Bucks Mind Education Session Plan

|  |  |
| --- | --- |
| Group: KS2 Programme Title: Catch it, Check it, Replace it  | **Originator**: DG**Time:** 1 hour **+****Age:** 7-11  |
| **Aim: To encourage children to think more flexibly and feel more in control** **\*Catch it, check it, replace it** is a CBT-based exercise to help practice breaking negative thinking patterns. In this activity, pupils will start by capturing their thoughts, challenging them with a series of questions, and finally attempting to replace their thoughts with more helpful ones.\***Objectives:** * Identify helpful and unhelpful thoughts
* Challenge unhelpful thoughts
* Practise replacing unhelpful thoughts with more positive helpful ones
 |

|  |  |  |
| --- | --- | --- |
|  **TOPIC** | **LEARNER ACTIVITY &****DIFFERENTIATION ACTIVITY** | **MATERIALS REQUIRED** |
| **Starter activity**  | Choose three adjectives to describe how you have been feeling lately?  | Slides  |
| **Introduction** | Spend some time reflecting on the changes that have been made to your life a) at school and b) outside of school due to the coronavirus outbreak <https://www.bbc.co.uk/newsround/52821345> - Newsround clip of another school and how things have changed for them Remember you are not alone as pupils all over the country and the world will be experiencing very similar changes and restrictions  | WhiteboardPensVideo link  |
| **Past. Present and Future thinking**  | Now that some of you have been back at school for a few weeks you may be experiencing a range of thoughts and feelings about the current situation and about the futureFor example, you may be glad to be back with your friends but feel worried about the changes the government are making. This is completely normal as we are living through **uncertain times** and this can often leave us feeling **out of control**. This can make some of us feel **worried** about what may or may not happen next **Task:** On pieces of paper write down thoughts that you have about the current situation. If you are struggling to think of any then try imaging what another child in your school might be thinking**Examples might include:** What if I can’t catch up with my schoolworkI love seeing my teachers again I’m grateful that I get to play outside I’m worried about my family getting sick  | Pieces of paperPens |
| **Sorting our thoughts**  | To help children label their thinking we are going to sort the thoughts In pairs or as a class, read aloud and sort the thoughts into two categories: Helpful or Unhelpful **Q. How do we determine if a thought is helpful or unhelpful?** **Q. How does that thought make you feel?**  | You could use two containers for this activity or draw two columns on the whiteboard  |
| **Is there another way of thinking?**  | Watch the short Think Ninja video clip (Think Ninja is an app empowering children and young people to build resilience, manage their emotional health and to fulfil their potential) <https://www.youtube.com/watch?v=PnxWRwQYdIQ> – Think Ninja clip The next part of this session will encourage pupils to take the unhelpful thoughts and attempt to replace them with more helpful thinking In small groups ask children to work together on the catch it, check it, replace it worksheet | Video link Catch it, Check it, Replace it worksheet  |
| **Feedback and Signposting**  | Ask pupils to feedback on how they challenged and replaced unhelpful thoughts **OPTIONAL:** If time allows, pupils could role play these scenarios | Signposting document for Parents + Young People  |
| **Final note** | <https://www.youtube.com/watch?v=tfkhkFwCtxs> – Every Mind MattersRemind pupils that having unhelpful thoughts is completely natural and that catching, checking and replacing such thoughts takes practice  | Video link  |