



Year 9 Teacher Guidance

Welcome!

The aim of this Guidance along with the videos and student booklet is to make your life easier. Please have a look here at some key points before you begin the lessons. We have provided:

- **Curriculum maps** – a quick guide to which lessons meet which criteria
- **Schemes of work** - for each year group where we outline in detail where we have incorporated the PSHE association guidance and government guidelines on mental health and emotional wellbeing
- **Guided video** - this will include your starter, lesson objectives and any key information the students need for the lesson.
- **Teacher guidance** – outlining step by step guidance for each lesson. You can read through before the lesson or simply use it as a tool to assist you during the lesson.
- **Student booklets** – a booklet for each year group which is to be used alongside the videos in the lesson. There will also be parts of this that students may wish to add to at home. Ideally this is something for them to take ownership of.

Teachers should have:

- created an account at www.thementalhealthproject.co.uk where you will find the videos and all of the downloadable materials on the courses page.
- a copy of the **teacher guidance** available to them in each lesson. We suggest a printed version as you will be playing the guided video during the lesson.
- their own copy of the **student booklet**.

Students should have:

- their own printed copy of the **student booklet**. If you wish you can split them up into individual lesson packs. We hope later in the year to be able to provide an online editable version of those for students. If you require these urgently, please get in touch at info@thementalhealthproject.co.uk
- access to our website www.thementalhealthproject.co.uk during some lessons especially, Lesson 1 to view the coping strategies, but this could also be done as a class if this isn't possible. There are a few activities that require access to the internet to do research, for example. These could also be done as a class.












There is a **self-assessment** at the beginning and end of the course. We recommend students complete these to give them some idea of what they have gained from the resources.












Lessons have been designed for a 45min-1hr lesson and although we have provided suggested timings, you will know your class better than we do, so please use these as a suggestion only. Videos range in length from 10-20 mins so keep this in mind for timing your lesson.

Teacher guidance key

	<p>Starter - each video will begin with a starter. This image on the video and teacher guidance indicates you are about to see it. You can press pause and let the students complete the starter. Answers will be provided usually in the video but sometimes in your teacher's guidance.</p>
	<p>Lesson objectives – this image on the teacher guidance indicates where you will find the lesson objectives. They will also appear at the start of each video.</p>
	<p>Go back to the video – this image on the teacher guidance indicates that you need to press play and we will do the rest! Next to this image you will see a small summary of the topic we will cover.</p>
	<p>Pause - wherever you see the pause button this indicates that you may need to press pause to allow students to complete a task or activity. This may be an activity in their booklet or a discussion in the class.</p>
	<p>Think, pair, share – this image on the video or teacher guidance indicates an opportunity to ‘think, pair, share’. We have allowed space in the booklets in case some teachers prefer to do these as a written activity but, we would advise to get the students talking where possible.</p>
	<p>Mind map - this image will appear on the screen and in the teacher guidance when students are asked to complete a mind map. You will usually see it again when we give you examples of what we might have put in our mind map. When there is a mind map activity, we usually offer our suggestions in the video. Immediately after, you should get students to add to their mind map with our thoughts. We would suggest in a different colour pen to show new learning.</p>
	<p>Activity - you will see this image on the video and in the teacher guidance when students are being directed to complete an activity in their booklets. There may be points where you decide to complete some of these activities as group activities or as a class rather than individually.</p>
	<p>Scenarios – this image on screen or in the booklet means a scenario activity in the student booklet. You can decide how to approach this. Students can complete individually as an activity, in groups, or you may decide to read through these together and address them as a class.</p>
	<p>Image – this image appears in the teacher guidance alongside an image for discussion in the video. Here we are encouraging you to discuss the image on screen as a class or in groups.</p>
	<p>Question for the class/Discussion point – where you see this image in the teacher booklet or on the video it will be accompanied with a question for discussion with the class.</p>
	<p>Add to your work – when this image appears on screen or in the teacher guidance, students will need to add to their work with our ideas during the next section of the video. Sometimes it indicates where students may not have done their own activity first and instead will fill in a section of the booklet as we explain something in the video.</p>
	<p>Teacher led – if you see this image in the teacher guidance or in the video, you will need to read out what is on the screen with the class.</p>
	<p>Signposting – this slide appears at the end of each video and is to signpost students to other sources of help and support. These are all linked on our website on our student resources page. Please remind them they have access to these from our website.</p>
	<p>Things to remember – where you see this image in the teacher guidance, we will give you a summary of the things to remember from this lesson. These will also appear at the end of each video</p>
	<p>Extension activity - this symbol appears in the student booklets and teacher guidance and offers you an optional extension activity. We have designed resources for lessons that range in length so if time permits you can use these. They appear in the student booklet so you can direct students to attempt them if they finish any other task early.</p>

Year 9 Lesson 5 – Changing relationships

Resource	Teacher guidance	Timings
	<p>Starter - I'm like the seasons, I ebb and I flow, in friendships and bonds, I often show. I can strengthen or weaken, fast or slow, what am I, as relationships grow?</p> <p>Answer: Revealed as you push play.</p> <p>Change, like the changing seasons, is a fundamental aspect of relationships. It can either enhance or diminish them, and it happens in various ways and at different paces.</p>	2/3 mins
	<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. Students will learn how to manage loss, change and breakdowns in relationships, including the digital legacy of the relationship. 2. Students will understand the possible impact of change, including separation, divorce, and bereavement. 3. Students will learn strategies to help manage the emotional responses caused by changing relationships. 4. Students will learn about the organisations and services that offer relationship support and how to access them. 	
	<p>Introducing Changing Relationships – We discuss further the topic of relationships and how to respond when they evolve or break down.</p>	
	<p>Activity - Mind Map: Responding to change (See student booklet) What might influence how someone responds to change?</p>	3/4 mins
	<p>Add to your mind map with our suggestions</p>	
	<p>Our suggestions – what might influence how someone responds to change. You may wish to pause to allow students to take note of any they didn't include. Fear of the unknown, loss of control, moving out of our comfort zone, attachment, resistance to change, lack of confidence, past experiences.</p> <p>It is natural for relationships to change – but not always easy. The clip acknowledges that change can impact our emotions and how we feel. Reasons why relationships may change are raised.</p> <p>Relationships changing through grief – brief clip to segway into talking about grief</p>	
	<p>How would you define grief? Opportunity for class discussion and/or word associations around the shared definitions. Answer – shared in the following clip.</p>	1/2 mins
	<p>Relationship changing through grief – definition and explanation of grief shared, as well as a segway into encouraging students to start thinking about how to cope with change.</p>	
	<p>Think, Pair, Share – What can help us cope with and manage change in relationships? Our suggestions – in the next video clip</p>	1/2 mins
	<p>Our suggestions – Tips and strategies on how to cope, manage, and understand change in relationships are shared and explained. Examples include acknowledging emotions and focusing on things we can control, such as our responses.</p>	
	<p>Activity- Adjusting to change (See student booklet) Students have their own version of the puzzle to fill in as the video plays. Answers Talk, control what you can, supportive self-talk, your defensive players, past experience of change, become curious.</p>	As the video plays

	Coping with and managing change: Control – control as a way of coping with and managing change is discussed. The clip reminds students that they are always in control of certain things, for example, how they treat other people. The importance of using control in a healthy way and the dangers of being over-controlling are raised.	
	Think, Pair, Share – Change and social media -When a relationship changes in our physical world (for example, friendships ending, or breakups), does the change need to be reflected on our social media? What happens to the photos and messages we have? Our suggestions – in the next video clip	3 mins
	Activity: To post or not to post (See student booklet) Our suggestions - Students can explore how the different couples managed their high-profile relationship change on social media and the subsequent public reaction. They can discuss the strategies employed, the potential benefits, and drawbacks of their approach, and how it influenced public discourse about their breakup. This example provides a real-life illustration of how social media can play a significant role in relationship changes, which can lead to meaningful classroom discussions and critical thinking.	5 mins
	Online legacies – the clip discusses whether relationship changes in our physical worlds should be reflected in changes in our online/social media worlds. Different perspectives are offered, for example bereavement vs breakups.	
	Activity: Social media and relationships status (See student booklet) Students to research or think about celebrity couples and discuss how they deal with changes to their relationship online. There are no right or wrong answers here and these may prove to be useful discussion points for the class.	5/6 mins
	Generating change – there will be times in our lives when we need to generate change. A reminder of what a healthy relationship includes, and the responsibility we all have to manage change in a respectful way.	
	Activity: Generating change (see student booklet) Students to name 5 other ways to generate change in a respectful way. Answers may prove to be points of discussion.	2/3 mins
	Generating change – unhealthy relationships – a reminder of what an unhealthy friendship/relationship can include and steps to take in order to leave a friendship or relationship that is detrimental to our wellbeing.	
	Things to remember o Relationships changing is a common and natural part of life, but this process can be difficult. o Fear of the unknown, loss of control, lack of confidence, and past experiences are some of the things that can impact how we respond to change. o Change can cause feelings of grief. Grief is related to anything that causes a deep sense of loss or separation, not just death. o Talking, acknowledging emotions, practising healthy control, and becoming curious can help us cope with and manage change. o Think about the role social media plays in helping you manage change. Is it a way of continuing connection in a healthy way or is it preventing you from growing and developing? o We all have a responsibility to manage change in a respectful way. o If you or someone that you know is in a friendship or relationship that is unhealthy. Always prioritise your safety, and do not keep concerns to yourself.	
	Optional Extension activity - (See student booklet) – Students should take a moment to look back through their booklet and reflect prior to self-assessment if time allows.	
	Self-assessment - Students should complete the self-assessment. If time allows you may wish to give them a moment to discuss as a class what they feel they have learnt throughout the programme or a moment of personal reflection before they begin. This review is listed as the extension in the student booklet.	3/4 mins