
Feeling Good For Schools



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Task/activity	Timing
How do you feel? Choose a word that sums up how you feel about being back at school and discreetly share word colour with teacher (teacher may wish to note down chosen colours). <i>Guide for teachers –</i> <i>Light blue: positive</i> <i>Green: angry</i> <i>Grey: lacking in motivation</i> <i>Dark blue: unhappy</i> <i>Brown: neutral</i>	5 mins
Case study: Sara (who feels demotivated) Read her story; discuss and come up with advice; feedback.	10 – 15 mins
Case study: Liam (who is having friendship problems) Read his story; discuss and come up with advice; feedback.	10 – 15 mins
Case study: Monica (social media/phone overuse) Read her story; discuss and come up with advice; feedback.	10 – 15 mins
Other feelings and reconnecting with positive feelings: discussion opportunity and introducing the Feeling Good Teens app. (Daily listening to our audio tracks – using sports psychology techniques and developed from our NHS-approved adult programme – helps to create a more positive mindset.)	3 – 5 mins
Audio track: listen to the audio track 'Back to the future'.	5 mins 21
Feelings: suggested strategies for coping with different feelings and changing how you feel.	3 – 5 mins
Reflection: how do you want to feel moving forwards? Choose or think of a positive feeling.	1 min

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How do you feel about being back in the school building (or if you've been coming into school during lockdown, how do you feel about everyone else being back?)? **Choose a word from this list that most closely reflects your feelings.**

happy	irritated	uninspired	sad	indifferent
cross	low-energy	worried	satisfied	bored
burnt-out	anxious	unenthusiastic	resentful	
nervous	average	disappointed	settled	
disinterested	relieved	drained	fine	
annoyed	unconcerned	frustrated	self-conscious	
stressed	sleepy	angry	scared	thrilled
fed-up	worn-out	OK	excited	normal
tired	unsettled	content	neutral	upset
glad	exhausted	motivated	insecure	so-so
demotivated	troubled	overwhelmed	relaxed	

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Look at the **colour** of the word you chose, then close your eyes or put your head down on your desk (so that you can't see your peers) and when you hear your colour being read out, raise your hand for your teacher to record.

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Lesson objective: to identify and name feelings and reconnect with positive feelings.



Sara

When lockdown began, Sara was sharing a laptop at home with her older sister. School managed to arrange for her to have her own a few weeks later but then it took a little bit of time to get the internet working on it and for her to figure out how to log in, find and complete the work set by her teachers. By the time she'd worked it all out, she felt like she was already behind on the work set and it just seemed to keep building up.

Sara didn't like being seen or heard on camera so didn't log in to every lesson and this just made the work keep adding up because she wasn't regularly completing it during her timetabled lessons. This resulted in phone calls home, her mum losing her temper with her and Sara feeling less and less motivated to keep on top of her work so she started falling further behind. Lessons that she did join made less sense to her because she hadn't been in the previous lessons and soon she started feeling like a lie-in or watching TV was more appealing than doing all her work.

Now that Sara is back at school, she wants to just blend in amongst her peers and avoid any 1:1 conversations with her teachers because she doesn't want to have to explain her lack of engagement with online learning. She's the first to leave the classroom at the end of the lesson and even though she doesn't understand a lot of what her teachers are talking about because she missed so much work in lockdown, she just keeps her head down and hopes for the best when her work is marked. 6

Sara

If you were Sara's friend, what would you say to her?



Sara - Feedback

1. What could Sara do first?
2. Who could she talk to?
3. What could she do to feel **motivated** again?



Liam

When we first went back into lockdown, Liam felt a bit frustrated because of the restrictions. He wasn't thrilled about having to log on to his lessons remotely and he didn't really enjoy or find it easy to motivate himself to get up and stick to a timetable from home.

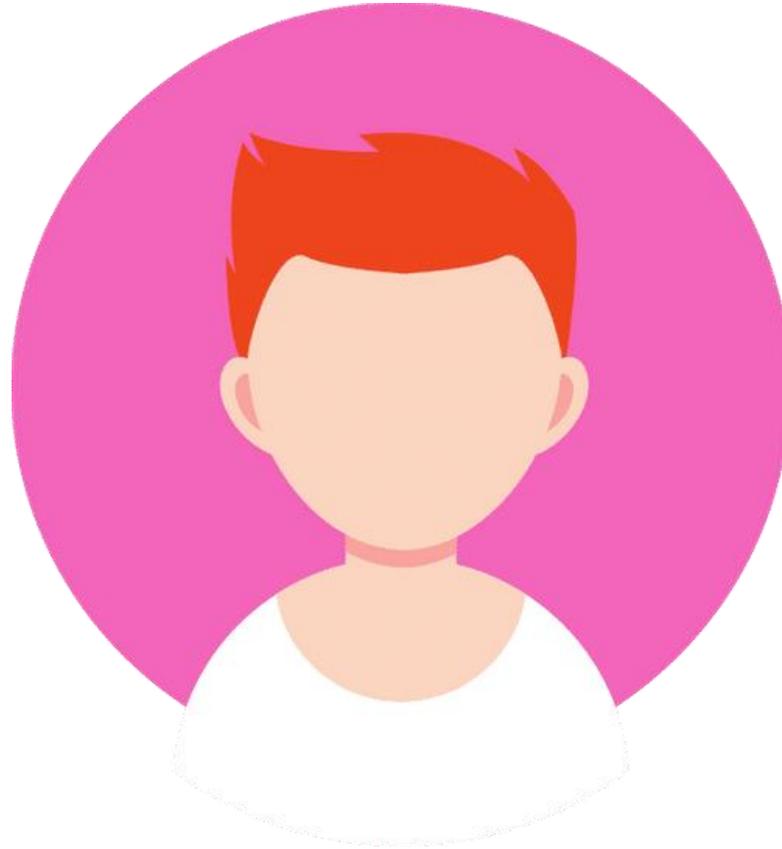
But he did it, it got easier, he could see how hard his teachers were working and he soon, he didn't mind the routine of online lessons. He found himself answering more questions that his teachers asked because he could do so via the chat function instead of having to talk in front of his classmates.

When he found out he was going back to school, Liam felt a bit anxious because he'd become so used to his new routine. Although he didn't really want to admit it, he'd enjoyed being able to chat to his parents (who were working from home) and his siblings between lessons. He'd also liked being able to wear his own clothes during lessons and being able to stroke his dog!

Since being back at school, Liam's realised that some of his friends spent quite a lot of time together during lockdown. He didn't know they'd been meeting up as much as they had because his parents had been quite strict about sticking to the rules so the only time he'd really gone out was when going for walks with them. He feels a bit left out of conversations that they have now because he wasn't there when some of the things they talk about happened.

Liam

If you were Liam's friend, what would you say to him?



Liam - Feedback

1. What could Liam do first?
2. Who could he talk to?
3. What could he do to feel happier about his **friendships** again?



Monica

Before lockdown, Monica had always been active on social media. Phones were banned at school but that didn't stop her from finding opportunities to check the various social media platforms that she'd signed up to.

When coronavirus first started coming up in the news, Monica found herself reading stories about it everywhere she could online. Then her focus shifted to other news stories and gradually, she found herself reading more and more about celebrities and how they were coping in lockdown or looking about people's photos and stories on Instagram. Sometimes, Monica would realise that she'd been scrolling through stuff she wasn't really interested in for hours at a time because she was bored and didn't have much else to do.

Now that she's back at school, Monica finds herself thinking about her phone when she's in lessons. She checks it at various points during the day, even though it's supposed to be switched off. When she walks out of the school gates, she barely looks up from her phone screen on the journey home. When she wakes up during the night, unable to get back to sleep, she tells herself that scrolling through posts or pictures online is a good way of helping her to relax.

Monica

If you were Monica's friend, what would you say to her?



Monica - Feedback

1. Should Monica change anything about her behaviour?
2. What could she do?
3. What does a healthy relationship with a **phone/social** media look like?



Reconnecting with positive feelings

We've all experienced lots of changes over the past year.

Some of those changes may have felt positive and some may have felt negative but however you feel, that's OK.

Are there any other feelings that you or a friend have had that you want to share with the class?



The Feeling Good Teens App

One strategy that you could use to help you to feel more positive is to listen to audio tracks on the '**Feeling Good Teens**' app. These tracks will help you to let go of worry, improve sleep, and develop self-esteem, resilience and goal focused motivation.

The app can be downloaded from any app store is currently free to access with these login details:

Username: coboost

Password: coboost



Audio – Back to the Future

Now that you're back at school, you may want to reconnect with positive feelings that you had when life felt a bit more normal over a year ago. Maybe you want to remind yourself about things that you did well in the past. Perhaps with the change that you've experienced moving from home learning to being back in the classroom, you sometimes find it hard to remember how to relax and feel calm, or how to sleep well.

Listen to this example audio track from the '**Feeling Good Teens**' app to help you to feel positive.



Coping with different feelings

There are no rules about how you should be feeling at the moment.

If you feel **positive** about being back at school, seeing friends, and life starting to return to normal, that's great.

If you feel **angry** about what you've been through over the past year or for any other reason, that's OK, too.

If you're **lacking in motivation**, that's normal.

If you're **unhappy**, that's OK.

And if you **don't have strong feelings** about the change in your situation, that's fine, too.

Just know that it's OK to experience a range of emotions and it's OK if you feel one thing one day and a different thing another day. However you feel in response to the most recent change in your life is **NORMAL**, but just know that there are things you can do to change the way you feel if that's what you want.

Other ways to change the way you feel

- Listen to music - some of us need gentle music to relax and others need loud, shouty music to help to get our emotions out!
- Breathing and hand squeezing exercises.
- Physical exercise, like going for a run.
- Scream into a pillow.
- Cry.
- Talk to a friend, family member, teacher or other trusted adult.
- Do something you enjoy, such as something creative.
- Squeeze a stress ball.
- Have a relaxing bath.
- Cuddle or stroke a pet.
- Keep talking to friends, family members, teachers or other adults who you trust.
- Start to write a diary or journal.
- Paint or draw.
- Play an instrument.
- Start a scrap book to help you to express your feelings and get them out.
- Try regular yoga or meditation.
- Reduce the amount of time you spend on your phone.
- Go to bed earlier.
- Eat more healthily.
- Contact a helpline such as Childline (ring 0800 1111, talk to a counsellor online, email or post a message - <https://www.childline.org.uk/get-support/>)

Remember

What works for one person might not work for another
A strategy that works for you one day might not work another day

Reflection

As you settle back into life at school, how do you **want** to feel?

happy

satisfied

settled

relieved

thrilled

Excited

content

glad

Motivated

relaxed

And what will you do to help you to feel (or continue to feel) that way?

Teachers

If you'd like to sign your KS3 pupils up this **summer term** for our FREE six week wellbeing and resilience programme that's based on our NHS-approved adult programme 'Feeling Good: Positive Mindset', you can find out more about it by watching this short video:

<https://vimeo.com/51571049>

Twitter: @feelinggdschool

www.feelinggood.app

<https://www.foundationforpositivementalhealth.com/for-schools/>

