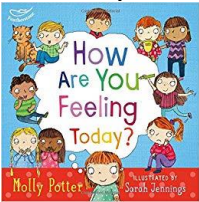


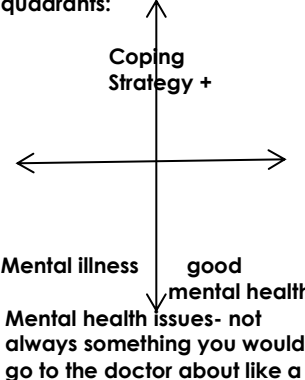


STRAND PLANNING: physical and mental health and well being



	Year 1 How do we feel?	Year 2 Physical health	Year 3 Mental health and well being	Year 4 Falling out/ peer pressure	Year 5 Body image Online critical thinking	Year 6 Online pressures and stigma surrounding mental health
Week 1	<p>Emoji discussion- show pictures of emojis and ask children to match the feeling to the emoji.</p> <p>Can they give example of when they felt like that?</p> <p>Were there some emotions that they found hard to recognise or to think of examples for?</p> <p>Read how are you feeling today.</p> 	<p>Start the session with a 10 minutes HIIT workout. https://www.youtube.com/watch?v=kAXg3cM0UCw</p> <p>What is physical health? Class discussion.</p> <p>What can we do to stay physically healthy? Ask children to come up with ideas in their groups and then discuss- Healthy diet Plenty of water Plenty of sleep Exercise</p> <p>Round robin using the above headings- children to add pictures/ words/ phrases about how we can achieve the above.</p>	<p>What is mental health? What do we mean when we talk about mental health? Take – ideas/words. <i>Give definition to class: "Mental Health is about our feelings, our thinking, our emotions and our moods – things you can't really see, but that affect our lives in lots of ways."</i></p> <p>Show animation section 1: 'Mental Health' [ends at 02:50].</p> <ol style="list-style-type: none"> 1. Ask class what they noticed in the animation. Recap key points. 2. Clarify 'small everyday feelings'. Are there any other examples that the class can give? 3. Clarify that these feelings change according to what is happening in our day. 4. Any other examples of things people do to cope with 'small everyday feelings'? <p>Activity: Feelings Worksheet</p> <ol style="list-style-type: none"> 1. Use the Feelings Worksheet to think about a recent small feeling you have had. You can describe it in words or pictures. <p>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 https://youtu.be/nCrjev3-Js</p>	<p>Lesson Objectives: To understand the positive impact of friendships and the negative impact of bullying.</p> <ol style="list-style-type: none"> 1. Start with a brief class discussion on the topic of friendship. What is it? Why is it important? 2. Discuss what bullying is. The Department for Schools and Families states that 'Bullying is when people are mean to someone or hurt them on purpose'. Ask the class to give examples of ways people can be bullied. Ask the class how bullying makes people feel. <p>Ask children to complete friendship and bullying word match in their booklets.</p>	<p>What is beauty? Discuss as a class to start.</p> <p>Use magazines to produce collages of what magazines show as being perfect man and woman. Work in groups and then present to the rest of the class.</p> <p>Is this accurate?</p> <p>Show pictures of other cultures ideas of beauty such as African tribes- how do we feel about this?</p> <p>Leave them with the thought that beauty is different for everyone.</p> <p>Ask them all to take photos of each other and print off ready for next week.</p>	<p>Facebook focus: Who uses facebook? What are the benefits of something like facebook? Each group to produce a list using post-its.</p> <p>What are the negatives associated with facebook? Each group to add to their sheet with different colour post-its.</p> <p>Does it matter how many likes someone has?</p> <p>How many friends someone has?</p> <p>Pressure of perfect lives- and jealousy. Do you think people would post things on facebook if they didn't look good/ if it didn't show them having a good time?</p> <p>Is this a true picture of real life? What is the impact of this?</p>
Week 2	<p>What makes us feel happy?</p> <p>Children to write down their examples of what makes us feel happy on thought bubbles and then all stick on</p>	<p>Start the session with a 10 minutes HIIT workout. https://www.youtube.com/watch?v=kAXg3cM0UCw</p>	<p>Show animation section 2: 'Talking' Discussion: 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?</p>	<p>LO: To design and produce a badge to demonstrate care for others. Ask each member of the class to design a set of badges to make people happy</p>	<p>LO: what s beauty- children will be able to write down why they are beautiful and why others are beautiful.</p>	<p>Show before and after photos using filters- What do children notice? Why do they think people have done this?</p>

	<p>one giant sheet to display in the classroom.</p> <p>What happens to our bodies when we feel happy? Ask the children to look at each other when they smile- what happens to the rest of their face? Does anything else happen to their bodies- you might talk about if they are excited etc.</p> <p>Read what makes me happy-</p> 	<p>Use the round robin sheets from previous week as a starter and ask children to produce peg wheels with statements and questions which they can use with another year group to test their understanding of physical health.</p>	<p>Aim: To help children to find ways to talk about their feelings and identify people to talk to.</p> <ol style="list-style-type: none"> 1. Recap key message of the animation; 2. What is happening for Jay? 3. What could Jay do? <ol style="list-style-type: none"> 1. Use the Sentence Starters sheet 2. In pairs, roleplay 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, <p>Activity: Circle of Support sheet</p> <ol style="list-style-type: none"> 1. Complete Circle of Support Worksheet. Identify who the trusted people are in your life who you can talk to when you are feeling worried. Write or draw them on the worksheet. 	<p>during the week.</p> <ul style="list-style-type: none"> - Give them the 'Making a badge' worksheet for ideas and instructions and show them a sample badge. - Explain that their favourite design should be used to make a real badge and give them the blank badge templates. - Announce that the best badge will be selected at the start of the next week. 	<p>Show the video and ask the children what their thoughts are after watching-</p> <p>https://www.youtube.com/watch?v=Y42U9YocVR0</p> <p>How do they see themselves? Give them all their photos that they took previous week and ask them to write around the photo why they are beautiful</p>	<p>Use of filters for photos- why do we do this? What does it promote? How can this affect young people?</p> <p>Look at photos in magazines- ask children to cut out photos and decide which have been filtered/ photoshopped and which are natural.</p> <p>Discuss selfies and why people do this- why do people pout and take photo from above?- to make themselves look better. Is this healthy? How can it affect self esteem?</p> <p>Watch clip: https://www.youtube.com/watch?v=3agBWqGfRo</p>
<p>Week 3</p>	<p>What makes us feel sad? How can we change feeling sad into feeling happy? Ask children to share with a partner what makes them feel sad and ask the partners to tell the rest of the group what was said.</p> <p>Take a few examples and write on a poster.</p> <p>Ask children to think of things they could do to make them feel better when they feel sad.</p> <p>Read huge bag of worries.</p> 	 <p>Discuss the five ways to a healthy lifestyle-</p> <ol style="list-style-type: none"> 1. Get active each day 2. Turn off the TV and do something 3. Choose water to drink 4. Eat fruit and vegetables 5. Eat fewer snacks and have healthy alternatives <p>https://www.healthkids.nsw.gov.au/parents-carers/5-ways-to-a-healthy-lifestyle.aspx</p>	<p>Who we talk to and when we decide to talk will be different for everyone.</p> <p>Show animation section 3: 'Listening'</p> <p>Activity: Listening Lines</p> <ol style="list-style-type: none"> 1. Jay needs someone to listen to her. How can we be good listeners when people want to tell us about how they are feeling? 2. Listening line activity: <ul style="list-style-type: none"> • 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. 	<p>Ask children to display their badge designs and agree on one to be chosen for the class.</p> <p>Model how to do acrostic poems and use round robin for the different letters- display letters on sheets and ask children to go round adding words.</p> <p>Ask the children to write acrostic poems on Friends and Bullies in their 'Mate or Meanie? Activity booklet'.</p>	<p>Show advert for l'oreal with Cheryl cole- watch through and discuss.</p> <p>What does the advert say? How is it persuasive? Then watch paying attention to the writing- does this change our views? What about the man talking- why is this? Does it promote stereo types?</p>	<p>Sexting and posting online- dangers and impact on self esteem.</p> <p>Discuss the dangers of posting online- public domain- can't undo what has been seen etc.</p> <p>Talk about arguments face to face- what happens when you argue with someone face to face? Who sees the argument? What can you do afterwards? How long is it before its forgotten?</p> <p>Compare this to sending a horrible message via facebook or by text. How long before it is forgotten? Who sees it? Then talk about sexting and the dangers of reposting etc.</p>

		Children assess themselves against the five ways by writing what they do for each- could they improve?				
Week 4	<p>What can we do when we feel worried?</p> <p>Talk to children about when they feel worried about things- what kinds of things do they worry about?</p> <p>What can we do when we feel worried to make us feel better?</p> <p>Talk to children about things we can do at school such as well being room, pastoral team , worry hands etc and go on tour of school to see all the different things-</p> <p>Talk to them about what they could do at home such as relaxing and telling their parents.</p>	<p>Five ways to stay healthy focus: Turn off the TV and do something</p> <p>Explain that our grandparents did not have TV- what did they do to pass the time?</p> <p>Demonstrate how to play marbles/ hopscotch/ coin push against a wall/ jacks And other old fashioned games and allow children time to play.</p> <p>Did they enjoy themselves? What is the benefit of games such as these compared to watching the TV/ video games?</p>	 <p>5 ways to stay healthy- see above hand.</p> <p>Class discussion about what each of the five strands mean.</p> <p>Round robin activity with each of strands on sheets and children add their ideas- teacher to model examples.</p> <p>Share ideas as a class ready for the next lesson.</p> <p>Paint and print own hand to dry for next lesson.</p>	<p>Empty a tube of toothpaste in front of the pupils.</p> <p>Ask them if they can put the toothpaste back in the tube. Is this possible?</p> <p>Discuss how easy it is to empty the tube without really thinking about it, but once it is empty there is no going back.</p> <p>Link this to unkind words, once they are said they can't be taken back. We can apologise and try to make things better but unkind words can't 'be put back in the tube'.</p>	<p>Lesson 1: Trust me</p> <p>Use powerpoint and teacher lesson plan all found in the resource section.</p> <p>What can we trust online?</p> <p>Cambridge English Dictionary defines trust(v) as: "to believe something is good and honest and will not harm you, or that something is safe and reliable". As a noun, it is defined as "the belief that you can trust someone or something"</p>	<p>The stand up kid- presentation , film and discussion.</p> <p>https://www.time-to-change.org.uk/get-involved/get-involved-schools/school-resources</p>
Week 5	<p>Play different clips of music to the children and ask them to say which emotion they feel. They could either hold up emojis or could tick them on a sheet.</p> <p>These can be random clips or you could use the following as examples: The arrival of the queen of sheba- Handel Marriage of Figaro- Mozart Orpheus in the underworld- Offenbach Ride of the Valkyries – wagner Dance of the knights- Prokofiev</p> <p>The idea is for children to be able to talk about emotions in different ways and music is a good stimulus.</p>	<p>Five ways to stay healthy focus: children will make their own healthy snacks to show them that being healthy does not mean things don't taste nice!</p> <p>Making healthy snacks: Children to work in groups to make the following foods and then try as a class.</p> <p>Chickpea chocolate cookies</p> <p>Date and nut balls</p> <p>Fruit smoothies</p> <p>Activity to be done for two weeks.</p>	 <p>5 ways to stay healthy- do own hands with examples of each of 5 strands- see above hand</p> <p>Painted own hand to be used to write their own ideas on for each of the strands.</p>	<p>Ask the class to think of a time someone was kind to them.</p> <p>What happened? What did they do? What do they think? How did they feel?</p> <p>Draw or write about it and share examples, highlighting how kindness can take many different forms.</p> <p>Next ask pupils to draw an outline of their hand on a piece of paper. On each finger they can write or draw an idea of how to be kind to other people</p>	<p>Lesson 2: Trust me</p> <p>Use powerpoint and teacher lesson plan all found in the resource section. Lesson aim: To highlight to young people that other people may seek to persuade them online and that not all online contact is trustworthy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students can recognise that it is their own choice to accept something online <input type="checkbox"/> Students can recognise ways that people may seek to persuade them online <input type="checkbox"/> Students know what to do if they have any concerns about 	<p>Mental health v mental illness graffiti activity – see sheet</p> <p>Aim: to promote positive image of mental health</p> <p>Show the mental health grid and talk about issues that might affect them.</p> <p>Show linear representation and then revert to four quadrants:</p> <div style="text-align: center;">  </div>

					something they experience online	cold for physical health but still need to do something about it: Eg bereavement, exam stress, parents splitting up Can they think of other examples?
Week 6	<p>Show different examples of art to the children and ask them to say which emotion they feel.</p> <p>They could either hold up emojis or could flick them on a sheet.</p> <p>These can be random artworks but try and use famous artists- abstract are really good for encouraging discussion.</p> <p>The idea is for children to be able to talk about emotions in different ways and art just as with music is a good stimulus.</p>	<p>Five ways to stay healthy focus: children will make their own healthy snacks to show them that being healthy does not mean things don't taste nice!</p> <p>Making healthy snacks: Children to work in groups to make healthy foods and then try as a class.</p>	<p>Use some of the resources in the mental health well being room to show to the children-</p> <p>Let them look at the leaflets and the books etc and then ask them to produce a poster advertising the resources to other children.</p> <p>The aim is to make other pupils aware of what we have to help them- you may want to include the play therapy room resources.</p>	<p>Explain that they children are going to do some role plays- Give them different falling out scenarios or you could ask them to think of their own.</p> <p>After the role play lead a discussion about what they could do to solve the issue and if time give them the opportunity to act this out.</p>	<p>Ask children to write a leaflet or design a poster to teach children about the dangers of believing everything they see or read online.</p>	<p>Mental health quiz- use as starting point for discussions https://www.time-to-change.org.uk/get-involved/get-involved-schools/school-resources</p>