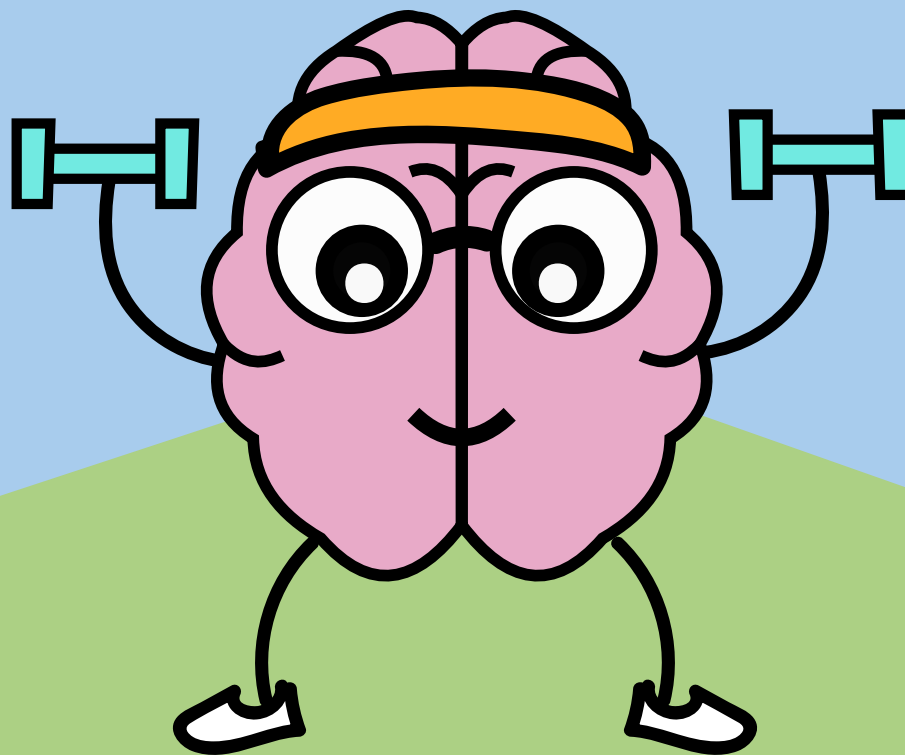


**UNIQUE
VOICE**



MENTAL HEALTH PROGRAMME RESOURCE PACK

HELPING YOUR YOUNG PEOPLE KEEP THEIR MINDS HEALTHY

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FOREWORD



Our perception of 'Health' has seen extensive changes over recent years. Whilst tools for supporting physical health have long been integrated into our education system, the concept of 'Mental Health' is a vital area of learning only just beginning to be given the focus it deserves in our children's personal development. With social emotional education at the forefront of Unique Voice's core aims, our years of experience in creating and delivering programs to aid empowerment, confidence, and inspiration in young people have left us with an extensive tool-kit for creating a learning environment conducive to well-being. This resource is designed to be used by anyone working with young people in any capacity; we believe our workshop style to be accessible, relatable, and flexible to the needs of any individual or group. This document offers the opportunity for any facilitator to deliver engaging and inclusive sessions surrounding the topic of 'Mental Health'.

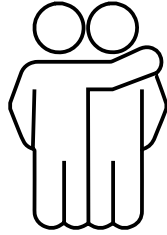
In order to provide complete coverage of how 'Mental Health' can be integrated into your programs, this resource has been divided into three sections; 'Class Activities', 'Class Projects', and 'Long Term Coverage'.



CLASS ACTIVITIES



In this section of the resource, a selection of workshop style activities are detailed. These activities can be used as stand alone exercises, or compiled to create a complete lesson plan. They can act as the springboard for group discussions, and provide the building blocks for 'Class Projects' and 'Long Term Coverage' suggestions which follow.



SELL YOUR PARTNER

LEARNING OUTCOMES:

Celebrate positive qualities of others. Boost confidence of individuals. Practice speaking in front of the class.

ACTIVITY LENGTH: 10 mins

MIN/MAX PARTICIPANTS: 4 - 30

SET UP:

Students work in pairs, then present to whole class.

MATERIALS: None

INTERACTION: Peer to Peer, Individual to Whole Class.

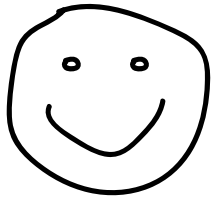
CURRICULUM SUBJECTS: PSHE, Drama

STEP BY STEP:

1. Have the children find a partner.
2. Give them 30 seconds to find out as much information about their partner, highlighting things that make them a great person. These could be personality traits, such as being kind or friendly, skills such as being great at drawing or hobbies such as being a big fan of football.
3. Invite a few pairs to stand up and 'sell their partner' by telling us 3 interesting facts.

REFLECTION/CLOSING DISCUSSION:

How did it feel to have someone talk about our positive qualities?



EMOTION PASS

LEARNING OUTCOMES:

Recognise positive and negative emotions in ourselves and others.

ACTIVITY LENGTH: 5 mins

MIN/MAX PARTICIPANTS: 10 / 30

SET UP: Standing in a circle.

MATERIALS: None

INTERACTION: Whole Class.

CURRICULUM SUBJECTS:

PSHE, Drama

STEP BY STEP:

1. Have the children stand in a circle.
2. Discuss as a group what an emotion is and how we can recognise them. e.g. facial expression, body language, tone of voice.
3. Ask children to contribute some common emotions they might feel.
4. Decide as a group one emotion that you would like to focus on. e.g. happiness.
5. Decide on an action that can represent happiness. e.g. throwing arms in the air.
6. Identify a facial expression that represents happiness. e.g. raised eyebrows and a big smile.
7. Decide on a tone of voice that shows when someone is happy. e.g. higher pitch.
8. In turn, pass this emotion around the circle by saying the emotion in the chosen tone of voice whilst using the chosen action and facial expressions. Start with yourself and go around the circle one by one until everyone has acted out the chosen emotion.

REFLECTION/CLOSING DISCUSSION:

Finish the activity by discussing with the children why it might be important we can recognise these emotions in ourselves and others. Then how we may feel if we are confronted with change.

CLASS ACTIVITIES



LEARNING OUTCOMES:

To develop an understanding of positive and negative emotions, giving the children to explore how different examples of each may be presented.

ACTIVITY LENGTH: 10 mins

MIN/MAX PARTICIPANTS: 2 / 30

SET UP: Spread out in the space.

MATERIALS: None

INTERACTION: Whole Class.

CURRICULUM SUBJECTS:

PSHE, Drama

STEP BY STEP:

1. Invite the children to think of different types of emotions that we may feel and how these are shown through body language and facial expression.
2. Introduce the mood dial. Explain that moods can be experienced at different levels. e.g. Sometimes we can feel a little bit sad and sometime we can feel very sad. The mood dial is a scale of 1 to 10, whereby 10 is that mood at its peak and 1 is hardly at all.
3. Ask the children to find a space in the room.
4. Choose one of the emotions discussed earlier e.g. sad.
5. Ask the children to slowly move around the room.
6. Call out numbers from one to ten. The children must try and act out this emotion dependant on where it is on the scale. e.g 1 - a tiny bit sad, 10 - The saddest they can be.

REFLECTION/CLOSING DISCUSSION:

After ask the children to suggest some real life situations in which people may feel these emotions.

CLASS ACTIVITIES



VISUALISATION MEDITATION

LEARNING OUTCOMES:

To introduce the children to a strategy to help with positive mental health and emotional well being.

ACTIVITY LENGTH: 5 - 10 mins

MIN/MAX PARTICIPANTS: 1 / 30

SET UP: Spread out in the space.

MATERIALS: None

INTERACTION: Individual

CURRICULUM SUBJECTS:

PSHE

STEP BY STEP:

1. Have the children find a space in the room, lie down and close their eyes.
2. Explain that we are going to take a moment to focus our minds and relax.
3. Talk the children through the relaxing imaginative journey as instructed below.

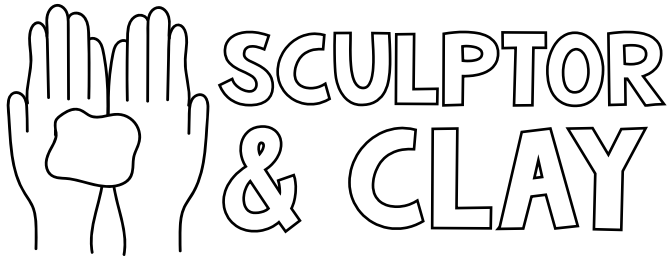
- Relaxation of the body - Go through each body part, tensing and releasing, then imagine your body as a whole relaxing into the floor.
- Focus on breathing - Breath in through the nose, out through the mouth, getting the breath to a slow and steady pace.
- Focus on the mind - Imagine your mind as a room and your thoughts are the objects within the room, one by one imagine taking all the objects out of the room, leaving your mind clear and open.
- Visualisation - Ask the children to imagine a place that make them feel calm and happy, then imagine themselves within it, allow themselves to walk through this place, taking in all that is around them.
- Play music to continue a sense of calm and relaxation.

4. Discuss with the children how they feel, has it changed from before?

REFLECTION/CLOSING DISCUSSION:

Explain what it means to feel relaxed. Discuss when and why doing this activity may be helpful in their lives.

CLASS ACTIVITIES



LEARNING OUTCOMES:

To identify the source of stress or worry in the children lives.

ACTIVITY LENGTH: 10 mins

MIN/MAX PARTICIPANTS: 2 / 30

SET UP: Spread out in the space, pairs facing each other.

MATERIALS: None

INTERACTION: Peer to peer

CURRICULUM SUBJECTS:

PSHE, Drama/Dance.

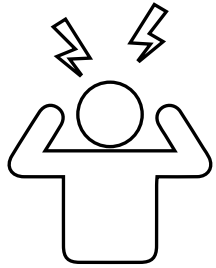
STEP BY STEP:

1. Ask the children to get into pairs.
2. Explain that one child is going to be the sculptor and the other child will be the clay.
3. Ask 'the sculptors' to mould their partner into a statue representing something that makes them feel worried or stressed.
4. Ask the children share with the rest of the group what they have created.
5. Ask the children to swap roles in their pairs and repeat.

REFLECTION/CLOSING DISCUSSION:

Discuss how it felt to be moulded into a negative emotion, and how we can associate different body language with worry or stress.

CLASS ACTIVITIES



STRESS MACHINE

LEARNING OUTCOMES:

To use improvisation and creativity to express how stress can build up in the mind.

ACTIVITY LENGTH: 10 mins

MIN/MAX PARTICIPANTS: 6 / 30

SET UP: Sitting in a circle, then together in the space.

MATERIALS: None

INTERACTION: Whole Class

CURRICULUM SUBJECTS:

PSHE, Drama/Dance.

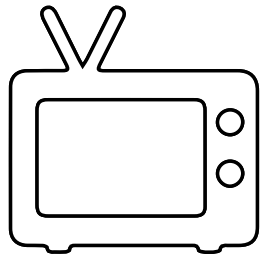
STEP BY STEP:

1. Have the children sit in a circle.
2. Discuss things people say or do that can make them feel stressed/worried (try to keep this relatively light e.g. best friend not playing with them in the playground, not understanding homework etc.)
3. Explain that they are going to create a Stress Machine - a machine that can process all of their worries! They will all be the working parts of the machine.
4. Ask each child to choose a worry, have them think of a sound and an action that represents their worry.
5. One at a time the children come to the middle of the circle performing their sound and action repeatedly, until everyone is in the middle and the stress machine is built and in action.

REFLECTION/CLOSING DISCUSSION:

Talk about how our heads are a bit like the stress machine we just created, having to process all those different thoughts. How did it feel to have all those things going on at the same time? Was there much room for anything else? How do we act towards other people when we have these feelings? How might it affect us in the different places if we were carrying around these feelings?

CLASS ACTIVITIES



'TOP TIPS' TV ADVERTS

LEARNING OUTCOMES:

For the children to have a clear understanding of coping strategies to deal with stress and have a positive mental health.

ACTIVITY LENGTH: 15 mins

MIN/MAX PARTICIPANTS: 4 / 30

SET UP: Small groups, space to move.

MATERIALS: None

INTERACTION: Group

CURRICULUM SUBJECTS:

PSHE, Drama/Dance.

STEP BY STEP:

1. Discuss with the children any ideas they have for helping with a positive mind and coping with stress, e.g. Exercise, talking to someone, being in the company of positive people.
2. Split the children into small groups of roughly 4 or 5.
3. Ask each group to put together a scene with the idea it is an advert to go on TV to give people 3 top tips to have a positive mental health, how to cope with stress and feel happy and calm. e.g Top tip number 1 - talk to a friend about how you are feeling.
4. Give the groups time to rehearse their adverts.
5. Ask each group to perform their adverts to the rest of the class.

REFLECTION/CLOSING DISCUSSION:

Discuss the 'Top Tips' presented by the children and talk about the benefits of each suggestion.

CLASS ACTIVITIES



ROLE PLAY SCENARIOS

LEARNING OUTCOMES:

To explore different scenarios in which someone might seek support and advice on their mental health experience.

ACTIVITY LENGTH: 10 minutes

MIN/MAX PARTICIPANTS: 4 / 30

SET UP: In pairs, spread out in the space

MATERIALS: None

INTERACTION: Pairs

CURRICULUM SUBJECTS:

PSHE, Drama

STEP BY STEP:

1. Ask the children to get into pairs
2. Explain that they are going to use their drama skills to act out a conversation between two people: one person who is feeling negative emotions, and one person who is offering them advice.

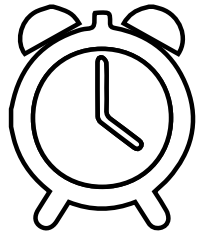
KS1: Offer them 3 different options to choose from; two friends at school / a parent and a child / a doctor and a patient.

KS2: As a whole class, invite them to offer suggestions on different relationships in which this scenario could be explored; write them on the board and allow them to choose which one they would like to focus on.

3. Allow time to practice, and then invite some confident pairs to show their scene to the rest of the class.

REFLECTION/CLOSING DISCUSSION:

Review the different scenarios displayed and talk about how different people can help you in different ways.



1 MINUTE COMPLIMENTS

LEARNING OUTCOMES:

To boost confidence and celebrate individuality.

ACTIVITY LENGTH: 5 minutes

MIN/MAX PARTICIPANTS: 2 / 30

SET UP: In pairs, sat facing each other in the space.

MATERIALS: None

INTERACTION: Pairs

CURRICULUM SUBJECTS:

PSHE, Drama

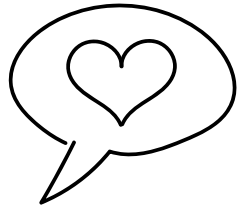
STEP BY STEP:

1. Ask the children to get into pairs.
2. Ask them to sit facing one another, labelling themselves 'A' and 'B'.
3. Explain that 'A' is going to have one minute to say as many nice things about 'B' as possible, before swapping over so that 'B' does the same for 'A'. Support this activity by first taking suggestions from the class on what kinds of things we might talk about (personality, skills, memories, appearance etc). Write some sentence starters on the board from children who get stuck: 'I really like your...' / 'I remember when you...' / 'You are really good at...' / 'You are a good friend because...'

REFLECTION/CLOSING DISCUSSION:

Follow up the activity by asking the children how it made them feel to both give and receive compliments.

CLASS ACTIVITIES



PASS THE COMPLIMENTS

LEARNING OUTCOMES:

To boost confidence and celebrate individuality.

ACTIVITY LENGTH: 15 minutes

MIN/MAX PARTICIPANTS: 10 / 30

SET UP: Sitting in circle

MATERIALS: None

INTERACTION: Pairs

CURRICULUM SUBJECTS:

PSHE, Drama

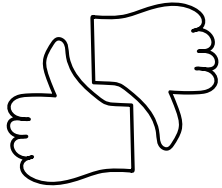
STEP BY STEP:

1. Ask the children to sit in a circle.
2. Give each child a piece of A4 paper and ask them to write their name in the centre of the page.
3. Explain that we are going to play a game a bit like 'pass the parcel'!. When the music plays, children must pass the papers round the circle, and when the music stops they hold on to whichever piece they are holding when the music stopped. They will now have someone else's name written on the paper they are holding, and have 1 minute to write one nice thing about that person. Repeat this as many times as you choose, until the children's papers are full of nice compliments surrounding their name.

REFLECTION/CLOSING DISCUSSION:

Close the activity by asking the children to give the paper they are holding back to the person whose name is in the centre. Children can take these home and use them as a reminder of their value and worth within the class.

CLASS ACTIVITIES



FORTUNATELY, UNFORTUNATELY

LEARNING OUTCOMES:

To find the positive in a negative situation..

ACTIVITY LENGTH: 10 mins

MIN/MAX PARTICIPANTS: 2 / 30

SET UP: Whole class / Smaller groups / pairs

MATERIALS: None

INTERACTION: Whole Class / Teams in circle.

CURRICULUM SUBJECTS:

PSHE, Literacy, Drama.

STEP BY STEP:

1. Have the participants sit in a circle.
2. The aim is to create a story, by going around the circle and each participant saying one sentence.
3. Speakers must alternate between starting their sentence with 'Fortunately' and 'Unfortunately' to create an interesting and often comical storyline!

For younger groups discuss previously the meaning of 'fortunately' and 'unfortunately.'

REFLECTION/CLOSING DISCUSSION:

Reflect on how we can find a positive spin on a negative situation in our own lives.

The following suggestions are larger scale creative projects exploring the key concepts and coping strategies for positive mental health. All projects are adaptable to be initiated with a small group, a whole class, or even on a school wide scale. Peer to peer learning is at the core of these ideas, which offer a fantastic opportunity for students to pass on knowledge and skills gained. Exercises from the 'Class Activities' section above can be used to support the realisation of these projects.

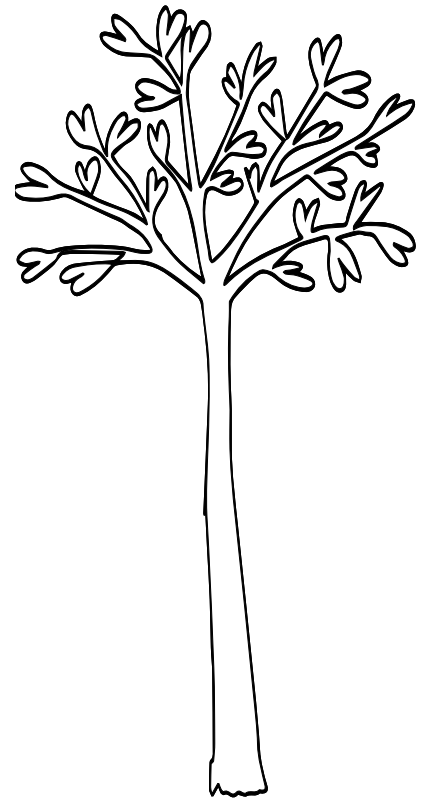


THE 'HAPPY ME' CHECKLIST.

STEP BY STEP:

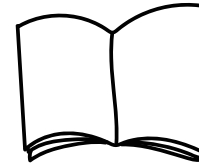
1. Following on from skills and knowledge gained through the previous activities listed in this document, work together as a class to create a 'Happy Me Checklist' to be displayed in your classroom.
2. Split the children into small groups sitting at a table.
3. Take some suggestions from the whole class about ways in which we can change our mood from negative to positive and write them up on the board. e.g. talk to a friend.
4. Ask them to create mind maps as a group with their own ideas about this.
5. Next, explain that you are going to decide on 10 key things you can do to improve your mood, and create a 'Happy Me Checklist' for everyone to use if they are feeling negative. These may include 'take 10 deep breathes' / 'dance to some happy music' / 'write down how you are feeling' / 'talk to a friend' etc.
6. Once the 10 have been decided, allocate a few points to each group to write up and illustrate on a large piece of paper. Once assembled, these papers can be displayed in your school.

THE POSITIVI-TREE



STEP BY STEP:

1. This project creates a beautiful 'Tree' display centred around the children's new-found skills and knowledge. Give each child a coloured piece of paper, which they must place their hand in the centre of to draw round.
2. On each finger of the hand outline they can write one thing which makes them feel happy (suggested for KS1), or helps them change their mood when they feel negative (suggested for KS2).
3. Cut out the hand shapes, and ask fast working students to help create the trunk and branches of the Tree from brown box card.
4. Once all the hand prints are ready, they can be stuck to the branches of the tree to create leaves. Find somewhere to display your tree and encourage children to use it as a positivity reminder whenever they are in need.



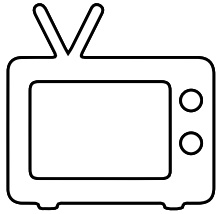
CREATE A STORY BOOK

STEP BY STEP:

1. Work together as a class to write and illustrate a story about a character who is working on their mental health.
2. Use the following activities as springboards for character and plot lines; 'Top Tips' - TV Adverts ([page 10](#)), Roll Play Scenarios ([page 11](#)), and Fortunately, Unfortunately ([page 14](#)).
3. First establish the key points of the story as a class before splitting into groups to write an allocated section. Bring the story together to read as one.
4. Ask the children to work in pairs to create a page each for the book, both writing up and illustrating a few lines per pair.
5. Assemble the book in a folder or have copied and bound.

Why not hold a class competition as homework to design the front cover?

CLASS PROJECTS



FILM PROJECT: MENTAL HEALTH ADVERTS

Based on the adverts created in the 'TV Adverts' activity ([Page 10](#)) work together as a class to write, practice, and film an advert for tips for positive mental health. Capable students could also be involved in editing the video. Display this advert in school assembly for an effective student to student learning exchange which would benefit the whole school.



PERFORMANCE PROJECT: MENTAL HEALTH ASSEMBLY

Together as a class, create a short drama performance to be displayed at school assembly. Students could work in groups to create separate themed scenes, which would then come together to create a complete piece.

Suggested scene themes for KS1

- A happy day
- A sad day
- Turn a frown to a smile
- Help a friend feel happy

Suggested scene themes for KS2

- Positive emotions
- Negative emotions
- Advert: Top Tips for Mental Health
- Changing your own mindset
- Giving advice to a friend

LONG TERM COVERAGE



Perhaps the most value integration of Mental Health in your school programs is through long term structures. Establishing routines, practices, and support systems such as those listed below could provide life changing learning for young people. The following suggestions could be incorporated into themed weeks, with targeted groups of students, to support stressful times during the school calendar (e.g ahead of exams, at the start of a new academic year etc), or simply as part of structural changes to your PHSE curriculum.



INDIVIDUAL JOURNALS

STEP BY STEP:

Giving children time to reflect on their individual mental health is a wonderful addition to class routine. Give each child a note book dedicated to recording their thoughts and feelings. Encourage them to decorate the front cover of this book in any way they choose, and stick pictures on the first few pages of things that make them feel happy. This could be cut out pictures from magazines, photos of family and friends, or their own drawings of happy memories. At the end of each school day/school week, give the children 10 minutes to write down:

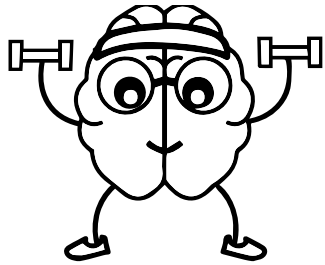
- 1 thing they feel grateful for/ want to say 'Thank You!' for
- 1 good thing that happened today
- 1 person who made them feel happy
- 1 thing they are looking forward to
- Anything they are feeling worried about



CLASS WORRY BOX

STEP BY STEP:

Sharing a worry is a great way to relieve some of the stress and anxiety which comes with it. Creating a class 'Worry Box', is a fantastic way to both help children feel more positive and aid teachers in addressing issues which may be affecting them. A simple 'postbox' style cardboard box with a hole cut out could be used, and children could be invited to decorate the box to make it something special for the whole class to use. Encourage children to write down any worries they have any time during the school term and put them in the box for you to read.



5 MINUTES AT THE BRAIN GYM

STEP BY STEP:

This 5 minute routine could be added to your regular class schedule, or used at any point. Using skills practiced in the 'Class Activities' section this document, explain to the class that just as we take time to 'workout' our bodies to keep them healthy, we can do the same thing for our minds. Tell them that we are going to visit the Mind Gym for 5 minutes, and write up the schedule on the board for them to see:

1 minute: Dance to the music!

1 minute: Stretch your body.

1 minute: Breathe and count

2 minutes: Write your feelings / talk to a friend.

Next, play some upbeat or calming music (depending on the needs of the class) and give children 1 minute to dance/move about the room. Then, stop/change the music and lead them through 1 minute of gentle stretches for the body (see appendix for suggestions). For the 3 section, get them seated or laying comfortably on the floor and tell them that we will be in complete silence for just one minute, counting the number of breaths that we take in that time. For the final two minutes, children can either find a partner and tell each other anything that is worrying them/they are happy about/they are feeling today, or spend some individual time writing down their thoughts on a piece of paper. Establishing this as a familiar routine for the children will make it, in time, a quick and beneficial addition to class routine.

CONTACT US

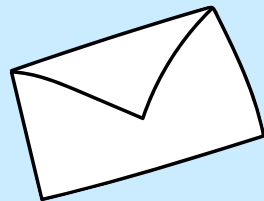
We are always thrilled to hear updates about how schools have used our resources and activities. Don't forget to catch us on our social media platforms and share photos of your work!



**USING CREATIVITY TO
EXPLORE, EDUCATE & EMPOWER**

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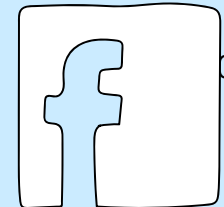
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