

## **KS2 Teacher Guidance**

We have designed this video to be full of information and activities. As this video has been designed for all KS2 pupils, we have created differentiated tasks for each activity. Please feel free to adapt resources and activities for your class or individual pupils. We would encourage you to read through the guidance before the lesson to ensure you have everything you need for the lesson. You may wish to choose activities prior to the session or using longer or shorter time frames for activities.

This lesson is aimed for an hour, however if you feel that your class would benefit from the video and activities being spread out over a number of shorter sessions then please feel free to do so.

If at any point you notice a pupil displaying signs of distress, please feel free to give them some time out of the classroom, perhaps with a member of staff who could support them.

### Resources needed:

Please ensure that every child has:

- Paper
- Pencils
- Any printed resources within this guidance that you plan to use

### Other resources needed:

- A ball
- A jar / display space
- Strips of paper

Activity 1: What does mental health mean to you? (5 minutes)

**Activity:** ask the children to choose from one of the three following options, or you could choose one activity for the class to complete if that feels more appropriate:

1. Draw what mental health means to you.
2. Write a short paragraph about what mental health means to you.
3. Could you complete the above for a different person? Are there any similarities or differences between your own and their perceptions of mental health?

Remind the children that there are no right or wrong answers – we want to know what it means to them.

Invite whole class discussion for children to learn from each other. Please state to the class that there is no expectation to share if they do not wish.

The next part of the video will go into a definition of mental health so there is no need to explain this yourself.

It may be helpful to note any children who articulate negative ideas of mental health and perhaps have a discussion with them around this on a 1:1 basis.

Activity 2: Recognising emotions

Choose at least one of the emotions from the Toby's story. If you have time, or if the children are able, feel free to explore each emotion.

**Activity:** List all of the times someone could feel that particular emotion. What situations might trigger it? No matter how big or small, write it down.

This could be done individually, in pairs or small groups or as a whole class discussion.

Suggested questions for discussion:

*Have you ever experienced this before?*

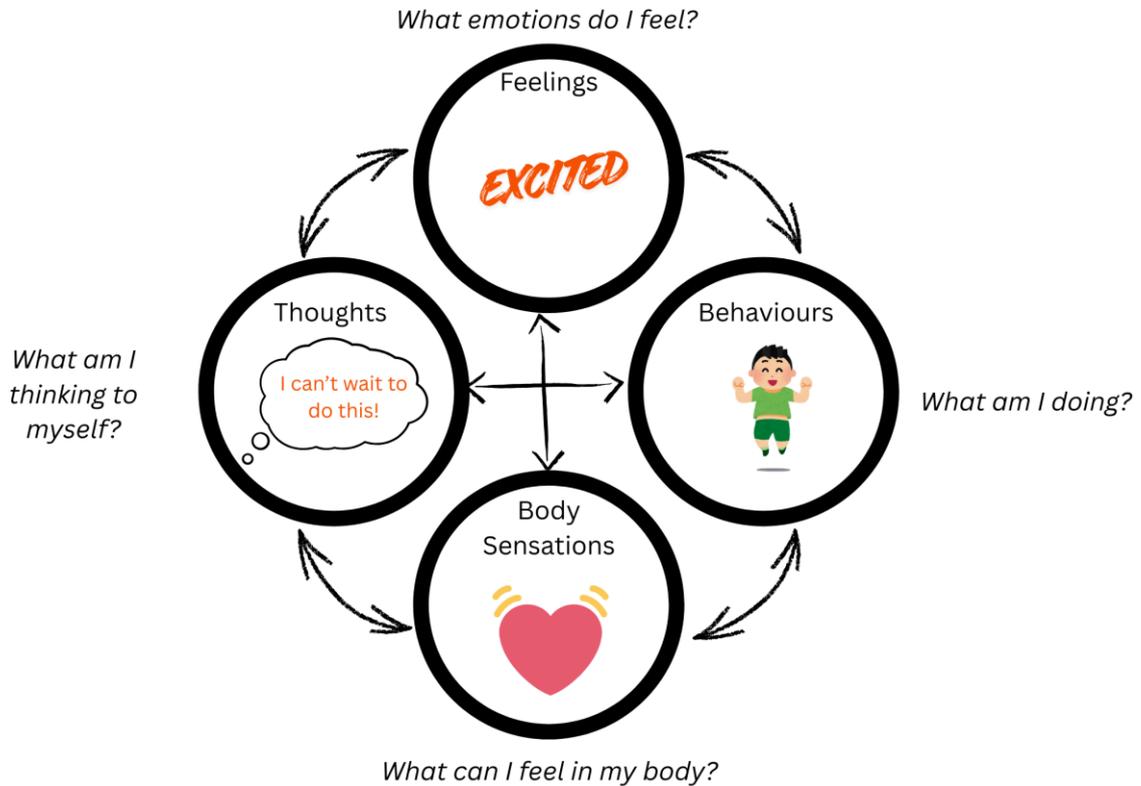
*What emotions did you feel?*

*Was one emotion bigger than the other?*

*How did you manage those emotions?*

*Looking back, would you have done anything differently?*

Activity 3: Emotions, thoughts, physical sensations and behaviours (hot cross bun model)  
(5 minutes)



Suggested script:

*The way that we feel affects our thoughts, the physical sensations we feel in our bodies and the way that we act – they are all connected.*

*When we feel (insert chosen emotion), our bodies might show this by (insert relevant sensation), we might be thinking (insert relevant thought), and we might behave by (insert relevant behaviours).*

*Sometimes, if we feel a more difficult emotion such as sadness or worry, we can get stuck in a cycle of these unhelpful feelings, behaviours and thoughts and it can sometimes be tricky to break that cycle. By looking after our mental health every day, we can break those cycles of difficult emotions.*

**Activity options (*worksheet attached to support*):**

**This activity could be done in pairs or small groups.**

- 1. Choose a situation from your list and act it out. Call out 'Pause' then allow the actors to state what their characters could be thinking. (pairs, small groups or whole class)**
  - 2. Choose a situation from your list and draw out a comic strip of the situation. Remember to add thought bubbles!**
  - 3. Can you match the emotion to the body sensations? Hint: There may be more than one answer for some!**
- Support children as needed during their activity, encouraging children to draw upon their own experiences of that emotion if they feel comfortable to do so.
  - Put the chosen emotion word on the board, or if doing more than one, one at a time
  - Talk through each emotion or the one that you have chosen to focus on using the resource provided (a 'hot cross bun model' has been completed for each one).
  - Alternatively, you may give groups or tables one to focus on and then feedback to the rest of the class.
  - *Adaptations for neurodiversity:* some neurodiverse pupils may struggle to articulate thoughts. Instead, they could focus on another part of the model, such as physical sensations in the body or the situations this emotion may occur.

#### Activity 4: Looking after our mental health

Choose one of the three activities to complete together as a class.

##### **Option 1:**

- **Go outside if able and stand in a circle, throwing a ball to each other. Whoever catches it says something that they do that helps their mental health. If they are struggling, provide them with some examples, i.e. breathing exercises, write in a journal, get out in nature, exercise, talk to someone, listen to favourite music, read.**

##### **Option 2:**

- **Ask the children to write on a slip of paper something that they can do to look after their mental health and add it to the class jar or display board.**
- **This is something that could be visited each week – one child to choose a slip from the jar and that is the class challenge for the week. Alternatively, if a child is feeling sad, anxious, worried etc., they can choose something from the jar for them to try that week.**

##### **Option 3:**

- **Model communicating feelings. We want to teach children to be explicit in how and why they are feeling a certain and what they would like to happen to help them with that emotion:**

**I am feeling...**

**Because...**

**I would like... or please can.... :**

***I am feeling sad because my dog is poorly. Please can I have a hug?***

**Or**

***I am feeling frustrated because I am finding my homework tricky. I would like you to help me work it out.***

By children learning to understand and articulate their emotions in a clear and calm way, they are able to get help rather than keeping things bottled up and then that can cause emotional outbursts.

#### Activity 6: Peace Connections

##### **Activity:**

- **Children to think about two people who bring them peace, especially if something is upsetting or worrying them. Encourage to tell the person next to them.**
- **In pairs, ask the children to share with the person next to them one thing they are going to try from the '10 a Day' poster to help them with their mental health this week.**

Thank you for using this resource. If you have any questions or feedback, please contact us at [cfhd.mhstadmin@nhs.net](mailto:cfhd.mhstadmin@nhs.net)