



PURE MENTAL LESSON PLAN 1

1 of 3, 40-60 minute lesson plan for 11-13 year olds following a performance of 'Pure Mental'

Each of the 3 sessions are made up of the same structure, The 5 Steps to Wellness. Each session will have different activities but always with these steps in mind. This will act as a kind of revision for the young person, will provide continuity between sessions and allow for development of topics for any that choose to complete all 3 sessions. There will be a short 'circle time' (a time when pupils are likely sat in a circle, and only when they are passed a certain object can they speak) provided in each session to start open conversations about mental health, these may be in different 'steps' within each session.


 **STEP 1** CONNECT

'Connect with the people around you, it's good to talk!'

Remind pupils of the first step to wellness - connecting! The following activity is all about talking to each other & connecting. Remind them about good listening & being kind & supportive to their classmates. Discourage sarcasm at this stage as it can make others reluctant to share.

Human bingo - pupils are given 10-15 minutes to talk to each other & complete their human bingo card (attached). There are bonus points for detailed answers if you have time. This could also be set as a task after class to get pupils talking at lunchtime.


 **STEP 2** BE ACTIVE

The second step to wellness is being active, remind pupils that you don't need to be an athlete, just choose something active that you enjoy doing! Explain that they will all complete a ten minute circuit, taking it at their own pace, if there are any moves that they don't like, they can swap them for something they can do. This circuit has been specifically designed for completing in a classroom, standing behind desks. If this isn't possible feel free to choose a lower impact activity such as a ten minute mile, the class is asked to walk quietly around the school grounds for ten minutes under the guidance of the teacher.



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Circuit - Repeat each exercise for 45 seconds then follow with 15 seconds of rest. Complete 2 rounds of the five moves. Use a timer & play some music.

1. Star Jumps

Stand with feet together, jump feet to sides as you bring hands above head and clap.

2. Squats

Stand with feet shoulder length apart, sit down as if sitting on a chair, and back up. Do not put hands on thighs!

3. Lunges

Step forward with right leg, bending both knees - left knee as close to ground. Back up and swap legs.

4. Fast Punches

Punch air in front of you as fast as you can. Alternate hands.

5. Arm Circles

Arms outstretched to either side, make small circles with hands.



STEP 3 TAKE NOTICE

'Be aware of the world around you & your feelings' concentrate on what you're doing right now'

The third step to wellness is taking notice, this is about having an awareness of how you feel & being aware of the world around you. Some of the pupils might have heard of the term 'mindfulness', it is defined as 'the quality or state of being conscious or aware of something'. The following exercise is a well known practice in mindfulness, recognised by the NHS, it is quick & simple and one they can turn to at almost any time.

5 Senses Exercise - This is an exercise for calming your mind & using your senses to focus on your environment instead of your thoughts. It is almost like a little break from your thoughts or worries!

- First, notice 5 things that you can see. Have a look around you, do you notice anything that you may not usually pick up on? Notice the colours of certain objects, how close/far are they from you? Use your sight to become aware of the environment around you.
- Second, notice 4 things you can feel. What can you feel right now? Is your jumper tickling your wrists? Does your collar feel warm on your neck? Does the seat you sit on feel hard? Smooth? What do your hands feel? Are they resting on a cold table? Are they touching your other hand?



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- Third, notice 3 things that you can hear. What sounds do you hear if you listen carefully and focus only on what you can hear and may not have noticed before? Is there a faint tapping of shoes walking down a corridor? Can you hear birds outside? Maybe a computer?
- Fourth, notice 2 things you can smell. Focus your attention to smells that you usually filter out, either pleasant or unpleasant.
- Finally, notice 1 thing you can taste. Can you take a drink of your water, are you chewing gum? Or maybe just think about the taste in your mouth when not eating or drinking.



STEP 4 KEEP LEARNING

'If you keep learning through life you will have greater satisfaction & optimism, improved well-being & higher ability to cope with stress'

The fourth step to wellness is to 'keep learning', this could be learning a new skill, a new sport, an instrument, a new language or even learning new facts! As you learn new things you will notice your optimism & satisfaction will increase & eventually improving your well being with a higher ability to cope with stress. If you learn something with a friend or in a team this will combine another step, ask the pupils what this step is.

Quiz Time! - ask pupils to get in teams of 3/4, based on who they are already sitting with, rather than already formed friendship groups, they must come up with a team name & work out how to silently answer 'True or False' by making a 'T' or an 'F' with their bodies. You will read out a sentence about mental health.

Give the teams a few seconds to discuss then count down from 5-1, when you reach 1 pupils must show either TRUE or FALSE. Ask them to take their own score. Use as many as the following quiz questions as time allows.

1. 1 in 6 people in the UK will experience a mental health problem.
FALSE - 1 in 4 people in the UK will experience a mental health problem.

2. Violent behaviour is a common symptom of schizophrenia
FALSE - Many believe that people with schizophrenia are likely to commit violence – however, most people with schizophrenia do not commit violent crimes, and are more likely to be victims of violence than perpetrators.



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3. 45% of people with severe mental health problems have become victims of crime in the previous year.

TRUE - *Sadly this fact is true; 45% of people with severe mental health problems have become victims of crime in the previous year.*

4. 85% of people with mental health problems experience stigma?

(A stigma is - 'a mark of disgrace associated with a particular circumstance, quality, or person')
FALSE - *Time to Change (a mental health charity), found through research, that up to 90% of people with mental health problems experience some form of stigma, whether from friends and family, at work, in education or during treatment.*

5. 17% of people will experience suicidal thoughts in their lifetime. - TRUE

6. Suicide is the most common cause of death for men between the ages of 20-49 in England & Wales. - TRUE

7. Two thirds of people with mental health problems believe workplace stress contributed to their illness.

TRUE - *About two thirds of people with mental health problems believe that long hours, unrealistic workloads or bad management either caused or exacerbated their condition.*

8. The majority of people with mental health problems wait around 6 months to tell their closest family & friends about it.

FALSE - *A Time to Change survey showed that 60% of people with a mental health problem waited over a year to tell the people closest to them about it.*

9. Winston Churchill experienced mental health problems.

TRUE - *Winston Churchill lived with depression that he described as his 'black dog'.*

10. 1 in 10 young people will experience a mental health problem. - TRUE

11. Before the Mental Health Discrimination Act was signed into law in 2013, some people with mental health problems were prohibited from serving as an MP.

TRUE - *Before 2013, people who had been sectioned for more than 6 months were not eligible to be elected as a Member of Parliament. In addition, before the Act became law, people currently receiving treatment for mental health problems could not serve on juries, and company directors could be removed because of a mental illness.*

12. 45% of people with mental health problems reported stigma affected their friendships.

FALSE - *Time to Change's 2014 'State of Stigma' survey showed that 65% of people with mental health problems experienced stigma in their friendships. Additionally, 57% reported stigma in their family life, and 38% said they had experienced it in dating and relationships.*



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13. People with OCD just like things to be clean & tidy.

FALSE - Obsessive-compulsive disorder is one of the most misunderstood mental illnesses - many people believe that OCD is a character trait that encourages cleanliness and order, and that everyone has it. In reality, it's a mental illness based on obsessions and compulsions that can have a serious impact on the people that experience it. Around 1% of the population will experience OCD.

14. The incidence of depression has been found to be 60% higher in ethnic minority groups than in the white population.

TRUE

15. 12% of young people with mental health problems say that fear of stigma has stopped them from applying for jobs.

FALSE - 57% of young people with mental health problems say that fear of stigma has stopped them from applying for jobs.

Instruct your pupils that the next question does not have a true or false question but is to be discussed in their groups.

- How do these statistics make you feel? Are you surprised? Will they make you change your mind about certain mental health myths & problems? Would these encourage you to check in on yourself, friends & family more?



STEP 5

GIVE

'One of the most important ways you can improve your mental health is by giving back to your community.'

Circle Time - Use your preferred format of 'circle time'. Pupils sit in a circle (if possible) & nominate an object as the talking stick/ball/teddy/pen. Pupils must only speak when they are holding this object. Pupils are given the rest of the session to discuss ways in which they could give back to their community. Offer the idea of 'Random Acts of Kindness', ask each pupil to name an act of kindness that they could complete for a friend, family member or neighbour. Ask children to discuss & consider why random acts of kindness might improve their own mental health as well as others.



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HUMAN BINGO

Fill in your bingo card by talking to your classmates & finding someone who matches each question! You should only use the same name twice, if possible. Have full conversations & ask your friends details about their answer, the fastest doesn't win but the most detailed!

1-Same taste in music as me -----	2-Reads to make them happy -----	3-I admire -----	4-Uses colouring as a way to relax -----
5-Exercises to feel good -----	6-Makes me smile -----	7-Sings in the car/shower -----	8-Plays an instrument -----
9-Could teach me something new -----	10-Has travelled to another country -----	11-Watches the same TV show as me -----	12-Can tell a good joke (prove it!) -----

Bonus Points for Detail

1. What is person **1**'s favourite song, do they have a reason?

2. Tell person **3** why you admire them. Are they brave? Funny? Kind?

3. Share what you do to relax with person **4**, then write it down here.

4. What country has person **10** visited?

5. What instrument does person **8** play, how long have they played it?

6. What could person **9** teach you? Would you like to learn it?



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