

Lesson 4

Let's Talk About Self-Harm

Resources

The 10 Oks Poster

Print large and put up in classroom

Kid's Guide to Confidence

<https://www.youtube.com/watch?v=Egj212mvYco>

Smart board, chalkboard or flipchart

2 headings:

Feelings hard to deal with

Feelings easy to deal with

Post-it notes

Red drawing equipment

One set per pupil

Paper

One per pupil

Happy Music

<https://www.youtube.com/watch?v=MOwDb2TBYDg>

Funny Clip

<https://www.youtube.com/watch?v=eHI7jMIFDpU>

Large sheets of sugar paper or newspaper

One per 5 children

Key Skills

- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

Learning Objectives

WALT:

- Understand what 'self-harm' means
- Know how to keep our bodies safe
- Use other strategies to manage our feelings

The 10 Oks: (2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

Today we are learning about self-harm. This topic can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

Negotiate and share these rules so everyone understands and feels safe and free from judgement and heard and display in class.

Teaching Input

(5 minutes)

It is important to talk about the 'big feelings' we have because talking can help strengthen our mental health and help our well-being. Share Learning Objectives. **Self-harm is when someone hurts themselves to try and cope when they have difficult feelings inside.** Does this sound like a safe or helpful strategy for managing big feelings? Is it ok to hurt others? Why not? (Because we have the right to be and feel safe). Is it ok to hurt ourselves? How might we hurt ourselves? (Risky behaviour, unkind thoughts about ourselves). Have you ever got hurt doing something silly? Was your adult cross or worried? Did they look after you? If our bodies are hurt, however it happens, we still need to get help with any injuries.

Deal with it

(10 minutes)

Remind pupils that there are no good or bad or right or wrong feelings, only ones which are difficult to deal with – the 'big feelings'. Ask pupils to imagine "how would you feel if your teacher handed back a piece of learning and you had scored 20/20?" (Happy, proud, pleased, delighted) What would they do with those feelings? (Rush home and tell family or friends) Even if they don't share they would have a good feeling inside.

These feelings are easy to deal with.

Next, discuss "how would you feel if your teacher handed back a piece of learning and you had scored 1/20" (Embarrassed, ashamed, annoyed, angry, hurt) What would you do with those feelings? (Likely they wouldn't tell anyone, maybe try to hide it from their family or friends. When they

thought about it later it would bring those feelings back and the feelings stay inside. **These feelings are difficult to deal with.**

Deal with it Discussion

(10 minutes)

Using smart board, chalkboard or flipchart write two headings: 'feelings hard to deal with', "feelings easy to deal with". Children to come up with these feelings and write them down in the appropriate columns. Then ask for examples when they may feel like that? Would we all feel the same in that situation? Do we feel better if we let feelings out or keep them inside?

Self-help not Self-harm

(10 minutes)

We deserve to feel happy, be safe and get the help we need. What can we do if we are having trouble talking about the big- feelings. Let's try some strategies and see what works for us! Everyone to think of a time when they felt worried, sad or angry, try the strategy, then ask children to see if it has helped to calm those feelings?

- Imagine you are in a safe space where you can be you (what can you see, hear, touch, smell, taste?)
- scribble in red ink, then turn the paper over, write down your negative feelings, rip the paper up
- listen to music (happy) then add exercise (star jumps, burpees)
- watch your favourite funny film (show funny clip)
- Having a bath or shower (role play doing this!)

Act as if...

(10 minutes)

Sometimes it can feel challenging to let your big feelings out by talking or asking for help with them. Building your confidence can help! Being confident means feeling good about yourself, your abilities and your thoughts and there are things we can do to boost it. Watch 'Kid's Guide to Confidence' clip.

Now think about someone whose confidence or abilities you admire, for example Beyonce or Dele Alli (footballer). We are going to **act as if** we have those too.

Everyone is going to walk around the room, standing up straight, when you meet someone you are going to make eye-contact, shake hands, and say "Hello, my name is...." with confidence. Next, we are going to say "Hello, my name is"... and give the other person a compliment. They will do it back. Try and say hello to everyone in the class.

Then, take turns in saying "hello, my name is"...give a compliment...and then tell them something you are really good at or proud of. Do you notice that acting as if you feel confident can actually help you to feel more confident and make talking to others easier?

Plenary (5 minutes)

Recap what we have learnt today and discuss the following:

- What have you learnt about self-harm?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

Closure (5 minutes)

Squares game. Place big sheets of sugar paper/ newspaper on the ground with enough space for all the children to fit on. Play the 'Happy' music and the children dance around the space. Then pause it and the children need to stand on the paper. Each round fold the paper in half. If any children can't fit or wobble off, it is now their role to help the others to stay on! Praise the children for their team work and for supporting each other

Put LOOK AFTER YOUR MENTAL HEALTH poster on display

Further

Activities & Useful Apps



www.childline.co.uk

Support and information



Calm Harm provides tasks to help you resist or manage the urge to self-harm



www.what0-18.nhs.uk

Healthier Together app

4. Let's Learn About Self-Harm

Learning Objectives	Key Skills	Resources
<p>We are learning to:</p> <ul style="list-style-type: none"> • Understand what 'self-harm' means • Know how to keep our bodies safe • Use other strategies to manage our feelings 	<ul style="list-style-type: none"> • Managing information • Thinking, problem-solving and decision-making • Being creative • Working with others • Self-management • Language and interacting 	<p>The 10 Oks template Kid's guide to confidence https://www.youtube.com/watch?v=i2oCP_wk1TA smart board, chalkboard or flipchart (and post its) with headings: feelings hard to deal with", "feelings easy to deal with". Red drawing equipment Paper 1 x each Happy music https://www.youtube.com/watch?v=MOWDb2TBYDg Funny clip Large sheets of sugar paper or newspaper</p>
<p>PSHE Core Themes and Objectives</p> <p>Health and wellbeing</p> <p>H1.what positively and negatively affects their physical, mental and emotional health</p> <p>H4.about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Relationships</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2.to listen and respond respectfully to all people, feel confident to raise their own concerns</p> <p>Living in the wider world</p> <p>L1.to discuss and debate topical issues, problems and events concerning health and wellbeing</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p>		

Teaching Input 10 minutes		The 10 Oks
<p>It is important to talk about the 'big feelings' we have because talking can help strengthen our mental health and help our well-being. Share Learning Objectives. <i>Self-harm is when someone hurts themselves to try and cope when they have difficult feelings inside.</i> Does this sound like a safe or helpful strategy for managing big feelings? Is ok to hurt others? Why not? (because we have the right to be and feel safe) Is it ok to hurt ourselves? How might we hurt ourselves? (Risky behaviour, unkind thoughts about ourselves). Have you ever got hurt doing something silly? Was your adult cross or worried? Did they look after you? If our bodies are hurt, however it happens, we still need to get help with any injuries.</p>		<p>Remind of rules from Lesson 1 and display them in classroom</p>
Learning Activities		
<p>Deal with it</p> <p>10 minutes</p>	<p>Remind pupils that there are no good or bad or right or wrong feelings, only ones which are difficult to deal with – the 'big feelings'. Ask pupils to imagine "how would you feel if your teacher handed back a piece of learning and you had scored 20/20?" (happy, proud, pleased, delighted) What would they do with those feelings? (rush home and tell family or friends) Even if they don't share they would have a good feeling inside. These feelings are easy to deal with. Next, discuss "how would you feel if your teacher handed back a piece of learning and you had scored 1/20"? (embarrassed, ashamed, annoyed, angry, hurt) What would you do with those feelings? (likely they wouldn't tell anyone, maybe try to hide it from their family or friends. When they thought about it later it would bring those feelings back and the feelings stay inside. These feelings are difficult to deal with.</p>	
<p>Deal with it discussion</p> <p>10 minutes</p>	<p>Using smart board, chalkboard or flipchart write two headings: 'feelings hard to deal with', "feelings easy to deal with". Children to come up with these feelings and write them down in the appropriate columns. Then ask for examples when they may feel like that? Would we all feel the same in that situation? Do we feel better if we let feelings out or keep them inside?</p>	
<p>Self-help not Self-Harm</p> <p>10 minutes</p>	<p>We deserve to feel happy, be safe and the get the help we need. What can we do if we are having trouble talking about the big- feelings. Let's try some strategies and see what works for us! Everyone to think of a time when they felt worried, sad or angry, try the strategy, then ask children to see if it has helped to calm those feelings?</p> <ul style="list-style-type: none"> Imagine you are in a safe space where you can be you (what can you see, hear, touch, smell, taste?) 	

	<ul style="list-style-type: none"> scribble in red ink, then turn the paper over, write down your negative feelings, rip the paper up listen to music (happy) then add exercise (starjumps, burpees) watch your favorite funny film (show funny clip) Role play having a bath or shower 		
<p>Act as if...</p> <p>10 minutes</p>	<p>Sometimes it can feel challenging to let your big feelings out by talking or asking for help with them. Building your confidence can help! Being confident means feeling good about yourself, your abilities and your thoughts and there are things we can do to boost it. Watch 'Kid's Guide to Confidence' clip. Now think about someone whose confidence or abilities you admire, for example Beyonce or Dele Alli (footballer). We are going to act as if we have those too. Everyone is going to walk around the room, standing up straight, when you meet someone you are going to make eye-contact, shake hands, and say "Hello, my name is..." with confidence. Next, we are going to say "Hello, my name is"... and give the other person a compliment. They will do it back. Try and say hello to everyone in the class. Then, take turns in saying "hello, my name is"...give a compliment...and then tell them something you are really good at or proud of. Do you notice that acting as if you feel confident can actually help you to feel more confident and make talking to others easier?</p>		
<p>Plenary 5 minutes</p>	<p>Closure 5 minutes</p>		
<p>Discuss what you have learnt about self-harm? What did you find difficult? What did you find interesting? What will you remember?</p>	<p>Squares game. Place big sheets of sugar paper/ newspaper on the ground with enough space for all the children to fit on. Play the 'Happy' music and the children dance around the space. Then pause it and the children need to stand on the paper. Each round fold the paper in half. If any children can't fit or wobble off, it is now their role to help the others to stay on! Praise the children for their team work and for supporting each other</p>		
<p>Extension Activities / Home learning</p>			
 <p>www.childline.org.uk</p>	 <p>Calm Harm provides tasks to help you resist or manage the urge to self-harm</p>	 <p>Healthier Together app</p>	<p>Mental health poster in class or around school</p>