

The Character Curriculum

Flourishing for Life



<p>Y10: Healthy Relationships L1 - Emotional health</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To develop an understanding of emotional health and how to recognise emotional health in ourselves and others. 	<p>Key vocabulary: Stress, anxiety, worry, mental health, emotional wellbeing, wellness, support</p> <p>Key virtues: compassion, resilience, courage</p>
<p>Resources: PowerPoint presentation</p>	<p>Statutory links: PSHE guidance (2020) Students learn...</p> <ul style="list-style-type: none"> - Understand the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality - to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary - strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed 	
<p>Key questions:</p> <p>How can you tell if someone is emotionally healthy?</p> <p>Is it easier to observe emotional or physical health?</p> <p>What character strengths and virtues do you need when going through a period of transition?</p> <p>How can you work to develop these virtues in transitional periods?</p> <p>Why is change an important part of life?</p>	<p>Learning activities:</p> <p>Starter:</p> <p>What does it mean to be emotionally healthy? Discuss with your partner.</p> <p>What might someone do to indicate that they are emotionally healthy or not?</p> <p>Activity 1: Can you tell?</p> <p>In pairs or small groups, students look at the pictures of well-known people who have struggled with their mental health. Was it easy or not to tell? How do you know what someone's emotional health is like?</p> <p>Would you divide them differently if we had looked at their physical health? Which is easier, and why?</p> <p>Each group should choose one picture and make a list of why they think this person is healthy – both physically and emotionally. Then go through the list and underline the things we would not be able to tell just by looking at someone. Discuss how we can tell if we are emotionally healthy.</p>	



Activity 2: What changes?

What are the type of changes that occur for young people when moving into key stage 4? Write each idea onto a separate post-it note. Use one colour post-it note to indicate positive changes, and another colour to indicate negative changes. Remember these changes can be about school but might also include social, physical or emotional changes too.

Activity 3: Overcoming life's challenges

Reflect on the answers you have come up with and discuss the following questions with a partner.

- Why is change an important part of life?
- Which negative changes were the most common? Why do we think this is?
- What could school do to support young people during these changes?
- What support is available in school if someone is struggling to manage these changes?
- Which changes have you personally found most challenging?

- What character virtues did you have to use in order to overcome the challenge?
- Did you find that you had developed those virtues enough or is it still a work in progress?
- What might you need to do to strengthen yourself in this area?

Write a journal entry outlining your thinking on these questions and you might want to write down and identify any ways you might strengthen your character in order to continue to overcome the challenges you face this year.

Discuss your examples.

Ask students to reflect on other potential challenges (or changes) that might occur in a person's life and how they could cope with them. Examples might include; leaving home, going to university, first job, first break-up, etc.

Activity 4: Wellbeing forum

Imagine that you are working as a school wellbeing counsellor, giving advice to young people on how to manage challenges they are facing. Choose one of the scenarios and ask them to write back to the character, giving them advice

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about what they could do to successfully manage their challenging circumstance. Think about the character virtues they might need to develop in their scenario. How might they go about developing these?

Access Support

Remind students that they can access support at home, and both in school (e.g. through their form tutor, head of year, or school nurse) and out of school, through local and national organisations. Explain to students that there are lots of different ways that young people can seek help from reputable organisations, including text-based support, digital chat support and online counselling, as well as face to face or via phone. Share the following websites and phone numbers with the students:

Young Minds - www.youngminds.org.uk

Childline - www.childline.org.uk Phone: 0800 1111

Samaritans - www.samaritans.org Phone: 116 123

Shout - a 24-hour text service for someone experiencing a crisis and needing immediate help: 85258

