



# Children's Mental Health Week

Resources to support schools





**Place2Be** have created a range of free resources for schools to use during the week to encourage people to make connections that support our Mental Health and our sense of wellbeing.



**Beyond** are a youth mental health charity that exists to improve young people's mental health in the UK. They have a wealth of resources on their website and run the UK's only mental health festival for schools and colleges on 8th February that is free for schools to sign up to. Beyond is powered by an impassioned youth board that is determined to instil new attitudes and are the heart and soul of the charity.

We have worked with Beyond to create a range of bespoke activities within Purple Mash that schools can use during Children's Mental Health Week. They can be accessed online and are available within this pack.



**Purple Mash** is an award-winning cross-curricular website for primary school children, enabling them to explore and enhance their knowledge in a creative way. It hosts an exciting mash-up of curriculum-focused activities, creative tools, programs and games and inspires creative learning every day.

You can also download a free mental health and wellbeing guide for parents [here](#).



**Striver** has been created with a sole purpose: to improve primary-aged pupils' long-term physical and mental wellbeing. We do that by ensuring children of all abilities feel motivated and engaged, and teachers of all experience levels feel confident and in control. It includes 6 wellbeing units for each year group (3 units for reception) alongside over 400 lessons to support the teaching of PE.



**Dot Com Digital** supports children's personal, social and emotional development and helps to provide a safe space for them to develop their skills. Through Dot Com Digital, children will be given the knowledge and empowerment to make their own decisions regarding their wellbeing, health and relationships. It offers comprehensive coverage of the RSE framework 2020 and through Dot's real life stories, children can learn about risks they might come across in life and how they can deal with them in a safe way.



# Purple Mash and Beyond Resources

## Sticks and Screens eBook

Henry and his mum are always glued to their screens so they miss seeing the world around them. A mystery helps them both realise that there is so much to see and do if they put their screens down.



Click  
Me

Chapter  
1

Chapter  
2

Chapter  
3

Chapter  
4

Chapter  
5

Quiz  
1

Quiz  
2

Quiz  
3

Quiz  
4

Quiz  
5



# Wellbeing Activities Linked to the Book

Click  
Me

Great British Bird  
Quiz

Birdsong Identification

Bird (printable included in  
this pack)

Bird Identification  
(printable included  
in this pack)

# Digital Wellbeing Resources

Online  
Positive and negative  
experiences

Screen Time  
Diary

Respectful online  
relationships

Support  
Network

Debate  
Technology

Day Plan

Click  
Me

name.....

date.....

Can you add some coloured feathers to the bird?



What colours did you choose?

[www.2simple.com](http://www.2simple.com)



**Beyond**

**purple  
mash**

 **striver**

 **dot.com digital**

# Bird Identification

Use this sheet to identify different birds in your local area.

Great Tit



Blackbird



Robin



Nightingale



Woodpecker



Wood Pigeon



Goldfinch



House Sparrow



Starling



Can you list any other birds you have found?

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Need more support? Contact us:

Tel: +44(0)208 203 1781 | Email: [support@2simple.com](mailto:support@2simple.com) | Twitter: [@2simplesoftware](https://twitter.com/2simplesoftware)

# Striver Wellbeing Lessons

To tie in with the theme for Children's Mental health week we have included two lessons that focus on mindfulness from [Striver](#). These are ideal for Year 3 and Year 5 but can be adapted for other year groups.

You can also download 6 mindfulness pocket postcards that can be used during the week [here](#).

## LESSON 1:

### Learning Objectives:

To practise a mindful exploration of the sounds around outdoors.

### Success Criteria:

Pupils are beginning to be able to move their mind focus and attention to environmental aspects and then back to themselves.

### Key Vocabulary:

Mindfulness, breathe, lungs, calm.

### Resources:

- See Teaching Tips section for advice.
- If it is not possible to go outdoors, this session can be carried out in the classroom. Do not use the bubble solution indoors due to it being a slip hazard in large quantities and because bubbles that stay in the room are likely to over-excite the children rather than promote calm.
- Bubble solution and blow stick for each child (optional, see step 7, which has a variation on this).
- If you are outdoors and the surface is uncomfortable to sit on, children could take cushions to use or make use of any available outdoor seating so long as they can still hear you. Make whichever adaptations suit your class and your setting. Children could stand but might get more restless standing still than sitting.



## Introduction (3 Minutes)

- 1 Depending upon your chosen location, the arrangements will be different. Pick the location, then follow the steps as instructed.
- 2 If you are indoors continue here. If you are outdoors go to step 4.
- 3
  - Find a comfortable sitting position in a chair with your feet flat on the floor\*.
  - Shut your eyes if you are comfortable to do so.
  - Some children will feel more focused if they shut their eyes, others will not feel comfortable doing this. If they do not feel comfortable with eyes shut, they should gaze gently towards the ground, not at other people.
  - Rest your hands gently on your legs.
  - Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
  - Try to straighten your back but don't strain upright. Imagine a string coming out of the top of your head with a floating balloon attached to it. The balloon is stretching you gently upright.
  - Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
  - Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.
- 4 If you are outdoors continue here. If you are indoors go to the main section.
- 5 Ask the class to arrange themselves in a circle, standing up.
- 6 Everyone should take a step back so that they all are at a distance from one another in their own space.
- 7 Everyone should turn around so that they are not facing each other, this is their own quiet space.
- 8 Instruct children to sit with their legs crossed if the surface is comfortable; see the Resources section for more guidance about positioning the class.

### TEACHER NOTES

The introduction for indoor sessions is kept deliberately very similar so that children can learn how to get into the physical position to begin mindfulness. Give as much or as little guidance as you feel your class needs.

### VARIATION

As noted in the teacher's notes, make adaptations for children who cannot sit still in an upright position but encourage contact between the feet and the ground if possible.

- 9
- Shut your eyes if you are comfortable to do so.
  - Some children will feel more focused if they shut their eyes, others will not feel comfortable doing this. If they do not feel comfortable with eyes shut, they should gaze gently towards the ground, not at other people.
  - Rest your hands gently on your lap.
  - Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
  - Try to straighten your back but don't strain upright. Imagine a string coming out of the top of your head with a floating balloon attached to it. The balloon is stretching you gently upright.
  - Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
  - Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.

- 10
- Breathe quietly through your nose, feel your lungs fill and empty. Sit quietly just concentrating on your breathing for a while. Clean air coming in to your lungs, feel your lungs expanding like balloons and then silently let the air out again and feel your lungs contracting.

Think about how your body feels when your lungs fill, do they pull your spine up straighter? Does the breath relax your muscles?

Breathe silently for a few moments.

#### TEACHER NOTES

If children are standing, they could stand in yoga mountain pose:

Stand up tall and strong with hands by your sides and feet about hip-width apart. Spine should be long with a straight back. Breathe in and lift your shoulders up towards your ears, breathe out and rotate your shoulders backwards and down to lengthen your neck.

The Mountain pose is the starting point of all standing poses in yoga.

#### VARIATION

If children have a blocked nose, they should breathe in whichever way is most comfortable. Breathing should be quiet.

## Main (10 Minutes)

- 1
- Now bring your focus to any sounds that are around us. Continue listening for a few moments. Firstly, focus on loud sounds around us. Continue your breathing while you let these sounds come into your mind, then try to bring your focus back to your breathing.
- 2
- Now, try to listen for some quiet sounds.
- 3
- Can you focus on the sounds of nature?
- 4
- Explain that you are going to play the chime sound. Listen to the sound, see if you can focus on it until you can't hear the chime any longer. Ring the chime.

#### TEACHER NOTES

Use examples from your own environment; children in another class, cars on a busy road etc.

#### TEACHER NOTES

Use examples from your own environment; for example, can you hear a clock tick, a tap drip, the hum of a computer, birds in the trees, a distant plane?

#### TEACHER NOTES

This will depend upon your setting.

<p>5 Everyone should keep their eyes closed if possible and raise one hand. Keep your hand up until you can no longer hear the chime, then put it back in your lap. Remember this is personal to you, it is not a test, you don't need to compare yourself with others. Play the chime again.</p> <p>6 Now, can you bring your focus back to the sounds around you for a few moments.</p> <p>7 Now bring your attention just to your breathing again.</p> <p>8 I have placed a bubble pot on the floor in front of you. Can you open the pot and try blowing some bubbles?</p> <p>9 Each time you blow, pick a bubble to watch. Watch the journey of the bubble as far as you can see it.</p> <p>10 Now try to make the biggest bubble you can, try to blow slowly and steadily to make it as big as possible.</p> <p>11 Take in a deep, slow breath, and breathe out steadily to fill the bubble.</p> <p>12 I am going to play a chime in a moment, this will be the sign to put away your bubbles and bring your attention back to the class. Play the chime.</p>	<p><b>TEACHER NOTES</b></p> <p>Place the bubbles on the floor in reach of each child while they are quietly breathing.</p> <p><b>VARIATION</b></p> <p>If you do not have bubble mix to use, you can do the exercises below but as a visualisation, asking children to imagine that they are blowing bubbles, to picture the size and the journey of the bubbles as they blow them.</p>
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## Conclusion (2 Minutes)

<p>1 Talk about the sounds that children heard, the loud sounds and the quiet ones.</p> <p>2 Ask children to reflect briefly upon how they feel now. What aren't you thinking about when you are being mindful?</p>	<p><b>TEACHER NOTES</b></p> <p>Responses will depend upon your class' experiences but could include arguments in the playground, worries about things - this is an opportunity to express how Mindfulness can be used to help you to calm your worries and settle your emotions.</p>
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# LESSON 2:

## Learning Objectives:

To practice mindfulness outdoors.

## Success Criteria:

Pupils are developing the ability to control their attention from the overview to the detail and from the external to the internal.

## Key Vocabulary:

attention, noticing, details, focus.

## Resources:

See Teaching Tips section for advice.

- The activity for this session will depend upon your school facilities and upon the weather. Ideally the session will take place outdoors and children will be able to take a short walk. This could be through the school grounds or outside the school if this is possible. If you have fields and trees then take a route through them. An alternative is given for an indoor session.
- The indoor session takes place barefoot, ensure that there is space for this and no potential safety issues.

## Introduction (3 Minutes)

<ol style="list-style-type: none"><li>1 Prepare for your walk and explain to the children that they are going to be taking a mindful walk. If you are staying indoors, children should remove their shoes and socks.</li><li>2 Ask children to find a space to start in and stand up in their space.</li><li>3 Spread their toes on the ground and feel their strong body balancing and the Earth supporting them.</li></ol>	
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## Main (10 Minutes)

- 1 Outdoor Plan (if you are indoors go to step 15)
  - Ask children to be quiet when walking and to keep a space around themselves free - not to walk closely in groups or pairs.
  - Precise timings are not given, decide for yourself when to move through the stages of the walk depending upon the route and the time available.
  - Re-order the foci if your route suits it.
  - Begin the walk and ask children to focus on the feeling of their feet when walking, how does the ground feel beneath their feet; hard, soft, crunchy\*
- 2
  - Stop walking, and listen.
  - Bring your gaze down to the ground or close your eyes.
  - What can you hear around you?
- 3
  - Take your attention to the loudest sounds around; cars, other people, machinery etc
- 4
  - Now shift your attention to quieter sounds; can you hear birds or distant planes?
- 5
  - Now shift your attention again, can you hear yourself breathing? Listen to your breathing for a few moments. Can you manage to block out the other sounds and turn your attention fully to your breathing.
- 6
  - Now let's continue the walk. This time try to focus your attention on any smells around you. Breathe deeply through your nose, what can you smell?
- 7 Now, look around.  
Can you notice things that you wouldn't normally take notice of?\*
- 8 Look up to the sky, watch the sky for a few moments. What do you notice?  
Colour, movement, birds, planes, images in the clouds.
- 9 Explain that they are going to be walking back to the school now, try to walk silently, paying attention to things that they wouldn't normally notice whether that is visual, sounds or smells. On return to the classroom they should stay silent and find a place to stand or sit.

### VARIATION

\*This will vary depending upon the ground cover, try to take the children over grass if possible and even twigs and fallen leaves.

### TEACHER NOTES

Use your environment to suggest features, this could include street furniture or signs, water pipe covers, noticing the individual plants and shrubs around, noticing the different types of trees.

Encourage children to take notice of things that they would ordinarily miss walking this route in a non-mindful way.

- 10 Finish the walk back to the classroom.
- 11 When you return to the classroom, ask children to close their eyes if they can and focus once again on their breath.
- 12 Notice whether the walk has changed their breathing rate?
- 13 Can they focus on their breathing taking breaths that inflate their chest and tummy, holding for a moment and then breathing out once again, quietly through their mouth.
- 14 Continue like this until you feel that your breath is calm. I will ring the chime to signal it is time to return your attention to the room.
- 15 Indoor Plan (skip to the lesson conclusion if you spent the session outdoors; the indoor session could be followed at a future opportunity)  
Ask children to walk slowly around the area focusing on the way the ground feels beneath their feet. Gravity pushing them down and the Earth supporting them.  
Do this for a minute.
- 16 Now concentrate on the way their feet move when they walk. Focus on the way the heel touches the floor and the rest of the foot rolls onto the floor.  
Walk like this for a minute.
- 17 Can children spread their toes when they touch the floor and stretch out every toe?  
Continue to walk mindfully for a while.
- 18 When you walk, think now about how your spine is stretching or curving. Pull in your tummy muscles if you can and feel these muscles helping to hold your spine up straight.
- 19 Continue to walk with your tummy muscles supporting your spine. Now roll your shoulders back so the top of your spine is straight and tall and your chest is opened up, how does it feel? Stop and take some breaths like this, your spine supported by your tummy muscles and straightened by your shoulders. Take some deep breaths, full of energy.
- 20 Now, standing on the spot, children should alternate bringing their body-weight onto their heels with toes raised and then onto their toes with toes spread, then raise heels to tip-toe and reverse and repeat.  
Concentrate on how this feels.
- 21 Explain that you are going to ask them to move more quickly in a moment. When they hear the chime they should do this. When they hear the chime for the second time, they should stop and stand still.

## TEACHER NOTES

As well as walking mindfully, you are trying to increase children's heart rates in this part of the walk so it does not have to be slow and meditative walking.

## VARIATION

\*This will vary depending upon the ground cover, try to take the children over grass if possible and even twigs and fallen leaves.

## VARIATION

You can use music as an alternative to the chime if you wish. When the music stops, they should stop.

<p>22 When they stop, ask the children to bring their focus to the breathing and notice if it has changed due to the faster activity?</p> <p>23 Can they try to bring their breathing back to the slow deep breathing and notice how this makes their body and mind feel. Having eyes closed may help with this.</p> <p>24 Give children time to calm their breathing before proceeding.</p>	
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## Conclusion (2 Minutes)

<p>1 Were children able to control their attention to bring their focus onto the various external and internal objects/sounds/smells?</p> <p>2 Did their mind wander at times and were they able to regain their focus?</p> <p>3 Does it feel good to be able to be in control of your attention and focus?</p>	
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# Dot Com Lesson Plan Year 2

To tie in with the theme of Children's Mental Health week we have included two lessons from Dot Com Digital, a complete PHSE package for schools. These are ideal for Year 2 and Year 6 but can be adapted for other year groups.

## My Health

The theme within this session explores the importance of having an active lifestyle. Children will learn how active and healthy lifestyles can impact positively on wellbeing.

Below, you will find the session outline and suggested resources. All resources that can be set as projects are located within the session steps. Any additional resources such as classroom prompts, posters and printable versions of the online activities, can be found at the bottom of the page.

### Aims:

To understand the mental and physical benefits of an active lifestyle.

To understand the positive impact that physical exercise, time outdoors, and other activities can have on our mental wellbeing and happiness.

### Success Criteria:

- The children understand that an active and connected lifestyle helps maintain your physical and mental health.
- The children understand what activities contribute towards an active and connected lifestyle.

### Resources:

- Activity 1 - PE equipment such as hoops, balls, bean bags, cones etc. - enough for a class to use.
- Activity 1 - Two clipboards and scrap paper.
- Activity 2 - Benefits of Physical Activity Mindmap
- Activity 3 - 'Dot's Healthy Mind and Body' Story (PDF).





# Activity 1

The first activity of this lesson is to be completed outside or in the hall if it is raining.

1. Show children the equipment available and explain that as a class, we are going to design an obstacle course for groups of 6 children to complete at a time. Choose children to help set up the course. Ask them afterwards how it felt to help. Did they feel proud of themselves? Did they feel useful?
2. Share the session aims and success criteria with the children.
3. Ask the children: Why is it important for all of us to keep fit and stay active? It keeps our bodies strong, helps our immune system and helps us feel happy.
4. Explain to children that they are not competing against each other today. Instead, each team will gain points for how supportive they are to each other. Talk about what you mean by being supportive of each other. For example:
  - Cheering each other on.
  - Taking turns.
  - Being kind.
  - Saying thank you when the equipment is passed.
  - Sitting in neat, safe rows so they don't get in another child's way.
5. Talk about how this is showing a community spirit. Explain that community is 'a group of people working together for a common goal'.
6. Give the clipboards to a couple of children so they can award points for kindness and community spirit. (This can be done by an adult if you feel it is more appropriate.)
7. Divide the children into groups and let them take part on the obstacle course, praising all kind and supportive actions you see.
8. After using the obstacle course, ask the children to talk about how they felt when they were supporting each other.
9. Ask for volunteers to clear away the equipment and return to the classroom if appropriate.

## Activity 2

10. Benefits of Physical Activity Mindmap. On the board, start a mind map with how physical activity helps us and list all the ways that physical exercise benefits us physically and mentally.

11. Ideas could include the following:

- Exercise keeps our bodies strong and helps us feel happy.
- Working as a team helps us feel connected to each other.
- Being supportive to each other helps strengthen our friendships and helps us feel part of something bigger than ourselves.
- Helping to put the equipment out and away helps us feel proud, useful and part of something bigger than ourselves.

Being outside allowed us access to fresh air and vitamin D from the sun (if applicable).

## Activity 3

12. Read the story, '**Dot's Healthy Mind and Body.**' Children to identify which things in the story will help Dot to be healthy in body and mind.

13. Ask the children: What other things could we take part in at school and in our local communities that help achieve these aims as well? For example, sports clubs, community clubs, walking to school, and chatting kindly to friends, helping out with chores at home.

# Dot Com Lesson Plan Year 6

## My Health

The theme within this session explores looking after our mental health. Children will recognise the importance of maintaining good mental health and how we can look after it

Below, you will find the session outline and suggested resources. All resources that can be set as projects are located within the session steps. Any additional resources such as classroom prompts, posters and printable versions of the online activities, can be found at the bottom of the page.

### Aims:

To understand the importance of looking after our mental health.

### Success Criteria:

- The children will be able to understand that we need to look after our mental health.
- The children will be able to understand that it is important to share their worries with someone, as early support can really help.

### Resources:

- Activity 1 - **Scenario Cards with Part A, B and C (C to be used at the end of the lesson) (PDF).**
- Activity 2 - How can I help? Mindmap
- **Looking After Mental Health Tool Kit (PDF).**
- Activity 3 - A Message of Support
- Activity 4 - Poster - My Top Tip to Positive Mental Health

# Session Steps

1. Share the session aim and success criteria with the children.
2. Ask the children, what do we mean when we talk about mental health? Share suggestions.
3. Ensure the children understand that good mental health covers the idea that children feel able to cope with day to day tasks, they generally feel happy most of the time and feel positive about the future. They are also able to regulate their emotions and bounce back from events that challenge them.
4. Discuss that it is normal to not feel happy all the time. Life is a series of ups and downs and there are going to be times when we feel sad, insecure, frustrated and lonely.
5. Ask the children what kind of situations could lead to someone feeling these emotions?

## Activity 1

6. **Scenarios: Part A** - Share Part A of the four given scenarios. These show some common behaviours shown which may appear when someone is suffering from poor mental health.
7. For each scenario in part A, ask the children, why do you think this could be happening? What do you think could have caused this behaviour?
8. **Scenarios: Part B** - Display and read through Part B - the back stories behind the behaviours. Ask the children if they feel this explains the behaviours. Does it justify each character's actions?

## Activity 2

9. Mindmap - How Can We Help? On the board, draw a mindmap and ask children to share their ideas of how you could help one of these characters and ideas of things they could do to help themselves.
10. When children have shared, show them the **Looking After Mental Health Tool Kit**. Is there anything that they missed that could be added to the mindmap?

## Activity 3

11. A Message of Support. Children to choose a character from the scenarios and write them a text message showing support and offering some ideas of things they could do to help them to feel better. Children to use the Tool Kit to help them.

## Activity 4

12. Poster - Top Tip to Good Mental Health. To extend this lesson further, children can produce a poster promoting one top tip to better mental health.

13. Finish the lesson by looking at **Scenarios: Part C**. These scenarios show how the children have taken on some of the advice given to overcome their upset and are now feeling more mentally well. Discuss with the children: How are they now? What did they do to overcome their trauma?

14. Life does not always go the way we would like it to, but if we are in the habit of taking care of ourselves, and are open to talk to others about any problems, it can really help us through more challenging times.

15. Remind the children of the importance of talking about their feelings with a trusted adult. Remind children here about their Network. Also remind children about the Dot Minute, and the fact that no problem is too awful or small.

# Dot's Healthy Mind & Body

Dot's favourite thing to do was read a book. It helped her to relax after a hard day at school and an evening doing things on the computer. Her bedtime routine was always the same; she switched everything off at 7.30pm and went to get her hot bedtime drink. She loved to snuggle up under the duvet and escape into a different world through a story while having a warm drink.

Reading made her feel sleepy after a while. She was always strict with herself, that no matter how tired she felt, she always got up and cleaned her teeth before switching off the light. Nanny Com said that because Dot's two favourite things to do were reading and computing, which involved sitting down, she had to make sure she got some exercise.

That's where having a dog like Wizard made things easy. Wizard had to be walked every day and Dot loved to take him out after school. At the weekends, the whole family would go for a longer walk to a special place. Sometimes she liked to take her scooter and ride really fast with Wizard running along beside her.

At school, she enjoyed running around with her friends at lunch time and she really enjoyed being on the school netball team. She was also happy to be a friend to the boys when they needed to practise and someone had to bowl the ball. When she went to see her Nanny Com each week, she would walk to Nanny's house because Nanny said it was better for them both. She liked the walk because when anything was bothering her, it was good to walk and talk. Nanny Com would say the wind blew the cobwebs out of the mind.

Dot wasn't really sure what that meant but she thought that she did always feel more positive after a walk. Her Nanny also said there was nothing like a good cry if something upset you. She said it was much better than letting the feelings bottle up.

Mum also cried sometimes when she was happy, especially when they were watching movies together, which Dot also loved. Dot called them 'Mum's happy tears'.

Sometimes, Dot was a bit too serious, so she enjoyed going to Genie's house to listen to music and they laughed a lot, dancing around in Genie's bedroom pretending to be fashion models.

Something else that made her feel good and laugh a lot was singing. Dad liked to play old songs in the car which he called his favourite hits, like Elton John's "I'm Still Standing". It didn't really matter whether they were great singers, they just sang as loud as they could and Dad said it stopped him getting upset in a traffic jam which was true.

There was nothing that made Dot feel better though than petting Wizard or getting a great big hug from someone she loved.

**What things does Dot do to keep her body healthy?**

**What things does Dot do to keep her mind healthy?**

**Why does Dot always brush her teeth before bed, no matter how tired she is?**

# Scenarios—Part A

<p><b>Benji</b></p> <p>Benji came into class today and sat at the back. He opened up a book and didn't look up.</p> <p>His friend, Adam, went to tell him about a new game he got, but Benji still did not look up. He did not want to talk.</p>	<p><b>Rachel</b></p> <p>During lunch time, Rachel went into the library on her own and sat on the cushions and had a cry.</p> <p>After lunch time, she couldn't focus on her work and her teacher noticed her eyes were red and watering.</p>
<p><b>Cameron</b></p> <p>Cameron pushed past Dot as she was walking out to the playground, deliberately pushing her into the wall.</p> <p>Dot said 'Excuse me!' but Cameron looked back with an angry look on his face and ran off to the football pitch.</p>	<p><b>Krystal</b></p> <p>Krystal could not keep her eyes open during her maths class. All the numbers on the board seemed blurry and all she wanted to do was close her eyes.</p> <p>The teacher asked her a question, but Krystal could not answer as she hadn't been listening.</p>



# Scenarios—Part B

## Benji

Last night, Benji’s parents sat him down and told him that they have decided to split up.

This was a big surprise for Benji and he had lots of questions as to what this would mean for him. He doesn’t know whether he will need to move house, or who he will have to live with, or whether it was his fault.

## Rachel

When Rachel got home from school yesterday, her mum sat her down and told her that their pet cat had been run over and died.

Alfie the cat had been around as long as Rachel could remember. She couldn’t imagine not having him around. The family had lit a candle in memory of Alfie that evening.

## Cameron

Cameron had spend most of the previous evening in his bedroom, trying to avoid the big row going on downstairs between his mum and her partner.

Cameron didn’t like listening to this. He especially didn’t like hearing his mum upset and it made him angry to think that her partner was causing it.

## Krystal

Krystal’s dad lost his job last week and has been really down about it at home. Krystal has tried to cheer him up, but her dad has been upset, saying he is worried he won’t find a new job.

Krystal is really worried about this too and is struggling to sleep at night. She keeps thinking about what might happen if he can’t get a new job.

# Scenarios—Part C

## Benji

Benji decided to talk to someone on his safety network. He had a quick talk with his teacher and then spoke to his grandma. This made him feel a lot better. He still didn't know what was going to happen, but he felt better for talking about it.

He also decided he should talk to his friends more, so he decided to join the netball club with Adam.

## Rachel

Rachel spoke to her mum about how upset she was feeling about not having Alfie the cat around anymore.

Her mum suggested doing some colouring and drawing, and now whenever Rachel is feeling upset, she does some colouring which helps to distract her mind and helps her to feel better.

## Cameron

Cameron realised he needed to do something to stop him feeling so angry so he requested a Dot Minute.

Talking it over with a trusted adult at school made Cameron feel a lot calmer. He decided that if he felt angry again, he would talk to his trusted adult and go for a long walk as this helped to burn off his aggressive feelings.

## Krystal

Krystal talked to one of her friends about how worried she was about her dad and how it was stopping her from sleeping.

Her friend told her about her bedtime routine and how getting into bed earlier and not looking at a screen helped them to sleep. Krystal decided to do the same and even though she was still worried about her dad, she slept so much better.

# Looking after your Mental Health

## Stay Connected

**Spend time talking and playing with your friends and family. Tell them how you are feeling and know you are not alone.**

## Stay Active

**Physical exercise helps raise your self-esteem. It releases chemicals in your brain that make you feel more positive.**

## Keep Learning

**Try learning something new, or take on a new hobby. This helps you to connect with others and also boosts your self-esteem.**

## Be Kind

**Being kind and helping others can help create positive feelings. See if there is anything you can do to help in your school or community.**

## Be Present

**Think about the world around you. Do some relaxing breathing exercises, or take time doing colouring or drawing to stay calm.**