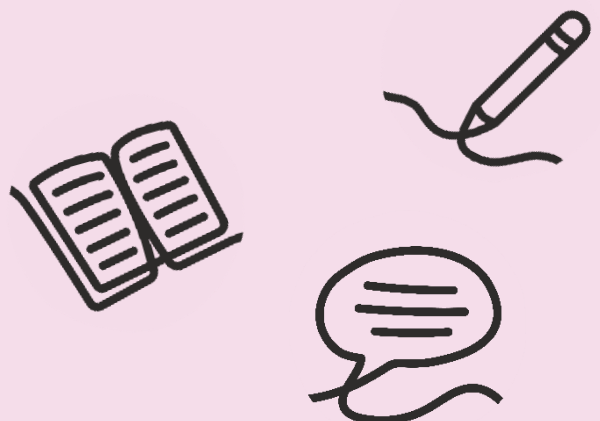


PSE mental health and wellbeing lessons

Teacher handbook

First level



Introduction

Around since 1923, SAMH (Scottish Action for Mental Health) is Scotland's national mental health charity.

Today, we operate over 70 services in communities across Scotland, providing mental health social care support, and addiction and unemployment services, among others. Together with national programme work in See Me, respect*me*, suicide prevention, and physical activity and sport, these services inform our policy and campaign work to influence positive social change.

SAMH has been campaigning for better mental health support for children and young people since 2017, when we launched our 'Going To Be' campaign. The campaign highlighted that three children in every classroom will develop a mental health problem by the age of 16, and will often struggle to get the help they need. We believe that better understanding of mental health and wellbeing can reduce stigma and give young people the knowledge and skills to better look after themselves, feel more able to reach out for support, and support others.

With this in mind, we have developed Personal and Social Education (PSE) lesson plans for children and young people in early years, primary and secondary.

This teacher handbook includes all PSE mental health and wellbeing lessons for the First level. Along with the accompanying attachments, it has all the information needed to deliver these lessons.

Lessons are specific to each level and have been developed with attention to the age, stage and mental health learning needs of children and young people. All lessons for this level last 45 minutes to one hour.

We have split lessons for each level into topics, and developed the lessons within each topic to run one after the other. We recommend that you work through each lesson in order and complete the full topic, to maximise learning. Once these lessons are embedded within your school, children and young people will be able to work through them as they progress through their school years. However, each topic on its own can also support positive mental health and wellbeing.

We tested the lessons with schools. Feedback from children, young people and adults helped us put together the final versions. Thank you to the following people and schools for their support:

- Pam Steel, Wallace High School
- Bridge of Allan Primary School
- Larbert Village Primary School
- Marc Colgan, Clinical Associate in Applied Psychology, CAMHS Edinburgh South

If you would like to know more about SAMH's work with children and young people, including our work in schools, please contact cypenquiries@samh.org.uk

Keeping children and young people safe

While these lessons are intended to be educational and supportive for children and young people, they may bring up difficult thoughts and feelings about themselves or others. Create an environment where everyone feels safe and supported to ask questions, and respected in their views.

At the start of each lesson make it clear to your class that children don't have to share anything personal if they don't want to. Also ask them to *share with care*, in case it leaves them feeling exposed or upset. Be especially aware if you know that a particular topic may be difficult for a child, for example if they have personal and/or familial experience of mental health challenges.

Talk with your class about the people in your school they can speak to, and make yourself available at the end of each lesson for any child who wants to talk through anything upsetting or worrying that the lesson has brought up.

Talk about the limits to confidentiality. If you have any concerns about a child or young person's welfare you must follow your school's Child Protection Procedures.

Remember to signpost children to other support, including Childline 0800 1111, where appropriate.

Lesson preparation

Please take time to familiarise yourself with each lesson before delivering it. The resources you'll need are listed at the start of each lesson plan. We've tried to minimise the preparation and resources needed.

When developing these lessons we estimated the time needed for each activity. You may find it takes less or more time, depending on the level of participation from your class. Do what feels best for your class and you. If you run out of time you can revisit the lesson, but do try to complete all activities and the full topic.

Within the handbook there are links to short videos. All videos are from You Tube and the video links were correct when these lessons were developed. In advance of the lesson please check that the video links are still working and consider alternative videos if necessary.

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First Level

Topic 1 | Exploring feelings and emotions

Lesson 1 | Feelings in my body

CfE Es & Os	HWB 1-01a, HWB 1-02a, HWB 1-04a	Duration	55 minutes
Resources	<ul style="list-style-type: none"> • Outline of a body drawn on the board or paper • Large piece of paper for each group to draw around a learner's body (one per group) • Face template (First Level Attachment 1) – one printed per learner • Pencils/coloured pencils/pens • Mirrors (optional) 		
Learning intention	To recognise where we feel our feelings in our body		
Success criteria	<ul style="list-style-type: none"> • I can describe where I feel different feelings in my body • I understand that feelings can be good and not-so-good 		

Introduction | Feelings in my body (class activity)

10 minutes

Ask the class what *feelings* words they know. **Take** as many words as possible from the class and **record** these on the board. **Explain** that another word for feelings is *emotions*.

With the class, **make** two lists with the emotions they've shared – one of *good* feelings and one of *not-so-good* feelings. **Write** these on the board/flipchart paper for everyone to see.

Explain to the class that when we have different emotions such as anger, excitement, joy or sadness, we can often feel these in our body. Today the class will focus on how the *not-so-good* emotions affect our body.

Draw the outline of a body on the board (or on a large piece of paper).

Choose one emotion (for example, anger, worry, sadness or loneliness), and **ask** the following questions, adding the answers to the body outline (as words or pictures):

1. Where do you feel [*X emotion*] in your body?
2. What does [*X emotion*] feel like?

3. What thoughts do you have when you feel [*X emotion*]?
4. What things do you say out loud when you feel [*X emotion*]?

Activity 1 | Feelings in my body

15 minutes

Split the class into small groups (try to have four groups in total). **Give** each group a large piece of paper and a pencil/pen.

Ask the group to draw around one of the group members to make their own body outline.

Give each group a different emotion from the list below, telling them the reason the person is feeling this emotion:

- Frustrated because they're not allowed to play with their friends after school
- Worried because they found their homework hard
- Lonely because at break time they couldn't find anyone to play with
- Scared because in a busy shop they lost sight of their parent/carer and didn't know where they were

Take the learners through the following questions one at a time, **asking** them to write or draw their answers onto the body outline:

1. What does the emotion feel like?
2. Where would they feel the emotion in their body?
3. What thoughts do they have when they feel this emotion?
4. What do they say out loud when they feel this emotion?

Ask each group to tell the class what they've written or drawn in their body outlines, as you **recap** with the class how we can feel emotions in our bodies.

Activity 2 | Emotion faces

15 minutes

Hand out the Face template (First Level Attachment 1) and colouring pencils to the class.

Ask the class to draw an emotion (feeling) on their face template. **Encourage** them to each choose different emotions.

Ask learners to think of how their face looks when they feel whatever emotion they've chosen, and draw this on the face template. If there are mirrors in the

classroom, learners could look at their face, examining how they express the emotion, before drawing it.

Ask a few learners to share their pictures and **have** the rest of the class guess the emotion they're showing.

Activity 3 | Emotion faces story

10 minutes

Ask the class to choose four different emotion faces from the previous activity.

Stick these on the board for everyone to see.

Work with the class to **create** a story where the main character goes through all four emotions in a day. The class should work together to share ideas and fill the gaps between the emotion faces to explain what happens to the character. They can write, draw or act out their story.

Plenary | Not-so-good feelings

5 minutes

Remind the class that we feel emotions in our body, and often show them on our face.

Explain that some of the not-so-good emotions we experience don't feel nice in our body. These big feelings, such as anger, frustration, loneliness and worry, can sometimes be difficult to deal with or feel overwhelming.

Remind learners they can always speak to a trusted adult at home or school if they're having these feelings regularly.

Ask for a few suggestions of adults they could speak to.



First Level
Topic 1 | Exploring feelings and emotions

Lesson 2 | Emotions and body sensations

CfE Es & Os	HWB 1-01a, HWB 1-02a, HWB 1-04a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Body outline drawn on one side of the whiteboard • Three headings on the other side of the board for lists – ‘Before’, ‘During’ and ‘After’ • Three different coloured markers, one for each of the three heading lists • Music • Emotion detectives worksheet (First Level Attachment 2) – print one set per learner • Fortune teller example to show class • <i>How to Fold a Fortune Teller</i> video by wikiHow www.youtube.com/watch?v=CODnVX7VAZ8 • Square pieces of paper – one for each learner to make a fortune teller • Pencils, coloured pencils and pens 		
Learning intention	To find out how my body sensations change when I experience different emotions.		
Success criteria	<ul style="list-style-type: none"> • I can identify the different emotions I’m experiencing • I can notice and describe different sensations in my body, caused by different emotions 		

Note to teacher: The class will be dancing in activity 1. You should have enough space for this – please consider whether you need to clear space in the classroom, or should go to the hall.

In activity 2 learners will create an origami fortune teller. Please create an example model to show the class (see instructions in activity 2).

Introduction | Emotion detectives

5 minutes

Explain that today’s lesson will help learners notice and understand how they feel different emotions in their body. They’re going to start by being *emotion detectives* – exploring and recording their emotions and how they feel these as body sensations.

Hand out an Emotion detectives worksheet (First Level Attachment 2) to each learner. **Give** them a minute to look at the worksheet.

Explain that they're going to take part in two activities and will use the worksheets to record their emotions and body sensations before, during and after each activity.

Activity 1 | Emotions and body sensations - physical activity 20 minutes

Draw an outline of a body on a section of the whiteboard.

On the other half of the board write the headings 'Before', 'During' and 'After', each with a different coloured pen. **Leave** space under them for lists.

Explain to the class that they're going to do a physical activity (dancing to a song) and explore and feed back what emotions they feel before, during and after dancing. They're also going to notice where they feel any body sensations.

Before the class starts dancing, **ask** learners to share what emotions and sensations they feel right now and where in the body they feel these. For example:

- Excited (emotion) and heart is beating faster (body sensation)
- Nervous (emotion) and feel butterflies in their tummy (body sensation)
- Worried (emotion) and feel a bit sick in their tummy (body sensation)
- Nervous (emotion) and legs feel like jelly (body sensation)
- Angry (emotion) and they feel tense in their muscles and jaw (body sensation)

Write the emotion words on the board under the heading 'Before', using one of the coloured pens.

Using the same colour of pen, **write** the body sensations on the body outline.

Ask the class for a show of hands to compare how many learners are feeling the same emotions and the same body sensations.

Play the music and allow the class to dance for a minute or two. Then **pause** the music and **ask** them to share how they're feeling now and what body sensations they're experiencing.

Write their answers under the heading 'During', using the second coloured pen, and **label** the body sensations on the body outline in that same colour. For example:

- Excited, energetic, happy, frustrated, bored, silly, relaxed (emotion)
- Heart beating faster, warm feeling inside, sweaty hands, heavy legs, sore feet, tense muscles, clenched fists (body sensation)

Ask the class again for a show of hands to compare how many learners are feeling the same emotions and the same body sensations.

Play the music for around a minute more, allowing learners to dance again.

Give the class a short break so they can calm down and get a drink of water, if they need to.

Once the class have settled, **discuss** the emotions they're feeling now and where they feel them in their body. For example:

- Exhausted, confident, excited, calm, relieved (emotion)
- Heavy arms and legs, sore muscles, tired eyes, thirsty, heart beating fast, sweating (body sensation)

Write the examples under the heading 'After' using a third coloured pen. Use this same colour to **label** the areas of the body with the body sensation examples given.

Ask the class for a show of hands to compare how many learners are feeling the same emotions and the same body sensations.

Explain that the class will notice that many of them are experiencing the same emotions and body sensations. These feelings are normal. It's also normal for different people to have different feelings around the same experience.

Hand out pencils and **ask** learners to do the physical activity section of the worksheet, writing their individual emotions before, during and after, and marking their body sensations on the worksheet's body outline.

Activity 2 | Emotions and body sensations - challenge

25 minutes

You can **erase** the lists and body sensations words from the previous activity, but **keep** the body outline on the board and the three headings 'Before', 'During' and 'After', as you'll use them again for this activity.

Explain to the class that they're going to do a challenging activity and share what emotions and body sensations they feel before, during and after.

Discuss with the class what emotions and sensations they notice before they start the challenge.

Record their answers under the heading 'Before' and on the body outline using a coloured pen. For example:

- Nervous, worried, excited (emotion)
- Butterflies in tummy, heart beating faster (body sensation)

Explain to the class that they have to follow instructions to complete the challenge. **Show** the example fortune teller and how to use it.

Tell the class that they're going to watch a video about how to make a fortune teller, and then will try to make their own.

Play the video by wikiHow called *How to Fold a Fortune Teller* from YouTube www.youtube.com/watch?v=CODnVX7VAZ8 (the video lasts 1 minute, 28 seconds).

Give each learner a piece of square paper, pencils and coloured pencils. **Ask** them to follow the instructions below as you **read** them out. You could also **make** a fortune teller along with the class to **demonstrate** each step, as you **read** out the instructions.

1. Fold paper in half both ways to create centre lines and then unfold
2. Fold each corner into centre point to create four flaps
3. Flip the paper over so the folded side is down
4. Fold the corners to the centre again
5. The four flaps should now create eight distinct sections. Number each section from 1 to 8
6. Open the flaps and draw a line in the centre of each triangle section, splitting these in half
7. In each of these eight sections ask the class to write or draw different positive 'You are...' statements, for example:
 - You are loved (draw a heart)
 - You are kind (draw a smile)
 - You are a good friend (draw stick figures)
 - You are amazing (draw a star)
 - You try to do your best (draw a check mark)
 - You are brave (draw a lion face)
 - You are growing as a person every day (draw a flower)
 - You are learning (draw a book)

8. Close the flaps back down and flip paper over to show the four square sections at the front
9. On each of these draw a different colour
10. Fold the paper in half
11. Tuck your thumb and forefinger from each hand under the flaps and push the centre together
12. Ask the class to try their fortune teller for themselves or with a partner
13. First choose a colour and move your fortune teller in and out with your fingers as you spell the colour (for example red would be three and blue would be four)
14. Choose a number from those available and move your fortune teller the same amount
15. Pick another number and lift the corresponding flap to reveal your 'fortune'

As the class are making their fortune tellers, **record** on the board any comments you hear from learners under the heading 'During'. **Use** the second coloured pen for this.

About half way through the activity, **ask** the class to stop what they're doing and share how they're now feeling, along with any sensation they feel in their body. For example:

- Proud, excited, stressed, frustrated, disappointed (emotion)
- Sweaty palms, fast heartbeat, hot head, muscles feel tight, gritting teeth, sore head (body sensation)

Record the answers under the heading 'During', and **write** the body sensations on the body outline using the second coloured pen.

Share any comments or emotions you noticed from them during the activity.

Continue through the steps until the fortune tellers are complete, **going around** the classroom to help where needed.

Ask the class to share their emotions on completing the challenge and the body sensations they're feeling now. For example:

- Proud, relieved, calm, excited, frustrated (emotion)
- Warm or tingling feeling, relaxed muscles, hot face (body sensation)

Write the examples on the board, under the heading 'After' using the third coloured pen. **Label** the body outline with the sensations the class experienced.

Ask the class to do the challenging activity section of the worksheet, writing their individual emotions before, during and after, and marking their body sensations on the worksheet's body outline.

Plenary | Emotions and body sensations recap

10 minutes

Discuss the different emotions and body sensations everyone experienced and recorded in their emotion detective worksheet.

Ask if the emotions and body sensations they experienced are similar or different to their classmates.

Explain that many people experience similar emotions in challenging situations, and when dealing with frustration or disappointment. These emotions are normal, but it's important to look after yourself and speak to an adult if you're having a lot of not-so-good feelings, or if the feelings are difficult to deal with.

Discuss how different people may also have different reactions and emotions to the same situation, and this is OK too.

Ask the class to try to notice how their body sensations change over the coming week, and when their mood changes too, noticing what's happening at the time to affect this.



First Level
Topic 1 | Exploring feelings and emotions

Lesson 3 | Body language

CfE Es & Os	HWB 1-01a, HWB 1-02a, HWB 1-03a, HWB 1-04a	Duration	50 minutes
Resources	<ul style="list-style-type: none"> • Max and Marla are Having a Picnic by Alexandra Boiger • OR <i>Max and Marla- Kid Books Read Aloud</i> video by Wonder House Storytime www.youtube.com/watch?v=jWEWDVgAOYU 		
Learning intention	To understand that it's normal for our emotions (feelings) to change throughout the day and to feel able to talk about these.		
Success criteria	<ul style="list-style-type: none"> • I can notice body language and behaviour to help me understand how someone is feeling • I can notice what makes my (or others') emotions change • I can name the people I can talk to if I have <i>big</i> feelings • I can share my emotions with someone I trust to help me feel calmer • I can help a friend who is experiencing not-so-good feelings by listening to them and encouraging them to tell a grown-up 		

Introduction | Emotions check-in

5 minutes

Do a check-in by **asking** the class “*How is everyone feeling today?*”

Remind the class they don't need to share personal experiences. But **tell** them that time will be available at the end of the lesson if they want to speak to you about anything it brings to mind.

Activity 1 | Dealing with disappointment

15 minutes

Note to teacher: The book Max and Marla are Having a Picnic deals with the issues of excitement, disappointment and friendship. As you read the book to the class, pause and discuss how they think the characters might be feeling, and how they might feel if they were Max and Marla.

Read the book *Max and Marla are Having a Picnic*. **Pause** after reading up to “*This is going to be the best picnic EVER!*”

Alternatively, you can **play** a video of the story from *Wonder House Story Time* on YouTube www.youtube.com/watch?v=jWEWDVgAOYU (video lasts 3 minutes 50 seconds).

Pause the video at 1 minute, 35 seconds.

Discuss with the class the emotions and sensations Max and Marla may be feeling as they get ready to go on their picnic.

Ask learners if they would be having the same or different emotions, and where in their body they may be experiencing these feelings. For example:

- Excited, happy, nervous (emotion)
- Beating heart, buzzing feeling, butterflies in tummy, full of energy (body sensation)

Read more of *Max and Marla are Having a Picnic*. **Pause** after reading up to “*This was not a good day.*”

Or **play** the video and **pause** again at 2 minutes, 43 seconds.

Discuss with the class the emotions Max and Marla may be feeling now and where in the body they may feel these emotions (body sensations).

Ask the class if they would feel any differently if this had happened to them. How would they feel if they were Max? How would they feel if they were Marla? For example:

- Upset, disappointed, frustrated, sad, angry, guilty (emotion)
- Empty feeling, heavy feeling in arms, upset tummy, tingly eyes, sick, gritted teeth, clenched fists, frowning (body sensation)

Tell the class that Max has experienced a very normal human emotion in his body – *disappointment*. **Ask** the class if they have ever felt disappointed. **Allow** a few learners to share if they want to, but **remind** everyone to share safely.

Read the rest of the book. At the end of the story, **ask** the class to think how Max and Marla are feeling now they’re friends again and getting to have their picnic after all.

Alternatively, you can **play** the last section of the book from the YouTube video.

Ask the class to think how they might feel if they were Max and Marla at this point, and **discuss** where in the body they might feel these emotions.

For example:

- Relieved, happy, content, calm, relaxed, loved (emotion)
- Body feels lighter, warm inside, muscles feel relaxed, breathing is regular (body sensation)

Activity 2 | Body language charades

15 minutes

Ask the class if they know how to tell if a friend is disappointed, frustrated or angry, even if they haven't used words.

Explain the concept of body language. This is how we communicate with our body and behaviour, which tells others what we're feeling.

Ask the class how they would notice if someone is feeling disappointed, frustrated or angry by looking at their body language. Examples could include folded arms, head down, sitting alone, crying, snapping back when spoken to, walking away, shouting etc.

Note to teacher: You can find more information about body language at https://kids.kiddle.co/Body_language

Explain that the class are now going to play body language charades. **Ask** for a volunteer to act out an emotion.

Give the volunteer an emotion from the list below and ask them to try to act it out with their body, without using any words.

Ask the other learners to raise their hand to guess what the emotion is. The learner who guesses correctly can act out the next emotion. Allow for as many emotions to be acted out as time allows.

Emotions:

- Happy
- Sad
- Lonely
- Angry
- Excited
- Frustrated
- Calm
- Disappointed
- Tired
- Worried
- Scared
- Surprised
- Nervous
- Bored
- Grumpy

Activity 3 | Supporting a friend

10 minutes

Discuss with the class how they can support a friend who's feeling disappointed, frustrated or angry about something (these are sometimes called *big feelings*).

Examples may include:

- Smile at them and show kindness
- Ask them if they're OK and listen well
- Ask them to play
- Speak to an adult to get help

Tell the class that asking their friend how they're doing is a good way to find out how they're feeling.

Explain that sometimes people feel embarrassed if they're feeling disappointed, frustrated or angry, so they might just keep it to themselves. This is despite these feelings being normal and everyone experiencing them.

Remind the class that one of the most important things we can do when having these not-so-good emotions or big feelings is to speak to others. Talking can stop difficult feelings building up and becoming overwhelming.

Discuss what learners can do if a friend tells them something *big* that makes them feel worried about them.

Ask who they can talk to in school about this. **Remind** the class of the names of school staff who are available for them to speak to. They can also tell their parents/carers or a family member.

Plenary | Difficult feelings are normal

5 minutes

Remind the class that having big, not-so-good feelings like sadness, frustration or disappointment is normal. We will experience these feelings just as we also experience feelings like joy, excitement and happiness.

Remind the class that there are things we can do to look after ourselves when we experience these not-so-good feelings, including talking to a friend and telling a trusted adult.

Invite the class to play body language charades at home with their family and friends.

First Level

Topic 1 | Exploring feelings and emotions

Lesson 4 | Emotions and behaviours

CfE Es & Os	HWB 1-01a, HWB 1-02a, HWB 1-03a, HWB 1-04a, HWB 1-06a, HWB 1-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Balloon (to use in both activity 1 and 2) • Balloon template (First Level Attachment 3) – print one per learner • Colouring pencils/crayons/pens • Balloon (Peace Out: Guided Meditation for Kids) video by Cosmic Kids www.youtube.com/watch?v=ZBnPlqQFPKs 		
Learning intention	To learn how to calm myself when I'm frustrated or angry.		
Success criteria	<ul style="list-style-type: none"> • I can recall and share the sensations I feel when I'm frustrated or angry • I can understand that letting feelings of frustration build up can make me feel worse • I can share the different ways that I can keep calm 		

Introduction | Emotions check-in

5 minutes

Check in with the class and **ask** them to think about what emotions they're feeling just now and any reasons for this. For example:

- I'm feeling happy because it's raining today and I got to wear my new raincoat
- I'm feeling angry because I woke up late and had to rush my breakfast
- I'm feeling excited because my gran is picking me up from school
- I'm feeling sad because my brother wouldn't let me play with him and his friends at break

Explain that this lesson will explore challenging emotions such as disappointment, frustration and anger. Without support, these feelings can build up inside us, leading us to feel overwhelmed.

Make sure learners know that they don't have to share anything personal if they don't want to, and they should only share what they're comfortable sharing.

Remind them that time will be available at the end of the lesson to speak individually to you about anything it's brought to mind.

Activity 1 | Heather's story

15 minutes

Remind the class that *big feelings* are emotions that feel too big to hold onto. They often don't feel very nice in our bodies.

Read Heather's story to the class. Have the balloon ready to blow up as you read.

Ask the learners to spot where Heather has a *big feeling*. Each time she has a big feeling, **blow** the balloon up a little. By the end of the story, the balloon should be full and then you should **let it go** whizzing round the classroom.

Heather's story:

It's Friday morning and Heather's mum rushes into her room to wake her up. The whole family have slept in and they're now in a rush, as they don't want to be late for school.

Heather feels angry at being woken up so quickly, as it gave her a fright. (Blow up the balloon a little)

She grits her teeth, clenches her fists, and stomps angrily to the bathroom to wash her face.

Her mum tells her off for stomping, and this makes Heather even angrier. She lets out a big huff! (Blow up the balloon a little more)

Heather walks downstairs for breakfast – cereal and a drink of milk.

After breakfast, Heather's dad tells her to brush her teeth and get dressed quickly.

"Oh no!" groans Heather – she hates brushing her teeth! She marches angrily back up the stairs feeling really cross. (Blow up the balloon a little more)

Heather finishes brushing her teeth and starts to get dressed, but she can't find her school shoes. She is really frustrated with herself, because she didn't put her shoes in the place that her mum asked her to. "This is a terrible morning," thinks Heather. (Blow up the balloon a little more)

After a lot of searching, she finds her shoes, lets out a sigh of relief, and starts to put them on.

But – oh, no! Where did she put her golden time toy? Last night she laid it out, but now it's not beside her school bag. Heather starts to cry as she's feeling really worried and sad. She is also annoyed with herself. (Blow up the balloon a little more)

"If I try to look for my toy now, I'm going to be even later for school!" says Heather to herself. She cries even harder. (Blow up the balloon a little more)

Heather's mum takes her hand as she walks her to school. They have to walk really quickly, so they don't miss the bell. They make it to school just in time. "Phew!" says Heather. "That wasn't a good morning at all!"

Heather walks to class with her friends, but as she steps up the last few steps she trips and falls, cutting her knee. She bursts into tears, feeling very sad. (Let the balloon go so that it whizzes round the room)

Explain to the class that the balloon represents what happens when you have to hold onto big feelings. These emotions can build up until they burst and come out at once like a big bang. We can also sometimes feel like we're losing control of our emotions and explode in anger or tears, just like the balloon whizzing around.

Discuss the following questions with the class about Heather's big feelings (emotions):

- What big feelings was Heather having that morning?
- Who could Heather have spoken to about how she was feeling?
- How might Heather feel after sharing her feelings?
- Who can the class talk to if they're having big feelings?

Activity 2 | Balloon frustrations

15 minutes

Show the balloon again to the class. **Tell** them to imagine that their emotions (feelings) are like the balloon.

Ask the class to recall some of the difficult emotions Heather felt in the story, or some big feelings they've experienced over the last week.

Each time they share an emotion, **blow** some air into the balloon. **Say** "Look, the balloon is filling up with all these difficult emotions!"

Explain to the class that the balloon reflects their upset feelings building up.

Ask for one last emotion and **fill** the balloon with air until it pops, or **let go** of the balloon so it flies round the classroom again.

Explain that when we experience these difficult emotions, on top of one another (or all at the same time) they begin to build stress and pressure inside us, sometimes making us *explode*. This can lead to us feeling overwhelmed, but later down and deflated like a balloon after it's popped or has lost its air.

Tell the class that when we feel overwhelmed we respond in different ways, for example, feeling angry can lead to acting out, or becoming very upset and crying. It can sometimes be hard for us to understand why we're feeling and behaving like this.

Ask the class to safely share any general examples of when they've noticed themselves feeling overwhelmed.

Remind the class that we all feel stress and pressure sometimes and it's normal. But it's better not to let things *build up* so much that we feel overwhelmed. Instead try to consider what we can do to calm down and release some of the pressure, before it builds up and makes us *explode*.

Start the next discussion with the balloon blown up fully, but not tied.

Ask for suggestions of things that the children can do to stop feeling overwhelmed, and to stop the balloon bursting or deflating with the build-up of pressure.

For example:

- Take five breaths
- Take a break
- Ask for help
- Take time out
- Stretch
- Draw a picture
- Play calming music
- Use fidget toys
- Read a story
- Cuddle a soft toy

With each suggestion, **let** a little air out of the balloon.

Explain to the class that these suggestions are called *coping strategies* and can help them keep calm and cool when things are making them feel overwhelmed.

Activity 3 | Balloon meditation

10 minutes

Note to teacher: You may want to move to a larger space so learners can lie down while doing this meditation activity. If this isn't available, encourage them to make themselves as comfortable as possible in their seats.

Explain that meditation is something we can do to help us relax and feel calmer. It can be especially helpful if we're feeling overwhelmed by big feelings. Practising meditation is both a calming and coping strategy as it helps our bodies relax and can help distract from any big feelings we're experiencing.

Tell the class they're now going to try a meditation activity and they should make themselves comfortable in their seats, or lie on the floor (if the space is available and appropriate). **Guide** the class through this quiet meditation together.

Play the video *Balloon (Peace Out: Guided Meditation for Kids)* by Cosmic Kids from YouTube www.youtube.com/watch?v=ZBnPlqQFPKs (the video lasts 6 minutes, 22 seconds).

Ask the class to feed back on the meditation, how it made them feel and any sensations they felt in their body.

Tell the class they can also practise this in bed at night as they go to sleep, picturing the balloon to help them relax and fall asleep.

Plenary | My coping strategy balloon

15 minutes

Give each learner a Balloon template (First Level Attachment 3) and colouring pencils/crayons/ pens.

Ask learners to consider up to five *calm-down activities* or *coping strategies* they can use to help them feel better when they start to feel the build-up of stress and pressure. **Tell** learners to write or draw these activities/strategies inside the balloon template and then colour the balloon in.

Allow a few learners to share their balloon picture and talk through why they picked their activities/strategies.

Encourage the class to try these activities/strategies over the coming week and note if they're helpful.

First Level
Topic 1 | Exploring feelings and emotions

Lesson 5 | Changing emotions

CfE Es & Os	HWB 1-01a, HWB 1-02a, HWB 1-03a, HWB 1-04a, HWB 1-06a, HWB 1-08a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • <i>The Present</i> video by Filmakademie Baden-Württemberg www.youtube.com/watch?v=3XA0bB79oGc • <i>The Present</i> emotion tracker (First Level Attachment 4) – print one per learner • Pencils • Emotion tracker worksheet (First Level Attachment 5) – print one per learner • Paper • Colouring pencils 		
Learning intention	To understand that people’s emotions change often depending on what’s going on in their lives.		
Success criteria	<ul style="list-style-type: none"> • I can spot situations that cause emotions to change • I can accept that emotions can be good and not-so-good • I can talk to someone if I’m experiencing too many or too frequent not-so-good emotions 		

Introduction | Emotions check-in

10 minutes

Explain to the class that they’re going to explore different emotions and how these can change depending on our day and what’s going on in our lives.

Explain that we go through positive and not-so-good emotions every day, reflecting the *ups and downs* of life. This is normal for everyone.

Ask the children how their week has been in general.

Ask them to think of anything good that happened to them this week, and for volunteers to share.

Now **ask** the class to think of any difficult or challenging experiences they had this week, and for any volunteers to safely share.

Make sure learners know that they don't have to share anything personal if they don't want to, but they can speak to you after the lesson if they feel upset or worried about anything.

Activity 1 | *The Present*

20 minutes

Note to teacher: This video clip shows a boy with a disability. This may raise questions about disabilities. I Am Me Scotland has a free resource available for teachers at www.iammescotlandeducation.org.uk/courses-make-a-difference. Their Primary 3 lesson uses this same video clip. At a suitable time we recommend you explore this resource, and enable discussion and learning about disabilities.

Explain to the class that they're going to watch a film. While they watch, they should try to notice changes in the boy's emotions.

Play the video *The Present* by Filmakademie Baden-Wurttemberg from YouTube www.youtube.com/watch?v=3XA0bB79oGc (lasting 4 minutes, 18 seconds).

Discuss with the class the different emotions the boy was feeling and what things were causing his mood to change.

Allow further discussion, by asking questions such as:

- Why was the boy staying inside on a nice day?
- Why did the boy get angry when he saw the puppy had a missing paw?
- What was the boy maybe thinking when he saw the puppy find ways to chase and pick up the ball?
- Why did he eventually take the dog outside to play?

Hand out the emotion tracker sheet *The Present emotion tracker* (First Level Attachment 4) and a pencil to each learner.

Explain that the class is going to watch the video again, but this time in four sections. For each section learners should record the different emotions they see the boy in the video display.

Tell the class that you'll pause the video at the end of each section so they can fill in their worksheet.

Note to teacher: Please use the timings below to play and pause the video in four sections.

Play the video and **pause** at 51 seconds.

Ask the class to complete the tracker sheet for section 1, marking any emotions they saw.

Allow a minute for learners to fill in the tracker before playing the next video clip.

Play the video from 51 seconds and **pause** at 1 minute, 25 seconds.

Ask learners to fill in the tracker sheet for section 2, recording any emotions they saw.

Play the video from 1 minute, 25 seconds and **pause** at 2 minutes, 40 seconds.

Ask the class to fill in section 3 of the worksheet.

Play the video from 2 minutes, 40 seconds until the end.

Ask the class to fill in the tracker sheet for section 4.

Ask learners to **share** their tracker with the person next to them, discussing the positive and not-so-good emotions they saw, and how much the boy's emotions changed.

Activity 2 | Emotion tracker

10 minutes

Hand out the Emotion tracker worksheet (First Level Attachment 5).

Explain that learners should fill in the emotion tracker for themselves over the next week, marking the different emotions they feel each day. Some days they may experience a lot of different emotions, and on others they may feel more settled.

Ask them to think what they can do to feel calmer during some of the downs they may have and **create** a class list of ideas.

Note to teacher: Allow time each day, and throughout the week, for learners to record on their trackers. At the end of the week reflect back together, noticing if there was anything in particular that made their emotions change, and anything that helped them feel calmer.

Activity 3 | Circle of support

15 minutes

Remind learners that during the last lesson they explored the different things they can do to calm down and relax. But if the activities weren't helping them to feel better, or they had big feelings that were difficult to manage on their own, they can get help from a trusted adult.

Discuss as a class who learners can talk to at home and in school.

Hand out a piece of paper and pencil/colouring pencils to each learner.

Ask learners to fold their paper in half and draw a self-portrait in the middle of the paper. They should then write the word 'home' on one half of the paper and 'school' on the other (or they could draw a picture of home and school). Under these heading they should write or draw who at home and school they can speak to if they're experiencing difficult emotions.

Plenary | Support for big feelings

5 minutes

Remind the class that everyone experiences lots of good and not-so-good feelings every day. These feelings change depending on what's happening within our lives. This is normal.

There are however support options at home and in school, with adults they can speak to when they're having not-so-good feelings.

Encourage the class to notice when others are having big feelings. They can show kindness when others are struggling, and also support them to speak to a trusted adult to get help and support.



First Level**Topic 1 | Exploring feelings and emotions****Lesson 6 | Coping strategies**

CfE Es & Os	HWB 1-01a, HWB 1-04a HWB 1-06a, HWB 1-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • <i>Three Minutes Mindfulness: Body Relaxation for Classrooms</i> video by Fablefy www.youtube.com/watch?v=ap6S-Yc4ans&t=45s • <i>Three Minutes Body Scan Meditation - Mindfulness For Kids And Adults</i> video by Fablefy www.youtube.com/watch?v=ihwcv_ofuME&cbrd=1 • <i>Take 5 Breathing: A Breathing Exercise for Kids</i> video by Christie: Childhood 101 www.youtube.com/watch?v=sh79w9pn9Cg • Selection of calming activities, for example relaxing music, fidget toys, playdough and colouring sheets (depending on what's available in the classroom) • Any resources needed for the energising activity in activity 3, including any space needed for this • Flipchart/poster paper 		
Learning intention	To explore different activities that can help my wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I can express how I'm feeling using emotion words • I can explore both calming and energising activities and see what effect they have on me • I can select the activities I will use in the future to help me stay calm 		

Note to teacher: In this lesson learners will do activities where they may need extra space to sit comfortably, lie down or move around. You may want to consider moving to a larger space such as the gym hall or playground. Allow time for the class to move to and from the classroom. Also think about any footwear or outerwear learners may need, along with any extra preparation you may need to do before the lesson.

Introduction | Relaxation - mindfulness and meditation

10 minutes

Do an emotions check-in with the class and **reflect** on the previous lessons and everything they've learned.

Explain that during this lesson they're going to try both relaxing and energising activities to see how they affect their mood. They'll start with a relaxation activity, by watching a video and then doing the activity.

Make sure learners have room to sit or lie comfortably.

Choose and **play** one of the videos below from YouTube:

- *3 Minutes Mindfulness: Body Relaxation for Classrooms* video by Fablefy – www.youtube.com/watch?v=ap6S-Yc4ans&t=45s (lasting 3 minutes, 24 seconds)
- *3 Minutes Body Scan Meditation - Mindfulness For Kids And Adults* video by Fablefy – www.youtube.com/watch?v=ihwcv_ofuME&cbrd=1 (lasting 3 minutes, 27 seconds)

Ask the class to feed back how they feel after this relaxation activity.

Activity 1 | Breathing exercises

10 minutes

Tell that the class they're now going to try two different breathing activities.

Explain that if they're ever feeling stressed or upset, breathing exercises are a great way to help them focus on their breath to calm them and distract them from what is making them upset.

Play *Take 5 Breathing: A Breathing Exercise for Kids* video by Christie: Childhood 101 from YouTube www.youtube.com/watch?v=sh79w9pn9Cg (video lasts 1 minute, 42 seconds) **giving** the opportunity for learners to try the breathing exercise along with the video, or after it finishes.

Explain that another breathing technique they can try is *7/11 Breathing*. To do this they'll breathe in for a count of seven and breathe out for a count of 11.

Demonstrate the technique and have the class try it too.

Ask the class what emotions and body sensations they experienced during these activities.

Activity 2 | Calming activities

25 minutes

Explain to the class that they're now going to do some classroom activities to see which help them to feel calm and relaxed.

Select and **set up** four activities from the suggested list below, with enough resources for small groups to try one at a time.

- Mindful colouring - learners can draw or colour a picture
- Word searches
- Listening to calming music
- Reading a story
- Fidget toys
- Playdough

Divide the class into four groups. Each group will move through the activities so everyone can try them all

Give each group five minutes at each activity before moving onto the next.

Finally **ask** learners to share which of the activities they liked best and found most calming.

Activity 3 | Energising activities

10 minutes

Explain that sometimes when we feel really frustrated, it can help to be active and *burn off* the built-up stress and frustration. The class are now going to try some physical movements to try this out.

Ask the class to go where they have room to move in the classroom, or take them to the gym hall or outside.

Take learners through some of the physical activities listed below, and/or **take** suggestions from learners of other activities to try.

- Tuck jumps
- Running on the spot
- Clapping hands quickly

- Burpees
- Star jumps/jumping jacks

Another option is to **play** a game of *Simon Says* incorporating the above actions, or **sing** and **act out** *Head, Shoulders, Knees and Toes*.

Allow a drink of water and cool down after doing the activities. **Ask** for feedback on how these energising activities made learners feel.

Plenary | Coping strategies recap

5 minutes

Explore with the class what their favourite activities were and why.

Gather feedback about how they felt as a result, and which they can now use when they're feeling stressed or upset.

On flipchart/poster paper, **make** a list of favourite activities to display in the classroom as a reminder.



First Level
Topic 2 | 5 ways to better wellbeing

Lesson 1 | Understanding mental health and wellbeing

CfE Es & Os	HWB 1-02a, HWB 1-05a, HWB 1-06a, HWB 1-07a	Duration	45 minutes
Resources	<ul style="list-style-type: none"> • <i>Five Ways to Wellbeing</i> video by Rochdale Borough Council www.youtube.com/watch?v=yF7Ou43Vj6c • SAMH 5 ways to better wellbeing (First Level Attachment 6) – not for printing but to display on board • <i>5 ways to better wellbeing</i> workbook (First Level Attachment 7) – print one per learner, preferably in colour. Learners will use this workbook over the next five lessons • Paper/a flipchart • Pencils • Colouring pens/markers • Colouring pencils/crayons 		
Learning intention	To understand what wellbeing is and how to look after it.		
Success criteria	<ul style="list-style-type: none"> • I can explain what wellbeing is • I can recall things that I'm proud of and have goals for the future • I can give examples of the <i>5 ways to better wellbeing</i> 		

Introduction | Introducing wellbeing

15 minutes

Explain that *wellbeing* is something we all have, and today the class is going to learn what this means.

Tell the class that sometimes our wellbeing can be good, and sometimes it can be poor. It can change depending on how we feel and what's happening around us.

Ask:

- What does being well mean? (Possible answers: not being sick or not having the cold)

- What does being well feel like? (Possible answers: feeling happy, healthy, relaxed)

Highlight that being happy and healthy is more than just *not being sick*.

Ask the class "How would you feel if...?"

- You didn't have the cold, but you've had a fall-out with your friend?
- You didn't have a tummy bug, but you can't do your homework?
- You weren't sick, but you forgot to take deep breaths when you felt angry?

Ask the class "What makes us feel...?"

- Happy, healthy and comfortable with our physical body (physically)
(Possible answers: eating healthy foods, playing sports, doing exercises)
- Happy, healthy and comfortable with our feelings and emotions (emotionally)
(Possible answers: taking deep breaths, asking for help, playing calming music)
- Happy, healthy and comfortable with other people (socially)?
(Possible answers: having a good friend, visiting our favourite family members)
- Happy, healthy and comfortable with our learning (intellectually)?
(Possible answers: being challenged in what we're learning, becoming successful at doing something, trying new things)

Introduce the idea that all these things are what makes *good wellbeing*.

Explain that when we have good mental health and wellbeing we...

- Are able to cope with everyday ups and downs (cope with normal stresses of life)
- Feel positive about ourselves and the future (confident, positive and realise our potential)
- Are kind to ourselves and celebrate our achievements (self-care, resilience and confidence)

Activity 1 | Introduction to the 5 ways to better wellbeing

15 minutes

Tell the class there are five areas in our life we can focus on to support our wellbeing, and to help us stay well when we're feeling good, or to help us feel more like ourselves when we're feeling down.

Play *Five ways to better wellbeing* video by Rochdale Borough Council from YouTube www.youtube.com/watch?v=yF7Ou43Vj6c (video lasts 1 minute, 21 seconds).

Display SAMH *5 ways to better wellbeing* (attachment 6) on the board for the class to see and briefly **talk** through each:

1. Connect (being with and communicating with others)
2. Be active (being physically active)
3. Take notice (being aware of our surroundings and feelings, and taking a mindful or relaxation moment)
4. Learn (learning a new skill or activity)
5. Give (giving our time or talents)

Explain to the class that they're now going to think about what activities they could do under each of *5 ways to better wellbeing*.

Leave the attachment displayed as a reminder.

Split the class into groups. **Give** each group some paper or a flipchart, and pens or markers. **Ask** each group to either:

- Focus on one of the *5 ways to better wellbeing*, and write down or draw as many examples as they can think of, or
- Consider all of the *5 ways to better wellbeing*, and write down a few examples for each

Allow five minutes for this activity.

Invite the groups to share their ideas with the rest of the class.

Explain to the class that over the next few lessons, they're going to look at each of the *5 ways to better wellbeing* and find out how they can use them in their day.

Hand out a *5 ways to better wellbeing* workbook (First Level Attachment 7) to each learner, and **ask** them to write their name on the front.

Note to teacher: Please make sure you hand out the workbooks at the beginning of each following lesson, and collect them at the end.

Activity 2 | Proud of me

10 minutes

Explain to the class that positive wellbeing means we feel positive about ourselves, are able to recognise and celebrate our achievements, and feel positive about the future.

Give each learner a pencil and some colouring pencils or crayons.

Ask the class to turn to the proud of me page and write or draw one thing they've done that they're really proud of.

Next, **ask** learners to think about what they want to be when they grow up and draw themselves in that role. **Remind** the class that it's OK to not know what they want to do in their adult life. If they don't know they can draw themselves doing things they like.

If time permits, **allow** learners to share what they're proud of with the rest of the class.

Gather the workbooks back in to keep for the next lesson.

Plenary | 5 ways to better wellbeing recap

5 minutes

Reflect with the class on what good mental health and wellbeing is, and ask them why it's important.

Remind the class that when we're mentally healthy we:

- Are able to cope with everyday ups and downs
- Feel positive about ourselves and the future
- Are kind to ourselves and celebrate our achievements

Challenge learners to name all the *5 ways to better wellbeing*.

Remind learners that including each of these five ways into their lives can improve and support their wellbeing, and this is very important for good mental health. **Invite** the class to tell their parents/carers about the *5 ways to better wellbeing*.

First Level

Topic 2 | 5 ways to better wellbeing

Lesson 2 | 5 ways to better wellbeing - Connect

CfE Es & Os	HWB 1-01a, HWB 1-04a, HWB 1-05a, HWB 1-06a, HWB 1-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Five ways to better wellbeing workbook • Pencils • Coloured pencils • Any resources needed for activity 2 – being a buddy 		
Learning intention	To explore how connecting with others can support positive mental health and wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I can identify who I'm connected to and how they support me • I can experience what it's like to connect with others • I can explain why connecting helps me to feel good about myself 		

Note to teacher: Although this lesson is intended to be around 60 minutes long, please allow extra time for activity 2 – being a buddy, so learners can move to other spaces within the school, and you have time to set up activities if needed. The extra time needed will depend on what activities you choose.

Introduction | Connect

10 minutes

Explain to the class that today they're going to look at the first of the *5 ways to better wellbeing* – Connect.

Tell the class that being connected to others is one of the most important things we can do to support positive wellbeing. **Ask** the class why they think connecting is important.

Hand out the workbooks, along with a pencil.

Ask the class to turn to the Connect section of the workbook and draw an emoji or write words in the section Describe how you feel today – beginning lesson.

Activity 1 | My connections - circle of support

15 minutes

Tell the class that today they're going to think about:

- Who they feel connected to
- How these people make them feel
- How these people can and do support them when they're feeling upset or down

Give out the colouring pencils.

Ask the children to turn to the Connect – circles of support page in their workbook and:

- Draw a self-portrait in the centre circle and colour it in
- Write the names of the people they live with in the next circle
- Write the names of other family members/close family friends in the next outer circle
- Write the names of their friends in the next outer circle
- Write the names of the adults who support them in school in the last outer circle

Once everyone's filled in their circles, **ask** the class to turn to the person next to them and share who they feel connected to, how these people make them feel, and how they support them when they're feeling low.

Remind the class to share safely and only share what they're comfortable with.

Tell them they can speak to you at the end of the lesson if they feel upset or worried about anything.

Activity 2 | Being a buddy

25 minutes

Note to teacher: 25 minutes has been allocated for this activity but consider if you need any extra time to move to another area in the school, or to set up activities.

For this activity ideally create an environment where children get the opportunity to support another child in the role of buddy.

You can do this by:

- *Pairing up children within their own class for an activity, for example art, numeracy, literacy etc.*
- *Having some of the class help out learners in younger classes or in the nursery class (if there is one)*
- *Getting learners to read to another child*
- *Getting children to support others in the playground, for example at the buddy bench, at any outdoor play area or in the nursery playground*
- *Arranging a lunchtime activity where the learners lead an activity and support younger learners*

Allow learners the opportunity to be a buddy for 15 minutes.

After learners have had the chance to be a buddy and have returned to the classroom, **discuss** with the class:

- How it felt to be a buddy
- Why they think connecting with others helps people feel good

Examples could include:

- Feeling part of a team/community/family
- Feeling liked and valued
- Giving a sense of purpose
- Helping us feel happier and supported
- People can notice and support us when we're feeling down

Plenary | Connect recap

10 minutes

Ask learners how they can keep connecting with others in school and at home, and who they can build new and stronger connections with. **Invite** learners to write this in the space around the circles in their workbook.

Ask the class to turn to the Connect section of their workbook and draw an emoji or write words in response to - Describe how you feel today – end of lesson.

Ask learners to also write in their workbook some of the things they'll do personally around the Connect way to wellbeing.

Gather in the workbooks for the next lesson.

First Level

Topic 2 | 5 ways to better wellbeing

Lesson 3 | 5 ways to better wellbeing - Be active

CfE Es & Os	HWB 1-01a, HWB 1-04a, HWB 1-06a, HWB 1-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • 5 ways to better wellbeing workbook • Pencils • Gym clothes and shoes for learners • Physical activity games • Any equipment needed for activities/games, such as sports equipment, music or speakers • Gym hall/outdoor area with enough space for learners to take part in physical activities 		
Learning intention	To explore how being active can support positive mental health and wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I can take part in a variety of physical activities and notice how my mood changes • I can explain why physical activity makes me feel good 		

Note to teacher: Although this lesson is intended to be around 60 minutes, please allow extra time before the lesson for learners to change into gym clothes and move to the gym hall/outdoors.

Introduction | Physical health and wellbeing

10 minutes

Explain to the class that being active helps to improve physical health, as well as emotional wellbeing. Today they're going to try a variety of activities to see what effect being active has on their wellbeing.

Ask the class why they think being active can help them feel good and improve their wellbeing. (Possible answers: it helps release energy, they enjoy it and have fun, they're improving their fitness, they're getting better at a physical game or sport, and it can take their mind off any worries).

Hand out the *5 ways to better wellbeing* workbook and a pencil to each learner.

Ask the class to turn to the - Be active - section of their workbooks and draw an emoji or write words in response to Describe how you feel today – beginning of lesson.

Activity 1 | Being active

40 minutes

Choose two or three *active* activities for the class to take part in for around 10 minutes each.

Give instructions depending on which activities you choose.

Suggestions for physical activities:

- Zumba, for example www.youtube.com/watch?v=xfmHPW-AfQs (video lasts 6 minutes, 5 seconds)
- PE games, for example www.pegames.org/warm-up
- Outdoor games, for example rounders, tag or hopscotch
<https://tpdal.co.uk/50-best-playground-games-for-teams/>
- Basketball/football/bench-ball/dodgeball
- Agility/circuits course in gym hall/playground
- Dancing/cheerleading

Note to teacher: After the activity, allow learners a few minutes to cool down, drink water and return to the classroom.

Discuss with the class:

- Has their mood changed from before being active?
- Which particular activities helped them feel good?

Explain that when people exercise happy hormones called *endorphins* are released in their brain, and these hormones can make people feel good.

Plenary | Be active recap

5 minutes

Recap that being active helps wellbeing in many ways because it can burn off energy, gets rid of frustrations, allows people to spend time with friends or family, its fun, and improves physical fitness.

Ask the children to turn to the Active section of their workbooks and draw an emoji or write words in response to - Describe how you feel today – end of lesson.

After they've done this, **ask** learners to also write the active things they'll do going forward to support positive wellbeing.

Collect the workbooks from the class.

Homework challenge | Physical activities

5 minutes

Explain for homework learners should take part in different physical activities, and notice how they feel after each activity, and any positive changes to their mood.

Invite the class to ask their family what they do to be active and try that activity together, again noticing how they feel afterwards.



First Level

Topic 2 | 5 ways to better wellbeing

Lesson 4 | 5 ways to better wellbeing - Take notice

CfE Es & Os	HWB 1-01a, HWB 1-04a HWB 1-06a, HWB 1-07a,	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • 5 ways to better wellbeing workbook • Pencils 		
Learning intention	To explore how taking notice of my surroundings can support positive mental health and wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I can use my five senses to take notice of things around me • I can notice that things around me in nature can help me feel relaxed, calm and content 		

Note to teacher: Although this lesson is intended to be around 60 minutes, activity 2 – senses walk will work best if you take the children for a short walk outdoors (to the playground, local park or another open area in the community). Please think about allocating extra time for the class to get ready for the walk.

Introduction | Taking notice

15 minutes

Do a check-in with the class by **asking** them to share what activities they tried for their active challenge homework, and how these made them feel.

Explain that today the class is going to learn about another of the *5 ways to better wellbeing* –Take notice. This involves stopping to notice their surroundings and how these make them feel.

Ask the children why they think taking notice of things around us can help us feel good. **Explain** that taking notice of our surroundings can help us feel calmer and more relaxed, help us notice new things and distract us from any worries.

Hand out the workbooks and pencils to each learner. **Ask** them to turn to the Take notice section of their workbook and draw an emoji or write words in response to Describe how you feel today – beginning of lesson.

Tell the class that today they'll use all five senses to take notice. **Ask** if they can remember the five senses (touch, taste, smell, see and hear).

Activity 1 | Taking notice by listening

10 minutes

Explain to the class that they're going to take notice by listening for what they can hear inside the classroom, outside the classroom and in their own bodies.

Tell them they'll listen for 20 seconds at a time, notice what they hear, and then compare this with the others.

Ask the class to sit quietly and close their eyes.

Ask them to pay close attention to what they can hear *inside* the classroom, but not to share their answer out loud just yet; just think about it in their own head.

Allow 20 seconds for learners to listen.

Next, **ask** the class to notice any noises they hear *outside* the classroom, but not to share their answers out loud yet.

Allow 20 seconds for learners to listen.

Finally, **ask** the class to notice any noises they hear *inside their body* – perhaps they can hear their breathing, or their heart beating, or a buzzing sound in their ear.

Allow 20 seconds for learners to listen.

Ask learners to share what they heard inside the classroom. Maybe they heard chairs moving, a friend breathing, or noises from electrical equipment.

Ask learners to share what they heard outside the classroom. Maybe they heard children in other classes, teachers talking, traffic going past, or the birds singing.

Ask the class to share what they heard inside their own bodies. Maybe they heard their breathing, their heart beating, their tummy rumbling, a cough or yawn.

Ask the class if anyone heard something no-one else did.

Explain that by paying attention to our surroundings and our bodies, it can help us feel calmer, relaxed, and even reduce worries by distracting us from them.

Check in with the class how they're feeling after doing the activity.

Activity 2 | Taking notice on a senses walk

20 minutes

Note to teacher: Although this activity is intended to be around 20 minutes, please allow extra time for everyone to get ready to go out.

Explain to the class that they're going on a walk.

Tell them they should use their senses to notice what they can touch, smell, see and hear while on the walk. **Acknowledge** that, although they won't be tasting anything during the walk, they can try to notice if there are any tastes already in their mouth. Or they can notice the taste when they have a drink of water after returning to the classroom.

Ask the class to turn to the senses walk page in their workbooks.

Explain that they'll fill this in when they return from their walk and record what they noticed. They should try to notice and remember two examples for each sense.

When the class returns from their walk **give** them the chance to have a drink of water.

Ask the class to fill in the senses walk page from their workbooks, writing or drawing things they noticed with their senses during the walk.

Discuss with the class what they noticed and **compare** similarities and differences.

Do an emotions check-in with the class by **asking** learners how they feel after doing the activity.

Plenary | Take notice recap

10 minutes

Recap that this lesson allowed the class to think about how taking notice of both their surroundings and feelings can help them feel calmer, more relaxed, and distract from any worries. Taking notice can also help them to notice interesting and beautiful things in their environment and nature.

Ask the class to turn to the Take notice section of their workbook and draw an emoji or write words in response to - Describe how you feel today – end of lesson.

Once they've finished, **ask** learners to write any Take notice activities they'll do going forward to support positive wellbeing.

Gather in the workbooks.

Homework challenge | Senses walk

5 minutes

Explain that the homework challenge for this week is to enjoy a senses walk with their family/carer.

Invite the class to draw a picture or take a photo of some of the things they find during their walk.



First Level

Topic 2 | 5 ways to better wellbeing

Lesson 2 | 5 ways to better wellbeing - Learn

CfE Es & Os	HWB 1-01a, HWB 1-04a, HWB 1-06a, HWB 1-07a,	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • 5 ways to better wellbeing workbook • Pencils • A class visitor who can demonstrate a skill for the class to learn, and any resources needed for this • OR an online instructional video demonstrating a new skill, and any resources needed for this 		
Learning intention	To explore how learning something new can support positive mental health and wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I can understand why learning is good for my wellbeing • I can learn some new skills and activities and notice how I feel after achieving them • I can explain why learning something new helps me feel good about myself 		

Note to teacher: In this session, the children should be allowed to try new, fun activities so they can learn new skills. These should be achievable for their age group, engaging, and something they can do in the allotted class time.

Introduction | Learn

10 minutes

Ask the class if anyone managed to do the senses walk with their family from the last lesson. How did taking notice of their surroundings make them and their family feel?

Explain that today's lesson will cover another of the *5 ways to better wellbeing* – Learn.

Ask the children why they think that learning something new can help us feel good.

Explain that learning increases our confidence, makes us feel proud, challenges us, stops us getting bored, and introduces us to new things we may develop an interest in.

Hand out the *5 ways to better wellbeing* workbook to each learner, along with pencils.

Ask the class to turn to the Learn section of their booklet and draw an emoji or write words in response to Describe how you feel today – beginning of lesson.

Activity 1 | Learning a new skill

45 minutes

Note to teacher: Either teach the class a skill or talent you have, find an instructional video online, or arrange for a class visitor who can teach a new skill. This could be another staff member or parent. Aim to teach the class two different skills as this will hopefully increase everyone's chance of mastering a new skill and feeling good about it.

Suggestions:

- Magic tricks
- Circus skills/juggling
- Baking (chocolate crispy cakes, for example)
- Crafts
- Paper aeroplanes
- Sewing
- Singing
- Baby Shark dance www.youtube.com/watch?v=RxCwVQGIDis
- Sign language www.youtube.com/watch?v=-f1My_8OFE
- *Old McDonald* with Makaton www.youtube.com/watch?v=Q7PTs3yRm3Y
- A French colour and number song www.youtube.com/watch?v=3xNOstaLO-k
- A Spanish colour and number song www.youtube.com/watch?v=ZiNFXntWOJw
- Cat's cradle www.youtube.com/watch?v=v7LIAAt5DmQs
- Origami www.youtube.com/watch?v=wWVppdfYOx8
- Riddles www.fatherly.com/play/the-best-riddles-for-kids-not-confusing/

Monitor how the children feel at different points during the learning, including when they face challenges, make mistakes, and once they've achieved success.

Discuss with the class:

- How did they feel during the activities?
- How did they feel when something was difficult or when they made a mistake?
- How did they feel when they were successful and learned a new skill?
- What sensations did they feel in their body?
- How does learning something support positive wellbeing?

Plenary | Learn recap

5 minutes

Ask learners to share with the class anything they're learning or hope to learn. It could be something they are learning at a club, a new challenge at home, a hobby or a sporting activity. Also **share** something you're learning.

Ask the children to turn to the Learn section of their workbooks and draw an emoji or write words in response to Describe how you feel today – end of lesson.

Ask the class to also write the things they'll do personally around the Learn way to wellbeing.

Collect the workbooks.



First Level

Topic 2 | 5 ways to better wellbeing

Lesson 6 | 5 ways to better wellbeing - Give

CfE Es & Os	HWB 1-01a, HWB 1-04a, HWB 1-05a, HWB 1-06a, HWB 1-07a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • SAMH 5 ways to better wellbeing (First Level Attachment 6) • 5 ways to better wellbeing workbook • Pencils • Pens/markers • Paper/a flipchart • RAK challenge (First Level Attachment 8) – one per learner for homework • Ideas for activity 2 – random acts of kindness – www.mentalhealth.org.uk/explore-mental-health/articles/random-acts-kindness • Optional activity 1 – flat rock/stone per learner • Optional activity 1 – arts and crafts supplies including paint and markers • Ideas for optional activity 1 – Kindness rocks – www.thekindnessrocksproject.com • Optional activity 2 – resources dependent on what activity you choose 		
Learning intention	To explore how giving to others can support positive mental health and wellbeing.		
Success criteria	<ul style="list-style-type: none"> • I understand why giving to others makes me feel good • I know how to give to people in my class, school and community through random acts of kindness • I can try out some of the random acts of kindness and record how it made me feel 		

Note to teacher: Although this lesson is intended to be around 60 minutes, there are two optional activities, which will need an extra 60 minutes each. These timings are only a guideline, and you can lengthen or shorten the activities.

Introduction | Give

10 minutes

Display SAMH 5 ways to better wellbeing (First Level attachment 6) on the board for the class to see.

Remind learners that these five ways are important because they can help us stay well and feel good, or help us feel more like ourselves when we're down.

Recap the *5 ways to better wellbeing* with the class, reminding them what the lessons in this topic have covered so far (Connect, Be active, Take notice, Learn).

Explain that today the class will explore Give. This can include giving our time, giving our skills or talents, giving a gift, or helping or supporting someone. We can also give to ourselves, by being kind in how we view ourselves – this is an important way to support our wellbeing.

Hand out the workbooks and pencils to each learner.

Ask the class to turn to the Give section of their workbook and draw an emoji or write words in response to Describe how you feel today – beginning of lesson.

Activity 1 | Giving to others

20 minutes

Ask the class:

- Has anyone done anything kind for you this week?
- How did it feel?
- Have you done anything kind for someone else this week?
- How did it feel?

Draw this table on the board:

School	Home	Community

Explain to the class that they're going to work in small groups to discuss and make a list of ideas (in a table like the one shown) of the ways they can give to others at school, at home and in the community.

Split the class into small groups and give each group paper/a flipchart and pens/markers.

Share a couple of examples to get the class started. **Allow** 10 minutes for the groups to discuss and write their ideas.

Bring the class back together and **take** feedback on how they can give to others at school, using the examples below if needed.

School

- Inviting another child to play
- Filling someone's water bottle for them
- Being kind to someone when they fall in the playground
- Helping to keep the classroom tidy
- Doing a litter pick in the playground
- Being a buddy to younger learners
- Helping others in the class
- Using kind words when speaking to and about other people

Next **take** feedback on how they can give to others at home, using the examples below if needed.

Home

- Helping wash and dry the dishes
- Folding and putting away clothes
- Helping keep your bedroom and the house tidy by picking up clothes and toys
- Helping weed the garden
- Helping care for pets
- Helping and playing with siblings
- Sending cards or notes to family members

Finally **take** feedback from the groups on their ideas for giving to others in the community, using the examples below if needed.

Community

- Singing to older people in a care home
- Making kindness stones or positive posters to put around the community
- Taking part in a litter picking
- Donating to a food bank
- Saying hello to a neighbour
- Writing thank you cards to workers (for example, police, doctors, youth workers and refuse collectors)
- Collecting and donating to a charity

Activity 2 | Random act of kindness (RAK)

20 minutes

Explain that a *random act of kindness (RAK)* is doing something nice for someone else, without them asking or expecting anything back. A RAK is being kind to someone without having a specific reason for it other than to be kind and to make the other person feel good.

Explain that the lists the class came up with in the last activity are all examples of RAK.

Ask the class to turn to the random acts of kindness page in their workbook and think about the RAK examples from the last activity. Learners should each choose a favourite RAK that they'll do for each of the three groups (home, school, community) and write them in the workbook.

Depending on time, **invite** learners to share their favourite RAK with the rest of the class.

Plenary | Give recap

5 minutes

Explain that being kind to someone makes not just the other person feel good, but it can also make us feel good too. Helping others has a wonderful *bounce-back* feeling. It makes people feel good, useful, valued and confident.

Ask learners to turn to the Give section of their workbook and draw an emoji or write words in response to Describe how you feel today – end of lesson.

Note to teacher: As this is the last lesson consider whether learners can take their workbooks home or if these should be kept in class until the end of the school year.

Homework challenge | Giving helps us feel good

5 minutes

Hand out the RAK challenge (First Level Attachment 8) to each learner to take home for homework.

Explain that this week's homework challenge is to do a random act of kindness for someone else. Learners can record their RAK on their sheet with a picture.

Allow some time at a later date for feedback from the homework.

Optional activity 1 | Kindness rocks

60 minutes

Note to teacher: For this activity each learner will need a smooth and flat rock, as well as arts and crafts supplies to decorate and write on them. For more information and ideas, visit www.thekindnessrocksproject.com

Explain to the class that they can decorate their rock and write or paint kind messages on them. They can then hide the rocks for someone else in the community to find.

Explore with the class the different things they might want to write or draw on the rocks.

Remind the class that they shouldn't hide kindness rocks at height, in dangerous areas, or where people could trip over them.

Optional activity 2 | 5 ways to wellbeing (sharing learning)

60 minutes

Note to teacher: The class could look at collating what they've learned in these lessons about the 5 ways to better wellbeing. They could then share this with parents/carers, or with other classes through a video, presentation or assembly. The class could also consider making posters to display in school or in the community highlighting the 5 ways to better wellbeing.

Please consider the time and resources need for this activity.