

Your access to PSHE Association materials and intellectual property rights

PSHE education is the school curriculum subject designed to keep children and young people safe, healthy and prepared for life, and work, in modern Britain. The best PSHE education is a partnership between parents/carers and schools — and this includes transparency regarding curriculum content and materials.

We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSHE (Relationships, Sex and Health Education).

This is an example of such a resource. It has been shared with you as a parent/carer by the school or individual who is a PSHE Association member.

We are happy to grant access on this basis of giving you full, personal access to the resource contents, but appreciate your adherence to the following requirements regarding intellectual property rights given the resource is otherwise only accessible to schools and individuals that subscribe to PSHE Association membership.

Intellectual property rights

We are the owner or the licensee of all intellectual property rights in the materials. These works are protected by copyright laws and treaties around the world. All such rights are reserved.

You may print off one copy, and may download extracts, of any page(s) for your personal use as a parent/carer of a pupil at your child's school.

You must not modify the paper or digital copies of any materials you have printed off or downloaded in any way, and you must not use any illustrations, photographs, video or audio sequences or any graphics separately from any accompanying text.

Our status (and that of any identified contributors) as the authors of the materials must always be acknowledged. You must not use any part of the materials for commercial purposes without obtaining a licence to do so from us or our licensors.

You are not permitted to copy, share — electronically (including social media) or otherwise — any part of our materials in breach of these terms of use. Your right to use such materials will cease immediately upon such a breach and you must, at our option, return or destroy any copies of the materials you have made.

Foundations for Wellbeing

Year 4, lesson 4: Different ways to manage worries



Different ways to manage worries

This is the fourth of five lessons on self-regulation, mental health and emotional wellbeing, for year 4. This lesson focuses on managing worries.

To encourage pupils to use the self-regulation strategies taught in these lessons more automatically, autonomously and effectively, it is important to revisit and reinforce them regularly, as part of a whole-school approach to promoting mental health and wellbeing. The extension activities are designed to support this (for more information, see the [Teacher Handbook](#)). To learn more, please visit our [self-guided online courses](#), which are available to all School Plus members.

The lesson plan is based on a 45-minute lesson. The timings given are the minimum required to deliver the activities, but you may wish to spend longer exploring each activity.

Learning objective and outcomes

To learn strategies that can help manage worries and positively impact emotions and behaviour.

Pupils will be able to:

- describe how changing unhelpful thoughts to helpful thoughts can impact emotions and behaviours
- explain how the brain can help to manage worry by changing unhelpful thoughts and that this can become easier over time
- evaluate strategies to manage worry in a range of situations

Resources required

- Box or envelope for questions
- Three different coloured pencils [one set per pair]
- Resource 1: *What's the difference?* [one per pair]
- Resource 2: *Everyday worries* [one per pair]
- Resource 3: *Everyday worries – teacher copy* [for teacher reference only]
- Resource 4: *Before and after* [one per pair]
- Resource 4a: *How does it help?* [support option, as required]

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. They include guidance on establishing a safe learning environment, supporting pupils with additional vulnerabilities, using assessment and personal reflection effectively, and embedding the learning. They also outline useful subject knowledge on the theory and evidence informing these lessons, self-regulation strategies and relevant neuroscience.

The lesson plans should be used flexibly, and you are encouraged to adapt them to meet the specific needs and abilities of your pupils. It is also important to consider sensitivities and prior knowledge about specific pupils' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead, in line with your school policy.

Baseline assessment

Reconnecting activity and baseline assessment (Slides 9-10, 5 mins)

Establish or revisit ground rules. Explain that if pupils have worries or questions during or after the lesson that they do not want to raise in front of the class, they can write their question on a piece of paper, anonymously or with their name, and put it in the question box.

Working on their own, ask pupils to note down their responses to the four questions on slide 10 in their exercise books. They could divide their page into four to do this. Circulate while they are responding to get a sense of their starting points and see what they remember from their previous learning.

Adapt the rest of the lesson as needed. For example, if you identify gaps in pupils' understanding in response to question 4, you may want to address this through the quiz questions in the 'My amazing brain' activity.

Introduction (Slides 11-12, 2 mins)

Introduce today's learning objective and outcomes. Explain that this lesson will explore strategies for managing worries, and the positive impact that these strategies can have.

Using slide 12, briefly remind pupils that last lesson, they learnt about shifting the attention to more positive thoughts and pleasant experiences. Today's lesson will build on this by exploring different ways of managing worry.

Core activities

What's the difference? (Slides 13-15, 8 mins)

Show slide 13 or give pairs a copy of **Resource 1: What's the difference?** and ask the class what they think the difference is between the two images? Establish that the only difference is the thought that Marek is having. The situation itself – and everything in the two images – is exactly the same.

Divide the class in two and ask one half to focus on scene A and the other to focus on scene B. In pairs, they should discuss for their scene:

1. What might Marek be focussing on?
2. What emotions might Marek be experiencing?
3. How might he behave?
4. What else might affect how Marek is feeling in this situation?

Bring the class back together and ask pairs to share their ideas for each scene. Draw out that:

1. **Scene A:** Marek might be focussing on the time, the audience, the judge – and seeing these things as scary or threatening. **Scene B:** Marek might also be focused on the time and the

judge – but seeing these as less threatening, he’s a bit more curious about them. He is also focussing on his grandpa and feeling happy that he has come to watch.

2. **Scene A:** Marek might be experiencing fear, nervousness, some hopelessness. **Scene B:** Marek might be experiencing hope, curiosity, pride.
3. **Scene A:** Marek might stop trying or be more cautious with his baking. **Scene B:** Marek is likely to try his best to try and impress the judges and his grandpa.
4. **Both scenes:** There are lots of other factors that could impact how Marek feels – for example, how tired or hungry he is, and his previous experience baking (whether he enjoyed it and felt like he made something tasty). Emphasise that people’s experiences might mean they experience different thoughts and emotions in the same situation.

Using slide 14, tell or remind pupils that someone can try to replace an unhelpful thought with a more helpful thought (which they may have learnt about in year 3). Ask the class:

- How could this help Marek? *(Pupils’ answers will vary, but try to draw out the positive impact that this could have on Marek’s feelings, emotions and behaviour in this situation.)*
- Is there anything else that Marek could do in scene A to manage his worries? *(For example, he could also use the strategies pupils learnt about last lesson to help shift his attention to the more pleasant experiences in the situation.)*

Use slide 15 to emphasise that focusing on more helpful thoughts might be tricky at first and is likely to take time and practice. It is OK if Marek can’t do this easily – he can always try again, try a different strategy or ask a trusted adult for help.

Marek’s amazing brain (Slides 16–20, 5 mins)

Remind pupils that Marek’s brain will also be trying to help him with worries. Organise pupils into teams and ask them to choose one scribe who will be writing down the team’s answers – they will need a mini whiteboard and pen. Show the series of quiz questions on slides 17–20, recapping how Marek’s brain responds to worries.

Give teams 30 seconds or so to discuss and agree on their answers to each question, before the scribe notes down and holds up their response. The correct answer is animated to appear on the slide, following each question. End the quiz by reassuring pupils that they don’t need to worry if they find it difficult to remember the names of all the parts of the brain. The most important thing to understand is that the more Marek practises strategies like changing his thoughts, the better his brain will get at helping him to think about situations differently in the future.

Before and after (Slides 21–24, 20 mins)

Explain that pupils are going to look in more detail at the strategies Marek could use to manage worry in different situations.

Give pairs **Resource 2: Everyday worries** and ask them to read through each part of Marek’s day and underline in three different colours:

1. any clues about how Marek feels *before* he uses a strategy to manage worry (for example, bodily feelings, thoughts or emotions)
2. the strategy he uses to manage the worry
3. any clues about how Marek feels *after* he uses the strategy to manage worry (for example, bodily feelings, thoughts or emotions)

Once pairs have finished underlining, bring the class back together and take feedback, using

Resource 3: Everyday worries – teacher copy to draw out key learning.

Then, using slide 22, model plotting on the graph how Marek was feeling *before* he used the strategy of drawing to manage his worry. Mark this on the graph with an 'X' in a certain colour or label it as 'before'.

Ask the class:

- How does Marek feel after he uses the strategy of drawing to manage his worry?
- Do his thoughts and feelings now have more energy? Or less energy?
- Are his thoughts and feelings more pleasant? Or less pleasant?

Establish that after drawing, Marek describes feeling calmer and happier so the 'after' point will need to be lower down on the graph and further to the right. Model plotting this onto the graph too as a second 'X' and label this 'after' (or use a different colour). See **Resource 3: Everyday worries – teacher copy** for a rough guide to this, remembering that exact positions on the graph will vary.

Ask pupils if they think drawing would always be a good strategy for Marek? Emphasise that in this situation, drawing made Marek's thoughts and feelings have less energy (he talks about feeling calmer) but also made him feel happier, and they were more pleasant. Stress that sometimes, the most helpful strategy might be the one that gives Marek's thoughts and feelings more energy (for example, if he is feeling sad or low). But other times – like in this example, where Marek is worrying, and his energy is making him feel restless and unpleasant – a strategy that calms him down is more helpful. Now, it's the pupils' turn. Give pairs **Resource 4: Before and after** and, using slide 23, ask them to plot how Marek is feeling before and after each strategy onto the relevant graph. Note that there is no perfect answer here, but pairs should generally plot an 'after' that is more pleasant and has similar or less energy.

When they have finished plotting, ask pairs to look back at both resource sheets and discuss the questions on slide 24:

- Which strategy do you think worked best for Marek? (*Drawing – a strategy that uses the senses – worked especially well for Marek.*)
- Do you think this would be the same for everybody? (*No – everyone is different, and different strategies will work better for different people. For example, other people might find strategies like singing or playing an instrument to be useful. Strategies might also work differently depending on the situation, for example, someone might not be able to draw in the middle of a Maths lesson! This is why it's useful to know and try a few different strategies.*)
- Did any of the strategies stop Marek from worrying altogether? (*No – and that is OK! Everyone has worries from time to time, and the strategies pupils are learning are not about*

trying to get rid of all worries – they are tools to help manage worries when they are less helpful.)



Support: Ask pairs to use **Resource 4a: How does it help?** which has the ‘before’ already plotted so they can focus on evaluating the impact the strategy has on Marek.



Challenge: Can pairs think of an alternative strategy that Marek could use in each situation? Ask pupils to pick one situation and rewrite it with their alternative strategy, showing the impact it has on how Marek feels.

Reflection and endpoint assessment

Reflection and endpoint assessment (Slides 25-26, 3 mins)

Show slide 25 and ask pupils to silently reflect on the questions:

- Which strategy from today would you like to try next time you are feeling worried?
- What else could you do if the strategy doesn't help?

As this is a private reflection activity, pupils should not share their responses with others.

Share a final scenario featuring Marek on slide 26, and ask pupils to jot down their responses to the three questions shown, or discuss them in pairs:

- How might this thought affect Marek's emotions and behaviours?
- What could he do to manage this worry?
- How might doing this often, help him in the future?

Use this activity to get a sense of pupils' progress and identify any gaps or misconceptions that need to be addressed in future lessons.

Check the question box and respond to any remaining questions.

Signposting support

Signposting support (Slide 27, 2 mins)

Remind pupils that everyone will have worries from time to time. However, if worries are difficult – for example, if they are causing strong or unpleasant emotions, it's important that pupils speak to a trusted adult at home or at school who can help. Pupils can also contact Childline:

www.childline.org.uk/kids.

Closing the lesson (Slide 28)

Finally, using slide 28, reinforce the key learning by summing up for the class what they have achieved in today's lesson.

Activities to extend and embed the learning

Good news or bad news? (Slide 29)

Share the headline on slide 29 and ask pupils to stand along an imaginary continuum to show whether they think this is good news, bad news, or somewhere in the middle. They can listen to others' views on the line and then have a chance to change their position, if they wish.

This is a good opportunity to remind pupils that worries can be helpful because they can motivate us and keep us safe – and a world without any worries could be very odd!

Helping others (Slide 30)

Ask pupils to make a leaflet to help others to manage worries. It could include reassurance around worrying, different types of worry people might have, and some ways worry can be managed.