

Lesson Plan

<p style="text-align: center;">Learning objective</p> <ul style="list-style-type: none"> To recognise the feeling of loneliness and to identify strategies to reduce loneliness 	<p style="text-align: center;">Resources required</p> <ol style="list-style-type: none"> Video clip of Falkirk student bringing joy to elderly https://www.bbc.co.uk/bbcthree/clip/63c3faf8-bb2a-4b8d-a072-a3b5cace5597 Zones of Relevance cards Greg & Family role-play sheet Scenario cards 	
<p style="text-align: center;">Learning outcomes</p> <ul style="list-style-type: none"> Pupils recognise when they may feel lonely and identify solutions Pupils will identify the qualities of positive friendships and family relationships Pupils recognise that relationships may change and how to manage this 	<p>Duration: 50 min – 1 hour</p>	
<p>Key vocabulary:</p> <p>Loneliness, isolation, relationships, social contact, connections, socialising, innate, feeling, emotion, moods, mental health, well-being, change, advice, support, personal network.</p>		
Focus	Description	Timing
Introduction/context/climate for learning	Share learning objectives and give context (important lesson due to current pandemic). Remind children of intended climate for learning (safe space and confidentiality).	3 min
Identifying emotions	Show children two different scenarios. Discuss relationship between loneliness and isolation. Ask pupils if they can think of other examples.	5 min
Recognising emotions (Zones of relevance activity)	Tell pupils that they are going to explore some of the emotions that they felt when socially isolated during Coronavirus. Children are given a range of emotions and have to prioritise those which were relevant to them and those that were not. Take responses. Clarify difference between boredom and loneliness. Acknowledge differences in experiences (you can be isolated and not lonely, you can be lonely around a lot of people).	10 min
Why do we feel lonely? (Video)	Ask pupils why humans feel lonely. Share studies/research that show many people feel lonely regularly (although this may be temporary). Show film clip of Falkirk student reading to elderly resident. Explore innate need for relationships and social connections.	10-15 mins
Applying emotions to different scenarios & exploring solutions (Role-play and scenario cards)	Ask a pupil to read out Greg's story. What could Greg do? Refer back to power of social connections and the film clip. Ask pupils what else we could do in times of loneliness. In groups of six, pupils are given a scenario each. Without talking to each other, they think about what could be done to help. Then, give group time to share experiences and thoughts. Discuss as class and record ideas on working wall.	15 mins
<p>Plenary/Assessment of learning</p> <p>Reiterate that loneliness can affect mental health and that it can impact anyone at different times in people's lives – especially in a period of change. Also, remind pupils that it can be temporary or more prolonged. Recap benefits of social interactions and remind pupils that at times when we feel lonely, we don't often seek attention but by reaching out to people and focusing on the needs of others, they will naturally respond and you will receive positive attention in return.</p> <p>Ask pupils to think quietly about their own support network and to add initials, a symbol or picture to represent each person or group of people they are thinking about (in order to keep names private).</p>		5-10 mins