Let’s Learn About Mental Health

Lesson 1

Let’s Start Talking About Mental Health

Resources

The 10 Oks Poster
Print large and put up in classroom

Mental Health Video
https://www.youtube.com/watch?v=nCrjevx3-Js

Feelings Worksheet
Photocopy one per pupil

Small Feelings Picture Map
Photocopy one per pupil

Listener Speaker Cards
Photocopy one per 5 pupils

Good Listener Worksheet
Photocopy one per pair

Learning Objectives

WALT:
• Understand what mental health and well-being is
• Know the difference between a small, everyday feelings and a big feeling.
• How to get the help we need
• How to be a good listener

The 10 Oks:
(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

Over the next couple of weeks we will be learning about mental health, mental health issues and bereavement. These can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

The 10 OK rules can need to be negotiated, agreed upon and shared so all pupils understand them and feels safe.

Key Skills

• Managing information
• Thinking, problem-solving and decision-making
• Being creative
• Working with others
• Self-management
• Language and interacting
Teaching Input

(3 minutes)

Today we are going to talk about our mental health. Ask the children “What is mental health?” ask for ideas. Give definition to the class: Mental Health is about our feelings, our thinking, our emotions and our moods – things you cannot really see, but that affect our lives in lots of ways. It’s different to our physical health as we can’t always see it in the same way that we can see a broken arm or chicken pox. Share the learning objectives.

Mental Health (5 minutes)

Play YouTube clip (0:00 – 02:50).

After the YouTube clip start a discussion:

• Ask class what they noticed in the animation.
• Clarify ‘small everyday feelings’ are feelings that change according to what is happening in our day.

Activity 1: Feelings Worksheet (10 minutes)

This activity aims to encourage the children to think about and recognise small everyday feelings and how they experienced it. It could be a positive or negative small feeling.

Children to use the Feelings Worksheet to think about small feelings they’ve had, using words or pictures.

Activity 2: Talking (5 minutes)

Resume playing earlier video (https://www.youtube.com/watch?v=nCjhevx3-Js) (02:50 – 03:31).

After clip ask class: Sometimes our feelings get too big for us to manage on our own. What can we do when our feelings become too much or they get too big?

Activity 3: Listening (10 minutes)

Who we talk to and when we decide to talk will be different for everyone. Resume playing video (https://www.youtube.com/watch?v=nCjhevx3-Js) (03:31 – end)

Jay needed to be listened to. We are going to learn to be good listeners, like’s Jay friend, when they want to talk us about how they are feeling. In pairs, we will role play how to start and conversation and how to listen

• Stand in two lines, with children facing a partner.
• Using the cards, ask children to act out the instruction on the cards for 30 seconds at a time.
• Debrief after each one – How did it feel? Were you being listened to? What was the other person doing that stopped them from being a good listener?
• Using this information, draw or write down the rules of being a good listener using the good listener worksheet.
Plenary (5 minutes)

1. How do you think Jay felt in the end?

2. Recap key message of Jay’s story: Talking to someone you trust might really help, if your feelings are getting too big to cope with on your own.

3. Recap what we have learnt today about the following:
   - What have you learnt about mental health?
   - How did you feel talking about mental health and your feelings?
   - What did you find difficult?
   - What did you find interesting?

Closure (5 minutes)

‘Affirmation chairs’- sit on chairs in a circle with 1 empty chair. Children take turns in offering the empty chair next to them to a peer and give them a positive affirmation until everyone has been offered a seat. For example: “You are a good friend because you smile at me when you see me”

Put LOOK AFTER YOUR MENTAL HEALTH poster on display

Further Activities & Useful Apps

Smiling Mind is designed to help young people with the pressure, stress, and challenges of daily life.

Dreamy Kid has meditation, guided visualization and affirmations for children & teens that teach mindfulness

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7
The Ten OKs

It is OK...

To be sad or worried sometimes

To be angry sometimes

To be good to yourself

To listen, be heard and ask questions

To share and be honest

Not to share or ‘pass’

To disagree but we will always be kind

To change your mind

To feel safe because what is said does not get repeated

To ask for information or help
1.2 Feelings Worksheet

Think of a feeling you’ve had recently. What was it?

When was the last time you had that feeling?

Why did you have that feeling?

If it was a small feeling that was bothering you, what did you do to help?
1.3 Feelings Worksheet

- Sad
- Worried
- Confused
- Excited
- Proud
- Silly
- Angry
- Happy
<table>
<thead>
<tr>
<th>Speaker:</th>
<th>Listener:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have something I feel sad about to tell you...</td>
<td>Yawn, look tired and look at your watch</td>
</tr>
<tr>
<td>I need to tell you something that makes me angry</td>
<td>Don’t look at them. Act bored.</td>
</tr>
<tr>
<td>Do you have time to speak something that’s worrying me</td>
<td>Over-react, as if they have told you the most shocking thing you have ever heard</td>
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<tr>
<td>Please help me I’m really struggling with...</td>
<td>Keep interrupting them and talking about yourself</td>
</tr>
<tr>
<td>I’ve been having a really tough time lately</td>
<td>Gaze out of the window</td>
</tr>
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</table>
How to be a good listener

Write or draw your top tips for being a good listener. You may like to start your sentences with ‘Do’ and ‘Don’t’

Example: Do give the person your full attention.

1.5 Good Listener Worksheet
1. Let’s Start Talking About Mental Health

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<td><strong>WALT:</strong></td>
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<td></td>
</tr>
<tr>
<td>• Understand what mental health and well-being is</td>
<td>• Managing information</td>
<td>• The 10 Oks template</td>
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<tr>
<td>• Know the difference between a small, everyday feelings and a big feeling.</td>
<td>• Thinking, problem-solving and decision-making</td>
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<td>• Working with others</td>
<td>• Small Feelings Picture Map</td>
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<td>• Self-management</td>
<td>• Language and interacting</td>
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**PSHE Core Themes and Objectives**

**Health and wellbeing**
- what positively and negatively affects their physical, mental and emotional health (including the media)
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise when and how to ask for help

**Relationships**
- to recognise and respond appropriately to a wider range of feelings in others
- the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’
- to realise the nature and consequences of unkind behaviour and how to respond and ask for help

**Living in the wider world**
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
Today we are going to talk about our mental health. Ask the children “What do we mean when we talk about mental health?” - hands up, ideas/words. Give definition to the class: Mental Health is about our feelings, our thinking, our emotions and our moods – things you cannot really see, but that affect our lives in lots of ways. It’s different to our physical health as we can’t always see it in the same way that we can see a broken arm or chicken pox. Share learning objectives.

**Learning Activities**

<table>
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<th>Mental Health Questionnaire</th>
<th>Children to complete the questionnaire via Google Sheets or printed copy</th>
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| Mental Health Questionnaire | **Play YouTube clip [https://www.youtube.com/watch?v=nCrjevx3-Js](https://www.youtube.com/watch?v=nCrjevx3-Js)** (0:00 – 02:50). After the YouTube clip, start a discussion:  
  - Ask class what they noticed in the animation. Recap key points.  
  - Clarify ‘small everyday feelings’. Are there any other examples that the class can give?  
  - Clarify that these feelings change according to what is happening in our day.  
  - Any other examples of things people do to cope with ‘small everyday feelings’? |
| 1. Feelings worksheet | This activity aims to encourage the children to think about small everyday feelings and to identify a recent small feeling they have had and how they experienced it. This could be a positive or negative small feeling.  
  - Use the Feelings Worksheet to think about a recent small feeling you have had. You can describe it in words or pictures.  
  - Demonstrate the activity. Write some examples on the board for the children to use. Remind children of the coping strategies seen in the animation (e.g. having a bath, writing things down). The children might like to use the small feelings picture map to help them if they are unsure about identifying a recent small feeling. |
| Talking | Resume playing earlier video ([https://www.youtube.com/watch?v=nCrjevx3-Js](https://www.youtube.com/watch?v=nCrjevx3-Js)) (02:50 - 03:31). After clip ask class Sometimes our feelings get too big for us to manage on our own. What can we do when our feelings become too much/get too big? |

Negotiate and share these rules so everyone understands and feels safe, free from judgement and hear. Display in class.
2. Sentence starters worksheet 10mins

Use the Sentence Starters Worksheet (cut up and give out). In pairs, role-play talking to someone about a problem or a worry. One person to use the sentence starter to help them begin the conversation. Ask the children to talk about a safe subject or give them imagined scenarios, for example, “I am worried that I can’t do my homework”, “I am worried that my friend doesn’t like me anymore,” “I am worried about…”

Listening 3 minutes

Who we talk to and when we decide to talk will be different for everyone. Let’s see what Jay will do. Resume playing video (https://www.youtube.com/watch?v=nCrjevx3-Js) (03:31 – end)

3. Listening Lines 15 mins

Jay needs someone to listen to her. How can we be good listeners when people want to tell us about how they are feeling? Listening line activity:
• Stand in two lines, with children facing a partner.
• Using the cards, ask children to act out the instruction on the cards for 30 seconds at a time.
• Debrief after each one – How did it feel? Were you being listened to? What was the other person doing that stopped them from being a good listener?
• Using this information, draw or write down the rules of being a good listener using the good listener worksheet.

Plenary 5 minutes

1. What happened for Jay in the end? Hands up.
2. Recap key messages of the animation: “If your feelings are getting too big to cope with on your own, talking to someone you trust might really help”
3. Recap what we have learnt today about the following:
   • What have you learnt about mental health?
   • How did you feel talking about mental health and your feelings?
   • What did you find interesting?

Closure

‘Affirmation chairs’- sit on chairs in a circle with 1 empty chair. Children take turns in offering the empty chair next to them to a peer and give them a positive affirmation until everyone has been offered a seat. For example: “You are a good friend because you smile at me when you see me”

Extension Activities / Home learning

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Poster in class or around school with child friendly and age appropriate information and signposts to further support