The importance of ground rules for PSHE lessons

Before teaching about mental health and emotional wellbeing, clear ground rules should be established. This may also be known as class contract or class agreement and is one of the main ways of ensuring there is a safe teaching and learning environment.

The ground rules should be consistently kept to and revisited throughout the lesson and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than ‘given’ or imposed by the teachers.

Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

Example ground rules - List 1 (shared agreement)

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don’t put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to

Example ground rules - List 2 (rights and responsibilities)

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or ‘put down’
- We have responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Some ways of developing ground rules with pupils

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section Compare each other’s responses to develop one class set to be agreed
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do

- Carousel activity:
  - Write a prompt word or statement on a piece of flipchart paper (for example: listening, sharing/asking questions, not judging others, using appropriate language, confidentiality, help)
  - Organise pupils into six groups and give each group a piece of flipchart paper and a marker pen
Ask pupils to jot down ideas about how that would be carried out in a lesson (types of behaviour, what people would do/say or not do/not say)

After a short time, pass the pieces of flipchart paper around the room clockwise to the next group

Ask this group of pupils to jot down why these types of behaviour are important in a PSHE lesson

After a couple of minutes, pass the pieces of flipchart paper around the room clockwise and to the next group

Ask this group of pupils to come up with a class rule for the key word/statement

Display the flipchart paper around the classroom and ensure everyone agrees the rules

Some examples and things to consider with the class when developing a set of ground rules:

1) **Sharing opinions, the right to ‘pass’ and asking questions**

   Consider with the class:
   - that topics should be able to be openly and honestly explored
   - the importance of everyone being entitled to express an opinion
   - that pupils should join and actively participate in the lesson, but if someone feels uncomfortable with a topic or activity they should talk to the teacher individually (the teacher might prepare the class in advance by letting them know what topics are coming up). Pupils can let the teacher know anonymously or directly if they have any concerns about themselves or a friend
   - that questions are welcomed but:
     - no one should ask a question that deliberately tries to embarrass or upset someone or encourages pupils to laugh at someone
     - teachers and pupils may choose to not answer a question if it is personal
   - whether questions can be asked throughout the lesson or whether there may be a set time in the lesson when questions can asked
     - at the beginning of the lesson, questions are invited and written on the flipchart to help direct the lesson based on the current needs and understanding of the class
     - by using an anonymous questions box where questions can be asked and followed up a later time (this is particularly useful if pupils want to ask questions that they may feel uncomfortable about asking in the lesson)

   **Examples:**
   - We join in and ask questions if we want to
   - Everybody has the right to join in and speak if they want to

2) **Listening to others**

   Consider with the class:
   - what good or ‘active’ listening looks like
   - how best to agree with or challenge someone’s else viewpoint (ie: listening in full before making assumptions or formulating a response, not interrupting)

   **Examples:**
   - We make sure that everybody feels listened to
   - Everybody has the right to feel listened to
3) **No assumptions, non-judgemental**

Consider with the class:

- that a range of different attitudes and beliefs may be explored in the lesson
- that there may not necessarily be a ‘right’ answer
- that everyone should be entitled to express an opinion or ask a question without feeling ridiculed - the importance of not making fun of or putting down other pupils
- where pupils disagree with another point of view, they should challenge the belief and not the person
- being careful not to make assumptions about the attitudes, values and life experiences of others

**Examples:**

- We make sure everybody feels ok – we don’t put people down
- We have the responsibility to ensure people do not feel judged or ‘put down’

4) **Use of language**

Consider with the class:

- the importance of using vocabulary everybody understands - in most cases the correct vocabulary should be used
- that vocabulary that is inaccurate or offensive should not be used (unless there is specific task that demands this)
- not just which words are used, but the way in which they are used, such as using correct vocabulary but in an inappropriate way to hurt someone or cause offence for example

**Examples:**

- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We have responsibility to use the correct vocabulary so as not to cause offence

5) **Confidentiality**

Consider with the class:

- that lesson time is not the appropriate setting to directly discuss their own personal experience or the personal experiences and private lives of others. General situations might be used as examples but names and identifying descriptions should be left out. Pupils can share stories or experiences without naming others, by saying: ‘Someone I know…’ or ‘A situation I heard about…’
- the importance of not naming names or repeating other people’s views if discussing lesson content outside of the classroom. You might also discuss why it is not appropriate to share the lesson content with younger pupils (depending on the nature of the lessons)
- emphasise that you cannot completely guarantee confidentiality, that if you become concerned that a child is at risk (being hurt or harmed), you will need to follow the school’s safeguarding policy (tell someone else in school)

**Examples:**

- We keep the conversation in the room
- Everybody has the responsibility to keep confidentiality

6) **Seeking help and advice**

Teachers should direct pupils to:

- a person or people in school
• appropriate websites, helplines or text services where pupils might go to for further help or advice - these should be displayed in the classroom, especially whilst the topic is being taught

**Examples:**
• We know we can ask for further help or advice if we want to
• Everybody has the right to seek help or advice if they want to
Circles of support – mental health

What can be done to help?
- by the person themselves?
- their friends or family
- others, the local community or wider society?
### Year 6

#### Mental health: healthy minds

<table>
<thead>
<tr>
<th>What might affect a person’s mental health?</th>
<th>What can things can you do to help look after your mental health every day?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

#### How I feel about my learning (please circle)

- ![Emoticon](image1.png) I feel confident
- ![Emoticon](image2.png) I feel OK
- ![Emoticon](image3.png) I’m not sure/I need help

#### Anything else you would like to say?

- ![Emoticon](image4.png) I’d like to know more

#### Teacher Comments:
Healthy Minds – Year 6 - Lesson 1

What is mental health?

Learning intention
Pupils learn what mental health is

Learning outcomes
Pupils:
• know that mental health is about emotions, moods and feelings - how we think, feel and behave
• recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent
• know that there is help, advice and support available about mental health

Resources and preparation
• Pupil assessment activity – Circles of support – a copy for each pupil
• Pictures of mental health – enlarged and displayed around the classroom or Mood montage – enlarged for display on the interactive whiteboard
• Mood scatter graph – copy for each pair of pupils
• Help, advice and support poster – displayed in the classroom
Optional:
• Pictures of mental health – enlarged and stuck onto a piece of flipchart paper and displayed around the classroom
• Felt-tip/marker pens
• Definition of mental health 1 and/or Definition of mental health 2
• A4 paper – one piece for each pupil

Home/School link activity
• Give each pupil a copy of the 7 steps to wellbeing worksheet
• Ask the pupils to choose activities under each heading they would choose to do every day to help maintain good mental health
  This could be completed to follow up the healthy minds lessons or as an activity following Lesson 3, prior to Lesson 4

Pre-topic assessment activity
• Ask each pupil to complete the Mental health tree diagram

Ground rules
• Remind the pupils of the ground rules for PSHE lessons. Ensure that they are understood and followed.

Remember
Pupils can sometimes appear to have a negative view of the term ‘mental health’ – associating it only with mental health illness. This lesson will explain that the term ‘mental health’ covers the broad spectrum of moods, feelings and emotions that we all experience,
and does not just mean when we are talking about mental ill health or mental health problems.

Individual pupils may express concerns about themselves or someone they know. Be sure to reiterate that if they have any concerns they should talk to a trusted adult (such as a parent or teacher).

The lesson

Optional starter/warm–up activity
- Display the Pictures of mental health around the classroom
- Give the pupils a very short while to walk around the classroom and write words that are suggested by the images on the flipchart paper surrounding the pictures, using the felt tip/marker pens.
- After a few minutes bring the class back together

Hook activity
- Display some of the Pictures of mental health around the classroom or display the Mood montage on the interactive whiteboard
- Ask the pupils to summarise what the pictures are about and suggest a possible title or heading for all of them
  Pupils responses might include: emotions, moods and feelings, behaviour, the mind, how we feel, how we feel, how we behave

Introductory activity
- Write the words ‘mental health’ on the flipchart or interactive whiteboard
- Explain that when we talk about mental health we are talking about the wide range of feelings, moods and emotions we may all experience at any time - how we think, feel and behave (and therefore not just about mental ill health or mental health problems)
- Agree a definition of mental health with the class
  Example:
  Definition of mental health 1
  Mental health describes how we think, feel and behave.

Main activity
- Organise the pupils into pairs
- Give out copies of the Mood scatter graph to each pair of pupils
- Ask the pupils to plot different emotions on the graph according to the level or strength of the emotion. Encourage them to choose at least 6 feelings, moods and emotions that they would consider to be more ‘happy’ feelings and that they would consider as more ‘sad’ feelings. Pupils will need to spread the words out horizontally and vertically across the graph.
- Bring the class back together
• Discuss that the line in the centre of the graph is like a line of balance and the words, whether they fall above or below the line are feelings, moods and emotions that anyone might experience or any given day and that this is a normal part of everyday life.
• Ask the pupils to imagine the chart as an average day in the life of a person and plot a line from one end of the graph to the other, showing how a person might experience lots of different emotions during a day.
  *If you prefer you could do this activity with a different period of time, such as a week, term or year. The important thing is for pupils to realise that our state of mental health changes frequently and that any one state is not permanent.*

**Optional pupil self-reflection activity**
• Give each pupil a blank piece of A4 paper
• Ask them to draw a line from one side of the piece of paper to the other (it can be a straight or wavy line) to represent a period of time, such as 1 day or 1 week
• Ask them to label one side of the line ‘good’ feelings and one side as ‘not-so-good’ feelings
• Now ask the pupils to plot on the graph, above or below the line the different feelings, moods and emotions they felt over the period of time. They do not need to name the feeling, mood or emotion for this activity but can identify the level or strength of feeling by using ‘x’ as a symbol
• Ask the pupils to join the ‘x’ symbols together by drawing a line through them to demonstrate how their feelings fluctuated over the period of time

**Closing activity**
• Display one of the completed Mood scatter graphs as an example.
• Point out the words that have been written at the bottom of the graph
  *Pupils’ responses may have included words such as: afraid, depressed, desperate, devastated, hated, neglected, lonely, paranoid, stressed*
• Explain that we all might feel those things once in a while, but that if a person felt them often, in different places and situations or if they have been feeling these things for a long time, they might want to get further help, advice and support
• Display the Help, advice and support poster showing some of the places an adult, young person or child person could go to for help and draw the pupils’ attention to this – this could then be displayed in the classroom.
• Point out some of the other words on the graph – those that relate to good feelings. Ask the pupils think of the types of activities that help to give them good feelings.
• **Optional:** You could end the lesson by displaying and reading following quote:
  *Definition of mental health 2*
  *Mental health is how we think, feel and behave. There are times when everyone feels stressed or unhappy. Generally these bad times pass, but sometimes they do not go away and we might need to seek help. Most people fully recover from mental health problems.*
  *Reference: NHS Islington, April 2011*
Pictures of mental health
Mood montage
Mood scatter graph
Mental health is how we think, feel and behave.
Mental health is how we think, feel and behave. There are times when everyone feels stressed or unhappy. Generally these bad times pass, but sometimes they do not go away and we might need to seek help. Most people fully recover from mental health problems.

Reference: NHS Islington, April 2011
Mental health
Help, advice and support

Adult

- Talk to a GP or doctor
- Call i-cope 020 3317 7252
- [www.islingtonmind.org.uk](http://www.islingtonmind.org.uk)
- [www.mind.org.uk](http://www.mind.org.uk)

Young person

- Talk to trusted adult, such as a parent or teacher
- Call Childline 0800 1111
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.mindfull.org](http://www.mindfull.org)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.izzy-info.com](http://www.izzy-info.com)
Healthy Minds – Year 6 - Lesson 2

What can affect mental health?

Learning intention
Pupils learn about what can affect mental health and some ways of dealing with this

Learning outcomes
Pupils:
• recognise what can affect a person’s mental health
• know some ways of dealing with stress and how people can get help and support
• understand that anyone can be affected by mental ill health

Resources and preparation
• **Bucketful of worries worksheet** – enlarged copy displayed on the interactive whiteboard or flipchart, plus one copy, enlarged to A3 size for each group of pupils
• marker pens
• **Help, advice and support poster** - displayed in the classroom
  Optional:
  • **Taps images** – displayed on the interactive whiteboard or flipchart, plus copies for each group of pupils

Home/School link activity
• Give each pupil a copy of the 7 steps to wellbeing worksheet
• Ask the pupils to choose activities under each heading they would choose to do every day to help maintain good mental health
  *This could be completed to follow up the healthy minds lessons or as an activity following Lesson 3, prior to Lesson 4*

Ground rules
• Remind the pupils of the ground rules for PSHE lessons. Ensure that they are understood and followed.

Remember
During this lesson pupils may raise some specific mental health conditions (including self-harm or suicide). You might want to ask pupils to clarify their understanding but it is not necessary to give detailed descriptions of specific mental health conditions.

Individual pupils may express concerns about someone they know who may be experiencing a stressful or difficult situation or may be experiencing mental ill health / mental health problems. Reiterate that if they are worried about someone they know, they should talk to a trusted adult (such as a parent or teacher). They might want to encourage the person to seek help and support, but it is not their responsibility to try and solve the problem.

The lesson
Hook activity

- Organise the pupils into small groups
- Give each group or pupils a copy of the **Bucketful of worries worksheet** and a marker pen
- Ask the pupils to discuss what sorts of things that might worry a young person or adult and to record this by writing down their ideas inside the bucket. Refer back to the previous lesson – things that can evoke more negative feelings.
- Pupils can write each thing in a ‘drip’ – smaller drip for things that might not affect someone too much and bigger ‘drip’ for things that are more likely to affect someone’s mental wellbeing a lot
  *For this activity the bucket is used as an analogy for people’s lives*
- After a short while, bring the class back together to reflect on their responses

Introductory activity

- Discuss with the pupils how it might feel for a person when their bucket gets full or they feel they cannot manage their bucket
  **Pupils’ responses might include:** sad, heavy, down-hearted, like they are dragging the bucket, anger, depression, wanting to throw the bucket at someone!

  *It will be important to point out that these things can happen to anyone or anyone can feel like this at times in their life. Experiencing these things does not mean a person will have or will develop mental health problems – this is just part of managing and looking after our mental health*

Main activity

- Ask the pupils to work in their groups again, discussing some of the behaviours that people might exhibit and add to the bucket pictures by drawing arrows coming out of the top of the bucket and labelling the feelings and behaviours that may be observed
- After a short while, bring the class back together to reflect on or further discuss some of the things the pupils have recorded
  **Pupil’s responses might also include:** drinking or smoking too much, shouting, swearing, hitting-out, hiding away – not going out the house

  *Explain that having strong feelings may cause people to act in a way they would not usually act – for example they may have an outburst of strong feelings. On the other hand some people actually try to hide how they are feeling or may not share their feelings with others at all. Be sure to point out that different people have different abilities to manage stressful or difficult situations that arise in their lives. You could explain this by saying that different people are able to manage different loads in their bucket or a person’s bucket might be bigger or smaller than someone else’s. It is not necessarily helpful to compare the size of your buckets!*

Closing activity

- Display the **Bucketful of worries worksheet** but this time with some of the taps images added to the sides of bucket and discuss with the class what affect this might have
  **Ideas to help to relieve the strong feelings**
- Discuss with the class some of the things that people might do to help them to feel better
  *These are sometimes described as being coping strategies that can enable a person to ‘bounce back’. You might want to demonstrate some different strategies with the pupils. Remind the pupils that if a person experiences these feelings and behaviours often (including in different places and situations), over a long time, or if the coping strategies...*
do not seem to help, then people they might want to get further help, advice and support, including further medical or professional help

- Ask the groups of pupils to go back to the **Bucketful of worries worksheet** and add some taps on the side of the buckets, labelling them with ideas of what people might do

**Pupils’ responses could include:**

- **different coping strategies** such as: *taking deep slow breaths, holding a stress ball or special object, counting to 10, imagining a calm and safe place, writing or drawing how they are feeling (and then throwing it away), doodling, hitting/cuddling a cushion, ripping up paper, talking with a friend, telling someone how they are feeling.*

Sometimes people use negative coping strategies to deal with feelings that, whilst seemingly helping in the short term, can cause the feelings to continue or even get worse. This can include things like drinking alcohol, smoking or eating too much / not enough).

- **professional or medical support such as:** *information website, helpline, medical or professional help such as a doctor, GP or therapist.* Refer to the **Help, advice and support poster**

**Optional self reflection activity**

- Give each pupil a piece of A4 or A5 paper
- Ask pupils to think about what helps them when their bucket gets full and to draw and label this
- These can be kept anonymous and later, displayed in the classroom
Bucketful of worries worksheet
Mental health
Help, advice and support

- Talk to a GP or doctor
- Call i-cope 020 3317 7252
- www.islingtonmind.org.uk
- www.mind.org.uk

- Talk to trusted adult, such as a parent or teacher
- Call Childline 0800 1111
- www.childline.org.uk
- www.mindfull.org
- www.youngminds.org.uk
- www.izzy-info.com
Taps images
Healthy Minds – Year 6 - Lesson 3

Mental health everyday

Learning intention
Pupils learn about some everyday ways to look after mental health

Learning outcomes
Pupils:
• know some everyday ways of looking after mental health
• can explain why looking after mental health is as important as looking after physical health
• understand that some things that support mental health will also support physical health

Resources and preparation
• **7 steps to wellbeing (SMILERS)** – displayed on interactive whiteboard
• 7 pieces of flipchart paper, each one labelled with a different heading from the 7 steps of wellbeing (socialise, move, interest, look, eat well, rest, support)
• **Looking after yourself Venn diagram** – enlarged to A3 size, copy for each group of pupils
• **Looking after yourself activities** – displayed on the interactive whiteboard or flipchart or made into sets of cards - one set of cards for each group
• Sentence starter- displayed on the interactive whiteboard
  o It is important for a person to look after their mental health because...

Home/School link activity
• Give each pupil a copy of the **7 steps to wellbeing worksheet**
• Ask the pupils to choose activities under each heading they would choose to do every day to help maintain good mental health
  *This could be completed to follow up the healthy minds lessons or as an activity following Lesson 3, prior to Lesson 4*

Ground rules
• Remind the pupils of the ground rules for PSHE lessons. Ensure that they are understood and followed.

Post-topic assessment activity
• Ask each pupil to complete the **Mental health tree diagram**
• Ask each pupil to complete the reflection sheet – **Healthy Minds**

Remember!
Individual pupils may express concerns about someone they know who may be experiencing a stressful or difficult situation or who may be experiencing mental ill health / mental health problems. Explain that if they are worried about someone they know, they should talk to a trusted adult (such as a parent or teacher). They might want to encourage the person to seek help and support, but reiterate it is not their responsibility to try and solve the problem.
The lesson

Hook activity
• Organise the pupils into 7 groups
• Give out the 7 pieces of flipchart paper, each one labelled with a different heading from the **7 steps of wellbeing** (socialise, move, interest, look, eat well, rest, support) – give one to each group
• Allow the pupils a short while to list different ideas under each heading
• Every few minutes, pass the pieces of flipchart paper on to different groups so each group of pupils has an opportunity to add to each sheet
• **Encourage the pupils to write new ideas and not repeat ones that have already been suggested**

Introductory activity
• Display the flipcharts around the classroom
• Explain that the 7 steps to wellbeing (SMILERS) are all different ways that people can help look after their mental health on a daily basis. *This can be explained by using an analogy of people looking after their physical health every day, such as brushing their teeth (morning and evening) to help maintain good teeth and mouth hygiene and prevent decay. One way of remembering the 7 steps to wellbeing is as an acronym, ‘SMILERS’*

Main activity
• Organise the pupils into pairs
• Give out a copy of the **Looking after yourself Venn diagram** to each pair
• Display the **List of looking after yourself activities** on the interactive whiteboard or flipchart or if you have made sets of cards, give out one set of cards to each group
• Ask the pupils to discuss each activity and decide whether it would most support mental health, physical health, both, or neither and then to record this on the Venn diagram
• **More able pupils can add additional ideas or come up with their own ideas without using the prompt list**
• Bring the class back together and ask some of the groups to share their ideas, explaining and justifying where they have placed the activities on the Venn diagram.
• Draw out that the majority of activities that support people’s physical health also support their mental health

Closing activity
• Working in their pairs, ask the pupils to discuss why is it important for a person to take steps to look after their mental health on a daily basis
  • **Sentence starter: It is important for a person to look after their mental health every day because…**
• Ask each pair to share their sentence with the class
Looking after yourself Venn diagram. JL: these will need to not be coloured in so pupils can write on them.
## Looking after yourself activity cards

<table>
<thead>
<tr>
<th>medicine</th>
<th>being with a friend</th>
<th>eating a balanced diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>keeping your body and clothes clean</td>
<td>drinking water</td>
<td>swimming</td>
</tr>
<tr>
<td>painting a picture</td>
<td>cooking</td>
<td>computer gaming</td>
</tr>
<tr>
<td>cloud gazing</td>
<td>walks in the park</td>
<td>smoking</td>
</tr>
<tr>
<td>getting enough sleep at night</td>
<td>punching a pillow</td>
<td>giving compliments</td>
</tr>
<tr>
<td>biting your nails</td>
<td>sitting still, taking slow, deep breaths</td>
<td>listening to music</td>
</tr>
<tr>
<td>being friendly</td>
<td>eating sweets</td>
<td>helping to do jobs</td>
</tr>
<tr>
<td>cleaning your teeth</td>
<td>having eye test</td>
<td>talking to a doctor or GP</td>
</tr>
<tr>
<td>7 steps to wellbeing (SMILERS)</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socialise</strong> – get together with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Move</strong> - be active</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interest</strong> - have a hobby, keep learning, do something creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Look</strong> - take notice of the world around you</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eat well</strong> - balanced diet</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rest</strong> - relax, sleep well</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong> - give or help others</td>
<td></td>
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</tbody>
</table>
Healthy Minds – Year 6 - Lesson 4

Mental health, stigma and discrimination

**Learning intention**
Pupils learn about the stigma and discrimination that can surround mental health

**Learning outcomes**
Pupils:
- recognise that stigma and discrimination of people living with mental health problems can and does exist
- explain the negative effect that this can have
- know what can help to have a more positive effect (and therefore reduce stigma and discrimination)

**Resources and preparation**
- **People profiles** – one copy for each group of pupils
- **People profile 1** – enlarged and displayed for the pupils
- Each pupil’s assessment activity from lesson 1 – **Circles of support** - or a new copy for each pupil
- **Pupil reflection sheet – Healthy minds** – a copy for each pupil

**Home/School link activity**
- Give each pupil a copy of the **7 steps to wellbeing worksheet**
- Ask the pupils to choose activities under each heading they would choose to do every day to help maintain good mental health
  
  *This could be completed to follow up the healthy minds lessons or as an activity following Lesson 3, prior to Lesson 4*

**Ground rules**
- Remind the pupils of the ground rules for PSHE lessons. Ensure that they are understood and followed.

**Pre-topic assessment activity**
- Ask each pupil to complete the **Mental health tree diagram**

**Remember**
During this lesson, pupils may ask why people become mentally ill or have mental health problems. Point out that it can be difficult to know or understand - it might be do with things they have experienced in their lives but it can be for many different reasons. Explain that anyone might experience mental ill health, (of one kind or another) at some point in their lives, but that most people can and do recover.

Pupils may express that they feel responsible for a person experiencing mental ill health or feel that they should solve the person’s problems. Reiterate that it is not their responsibility to do this, but something they can do, if they are worried about someone they know, is to talk to a trusted adult (such as a parent or teacher).
The lesson

Hook activity
- Organise the pupils into groups
- Give each group a piece of flipchart paper
- Ask the pupils to think about the kinds of words people might use to describe mental illness or mental health problems and to record these by writing them on the flipchart paper
- Pupils sort the words into which feel ‘ok’ to use which are derogatory or ‘not ok’
- Bring the class back together to feed back

Pupil responses might include: sad, lonely, depressed, weird, odd, strange, normal, a bit dodgy, scared, dark, mad, nut-job, crazy
For this task you can give pupils permission to use words that they would not usually use in school, including negative descriptions and derogatory words, for example: ‘pyscho’ or ‘weirdo’
More able pupils could also consider how some people might behave around people they think have mental illness / mental ill-health

Introductory activity
- Organise the pupils into pairs
- Give each pair a copy of one of the people profiles
- Ask the pupils to read the people profiles
It may be necessary to talk about how mental ill health can manifest in different ways for different people; that it may very obvious or may be not be noticeable at all. Pupils can consider this in relation to the people profile they have been given
- Ask the pupils to consider the effect the vocabulary or behaviours discussed above might have on the person, including their feelings and what they might do or not do as a result
- When the pupils have completed the task, bring the class back together and share some of their responses about the effect the inappropriate language or behaviours might have on the person
- Discuss that that is not just what is said that makes a word ok or not ok but also how or when. In other words, it is the intention behind the word that gives the meaning
More able pupils could also consider the possible effect on their friends and family

Pupils responses about the effect it could have might include: make them feel not as important as others, they feel even more confused, unmotivated, sacred, less likely get help or ask for support

Main activity
- Display the people profile 1
- Discuss that sometimes it can be difficult to know the correct way to describe a mental health problem or know how to behave around a person living with a mental health problem. Explain that mental illness, in some people, can make them behave in a way that can be unpredictable or scary
- With the class imagine the situation on the bus and discuss how to manage the situation
You could set this up as a role play situation with an empty chair being used to symbolise the man and role play different ways that people might react and manage this situation and which are most appropriate

- Explain that it is best to:
  - think carefully about how to behave around the person, be kind and not hurtful or add to their distress but keep yourself safe
  - describe the feelings rather than ‘labelling’ the person
  - tell an adult they know and trust (such as a parent or teacher) if they are worried about someone
- Reiterate that if they are ever worried about someone, they should talk to a trusted adult (such as a parent or teacher) and that it is not their responsibility to try and solve the problem.

Closing activity
- Across the classroom display cards with the headings: agree, disagree, strongly agree, strongly disagree, not sure
- Read out the following statements and ask pupils to stand near to the heading card that most represents what they think
  - People with mental health problems are likely to become violent
  - Mental health problems are always caused by stress
  - People cannot recover from mental health problems
  - People with mental health problems are difficult to talk to
  - It is embarrassing to know someone who has mental health problems
- Ask the pupils to justify their thoughts and opinions.

People may experience mental illness or difficulties with their mental health at one time or another in their life (just like people do with their physical health, such as when people get a cold or flu) and that people can and do usually recover. There are lots of different types of mental ill health. Mental illness can manifest in different ways – it may be noticeable by others or might not be noticeable at all. A person themselves may not even recognise they are experiencing mental health problems.

- Ask the pupils to complete the post-topic assessment activities
<table>
<thead>
<tr>
<th>People profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the bus, there is a man who seems to be talking to someone who is not there. Sometimes he shouts things at people.</td>
</tr>
<tr>
<td>1 Marcus' dad feels very sad. He has been feeling this way for a long time now. He has stopped going to work. He doesn’t seem interested in the things he used to enjoy doing. He mostly stays in the house and doesn’t go out much. Some days he does not even get out of bed.</td>
</tr>
<tr>
<td>2 Sue feels panicky every time she goes on the tube. She has noticed that she feels like this in other places that feel enclosed or where there are lots of people too. Her palms go sweaty, her body shakes and she feels faint. She has stopped going to places where she thinks she will feel like this.</td>
</tr>
<tr>
<td>3 Amira is always checking things at home. If she turns one tap on and off, she feels he must turn all the other taps in the house on and off too. She doesn’t know why she does this. Because it happens every day, she is often late for school. She is beginning to worry about it.</td>
</tr>
<tr>
<td>4 Jamal doesn’t seem to have friends and has started to avoid social situations. He walks with his head down so as not to make eye-contact. He feels very nervous around people and has started to wear dark clothes so that no-one notices him. He sometimes thinks he is not good anything. He feels lonely and like he doesn’t belong anywhere.</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
Healthy Minds - Year 6

Children’s fiction

Some suggested titles to support the Healthy Minds topic

**My mum’s from planet Pluto**, Gwyneth Rees
This is the story of Daniel and his mum, who was once very ill – mentally ill. Now recovered, she is going to be the Headteacher of Daniel’s new school. But then his mum stops taking the medication that prevents her illness coming back. As she starts behaving more and more weirdly, Daniel realizes that something is terribly wrong.

**The Illustrated mum**, Jacqueline Wilson
This is the story of 2 sisters: Dolphin and Star and their mother, Marigold. Marigold has wonderful clothes, bright hair and vivid tattoos all over her body - a colourful lady, to match her colourful life. But Star, is beginning to wonder if living with Marigold's fiery, unpredictable moods is the best thing for the girls . . .

**Helicopter man**, Elizabeth Fensham
Pete's dad is being pursued by a secret organisation. Both their lives are in danger and when the helicopters hover nearby they must hide. Pete knows he leads an unusual life, but he's never dared ask questions before. Now he needs some answers. His dad's behaviour is starting to confuse him.

**Finding a voice – friendship is a two-way street**, Kim Hood
Jo finds a friend in a severely disabled boy who cannot speak. Maybe it is because he can’t speak that she finds herself telling him how difficult it is living with her eccentric, mentally fragile mother. For a while it seems life may actually get better but as her own life spirals out of control, she becomes desperate to change things for both of them. In a dramatic turn of events, Jo makes a decision that could end in tragedy. This is the story of how an unusual friendship unlocks the words that neither knew they had.