





Lesson 1 (60 mins) : What is Mental health and wellbeing?

				Curriculum Link: PSHE, Citizenship
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Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To demonstrate an understanding of mental health and well-being. Identify mental health issues in others and yourself. (your best self) 	<ul style="list-style-type: none"> I can understand the importance of body language when presenting. I can deliver and speak with personal confidence I can listen to others and take their ideas on board

Timing	Teacher Guide	Student Activity
5 mins	<p><i>"Promise me you'll always remember: you're braver than you believe and stronger than you seem, and smarter than you think."</i></p> <p>Christopher Robin.</p>	Write down what you think it means, share with a partner
5 mins	<p>Young people to understand what mental health and well-being are:</p> <p>Mental health and well-being is a set of malleable skills and beliefs that impact our thoughts, feelings and behaviour concerning our social and emotional functioning.</p> <p>Well-being a positive sense of well-being, which enables an individual to be able to function in society and meet the demands of everyday life.</p>	Young people share their understanding of what mental health and well-being are.
15 mins	<p>Watch the video from Anna Freud Trust: We all have mental health</p> <p>Whilst going through the video, stop and ask questions</p>	<p>What was going on with Sasha?</p> <p>What was happening with Adnre?</p> <p>How did Sasha and Andre look after their mental health?</p>

5 mins	What causes mental health issues and why?	Ask young people what they think could be a cause of mental health issues. Think about COVID-19.
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10 mins	<p>What causes young people to worry?</p> <p>Look at some role models and how they have overcome obstacles and how they have responded. Demi Lovato - Bipolar disorder; Leonardo DiCaprio - OCD; Ryan Reynolds - Anxiety; Meghan Markle, Angelina Jolie, Cara Delevingne, Winona Ryder, Kerry Washington.</p> <p>Can you think of anyone you know that has overcome obstacles?</p>	What do they have in common?
20 mins	<p>My 'best self'</p> <p>Think about a time you felt that you got something wrong, things didn't immediately work out, or you were generally having a hard time. This could include times such as falling out with friends, not achieving as well as they expected in exams or sports etc. Or you might have experienced losses or changes in your family that felt overwhelming at the time but now feel that they can cope with.</p> <ul style="list-style-type: none"> • What feelings did they experience on each occasion? How do they compare? • What did they learn about yourself when things went wrong? • If they had a similar experience now, what would they do differently? • How do they think, feel and act when being your 'best selves'? 	Think about times when you felt your 'best selves. This could be at school, at home, with extended family, with their friends, when doing sport, music or a hobby, when helping or volunteering – or all of these.

	<ul style="list-style-type: none">• Is it easier or more difficult to be our 'best selves' during challenging times?• Think of a 'top tip' they would give to another young person to help them be their 'best selves. <p>Add thought bubbles, speech bubbles and feeling words to your picture. Know your best self is always there – even when it seems things are not going your way.</p>	<p>On a piece of paper draw your selves at your best. What are you doing? Who are you doing it with? Where are you?</p>
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Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

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

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

What additional skill will you learn? Set a target, and review your YSA journey.

Supporting Slides for Lesson 1

These slides support the teaching of lesson 1 and should guide the young people through the tasks that need to be completed.

1

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

Christopher Robin.

2

Lesson Objectives

- To demonstrate an understanding of mental health and well-being.
- Identify mental health issues in others and yourself. (your best self)

Curriculum Link: PSHE, Citizenship

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Skills Objectives

- I can understand the importance of body language when presenting.
- I can deliver and speak with personal confidence
- I can listen to others and take their ideas on board

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Mental Health: Mental health is a set of malleable skills and beliefs which impact our thoughts, feelings and behaviour in relation to our social and emotional functioning.

Wellbeing: A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life.

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What was going on with Sasha?
 What was happening with André?
 How did Sasha and André look after their mental health?
 What are the differences between everyday feelings and overwhelming feelings?
 What are some self-care strategies that we can use to deal with everyday feelings, what does Sasha do? does it work?
 How are the feelings that André is experiencing different? What does André do to manage these feelings?
 What advice does André get from Sasha and his Head of Year?
 What are some other things André could do?
 What can you do if you are worried about a friend?

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What causes mental health issues?

- **difficult or stressful** life events
- **your relationships** with the people around you
- **in-care and support** you get at home and school
- **your physical health** - how much sleep you get, what you eat and drink, if you take drugs or alcohol, and if you have any health problems
- **your environment** - housing conditions, how you are treated by others, money problems
- being able to recognise and communicate your emotions.

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- **Exam pressures.** The overwhelming pressure and number of exams can have a significant effect on students' mental health.
- **The modern technological world.** Young people now spend much more time indoors online rather than outside. A game of football in the park is being replaced by online games. Furthermore, young people are at a number of risks online, including exposure to upsetting content and cyberbullying, which will all affect their mental health.
- **Growing social media.** Social media platforms are evolving and growing in popularity daily. Sites such as Instagram produce feelings of inadequacy as teens compare themselves and their lives to those of their peers. Social media also leads to reduced communication skills and reduced human interaction with friends.
- **LGBTQ+.** Students who identify as being LGBTQ+ often find it difficult to tell their friends and family about themselves.
- **COVID-19.** The pandemic has completely changed young people's lives, disrupting school and their day-to-day routines. Worrying about their safety, being unable to see friends and family, and fears about their future have contributed to an increase in child mental health problems, from anxiety to agoraphobia and PTSD.

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Everyday Feelings: come and go and are a normal reaction to what is happening in our lives. They are always changing and don't usually hang around too long.

Overwhelming feelings: hang around for a long time, change the way we feel and behave and may stop us from doing what we want to in life.

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What do they have in common?

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DID YOU KNOW?

- Van Gogh only sold one painting during his lifetime...
- Stephen King's first novel was rejected 30 times. King's books have sold over 350 million copies and have been made into countless major motion pictures.
- Thomas Edison failed 1,000 times before creating the lightbulb.
- Albert Einstein, Einstein didn't speak at all for the first three years of his life. He went on to become Nobel Prize winning physicist who created special and general relativity, a major contributor to quantum mechanics, statesman. He couldn't get a job in physics for two years after graduation. Worked as assistant patent examiner, passed over for promotion until he "fully-mastered machine technology".

Can you think of anyone you know that has overcome obstacles?

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My best self

Think about a time you felt that you got something wrong, things didn't immediately work out or you were generally having a hard time. This could include times such as falling out with friends, not achieving as well as they expected in exams or sports etc. Or you might have experienced losses or changes in your family that felt overwhelming at the time, but now feel that they can cope with.

1. What feelings did you experience on each occasion? How do they compare?
2. What did you learn about yourself when things went wrong?
3. If they had a similar experience now, what would they do differently?
4. How do you think, feel and act when being your 'best selves'?
5. Is it easier or more difficult to be our 'best selves' during challenging times?
6. Think of a 'top tip' they would give to another young person to help them be their 'best selves'?

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Think about times when you felt your 'best selves. This could be at school, at home, with extended family, with their friends, when doing sport, music or a hobby, when helping or volunteering - or all of these.

On a piece of paper draw your selves at your best. What are you doing? Who are they with? Where are they?

Encourage them to add thought bubbles, speech bubbles and feeling words to their picture. Let them know their best self is always there - even when it seems things are not going their way.

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you can do it! **What will you change?**

15

you can do it! **What will you change?**

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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 _____

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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.

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Let us focus on our well-being:

"A positive sense of well-being enables an individual to be able to function in society and meet the demands of everyday life."

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Having good well-being can help you to:

- feel and express a range of emotions
- have confidence and positive self-esteem
- have good relationships with others
- enjoy the world around you
- cope with stress and adapt when things change.

Good well-being doesn't mean you'll always be happy. It's normal to feel sad, angry, or low sometimes. But if you have poor well-being for a long time you might start to find things more difficult to cope with. www.mind.org.uk

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5 steps you can take to improve Mental health and Well-being

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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

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Learn a new skill...

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you can do it! **What will you change?**

24

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).

Please add details of whom to contact in school if they are concerned about themselves or others.

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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
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