

## Lesson Title

How Mental is Mental Health

## Lesson Objectives

- Assist pupils in understanding the power of imagination in creating positive mental health
- Educate pupils on the structure of emotions and the importance of thoughts and meanings to our mental health
- Show pupils the connection between negative emotions and the positive intentions behind those emotions e.g. anxiety is the mind's protection mechanism
- Empower pupils to think about spreading a message of positive mental health

## Resources Required

Smart board/Projector and screen

Laptop with internet connection to Education Scotland site or resources downloaded

Paper (A4 or A3)

Pens (preferred but not essential: coloured/felt tips)

## Lesson Plan

Teachers require only minimal input to the lesson but are encouraged to participate with their own knowledge and use personal examples where possible.

### **Starter - 5 mins**

Welcome pupils and ask the starter questions to encourage a discussion around mental health:

1. **Who knows what a phobia is?** *A phobia is an intense fear about a specific object or situation e.g. spiders, flying, heights etc*
2. **What are your fears and phobias?** *The teacher is encouraged to start this discussion by revealing any appropriate mild fear or phobia of their own and, again if appropriate, an occasion where they remember this fear or phobia affecting them e.g. finding a spider in their kitchen and not being able to go in and get it. Common pupil answers will include spiders, wasps, clowns, heights, driving, flying, water, birds etc.*
3. **Why do you think your mind creates a phobia?** *The answer is that it is an over heightened protection or safety mechanism but allow the pupils to explore any reasons. If discussion leads down a path that the phobia is negative, the teacher should ensure that pupils understand the protection/safety angle before starting the video*

### **Video Content #1**

Play video from beginning - video length 12m 54s

### **Activity**

*The teacher can decide if this activity would be best delivered as a group or individual activity. Due to the nature of the exercise, we would encourage group but understand some groups may be better served doing it individually.*

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## How could we help people understand that their mental health is not fixed or stuck but that mental health changes?

### Some ideas include:

- Design a vibrant and encouraging poster that would explain mental health based on what we learned during the video
- Design a fun and engaging workshop or class that would teach people about some of the things we learned during the video
- Create an interesting activity that would show people that mental health is always changing that they have control over it

*Once complete the teacher should take examples and feedback. Feel free to question how things work and, if there any exceptional examples that you would love to have up on the HeadStrong Social Media then email them to [brian@headstrongminds.com](mailto:brian@headstrongminds.com) and we will, of course, give full credit and acknowledgement to the school and the class.*

### Video Content #2

Play video from pause point (the small break is 20 seconds long and Brian will kick back in at 13m 15s). Second video length 2m 15s.

### Lesson Close

Teachers should reaffirm the message that the best way to deal with Mental Health is to talk to someone you trust and add in anything from the Teacher's personal experience or knowledge

### Success Criteria

- Pupils understand the power of imagination in creating positive mental health
- Pupils know about the structure of emotions and the importance of thoughts and meanings to our mental health
- Pupils can independently understand the connections between negative emotions and the positive intentions behind those emotions
- Pupils feel empowered to spread a message of positive mental health

### Experiences & Outcomes

I am aware of and able to express my feelings and am developing the ability to talk about them.

**HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a**

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I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.  
**HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a**

**This lesson was produced in Partnership with HeadStrong**

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