**Teachers’ notes**

**Health and Wellbeing Talking about Feelings B1.1**

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| **Learning outcomes**  By the end of the lesson students will have:   * shared their views on physical and mental health * looked at different adjectives to describe negative feelings * read and talked about four different people’s problems |

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| **Materials**  Student handout / PPT  Appendix 1 A set of four cards |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes | **PPT** |
| **10-15 minutes** | * Tell students they are going to practise their drawing skills. Tell them that the title of their drawing is a healthy person. They can draw whatever they feel reflects this title. Set a time limit. At this stage encourage students NOT to share their drawings. * Once students have finished. You have two options. Either pair students/ create breakout rooms and ask students to compare their drawings and start discussing what makes a person healthy and what a person can do to be, feel and stay healthy. Alternatively, tell students they are going to describe their picture to their partner. Students then take turns describing and drawing prior to the follow up discussion. If doing this in the physical classroom, you could ask students to sit back-to-back so they can’t see each other’s drawing. Be sure to set a fixed time limit for this. This is a fun way of starting to explore a potentially sensitive topic for some students. * Conduct whole class feedback. Add students’ suggestions to the slide r.e.: what people can do to be, feel and stay healthy. * If being mentally healthy hasn’t already been focused on. Find out what students understand by this and encourage them to say what people can do to be mentally healthy. (e.g. have a good night’s sleep, share their worries, do exercise...) | **PPT**  **Activity 1** |
| **5-10 minutes** | * Tell students you want them to think about the differences between being physically healthy and mentally healthy. Ask them to read the statements and complete them so they are true for themselves. * Place students with a different partner and ask them to compare their sentences. Encourage students to explain their answers to each other. Monitor and support as necessary. * Conduct whole class feedback and explore how easy or difficult it can be to talk about mental health. | **PPT**  **Activity 2** |
| **10 minutes** | * Explain that there are different adjectives to describe negative feelings. Give an example if necessary. * Pair students and ask students to try and match the adjectives and their definitions Encourage dictionary use. Monitor to check how the students are getting on. Early finishers can discuss how people might feel in different situations. * Conduct whole class feedback.   **[Answers:** [1. c 2. d 3. a 4. e 5. b]   * Revisit 3.2. Point out that having some of these feelings doesn’t necessarily mean someone has mental health problems. Sometimes listening to music for example can help a person feel less stressed or hanging out with friends and doing things they enjoy can stop a person from feeling down. Depression and anxiety, however, are associated with having mental health problems. | **PPT**  **Activity 3** |
| **15 minutes** | * Tell students they are going to read and discuss different problems four people are facing. They need to discuss how they think each person feels, how serious their problem is, who would be able to help them and what advice they would give them. Pre-teach foster family if necessary. * **In the physical classroom:** consider enlarging the problem cards and placing them on A3 sheets of paper around the room. Place students in pairs and give them a set of post-it notes. Ask them to look at each problem in turn, make a note of their answers on their post-it notes and then stick their post-it notes on the A3 sheets of paper. Set a time limit so SS can read and discuss all four problems. * Collect the sheets with the post-it notes. Place students in small groups and explain they need to look at all the information on the sheets, summarise the information and feedback to the class. * **Online:** group students into breakout rooms, give each group a set of cards to discuss. Explain that they may want to make a note of what they discuss so they can feedback to the others. * Conduct whole class feedback. Encourage SS to share their views and discuss who they feel would benefit the most from advice from a professional. | **PPT**  **Activity 4** |
| **10 minutes** | * Conduct a plenary and ask students to discuss the questions. Focus on how mental health is not a taboo topic in Europe / UK and that there is support available. Depending on what students have to say or know about mental health you may want to make them aware of what support is available to them. This will be explored in more detail in later lessons on mental health. | **PPT**  **Activity 5** |

**Health and Wellbeing Talking about Feelings**

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| **Learning outcomes**  By the end of the lesson, you will have:   * shared your views on physical and mental health * looked at different adjectives to describe negative feelings * read and discussed four different people’s problems |

**Activity 1: What does a healthy person look like?**

Draw a simple picture of a healthy person.

Share your drawing with your partner.



Talk about what makes each person healthy and what they do to keep healthy. Make a note of things people can do to be, feel and stay healthy.

**Activity 2: Physical health vs. Mental Health**

Complete the sentences so they are true for you.

* I **keep/ don’t keep** myself physically healthy.
* For me being mentally healthy **is/ isn’t** as important as being physically healthy.
* I **know/ don’t know** how to look after my mental health.
* I’m **comfortable/ not comfortable** talking about how I’m really feeling.

Compare your sentences with your partner.

**Activity 3: I just feel...**

3.1 There are different ways of describing negative feelings. Match the definitions in column B to the adjectives in A. Use a dictionary to help you.

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| 1. anxious | 1. to feel sad and gloomy (informal) |
| 1. depressed | 1. to feel really worried and unable to relax |
| 1. down | 1. to feel worried because you think something bad might happen |
| 1. low | 1. to feel really very sad because of a difficult or unpleasant situation that you feel you can’t change or,   to suffer from a medical condition that makes you feel so unhappy you can’t lead a normal life (clinically ...) |
| 1. stressed | 1. to feel unhappy and without energy often after an illness |



3.2 How might someone feel about ...?

\*arriving in a new country \* not speaking the same language as others \* waiting for results

\* having very little or no money \* feeling lonelyShape

Description automatically generated with medium confidence

**Activity 4: Understanding feelings**

Look at the set of cards your teacher has given you. Read and discuss how each person feels.

How serious do you think their problem is? Who do you think would be able to help them? What advice would you give to them?

**Activity 5: Reflection**

Discuss the following questions.

* How important do you think mental health is for people your age? Do they think being mentally healthy is as important as being physically healthy? Why? Why not?
* How comfortable do you or your friends feel talking about their mental health?
* Why do you think this is? What makes it easier or harder? Does a person’s age,

gender or cultural background influence how they find it to talk about their mental health?

**Appendix 1**

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| **I haven’t heard from my brother for a while now. We were placed in different foster families when we arrived here. I really want to know that he is ok. I feel responsible for him. I really need to hear from him. What if he isn’t ok? I just can’t stop thinking about him day and night. I don’t know who to talk to or what to do.** Kai |
| **I don’t know why I feel like this, but I do. It started when I was 16 and ever since then I have had this same feeling. Some days it’s worse than other days. I have it when I wake up and when I go to bed at night. I have no energy to do anything and feel like my body and mind are really heavy. I just can’t get on with my life. No one really understands how I feel. My mum just thinks I’m bored.** Johanna |
| **I’m not very good at exams and we have our end of year exams next month. Everyone keeps telling me I will be fine, but I know what I’m like in exams. I just sit there and stare at the questions. These exams are really important, and I know I’ll really struggle to do my best. I just don’t know how I will manage to pass them. I just feel sick thinking about them. I don’t know what to do.** Emmi |
| **Life is rubbish at the moment. My girlfriend left me last week. She said she likes me as a friend but not as a boyfriend. I just feel terrible. I can’t sleep at night and I really don’t feel like doing anything. I really liked her a lot. There’s a party tomorrow and I just don’t feel like going. My friends think it will be good for me to have some fun again but they don’t really understand how I’m feeling. I don’t think I’ll be able to cope if she is there too.** Jake |