

DAY 5

PRINT:

LEARNING OBJECTIVES:

Practise daily 'Worry Time'

Learn new skill: checking what I
can and can't control

Review skills learned so far in the
programme

1. Things I Can and Cannot Control (x1 for display, & optional:
a few copies for some students to draw small illustrations)
 2. Blank Things I Can and Cannot Control (x1 per student)
 3. Extension: Pandemic Things I Can & Cannot Control
(x1 for display & a few copies for some students to draw
small illustrations)
 4. Homework: End of Week 2 Checklist Skills Learned So Far
(x1 per student)
- GET: Sticky notes for Check-In Board (& Plenary?)
Timer (e.g. online)

DIFFERENTIATION:

By task, outcome, support & extension

HOMEWORK:

Daily Gratitude Journal
& Checklist of skills learned so far

ACTIVITIES & MAIN TEACHING POINTS:

1. Mental Health / Wellbeing Check-In Board with sticky notes.
2. Discussion about Worry Time (cont'd from last lesson) to help decide whether to continue with daily Worry Time or just have it once per week for the remainder of the programme.
3. Worry Time for 10 or 15 minutes (set timer). Students can write/draw/journal about their worries, &/or try to figure out solutions. If their mind wanders to other things, they need to bring it back to mindful worrying! **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.
4. Recap of new skill from previous lesson: Noticing and naming emotions using "I feel..." statements. Check in about progress with their special mission (to notice & name emotions at least 5 times/day).
5. Introduce new skill: Checking what I can and cannot control. Together read and discuss the wheel diagram of things which they can and cannot control. *Can you think of any other things to include?*
6. Turn to next page of PPT and read contents of hand diagram by a real student of things which he/she can and cannot control (i.e. things which are in his/her hands and things which are not). Read text together of why this skill is helpful (it can help us worry less if we think about what's in our control and what's not. That way, we can focus on the things we can control, and use mindfulness and other skills to help us worry less about the other things which we don't have control over.) Listen to audio about this (39 seconds).
7. **Extension:** Things I can and cannot control about the COVID-19 pandemic. Read and discuss the diagram about things which they can and can't control about this situation.
Important Teacher Note: Please be aware of students who have suffered bereavements, as this activity could be more challenging for them emotionally. It may nonetheless be helpful for them.
8. Written activity: Students either draw around their own hand and make their own "things which are/aren't in my hands" diagram, or they fill in a blank copy of the wheel diagram of things they can & cannot control, or they draw small illustrations on one of the pre-filled wheel diagrams.
9. Plenary: Read checklist of skills learned so far, and state 3 skills they plan to use before the next lesson, & state which number on the Brain Smoke Detector Scale describes their brain right now.

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