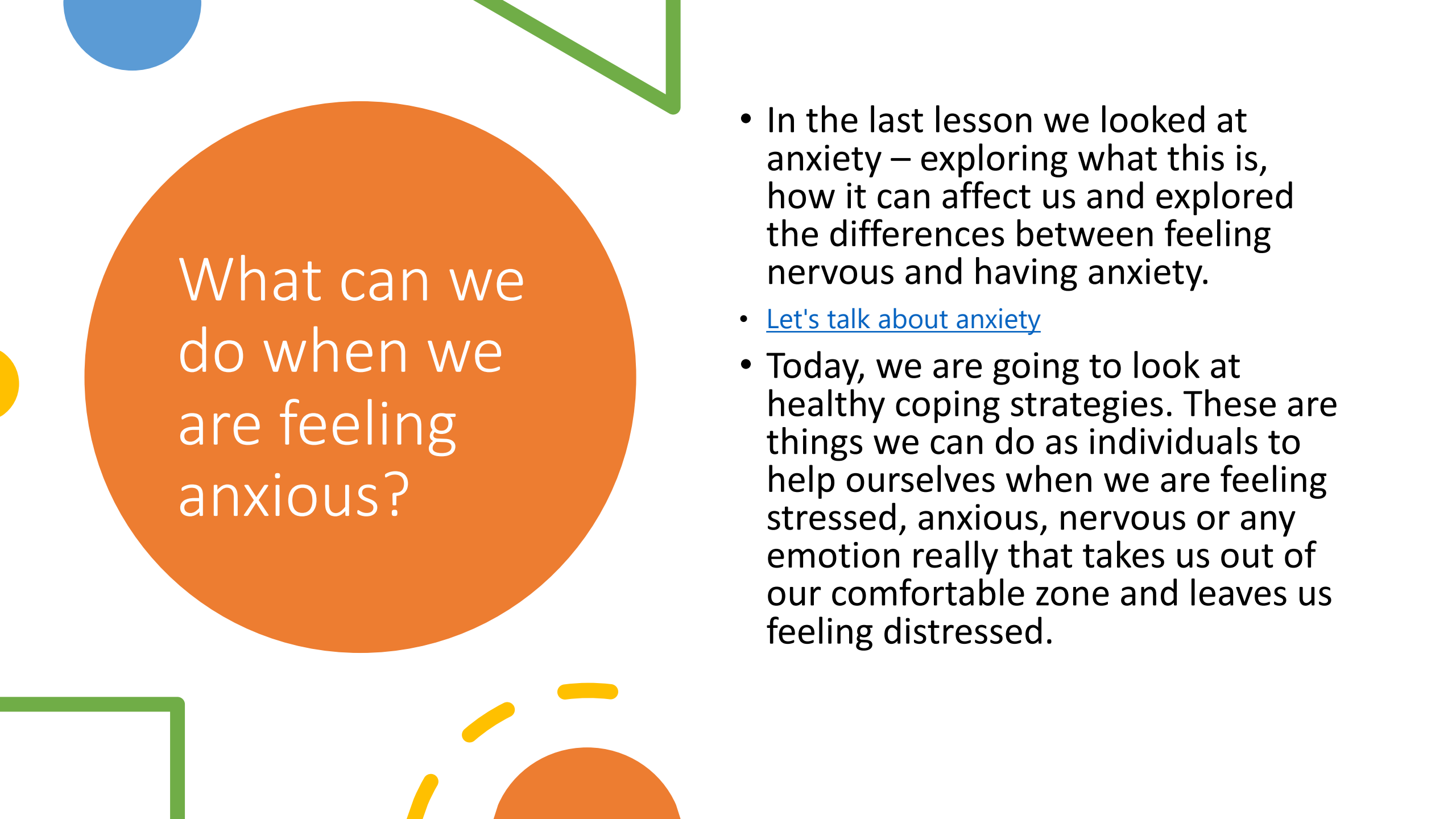




# Lesson 3 SEMH

Healthy Coping strategies



What can we do when we are feeling anxious?

- In the last lesson we looked at anxiety – exploring what this is, how it can affect us and explored the differences between feeling nervous and having anxiety.
- [Let's talk about anxiety](#)
- Today, we are going to look at healthy coping strategies. These are things we can do as individuals to help ourselves when we are feeling stressed, anxious, nervous or any emotion really that takes us out of our comfortable zone and leaves us feeling distressed.



## Wellbeing Support Pyramid

Level 4

*'High Level Targeted Support'*  
School Counsellor

Level 3

*'Targeted Support'*  
Wellbeing Mentor

Form Tutor and HoL Action : Referral

Level 2

*'Pastoral Support'*  
Tutor Check-In and Self-Help

Student Action : Referral


Level 1

*'Universal Support'*  
Whole School Provision


# SEMH/ MHWB and BHS Wellbeing Support

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This lesson fits in with Level 2 support. Your mental fitness needs to be a shared responsibility. You can help look after your own mental health. We can only be part of the process.



# Healthy coping strategies

- [Healthy Coping Strategies](#) (8mins)
  - Watch clip that has been produced by the Anna Freud Centre for Children, Young People and Families.
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# Trying things out

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- In the clip Hannah Woods identified healthy coping strategies we can TRY OUT. It's important to recognise that. Learning what works and what does not work for each of us is a skill that we need to develop. We are all individuals and what might work for me, might not work for you. We all need to have a commitment to trying some of these things out so that we can help ourselves in moments of distress.





# Ideas

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- Self-care – how we look after ourselves like connecting with family and friends, eating a healthy diet, staying hydrated, getting enough sleep.
- Physical activities – sport, taking dog for a walk etc., swimming
- Creative activities like cooking, drawing, colouring, arts and crafts
- Using grounding techniques

Developing healthy coping strategies helps us in times of distress. Having healthy coping strategies that you can rely on makes it less likely to turn to unhealthy coping mechanisms.

# Mind map

- In pairs spend 5-10 minutes creating a mind map on what healthy coping strategies are and what would work for you or what works for you currently,.



# Grounding techniques



# Senses game


- This simple game will make you more aware of your senses and bring you back into the present moment.
- It will help you create some space between your thoughts and your reactions to them.
- Notice when you feel anxious, overwhelmed, angry etc. and instead of going straight to the reaction/behaviour for example – leaving a classroom – create space by first playing the senses game.
- In your head name 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell, 1 thing you can taste.

# Breathing

- Something that is tried and tested and is known to work but you have to commit to trying it out!
- Shallow, upper chest breathing is part of the typical stress response. The stress response can be reduced by consciously breathing using the diaphragm. Abdominal breathing helps to control the nervous system and encourages the body to relax, bringing about a range of health benefits.



# Breathing techniques

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- [Box Breathing](#)
  - 4-4-6 technique.
  - Breath in for 4 seconds, hold for 4 seconds, breath out for 6 seconds.

Try it out!

# Reframing negative thoughts

1

**Catch it** – notice when you **start to feel negative**. What is the main negative thought you are having?

2

**Check it**. Is what you are thinking really true or are you thinking things are worse than they really are.

3

**Challenge it**. Carefully think through the evidence for and against this thought. Is there something I've missed? Would somebody else think the same?

4

**Change it**. Considering the evidence is there a more helpful and balanced way of thinking?



# Example situation/thought

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- **Catch it** – Notice the negative thought. I can't do this presentation. I'm going to make a fool of myself.
- **Check it** – can I really not do it. I may not like doing it and would rather not, but it doesn't mean to say I can't do it.
- **Challenge it** – look at the evidence for and against this thought. In this case you might ask yourself: What is the evidence that I will make a fool of myself at the presentation? Have I made a fool of myself in the past? Are there times I have done well in similar situations?
- **Change it** – Come up with more balanced and realistic alternative thoughts. For example 'I may make a mistake during the presentation, but that doesn't mean I'll make a fool of myself. I've done well in similar situations in the past, and I can handle any mistakes that come up.

# Activity

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- In pairs discuss and write down a negative thought and reframe it using the catch it, check it, challenge it and change it model.
- Some examples and you can come up with your own ' I'm going to fail this test', 'nobody likes me', 'I have no friends', 'I'm not good at this', 'I'm really bad at this', 'I'm never going to finish this', 'I always make mistakes', 'Everyone is looking at me and thinking unkind things'.



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# SEMH/ MHWB and BHS Wellbeing Support

- We have one school counsellor (Mrs Harle)
- We have one wellbeing mentor (Mrs Ball)
- Each operates on a referral basis and offers a 6-week intervention
- But..... you should also engage in staying mentally fit. You can accept that you need a bit of help and commit to taking some action.
- Level 2: Pastoral Support is a self-help stage in our wellbeing support pyramid.
- Do you know how you can access our self-help booklet? What does Level 2 look like?
- Level 1 is everything that everyone has access to; PSHE, assemblies, tutor time, Blossom, Guardian Angels etc.

# Signposting Support and Resources

- [Young Minds Four Coping Strategies](#)
- [Young Minds Grounding Techniques](#)
- [Anna Freud Anxiety](#)
- [Mind What can I do?](#)