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# LESSON PLAN E-BOOK FOR KS2 Mental Wellbeing



# Mental Wellbeing – Positive Thinking

## Age Range:

7-11, Years 3-6, KS2

## Topics Covered:

Mental Wellbeing

## Time:

30-40 minutes

## Equipment needed:

A clear space. Paper, pens.

## Learning Outcomes:

- Children have an increased understanding of the importance of good emotional health and mental wellbeing.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles

**This exercise can be used to reinforce key messages about positive thinking.**

## Introduction

Explain to the group that we are going to run an exercise where they will look at negative thinking and how to have a more positive approach to different situations.

## Exercise

In a large circle have a brief discussion on how negative feelings/opinions can impact someone's life.

Read out the following statement, *'Nat is 11 years old and regularly thinks negatively about her day to day life, including going to school, visiting her family and going to bed.'*

Discuss Nat and her feelings with the young people:

- **Why might Nat think negatively on a regular basis?**  
*Encourage a range of answers like physical factors (e.g. illness, tiredness), outside factors (e.g. the weather) or possible difficulties with mental wellbeing.*
- **How might this affect Nat's relationships?**
- **How might this affect Nat's education?**

Explain to the young people that when people are thinking negatively there can sometimes be an opportunity to turn that negative thought into a positive one.

Hand out the worksheet or complete this exercise on an interactive whiteboard as a class. On the left-hand side there is a list of short and simple statements or opinions which use negative language. On the right-hand side of the paper/board ask the group to turn these negative statements into positive ones.

You may then want to ask the children to think of their own negative statements to change into a positive. These could be negative feelings/opinions that the children have experienced themselves; or statements you wish to explore.

## Summary

Sum up by asking the group how thinking about these topics more positively could improve someone's mental wellbeing.

# Turning Negative Thinking into a Positive

Negative	Positive
Example: Rain is rubbish.	Rain is good for watering plants and flowers.
Vegetables are horrible.	
Homework is boring.	
It's annoying when the younger children ask to play.	
Going to bed early is for babies.	
Tidying my room is boring.	

# Body Image and Self Esteem

## Age Range:

7-11, Years 3-6,  
KS2

## Topics Covered:

Mental Wellbeing

## Time:

20 - 30 minutes

## Equipment needed:

A clear space to work in

## Learning Outcomes:

- Children have an increased understanding of the importance of good emotional health and mental wellbeing.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing.
- Children have increased knowledge of relevant and appropriate services that can support children on mental wellbeing.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles

**An exercise to help explore how negative comments can lead to negative body image and result in poor mental wellbeing.**

## Introduction

This exercise uses creative thinking and reflective learning to develop an understanding of how negative comments can affect a young person's body image and mental wellbeing.

## Exercise

Explain that we are going to explore a situation involving a girl called Zara.

Read out the following information – **'Zara is 10 years old. Recently some of her friends at school have made some negative comments about the way she looks.'**

Ask the group to stand up and create two lines of equal length facing each other. There should be a gap between the two lines to allow someone to walk through. This technique is known as Conscience Alley and uses the 'alley' or gap in the middle to explore different feelings and develop strategies.

Ask for a volunteer from the group and say that they are going to be 'Zara'. It is not important whether the person is male or female. Explain that in a moment you will ask the new 'Zara' to zig zag their way through the 'alley' approaching everyone in the two lines. Explain that as 'Zara' approaches people in the lines that they are to say out loud how 'Zara' might feel about these comments. They can repeat answers that have already been said if they agree or say pass if they can't think of a response. Once the volunteer 'Zara' has been down the alley ask them what thoughts or feelings they can remember. You can also ask the group to help 'Zara' out by reminding her of the suggestions if any were missed. Ask 'Zara' to be themselves and to re-join the lines. Then discuss the different feelings.

Now ask; what if 'Zara' felt so bad about the way she looked because of the comments made that she was nervous about leaving the house? What could she do? To focus on support, run the 'alley' exercise again asking for a new volunteer to be 'Zara'. This time the people in the alley should, as themselves, offer 'Zara' some advice on who they think she should tell or talk to about this situation. Ensure services such as Childline and others are mentioned and which members of staff at their school can also help.

## Summary

Explore the different feelings 'Zara' might have had and the different advice given. If there were any bits of advice that the group think 'Zara' might find hard to take on, explore what else she could do and where else they could get support. Explain that if someone like 'Zara' is struggling with low self-esteem and body confidence they should tell an adult they trust or a service like Childline.



# Low Moods

## Age Range:

7-11, Years 3-6,  
KS2

## Topics Covered:

Mental Wellbeing

## Time:

20 - 40 minutes

## Equipment needed:

Interactive whiteboard or  
Flipchart stand and paper.

## Learning Outcomes:

- Children have an increased understanding of the importance of good emotional health and mental wellbeing.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing.
- Children have increased knowledge of relevant and appropriate services that can support children on mental wellbeing.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles

**An exercise to explore how mental wellbeing can affect young people.**

## Introduction

This exercise uses creative thinking and reflective learning to explore some of the possible effects on young people who struggle with mental wellbeing.

## Exercise

Good mental wellbeing is an important part of living a happy life – whether you're 93 or 3 years old. Growing up is difficult. Children face daily challenges that can sometimes feel overwhelming and may lead to difficulties with their mental wellbeing, this may continue to affect a young person in later life. This exercise helps students to explore some of these effects.

Split the class in to two groups and use the instructions below on 'Create a Character'. Ask both groups to create a character called Sam (each group to create a different gender). **Sam is male/female, he/she is 10 years old.**

Explain to the group that the character is someone who they can imagine being a member of the school. Explain that the groups will be swapping over their papers so that the other group can check if the character is realistic and consistent. If the opposite group doesn't feel a fact is realistic then they can take it out (explain to the group they can only take out a fact if it isn't realistic or consistent; not just because they don't like something).

Once the character has been created, read out the following scenario: **Sam is feeling sad and it's affecting her/his relationships at school, she/he has been in a low mood that won't go away.**

Begin a discussion using the following questions:

- How might Sam's friendships be affected?
- What other parts of school life might be affected?
- Why might people behave differently towards Sam?
- What other feelings/emotions might Sam be having?
- What could Sam's friends do to help?
- Where could Sam go for some help in school?
- What could Sam's teachers do to help?

## Summary

Explain to the young people that looking after your mental wellbeing is really important and can help with your education, physical health and your relationships with others. Explore with the young people who someone can talk to if they are not feeling happy; you could include services like Young Minds and Childline.

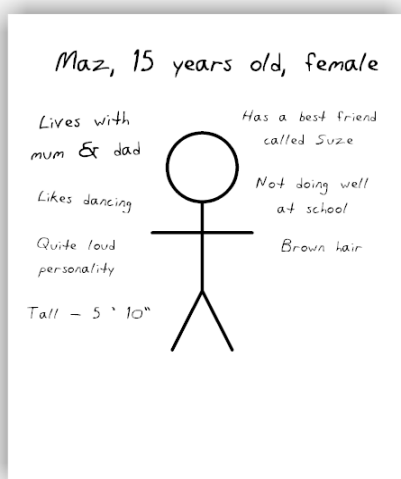
# CREATE A CHARACTER

This very simple technique is a great way to engage learners into talking and thinking about an issue.

The learners work together to create a realistic character by each providing a suggestion on the character's appearance, interests, family etc. The aim is to work together to build a realistic and consistent character that can be used to discuss and explore issues.

On a sheet of flipchart paper or on the board, draw a stick figure. Draw this in the middle of the sheet with plenty of room around to write the groups' suggestions. Give the stick figure a name (not the name of anyone in the group!), age and gender and write these at the top of the sheet. Usually the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

This works best when the learners are in a circle. Go round the circle asking each person to give one fact about the character. The two rules are that the suggestions must be realistic and consistent. They must all follow on from what is already written so if someone has said that the character is very tall then someone else can't say that the character is short. The aim is to build and develop the character as a group. You should have something that look a bit like the illustration below.



Once everyone has had a chance to contribute (and you are happy that the character is realistic and there are no contradictions) then you can use the character to explore a situation. You could pick up on any issues that the group have added or simply add a new piece of information that places the character in a situation that focuses on the issue you want to cover. If we were using the character above we could add 'Maz's period is late, how might she be feeling and why?' and then explore the different feelings and reasons etc. You could follow a character's journey as they face decisions exploring different feelings the character might have and the different options and strategies available to them.

This technique can be adapted to work with many, many different issues and provides a safe and creative way to engage young people on an issue. Loudmouth run training courses that go into more depth and build confidence in using this and other interactive PSHE techniques. Ring 0121 4464880 for more details.

# My Happy Diary

## Age Range:

7-11, Years 3-6,  
KS2

## Topics Covered:

Mental Wellbeing

## Time:

30 minutes

## Equipment needed:

Copies of the worksheet

**An exercise to explore how you can plan your week to maintain or improve your mental wellbeing.**

## Introduction

This exercise uses creative thinking to explore how someone can plan their week to help maintain or improve their mental wellbeing using the 5 Ways to Wellbeing model.

## Exercise

Explain to the children that often people know that they need to look after their physical health, however, forget to look after their emotional health and mental wellbeing. There are 5 great tips that people can use to help them maintain and improve their mental wellbeing.

They are called the **5 Ways to Wellbeing**:

**Connect** – Talk with family, see friends and share.

**Be active** – Walk, cycle, run around and keep well.

**Learn** – Read for fun, teach yourself something new or rediscover old interests and grow.

**Take notice** – Be curious, look around you, listen, rest and be aware of what you eat.

**Give** – Do something nice for a friend or family member. Thank someone and look out for others.

Hand out the worksheet supplied.

Explain to the group that you want them to plan one activity for each day of the week which focuses on the 5 Ways to Wellbeing.

You may want to give the young people a few more examples of different activities than the ones on the worksheet.

## Summary

Explain to the young people that looking after your emotional health and mental wellbeing is really important and can help with your education, physical health and your relationships with others. Explore with the children who someone can talk to if they are not feeling happy, you could include services like Young Minds and Childline.

## Learning Outcomes:

- Children have an increased understanding of the importance of good emotional health and mental wellbeing.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing.
- Children have increased knowledge of relevant and appropriate services that can support children on mental wellbeing.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles

# My Happy Diary

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>

5 Ways to Wellbeing	Examples
<b>Connect</b> – Talk with family, See friends and share.	<ul style="list-style-type: none"> <li>Planned quality time with the people you live with.</li> <li>Plan to see your friends.</li> </ul>
<b>Be active</b> – Walk, cycle, run around and keep well.	<ul style="list-style-type: none"> <li>Could be a class you already do, sports or a dance class maybe.</li> <li>Plan to have some time in the garden and go on your trampoline.</li> </ul>
<b>Learn</b> – Read for fun, teach yourself something new or rediscover old interests and grow.	<ul style="list-style-type: none"> <li>Do a creative activity (art project).</li> <li>Research and learn something new.</li> </ul>
<b>Take notice</b> – Be curious, look around you, listen, rest and be aware of what you eat.	<ul style="list-style-type: none"> <li>Go on a walk with an adult you live with and make a list of all the different animals you saw.</li> <li>Teach an adult you live with how to make a healthy dinner.</li> <li>Make a healthy menu for next week.</li> <li>Write down what helps you rest, your environment and who is around you.</li> </ul>
<b>Give</b> – Do something nice for a friend or family member. Thank someone and look out for others.	<ul style="list-style-type: none"> <li>Visit a family member that may enjoy having your company for a while.</li> <li>Cheer up a friend.</li> <li>Help the adults you live with by doing some jobs.</li> </ul>



# Panic Attacks

## Age Range:

9 - 11, Years 5-6,  
KS2

## Topics Covered:

Mental wellbeing,  
panic attacks

## Time:

20 - 30 minutes

## Equipment needed:

A clear space to work in

**An exercise which generates conversations around panic attacks and mental wellbeing.**

## Introduction

This exercise uses creative thinking and reflective learning to explore different attitudes towards mental wellbeing and panic attacks.

## Exercise

Ask the group to form a circle with their chairs. Begin by asking the group, **"Does anyone know what a panic attack is?"**

Once this discussion has taken place, clarify answers by saying, **"Panic attacks are a sudden rush of uncomfortable feelings which happen to the body, often accompanied by a feeling of danger or panic. It may feel scary whilst it happens, but in most situations they are completely harmless."**

When the group have an understanding, read out the extract below and ask the group to imagine the scene.

**This scene takes place during a lesson at school. Ali is 9-years-old and female. The students are showing their work at the front of the class to each other. Ali is taken out of class due to having a panic attack. The teacher asks the class to continue with their work, whilst the teacher takes Ali to the medical room.**

Ask the group to imagine that they are in the classroom after this has happened. Ask them to think about what other people in the room might be saying about the incident. They can overhear what the other pupils in the room are saying.

Go around the circle and ask each person to say what they heard. Ask each person to start by saying **"I heard someone say..."** as it should be very clear that it is not necessarily their own opinion. You can also give the opportunity to pass or to repeat a comment. Discuss the different attitudes or views that came through from the overheard conversations.

**How might Ali have been feeling before her panic attack?**

**How might Ali feel after her panic attack?**

**What could other pupils in the class do when Ali returns to class?**

## Summary

Sum up by reminding the group what a panic attack is and the symptoms someone might have. Explain that this can happen to anyone and that there is not always a reason for them to happen. Recap on how someone might feel if suffering from panic attacks and the impact that it can have on their mental wellbeing. Discuss places young people can go to for help and support.

## Learning Outcomes:

- Children have an increased understanding of the importance of good emotional health and mental wellbeing.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing and developing empathy for others.
- Children have increased knowledge of relevant and appropriate services that can support children on mental wellbeing.

This supports key concepts for PSHE education in personal wellbeing including:

# Anxiety & Relationships

## Age Range:

7-11, Years 3-6,  
KS2

## Topics Covered:

Mental Wellbeing

## Time:

30 minutes

## Equipment needed:

A clear space to work in.

## Learning Outcomes:

- Children have an increased understanding of the importance of good emotional health and mental wellbeing.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing.
- Children have increased knowledge of relevant and appropriate services that can support children on mental wellbeing.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles

**An exercise to explore the feeling of anxiety and the impact it can have on someone's life and their relationships.**

## Introduction

This exercise uses creative thinking and reflective learning to look at how feeling anxious can affect someone's life and their relationships.

## Exercise

This exercise helps the group to explore the different people and places who could offer support to someone if they are feeling anxious.

Have the group sat in a circle and start the exercise by reading out the following statement:

**'Daz is 11 years old and is feeling anxious about starting secondary school as he will be the only one going there from his primary school.'**

Ask the following question:

- **'Why might Daz feel anxious/worried?'**

Go around the group for answers. Explain that you are going to look at all the people and places that Daz could go to for help and support. Ask each person to create the name of a character and what relationship that person has to Daz e.g. Kay, his best mate or Mrs Bree his form tutor at school. Ask the group to think from that character's point of view. Go around the group and ask each person to say the name of their character, what their relationship is to Daz and one fact about their relationship e.g. how long they have known each other, what they do together, etc.

Go around the circle again and ask each person to answer the following question as their character:

- **'How do you think you could help Daz?'**

Once you have gone around the group and heard everyone's responses, run a discussion on the impact that feeling anxious regularly might be having on Daz, his mental wellbeing and his relationships, answering as themselves. Ask the group who else Daz could talk to about his feelings? How might Daz feel after speaking to one of these people? How might this help his mental wellbeing?

## Summary

Recap on all the people and places that could offer support to young people who may experience feeling anxious regularly, including those that might not have been mentioned such as Childline, other staff at their school and services in the local area.

# Recognising Feelings

## Age Range:

7-11, Years 3-6,  
KS2

## Topics Covered:

Mental Wellbeing

## Time:

30 minutes

## Equipment needed:

Copies of the worksheet

**An exercise to explore how someone can prevent unhelpful behaviours by breaking their negative feeling cycle.**

## Introduction

This exercise uses creative thinking to explore how negative thoughts can lead to negative feelings and result in unhelpful behaviours. The exercise helps children to break the cycle and access help to prevent unhelpful behaviours.

## Exercise

Show the young people the first chart, you can either give them copies or show them on the smartboard. At the top there is an example of how negative thoughts can lead to an unhelpful behaviour and at the bottom there is an example of how people can prevent unhelpful behaviours by breaking their negative feeling cycle. Discuss with the young people what they think the benefits are of preventing unhelpful behaviours.

Split the group into small groups or pairs, and give them the second chart, which has a new example on the left and a blank one on the right. Ask the young people to fill in the blanks, coming up with their own ideas of how to break the cycle.

When all the young people have completed the chart, ask them to share their ideas in their pairs or small groups to the whole group.

You could also extend this lesson by asking the young people to create their own charts of negative feelings they may have experienced themselves.

## Summary

Explain to the young people that breaking negative feeling cycles is really important and can help with your education, physical health and your relationships with others. Explore with the children who someone can talk to if they are not feeling happy, you could include services like Young Minds and Childline.

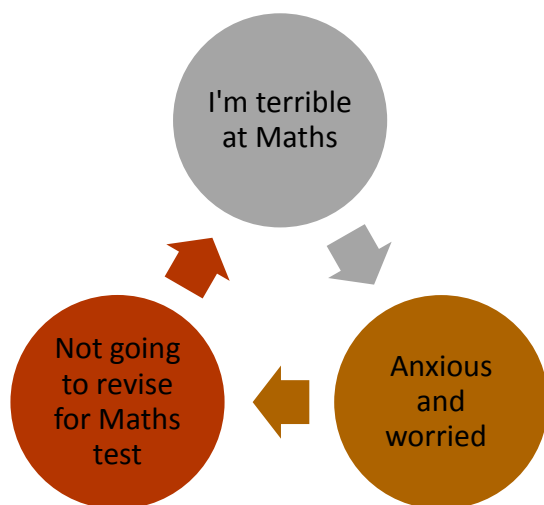
## Learning Outcomes:

- Children have an increased understanding of the importance of good emotional health and mental wellbeing.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing.
- Children have increased knowledge of relevant and appropriate services that can support children on mental wellbeing.

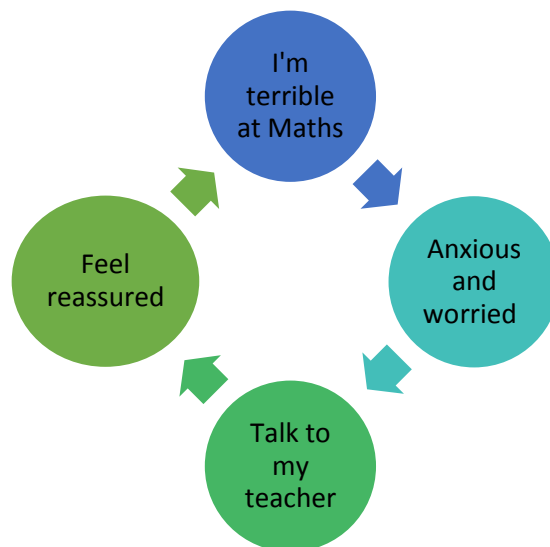
This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles

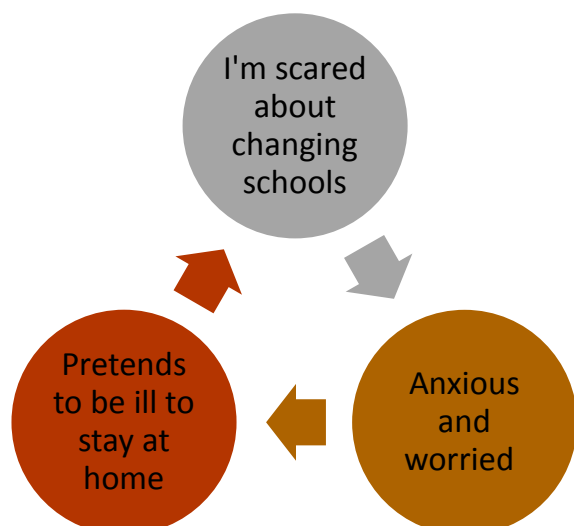
**Negative feelings leading to unhelpful behaviours.**



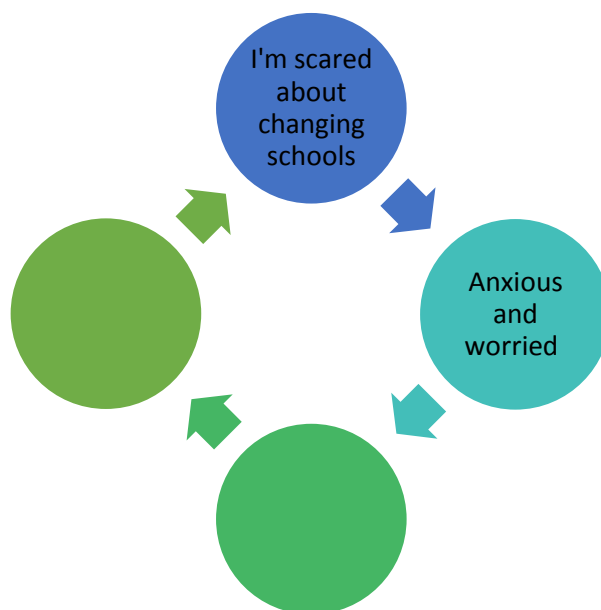
**Breaking negative feeling cycles.**



**Negative feelings leading to unhelpful behaviours.**



**Breaking negative feeling cycles.**





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