how emotional health works.

- Juggling – Our emotional health can be a bit like juggling. Sometimes you can keep catching the balls (life continues as normal), sometimes you can keep the balls in the air for longer than before (when life is going well) and other times you just can't help but drop them (when things go wrong). We need to be able pick up the balls and start again but sometimes we need a little help to do this. We just need to know who and how to ask for help if and when we need it.
- Scales - Our emotional health can be a bit like a set of old fashioned or traditional scales. When life goes on as normal the scales are balanced. Sometimes things can get too much and the balance shifts downwards and we can feel a bit unstable. We might need some help to get that balance right again.

●Jenga / Balancing Blocks/ Playing Cards – Our emotional health can be a bit like balancing blocks / cards. When life is continuing as normal we can be seen as standing firm. Sometimes we can stay upright when things go wrong without toppling over whereas other times one incident / event can mean that everything comes toppling down. It is important that we are emotionally healthy enough to be able to rebuild things when this happens and that we know who and how to ask for help if we need it to put things back together.

**Activity:**

Having cut out the statements, shuffle both Positive and Negative up together, perhaps supplying to pupils / participants in an envelope.

Depending on the number of pupils / participants, the statements can be photocopied to enable the class / group to work in smaller groups.

Ask them to identify which things positively and negatively impact on our emotional health & well being by putting the statements into 2 groups, perhaps headed up on a piece of sugar paper.

**Discussion Points:**

Either in small groups or as a class, consider the following:

- What might pupils / participants be able to do to deal with each of the identified negative factors?
- What impacts are these negative factors likely to have on the way they feel?
- What can they do to help themselves cope?
- Who would they turn to for help, if anyone?
- Which would have the biggest impact on our emotional health (positive & negative)?

“Positive influences on our emotional health.”

<b>Receiving recognition for your effort</b>	<b>Having hobbies &amp; interests</b>
<b>Making new friends</b>	<b>Achieving</b>
<b>Good Self Esteem</b>	<b>Feeling listened to and understood</b>
<b>Having good friends &amp; family</b>	<b>Knowing when to ask for help</b>
<b>Knowing when &amp; how to say no</b>	<b>Respecting Yourself</b>
<b>Having self confidence</b>	<b>Knowing what makes you feel good &amp; what you enjoy</b>

“Negative influences on our emotional health.”

<b>The death of a friend or family member</b>	<b>Divorce or separation</b>
<b>Bullying</b>	<b>Low Self Esteem</b>
<b>Exam Stress</b>	<b>Peer Pressure</b>
<b>Loneliness</b>	<b>Having no-one to confide in</b>
<b>Struggling at School</b>	<b>Feeling like you don't fit in</b>
<b>Feeling worthless / unappreciated</b>	<b>Sibling Rivalry</b>

### 3. FEELIN' GOOD? Coping Strategies

**Aim:**

To enable young people to identify positive and negative coping strategies that can / should not be used when dealing with life events.

**Materials:**

A flip chart/ board / sugar paper and pens are needed to collate the responses.

Cut out the statements on the supporting sheets attached entitled "Positive and Negative coping strategies" prior to the session. These can be copied if the class / group are to work in small groups.

It is advisable to supply a list of appropriate help lines and websites for the pupils / participants for their future reference. These can be accessed at <http://www.fgwherts.nhs.uk/usefullinks>

**Time needed:**

20-25 Minutes.

**Activity:**

Using the cut out positive & negative coping strategy statements, ask the pupils / participants to identify the positive and negative strategies and consider the impacts of each strategy.

**Discussion points:**

- Which ones do the class think are the best / worst ways of coping?
- What might be the impact of using a negative coping strategy?
- Are there any strategies that they might try?
- Can they think of any other positive or negative ways of coping?
- What do they think affects the coping strategies people use?

“Positive coping strategies.”

<b>Confiding in friends, family or someone you trust</b>	<b>Counselling</b>
<b>Asking for help, advice or support</b>	<b>Talking about worries or problems</b>
<b>Using a helpline</b>	<b>Writing feelings down and working out an action plan</b>
<b>Making a list of good things about yourself / your life</b>	<b>Using a safe website to look at how other young people are feeling</b>
<b>Doing something that you enjoy</b>	<b>Thinking about the advice you would give a friend in the same situation</b>
<b>Finding out about local services</b>	<b>Burning off stress and thinking things through by exercising</b>

“Negative coping strategies.”

<b>Taking Drugs</b>	<b>Getting drunk</b>
<b>Bullying others</b>	<b>Hitting out when we are frustrated</b>
<b>Isolating ourselves from others</b>	<b>Hurting ourselves</b>
<b>Smoking</b>	<b>Running away</b>
<b>Not attending school</b>	<b>Giving up the things you enjoy</b>
<b>Joining a gang</b>	<b>Not eating / bingeing</b>



## 4. FEELIN' GOOD? Plenary...

**To assess what the pupils / participants have learnt from the session and to enable us to gauge impact and evaluate the session, please note down some responses to the following:**

### **Discussion Points:**

- Will the pupils / participants find it any easier to talk about how they feel in the future?
- Will the pupils / participants try to do more of the things that make them feel good and less of the things that make them feel down from now on?
- Do the pupils / participants understand that feeling down is normal from time to time?
- Have any of the group learnt how to cope with specific situations or feelings?
- Have any of the group decided to stop using negative coping strategies?
- Do any members of the group or you, the session leader, need further information or support?
- Are there any other comments?

**This sheet can be posted to Deborah Sheppard, Hertfordshire Development Centre, Butterfield Road, Wheathampstead, Hertfordshire, AL4 8PY or popped into the schools internal post with the same address. In a school, it might be prudent for one person, e.g. the PSHE co-ordinator, to collate on behalf of all those involved in leading the session. Electronic comments can be sent to [Deborah.sheppard@hertsc.gov.uk](mailto:Deborah.sheppard@hertsc.gov.uk). Comments will be posted on the Feelin' Good website: [www.fgwherts.nhs.uk](http://www.fgwherts.nhs.uk)**

School Name or Number:



