

Learning about Mental Health and wellbeing as part of a Youth Social Action programme

Staff guide and lesson plans
Key Stage 1



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About Us Ormiston Trust:

The Ormiston Trust believes in a future where all young people can lead fulfilling lives. With the right tools and support, young people and their families can become empowered to make a positive difference on the issues affecting their lives, communities, and broader society.

Ormiston Trust was established when Fiona Ormiston Murray and her husband tragically died on their honeymoon in 1968; her family were devastated. Fiona loved children, and it was no secret that she was excited about starting her family-lasting legacy. Therefore, her father, George, and brother, Peter, started a charitable trust, Ormiston Trust, which enables children and families to fulfil their potential.

Over the last 40 years, we have provided added-value support, resources, and funding for projects and institutions to achieve these goals. One of our key programmes over the last six years has been uniting young people with a shared belief in the power of youth social action. This programme takes the lead from young people, who can develop their skills, resilience, and well-being and create change to tackle issues they care about.

We know we can make a difference by partnering with and investing in schools, charities, and organisations.

We are proud supporters of **Ormiston Families** and sponsors of three Multi-Academy Trusts:

- **Ormiston Academies Trust (OAT)** is one of England's largest not-for-profit multi-academy trusts. Our aim as a charity, alongside our schools, is to help provide local children with a great education. We educate over 35,000 pupils across five OAT regions in over 40 schools – currently 32 secondary schools, six primary schools, three alternative provision schools and one special school.
- **The Gateway Learning Community**, established in 2012, comprises one secondary academy and four primary academies. We aim to empower all students with the tools they need to grow into 'creative and thriving citizens within a diverse, truly fair and equal community.
- **Birmingham Ormiston Academy** comprises BOA Stage and Screen Production Academy and BOA Digital Technologies Academy.

By the end of primary school: - Mental wellbeing pupils should know.

Mental wellbeing is a normal part of daily life, in the same way as physical health.

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience about 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children, and children need to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

Using the 5 step Process to Support Thinking in Youth Social Action

WHY?

What problem do I see or feel?

now what?

What have I achieved through this? What can I further?

What

How can I discuss this problem with my class?

Learner

When

When can I do this?
In school? Out of school? Who can help/support me?

How?

How can I change this?
What knowledge and skills do I need to learn?






Delivery of Youth Social Action

The social action project can be delivered through your school's curriculum design. It can link to a specific subject area or be undertaken during enrichment/pastoral time, combining this as an extra-curricular activity. In the second section of the guide, you will find a progression of activities that can be used to teach the skills that Young people need, either to get involved with an existing social action project linked to the focus area or to develop their own. Below are three tables outlining how the teaching of skills and the realisation of the social action project could be mapped out over an academic year.

This guide is based on the **#WeWill** process, which enables young people to learn transferable skills through social action. The process follows five key steps.

Below is a proposed plan to adapt this at Key Stages 1 and 2. Each process can be repeated by progressing the chosen area or starting a new topic. Section one of the guide focuses on giving the teachers/adults involved the information needed to deliver the overall topic.

Key Stage 2

	Young people understand what social action means and are inspired to take part in a social action project.
	Look at existing practice, investigate deeper into the cause.
	Plan the project.
	Carry out the project based on your plan.
	Reflect on the overall project and how it can be improved further. After reflecting, young people may develop their project further based on what they have learnt or may wish to pursue another project.

The resources below support the teaching of the skills needed so Young people can carry out their social action projects. It should:

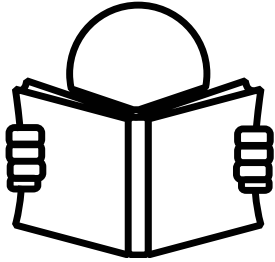
- Introduce young people to the subject of Mental Health
- Go through the understanding of social action by analysing an approach already taken.
- Inspire young people to act within a school, community, or city.

It is essential that the teacher (or any adult supporting the learning) emphasises the key skills being covered at each stage. The skills are transferable and can be applied across a range of different subjects and contexts. Below are examples of possible delivery methods. The resources are adaptable and can be taught in line with your curriculum model.

Youth Social Action Curriculum Integration Map

The following table provides an overview of the connections made with the National Curriculum to identify opportunities to integrate the topic of 'Mental Health' in teaching and learning activities. The contents may also inform the planning of activities that will teach social action skills or inform future social action planning.

Key Stage 1



Solomons Tales by Sheila Jeffries

A story of a little cat who helps a family in crisis

Visiting Feelings by Lauren Rubenstein

This book is based on equality, acceptance and diversity. Visiting Feelings encourages children to treat their feelings like guests — welcome them in, get to know them, and perhaps learn why they are visiting.

Owl Babies by Martin Waddell and Patrick Benson

This story follows the story of three baby owls, Sarah, Percy and Bill. They wake up one night in their hole in a tree to find that their mother has gone. As the night draws on and the forest gets darker, the baby owls start to worry. They wonder when their mother will return. When at last she does, they bounce up and down with joy.

Farther by Grahame Baker-Smith


This is an enchanting picture book for older children about the love of family and the value of perseverance. A young boy, bewitched by his father's unrelenting passion for flying, a desperate craving that absorbs his every waking minute, finds himself entranced by the dream. The spell seems broken when his father goes to war and does not return.

Micheal Rosen's Sad Book

The Goldfish Boy by Lisa Thompson

And Tango Makes Three by Justin Richardson Peter Parnell

<p>Science</p>	<p>Year 1 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. They could link this to signs of emotions.</p> <p>Year 2 - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<p>Music</p>	<p>Draw lines based on the music you hear. This can be classical, rock, pop or jazz.</p> <p>While listening to different types of music, do the three-marker challenge. Does this challenge differ depending on the kind of music you are listening to?</p> <p>Songs to inspire Spring Chicken - Life Is A Wonderful Thing - The School Rule Song - Harvest Samba - Conkers! - Leavers' Song – Animals - Song for Every Season - Living and Learning - Harvest Song</p>
<p>Physical Education</p>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives <p>P.E. with Joe is an online, YouTube-based exercise tool designed by British Fitness Coach Joe Wicks to help children across the UK stay fit and active during the COVID-19 School closures. It now includes over 70 lessons. https://www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceksQyFbXTf9FO</p> <p>Change4life has compiled this fantastic repository of resources, information, and ideas that are designed to help children and young people stay active. This includes a long list of potential organised sports with information on how to get started at them. https://www.nhs.uk/healthier-families/activities/sports-and-activities</p>

Physical Education	Cosmic Kids Yoga offers interactive adventures that build strength, balance, and confidence—and get kids into yoga and mindfulness early! https://www.youtube.com/user/cosmickidsyoga
Writing	To write acrostic poems using key words focusing on mental health and healthy habits.
	<p><u>Place 2 Be - Activities from the Art Room</u></p> <p>Study an Artist - How do these images/paintings make you feel? How do you think they felt when painting these paintings?</p> <p>yellow=happy, sad=blue, red=angry, green=calm, purple=confused.</p>
Other resources	<p><u>Feelings Videos for Key Stage 1 young people</u> Dr Radha Modgil is joined by her two puppet friends, Ben and Breagha, to find out all about what it's like to feel different types of emotions</p>

A number of standards form part of the PSHE curriculum and can be delivered through mental health.

PSHE - Teaching about mental health and emotional wellbeing is also now a requirement as part of statutory Health Education.	
H11	about different feelings that humans can experience
H12	how to recognise and name different feelings
H13	how feelings can affect people's bodies and how they behave
H14	how to recognise what others might be feeling
H15	to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16	about ways of sharing feelings; a range of words to describe feelings
H17	about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H18	different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H19	to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H20	about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Definition of Mental Health

Mental health includes our emotional, psychological, and social well-being. Mental health is an integral and essential component of health. It affects how we think, feel, and act. It also helps determine how the WHO constitution states:

"Health is a state of complete physical and mental we handle stress, relate to others, and make choices. Mental health and social well-being are not merely the absence of disease or are important at every stage of life, from childhood and adolescence through infirmity."

"Mental health is about how we think, feel and act. Like physical health, everybody has it, and we need to take care of it. Our mental health is on a spectrum and can range from good to poor. Good mental health can help you to think positively, feel confident and act calmly." mind.org.uk

We all share lots of the same rights, but we also have different rights depending on our age and needs. You might not realise it, but rights are a part of your everyday life.

These are just some of the rights you have:

- everywhere – the right to your own beliefs or religion and the freedom to be protected from violence and abuse
- at home – the right to a standard of living, such as money, food and housing, that meets your needs
- at school or college – the right to education even if you don't go to school, you're in a hospital or youth custody
- at work – the right to breaks, time off for holidays, and to be kept safe
- When receiving care – the right to the best possible healthcare and to keep your personal information private by professionals.

The Convention on the Rights of the Child has 54 articles (parts), most of which list children's different rights and responsibilities that the Government and others have government that they have these rights.

"Health—The government must ensure you can be as healthy as possible and get healthcare when needed. You must also be able to get clean water, nutritious food, and a healthy environment. The government must also ensure that government information about staying healthy is available (article 24). For more information, see Child Children's Services and Sex, Health, and Drugs.



2 All children under 18 should enjoy all the rights set out in the UNCRC **without discrimination**, including those with mental health conditions.



6 Every child and young person should enjoy the **same opportunities to grow and develop** in conditions that don't impact negatively on their mental wellbeing.



19 Every child has **the right to protection from all forms of violence**, including the neglect of their mental health, self-harm and suicide.



24 Every child has **the right to the best possible health** and to healthcare services that will help them attain this, including mental health.

Key Findings: Mental Health of Children and Young People in England, 2020

The data below gives us an idea of the impact mental health has on young people. which can be shared with the young people.

- In 2022, 18.0% of children aged 7 to 16 and 22.0% of young people aged 17 to 24 had a probable mental disorder.
- In children aged 7 to 16, rates rose from 1 in 9 (12.1%) in 2017 to 1 in 6 (16.7%) in 2020. Rates of probable mental disorders then remained stable between 2020, 2021 and 2022.
- 11 to 16-year-olds with a probable mental disorder were less likely to feel safe at school (61.2%) than those unlikely to have a mental disorder (89.2%). They were also less likely to report enjoyment of learning or having a friend they could turn to for support.
- 1 in 8 (12.6%) 11 to 16-year-old social media users reported that they had been bullied online. This was more than 1 in 4 (29.4%) among those with a probable mental disorder.
- 1 in 5 (19.9%) 7 to 16-year-olds lived in households that experienced a reduction in household income in the past year. This was more than 1 in 4 (28.6%) among children with a probable mental disorder.
- Among 17 to 22-year-olds with a probable mental disorder, 14.8% reported living in a household that had experienced not being able to buy enough food or using a food bank in the past year, compared with 2.1% of young people unlikely to have a mental disorder.

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey>

At a global level

Mental disorders are attributable to 14.3% of deaths worldwide, or approximately 8 million deaths each year.

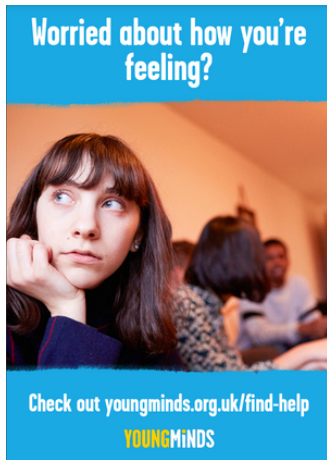
- According to the World Health Organisation, depression can lead to suicide, contributing to over 700,000 deaths every year.
- Suicide is the fourth leading cause of death in 15-29-year-olds.
- Despite effective treatments for mental health disorders, over 75% of people in low- and middle-income countries receive no treatment for them.

At a national level

- More than 4 in 10 people say they have experienced depression.
- Nearly 3 in 4 people living in the lowest household income bracket (less than £1,200 per month) report having experienced a mental health problem, compared to 6 in 10 of the highest household income bracket (over £3,701 pm).

Resources to support the teaching of mental health

Young Minds provide a range of posters and postcards which Teaching staff can use to display/share.



Organisations to support the delivery of mental health

Mind offers information and advice to people with mental health problems and lobbies government and local authorities on their behalf. It also works to raise public awareness and understanding of issues relating to mental health. The charity can be used by young people and or teaching staff as a mechanism of support.

Schools in Mind is a free network for school staff and allied professionals which shares academic and clinical expertise regarding the well-being and mental health issues that affect schools. The network provides a trusted source of up-to-date and accessible information and resources that school leaders, teachers and support staff can use to support the mental health and well-being of the children and young people in their care. The network shares academic and clinical expertise regarding mental health and wellbeing issues for schools and enables members to access:

- termly events, newsletters, training, and resources
- ideas to support school staff mental health and wellbeing
- opportunities to take part in ground-breaking research and network with other schools

The BBC provides a mental health first aid kit for parents. This includes a range of websites, phone numbers and online services for seeking help for your child. This could be made available to parents and carers.

The Anna Freud Centre improves the lives of thousands of children and young people with mental health problems every year. It provides a vital lifeline for families under pressure. It is the UK's only children's mental health organisation to combine practice, training and world-class research with a focus on family well-being.

Frameworks to support the delivery of mental health education in your schools.

The Anna Freud National Centre for Children and Families has created an [evidence-based framework](#) so that you can decide on your approach to mental health and well-being in 5 simple steps. Our 5 Steps Framework is developed by mental health experts and teachers for teachers. It is very simple and it's FREE.

Ensure there is robust mental health policy guidance on the Anna Freud National Center for children's and families.

<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/leading-change/ensure-there-is-a-robust-mental-health-and-wellbeing-policy/>

Key dates	26th – 30th June World Wellbeing Week
27th January Parent Mental Health Day	Tuesday 25th July National Schizophrenia Awareness Day
26th February - 3rd March Eating Disorder Awareness Week	19th September Youth Mental Health Day
Friday 17 th March World Sleep Day	18th – 24th September International Week of Happiness at Work
Thursday 30th March World Bipolar Day	Tuesday 10th October World Mental Health Day
Friday 31st March International Transgender Day of Visibility	Wednesday 1st November National Stress Awareness Day
All April Stress Awareness Month	2 nd – 6 th November International Stress Awareness Week
2nd April World Autism Awareness Day	Monday 13th November World Kindness Day
All June Pride Month	13th – 17th November (TBC) Anti-Bullying Week
12th to 18th June Men’s Health Week	Mental Health Awareness Week will take place from 15-21 May 2023. The official theme for this year is 'anxiety'.

TEACHING ABOUT MENTAL HEALTH AND EMOTIONAL WELL-BEING, SAFELY, AND CONFIDENTIALITY.

Before teaching the topic of mental health, it's important to create the right environment for the pupils and the staff. Here are a few suggestions to incorporate mentally healthy practice into your classroom:

In your classroom - Could you talk about mental health?

One of the most important things you can do is to talk to pupils about mental health in a non-stigmatising way, explaining that it affects us all and is not black and white but a spectrum. The What's on Your Mind? Resources by See Me provide some helpful guidance on how to do this.

Share the five ways to well-being

The five ways messages are simple to understand and easily adapted to age ranges across primary and secondary schools. They could be integrated into the classroom, for example, by creating a display board or by using each of the ways as a daily theme for form/tutor time.

If you teach PSHE, look at the PSHE Association's Guidance on preparing to teach about mental health and emotional well-being.

Model good habits

Children often learn from copying what they see around them. Sharing with them how you care for your mental health can help normalise the idea of looking after your mental and physical health.

Listen and empathise

If a pupil shares their worries with you, try to empathise rather than giving advice, trying to 'fix' their problem or immediately referring them to another staff member or service.

Empathy involves acknowledging what the young person is feeling, attempting to understand things from their point of view and avoiding judgement. If you have any concerns about their safety, follow your school's safeguarding policy and discuss them with your designated safeguarding lead.

for more guidance on teaching listening skills, please refer to the skills guide on communication.

For more information: <https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>

TEACHING ABOUT MENTAL HEALTH AND EMOTIONAL WELL-BEING, SAFETY, AND CONFIDENTIALITY.

Ground rules are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teachers is important for these education lessons, especially those focusing on mental health and emotional well-being, as it:

- Protects pupils from possible distress
- It enables them to feel comfortable exploring values and attitudes
- It enables them to express their own opinions and consider the views and opinions of others without the fear of negative feedback.
- While appropriate disclosures by pupils about mental health issues should be seen as having a positive impact on this learning, it is
- Importantly, if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting.

Ground rules:

- Explain to students that we will be open and honest but not directly discuss our own or others' personal lives. We will discuss general situations as examples but not use names or descriptions that could identify anyone.
- We will not put anyone 'on the spot'.
- Lead the way by modelling the ground rules in your communications with the class.

Ground rules are most effective when they have been negotiated and agreed upon with pupils (rather than imposed) and are:

- Written in pupils' own words
- Displayed in the classroom
- In some cases, physically signed by pupils (like an informal contract)
- Monitored by pupils themselves
- Followed consistently by the teacher as well as the pupils

As lessons on mental health may result in pupils having questions, they need to explore with you outside of class. Where possible, it would be helpful if you could remain available to pupils immediately after class. Or signpost a time when you might be open for further discussion. In line with the school policy and procedure, please reiterate the support provided by schools:

:

- a person or people in school (Designated Safeguarding officer)
- appropriate websites, helplines or text services where pupils might seek further help or advice.

5 steps to improve mental health and well-being

Evidence suggests there are 5 steps to improve Mental health and Well-being. Trying these things could help you feel more positive and get the most out of life. The 5 steps are:

1. Connecting with people in good relationships is important for your mental well-being. They can: help you to build a sense of belonging and self-worth, give you an opportunity to share positive experiences, provide emotional support, and allow you to support.

Connecting with people in good relationships is important for your mental well-being. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support



Good relationships are important for mental well-being.

- Asking a friend how they have been feeling recently
- Put your phone away and speak and listen to someone
- Give sincere compliments to people
- Tell a loved one why they are special to you
- Tell a loved one the strengths that you see in them
- Thank someone for something they did, and tell them how much it means to you

2. Being physically active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental well-being by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to change your mood positively

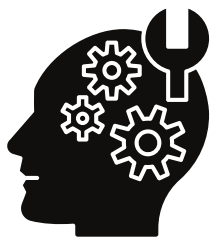


Being physically active is great for your physical health and fitness. It can also boost your mental health by raising your self-esteem.

- Yoga
- Pilates
- Gym
- Zumba
- Cycling or going on a walk and getting some fresh air
- Swimming

3. Research shows that learning new skills can improve mental well-being.

- Learn to play a new musical instrument
- Learn a new language
- Pottery
- Work on a DIY project, such as fixing a broken bike, garden gate or something bigger.
- Try new hobbies that challenge you, such as writing a blog, taking up a new sport or learning to paint.
- Learn how to cook a new dish.

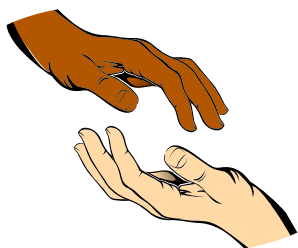


Learning new skills. Research shows that learning new skills can also, improve your mental well-being by:

- boosting self-confidence and [raising self-esteem](#)
- helping you to build a sense of purpose
- helping you to connect with others

4. **Giving to others** – Acts of giving can help your mental well-being by creating a positive feeling and a sense of reward.

- saying thank you to someone for something they have done for you
- asking friends, family or colleagues how they are and listening to their answer
- spending time with friends or relatives who need support or company
- offering to help someone you know with DIY or a work project
- volunteering in your community, such as helping at a school, hospital or care home
- Supporting local food banks by collecting some food

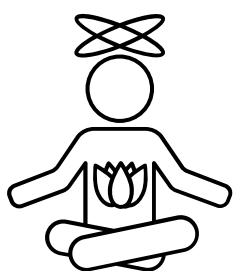


Giving to others. Research suggests that acts of giving and kindness can help improve your mental well-being by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people
- It could be small acts of kindness towards other people or larger ones like volunteering in your local community.

5. **Mindfulness** Paying more attention to the present can improve your mental well-being. This includes your thoughts, feelings, body, and world. Mindfulness meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander:

- Yoga
- Walking
- Mindful colouring
- Try something new, for example, a different flavour in something you like
- Notice new things on the way to work



Mindfulness Paying more attention to the present moment can improve your mental wellbeing. This includes

- your thoughts and feelings, your body and the world around you.
- Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

Youth Social Action case studies: Mental health focus

The projects listed below provide examples of how young people can use the lessons' learning to launch their initiatives to address well-being and mental health concerns. Please use these examples to inspire your students.

- **The Student Mental Health Project:** This project was launched by a group of high school students in Canada who recognised the need for more mental health resources in their schools. They created a website that offers information, resources, and support for students struggling with mental health issues. The project has since expanded to other schools in the area.
- **The Kindness Curriculum:** This program was developed by a group of teachers in the United Kingdom who wanted to promote kindness and well-being in their classrooms. The curriculum includes lessons and activities that teach students about empathy, mindfulness, and emotional regulation. It has been implemented in schools throughout the UK and has been shown to improve students' social and emotional skills.
- **The Youth Wellness Network:** This organisation was founded by a group of young people in Canada who wanted to promote wellness and mental health among their peers. They offer workshops, events, and resources on stress management, mindfulness, and positive self-talk. The organisation has reached thousands of young people across Canada and beyond.
- **The Dreamline Project:** This project was created by a group of middle school students in the United States who wanted to promote positivity and well-being in their school community. They asked their classmates to write down their dreams and aspirations on paper cutouts and then displayed them throughout the school. Schools around the world have since adopted the project.
- **The Power of Words Project:** This initiative was started by a group of high school students in Australia who wanted to combat bullying and promote positive communication. They created a campaign that encouraged students to think about the impact of their words and actions and provided resources and strategies for responding to bullying. Schools and organisations across Australia have adopted the project.

Key Stage 1 - Lesson 1

Cross-Curricular Links

PSHE - H11. about different feelings that humans can experience

PSHE H17 - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

Lesson Objectives

- Understand what is Mental Health
- Recognising own emotions Ups and Downs
- Identify things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

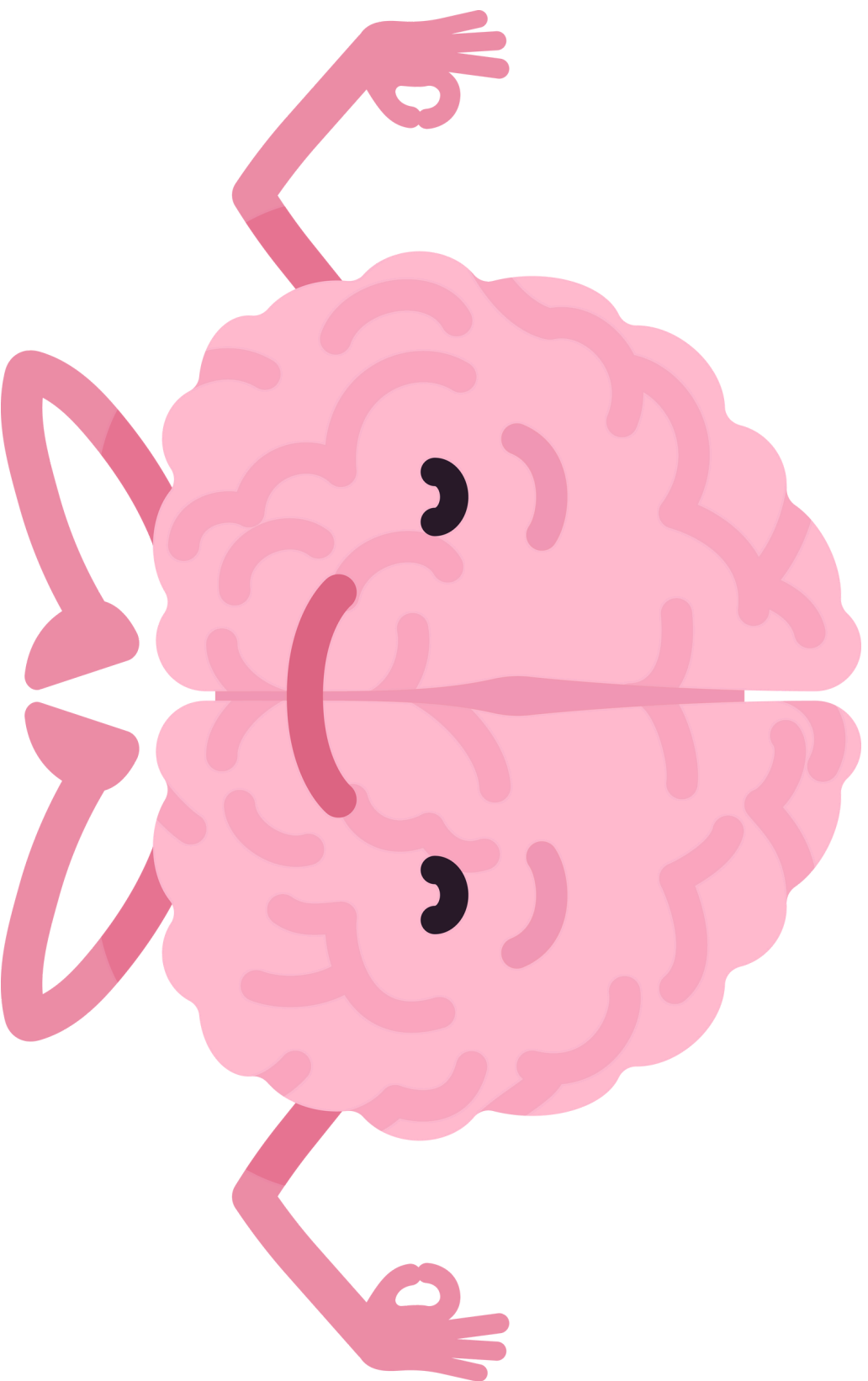
Skills Objectives

- Communication - I can plan what needs to be shared

Timing	Teacher Guide	Student Activity
10mins Video 1:30mins	<p>It is important that every child understands the importance of mental health and knows how to get help if they need it. This video examines the different aspects of mental health and how to talk to young people about it.</p> <p>https://youtu.be/cmduEPUQYYU</p> <p>As the video plays, write keywords on the board to remind the young people about their meaning.</p> <p>Think, Feel and Behave Physical Health Mental Health</p> <p><u>DOWNs</u> Worried, Stress, Angry, frustrated, Overwhelmed, Scared, Sad, Lonely</p> <p><u>UPs</u> Happy, Excited, Grateful, Loved, Proud</p>	Young people to watch the video.

<p>40 mins</p>	<p>Looking after your brain and heart. Using the attached sheet, consider how young people can look after themselves.</p> <p>Worksheets How can I look after my brain? How can I look after my heart?</p> <p>Eat Healthy Exercise regularly Do things you like doing Play in the garden Less screen time Sleep Well</p>	
<p>10 mins</p>	<p>What will you do to keep healthy?</p> <p>List 3 things you will do to keep healthy:</p> <ol style="list-style-type: none"> 1. 2. 3. 	

How can I look after my brain?



How can I look after my heart?



1



Lesson 1: Understanding Mental Health

2

Lesson 1 : Understanding Mental Health and Emotions

Learning Objective

- Understand what is Mental Health
- Recognising own emotions Ups and Downs
- Identify things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

Skills Objective

- Communication - I can plan what needs to be shared

3

Lesson 1: What is Mental Health



4

DOWNs
Worried, Stress, Angry, frustrated,
Overwhelmed, Scared, Sad, Lonely

UPs
Happy, Excited, Grateful, Loved, Proud

5

5 Steps to Improve Mental Health and Well-being

6



Connecting With People *(family and friends)*

7

Connecting with people in good relationships is important for your mental well-being.

They can:

- Help you to build a sense of belonging
- Give you an opportunity to share experiences
- Provide emotional support

8

Good relationships are important for mental well-being.

- Asking a friend how they have been feeling recently
- Listen to someone
- Give compliments to people
- Tell a loved one why they are special to you
- Thank someone for something they did, and tell them how much it means to you.

9

Safeguarding - Connecting With People *(family and friends)*

10



Being Physically Active

11

Being physically active is not only great for your physical health and fitness it can improve your mental well-being by:

- Raising your self-esteem
- Helping you to set goals or challenges and achieve them
- Causing chemical changes in your brain can help positively change your mood.

12

Being physically active is great for your physical health and fitness

- Yoga
- Pilates
- Gym
- Zumba
- Cycling or going on a walk and getting some fresh air
- Swimming

13



Learning New Skills

Research shows that learning new skills can also improve your mental well-being by:

- Boosting self-confidence and raising self-esteem
- Helping you to build a sense of purpose
- Helping you to connect with others

You can learn to:

- Learn a new musical instrument
- Learn a new language
- Pottery
- Work on a DIY project, such as fixing a broken bike, garden gate or something bigger.
- Try new hobbies that challenge you, such as playing a new sport or learning to paint.
- Learn how to cook a new dish.

16



Giving To Others

Acts of giving and kindness can help improve your mental well-being by:

- Creating positive feelings and a sense of reward
- Giving you a feeling of purpose and self-worth
- Helping you connect with other people
- It could be small acts of kindness towards other people or larger ones like volunteering in your local community.

18



Mindfulness

19

Paying more attention to the present can improve your mental well-being. This includes:

- Your thoughts, feelings, body, and world.

20

Mindfulness meditation can include:

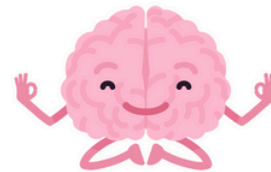
- Yoga
- Walking
- Mindful colouring
- Try something new, for example, a different flavour in something you like
- Notice new things on the way to school

21

What will you do to look after your brain and heart?

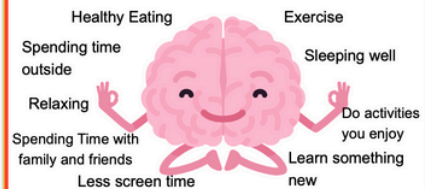
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How can I look after my brain?



23

How can I look after my brain?



24

How can I look after my heart?



25

How can I look after my heart?



Key Stage 1- Lesson 2

Cross-Curricular

PSHE - H12 - How to recognise and name different feelings

Lesson Objectives

- Exploring different types of emotions
- Understand situations when you may feel particular feelings

Skills Objectives

- To be able to communicate how they feel

Timing	Teacher Guide	Student Activity
10mins Video 5:30mins	Sesame Street: Name That Emotion with Murray! "Name That Emotion." In this game, the characters must figure out their contestants' emotions. https://youtu.be/ZxfJicfyCdg?si=V7myyxnRzu2PR1jO	Sesame Street: Name That Emotion with Murray!
40mins	Feeling statements - using the statements to explore situations where you may feel in a particular way. Could you extend this further by identifying people you can speak to in certain situations?	
10mins	You can explore certain scenarios with possible routes for asking for help. What if..... you are feeling sad who can help you? What if ---- you are worried about something	

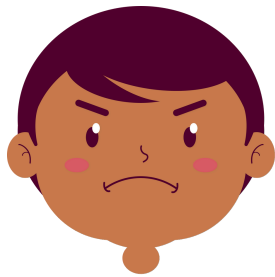
I feel happy when....



I feel sad when...



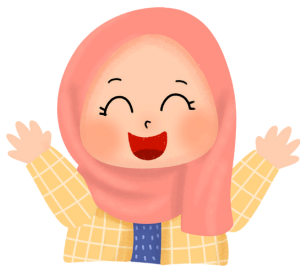
I feel angry when...



I feel nervous when...



I feel excited when....



I feel included when...



I feel jealous when...



I feel afraid when...



I feel grumpy when...



I feel confused when...



1

Lesson 2: Understanding Mental Health

2

Learning Objective	Skills Objective
<ul style="list-style-type: none"> Exploring different types of emotions Understand situations when you may feel particular feelings 	To be able to communicate how they feel

3

Name that emotion?

4



5

How do you feel when?

6

I feel happy when...	I feel sad when...
I feel angry when...	I feel nervous when...
I feel excited when...	I feel included when...
I feel jealous when...	I feel afraid when...
I feel grumpy when...	I feel confused when...

7

What if.....

8

Who can you ask for help when.....

9

What would you do if.....

10

Your friend was feeling sad?

11

If a member of your class was not involved in a game at playtime?

12

Share some of your ideas.

Key Stage 1- Lesson 3

Cross-Curricular

PSHE - H12 - How to recognise and name different feelings

Lesson Objectives:

- Understand key features which can contribute to being healthy.

Skills Objectives

- To be able to share your work with the class.

Timing	Teacher Guide	Student Activity
10mins Video 2:30mins	This song is about how to identify how we feel. You may need to watch this twice to get the message across https://www.youtube.com/watch?v=0076ZF4jg3o	Watch the video
45 mins	Create a collage using images of being healthy. Depending on their ability, the young people can add text to the collage. If. you don't have access to magazine print, please use the images in the document. OR Write an acrostic poem using keywords focusing on mental health and healthy habits.	Young people to create a collage
5 mins	Share some collages and discuss a few images and how they could contribute towards being healthy mentally and physically. Young people will read out poems and share them with the class.	Share images and key word



Acrostic Poems

Mental Health
Sadness
Anxiety
Depression
Community
Help
Support
Family
Friends

Quotes about Mental Health

"Whatever words we utter should be chosen with care, for people will hear them and be influenced by them for good or ill." Buddha

It is not fair to ask of someone else what you are not willing to do for yourself".

Eleanor Roosevelt

"True humility is not thinking less of yourself; it is thinking of yourself less" C.S.

Lewis

"Politeness is a sign of dignity, not subservience" Theodore Roosevelt

"The weak can never forgive; forgiveness is the attribute of the strong." Mahatma

Gandhi

"If they don't like you for being yourself, be yourself even more" Taylor Swift

"The best thing to hold onto in life is each other." Audrey Hepburn

"If you have good thoughts, they will shine out of your face like sunbeams, and you will always look lovely!" - Roald Dahl

"No act of kindness, no matter how small, is ever wasted." - Aesop

"Happiness can always be found, even in the darkest of times, if only one remembers to turn on the light." - Dumbledore

"Every one of us needs to show how much we care for each other and, in the process, care for ourselves." - Princess Diana

"Every child is born a genius." - Buckminster Fuller

"One book, one pen, one child and one teacher can change the world." - Malala

1



**Lesson 3:
Understanding
Mental Health**

2

Lesson 3 : Understanding Mental Health and Emotions

Lesson Objectives:

- Understand key features which can contribute to being healthy.

Skills Objectives

- To be able to share your work with the class.

3



4

**Create a collage using
images of being
healthy**

5

**Write an acrostic poem
using keywords focusing
on mental health and
healthy habits.**

6

Acrostic Poems

Mental Health
Sadness
Happy
Community
Help
Support
Family
Friends

7

**Mindful
Emotion
Nice to others
Talking to friends
Always respect yourself
Listen**



8

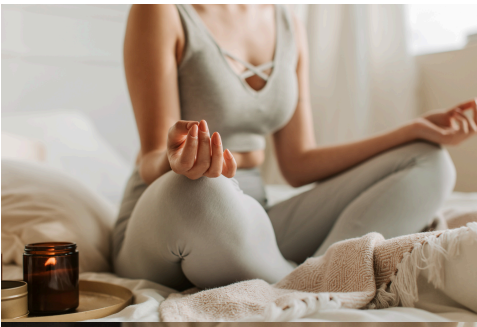
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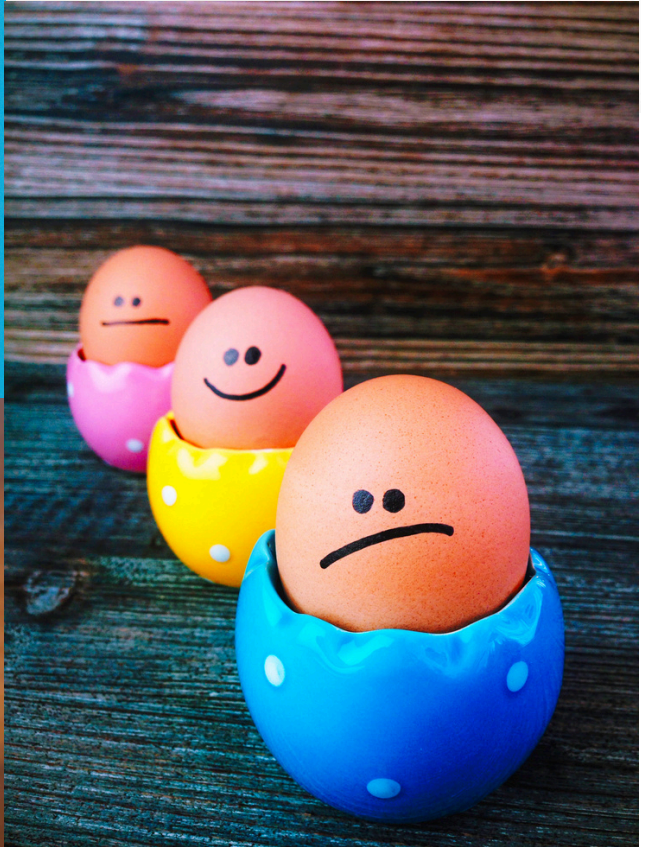
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Share some of your ideas.

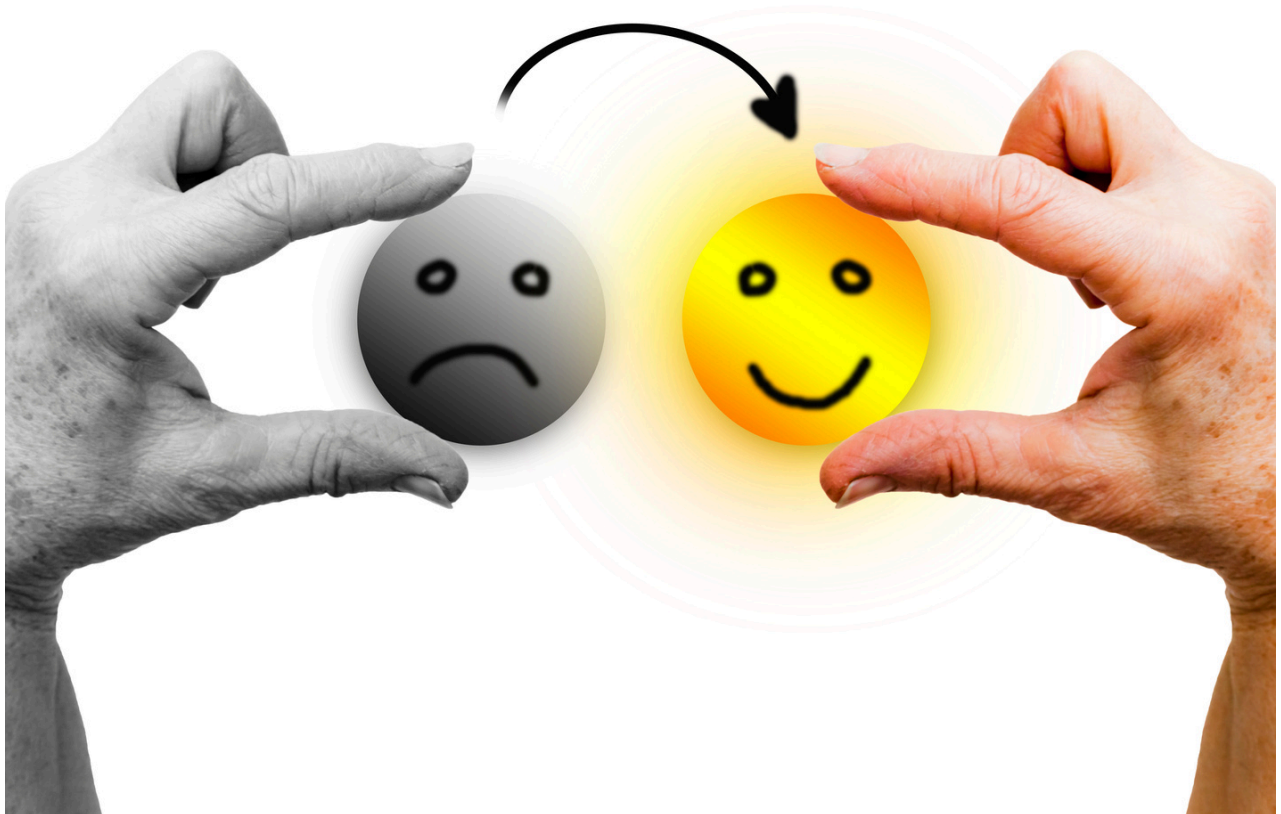








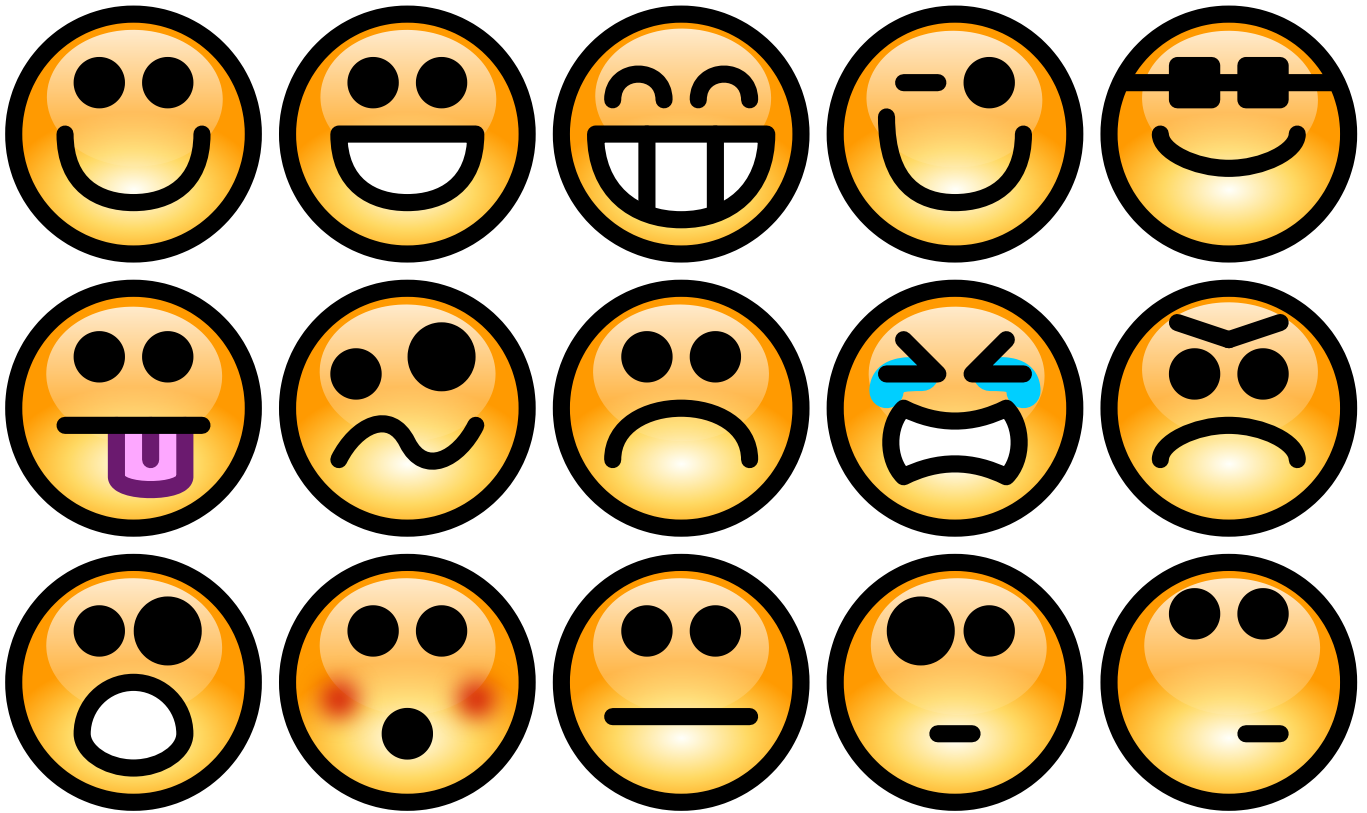
BE KIND
TO YOUR
MIND





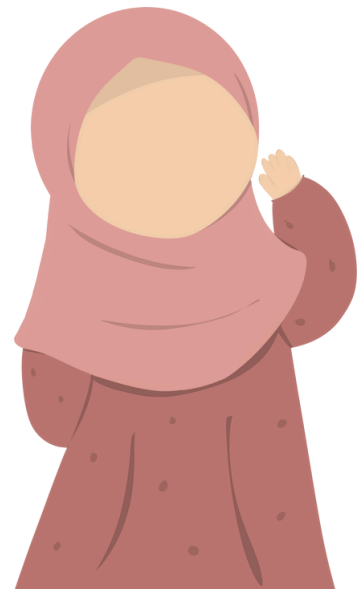


Recognising Expressions

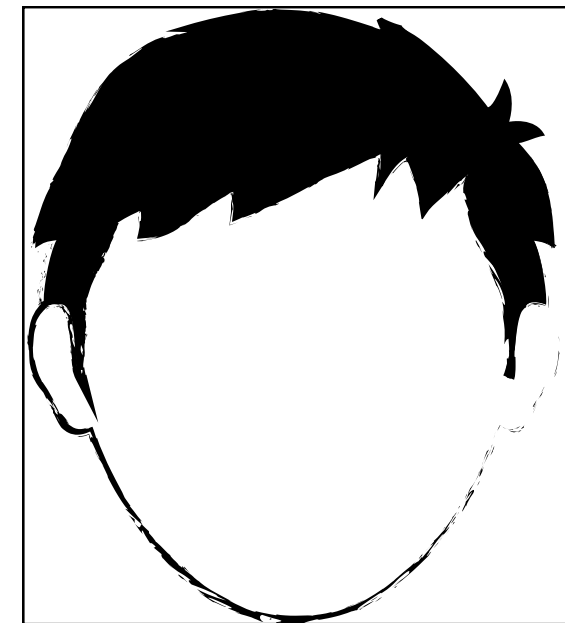
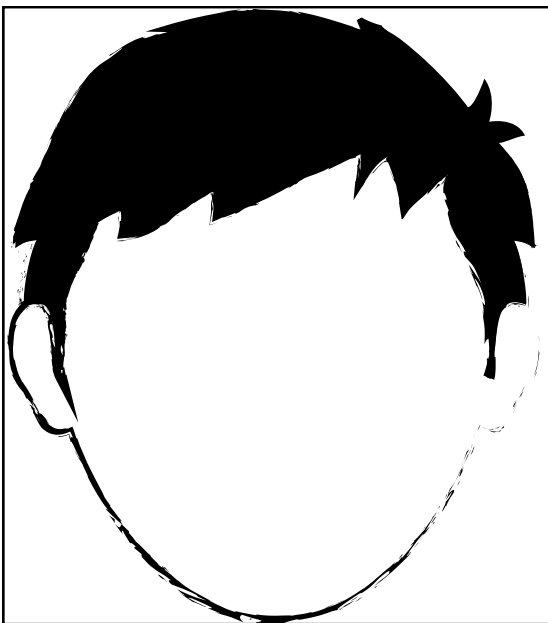
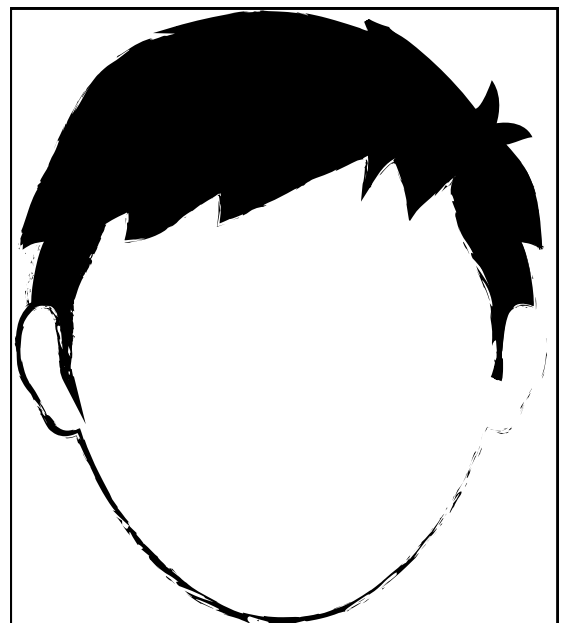
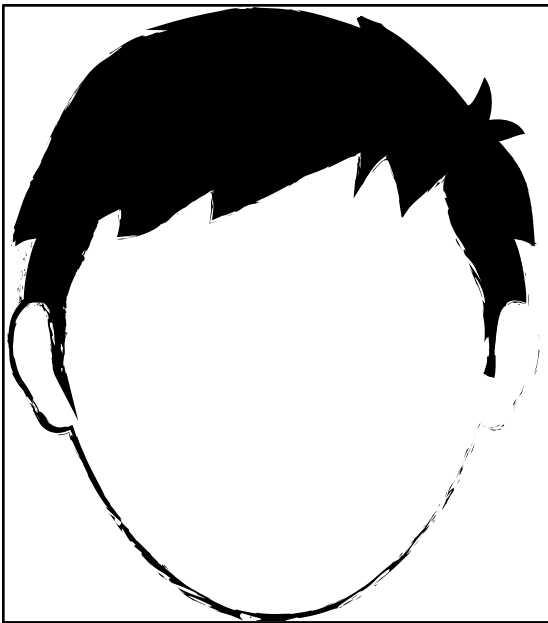
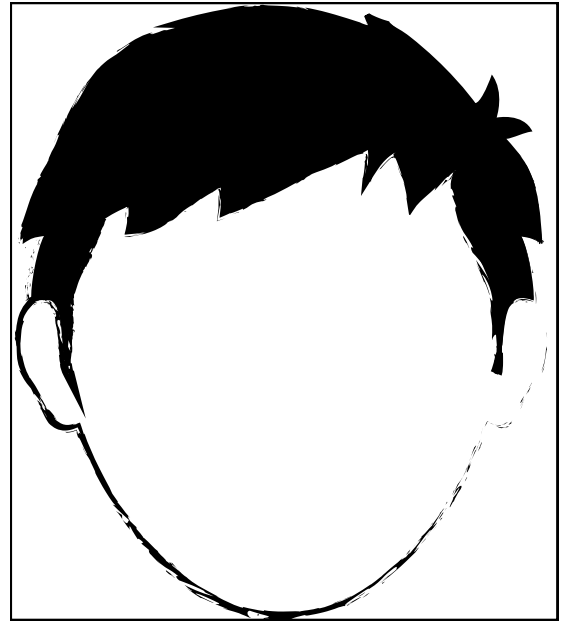
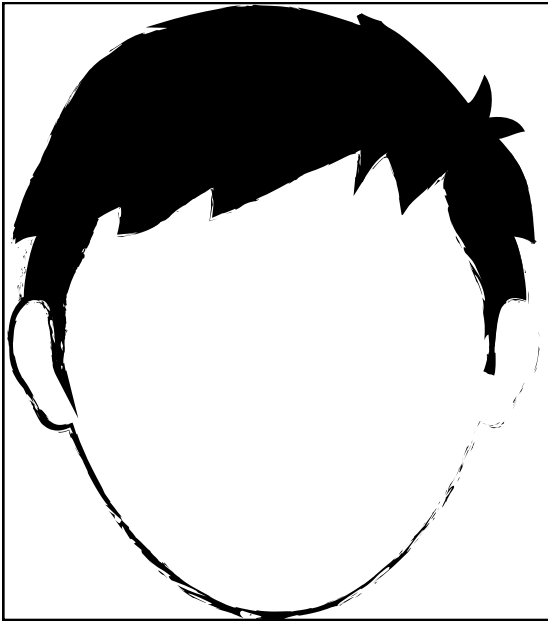


Happy	Sad	Angry	brave
Confused	Upset	Scared	Bored
Nervous	Worried	Embarrassed	
Cross	Dizzy	Surprised	
Jealous	Sick	Hungry	Shocked

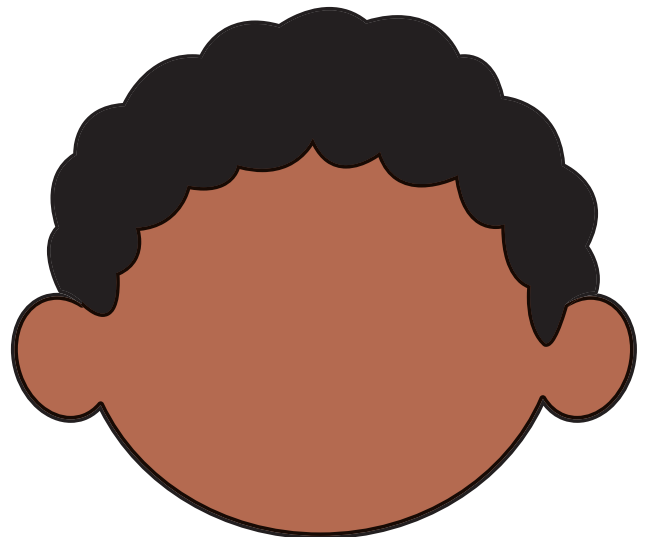
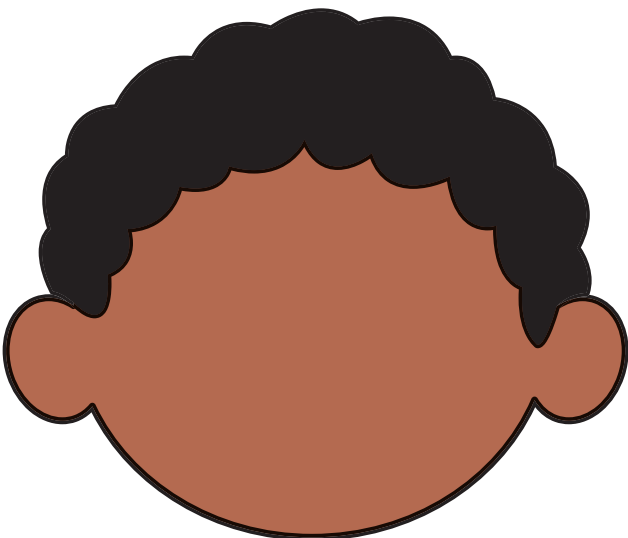
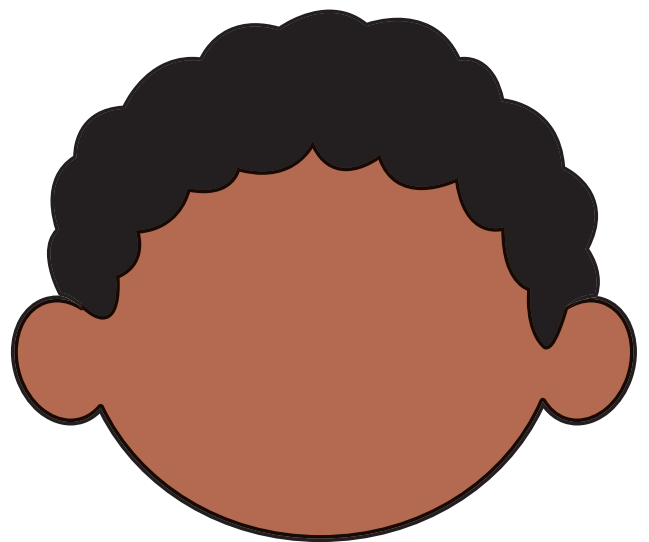
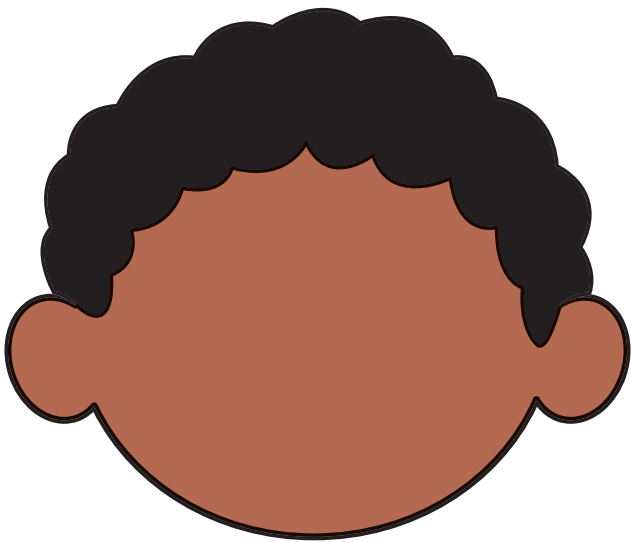
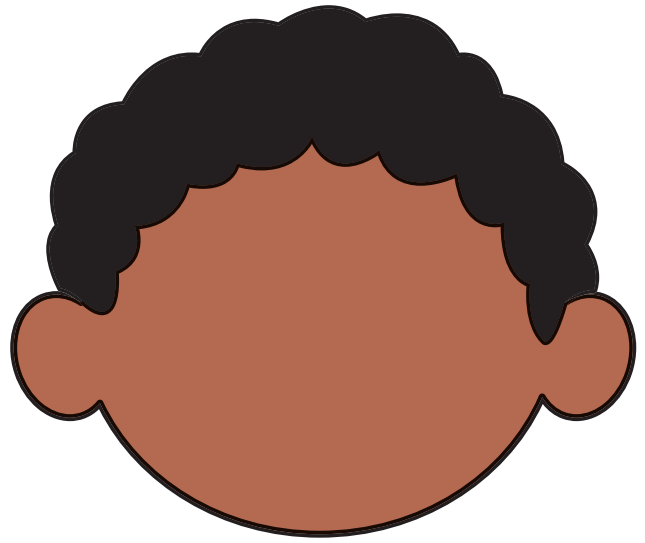
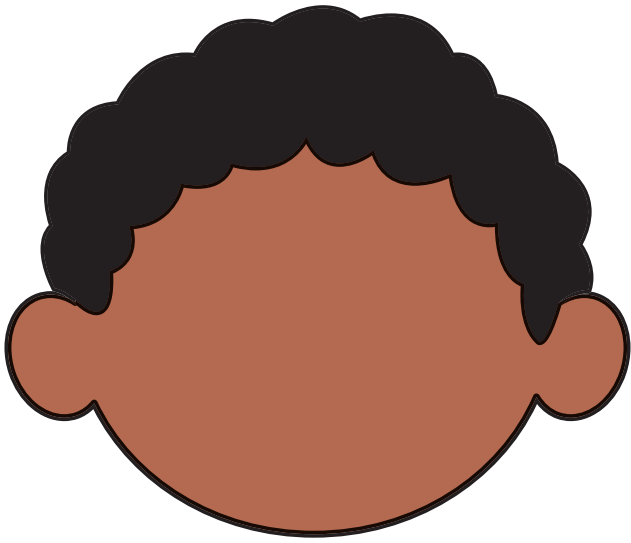
Draw your own expressions



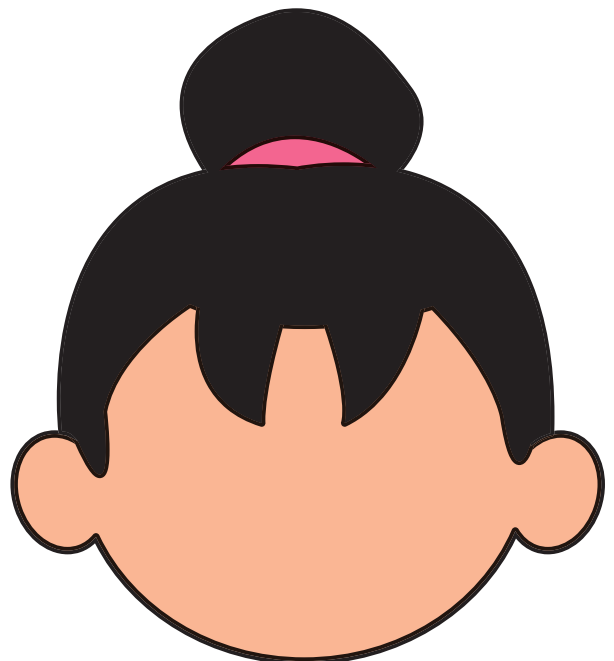
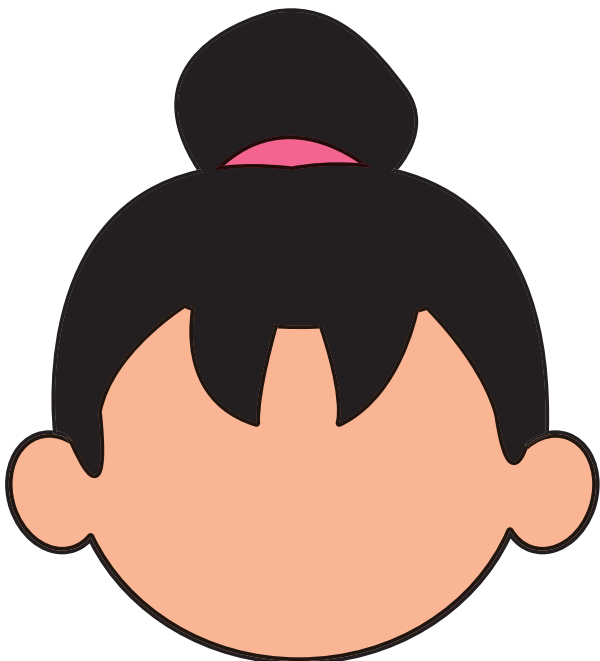
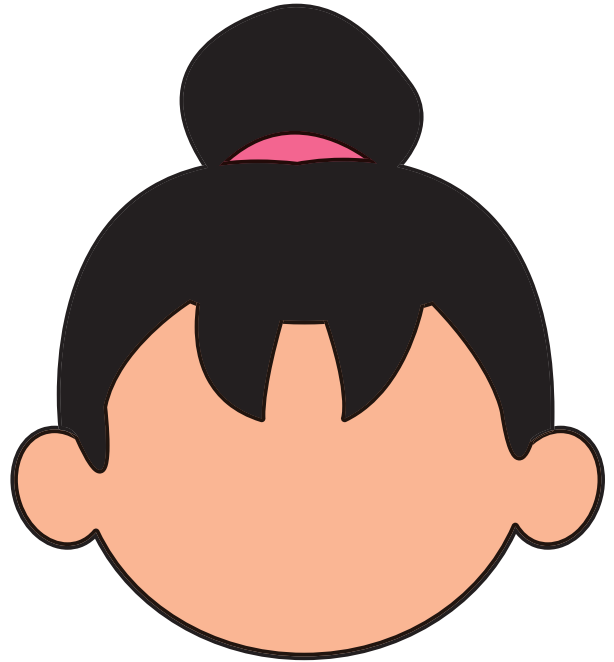
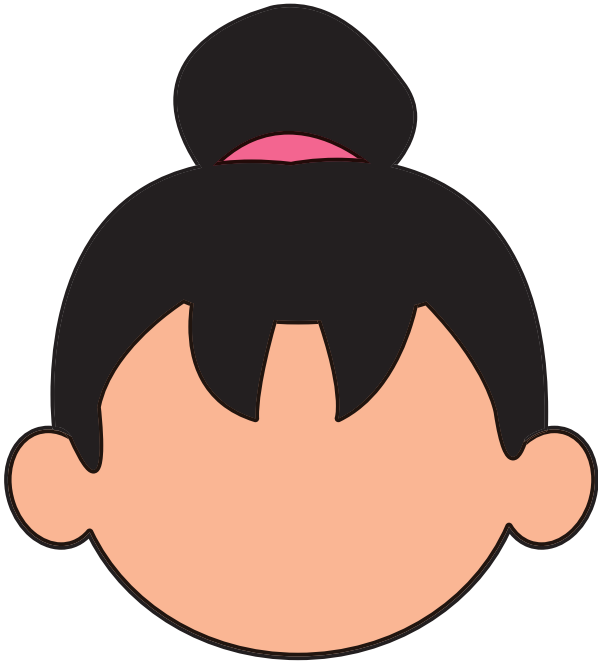
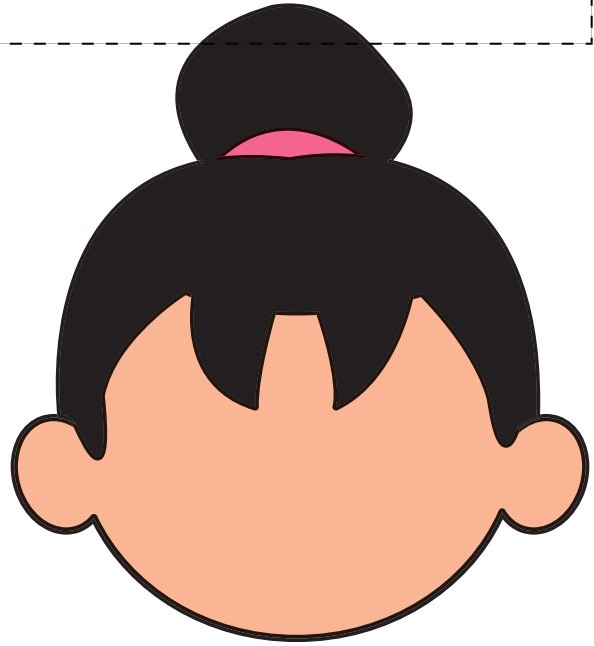
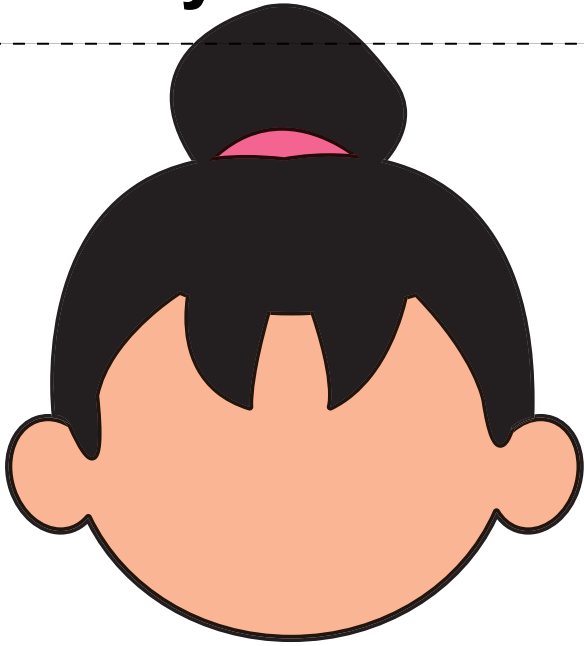
Draw your own expressions



Draw your own expressions



Draw your own expressions



Draw your own expressions

