**Time to Talk day campaign**

*Thank you for agreeing to take part in the focussed discussion to mark Time to Talk day. We are hoping this session will educate and inspire pupils to consider how the school environment can support them to be mentally healthy.*

*In order for the session to run smoothly, please see the guidance below:*

***For schools***

* ***Please display the table below\* on your computer and print copies for pupils***
* *Beforehand, prepare pupils for the lesson by using some ideas in the ‘Time to Talk day resource pack’*
* ***Class teacher to remain in the class at all times during the focused discussion***
* *Plan a time for follow up and discussion*

***For volunteers***

* *Read through the lesson plan*
* *Aim to arrive 15minutes before the first lesson begins*
* *Familiarise yourself with safeguarding policy and procedures*
* *Before the lesson, check all necessary materials are provided*
* *Stick to timings to allow enough time for the activity*

**Learning intentions:**

* To understand that mental health relates to thoughts, feelings and emotions – (Part one)
* To identify what contributes to mental wellbeing – (Part two)
* To be able to describe how schools can support positive mental health – (Part three)

**Materials needed:**

Flipchart and markers or a whiteboard, A3 sheets per groups of 2-4 pupils- *see page 7 for template PLEASE PRINT THIS OUT!*

Part One (10 mins)

**Brief Intro- body warm up**

*Hi Everyone. Please can you stand up, staying where you are. To help your body feel calm and focused I’m going to ask you to do some stretching. If you can stretch up to the sky with both hands (internal count of 5), now I’d like you to bend down, stretching towards your toes (internal count of 5), now, to finish, can you stand up. Put your palms together in front of you, so they are gently pushing against each other – (demonstrate this – count of 5).*

*Now rest, gently returning arms to your side. Can you notice – how does doing that feel in your body? How does doing that make you feel in your head, or brain? Who can point to where their brain is? Great, thanks.*

Take just a couple of answers, thanking the children.

**Introduction to the task**

*Great – Hi everyone. My name is ………………………………………… and I’ve been asked by your teacher to come in today to talk to you as part of work in Islington schools for Time to Talk day. Time to Talk day encourages people to talk about mental health and in Islington we want to get lots of children and young people talking about what makes a mentally healthy school.*

**February marks Time to Talk day where schools all over the country are talking about mental health*.*** *Although we might be very good at talking about how to look after our physical health (eating healthy, exercising, playing sports) we are less good at talking about how we look after our mental health. Our mental health means our thoughts, feelings and emotions – what goes on in our brains. This is important as our mental well-being affects our physical health, friendships, learning, happiness and how we feel about ourselves.*

*It is therefore important for us to think and talk about how to look after our minds to keep us happy healthy and calm - at home and in school. So today we want to think and talk about what different things make schools places that support mental health.*

**Warm up to the task (primary)**

*Let’s try something. I’ll explain it, then I’ll show you, then I want you to try it. Okay?*

*In a minute I’m going to ask you to stand up and I’d like you to slowly turn all the way around, looking in front of you as you turn, and as you are turning notice what you see and notice how you feel in your brain and body as your turn.*

*You need to turn slowly so you can notice what is in front of you. Ask yourself…Which part pf what is around you, which direction, in the classroom, makes you feel the most happy, calm and safe in your brain and in your body.* (show them - do the slow turn and then stop. Say – “for me it would be that way because I feel happier in my brain when I see... (pick one thing))

*So I might stop because I like the light from the window, or a picture on the wall, this person’s smiling face, the playground through the window, an empty space because it makes me feel I’d have room to move , you might stop because you see a person who makes you feel happier and safer or you see something that reminds you of something you enjoy doing at school…..there’s no right answer…..let your brain tell you.*

*Okay, let’s try it. Stand up. Slowly turning and looking and stop when you get to the bit that makes you feel most okay in your body and brain. Share with the person next to you what made you pick that direction.*

Allow a minute for children to share their ideas with each other before moving on.

***OR***

**Warm up to the task (secondary)**

*Let’s try something. I’d like you to close your sit up straight in your chair, resting your hands on your legs, and I’d like you to close your eyes. Picture arriving at a new school as you arrive at the school you feel calm, happy and safe in your brain and in your body.*

*Take a moment to think how that feels in your body. (internal count 5)*

*Start to slowly walk around the school you are imagining – What can you see? (count 2), What are the people doing? The teachers, the pupils? (count 3)*

*What is the space like? What facilities are around you?*

*You walk in a bit further, you are still feeling happy, calm and safe. What else can you see? What can you hear? What do you feel?*

*Your lesson is just about to start. You feel happy and ready to learn. What is the space like? What is the teacher doing? What kind of things will you be doing in the lesson? Take a moment to picture this. What you can see, what can you hear? (count 5)*

*Okay – I’d like you to slowly open your eyes. Take a big stretch. What was that like?*

Ask a few young people to volunteer what they saw. *What the school was like?*

Part Two (10 mins)

**What helps you stay happy, healthy and calm?**

**Prompt- *What do you do? What do others do to help you?*Ask several pupils for their ideas and suggestions…**

*We know that when we are feeling happy and healthy and calm we learn better, sleep better, get on better with friends, are more able to concentrate, enjoy things and have more fun!*

*When young people were asked what ‘mental well-being’ meant to them, they said - Mental well-being means feeling good, feeling that things in life are going well and feeling able to get on with things.*

*So given you spend so much time at school….*

***What is it about your school that helps you feel happy, safe and calm? What part of the classroom made you feel happiest?*** Ask pupils to discuss in pairs and then have the class share some ideas…

Part Three (20mins)

***Activity***

*Today we are thinking about the bits of schools that make teachers and pupils feel happy, safe, calm and ready to learn…..what is it like? What are people doing? What is the space like? What are you able to do there?*

*Let’s say we are imagining the school, we’d still need to be learning but what if we could have them looking how we wanted, with the spaces, activities and support around us that we think would help us learn and feel happy and safe in our brains and bodies.*

*What would that school be like?*

*We can think about your experience at school in four different parts: the people and how they act, support and activities at school, inside your classroom, the school building and grounds.*

|  |  |
| --- | --- |
| *People* | *Support/activities*  |
| *Inside classroom* | *Building and grounds* |

**You can guide them through this activity before they start, using the prompts below, and model filling out some sections on the white board.**

* **Section 1 - Let’s think about the people in school and how they act**

*Prompt: Teachers and pupils are kind/approachable, always someone to talk to and listen to me, there is no bullying, people share, say hello in the mornings*

* **Section 2 - What support and activities are at your school**

*Prompt: space to talk to someone, lunchtime / after school clubs, friendship area, opportunities to play sport, trips, meeting different people*

* **Section 3 - What happens inside the classroom**

*Prompt: someone is available to help me when I am stuck, learn in lots of different ways, learning interesting subjects, learning about mental health, there is a space to calm down, books, movement breaks, mindfulness, music, learning about building friendships, buddy time, sharing worries in class, circle time, worry box, teacher asking how I am, emotional check ins, ok to make mistakes, trying hard is rewarded*

* **Section 4 - What is the school building and grounds like – what’s outside, what about the corridors? Lunch hall?**

*Prompt: space to run around, nature, gardening, trips out, places to be quiet, feel safe*

*Now in groups, it’s Time to Talk: discuss and write or draw pictures to show what your mentally healthy school is like. You can start in any of the sections.*

*This isn’t a test; it is just about your ideas – there is no right or wrong answer, and it doesn’t matter about your spelling or how neat it looks. Just start to get some ideas down that make sense to you and will help you talk about your imagined school with the other people on your table.*

**In small groups of 2-4 people, give pupils one A3 sheet per group, and complete each section with their ideas of what a mentally healthy school looks like – (bullet points will be quickest!)**

Let pupils work away in groups and circulate room, checking in with different groups. Give two-minute warning before asking them to finish the activity.

**Debrief**

Gather the class back together and ask pupils what they included in the different part of their school. If possible, aim to complete this on the board, compiled with all the different suggestions pupils had, so that there is one completed response per class.

|  |  |
| --- | --- |
| *People**
*
*
 | *Support/activities* *
*
 |
| *Inside classroom**
 | *Building and grounds**
*
 |

**Check with class teacher if they want the class to complete the activity within the discussion time slot, or if they are happy for the class to continue on, after the volunteer has finished.**

*You may/may not be able to work on this more with your teacher (now/next week/\_\_\_\_). Now I hope you have a good understanding of how schools can help pupils to be mentally healthy.*

**Please (ask the teacher to) save the completed table above with class responses and email to** **lil.fahy@islignton.gov.uk** **so we can collect the pupils’ views**

|  |  |
| --- | --- |
| People | Support/activities |
| Inside classroom | Building and grounds |

**\*TEACHERS: PLEASE DISPLAY THIS TABLE ON YOUR WHITEBOARDS, FOR THE VOLUNTEER TO USE, AND PRINT COPIES FOR PUPILS**