

SESSION OVERVIEW



Theme: Emotional health

Theme outcomes:

- Have increased understanding about emotional health.
- Understand the importance of emotional health and the factors that can impact on their emotional health.

	Session	Length	Outcomes
core lesson	What is emotional health?	1 hour	<ul style="list-style-type: none">• To understand what emotional health means.• To understand how emotional health and physical health are linked.
core lesson	Ups and downs of the day	1 hour	<ul style="list-style-type: none">• To understand that emotional health can and does vary over time.• To know that everyone is different and that feelings are normal and ok.• To recognise that everyone has emotional health.
	What is emotional health?	20 mins	<ul style="list-style-type: none">• To understand what emotional health is.• How we recognise emotional health in ourselves and others.
	Rate a celebrity	20 mins	<ul style="list-style-type: none">• What affects our emotional health?• To understand that everyone has ups and downs.• That feelings are normal.
	Knowing when to get support	20 mins	<ul style="list-style-type: none">• To recognise when feelings become difficult to cope with.• To know what you can do to help yourself and others.
	Assessment activity		



DEAL

Developing Emotional Awareness and Listening



SAMARITANS

SESSION OVERVIEW



Theme: Dealing with feelings

Theme outcomes:

- Understand that everyone experiences problems from time to time.
- Recognise that no problem is too big or small to deal with.
- Have raised awareness about and knowledge of the importance of positive emotional health.
- Understand that how we think about challenging situations affects the way we feel and ultimately how we behave.
- Recognise that resilience is about working through challenging times.
- Be able to explore feelings and develop self awareness.

	Session	Length	Outcomes
	Let it out	1 hour	<ul style="list-style-type: none"> 🕒 To consider the benefits and risks of expressing feelings. 🕒 To be able to express feelings in different ways using written language.
	Aggression	1 hour	<ul style="list-style-type: none"> 🕒 To understand that aggression and frustration are linked. 🕒 To understand some causes of frustration. 🕒 To be able to recognise their own feelings and respond to them appropriately.
core lesson	Talking about depression	2 x 1 hour	<ul style="list-style-type: none"> 🕒 To be able to recognise some symptoms of depression. 🕒 Some facts about depression. 🕒 To challenge the stigma around depression. 🕒 To consider that everyone is different and reacts differently to situations.
core lesson	Self-harm myths and facts	1 hour	<ul style="list-style-type: none"> 🕒 To understand some of the facts about self-harming behaviour. 🕒 To be able to recognise self-harming behaviour in themselves and others. 🕒 To recognise the need to ask for help when needed.
core lesson	Finding a way forward	1 hour	<ul style="list-style-type: none"> 🕒 To understand that talking about feelings can help no matter how low you feel. 🕒 To understand that there is always hope. 🕒 To know where to get support if needed. 🕒 To understand how to support a friend.





Session	Length	Outcomes
Expressing feelings	20 mins	<ul style="list-style-type: none">☛ To recognise that feelings are individual and unique.☛ To understand that some feelings are harder to cope with than others.☛ To know that talking about feelings can help.☛ To consider how expressing how you are feeling can help to manage or cope with those feelings.
What is depression?	20 mins	<ul style="list-style-type: none">☛ To recognise when we need to ask for support.☛ To recognise when others need support.☛ To understand what depression means.
Samaritans quiz	20 mins	<ul style="list-style-type: none">☛ To consider why someone might choose to call Samaritans.☛ To know how to access help if needed.



SESSION OVERVIEW



Theme: Coping strategies

Theme outcomes:

- ➔ Understand that how we think about challenging situations affects the way we feel and ultimately how we behave.
- ➔ Recognise that resilience is about working through challenging times.
- ➔ Know about and be able to use a range of strategies to build resilience and cope with challenging times.

Session	Length	Outcomes
Coping with changes	1 hour	<ul style="list-style-type: none"> ➔ To recognise different changes that may happen in our lives. ➔ To consider appropriate strategies to cope with change.
Managing stress making choices	1-2 hours (can be divided into three sessions)	<ul style="list-style-type: none"> ➔ To understand that we all have control over how we react to a challenge or stressor. ➔ To understand the link between thoughts, feelings and behaviour. ➔ To be able to use some problem solving skills. ➔ To recognise that how we react and cope is individual to each of us.
Being assertive	1 hour	<ul style="list-style-type: none"> ➔ To recognise how being assertive can help in expressing feelings. ➔ To be able to speak assertively. ➔ To consider how being assertive can help manage conflict.
Building resilience	1 hour	<ul style="list-style-type: none"> ➔ That there are a range of coping strategies that we can use. ➔ To understand that everyone experiences problems from time to time. ➔ That resilience is about working through challenging times.
Positive thinking	1 hour	<ul style="list-style-type: none"> ➔ To be able to reframe a thought to improve how we feel about a situation. ➔ To consider that everyone is different. ➔ How thoughts affect how we feel. ➔ How positive self-talk can help us cope with difficult situations.

core lesson



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Session	Length	Outcomes
Coping: exam stress	20 mins	<ul style="list-style-type: none">• That everyone has different ways of coping with exam stress.• That some coping strategies are more helpful than others.
Coping with pressures	20 mins	<ul style="list-style-type: none">• To understand that pressures can impact on our thoughts and feelings.• To understand that we have a choice as to how we react to feelings.
Being positive	20 mins	<ul style="list-style-type: none">• To recognise positive qualities about ourselves.• How positive talk affects how we feel.• To be able to turn a negative statement into a positive one.
Assessment activity		<ul style="list-style-type: none">• To summarise learning about coping strategies.• To use humour to offer advice to others.



SESSION OVERVIEW



Theme: Connecting with others

Theme outcomes:

- Explore the importance of asking for support.
- Explore ways young people can encourage their peers to access support in dealing with stress or challenging situations.
- Recognise that talking to someone can often help young people decide what they would like to try, to enable them to deal with their problems in a positive way.
- Understand their role in peer helping and the importance of encouraging others to access professional support.
- Have increased knowledge about the range of support options available and how to make informed choices.
- Recognise that it is ok and important to seek support if they are struggling to manage difficult emotions.
- Develop the communication skills necessary when seeking appropriate help or listening to and supporting others.

	Session	Length	Outcomes
core lesson	Developing listening skills	1 hour	<ul style="list-style-type: none"> → To improve our listening skills. → To understand the elements of effective active listening. → To be able to use effective listening skills.
core lesson	My support network	1 hour	<ul style="list-style-type: none"> → To know that there are people who can help. → To consider who to talk to about different kinds of problems. → To recognise that no problem is too big or small to deal with. → To understand that support networks change over time. → To understand that support networks are different for different people.
	Barriers to seeking help	1 hour	<ul style="list-style-type: none"> → To be aware of help that is available. → To know how to access and accept that help when offered. → To be able to think through potential outcomes from different choices. → To make sensible choices about seeking and accepting help. → To challenge the stigma and/or anxiety associated with asking for help/accepting help.



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Session	Length	Outcomes
Supporting a friend	1 hour	<ul style="list-style-type: none">☉ To consider the importance of encouraging friends to access support.☉ To understand our roles in peer helping.☉ To consider when to be concerned about a friend.☉ To be able to use some strategies to help a friend.
Developing listening skills: Barriers to listening	20 mins	<ul style="list-style-type: none">☉ To understand how active listening can help ourselves and others.☉ To be able to recognise our own internal dialogue.☉ To be able to develop active listening skills.
Listening – making assumptions	20 mins	<ul style="list-style-type: none">☉ To be able to develop effective listening skills.☉ To recognise how we make assumptions about what we have heard and how this affects our listening.
Developing listening skills: Open questions	20 mins	<ul style="list-style-type: none">☉ To understand what an open question is.☉ To understand how an open question aids listening.☉ To be able to ask questions relating to information given.☉ To recognise barriers to listening.☉ To understand what rehearsal means.
Talking helps: It's hard to say	20 mins	<ul style="list-style-type: none">☉ To understand that it can be difficult to tell someone about some problems.☉ To know who you can go to for support.☉ To understand how talking can help.
Who are Samaritans	20 mins	<ul style="list-style-type: none">☉ Who Samaritans are.☉ How they can help.☉ How talking helps.☉ To be able to recognise that everyone needs support sometimes.
Barriers to asking for help	20 mins	<ul style="list-style-type: none">☉ To consider stigma and anxiety in asking for help.☉ To make sensitive choices about seeking help.
Helping my friends	20 mins	<ul style="list-style-type: none">☉ To identify when friends need help.☉ To identify thoughts and feelings of someone who is feeling low.☉ To identify agencies that can help.

core lesson



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Session	Length	Outcomes
It's good to talk: assessment activity		<ul style="list-style-type: none">• To be aware of help that is available.• To know how to access and accept that help when offered.• To be able to think through potential outcomes of different choices.• To make sensible choices about seeking and accepting help.• To challenge the stigma or anxiety associated with asking for or accepting help.• To consider the importance of seeking help and the benefits and/or risks of asking for help.

