

Session A: Stress & Good Mental Health

Key Stage: 3, 4, 5 or Adults

Available Formats 	1hr assembly/talk (i.e. year group)	20 minute assembly followed by optional teacher-led lesson (student & teacher packs available)
	Classroom lesson	Part of a longer (4 hour) seminar on mental health awareness

This is a one-off lesson (but is part of 3 lessons on mental health awareness) dealing with stress and promoting good mental health. The lesson looks at good and bad types of stress, gives tips on better coping mechanisms and looks at 8 practical common ways of promoting good mental health.

Not designed to be given in isolation but part of a planned approach to teaching younger students about better exam and homework study techniques. Older students, part of a broader approach to time management and activity prioritisation.



Learning Objectives

Students will learn:

- that stress is both positive and negative
- 4 practical tips to manage stress
- 8 common practical tips for better mental health.



Learning Outcomes

By the end of the lesson, students will be able to:

- Define how some stress is positive but too much is harmful.
- Identify how planning can help reduce stress.
- Analyse how stress can be beneficial.
- Differentiate between an event and the preceding stressful anticipation.
- Differentiate between the tension of external activities and internal decision making thinking.
- List personal stressful activities and apply how to they could better prepare for them
- Describe ways to promote good mental health.



Activity	Description	Outcome
Are challenges a good thing?	Opening question	Test baseline assumptions
Perception picture / video	Students consider & comment on a picture that appears 3D	Consider how our perception of the world can be wrong
Stress Box activity	Demonstration of how stress can build up slowly over time	Better planning and learning to delegate or re-prioritise activities can deal with life's events
Stress v Performance	How stress and performance relate to each other. Fight, flight, fawn or freeze.	Students see that some stress is good but too much is harmful.
Famous person & Certificate	Examples of how facing challenges can lead to achievement	Students to see how being motivated can help to succeed
Balloons	Example of how our thoughts can unintentionally increased stress build a minor activity into a major problem	Students consider how a minor stressful situation can be preceded by greater anticipation
Decision Process	Examination of where stress comes from and the benefits of planning better	Students differentiate between external demands and internal responses.
Common life activities	Students choose which they find most/least difficult to face and explain why.	Students analyse and discuss how they could practically change to improve a situation .
8 tips for good mental health	8 practical suggestions on how to improve our mental health	Students to consider what changes they could implement to improve their mental health.

As part of a process of continuous improvement and making the session age & context specific, some aspects of the syllabus might change or be adapted.

Session 1: Introduction to Mental Health

Key Stage: 3, 4, 5 or Adults

Available Formats 	Classroom lesson	Part of a longer (4 hour) seminar on mental health
	*1hr assembly/talk (i.e. year group) (potentially shorter by arrangement)	

Session 1 is an introduction to mental health awareness and forms part of 3 lessons on mental health, stress and communication. Can be given in isolation but ideally forms part of a planned approach to teaching younger and older students about how we can challenge our perception of mental ill-health and be more open to relating to and supporting others. 

**This part is suitable for year-group assemblies only*

Learning Objectives

Students will learn:

- Good and bad mental health
- How our initial perceptions of mental health can be wrong
- Tips to better relating to someone with mental health problems
- Asking for help and helping others



Learning Objectives

Students will learn:

- Describe good and bad mental health
- Explain how our perception of the world and mental health issues could be mistaken and might need to be reconsidered.
- Understand what it's like to suffer from a type of mental illness.
- Consider ways of better relating to someone with a mental health problem.



Activity	Description	Outcome
Mental Health	Students to list what comes to mind when they see the phrase 'mental health'	Test baseline assumptions of mental health/mental ill-health
Mentally ill v mentally well	Mental illness is part of life and not a life sentence	Compare temporary physical illness conditions with temporary mental health conditions
Perception picture/ video	A picture or video to demonstrate how our brains are good at making assumptions	Recognise how our assumptions of the world and of mental health issues can be flawed
Sticky paper	Students are given printed descriptors and asked how they would relate to each other	Demonstrate how the use of labels can bias our opinions of others
Hearing voices	Students experience what it's like to hear voices (a common symptom of schizophrenia)	Students explore the difficulties that someone suffering with a mental health condition can face
5 Tips*	Video of people giving simple to use tips*	Simple and practical tips to better support others*
Mr Blue	How and where to ask for help and be challenged on being more supportive of others	Distinguish between different personalities. Explain how people who frequently give help might find it hard to receive help.

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Session 2: Communication

Key Stage: 3, 4, 5 or Adults

Available Formats 	Classroom lesson	Part of a longer (4 hour) seminar on mental health
	*1hr assembly/talk (i.e. year group) (potentially shorter by arrangement)	

Session 2 is part of 3 lessons on mental health awareness and builds on session 1 to give theory and practical advice on how to relate to others better

Can be given in isolation but ideally forms part of a planned approach to teaching younger and older students about how we can challenge our perception of mental ill-health and be more open to relating to and supporting others.



Learning Objectives

Students will learn:

- The constituent parts of communication and how not to relate to others.
- The difference between how we see others and how they might see themselves.
- Relative merits of the different ways of approaching people



Learning Outcomes

By the end of the lesson, students will be able to:

- State the prevalence of mental health issues
- Recognise the constituent parts of communication and the importance of good listening skills
- Contrast how we see people with mental health issues and how they might see themselves.
- Consider the merits of the different approaches to relating to others
- List common facts about mental health issues.



Activity	Description	Outcome
1 in 4	Compare the relative size of mental health issues	Recognise the need to understand mental health needs in other people
Mental health in the media	Consider how the media portrays mental health	Identify baseline prejudices in society
Johari Window	How we see others and how they might see themselves	Compare how our initial views of someone with mental illness can differ when we consider issues from their perspective
Good to Talk Video	Short video on how to start a conversation with someone	Explain the various fears people have of speaking to someone who's had a mental illness
Listening skills	Using the Merhabian Model to explain the constituent parts of communication The relative importance of body language, tone of voice and content	Contrast how to listen and how not to listen
GRIN	Three different approaches to relating to others	Differentiating between the different approaches to talking to others
QUIZ	Up to 6 questions to test understanding and impart new facts	Inform and reinforce ideas and details heard

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<p>Available Formats</p> 	<p>Classroom lesson</p>
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Session 3 is a standalone session to help comply with the mental wellbeing section of the statutory requirements for Relationship & Sex Education. A further 3 separate lessons are available which explores on mental health awareness, stress and good mental health and how to communicate and support others .



Learning Objectives



Students will learn:

- There are a range of emotions and possible appropriateness
- That happiness is linked to being connected to others
- How to recognise signs of mental wellbeing concerns
- Common types of mental ill-health (e.g anxiety and depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health

Learning Outcomes



By the end of the lesson, students will be able to:

- Explain the value of expressing emotions effectively
- Differentiate between the benefit of how being alone and being connected to others.
- Contrast how we see people with mental health issues and how they might see themselves.
- List some common symptoms of anxiety and depression
- Contrast their personal view of risk taking with its potential impact on others
- State where they can get further help.

Activity	Description	Outcome
Activity Guess the emotion	Teacher and students act out emotions that the class has to guess	Explain how expressing emotions clearly can help other people understand us better. Identify how inappropriate expressions of emotion can have a negative impact on others.
Coping strategies for anger	Options for dealing with intense emotions such as anger	Classify how they can use different ways to deal with anger.
Connected to others	Isolation might be good for dealing with anger but being connected to others is beneficial	Contrast the value of isolation for anger management and the general benefit of being with others
Activity Isolation v Co-operation	Two teams try to complete a task. One person v 3 people	Compare how working alone v with a team has its benefits and drawbacks
Johari Window	How we see others and how they might see themselves	Compare how our initial views of someone with a mental illness can differ when we consider issues from their perspective
Depression & Anxiety	Signs and symptoms	List some of the symptoms of common mental health problems
Video: Actions have consequences	What we do isn't in isolation but can cause negatively affect others	Contract how our actions can impact on the mental well-being of others.
Signposting	Where to get help if needed	List where to get help, locally and online

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