



We all have mental health

Lesson Plan

Age group: Key Stage 3

Timing: 50-60 mins

To note: This Lesson Plan follows the same lines as the Assembly Plan. If you have already delivered the assembly, you may like to swap some of the alternative activities on page 5 into the lesson. The alternative activities may also be useful if you would like to increase the length of the lesson, or split it over several shorter sessions.

<p>Learning Outcomes (LO)</p> <ol style="list-style-type: none"> 1. To have consistent and accessible language to talk about mental health and wellbeing. 2. To understand the difference between everyday feelings and overwhelming feelings 3. To ensure children and young people know how and who to ask for help and support. 4. To develop an understanding of how we can manage our own mental health 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Mental health • Everyday feelings • Overwhelming feelings • Self-care • Care for others
<p>Ground rules and signposting</p> <p>Mental health can be an emotive subject which may stir up strong feelings for children and young people. At the start of this lesson, communicate to your class any available people in your school that they can speak to, and remind them of the support options listed on your class signposting poster (available as part of this pack).</p> <p>We recommend that you make it clear to the class that they do not have to share anything if they do not want to, and they will not be pushed to talk during the lesson. You may also want to ask them to 'share with care', and think about sharing anything very personal in case this may feel too exposing to them.</p> <p>We strongly recommend that you establish ground rules around respectful listening and confidentiality that are usually used in a PSHE lesson with the class.</p> <p>Should any concerns arise during the session about a pupil's safety or wellbeing, please ensure that you follow your school's safeguarding policy and procedures.</p>	
<p>Resources</p> <ul style="list-style-type: none"> • The <i>We all have mental health</i> lesson PowerPoint presentation (loaded and ready to view) • If you wish to use the signposting slides at the end of the presentation, you will need to fill these in pre-lesson (<i>slides 18-19</i>) • The <i>We all have mental health</i> animation • Ok/not ok language posters – 2 large sheets of paper required for the front of the class • The "What if?" activity sheets and sorting system for pairs. Pupils could use the Venn Diagram Sheet provided or create their own way of sorting the scenarios. 	

Starter (10 mins)

Today we are going to talk about our mental health (*slide 1*).
What do we mean when we say mental health? Hands up – ideas/words.

Share definition with class (*slide 2*)

“Mental Health is about our feelings, our thinking, our emotions and our moods.
Looking after our mental health is just as important as our physical health.”

OK/Not OK language

There are many different words that we hear to describe mental health and mental health problems.

Write down any that you have heard on a post-it note and stick onto one of two large sheets of paper at the front of the class labelled ‘Ok language’ and ‘Not ok language’.
Once finished, explain that we will revisit this once we have learnt more during the lesson.

Quick true/false quiz to check understanding (*slides 3-7*)

Hands up/go through quiz as a class.

- We all have mental health (True)
- Our physical health is more important than our mental health (False)
- If I want to talk about my mental health I always have to ask a doctor (False)
- One way to manage our mental health is to talk about it with someone we trust (True)

What is mental health? (30 mins)

Introduce and play the *We all have mental health* animation (*slide 8*)

Class discussion about the animation

1. What was going on for Sasha in the animation? (*slide 9*)
2. What was going on for André in the animation? (*slide 10*)

Draw out key themes of the animation including

- 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?

Activity – Everyday feelings and overwhelming feelings (*slide 11*)

The words we use to talk about our mental health are important. We need to understand the different ways we can talk about mental health and the language we use. Remind class of definitions of everyday and overwhelming feelings (*slide 12*).

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Show the diagram of everyday feelings and overwhelming feelings (*slide 13*). Click through and Sasha and André will appear in the right sections.

“What if?” activity

In pairs, ask pupils to sort the set of scenarios onto the diagram. You may like to use the sheet provided for this, or ask pupils to create their own sorting system. Once allocated, ask pupils to write how they would tackle the scenario into the box below it.

Come back together as a class and select groups to explain their thinking about each scenario.

Looking after our own mental health (5 mins)

How can we look after our own mental health? (*slide 14*)

As we saw in the animation, we all have mental health and we need to take care of our mental health in the same way that we take care of our physical health.

Discuss how Sasha and André looked after their mental health in the animation (*slide 15*).

What are some of the ways we can take care of our mental health? We call this self-care. Ask for some suggestions, then look at the examples in the PowerPoint of Sasha, André and their friends (these will appear when you click) (*slide 16*).

We are often able to manage everyday feelings on our own, but it is important to differentiate when our feelings become overwhelming and we need to seek help and support from others.

Plenary (5-10 mins)

Revisit the ‘Ok’ and ‘Not ok’ language posters

Is there anything we would change having learnt more, or anything that we weren’t sure about at first that we can now sort onto the posters?

Recap learning from the lesson

- We all have mental health
- Our mental health is as important as our physical health
- We need to look after our mental health in the same way that we look after our physical health
- There are lots of things we can do to manage everyday feelings
- If we experience overwhelming feelings we should talk to an adult that we trust

Signposting (*slide 17*)

If possible, signpost the class to key individuals in their school who they can talk to if they are worried, and share national websites (*slides 18-19*) of places to get help, information, advice and guidance.

Finally (*slide 20*) remember, we all have mental health.

<p>Alternative activities</p> <p><i>These could be swapped into the lesson or used as extension activities as required.</i></p>	<p>Resources</p>
<p>Listening Lines (15 mins)</p> <p>Aim: To know how to listen well to others when they want to talk about their mental health</p> <ul style="list-style-type: none"> • In two lines, stand or sit facing a partner. • Using the Listening Lines cards, ask pupils 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. 	<p>Listening Lines Cards</p>
<p>Stress Bucket (15 mins)</p> <p>Aim: To understand some of the ways our own stressful everyday feelings are triggered and how to manage these</p> <ul style="list-style-type: none"> • Look at slide 22 together as a class. The first box shows how the things that make us feel stressed can quickly fill up the bucket, sometimes causing it to overflow • We need to identify strategies that we can use that release the stress and pressure and help things to feel manageable • Give out the stress bucket worksheet to be completed individually. Ask pupils to think of some things that have happened over the last week that have made you feel stressed and add them to the box going into the bucket e.g. school tests, an argument with a sibling... • Then ask them to think about the things they can do to reduce the stress level of our bucket e.g. play sports, walk the dog, listen to music, cook... • Tell pupils that this will be personal to them – they will not be asked to share their stress buckets • After the activity, teacher to feedback to class that we will all experience different levels of stress/worry at different times, and we will all cope with this in different ways with different strategies that work for us. 	<p>PowerPoint slide 22</p> <p>Stress Bucket worksheets</p>

<p>Lingo (20 mins)</p> <p>Aim: To think carefully about how an everyday feeling feels and represent this using collage materials</p> <ul style="list-style-type: none"> • Discuss as a group some everyday feelings that come and go for all of us • Discuss how these feelings can make us feel e.g. being angry makes me feel very tense with pent up energy and I feel as though I want to shout • Ask pupils to select an everyday feeling and represent it on a postcard using collage materials e.g. anger may be bright red and made up of pointy objects. You may want to make an example in advance to model the activity. • Select pupils to present their postcard to the class. • Display the postcards in a prominent place in school with the <i>We all have mental health</i> poster. 	<p>Collage materials</p> <p>Blank postcards or A5 pieces of card</p>
<p>Top Tips for Listening Film (30 mins)</p> <p>Aim: To communicate good and bad listening skills by creating a video to share with the school community.</p> <p>Note: The Listening Lines activity as precursor to this one works well.</p> <ul style="list-style-type: none"> • Discuss some of the tips that Sasha gives about listening well towards the end of the animation. • Ask pupils who they feel able to talk to in their life. What are some of the good things that they do that make them approachable? • Discuss ways of listening that make someone unapproachable. • Split the class into groups of three – two actors and one director in each group. • Ask the groups to present and act out their top tips for good listening starting each tip with “Do...” and “Don’t...”. • Allow the groups to practise their tips. • Film each group as they present their snapshot to the class. • Put the film somewhere where others in the school community can view it e.g. show it in assembly, put it on the website, put it in the newsletter. 	<p>Filming equipment</p>
<p>Self-Care Posters (20-30 mins)</p> <p>Aim: To understand the ways that we can manage our everyday feelings and our mental health.</p> <ul style="list-style-type: none"> • Recap some of the suggestions about how we can manage our mental health that come up in the animation e.g. exercising, making art. • Ask pupils to create their own self-care poster, which lays out their recommendations to others about how to look after their mental health and manage everyday feelings. • Display these posters around the school for all to learn from. 	<p>A4 or A3 paper</p> <p>Pens, pencils and other materials to create posters</p>

<p>Care for Others Posters (20-30 mins)</p> <p>Aim: To understand how to support others.</p> <ul style="list-style-type: none">• Recap some of the ways that Sasha supports André in the animation.• Discuss ways that we can support others and be a good friend e.g. asking how someone is, going over to someone when they are on their own, listening well when someone needs to talk.• Ask pupils to create their own care for others poster, which lays out their recommendations about how to support others.• Display these posters around the school for all to learn from.	<p>A4 or A3 paper</p> <p>Pens, pencils and other materials to create posters</p>
<p>Celebrities' Mental Health Activity (15 mins)</p> <p>Aim: To identify the mental health difficulties that a celebrity is living with and the achievements that they are best known for.</p> <ul style="list-style-type: none">• Recap that we all have mental health.• Tell pupils that many people live with overwhelming feelings and mental health issues at some point in their lives, including celebrities.• Ask pupils to follow the instructions on the sheet and create an A4 poster about a celebrity.	<p>Celebrities' Mental Health Activity sheet</p>