

DAY 3

LEARNING OBJECTIVES:

Practise daily 'Worry Time'

Learn more about how it feels in
your body when you are worried
or scared

PRINT: How Does Worried or Scared Feel In My Body
(x1 worksheet per student)

Ext. sheet: Extension How Does Worried or Scared Feel In
My Body (x1 per student as required)

Optional to print for Plenary: Plenary Post-it notes activity
(x1 copy only, for board /display, total 2 pages)

GET: Sticky notes for Check-in Board (& Plenary?)
Timer (e.g. online)

DIFFERENTIATION:

By outcome, support
& extension

HOMEWORK:

Daily Gratitude
Journal

ACTIVITIES & MAIN TEACHING POINTS:

1. Mental Health Check-in (with Sticky Notes - optional).
2. 'Worry Time' for 10 or 15 minutes (set timer) according to age and capabilities of your students, using Worry Jar sheets completed previously. Students can write/draw/journal about their worries, &/or try to figure out solutions. Important: If their mind wanders to other things, they need to bring it back to worrying! If they find themselves worrying later at other times, instruct them to save up their worries for 'Worry Time' tomorrow by telling themselves: *"I will think about that in Worry Time"*. **Teacher Note:** Please use 'Worry Time' to speak to any students who seem especially emotionally dysregulated &/or who were of particular concern from the Check-In Board.
3. Recap of learning from previous lesson about some of the effects on the body when our smoke detector is activated (2 or 3 on the scale): It diverts energy away from the brain and towards the rest of the body (towards the heart and other major organs, and towards the hands & feet) in preparation for the possibility of needing to run away from or fight off some kind of danger. As a result, it can be difficult to concentrate and think clearly.
4. Revisit other words for feeling worried. Clarify meanings of words on PPT and discuss: *Which words do you think are for a 2 on the Smoke Detector Scale? Which are more like 3 on the scale?*
5. Watch short video clip: 'How Does Worried or Scared Feel?' Read together all the different things they may experience in their bodies when feeling worried / scared. Continue to next page to discuss questions in Talking Partners and then whole class: *Which body sensations do you have when you're feeling worried? How about when you're feeling even more scared? What are 1 or 2 actions you might do or want to do when you're feeling worried or even more scared? What kind of thoughts do you have?*
6. Students complete worksheet about how worried / scared feels in their body (they put ticks). There is space for other things which they may experience e.g. the types of thoughts they have.
7. **Extension:** They complete the worksheet about how feeling worried / scared feels in their body, distinguishing between what they experience when they are at 2 and at 3 on the Brain Smoke Detector Scale, by inserting '2' or '3' in the box or by colouring 2s in orange and 3s in red.
8. Plenary on sticky notes &/or in Talking Partners &/or as whole class: *What stuck with you today? Anything you're stuck on?*

TEACHER EVALUATION / FOLLOW-UP E.G. FROM CHECK-IN BOARD: