



KS1 Lessons: What Does It Mean To Be Healthy?

Lesson 1: What Helps Me Feel Well?

<p>Learning Objective</p> <p>To demonstrate the benefit of participating in a group mindfulness session.</p>	<p>Skills Objective</p>  <p>Team work: I can work with others in the local community and help with Youth Social Action</p>
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Outcomes Young peoples can think about how certain activities/events/actions lead to certain emotions. They are beginning to value acknowledging their feelings and understanding how they link to emotional health. They are developing a sense that choosing certain activities over others can have an impact on how they feel and how they can make others feel by involving them in games/activities. They understand the value of engaging other people in social actions around health.


	<p>National Curriculum: PSHE Name and identify feelings English (spoken language) Use relevant strategies to build vocabulary</p>
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Time	Teaching Content	Support
40 min.	<p>This activity should be adapted to the Yr1/2 class taught. Before starting the activity, the topic of emotions can be introduced by doing some work using the book 'The Color Monster' by Ana Llenas. This book explains how our mind can fill with different emotions and how each emotion can be self-identified and 'put away'. The book uses colours to make emotions visual, which can be a useful resource for young people with special needs.</p> <ul style="list-style-type: none"> Plan for a session where Young people are introduced to mindfulness and how different practices can help them to achieve this. Mindfulness is the ability to pause during the day and let our minds be in the present moment. 	Sensory props are useful to engage in vocabulary building.

	<ul style="list-style-type: none"> • Activities involving breathing are a very good way to achieve this state of mind, and young people love getting involved in developing narratives and props to practise mindfulness. Below is a list of ideas developed by teachers: • Open your hands out; imagine that in your left hand, you have a strawberry and, in your right hand, a candle. First, smell the strawberry, then blow out the candle. This will make you breathe in and out. You can repeat this 3-5 times. • Collect leaves on your way to school or at home, and practise 'leaf blowing': put the leaves in front of your mouth and gently breathe in/out on them like a soft and gentle breeze. This is a very good activity to introduce breathing practices, and Young people can do it together. • Sit around and breathe in a circle by listening to a mindfulness story. There are lots of mindfulness CDs and podcasts for Young people available online. • Breathe whilst listening to the echoing sound of a music bell/singing bowl, nature/bird sound. 	<p>The mindfulness session could also take place in a natural area within or outside school.</p>
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	<p>Independent work</p> <p>Make the class lead a short mindfulness assembly and involve the rest of the school in this. If this is commonly practised in the school, then young people could film a 1-minute video on mindfulness and share this with another school or other school community partners.</p> <p>Tips: There are a number of books linking poetry to emotions. The mindfulness session could also take place in a natural area within or outside the school.</p>	
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Resources

	<p>'The Color Monster' by Ana Llenas.</p>
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Lesson 1: What Helps Me Feel Well?

"Promise me you'll always remember: you're braver than you believe and stronger than you seem, and smarter than you think."

Christopher Robin.



Learning Objective

To demonstrate the benefit of participating in a group mindfulness session.

Skills Objective



I can work with others in the local community and help with Youth Social Action



National Curriculum: PSHE Name and identify feelings English (spoken language) Use relevant strategies to build vocabulary



The Color Monster' by Ana Llenas.

Yellow for happiness,
Blue for sadness,
Red for anger,
Black for fear,
Green for calm.

Open your hands out, imagine:

In your left hand you have a strawberry and in your right hand, a candle.

First, smell the strawberry, then blow out the candle
This will make you breathe in and out.

Repeat this 3-5 times.



Do a mindful colouring activity from your passport.

Know 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).

In our school, you can talk to..... (please include pictures)

you can do it! What will you change?



childline.org.uk - 0800 1111 (free 24hr) confidential listening
samaritans.org - 116 123 (free 24 hr) confidential listening
studentsagainstdepression.org - resources to move away from depression
youngminds.org.uk - mental health info and guidance
youthaccess.org.uk - young people's info, advice and counselling
themix.org.uk - essential support for under 25s

If you have a **mental health crisis** and **don't know whom to contact**, call **NHS 111**. Call 111, free from any phone, 24 hours a day, seven days a week, and speak to a highly trained adviser supported by healthcare professionals.