



PRIMARY YEARS

StressLESS



Mental Health
Foundation



Aberlour Registered Charity No. SC007991. Mental Health Foundation Scotland Registered Charity No. SC039714

What is this booklet?

This booklet provides session plans used as the schools-based delivery facet of the Angus Primary Years Wellbeing Service. A programme of six sessions was designed to support primary school aged children in the development of positive mental health and wellbeing. The topics covered were seen as relevant by parents/guardians, teachers and pupils.

Initial delivery provided an opportunity for P3, P4 and P7 pupils to help review and refine session content and ensure it reflected their needs. Fun and informative in nature, the sessions convey vital learning in a simple, engaging and positive manner.

The sessions in this booklet were developed as an adaptation of the principles outlined in MHF's StressLESS resource to better reflect the needs of primary school aged children. It is hoped that teachers and others who want to deliver these sessions will in turn, adapt them where necessary to reflect the needs of the children in their care as closely as possible.

How to use this booklet

The design of the sessions that follow incorporates fun and engaging activities that support pupils to achieve a set of learning outcomes related to topics that pupils, parents/guardians and teachers thought most relevant around mental health and wellbeing.

They have been tested, reviewed and revised with pupils across two schools in Angus so far, and further work to develop them will continue in other schools over the life of the project. This reflects the fact that there is continuous change in the emotional wellbeing needs of children in our society, and no one right way to address these.

Facilitators are therefore encouraged to adapt the content to accurately reflect the needs of their specific audience.

The sessions can be used in a 1:1 or group setting. They can be used as a sequential programme or as modular standalone sessions.

Although designed for primary school aged children, the topics and principles covered by the sessions are a relevant reminder of the different ways that we can all manage our own mental health and well-being.



Considerations for delivery



Considerations for group delivery in school or community setting

- Groups of children are likely to work at a more surface level on these topics
- Co-facilitation may be wise to more easily 'manage' the session.
- Sessions may feel less formal than an average lesson, but this is to encourage the children to express themselves as freely as possible.



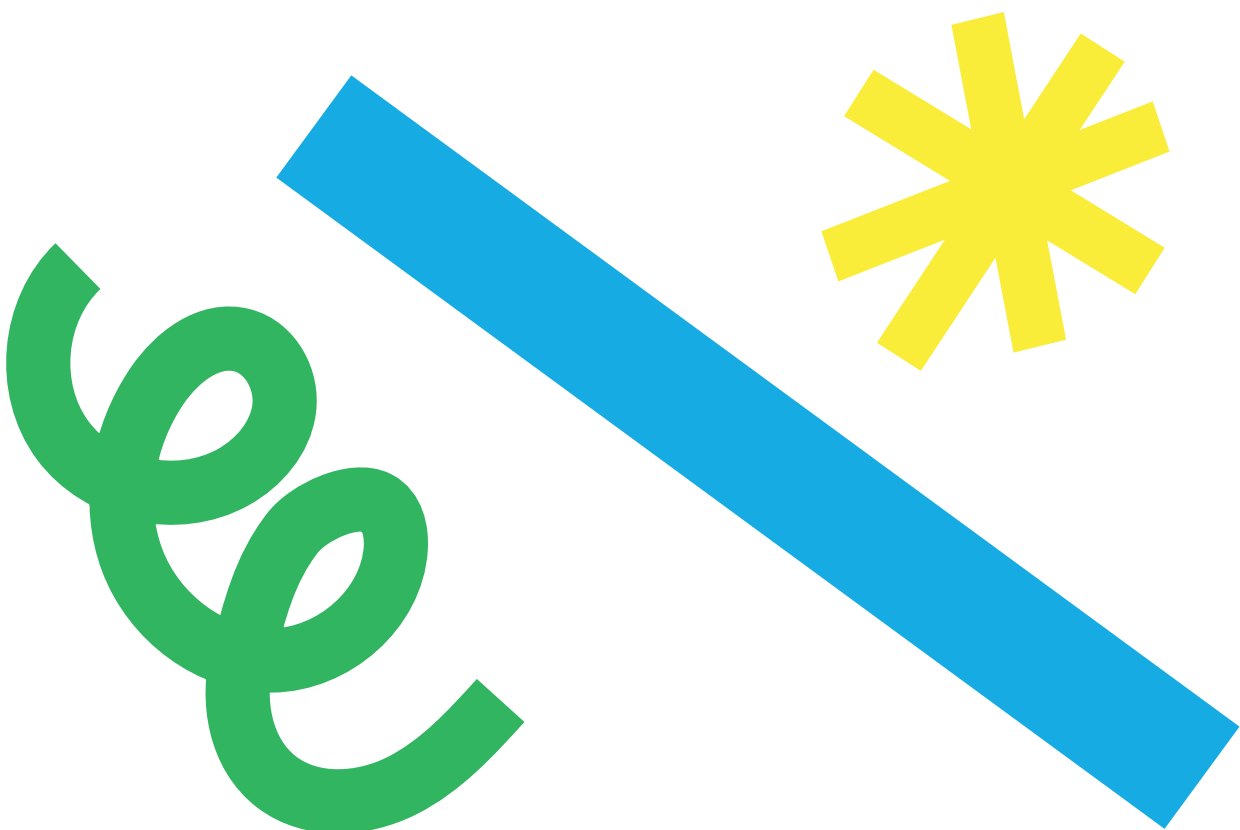
Considerations for 1:1 delivery

- Children may feel safer and therefore disclose deeper feelings.
- If working at home these feelings once expressed, are likely to require follow-up conversations.
- The informality of a home setting may require some clear boundaries and expectations to be established.



Considerations for both group delivery and 1:1 delivery

- This work focuses on wellbeing and the management of what we might term “most common” emotional states, rather than mental ill-health or neurological conditions. It does not stray into the realms of work that would be picked up by CAMHS.
- Although this is a serious topic, talking about wellbeing can be done with appropriate humour and activities can be fun, without detracting from the gravity of the conversation.
- Either through everyday development of relationships with children, or through delivery of the curriculum, those with caring responsibilities are likely to have started to develop a foundation of learning around wellbeing for these sessions to build on.
- There is not one correct version of what positive mental health and wellbeing looks like: this work focuses on guiding principles rather than absolutes.





Facilitation skills

For those new to working with groups of children, acquiring, and implementing the set of skills necessary to facilitate learning is an investment that will pay dividends in many aspects of work. For more experienced workers, it is good practice to revisit facilitation skills regularly to keep them well-honed.

Supporting children to express themselves in a group setting takes care and skills. Person-centred communication skills are required to create an environment that allows individuals to be themselves and take part fully. Attending to the needs of the individuals involved, whilst encouraging movement toward achievement of collective group goals, is a delicate balancing act, requiring a light and assertive touch.

There are a range of factors that affect how we facilitate the conditions needed to enable and empower children. These include:

A clear definition of facilitation

This is about guiding individuals through a process, rather than delivering content. Encouraging participation, partnership and ownership of the group is central. It is not an individual activity, nor is it group teaching, coaching, or training.

Knowing your group

Understanding and appropriate use of pitch, pace and adaptability are essential skills for facilitation, based on the needs, skills, and confidence of the participants. Differing learning styles, and preferred communication styles, within groups require activities to be varied in style to cater to those needs and keep everyone engaged in the process. Designing sessions around the needs of the specific group of participants should be the main goal.

Knowing your role at different times

A facilitator leads a process that enables participants to develop their own conclusions. During groupwork sessions this requires fulfilment of different roles as the process unfolds. For example, presenting information on the specific process of an exercise, then managing the logistics of the delivery of the session that supports participants to learn. This might be followed by listening to group discussion whilst encouraging participation and engagement of individuals, then summing up what you have heard from them. Knowing when to move seamlessly between tasks comes with preparation and practice.

Session planning and time management

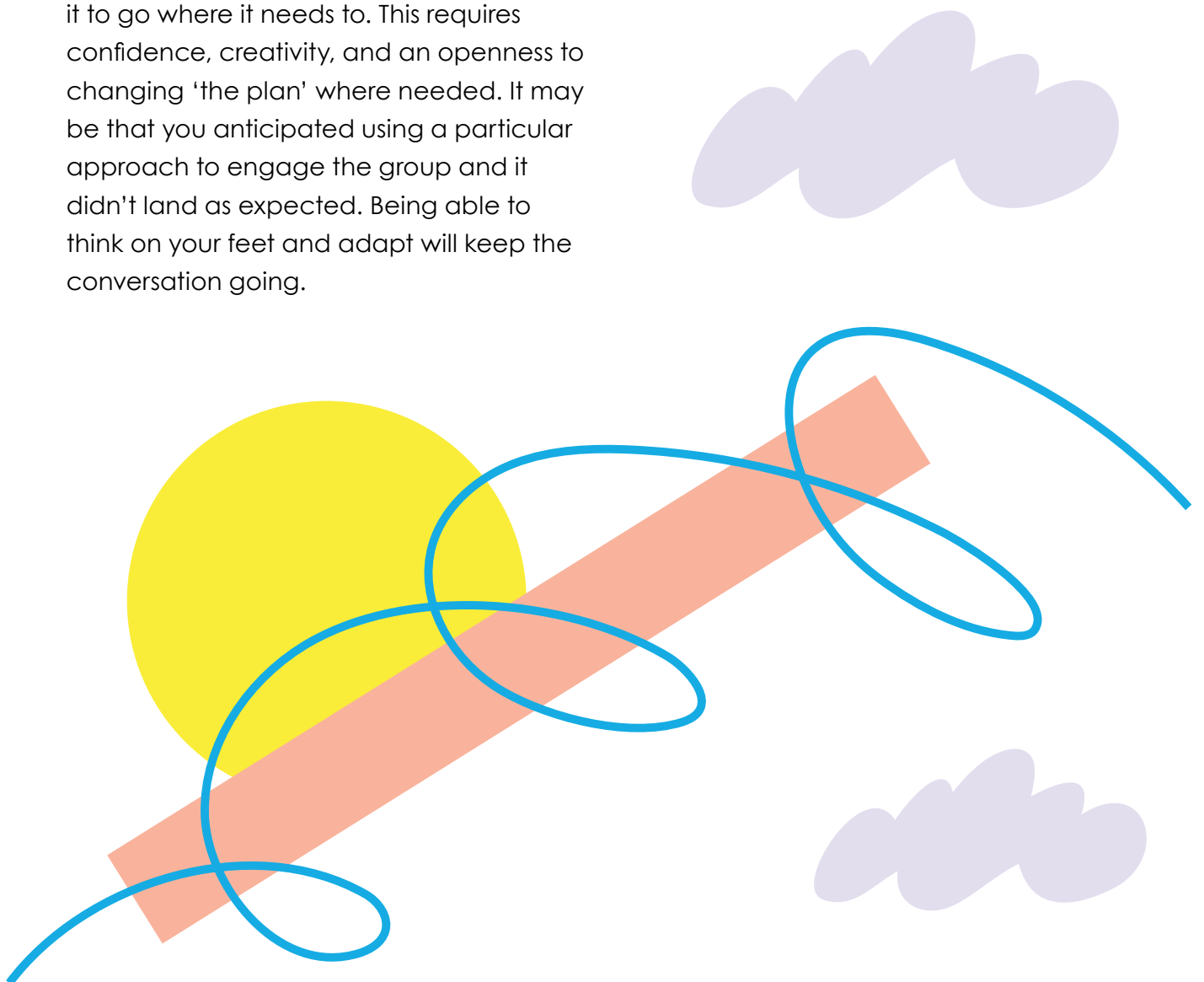
Sometimes when we are pressed for time and eager to gain results, it can be easy to push the group toward a desired outcome, whether implicitly or explicitly. Planning in enough time for the group to work through processes at a comfortable pace is important. Providing flexibility allows adaptations to be made if more time is needed for the group to contribute fully.

Improvisation

It is important to be able to adapt to and respond to the current mood and conversation within the group and support it to go where it needs to. This requires confidence, creativity, and an openness to changing 'the plan' where needed. It may be that you anticipated using a particular approach to engage the group and it didn't land as expected. Being able to think on your feet and adapt will keep the conversation going.

Preparation and practice

Facilitation is made up of an active set of skills, abilities, and attitudes. This can be practiced in many ways including facilitating a short activity with colleagues or running a facilitation skills group...take these opportunities. Honing your skills in real time and receiving feedback from colleagues in a supportive setting is a fantastic way to ensure that the young people you work with will get the best experience of you as a facilitator.



Resources needed for workshops

Treasure Chest

The treasure chest symbolises the beginning and end of every workshop. It is used as a way of showing the children that the things that they are sharing are valued, important and 'treasured'.

When the treasure chest is closed at the end of the workshop, the group know that the things that others have shared in the group are not to be shared outwith it.

It is important to make the group aware that it isn't about not sharing what they have discussed or learned during the group – but about not sharing other people's personal stories or feelings.

It is important that you explain the reasoning behind the treasure chest so that the group are aware of its value and importance. Below is a script that you are free to adopt or adapt to suit your group's needs.

SCRIPT SUGGESTION

"This is our group treasure chest; it is going to be used to mark the beginning and end of each group session. (You can ask the pupils why they might think we use a treasure chest.)"

The reason we are using a treasure chest is because we want you to know that the things that you share during our group sessions are important and valued. Like treasure.

It is important that you all feel comfortable to share things without the worry of people then telling others. When we close the treasure chest at the end, that's where we keep all the personal things we have shared, safe. This doesn't mean that you can't talk about the group or what you've discussed or learned during – just that we don't share other people's thoughts or feelings".



EXTRA...

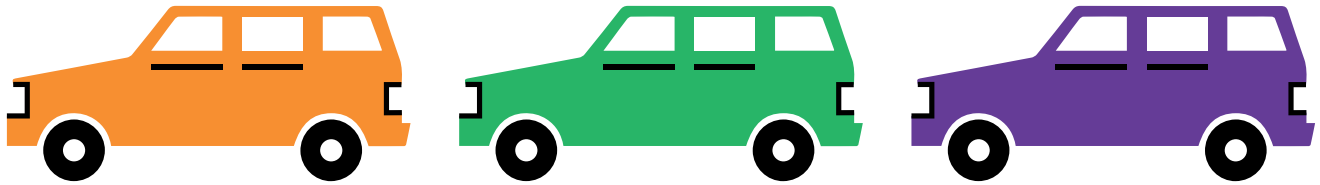


The treasure chest can also be used to collect the feedback faces at the end before the box is closed – picking someone to do this every week (either collecting the feedback faces or closing the treasure chest) has worked well and when running the workshops previously it is something that the children were excited to be picked to do and gave them the responsibility of ending the group session.

The Feeling Faces

Get the group to draw a face that best reflects the way they have felt about the session and add one word that best describes how they felt the session went. These can be done each session to build feedback if needed.





Parked Cars (Extra)

During the sessions there can sometimes be conversations held that take the group away from the topic. It's important that the person or group who are talking get the time to speak but that it doesn't disrupt or divert the group.

If it is something that they really want to share – they can get a car and park it, this is to be revisited at the end of the session. By using the parked cars, you can get back on topic while not making the person/group feel dismissed.

What have you learned?

In the workbook you will find a printout of what has been discussed during each session – this is for the group to take home. To encourage the conversation to be carried on and learning shared at home.

Flower – Skills I have learned

In the workbook you will find a worksheet of a flower - this is to be used to note down what each person has learned or taken away during each session. The group can write or draw something in each petal at the end of each group.

Group Agreement

At the beginning of each block of new workshops, it is important to make a Group Agreement with all participants. The Group Agreement is used to ensure that everybody

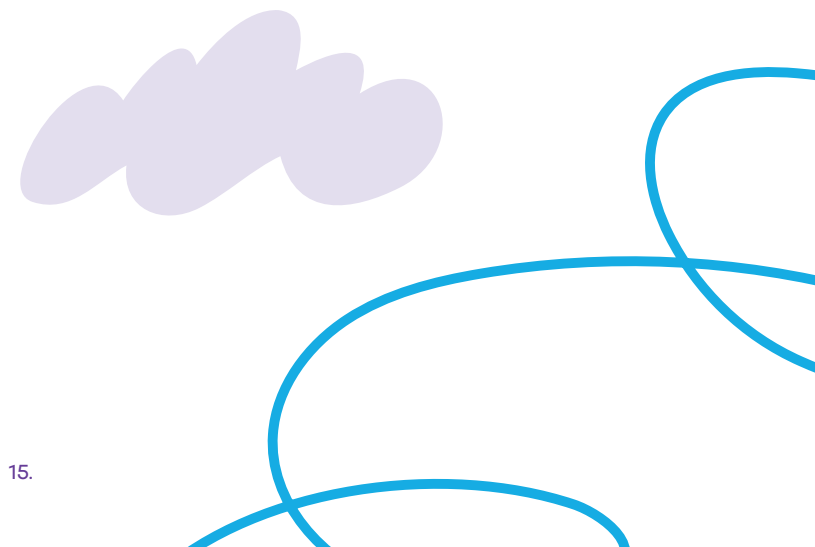
in the group follows the same 'rules' and 'guidelines'. Allowing the group to decide these will give more incentive to follow them. To make sure that everybody continues to feel safe and supported by all throughout the workshop block.

Brain break

Brain breaks provide opportunities for children/young people to relax, recharge, and enhance their overall mental health and wellbeing throughout the workshop. Incorporating them allows children/young people to learn and practice strategies that promote self-care and emotional regulation. Suggestions can be found at the back of the booklet.

Ice breakers

An ice breaker is an activity or game that can be used at the beginning of each workshop to start conversation and/or allow the group to feel more at ease. In each workshop plan there are 2 suggested Ice breakers. Further suggestions can be found at the back of the booklet.



Group Agreement – Further suggestions



When making the Group Agreement, using a large piece of paper (poster size) is helpful so that it can be displayed in the room, visible to all of the group.

You can split into smaller groups, dependant on group size, or do as a group discussion.

In smaller groups - Each group to get 1 or 2 balloons to write what they feel is important when working in a group setting.

As a larger group – have a group discussion about what they feel is important when working in a group setting.

The balloons can then be discussed as a class and added to the basket poster.

You can also ask them to sign the poster as a way of showing that they agree to Group Agreement. It is something that will be used for every group and can be revisited for reminding or amendments throughout the block of workshops.





WEEK ONE

SESSION PLAN AND WORKSHEETS



Week 1 session plan:

What is mental health?



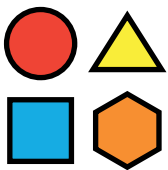
Aim:

Understanding mental health and wellbeing and identifying who we can talk to if we need support.



Time:

1hr 30mins



Resources needed:

- Treasure Chest
- Group Agreement
- Name Badges
- Pens / Paper
- All Week 1 worksheets
- Whiteboard or flipchart



Add-on resources:

- Infini-Tree and Leaves (hand out Leaves with booklet if using)
- Parked cars



What to do:

5 Minutes

Introduction: Introduce workshop and explain the learning outcomes and reason for the treasure chest – Open Treasure Chest





What to do (continued):

10 Minutes

Icebreaker: Mental health Scavenger Hunt or Happiness Circle

Hand out booklets and name badges. As you are handing out booklet/name badges, ask the person to share a fun fact about themselves. Facilitator(s) can also share a fun fact about themselves.

10 Minutes (5 minutes for group – 5 to discuss)

Group Agreement: Explain Group Agreement, if it's a larger group split them into smaller teams and ask them to think about what they think are important rules of support, this can be written on preprinted balloons and shared with the group then added to the Group Agreement poster.

10 Minutes

Group Conversation – What is Mental Health?: Allow group to put their hands up and facilitator can write comments on whiteboard/flipchart.

Explanation: “We all have mental health, just as we have physical health. Being mentally healthy means that:

- We feel good about ourselves
- We can make and keep positive relationships with others
- We feel better able to manage our feelings and emotions rather than feeling overwhelmed by them
- We feel hopeful about the future
- Good mental health helps us to cope with life's ups and downs”.



What to do (continued):

5 Minutes

Video (can be swapped for other relevant story or video):

Anna Freud – We all have mental health: <https://www.youtube.com/watch?v=DxIDKZHW3-E>

15 Minutes

Group Conversation: In smaller groups – ask them to have a conversation about the things that might impact our mental health – positively or negatively.

‘Mental health and wellbeing are part of a scale or ‘spectrum’ just as physical health and illness are. Many things can lead us to move up and down the spectrum at different times of our life’.

10 Minutes

Worksheet - Who can you speak to?: Explain that the aim of the worksheet is to identify people that we can speak to if we are struggling with mental health or wellbeing. They can design the people however they like, can add names if they want, as long as they can identify who the people are.

“If you’re not feeling very good, worried sad or upset, do you have people that you feel you can go and speak to?”

It’s important to talk about how we are feeling, sometimes with family or friends or other trusted people.

We would speak to someone if we had a sore belly and it’s just as important to speak to someone if you are feeling upset. Just as its good to speak to someone if you’re feeling excited about something.

When we talk about things that we are worried about, or we let someone know that we are feeling sad or upset we



What to do (continued):



can squash those worries or get support for how we are feeling. But without speaking about it and keeping our worries to ourselves we might end up feeling worse and it can sometimes feel quite lonely".

15 Minutes

Worksheet – Individuali-tree: Explain the worksheet –

"We are creating a tree full of the things that make us feel good and that we enjoy doing. Sometimes we can stop doing the things we enjoy when we aren't feeling good. We can use this worksheet as a prompt or reminder of the things we enjoy.

Everyone enjoys different things, which is why it is called an 'individuali-tree': it is individual to you and what makes you feel good.

It could be things that you do daily, weekly or every now and then".

Encourage the group to make these worksheets their own, using words or drawings.

10 Minutes

End of session:

- Collect Feedback faces if needed
- Close treasure chest
- Reminder to take home weekly learning information slip
- Reminder of next week's topic





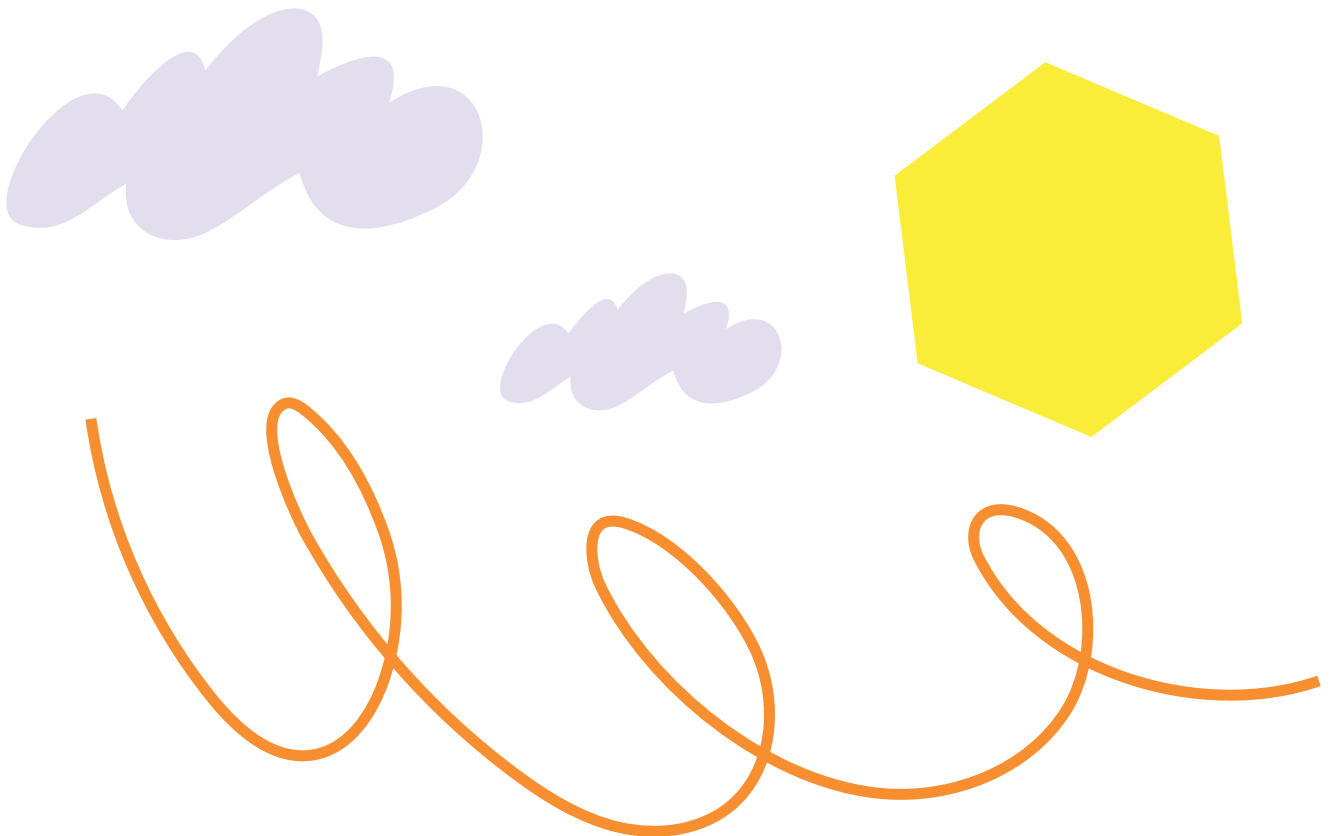
Add-on activity

Infini-tree: Ask group to write something that relaxes/calms or makes them happy on the leaves for them to be added to the class Infini-tree – explain that it is for the class to share the things that help them which might give others new things to try.



Learning points

- To be more aware of mental health and wellbeing – Positive and Negative.
- Be more aware of who you can speak to if you are struggling with your mental health and wellbeing





Aberlour Angus Primary Years Wellbeing Service



My name is:

.....

What are we going to discuss?

Week 1: What is Mental Health?

Understanding mental health and wellbeing and identifying who we can talk to if we need support.

Week 2: Self-Esteem

Understanding what self-esteem is and promoting a positive self-image for ourselves and others.

Week 3: Anxiety

Understanding anxiety, recognising physical and emotional effects of anxiety and identifying coping skills.

Week 4: Relationships

Understanding who we have relationships with, how different relationships can affect us, ways of resolving conflict, and exploring values that add to healthy relationships.

Week 5: Relaxation/Self-Care

Understanding the importance of relaxation and self-care, and the benefits of building them into our daily, weekly and monthly routine.

Week 6: Identifying Feelings

Understanding different feelings we experience, how we express these and promoting positive changes that you would like to see around mental health and wellbeing.



What would you like to learn?

Week 2

- What self-esteem is and the importance of having a positive self-image.
- Promoting positivity in myself and other.

Week 4

- Different relationships I have, how these affect me.
- Discussing strategies for resolving conflict and values I bring that contribute to healthy relationships.

Week 6

- Different feelings I experience and how I can express them.
- Sharing positive changes, I would like to see around mental health and wellbeing.

Week 1

- What mental health is and why it is important.
- Identifying who I can talk to if I have any concerns.

Week 3

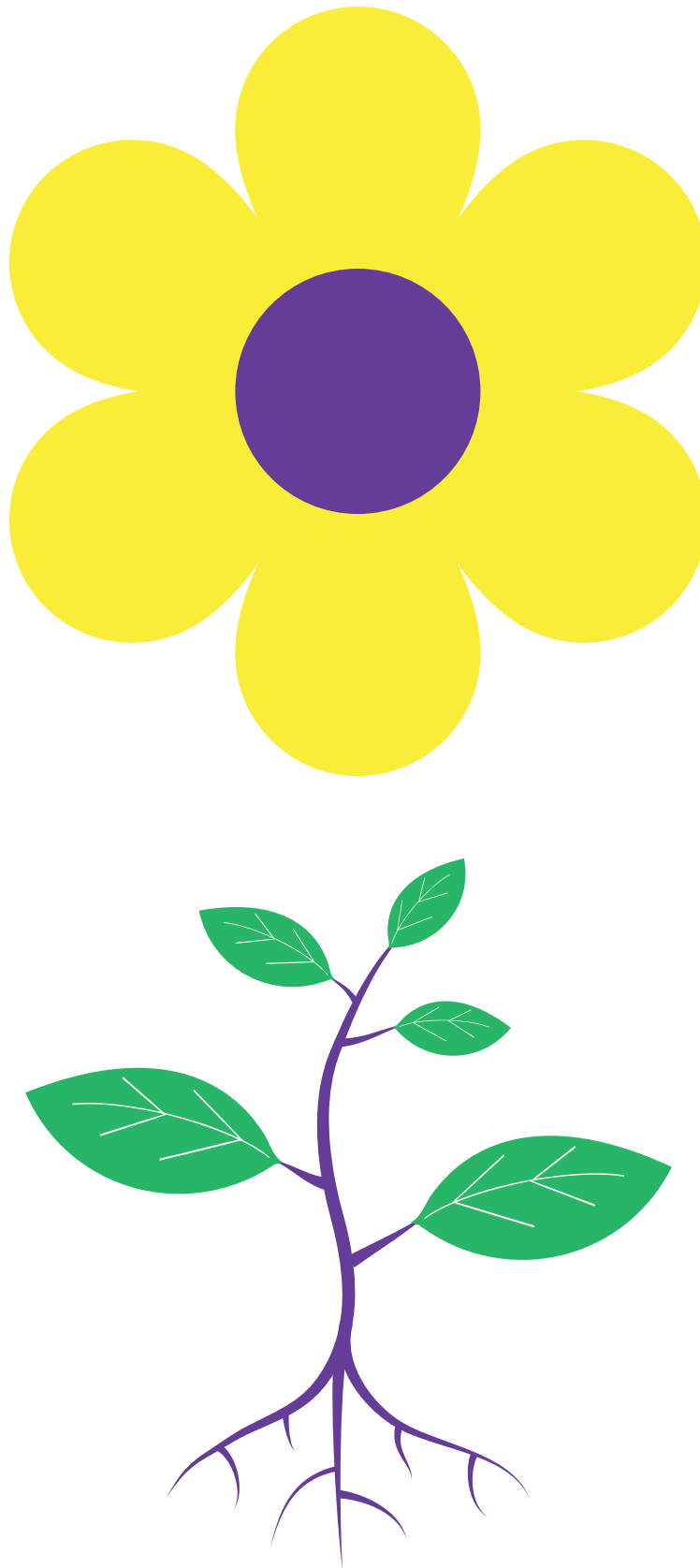
- What anxiety is and the effects it has on our body and emotions.
- Discussing coping skills, I can use when I feel anxious.

Week 5

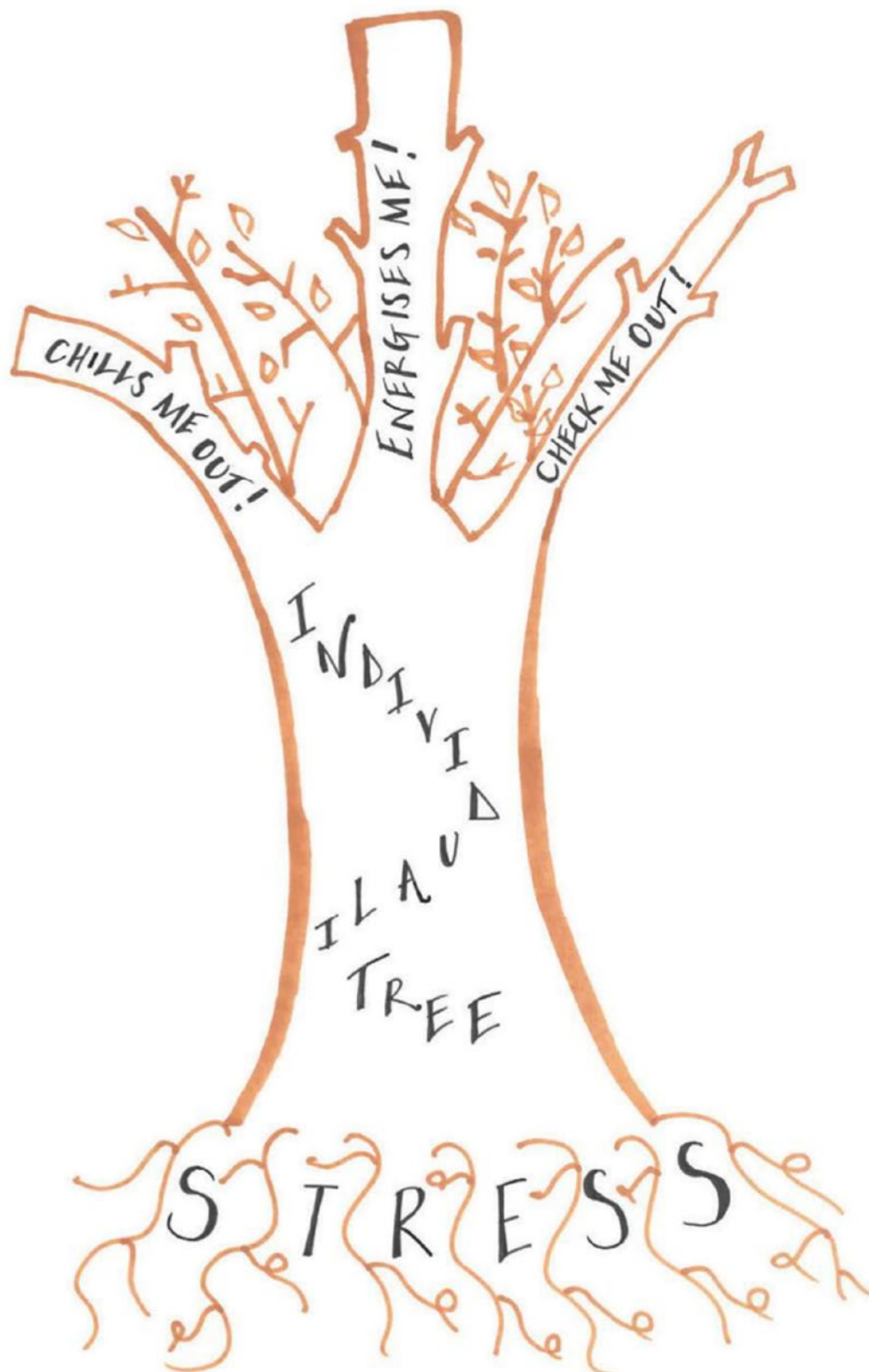
- The importance of relaxation and self-care and their benefits.
- Identifying my relaxation destination (safe place in my mind) and practices I can bring into my daily, weekly and monthly routine.

What have I learned

Plant / Seed – skills learned



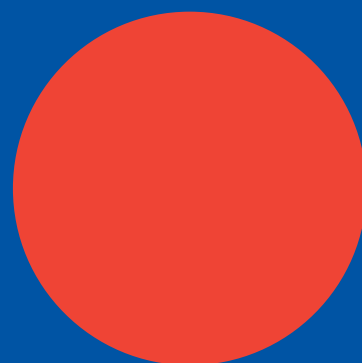
Individuali-tree



Who can I speak to?

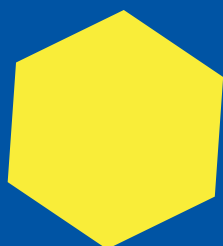
Who are the most important people in my life I talk to and trust? You are the person in the middle.





WEEK TWO

SESSION PLAN AND WORKSHEETS



Week 2 session plan:

Self-esteem



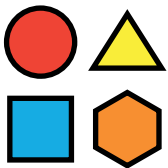
Aim:

Understanding what self-esteem is and promoting a positive self-image for ourselves and others.



Time:

1hr 30mins



Resources needed:

- Treasure Chest
- Group Agreement
- Pens / Paper
- Full Booklet
- Self-Esteem worksheets
- Whiteboard or flipchart



Add-on resources:

- Parked cars



What to do:

5 Minutes

Introduction: Introduce workshop and explain the learning outcomes and reason for the treasure chest – Open Treasure Chest – Hand out Booklets (or worksheets if only doing Self-esteem)





What to do (continued):

10 Minutes

Icebreaker: – I am Unique or Compliment Bingo

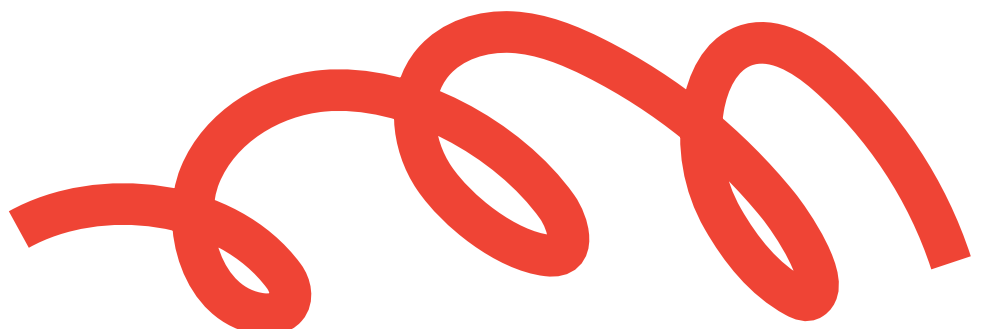
Hand out booklets and name badges. As you are handing out booklet/name badges, ask the person to share a fun fact about themselves. Facilitator(s) can also share a fun fact about themselves.

15 Minutes

Group Conversation – What is Self-esteem? Allow group to put their hands up and facilitator can write comments on whiteboard/flipchart.

Explanation: Self-esteem is a term used to describe how much we value and believe in ourselves. It's about feeling good about who we are, our abilities, and our place in the world. Having high self-esteem means feeling confident, capable, and worthy, while low self-esteem can make us feel unsure of ourselves, anxious, and unhappy.

It can often be much easier to see good things in our friends but harder when we are trying to see the good in ourselves – so today we're going to have a talk about positive self-esteem and see if we can recognise some good things about ourselves as well as our friends and how things that we do, even the little things, can improve our self-esteem.





What to do (continued):

Why is it good to have good self-esteem?

- Confidence
- More comfortable being able to make decisions based on our own thoughts and feelings
- Resilience – knowing we have the ability to bounce back and keep trying
- Positive relationships – comfortable to express our thoughts and feelings to others
- Improves our mental health and well-being
- Success, more likely to set and achieve goals and make positive contributions around us.

What sort of things can we do to improve our self-esteem?

- Practicing self-care (this will be discussed further in the Relaxation and Self-care workshop)
- Focus on our strengths and understand that challenges will arise – we can't always be the best at everything, but we can always improve
- Think positively – learn to challenge negative thoughts. The way we feel effects the way we think which then effects the way we behave – working on this will also help improve resilience
- Be around people that 'lift you up'
- Help others

3 Minutes

Video (can be swapped for other relevant story or video):

YouTube – Building your character: Self Esteem:

<https://www.youtube.com/watch?v= 8AI S0Sffg>



What to do (continued):

20-30 Minutes

Hot air balloon worksheet – positive characteristics: Just like our Group Agreement, we're going to make our own hot air balloon pictures – we're going to fill the balloons with positive character statements about ourselves. When we've filled these up we are high and floating, happy and excited (to reflect positive self-esteem) when we take away the balloons or burst them with negative self-views we start to float closer to the ground and our self-esteem becomes lower. You can decorate your picture as much as you would like – make it as unique as yourself.

When the group has finished writing positive things about themselves – encourage them to move around the group, getting others to write what they like or admire about the person. This worksheet can act as a reminder, when we're not feeling too good about ourselves, of all the good things that we do and how others feel about us also.

10 Minutes

Game – Self Esteem step-tig: Ask the group to spread themselves out around the room or space – it doesn't matter the size of the room as only the 'tigger' will be moving around the room.

Once everyone is spaced out – the facilitator will say 'Self-Esteem', the group then put up their hand and say something that they do to boost their self-esteem/ something that they love about themselves.

If they are able to do so within 5 seconds they can then take 1 step toward someone and, if they can reach, 'tig' them. If they cannot reach the person they don't get to tig anyone, if they are able to reach someone, the person



What to do (continued):

who has been 'tagged' then sits down and you repeat until there are only 2 left.

5 Minutes

Cool Down – Body Scanner (can be swapped for other relevant mindfulness activity): <https://www.youtube.com/watch?v=xLoK5rOl8Qk>

10 Minutes

End of session:

- Collect Feedback faces if needed
- Close treasure chest
- Reminder to take home weekly learning information slip
- Reminder of next week's topic



Add-on activity

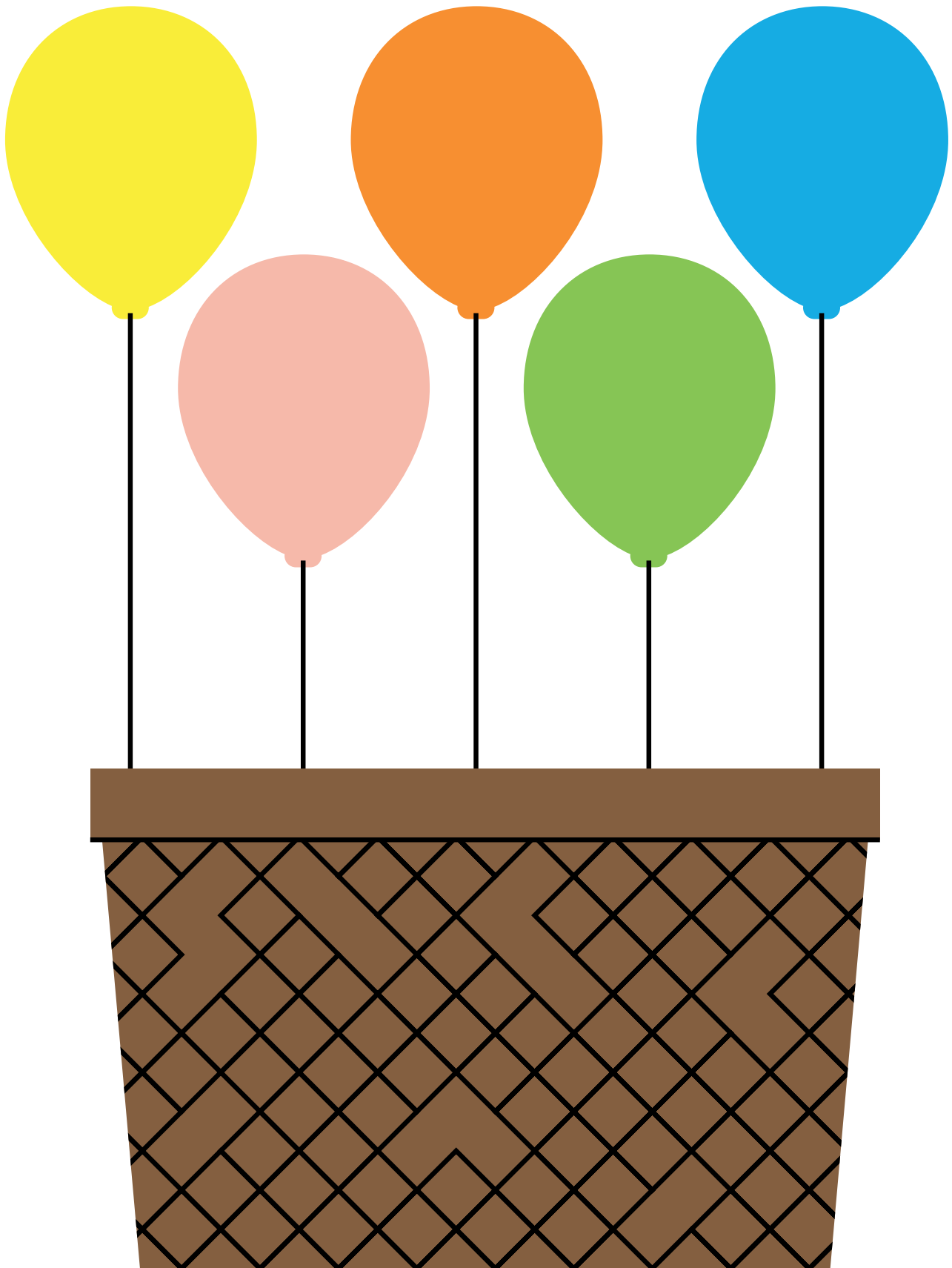
Dream catcher worksheet / Make a dream catcher



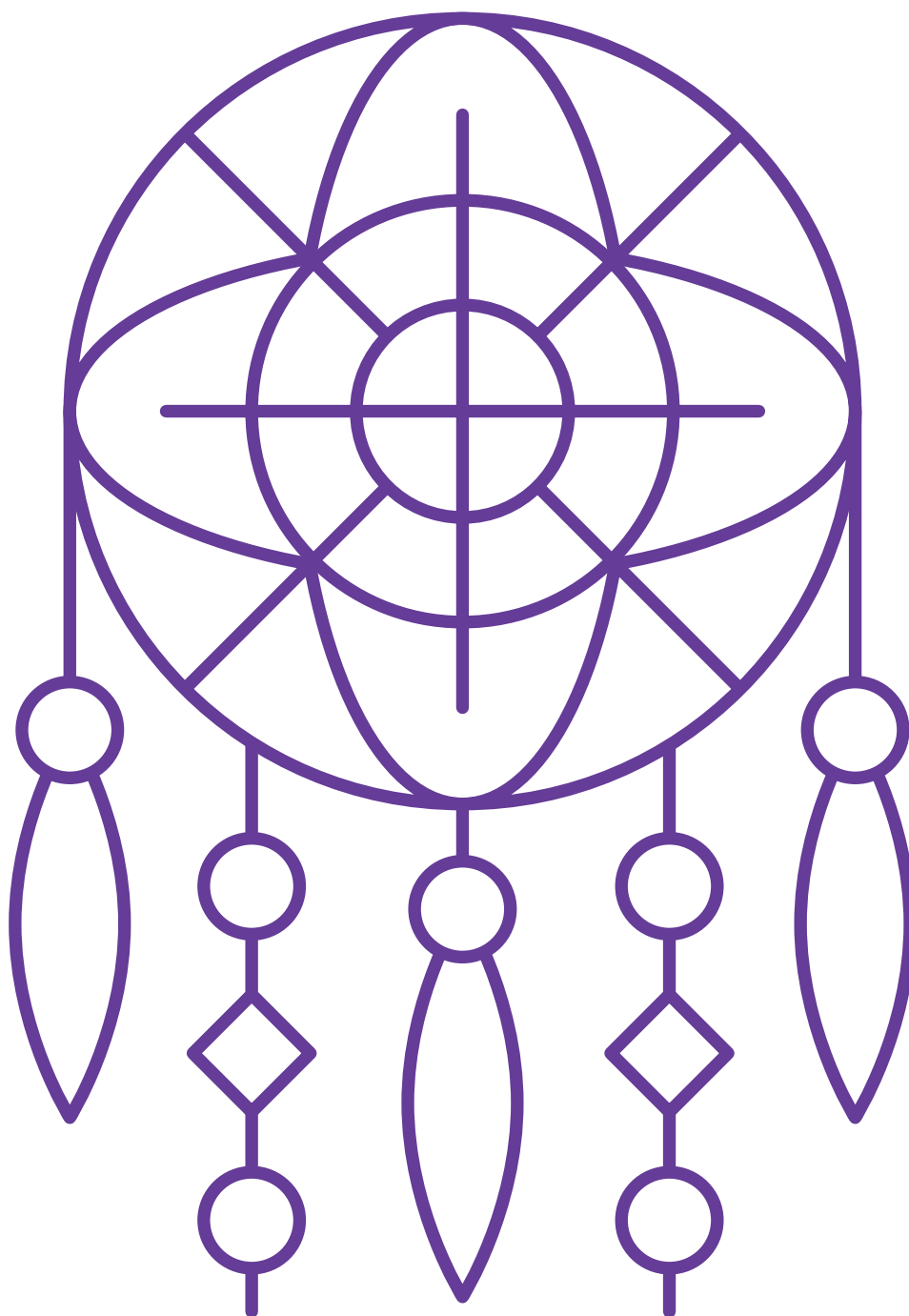
Learning points

- To raise awareness of the importance of Self-esteem
- To work on building our own self-esteem
- Promote encouragement and kindness between group

Hot air balloon



Dream catcher

☐

Kind

☐

Friendly

☐

Confident

☐

Caring

☐

Fun

☐

Helpful

Dream catcher

Dream catcher infused with the values of meaningful relationships. Assign specific colours to each relationship value: kind-purple, friendly-yellow, confident-red, caring-pink, fun-orange, helpful-green. Colour in the dream catcher. Using crayons or markers, colour in the spiral pattern of the dream catcher according to the assigned colours for each relationship value.

You can cut out the drawn dream catcher from the worksheet.

Attach feathers or embellishments to the dream catcher using thread. Arrange beads in a pattern that reflects the importance of each value (e.g., kindness in the centre, surrounded by others). Thread beads onto the dream catcher that match the relationship value beads.

Hang your dream catcher above your bed or in a prominent spot to remind you of the importance of meaningful connection.





WEEK THREE

SESSION PLAN AND WORKSHEETS



Week 3 session plan:

Anxiety



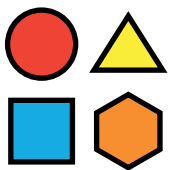
Aim:

Understanding anxiety, recognising physical and emotional effects of anxiety and identifying coping skills.



Time:

1hr 30mins



Resources needed:

- Treasure Chest
- Group Agreement
- Pens / Paper
- Full Booklet
- Anxiety worksheets
- Whiteboard or flipchart
- Pre-drawn large Gingerbread man



Add-on resources:

- Parked cars



What to do:

5 Minutes

Introduction: Introduce workshop and explain the learning outcomes and reason for the treasure chest – Open Treasure Chest – Hand out Booklets (or worksheets if only doing Anxiety)





What to do (continued):

10 Minutes

Icebreaker: – Anxiety Salad or Worry Monster Toss

Everyone stands in a circle, 1 person is picked to stand in the middle and state something that they have worried, or been anxious, about. Everyone from the circle who has also had/has that anxiety is to move to find another space within the circle. The last person to find a space then goes in the middle.

15 Minutes

Group Conversation – What is Anxiety?: Allow group to put their hands up and facilitator can write comments on whiteboard/flipchart.

Explanation: “Anxiety is a feeling that everyone experiences from time to time. It’s a normal and natural response to situations that we find challenging or stressful.

Imagine if you were going to perform in a big play or take a test that you hadn’t studied for. You might feel nervous, scared, or worried about how things will turn out. This is what anxiety feels like - a feeling of worry or fear about what might happen in the future.

It’s important to know that anxiety is a common feeling and it’s okay to feel anxious sometimes. Talking to a trusted adult, like a parent or teacher, can help us feel better and find ways to cope with anxiety. There are many different strategies that can help, like deep breathing, mindfulness, exercise”.



What to do (continued):

What things make us feel anxious? – Group Conversation:

- New situations
- Big events or changes
- Social situations
- Family and friends
- Performances or tests

15 Minutes

Gingerbread man worksheet: Break the group into smaller groups. Ask them to have a conversation about the physical symptoms of anxiety, use the gingerbread man worksheet to draw or write where or what these might be.

After 10 minutes ask them to share what they have come up with – facilitator to draw these on a large gingerbread person on board for everyone to see.

Examples may be...

Where do we feel anxious?

- Racing heart: feel like it's beating faster or harder than usual.
- Shortness of breath: can't catch our breath or breathing is shallow.
- Shaky or sweaty hands: Our hands might feel shaky or sweaty.
- Stomach discomfort: We might feel a knot, butterflies or tightness in our stomach, or experience other digestive issues like nausea or diarrhoea.



What to do (continued):



- Muscle tension: We might feel tense or tight in our muscles, especially in our shoulders, neck, or jaw.
- Headaches: We might experience tension headaches or migraines.
- Trouble sleeping: Anxiety can make it difficult to fall asleep or stay asleep, and we might feel restless or have nightmares.
- Pins and needles
- Needing the toilet more often
- Sweating
- Feeling restless
- Feeling dizzy or lightheaded

It's important to explain that everyone feels anxiety in different ways – though some may be similar. That anxiety is perfectly natural and your body's way of protecting from danger – although sometimes it can be misplaced.

5 Minutes

Video (can be swapped for other relevant story or video):

Youtube Fight Flight Freeze – A Guide to Anxiety for Kids:

https://www.youtube.com/watch?v=FfSbWc3O_5M

25 Minutes

Worksheet – Coping techniques fortune teller: Ask the group to think of coping techniques or different things they can do to relax if they are feeling worried or anxious. Allow group to put their hands up and facilitator can write comments on whiteboard/flipchart. Use the blank copy for them to add in their own ideas.



What to do (continued):

Suggestions to be written on board if needed:

- Deep and slow breathing
- Listen to music
- Writing or drawing how you are feeling
- Find a safe place to be
- Voice your anxieties
- Challenge negative thoughts

10 Minutes

End of session:

- Collect Feedback faces if needed
- Close treasure chest
- Reminder to take home weekly learning information slip
- Reminder of next week's topic

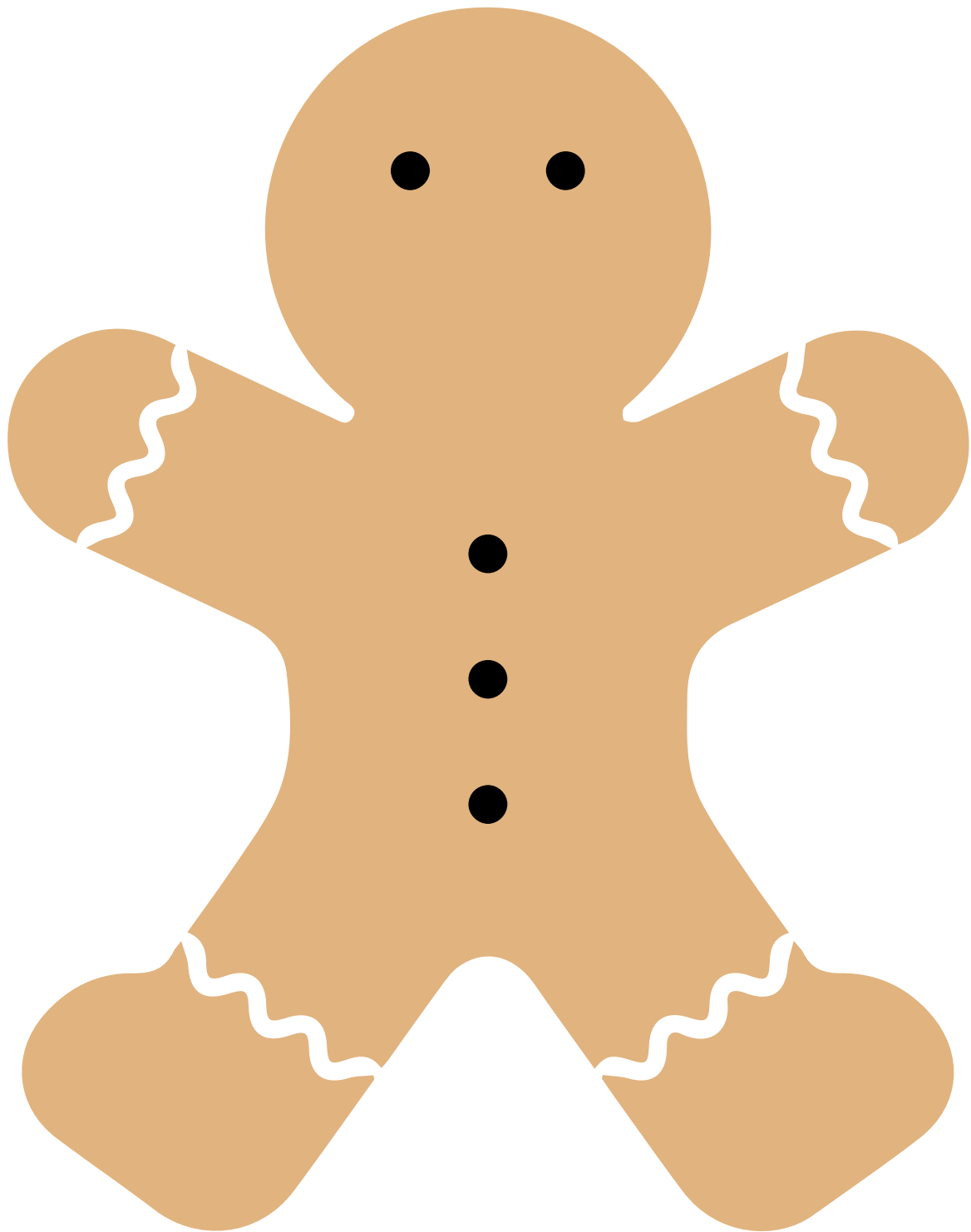


Learning points

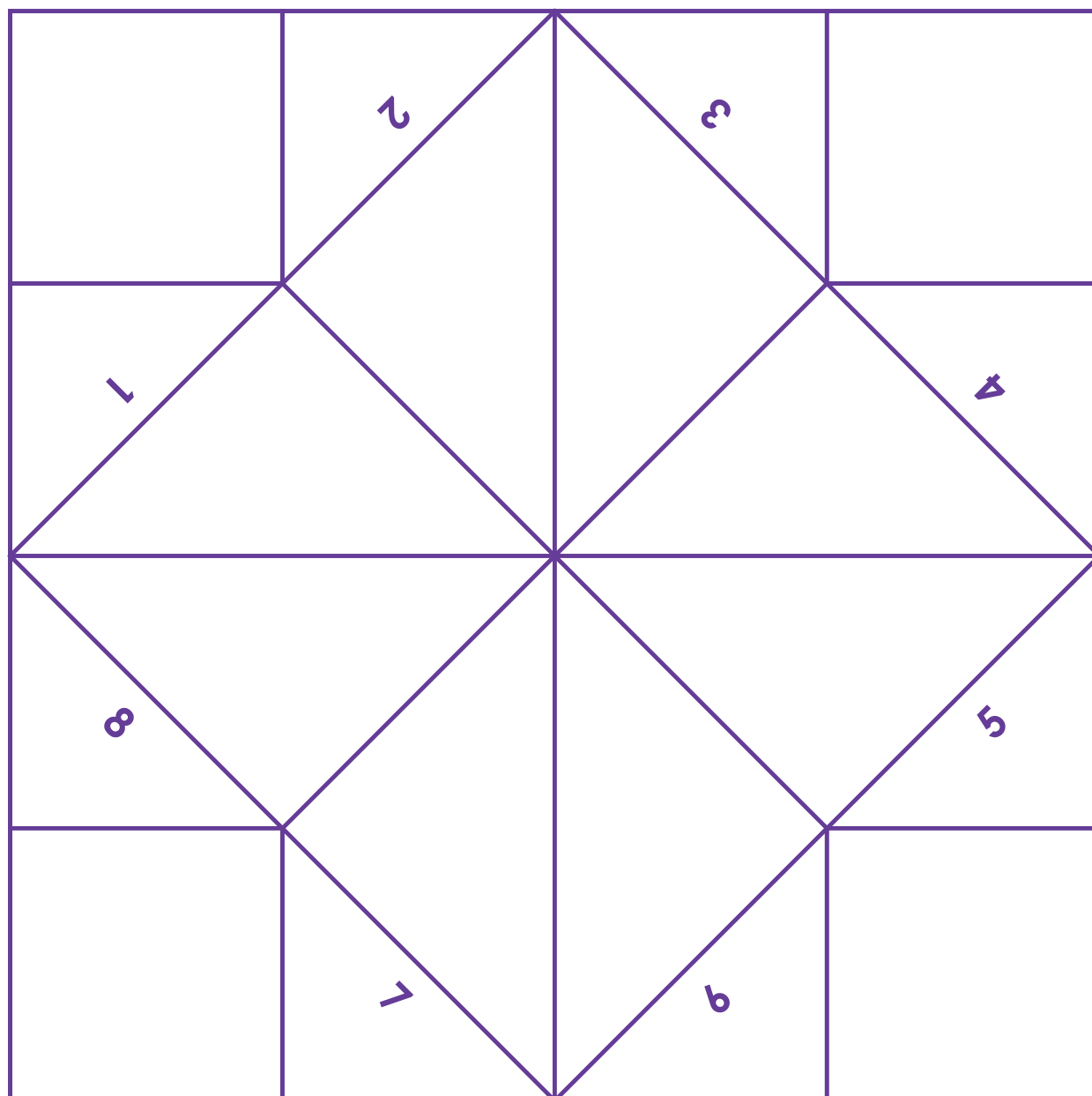
- To learn the physical symptoms of anxiety
- To show that everyone experiences anxiety
- Learn and share coping techniques



Gingerbread: physical feelings of anxiety

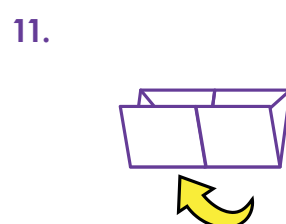
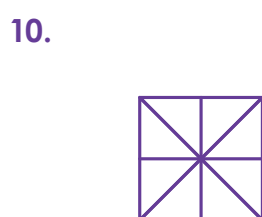
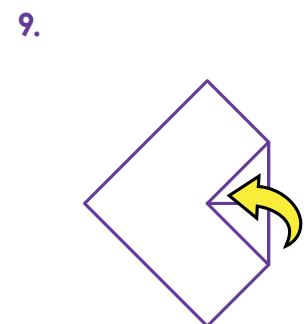
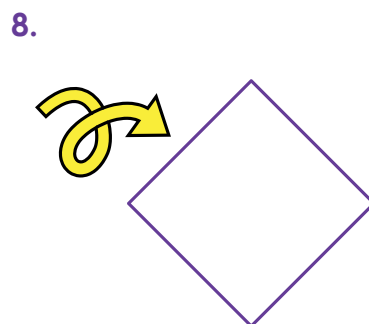
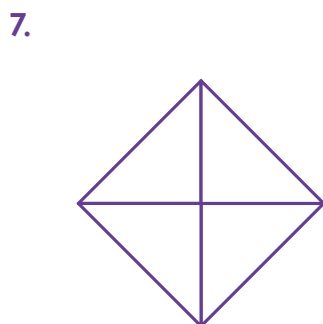
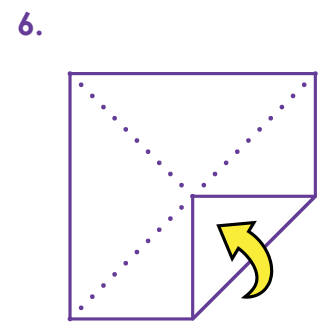
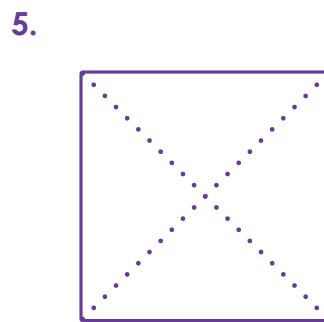
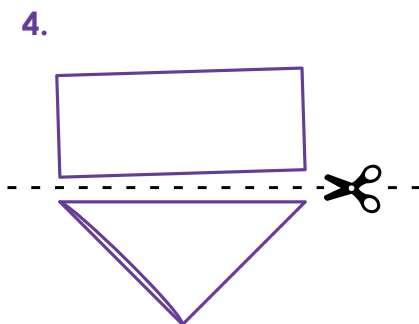
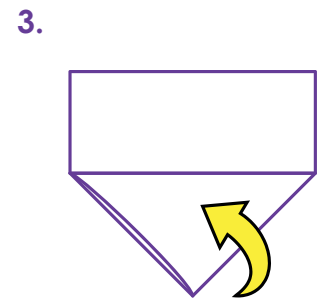
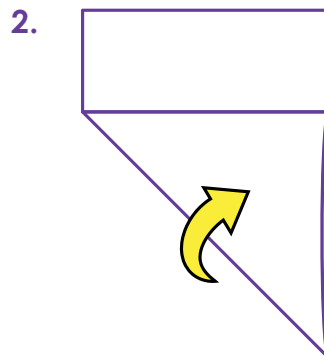
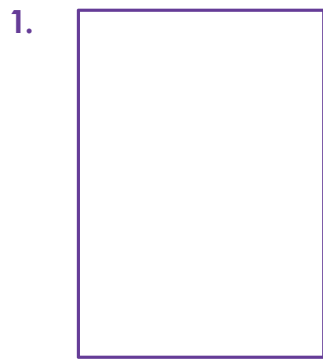


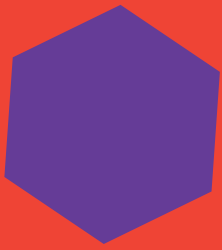
Coping techniques fortune teller



Coping techniques

fortune teller - instructions





WEEK FOUR

SESSION PLAN AND WORKSHEETS



Week 4 session plan:

Relationships



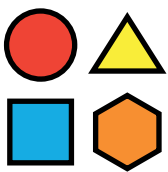
Aim:

Understanding who we have relationships with, how different relationships can affect us, strategies for resolving conflict, and exploring values that contribute to healthy relationships.



Time:

1hr 30mins



Resources needed:

- Treasure Chest
- Group Agreement
- Pens / Paper
- Full Booklet
- Relationship worksheets
- Whiteboard or flipchart
- Soft ball



Add-on resources:

- Parked cars



What to do:

5 Minutes

Introduction: Introduce workshop and explain the learning outcomes and reason for the treasure chest – Open Treasure Chest – Hand out Booklets (or worksheets if only doing Relationships)





What to do (continued):



10 Minutes

Icebreaker: Relationships Conflict Game or Friendly Connections

Conflict:

- Split the class into two teams. Use a ball, throwing the ball to another team.
- When they get the ball they state a conflict they have experienced or witnessed.
- The other team must come up with a solution, they then throw the ball back.
- The original team can either accept the solution or suggest another one, before throwing the ball back.

15 Minutes

Group Conversation – Who do we have relationships with?

Allow group to put their hands up and facilitator can write comments on whiteboard/flipchart.

Examples:

- Friends
- Family – siblings – parents – grandparents – cousins – aunts and uncles
- Teachers – school staff
- Pets
- Group leaders
- People we know just to say hi to.





What to do (continued):

How do these different people make us feel?:

- Happy
- Sad
- Angry
- Frustrated
- Anxious
- Excited
- Like I want to laugh

Why is it important that we have positive relationships with people?:

- Someone to talk to if we're not feeling good
- Friends to play with
- Makes us feel safe
- Makes us feel supported
- Makes us feel good about ourselves when we are kind to others

15 Minutes

Worksheet - Friendship Potion: Ask the group to think about the things that they think would make the best relationship – use the card to make a bookmark 'potion'.

15 Minutes

Worksheet – Relationship Rainbow: Ask the group to think about who they have relationships with and why those relationships are important to them.



What to do (continued):



Using the rainbow worksheet – pick 6 people that they have positive relationships with and add their names into the rectangle boxes above the people.

Write a positive word for each colour of the rainbow, use these colours to identify what each of our important people bring to our relationships with them. They can use the Friendship Potion for ideas.

Examples:

- Kind
- Supported
- Safe
- Trust
- Respect
- Honesty
- Consent
- Valued
- Good Listener

Encourage the group to make characters of the faces and/or decorate them as they want.

5 Minutes

Video (can be swapped for other relevant story or video):

Youtube Fighting Fair – How Do You Resolve Conflict?:

https://www.youtube.com/watch?v=gu8gSuF_lvw



What to do (continued):



15 Minutes

Worksheet – Conflict Resolution: Break into smaller groups – ask the group to think about a conflict that they have experienced or that they are worried might happen.

Conflicts are normal and it is important to know how to resolve them.

- Think of a conflict that you have experienced and write it down in the box.
- In the next box, write how you felt during the conflict.
- In the next box, three ways to resolve the conflict, using non-violent communication skills.

Examples: Talk it out, Take a break, Compromise, Apologise if you are in the wrong, Tell a trusted adult, talk to the person about how you feel.

10 Minutes

End of session:

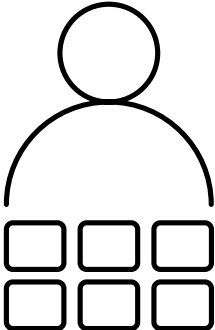
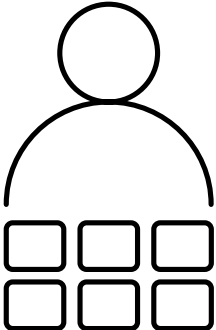
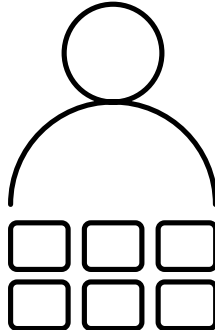
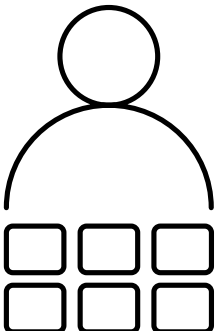
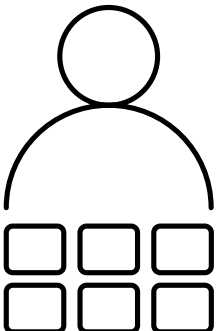
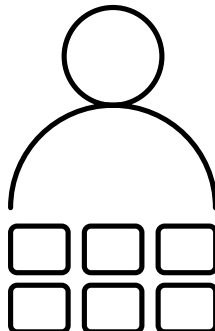
- Collect Feedback faces if needed
- Close treasure chest
- Reminder to take home weekly learning information slip
- Reminder of next week's topic



Learning points

- Better understanding of why positive relationships are important
- Think about what qualities are important in a relationship
- Learn/share different ways to resolve conflict

Relationship rainbow



My conflict resolution plan

Conflict:

How you felt during the conflict:

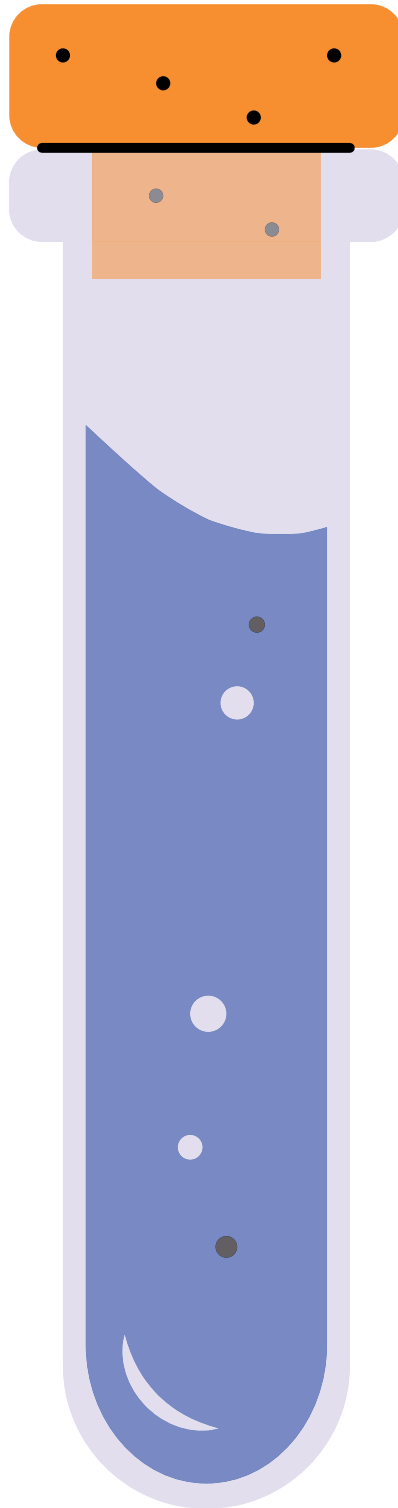
Three ways to resolve the conflict:

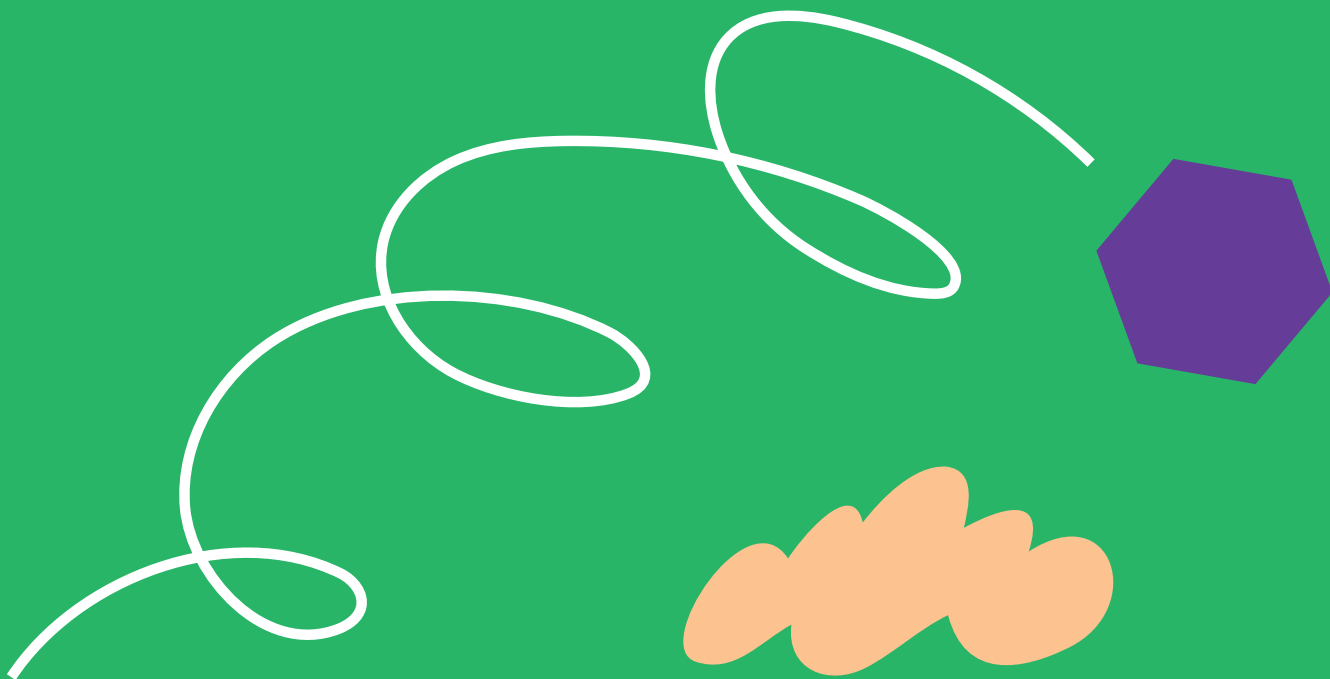
1.

2.

3.

Potion bookmark





WEEK FIVE

SESSION PLAN AND WORKSHEETS



Week 5 session plan:

Relaxation and self-care



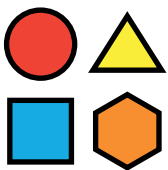
Aim:

Understanding the importance of relaxation and self-care, and the benefits of building them into our daily, weekly and monthly routine.



Time:

1hr 30mins



Resources needed:

- Treasure Chest
- Group Agreement
- Pens / Paper
- Full Booklet
- Relaxation worksheets
- Whiteboard or flipchart



Add-on resources:

- Parked cars



What to do:

5 Minutes

Introduction: Introduce workshop and explain the learning outcomes and reason for the treasure chest – Open Treasure Chest – Hand out Booklets (or worksheets if only doing relaxation and self-care)





What to do (continued):



10 Minutes

Icebreaker: Wellness Wheel or Mindful Freeze Dance

15 Minutes

Group Conversation: Relaxation and self-care are related concepts, but they are not the same thing. Both are a skill and can be practiced. We train our minds like our body. With the aim of being free of stress. Everyone does this differently.

Relaxation refers to specific techniques or activities that help to reduce stress and promote a sense of calmness or relaxation.

Self-care, on the other hand, is a broader concept that refers to taking care of your physical, mental, and emotional health.

What is relaxation?

Examples:

- deep breathing exercises
- muscle relaxation
- meditation
- mindfulness
- yoga
- taking a warm bath
- listening to calm music
- going for a walk





What to do (continued):

What is self-care?

Examples:

- getting enough sleep
- eating healthily
- exercising regularly
- spending time with friends and family
- doing hobbies and activities you enjoy
- practicing mindfulness and relaxation techniques

5 Minutes

Video (can be swapped for other relevant story or video):

Youtube – A to Z of coping strategies:

<https://www.youtube.com/watch?v=5EXpkVw3fh0>

20-25 Minutes

Worksheet – Destination Relaxation: Use the worksheet to make a leaflet for relaxation and self-care.

Ask the group to think about where they're most relaxing destination would be, it can be somewhere they have been before or somewhere that they have made up.

10 Minutes

Sharing leaflets: Ask the group if they would like to share their leaflets with the rest of the group. Ask them to explain why they have chosen the destination they have, what makes this place so relaxing to them.



What to do (continued):

10 Minutes

Guided Relaxation Meditation (can be swapped for other relevant story or video): <https://www.youtube.com/watch?v=WholeqDJM6E>

10 Minutes

End of session:

- Collect Feedback faces if needed
- Close treasure chest
- Reminder to take home weekly learning information slip
- Reminder of next week's topic



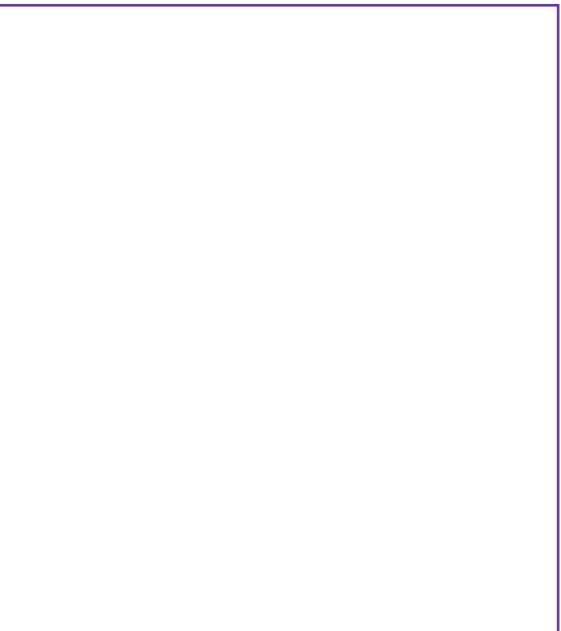
Learning points

- Learn the difference between relaxation and self-care
- Learn the importance of relaxation and self-care and the positive effects it has on our mental health
- Learn and share different coping techniques for relaxation and self-care

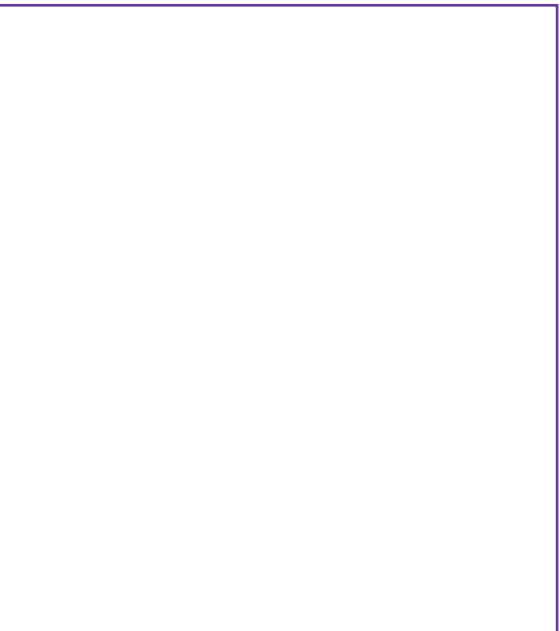


Self care ideas

For me:



For others:



Benefits of self-care

1. Self-care can reduce stress and anxiety.
2. Self-care can boost your self-esteem.
3. Self-care can benefit everyone around you.
4. Self-care can lead to better relationships.
5. Self-care protects your mental health.
6. Self-care can improve your physical health.

Even small acts of self-care in your life can have a big impact.

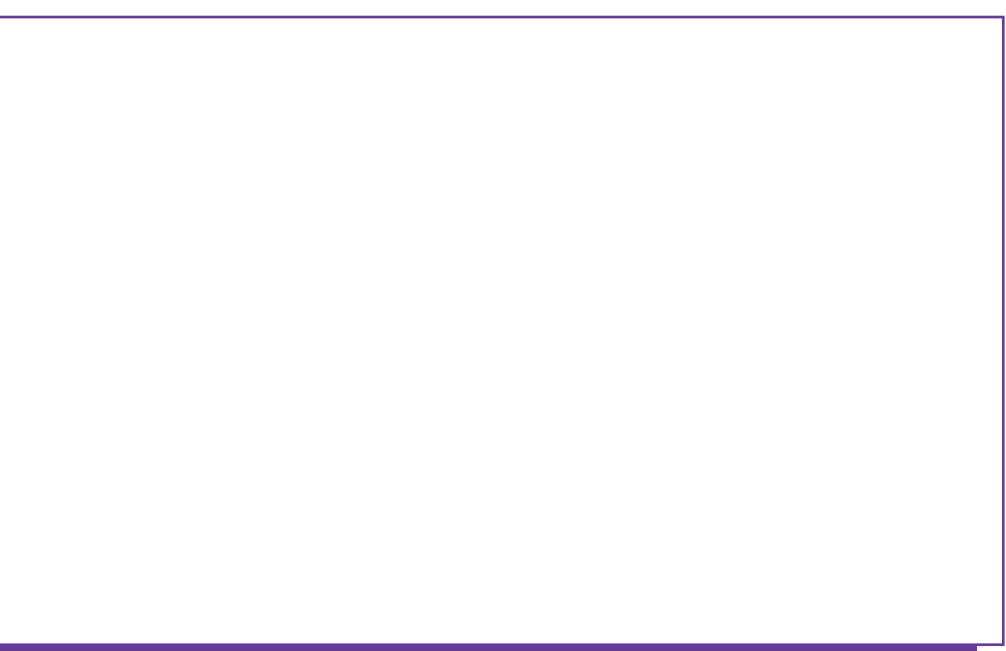
Daily:

Weekly:

Monthly:



Relaxation Destination
You can create a safe
'Relaxation Destination' in
your imagination.



Glitter jar

1. Add cold water to your clear bottle or jar – with room to add the glitter/glue/food dye.
2. Add clear glue to the jar
3. Add in your chosen glitter to the jar, use a mixture of fine and chunky glitter.
4. Add 2/3 drops of food colouring – don't add too much or it will be hard to see the glitter.
5. Secure the lid and shake it! Watch the glitter slowly fall to the bottom of the jar.

Describe your destination

Who:

What:

Why:

Breathing techniques

Repeat these as many times as necessary until you feel calm and collected.

Butterfly: Cross your hands across your chest, with your middle fingers resting on your collarbones. Raise your elbows to create your butterfly wings. Slowly tap hands on your chest, alternating left and right. While tapping, breathe in through your nose and exhale through your nose until you start to feel some relief.

Rainbow: Close your eyes and begin to exhale while moving your finger along the imaginary rainbow in front of you. Once you reach the end of the invisible rainbow, exhale moving your finger from right to left.

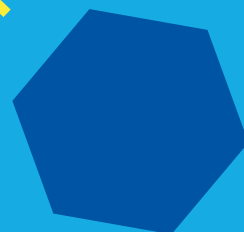
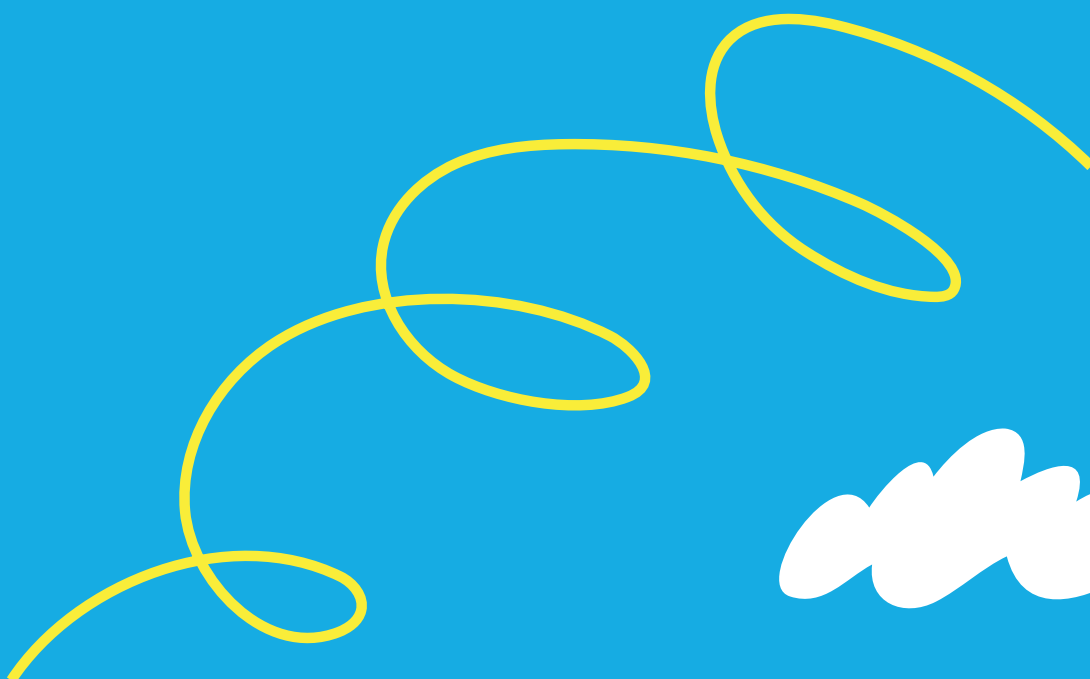
Cake Candles: Hold your hand up in front of you. Take a slow breath in through your nose, and let it out through your mouth, as if you're blowing out all the candles on your next birthday cake! Blowing out each candle at a time.

My favourite is:



WEEK SIX

SESSION PLAN AND WORKSHEETS



Week 6 session plan:

Feelings



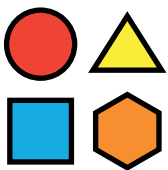
Aim:

Understanding different feelings we experience, how we express these and promoting positive changes that you would like to see around mental health and wellbeing.



Time:

1hr 30mins



Resources needed:

- Treasure Chest
- Group Agreement
- Pens / Paper
- Full Booklet
- Feelings worksheets
- Whiteboard or flipchart
- A3 card



Add-on resources:

- Parked cars



What to do:

5 Minutes

Introduction: Introduce workshop and explain the learning outcomes and reason for the treasure chest – Open Treasure Chest – Hand out Booklets (or worksheets if only doing Feelings)





What to do (continued):



10 Minutes

Icebreaker: Emotion Charades or Emotion Ball Toss

15 Minutes

Group Conversation – What feelings do you experience?

Examples:

- Happy
- Sad
- Love,
- Anger
- Fear
- Worried
- Anxious
- Jealous
- Frustrated

How can we manage these feelings?

Examples:

- Name the emotion
- Have honest and open conversations about how you are feeling
- Positive self-talk
- Talking to trusted people
- Practicing coping skills while calm



What to do (continued):

30 Minutes

Worksheet – Campaign for change: Ask the group to think about what they have learned over the course of the workshops. Ask them to work in a group on a 'Campaign for Change' poster. Use worksheets for ideas and supply a A3 piece of card for the group poster.

Conversation topics:

- Are there things that they would like to see changed in school regarding Mental health and Wellbeing?
- Are there things that they think would work well?
- What would make their time at school better?

10 Minutes

Poster share: Allow Groups to come up and share their campaign with the rest of the class.

10 Minutes

Game

10 Minutes

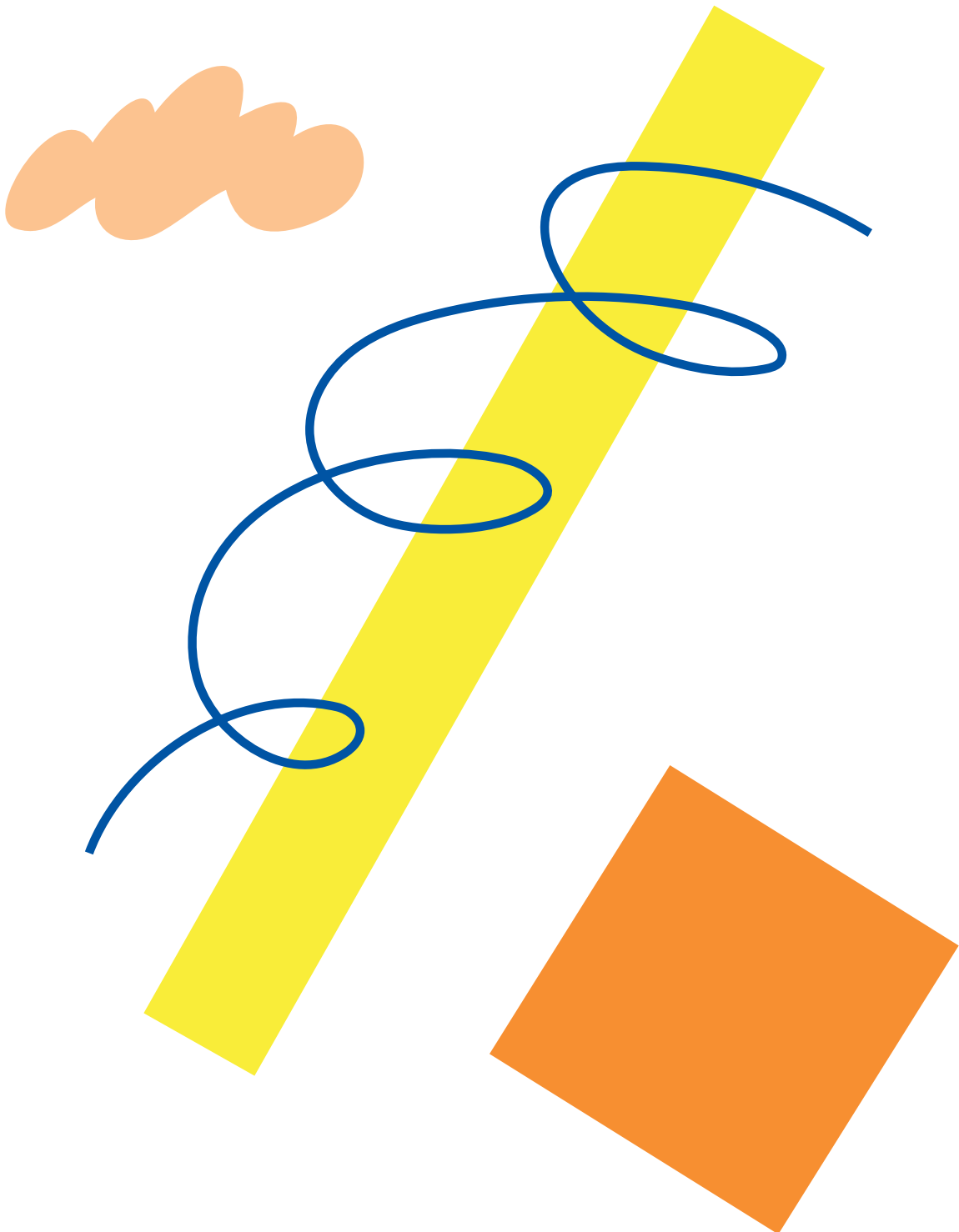
End of session:

- Collect Feedback faces if needed
- Close treasure chest
- Reminder to take home weekly learning information slip
- Reminder of next week's topic



Learning points

- To better understand different feelings and emotions
- Think about what changes they would make in school if they could to promote positive mental health and wellbeing



Feelings faces



Happy



Frustrated



Silly



Afraid



Excited



Angry



Worried



Relaxed



Hyper



Thankful



Jealous



Proud



Loved



Disappointed



Shy



Sad



Forgiving



Confused



Peaceful



Bored

Campaign for change

Name of group:

Description:

Points:

.....

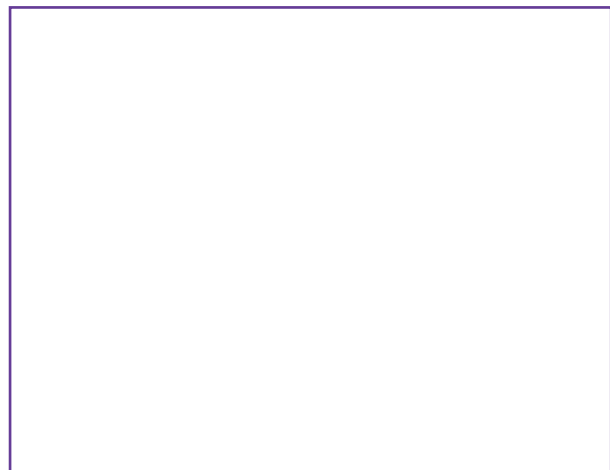
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Picture:



What changes they want to see in school:

PRIMARY YEARS

StressLESS



aberlour
scotland's children's charity



Mental Health
Foundation

