



Family Action Schools' Pack

Building Healthy Relationships



Family Action Schools' Pack

Part One: Teaching Guidance

Introduction

Introducing Family Action

We are thrilled to be working with *First News* to bring you this resource that meets the new statutory guidelines for teaching Relationships and Health Education to KS2 pupils. We hope you find the content valuable. We believe that by helping children to recognise family pressures and giving them the skills and resources to understand and respond to them, we can support their mental health and wellbeing, so that they can continue to build happy and healthy relationships with friends and family members.

For more than 150 years Family Action have been providing families with practical, emotional and financial support to help them address and overcome their problems. A lot has changed over the years, including how we support people. However, families today still face the same kind of pressures they always have, from worries about money to health concerns, to stress about work to lack of time for family.

Families come in all shapes and sizes and every family is likely to face pressures from time to time. Our research tells us that nearly 38 million people in Britain admit to facing pressures that affect their close family. All families encounter difficult and challenging times; these pressures are normal and it is important to talk about them. We know that talking about pressures with family or with friends can make them easier to deal with and more manageable.

There are times, however, when problems can seem too overwhelming to manage. We have hundreds of services across the country that work to tackle some of the most complex and difficult issues facing families today, including financial hardship, mental health problems, social isolation, learning disabilities, domestic abuse, or substance misuse and alcohol problems.

These issues can have a huge impact on the stability of family life, and will have a significant impact on the health, wellbeing and development of all family members. We believe that families facing these difficulties should have the support they need to become stronger, happier and healthier. With the right kind of support, families can overcome their difficulties and find hope for a brighter future.

If you work with a child whose family is affected by any of these pressures, we can support their adult family members. Please share with them our FamilyLine details. We're here to provide a listening ear, answer particular parenting questions or to help with guidance around more complex issues. All support takes place via telephone, text message or email and is free.

David Holmes CBE
Chief Executive
Family Action

Call: 0808 802 6666

Text: 07537 404 282

Guidance for using the Schools' Pack



Who is the resource for?

The teaching pack is designed for use with upper KS2 pupils (Years 5 and 6), but can be used with younger pupils at a school's discretion. It consists of the following content:

- An introductory assembly with accompanying PDF slides (this can be used across KS2)
- A follow-up history lesson using original source materials to examine aspects of Victorian family life, and to draw parallels with pressures on family life today
- Three follow-up PSHE lessons examining family diversity, exploring family relationships and the pressures that can impact on these, and developing healthy ways in which to manage feelings and behaviour and maintain happy and healthy family relationships



What are its objectives?

The resource has the following objectives:

1. To enable teachers to deliver key elements of the statutory guidelines for Relationships and Health education:
 - a. developing and maintaining healthy and happy family relationships
 - b. developing and maintaining good mental health
2. To raise awareness of Family Action's work in supporting families for over 150 years, and to explore the kinds of pressures families faced then and face today



When and how should the resource be delivered?

The resource can be used flexibly in a variety of ways:

- as part of a school's planned, progressive programme of teaching about healthy relationships
- as a way to introduce or complement a wider topic about families
- as part of a Victorians history topic with families as a focus
- as a way to introduce and highlight the work of Family Action, with a view to supporting the charity within school and promoting its work to parents

The introductory assembly is designed for use as a whole-school/key stage assembly, or as a way into the topic for a class or year group.



Timings

Each lesson takes approximately 45 minutes to an hour to deliver, but can be used across more than one lesson if necessary. Additional extension activities are included if teachers wish to extend any of the learning further.

How do the lessons fit into the curriculum?

The lessons have been designed to fit with schools' provision for PSHE teaching and with the statutory guidelines for teaching Relationships and Health Education from September 2020.

The relevant curriculum links are as follows:

Area of learning	Core area	Detail
Relationships education	Families and people who care for me	Pupils should know: <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability ● the characteristics of healthy family life, and understand the importance of commitment to each other, including in times of difficulty ● the importance of spending time together, sharing each other's lives, protection and caring for children and other family members ● that other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences
	Caring friendships	Pupils should learn: <ul style="list-style-type: none"> ● the characteristics of friendships, including sharing problems and difficulties ● that most friendships have ups and downs, and that these can often be worked through, so that the friendship is repaired or even strengthened ● about managing conflict, how to manage these situations and how to seek help or advice from others, if needed
	Respectful relationships	<ul style="list-style-type: none"> ● the importance of self-respect and how this links to their own happiness
Physical and mental health	Mental wellbeing	<ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health ● that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings ● simple self-care techniques, including time spent with friends and family ● where and how to seek support (including recognising the triggers for seeking support)

Ensuring a safe teaching and learning environment

Family life can be a highly sensitive area for discussion and teachers must ensure that they establish a safe learning environment before delivering any aspect of the lessons. A safe learning environment provides an atmosphere of trust that enables pupils to share their ideas, sets an expectation for mature, respectful and non-judgemental responses and increases teacher confidence in delivery and in managing discussion (see guidelines on page 7).

Further advice and support

Family Action: Family Action provides practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country. FamilyLine can provide a listening ear, answer particular parenting questions or help with guidance around more complex issues.



Call: 0808 802 6666

Text: 07537 404 282

Email: familyline@family-action.org.uk

Childline: a free, private and confidential service for anyone under 19 to talk about anything that's worrying them. Available by phone or online, and also provides information and guidance on families and relationships.

childline

Call: 0800 1111

NSPCC: this children's charity helps adults protect children by preventing abuse and helping those affected to recover. Provides advice and support for anyone who is worried about a child or works with children, and for educators it provides child protection training, safeguarding guidance and classroom resources on relationships.

NSPCC

Call: 0808 800 5000

Samaritans: provides free, confidential help for anyone who needs to talk as a way to prevent feelings of isolation and disconnection that can lead to suicide. Has a range of support services for schools including lesson plans and volunteer school talks.

SAMARITANS

Call: 116 123

Home-school connections

The letter template on page 8 can be photocopied for use with families as a way to both introduce the resource and help parents support their children's learning at home, and to highlight Family Action's work and services.



Use the following guidelines to ensure that your classroom is a safe one for teaching this resource:

1. Establish or revisit ground rules

Agree a set of rules with pupils before the first lesson and revisit these at the beginning of subsequent lessons. Rules should be developed with the pupils themselves, be clear and easy to remember, and followed consistently by the teacher as well as pupils. Examples could include:

- *we won't share personal or friends' experiences*
- *we will use words that won't offend or upset others*
- *if we disagree with someone, we will comment on what they say, not about the person themselves*

4. Be sensitive to individual pupils who may be living in vulnerable family situations, are being cared for or have lived experience of any of the issues raised within lessons. Sensitivity is important even if you are unaware of any specific personal circumstances. Working on the basis that there is at least one person in the class who has been affected by any content in the resource ensures safe delivery for all. Above all, no pupil should feel under pressure to discuss their own circumstances, however positive these may be. It is also important to ensure that any discussion shows respect for different family circumstances and does not imply that these are 'wrong'.

2. Distancing learning

enables pupils to consider issues objectively and not feel that the issue is 'about' them. This is especially important when using a resource of this kind, which may touch on lived experiences of pupils in your class. Distancing also enables pupils to consider situations they may themselves be in, but without an accompanying emotional response that could prevent them from engaging effectively with it. It will also help them consider ways to help people they know in a similar situation. Examples of distancing include using case studies, images, film clips, stories. etc The activities in this resource all enable distance learning from pupils using a variety of techniques

5. Always work within your school's safeguarding and confidentiality policies and procedures; this is especially important if a pupil makes a disclosure. If you are unsure of the procedures, familiarise yourself with your school policy and seek advice from your Designated Safeguarding Lead. You can also contact the NSPCC on 0808 800 5000 for additional advice.

3. Encourage and respond to questions safely.

Encourage pupils to ask questions, and ensure you respond to these in an appropriate way that shows all questions are valued. In addition, it can be useful to have an anonymous question box or Post-It notes available for pupils who feel uncomfortable asking questions in front of a class. This can also help you with lesson planning, to prepare a response to more challenging questions or to address any potential safeguarding issues that may arise (see point 5 below for more about safeguarding)

6. Signpost pupils to sources of additional support. As well as named adults within school, encourage them to consider their personal safety networks (which are reinforced within the lessons) and inform them of sources of anonymous support such as Childline and the Samaritans. It is also important to give clear information about what will happen if they do access support. Information on further guidance can be found on page 6.

Dear Parent or Carer,

As part of their Relationships and Health education curriculum this term, your child's school will be using the Family Action Schools' Pack. Through history and PSHE lessons they will learn about some of the pressures and challenges that families may have faced in the past, and compare these with pressures many families face today. Children will learn about the effect that pressures on relationships can have on feelings and behaviour, and ways in which to manage difficult feelings to keep themselves and their family relationships healthy and happy.

Please do discuss the lessons with your child at home, and help them use the strategies they have learned if they need them.

About Family Action

For more than 150 years Family Action have been providing families with practical, emotional and financial support to help them address and overcome their problems. A lot has changed over the years, but families today still face the same kind of pressures they always have, and we know that talking about these pressures can make them easier to deal with.

Family Action has hundreds of services across the country that work to tackle issues facing families today – because, with the right kind of support, families can overcome their difficulties and find hope for a brighter future. If you need help, Family Action is here to provide a listening ear, answer particular parenting questions or give guidance with other issues – get in touch for free via telephone, text message or email, using the details below.

David Holmes CBE
Chief Executive
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Family Action fundraising activities

Why not host an event to raise awareness and funds for Family Action?

Victorian day

Go back in time for the day – dressing up as a Victorian is a great way to make the children think about what it was like more than 100 years ago. There are lots of fun games you can play such as: jumping rope, marbles, hoop and stick and spinning top.

Dress as a family member

This is a really fun and simple way for everyone to get involved. Ask children to dress up as a grandparent, auntie, uncle or even their pet!

Host a skills-sharing workshop

This is a fun and easy way to raise money and learn new skills. Children and adults teach a skill they have to visitors at the event. It is also a great way to try out a potential, fun and exciting hobby. You could set up activity stations in your school hall or grounds with each station teaching a different skill, such as sports, crafts, games, fixing bicycles and gardening. Money could be raised by charging an entry fee to the event.

Victorian sports day

As part of your Victorian day, instead of holding a traditional sports day, your school could hold a Victorian sports day. This would be an event for adults and children, including Victorian games such as tug o' war, three-legged races and sack races or even croquet.

Friday disco

An easy and active way to raise money for Family Action is to have a five-minute Friday disco! Before school starts on a Friday, why not invite parents along to the playground or school hall where children and parents can all dance for five minutes. Children could vote for the music to be played. If everyone who attends brings along £1, you could raise a lot of money very easily. This is also a really fun thing to do and is truly in the spirit of Family Action as it brings people together.

Community garden party

Looking after a community or school garden is a lovely way to raise money. Throughout the year, children and adults could work on creating and looking after a garden within the school grounds. Responsibilities could include looking after flowers, weeding, clearing debris and planting trees. As the summer term approaches its end, everyone could be invited to visit the garden and appreciate all the effort and hard work that has gone into maintaining it. If any berries were grown and jam produced, visitors could buy scones, made by the children, and help to support Family Action.

If you'd like to fundraise for Family Action or have any questions, please get in touch!

Email: fundriasing@family-action.org.uk

Phone: 020 7241 7608



Family Action Schools' Pack

Part Two: Lesson Plans

Teaching guidance introduction

Introductory assembly

Aim:

- to celebrate positive family relationships
- to understand the challenges families might face to achieve positive relationships, and to learn how to overcome these challenges.
- to introduce the work of Family Action

Resources:

- Family Action Assembly PDF

Introduction

Slide 2: Start by showing the images on this slide, which show families in the past. Ask pupils:

- How are your lives different from those of children in the past?
- Do you think anything about your lives is similar?

Development

Slide 3: Ask

- What can you see/what do these groups of people have in common with one another? (All different types of families).
- What makes a group of people a family?
- What kinds of words and phrases would you use to describe a family/these images?

Slide 4: Show the different examples of definitions and descriptions of a family – these are some things that healthy and positive family relationships can offer us. Pupils might also have other suggestions.

Note: it is important to emphasise that there are all kinds of ways in which a family can be – the things on the list are just some examples. Pupils might recognise some of these things in their own families, or there might be differences. It is important not to imply that all families are like this, and that it is 'wrong' if they are not.

Slide 5: Tell pupils that just as with friendships, families can also face challenges, and this can put family relationships under pressure or stress and make them more difficult. Ask for examples of some of the pressures a family might feel. It is important to emphasise that pressures are a part of everyday life, and it is how we deal with them that is important. Talking about pressures can help make them easier to deal with.

Slide 6: This slide shows some pressures that the families on Slide 3 might be under, and what people in them are thinking.

Pick out one or two of the examples, and ask:

- What kind of pressure is this person under?
- How do you think this person is feeling?
- How might their feelings affect their behaviour towards other people in the family?

Slide 7: Ask for some suggestions to help each family manage the pressure they're under and reduce its negative effect on their family relationships. This slide contains some examples of strategies – some of these might be similar to those suggested by pupils.

Family Action and their work

Slide 8: Tell pupils that sometimes families need to ask other people or organisations for help to manage their challenges. One organisation that helps families is called Family Action, which has been helping families since 1869. This slide lists some of the charity's work. Tell pupils that while a lot has changed for families over the last 150 years, many pressures are still the same, such as time, work and money. So, families now have the same challenges now as families up to 150 years ago! Remind them of Slide 2 – did anyone guess that there would be similarities?

Conclusion

Slide 9: Explain that there are ways to make sure we keep our family relationships positive and healthy, and that they are going to be learning about different ways to help do this during their upcoming families topic.

History Lesson: Life in a Victorian family

Curriculum links	<p>History</p> <p>Pupils should complete:</p> <ul style="list-style-type: none"> ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ● changes in an aspect of social history
Resources	<ul style="list-style-type: none"> ● Street and yard scene images ● Firth family image ● <i>Firth family information sheet</i>
Lesson aim	To develop an understanding of Victorian family life and of the historical role of charities, such as Family Action.
Learning objectives	<p>We will learn:</p> <ul style="list-style-type: none"> ● about the life of a Victorian family and the difficulties and challenges they may have faced ● about how and why charities such as Family Action started
Learning outcomes	<p>I will be able to:</p> <ul style="list-style-type: none"> ● describe situations and challenges faced by a Victorian family, and how these might compare with family situations today ● identify why charities such as Family Action started as a way to help families
Essential teaching guidance	<p>This lesson contains information about families living in poverty and what their lives may have been like as a consequence. Before delivery, consider any sensitivities or known experience of pupils who may be living in challenging family circumstances themselves.</p> <p>To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Please refer to 'Ensure a safe teaching and learning environment' in the resource teaching guidance for more details.</p>

Starter/baseline activity

Remind the class of the introductory assembly, and ask them to make a list of what they know about life for poorer families – especially children – in Victorian times. If it helps, give them headings such as Work; Health; Help; Education; Housing. You may have done a Victorians topic in school already, in which case, ask pupils to draw on their learning to provide more detail.

If you have images or resources about Victorian times e.g. street/school/work scenes, interiors of poorer homes, information about health conditions, etc Use these to help pupils gain more context.

Core activities

1. Show the class the following photographs:

- the slum street scene
- the slum yard

Divide the class into smaller groups, and give each group a copy of one of the images. On a large piece of paper with the image in the middle, ask the group to write down the following:

- three things the image tells them about the lives of the people in the photographs
- three questions about the photograph they would like answered

Ask groups to share their responses with the class and make a list of what the photos tell us and the things we'd like to know.

2. Tell the class that they are going to try to find out more about what it might have been like in a Victorian family by 'becoming' a person from that time. You or they can choose how to do the activity, whether as a small group or in a pair.

Show the class the photo of the Firth family and explain that this was a real family, who may have lived in one of the scenes they have just been looking at. Their task is to bring the family alive using what we know and what pupils imagine.

Give each pair or group a *Firth family information sheet* – this is what we know about them and their situation from charity records. The sheet also contains information about other people who had an influence on their lives. Pupils should also use this information to help them with their task.

Ask pupils to choose either a child or parent in the family image and do the following:

- if they've chosen a child, give them a name and an age. (We already know the names and jobs of the parents).
- using all their senses, write down words and phrases about the scene as if they were the person e.g. 'it feels damp and cold'; 'I can smell boiled cabbages'; 'we can hear people shouting outside'.
- above their head, write thought and speech bubbles to show what the person might be thinking, feeling or saying about themselves, their life, their family, things that have happened to them, etc.
- write down some questions they would ask the person, and what the responses might be. If pupils are confident and used to doing role play, they could ask questions of another pupil in role as their chosen family member, then swap places and ask different questions.

Use all of this information to create a first-hand description by that person about their life. Afterwards, use the descriptions to create a display about life in one Victorian family.

3. Tell the class that families like the Firths didn't get any help from the government, but there were wealthy people and charity organisations that might have helped them. The Charity Organisation Society (COS) was set up in 1869 to help families, but the family had to prove they were of 'good character' before they were helped.

Have a look again at the other characters on the Firth family information sheet – Lady Duncombe, Nelly Cater and Harry Major. Discuss the decision by the COS not to help the Firths – why was that decision made? Does the class think it was a fair decision? What do they think might have been the outcome for the Firths after help was refused? If they don't know about them already, tell them about workhouses, which were a last resort for the poorest people.

Extension

In character as a social reformer such as Lady Duncombe, ask pupils to write a letter to the Firth's MP (Sir George Trout Bartley), outlining the family's difficulties and asking for a change to the law, so that they could receive more help. How can they persuade the MP that people like the Firths 'deserved' to be helped?

Plenary

Discuss the kinds of feelings and emotions the Firths might have had about their lives, especially after they were refused help. How do these compare to feelings and emotions that people have today, especially when they are finding things difficult?

Being sensitive to individual situations within the class, ask pupils what kinds of difficulties families might face today that could be similar to the Firths (e.g. poverty, unemployment, health problems). What kind of help is available now? Remind them of the work of Family Action that they were introduced to in the assembly.

Further ideas

- Role plays and hot seating can bring historical characters to life. Pupils could take on different roles, such as the Firth children and parents, Nelly Cater, Lady Duncombe and Henry Major, and act out different situations to show alternative outcomes for the Firths.
- Ask groups to 'become' the Firths by posing in the same positions as in the photo and 'freezing'. When you tap a person on the shoulder, they 'come to life' and describe what their life is like and how they are feeling.
- Create a 'conscience alley' with those supporting the stance taken by the COS and government on one side, and those such as Lady Duncombe and other social reformers on the other. In role as the Firth's MP, ask a pupil to walk down the alley and listen to the arguments for and against helping the family and others like them. At the end of the alley, the MP decides what should be done.
- Reading a class novel is a good way to explore and develop a Victorian families topic, and to help pupils develop empathy with children living then. Some good books for this age group about children's and family lives in the 19th century include:
 - *Clover Moon* and *Hetty Feather* by Jacqueline Wilson
 - *Street Child* and *Far From Home* by Berlie Doherty
 - *Gaslight* by Eloise Williams
 - *Evie's Ghost* by Helen Peters
 - *Dodger* by Terry Pratchett
- Pupils could use the questions they asked about the street scenes to research further what life was like for poor families in Victorian times, and compare it to the lives of wealthy children then. Are there any similarities with family lives now?



Curriculum links	<p>Relationships education Families and people who care for me Pupils will learn:</p> <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability ● the characteristics of healthy family life and the importance of commitment to each other, including in times of difficulty ● about protection and caring for children and other family members, and the importance of spending time together and sharing each other's lives ● that others' families sometimes look different from their family, but that they should respect those differences
Resources	<ul style="list-style-type: none"> ● Post-It notes for use by small groups ● large pieces of paper for use by small groups ● images of a diverse range of families ● pieces of card or Post-Its to create Diamond 9s
Lesson aim	To recognise the diversity of families and the characteristics of healthy and positive family relationships.
Learning objectives	<p>We will learn:</p> <ul style="list-style-type: none"> ● what we mean by 'family': what a family is and looks like ● that there are many different types of family ● to consider what families give us
Learning outcomes	<p>We will be able to:</p> <ul style="list-style-type: none"> ● define 'family' and describe what a family looks like ● demonstrate that there are many different types of family ● identify the essential needs that families meet ● identify our personal networks
Essential teaching guidance	<p>Consider any sensitivities or known experience of pupils who may be looked after by carers or other family members or living in challenging family circumstances.</p> <p>To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. It is especially important that pupils show respect and a non-judgemental attitude while discussing different types of families. Please refer to 'Ensure a safe teaching and learning environment' in the resource teaching guidance for more details.</p>

Starter/baseline activity

Tell the class that you are going to move from looking at families in the past to looking at family life now. Ask them what the word 'Family' makes them think and take some quick responses – these might be a mixture of words and phrases, including family members, which they are going to think about in more detail.

Divide the class into small groups and give each group a large piece of paper and a set of Post-It notes. Ask them to write 'Family members' in the middle of the paper, then on the post-its write down someone who is a member of a family e.g. mum, dad, aunty, stepdad, sister etc to stick around the title. They should write one person per Post-It and try to think of as many different people as possible.

Bring the class together and discuss all the family members they've thought of. If groups have missed any, ask them to add the missing names on Post-Its.

Show the class images showing a range of different types of family. Ask them for anything they notice about the images. Explain that although many people think of a family as being a mum, dad and children, this is just one type of family: families can come in all shapes and sizes.

Core activities

1. Using their Post-Its, ask the groups to come up with different combinations of people who could be a family e.g. dad/dad/baby/teenager; mum/granny/daughter; dad/son; mum/stepdad/sister/brother, etc How many different combinations can they come up with?

Bring the class back together and ask each group to share three examples of combinations they've made. Create a class list of these under the heading 'A family is...'

Ask pupils to think about what their own family looks like – it might be one of the combinations they have shared, or look different again. Emphasise that it's important to show respect towards families that look different from their own. *

**See also Further ideas below for an addition to this activity.*

2. Either as a class or in their groups, discuss why families are important and special.

Then ask pupils to think about all the things that families give us – encourage them to think as widely as possible both emotionally and materially, and to make a list of a minimum of nine aspects e.g. love, care, help, money, clothes, security, etc

In their groups, ask pupils to choose nine things on the list and write each one on a Post-It or piece of card. Now ask them to create a Diamond 9, placing what they think the most important aspect might be at the top and the least important at the bottom, with the other aspects in between. They must discuss each one and agree it as a group before placing, and they can change their minds and the order around as they go.

Emphasise that there are no right or wrong answers to this activity – what is important is the discussion pupils have about what families can offer us, not the final outcome. Ask groups to think about the reasons for their choices by asking them to justify placements as they are working.

When groups have finished, ask each one for feedback and discuss decisions with the class.

Prompts for discussion could include:

- why have you placed that one at the top/bottom?
- has anyone placed a different aspect at the top/bottom? Why?
- why do you think that aspect is important?
- did everyone agree, or did anyone think that aspect should have been placed differently?
- if you took away that aspect, which one would take its place?
- if they took away all but one aspect, which one would remain?
- would any group change their mind about where they've placed certain aspects now they've heard from others?

It is also interesting to see if there are similarities across groups e.g. have all groups placed the same aspect at the top? Are there any extremes e.g. have some groups placed an aspect at the top that others have placed at the bottom?

Afterwards, ask if groups found this an easy or difficult activity. Is it possible to choose one aspect of family life to be more important than any others, or are they all equally important?

Plenary

Many schools will have done work previously on personal safety networks, so revisit these with pupils as reinforcement. For each finger on one hand, ask them to think of an adult who they can trust, and that they can go to if they need help.

Further ideas

- Useful picture books that support this lesson include *Grace and Family* and the *Big Book of Families* by Mary Hoffman. In *Grace and Family*, Grace's grandmother tells her 'families are what you make them'. The book could be read as an introduction to Core activity 1, or as a follow-up at the end of the lesson or as a way to revisit the theme at another time.
- Using images from magazines or their own drawings, pupils could create a display depicting their own and different types of families. They could include their descriptions of what families give us around the outside.



Lesson 2: Families under pressure!

Curriculum links	<p>Relationships education Families and people who care for me Pupils will learn:</p> <ul style="list-style-type: none"> ● the characteristics of healthy family life, commitment to each other, including in times of difficulty <p>Health education Mental wellbeing</p> <ul style="list-style-type: none"> ● that there is a normal range of emotions, and scale of emotions that all humans experience in relation to different experiences and situations ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
Resources	<ul style="list-style-type: none"> ● <i>Feelings thermometer</i> ● <i>Family pressure situations</i>
Lesson aim	<p>To understand that all families experience pressure and face challenges, and that these can impact on thoughts, feelings, behaviour and family relationships.</p>
Learning objectives	<p>We will learn:</p> <ul style="list-style-type: none"> ● about the kinds of pressures and challenges that all families face ● about the effect that pressures can have on emotions and behaviour, and how this can affect family relationships
Learning outcomes	<p>We will be able to:</p> <ul style="list-style-type: none"> ● identify some of the common pressures that families might sometimes be under ● describe some of the feelings and emotions people feel when facing a challenge or are under pressure ● identify ways in which these feelings and emotions can affect people's behaviour and family relationships

Essential teaching guidance

Be aware of and sensitive to any pupils whose families may be under pressure or facing challenges when planning to deliver this lesson.

To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery, especially in relation to sharing personal experiences. Please refer to 'Ensure a safe teaching and learning environment' in the resource teaching guidance for more details.

Starter/baseline activity

Remind pupils of the previous lesson in which they discussed the positive and important aspects of being in a family, and what a family can offer. Ask how those aspects make us feel and write a list of positive emotions.

Ask if everyone in a family always gets on well together and feels like this all the time. Without sharing personal experiences, ask them to give some examples of times when families might not get on so well. How might people behave at these times?

Use the feelings thermometer to discuss how the way we are feeling affects the way we behave. On one side of the thermometer list the feelings that the pressure gauge might indicate. On the other, list the things people might say and do if they're feeling this way. Explain that when people are feeling stressed or under pressure* (towards the top of the thermometer), these feelings and associated behaviour can negatively affect family relationships.

Now ask how this behaviour might make others feel, and write a list of these emotions opposite the positive feelings list. Emphasise that all families feel under pressure and face challenges from time to time, and it is normal to feel different emotions.

**If pupils are confused about the meaning of 'pressure' in this context, explain that it is another way to describe feelings of stress.*

Core activities

1. Tell pupils that they are going to look at things that might cause pressure in families, and discuss the effect of these on feelings, behaviour and relationships.

Divide pupils into groups of about 4-6, and give each group a different *Family pressure situation*. Make sure all four key situations are covered: time, money, communication and health.

Ask them to read the situation and identify:

- the pressure the family is under
- how this is making different people in the family feel
- how these feelings might affect their behaviour
- the effect on family relationships

Pupils can do this activity in different ways, depending on the class and experience of different types of activity. Ways of doing it could include:

- drawing a cartoon, storyboard or talking heads of what different people in the situation are thinking, saying and doing
- doing a 'freeze frame' role play: some pupils to take on a role of a person in their case study; others are observers. Those in role act out the situation. When an observer says 'freeze', the actors freeze in role and the observers identify what each person in the situation is thinking or feeling at that moment.
- as a discussion activity or thought bubble writing down responses

2. For groups that have done their activity, ask for volunteers to share their responses with the rest of the class. Try to get responses to represent all four case studies. Ask for suggestions of what people in the situation could have said or done differently to have a more positive effect on the family relationships.

Plenary

Return to the feelings thermometer at the end of the lesson and ask the class where they think different people in their situations were on the gauge. The next lesson will look at ways to help bring people back to the bottom (calm area) of the thermometer and help them manage the pressure they're under.



Lesson 3: Bringing the temperature down

Curriculum links	<p>Relationships education Families and people who care for me Pupils will learn:</p> <ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty <p>Caring friendships</p> <ul style="list-style-type: none"> about managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Health education Mental wellbeing</p> <ul style="list-style-type: none"> simple self-care techniques, including time spent with friends and family where and how to seek support (including recognising the triggers for seeking support)
Resources	<ul style="list-style-type: none"> Feelings thermometer Where on the thermometer? Leo's homework activity cards (pre-prepared sets or given to pupils to cut out as part of the activity) Bring the temperature down checklist
Lesson aim	<p>To help develop ways to manage thoughts and feelings in a healthy way, to diminish the impact on mental health and family relationships.</p>
Learning objectives Learning outcomes	<p>We will learn:</p> <ul style="list-style-type: none"> how our mental health is affected by our reactions to pressured situations strategies we can use to keep ourselves mentally healthy, including asking for help <p>We will be able to:</p> <ul style="list-style-type: none"> define what we mean by 'mental health' identify things that have a negative effect on our mental health identify ways in which we can manage pressures and challenges in healthy and positive ways
Essential teaching guidance	<p>Consider any sensitivities or known experience of pupils who may be experiencing challenges in their family life before delivery.</p> <p>To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Please refer to 'Ensure a safe teaching and learning environment' in the resource teaching guidance for more details.</p>

Starter/baseline activity

Write or display the words 'Mental health' and 'Physical health' and ask the class what both words mean. What is the difference between them? Draw up a class definition of mental health – this should include a reference to thoughts, feelings and/or emotions.

Remind them of the thermometer they looked at in the previous lesson – which end of it is better for our mental health and wellbeing?

Core activities

1. Divide the class into smaller groups and give each group a copy of the *Feelings thermometer* and the *Where on the thermometer? Leo's homework activity cards* (the situation overview is also given as a reminder). Ask them to stick or place each thing that happened on the thermometer according to how they think Leo would have been feeling when it happened. On the left hand side of the thermometer, ask them to write what Leo's feelings might have been.

Take feedback from groups when they have finished. Explain how pressures can become overwhelming if we don't talk about them – in this case, with Leo knocking the drink over – which then has an impact on the rest of the people in the situation.

Discuss the points of view of other members of Leo's family e.g. what pressure was Mum under? How about Dad? Why did this make them react the way they did to Leo asking for homework help? Were the family's reactions helpful to Leo?

2. Back in their groups, ask pupils to discuss things that everyone in the family (including Leo) could have done at each point to help Leo's feelings move back down the thermometer into the 'calm' area e.g. *Mum could have said 'I'll help you in ten minutes when I've finished my work'; Leo could have waited until Dad was off the phone before he asked for help*, etc

Ask groups to feed back their ideas.

3. As a whole class or in smaller groups, ask pupils to create a 'Bring the temperature down wall' of suggestions for things people can do when they feel their emotions rising up the thermometer towards explosion point. If they need some help, show them the examples on the *Bring the temperature down checklist*. (These are examples of non-violent ways to cope with feelings of pressure and stress). Together, discuss which strategies might have helped ease the pressure on Leo, Keisha, Mum and Dad. The wall could be used as a classroom display and referred to as a reminder of healthy coping strategies.

Extension

- A. Pupils write about Leo's family situation from the point of view of either Mum, Dad or Keisha. They should think about the pressure that that person might be under, and what they are thinking and feeling at the time. How does Leo's behaviour affect them?
- B. Pupils create a thermometer for the other members of the family as they did for Leo.
- C. Pupils write an email from one of Leo's family to an advice website asking how they can deal with their situation then swap it with someone else. That person then writes a response with suggestions for strategies the email writer can use to help them manage their feelings and behaviour in a healthy way.

Plenary

Explain that while there are lots of things we can do to help ourselves when our feelings are rising up the thermometer, it is also OK to ask for help if we need it, because talking about pressures helps make them easier to deal with. Where on the feelings thermometer do they think it might be a good idea for someone to ask for help?

Ask pupils to share any known sources of help that they know of, remind them of their support network which they revisited in Lesson 1, and of adults within school who can support them if they need it. There are also other sources of help which they or their families could use if they need to such as Childline, their family doctor, or charities such as Family Action. A list of helpful contacts can be found in the teacher's guidance on page 6.

At the end of the lesson, ask pupils to look at their list of helpful strategies for mental good health and decide on one or two that they like the sound of most. Suggest that they could write it on a Post-It or piece of paper to keep safe as a reminder – they do not have to share this with anyone.



Family Action Schools' Pack

Part Three: Teaching Resources

What do we know about the Firths and their situation?



Name: Mary Anne Firth

Age: 47

Occupation: does people's washing and sewing to earn money

Situation: needs a loan to get her sewing machine out of pawn to earn money.



Name: John Firth

Age: 43

Occupation: painter and decorator

Situation: out of work for 18 weeks due to falling off a ladder. Moving around is painful because of rheumatism.



Name: Nelly Cater

Age: 34

Occupation: street seller

Situation: downstairs neighbour of the Firth family.

"The Firths are unsteady. They flitted here with their children and I bet they'd do a flit again if they needed to."



Name: Lady Harriet Duncombe

Age: 70

Occupation: rich benefactor

Situation: willing to help Mary Anne by lending her £1 to get her sewing machine back. Asks the Charity Organisation Society (COS) to also help the family.



Name: Henry Major

Age: 55

Occupation: Official at the Charity Organisation Society (COS)

Situation: after Lady Duncombe's letter, visits the Firth family and speaks to neighbours to decide if the family should receive help.

Outcome: writes to Lady Duncombe saying *"the character of both husband and wife is not good and we do not advise that you should help the Firths. The kitchen is clean but scantily clad and the rentbook is in arrears."*

The COS decides they won't help the Firths, and advises Lady Duncombe to do the same.



Name: Sir George Trout Bartley

Occupation: MP for Islington North

Information: Conservative MP, civil servant and banker. He sat in the House of Commons from 1885-1902.

The Firth family



Slum street scene



Slum yard



World Archive/National Media Museum/Science & Society Picture Library.

Feelings Thermometer

Feelings

Thoughts & behaviour



Bring the temperature down checklist

Here are some examples of healthy ways to bring your temperature down when you're feeling under pressure. Which ones could work for you?

Go outside and breathe in the air



Think about a happy memory



Do some yoga exercises or relaxing stretches



Message or phone a friend for a chat



Go to a favourite quiet place



Lie down flat with your eyes closed



Close your eyes and take deep breaths



Sit in a quiet corner



Read a good book



Stroke a pet



Close your eyes and think of somewhere you feel calm



Meditate



Do some exercise that makes you feel good



Watch a programme that makes you laugh



Bake a cake



Have a warm bath or shower



Do something creative – draw a picture, play an instrument, write a poem



Tell yourself positive things



Punch a pillow!



Go for a walk/ run/bike ride



Kick a ball very hard



Cuddle a teddy



Cuddle a person



Talk to someone you trust



Bring the temperature down checklist

Leo's homework

The family: Leo, his sister Keisha, their mum and dad

Situation: Leo is struggling with his homework. He asks his mum for help but she is busy working. He shows it to his dad but his dad is busy making dinner. Keisha tells him to stop being annoying. Leo deliberately knocks a drink over and it spills on his sister's book.

Leo is struggling with his homework.



Leo comes home from school and has a drink and a snack.



Mum says, "I can't help you, I'm busy with my own work."



Leo has another try at his homework but still finds it difficult.



Keisha says, "Stop being so annoying."



Dad says, "Be quiet Leo, I'm on the phone and trying to make tea."



Leo says, "Mum, will you help me with my homework please?"



Leo says, "Dad, I can't do my homework!"



Leo knocks over the cup of orange juice then storms up to his room.













Keisha, Mum and Dad all start shouting.



Bring the temperature down: My checklist

Write or draw some ideas of your own that help you bring your temperature down when you feel under pressure.



Family pressures

The new trainers

The family: Danielle and her dad

Danielle needs new trainers and her dad takes her to buy some. He has recently been made redundant from work and is looking for a new job. She has liked a particular pair of trainers for a long time and shows them to her dad, but when he sees the price he says she can't have them.



Think about:

- what pressure is the family under?
- how might Dad be feeling?
- how might Danielle be feeling before Dad says no to the shoes and afterwards?
- how might Dad and Danielle's feelings cause them to behave?
- how could this affect their relationship?



Leo's homework

The family: Leo, his sister Keisha, their mum and dad

Situation: Leo is struggling with his homework. He asks his mum for help but she is busy working. He shows it to his dad but his dad is busy making dinner. His sister Keisha tells him to stop being annoying. Leo deliberately knocks a drink over and it spills on his sister's book.



Think about:

- what pressures are the family under?
- how might Leo, Mum and Dad be feeling?
- how do their feelings affect the way they behave?
- how might Keisha react to Leo's behaviour?
- how might all of this affect the family's relationships?



The new baby

The family: twins Max and Lucas, their mum and baby sister Mia

Situation: Mia is a month old and doesn't sleep very well. Mum wakes up a lot at night to feed Mia, then gets up in the morning to get the twins off to school. When she's at home during the day she has to look after Mia and do everything else around the house. Mum's sister is ill, so when the twins get home from school everyone goes to visit her. When they get back they are all tired and hungry; Mia is crying and the twins are arguing.



Think about:

- what pressure is the family under?
- how might Mum be feeling?
- how is everyone feeling at the end of the day?
- how does this affect their behaviour?
- how might Mum react to the twins arguing?
- how might everyone's behaviour affect the whole family?



The lost teddy

The family: Lily, her brother Ash and their grandad

Situation: Lily and Ash are staying with their grandad because their parents have gone away for the weekend. Lily loves her grandad but she misses her parents. Ash borrows Lily's favourite teddy when they go to the park, but he forgets about it and leaves it on a bench. When they get back, Grandad says it's too late to go back and look for it.



Think about:

- what pressure is the family under?
- how might Lily be feeling before and after her teddy is lost?
- how might this affect her behaviour when she finds out that Ash has lost her favourite teddy?
- how might this affect the whole family?

