



**Parents: read
our helpful
guidance before
you get started**

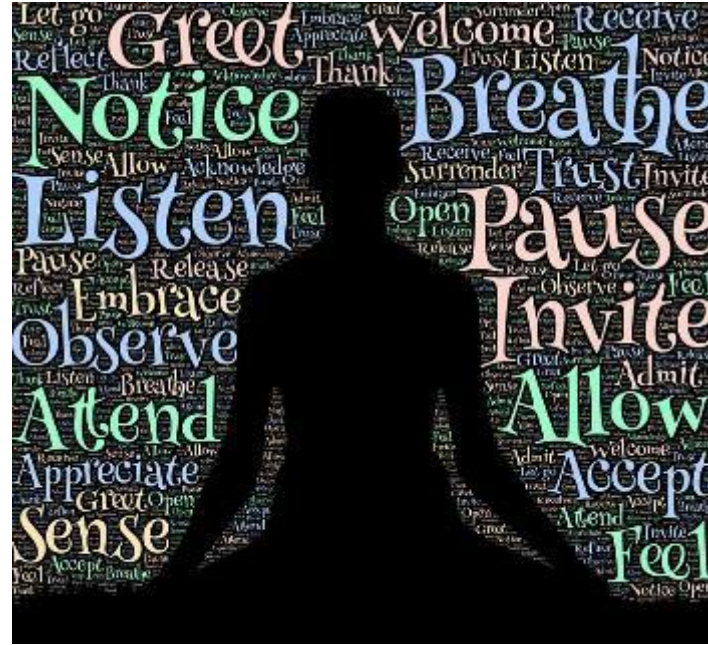
**Before you
start**

**Mental health and emotional wellbeing
KS3**

**Home-learning lesson 2:
Healthy coping strategies**

**To start, play this slideshow from
beginning**





Home learning lesson 2: Healthy coping strategies



We are learning:

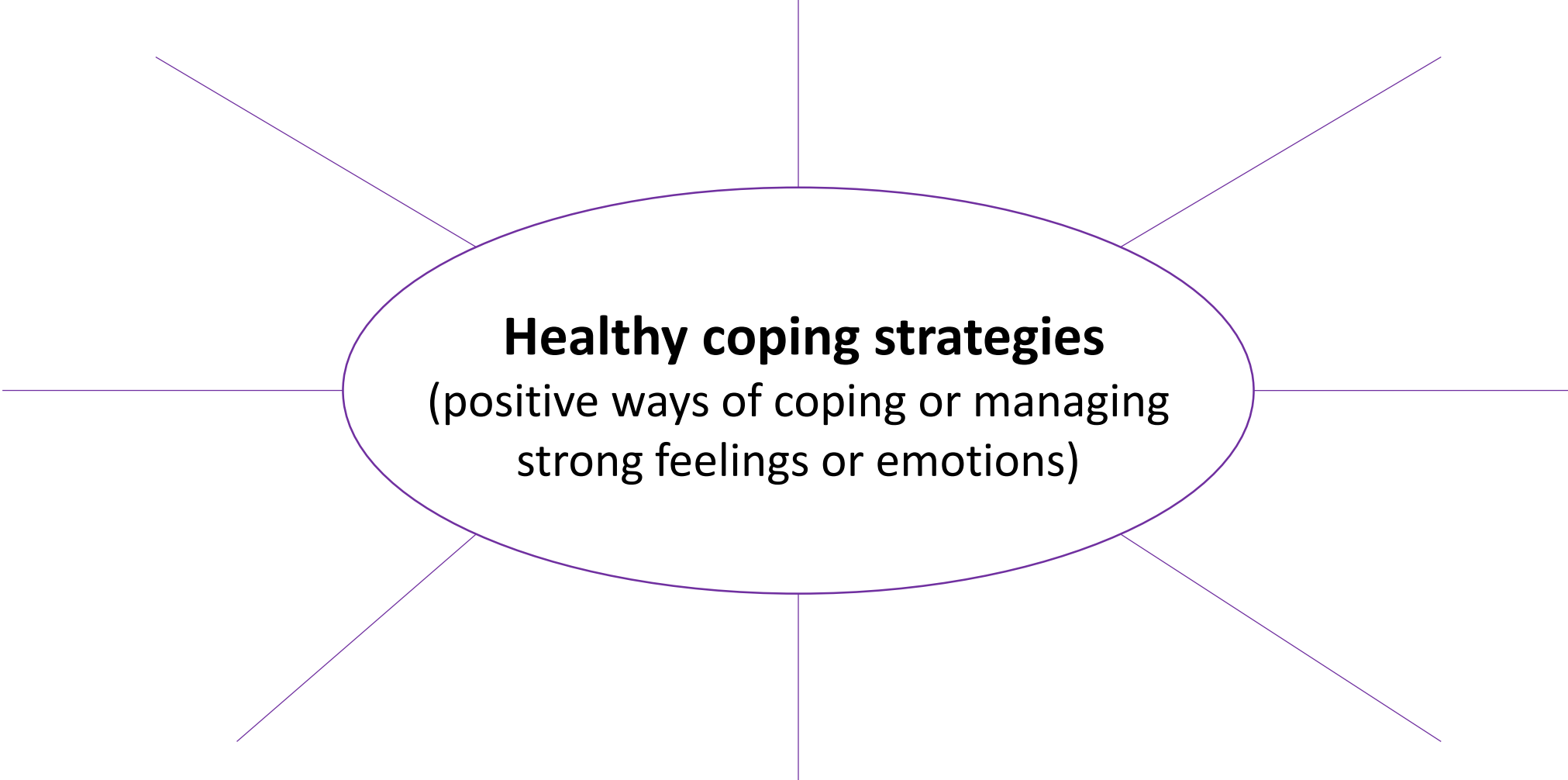
- ✓ healthy ways to manage difficult feelings or challenging circumstances
- ✓ about the impact of social media on mental health and emotional wellbeing



We will be able to:

- ✓ recognise circumstances leading to intense emotions that may be difficult to manage
- ✓ explain a range of positive strategies for managing difficult emotions
- ✓ assess whom, how and why to ask for support when it's needed
- ✓ evaluate the positive and negative impact of social media on emotional wellbeing

On a sheet of paper, make a mind-map of all the healthy coping strategies you can think of that could help someone manage strong feelings and emotions



Managing intense feelings

People experience emotions at a variety of levels over time, and the way they manage these emotions can change based on context and the level of emotion.

How would you answer these questions?



Is feeling intense emotions every now and again a problem?



When might intense emotions become a problem?

Is feeling intense emotions every now and again a problem?

Feeling intense emotions every now and again is not necessarily a problem. For example, occasionally feeling furious for a good reason, is not necessarily a problem.

When might intense emotions become a problem?

If someone has extreme feelings, an overwhelming number of negative feelings, or experiences these feelings for no apparent reason, they may need more support.

For example, they may need to speak to someone they trust, or they could ask for help from one of the organisations signposted at the end of this lesson.

A day in the life: Logan

Now read through *Logan's day* in **Resource 1**, and as you do so, note down or highlight everything that happens, or that Logan does, that could have either a positive or negative effect on his emotional wellbeing.

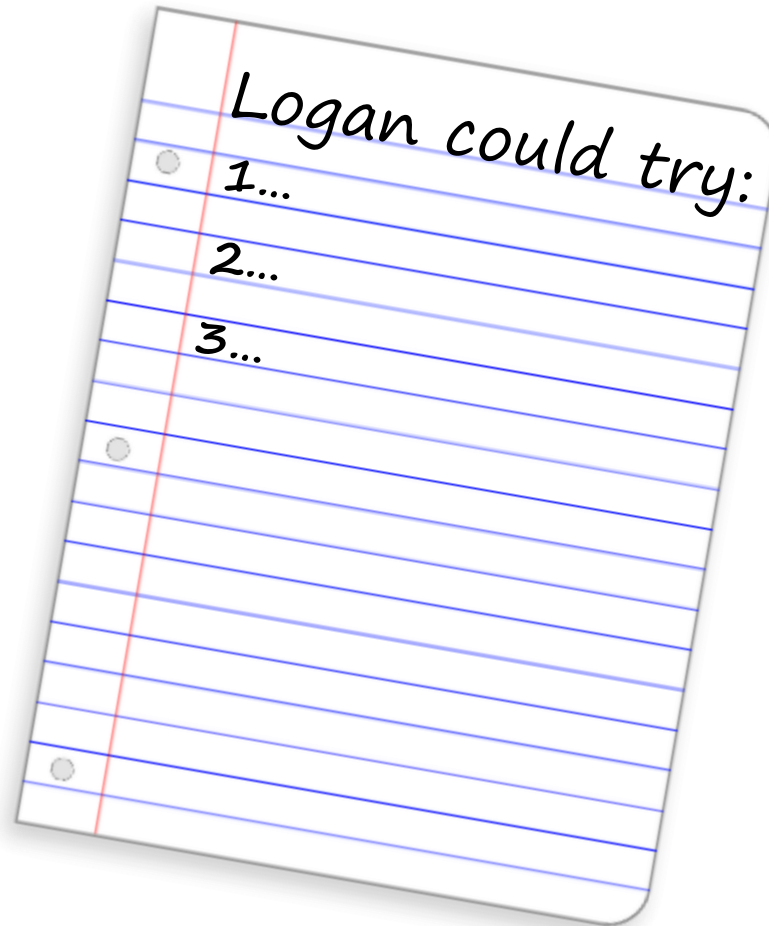


Did you notice anything about...

- Logan's phone use?
- His diet and eating habits?
- His sleep pattern?
- Logan's interest in football?
- His friendship with Matt?
- His homework habits?

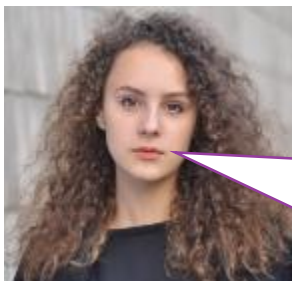
Read the examples of healthy coping strategies on the next slide.

Write down three that you think will be most helpful for Logan.





I write a letter to someone, explaining all my feelings and what they have done to upset me. Then I rip it up and throw it away.



I use exercise to let off steam. I find it completely distracts me from everything else.



My favourite way to relax or cheer myself up is to take a long, relaxing bath and then read my favourite book.



I always go for a long walk by myself to unwind. When I'm by myself I sometimes scream and shout – or even cry- I think it's good to let your emotions out.

I find listening to music really helps me. Sometimes I listen to angry songs or happy songs depending on my mood.



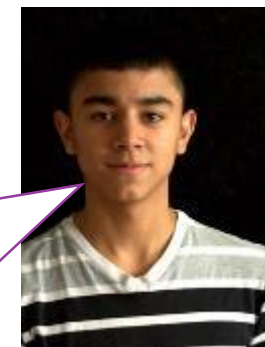
My advice would always be to talk to someone. My Dad's a good listener, and so is my best friend, but I've also contacted Childline before on webchat.



I found some mindfulness apps online. I listen to them to help me meditate. They have specific ones for helping with different feelings.



I use a stress ball. Sometimes I really want to break things, but I found positive ways to manage that, like smashing ice cubes onto the floor or tearing up our pile of recycling.



Healthy coping strategies

Different techniques will appeal to different people. Trying a range of strategies can help a person to find out what works best for them.

If a person's healthy coping strategy involves something online, they may need to weigh up the pros and cons of being online and social media. This is because there are a range of ways this can influence wellbeing.

Plus and minus



List all the benefits to young people's emotional wellbeing from being online and using social media, that you can think of.



List any challenges you can think of to young people's emotional wellbeing from being online and using social media

Sort the following into positive and negative aspects of being online and using social media:

Can meet people from around the world
Wellbeing support (such as meditation apps)
Peer pressure
Cyber bullying
Sharing interests

It's fun
People behave differently online
Can't see if someone is upset
Using social media instead of sleeping
It's a quick and easy way to communicate



Examples of benefits

- meeting people around the world
- sharing interests
- it's fun, it's an easy / quick / cheap way to communicate
- can express self creatively
- gives people confidence to be who they want to be
- access to support groups
- time to think about what to type/say
- availability of wellbeing support (e.g. meditation apps).



Examples of challenges

- peer pressure
- cyber-bullying
- expected to always be available
- might feel excluded from certain groups (e.g. don't have the app)
- sleep deprivation
- people behave differently online than they would face-to-face
- can see upsetting content accidentally
- fear of missing out (FOMO)
- jealousy caused by looking at others' social media accounts

Advice for social media

Write a letter of advice that you would give to social media companies to help them promote young people's emotional wellbeing.

- What could be done to improve young people's experience of social media in general?
- How can social media be used to celebrate people's individuality and self-expression?



Write one top tip to social media companies about how they can help young people to have a positive experience.

If you can, ask a friend or family member what their top tip would be.

How could social media companies help young people?

There are lots of different ideas you might have about how social media companies could help young people have a positive experience.

Here are a few examples, though you may have many other ideas yourself:

Providing easy-to-find reporting services

This allows young people and others to report bullying or inappropriate content.

This means that if someone is unhappy with something that has been said or shared over social media, they can report it and have it removed.

Timer alerts to show how long you have been online

This may help to empower young people to balance their time online and offline.

They could also provide ways to set 'inactive' times in which notifications are not sent so they don't disturb sleep or contribute to a fear of missing out (FOMO.)

Providing moderation services

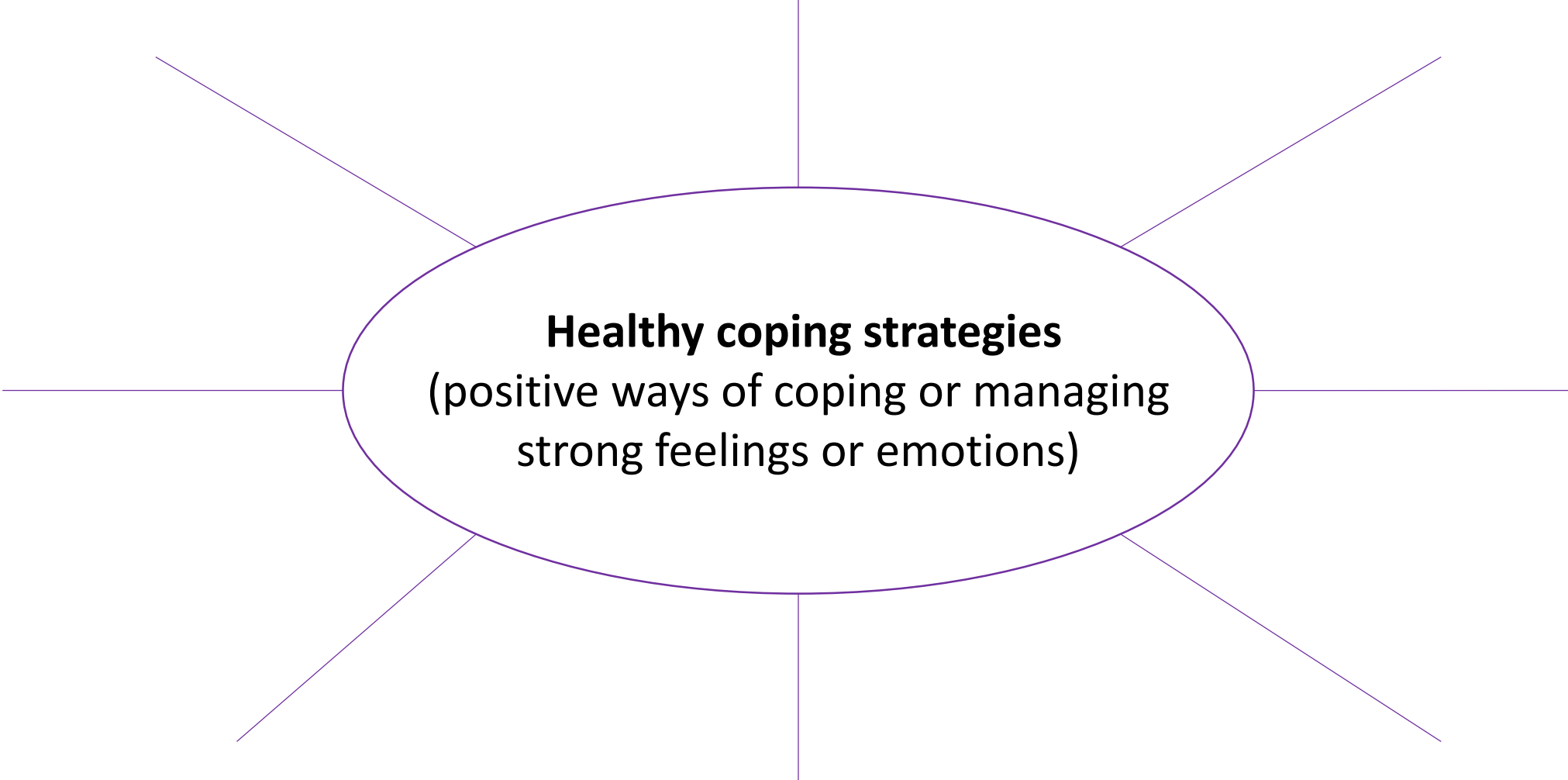
This means someone checks a post before it is seen by others.

This means it is less likely that young people will see inappropriate or upsetting content.

Signposting places to get help with concerns

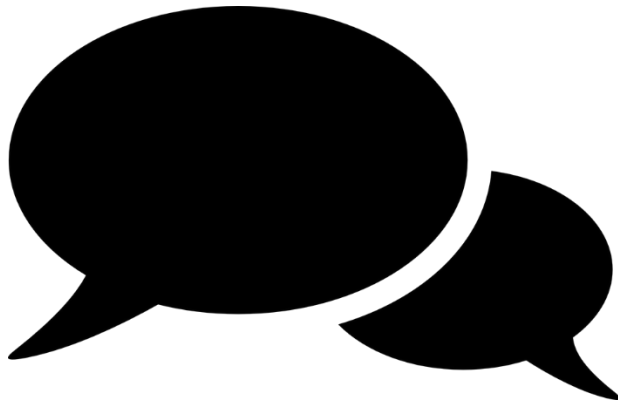
Social media companies could give a clear link to organisations that can help young people who are worried or concerned about things they experience online. For example, the organisations listed at the end of this lesson.

Go back to your mind-map. Add any new ideas you have, based on your learning today (try to include ideas for keeping online strategies positive)



Further support

If you have questions or concerns, you can always speak to your parent or carer, or contact a teacher in school for more advice and support.



There are lots of places to get advice about emotional wellbeing, social media or to discuss feelings.

ChildLine:

www.childline.org.uk Phone: 0800 1111

Young Minds:

www.youngminds.org.uk

Samaritans:

www.samaritans.org Phone: 116 123

In a crisis, text 'Shout' to 85258

More activities

Reflective journal

Keep a reflective journal for a week.

Note down any difficult feelings encountered and any strategies you used to manage them.

This is a private reflection activity and will not be shared with your teacher or others.

