BritishRedCross

Coping with lockdown (Secondary ages 11-18)

Explore how other young people have coped with lockdown and the current Covid-19 situation. What challenges have we all faced and what personal challenges have we met?

Use videos created by young people to explore coping, resilience and empathy. Reflect on other's experiences and listen to the stories and advice from other young people across the UK.

Learning objectives

Learners will:

- See how other young people in the country have coped with lockdown
- Learn about coping and resilience
- Think about the importance of empathy
- Consider other people's experiences and feelings
- Explore how they can become more resilient and create a plan to help

Starter activity: What is resilience?

Resilience means being able to cope with challenges. What does it mean to you? Discuss or write down the meaning of resilience.

You can create a poem or draw a picture to symbolise what resilience is or give an example of when someone was resilient.

Being able to cope with challenges is essential whether it is in a crisis or everyday life.

> What does a person need to have or do or be to be resilient?
> What qualities does a resilient person have?
> What actions do they take?
> Are they resilient on their own or do people help them to be resilient?
> Think about how you cope with challenges. Do you think you are resilient?

You can create a poem or draw a picture to symbolise what resilience is or give an example of when you or someone else showed resilience.

Video activity: What is resilience?

Watch the video made by young people from across the UK about their experiences during lockdown. Reflect on these questions and discuss with others:
> What problems did they have to overcome?
> Can you relate to these problems, have you faced these too?
> How did they overcome these problems?
> What might you do differently after watching these videos?

How does this compare to your idea and examples of resilience in the first activity?

Reflective activity: I stay resilient by...

Reflect on your own resilience. This situation has been a challenging one. Take some time to appreciate your personal resilience. How have you overcome any challenges you have faced? Finish the statement "I stay resilient by..."

You don't have to cope with things on your own. Watch the video again. Who has helped the young people in the video be resilient? Think about how your household, your friendship group or your community has stayed resilient at this time. Finish the statement "we stay resilient by..."

You can make your own video, create a piece of art or write down a phrase to remind yourself of your individual and collective resilience.

Video activity: What is empathy?

Firstly, think about the definition of 'empathy'. What does this word mean to you?

Empathy means understanding how others feel. It is about imaging what another person might feel like, what it might be like to be in their situation – putting yourself in their shoes. Empathy can help to understand people and how to help them better.

Watch the video by young people discussing what empathy means to them and why it is essential. After watching, reflect on the following questions and discuss with others:
> What do they say about empathy/ why it's important?
> Why is empathy important to you?
> What kind acts have they done to help other people?

Lockdown has been a common challenge for everyone, but we have all experienced it differently. Recently a poem went viral online with the title "We are in the same storm but not the same boat."
> What does this statement mean to you?
> Has the current situation made you consider other people's circumstances?
> What might you do differently now?

Roleplay activity: Same storm, different boats

Empathy is about recognising similarities, but it's also about understanding and accepting differences. We all live our own unique experiences, but we can use empathy to imagine how it feels for others who might be overcoming other challenges. Think about the young people in the videos. They all live different experiences.

Look at the characters below. Think about the challenges they may face. Can you empathise with these challenges - because you have experienced them yourself, or because you can imagine what it must feel like to experience them?

Holly: She is homosexual, but her parents don't accept her and make hurtful comments about her sexuality. She is far away from her supportive friends and her girlfriend. She is struggling to concentrate on school work. She loves to paint and paints every day.

Ade: He is struggling to find the motivation to work. He just wants to go back to his sports club. He and his family have to deal with racist words and actions from his neighbours. They make it challenging to feel safe in their home. He goes for a run when he is anxious.

Hamza: Her family are asylum seekers who came to the UK a year ago. They are waiting for their application for refugee status to be approved. As asylum seekers, her parents are not allowed to find work, and they only receive £37.75 a week per person to buy food. Her dad was a construction worker in their own country and has been making face coverings for people out of old clothes. She enjoys helping him. She wants to be an engineer one day.

Sandra: She is helping her mum home school her younger siblings. It doesn't leave her with much time to study herself. Her dad is a bus driver. A few months ago, someone threw things at them in the street and blamed them for the virus because of her East Asian appearance. She writes her feelings in a daily diary.

Lewis: He is at home with his mum, her partner and his older brother – they don't get along very well, and sometimes argue. He can't work well in this environment. He plays video games with his brother on most days. He is happy spending time with his brother.

Amala: She has a long-term disease which affects her immune system. She doesn't have a garden and has to stay inside and is not sure when it will be safe for her to go out. She calls her best friend every day to chat. She has studied hard to keep herself busy. She loves to read.

Mo: He still had to go to school during this time because his parents are both doctors. He worries about them so much it is difficult to concentrate at school. His grandparents live far away, and he worries about how they are doing. He calls them regularly, but they aren't very good with technology. He helps people in his community by doing shopping for his neighbours.

What advice would you give these people? What could they do to stay resilient? Think about the things they enjoy or the things and people they have around them that could support them.

Imagine you are writing a letter to one of these characters. What would you want to say to them to help them be more resilient?

Video activity: What skills do you have?

Watch the next video of young people talking about the skills they have used and developed in lockdown. After watching the video reflect on these questions and discuss with others:
> What kind of activities have they been doing during lockdown?
> How does learning new skills or using old skills help you to cope with challenges?

Think of one new skill you want to learn. Do you think this skill will help you to cope with challenges or be resilient?

For more activities about learning and sharing skills, look at the sharing skills resource.

Reflective activity: Plan of action

Create a plan of action for yourself. What can you do to stay resilient over the next few weeks? What steps can you take to help you build resilience?

It could be a new skill you want to start learning or one thing you will do every day. It could just be a message of kindness you write to yourself to keep you motivated. Think about what would help you to deal with your challenges better. You can use other activities to help you plan:

For advice on creating a routine look at our routine planner resource.

For advice on coping skills look at the coping and kindness resource.

For advice on looking positively to the future look at the looking to the future resource.