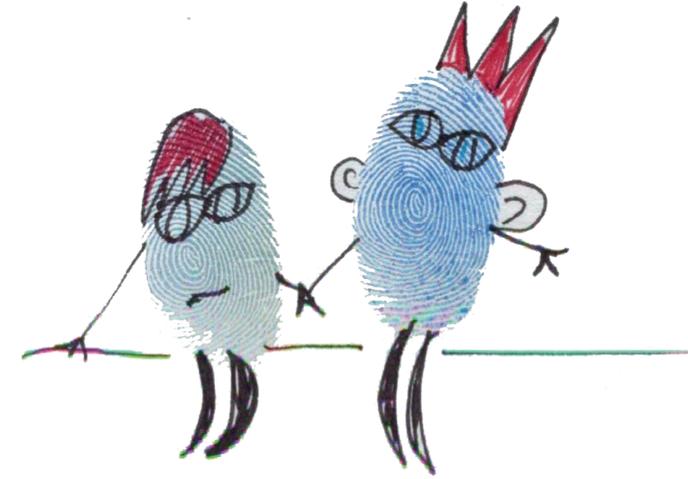


# Talking Mental Health

## Cross-Curricular Activities



**Age group:** Year 5/6

**Subjects included:**

- Art & Design
- Drama
- Design & Technology (DT)
- Literacy
- Maths
- Music
- Personal, Social & Health Education (PSHE)
- Science

**How the activities have been organised**

- The activities have been arranged in alphabetical order by subject area.
- The section of the animation to which the activity is most relevant is noted. These are:
  1. Mental Health (MH)
  2. Talking (T)
  3. Listening (L).

**Before starting these activities**

- Display the Mental Health Definition Poster, and alert the children to it.
- Mental health is an emotive subject area; establish ground rules that are usually used in a PSHE lesson with the class.
- Display the Signposting Poster in the classroom, and alert the children to it.

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	MH, T or L?	Subject	Length	Learning objective	Outline and approx. timings	Resources
1.	MH	Art and Design	1 hour	To represent emotions using colour and line.	<p><b>Intro (20 mins):</b></p> <ol style="list-style-type: none"> <li>1. Introduce the artist Kandinsky and the difficult times he was living in. [For information on Kandinsky, you may like to visit: <a href="http://www.wiki.kidzsearch.com/wiki/Kandinsky">www.wiki.kidzsearch.com/wiki/Kandinsky</a>, by copying and pasting this address into your browser.]</li> <li>2. Look at one of his works and discuss what Kandinsky may have been feeling now you know a little about his life, and given that he was alive during World War I.</li> <li>3. Recap how Jay was feeling in the animation. How do you think her feelings may be represented in Kandinsky's style? What sorts of colours/shapes might be used? Would it be a busy or sparse picture?</li> <li>4. Each produce a quick two-minute sketch of Jay's feelings in Kandinsky's style and discuss.</li> </ol> <p><b>Activity (30 mins):</b></p> <ol style="list-style-type: none"> <li>1. Choose a small feeling that you have felt recently. Use the emotion/small feeling picture map to help you.</li> <li>2. Produce a piece of art in Kandinsky's style, thinking carefully about how the emotion makes you feel and how you represent this on the page.</li> </ol> <p><b>Plenary (10 mins):</b></p> <ol style="list-style-type: none"> <li>1. Ask everyone to lay their work out on their desks.</li> <li>2. Spend 5 minutes walking around the classroom and taking in everyone's work.</li> <li>3. Once sitting back down, discuss the feelings that you think your friends may have been representing and the features of their work that made you suggest this.</li> </ol>	<ul style="list-style-type: none"> <li>• A range of art materials e.g. pastels, watercolours, charcoal, A3 paper</li> </ul>

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	MH, T or L?	Subject	Length	Learning objective	Outline and approx. timings	Resources
2.	MH	Art and Design	1 hour	To represent our differences, including our small feelings, using flipbook animation.	<p><b>Intro (20 mins)</b></p> <ol style="list-style-type: none"> <li>1. Re-watch the animation, particularly focusing on the 'feelings' section.</li> <li>2. Discuss some of the things we have in common (e.g. age, gender, school, football club, animation). Now discuss some of the ways that we are different to each other. Within this, include discussion on how we all experience small feelings every day in different ways.</li> <li>3. Demonstrate the animation activity and write the process on the board as a reminder for the children.</li> </ol> <p><b>Activity (20–30 mins)</b></p> <ol style="list-style-type: none"> <li>1. Number your cards 1 to 12 with a pencil, and lay them out in front of you.</li> <li>2. Practise your fingerprint on a piece of scrap paper: are you going to use your thumb or one of your fingers? When you've made your first finger/thumb print have a close look at the pattern your print has made. Look at the swirls and think about how unique you are. Then decide the features to give him/her – hair, legs, arms, clothes etc.</li> <li>3. Think of an action that you would like to animate, something that takes about a second; e.g. a jump. If you were animating a fingerprint character called Bob doing a jump, it might go like this: <ul style="list-style-type: none"> <li>• p.1 Bob is standing on the ground</li> <li>• p.2 Bob bends his knees and dips down a bit.</li> <li>• p.3 Bob is just off the ground, his legs straight</li> <li>• pp.4–7 Bob goes up bit by bit</li> <li>• p.8 Bob hits the top of the flip book (ouch)</li> <li>• pp.9–11 Bob goes down bit by bit</li> <li>• p.12 Bob lands on the floor</li> </ul> </li> <li>4. Print and draw your character on the right-hand side of the cards (this will make it visible when you flip it), doing the action you have chosen in 12 stages.</li> </ol>	<ul style="list-style-type: none"> <li>• Rubber stamp pads</li> <li>• Coloured pens or pencils</li> <li>• Pencils</li> <li>• White card, approximately A6 (12 sheets per pupil with some to spare)</li> </ul>

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	MH, T or L?	Subject	Length	Learning objective	Outline and approx. timings	Resources
					<p>5. Put your cards together and hold the left-hand side firmly, flip the right-hand side and your character will come to life.</p> <p><b>Plenary (10–20 mins)</b> Share your flipbook with a partner. Discuss how you found the animation process. If you have the time/resources, in small groups animation each of the flipbooks using a camera or tablet by placing the camera directly over the top of the flipbook.</p>	
3.		Drama	35 mins	<p>To identify the functions of a mask.</p> <p>To identify some of the feelings and thoughts that might be taking place behind Jay's mask.</p> <p>To represent small feelings using body language and facial expressions.</p>	<p><b>Intro (5 mins)</b></p> <ol style="list-style-type: none"> <li>1. Sit at the front of the class with a mask in hand. Discuss where you see masks being used; what is their purpose?</li> <li>2. Discuss how masks can sometimes cover things up and represent a false front to the outside world, just as we all sometimes cover up our small feelings and pretend we are feeling a different way to the outside world.</li> </ol> <p><b>Activity (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Tell the group that when you are wearing the mask, you are Jay from the animation.</li> <li>2. Put the mask on and act out the build up to the part of the animation where Jay kicks the chair over. e.g. see Jay looking down with her arms folded or her head in her hands, show her growing frustration and then show her kick the chair over.</li> <li>3. Re-run your acted-out section and this time pause at several points by taking your mask off. In these pauses, discuss what is happening in the scene, what Jay might be feeling, and what she might be thinking.</li> </ol> <p><b>Plenary (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Split the group into pairs. Give each pair an A4 small feeling picture.</li> <li>2. Ask each pair to develop a freeze frame to represent their small feeling.</li> </ol>	<ul style="list-style-type: none"> <li>• Mask</li> <li>• A4 Small Feelings Pictures</li> </ul>

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	MH, T or L?	Subject	Length	Learning objective	Outline and approx. timings	Resources
					3. Back together, take a look at a selection of the children's freeze frames and guess and describe which small feeling they may be trying to represent.	
4.	L	Drama	1 hour		<p><b>Intro (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap on Jay's worries about how her family and friends might respond to her talking about her big feelings in the animation. What were some of her worries?</li> <li>2. Who do you feel you can talk to in your life? What are some of the good things that they do that make them approachable?</li> <li>3. What are some of the things that make someone unapproachable?</li> <li>4. Introduce the activity.</li> </ol> <p><b>Activity (35 mins)</b></p> <ol style="list-style-type: none"> <li>1. Create a film of our class's dos and don'ts of good listening. Split the class into groups of three – two actors and one director in each group.</li> <li>2. Ask half of the groups to act out 'dos' and half 'don'ts' of good listening and how to respond when someone is trying to talk to us.</li> <li>3. At the end of each snapshot, one of the actors holds up a placard to the audience summarising their point e.g. "Don't tell the person that they're being silly and shouldn't feel this way".</li> <li>4. Allow the groups to practise their snapshot.</li> <li>5. Film each group.</li> </ol> <p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Watch the finished video back.</li> <li>2. Discuss how its message could be spread to the rest of the school e.g. put on the class/school website, shown to different classes, shown in assembly.</li> </ol>	<ul style="list-style-type: none"> <li>• Video camera</li> <li>• Cardboard</li> <li>• Pens</li> </ul>

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5.	MH	DT	1 hour 30 mins (or two 45-min lessons)	<p>To design and build a water-tight stressful feelings bucket.</p> <p>To recognise that when stresses build up, it is important to help ourselves to let them go to stay mentally healthy, just as the water in the stressful feelings bucket would overflow if some wasn't let out.</p>	<p><b>Intro (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap on some of the small feelings that we all feel every day, which were touched on in the animation. Discuss which small feelings can make us feel stressed e.g. worry, anger.</li> <li>2. Take a look at the stressful feelings bucket template. Discuss how the bucket holds our stresses, and some of the ways that we can help to let water out of our own stressful feelings buckets e.g. watch a film, have a bath, read a book.</li> <li>3. Brief the group on their challenge: to design and build their own stressful feelings bucket. Think about what we need to consider to do this, e.g. must have an entry and exit point for the water, must be water tight, must be made from water-tight materials.</li> </ol> <p><b>Activity 1 (30 mins)</b></p> <ol style="list-style-type: none"> <li>1. Group to design their stressful feelings bucket by producing an annotated plan.</li> <li>2. Have some materials on hand while the children are doing this so that they can test and alter their ideas.</li> </ol> <p><b>Plenary (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. In pairs, critique each other's plan. What do you think will work well? What might be problematic/could be improved?</li> </ol> <p><b>Activity 2 (45 mins)</b></p> <ol style="list-style-type: none"> <li>1. Using the 'junk' brought in from home, build stressful feelings buckets in-line with the design.</li> </ol> <p><b>Plenary:</b></p> <ol style="list-style-type: none"> <li>1. Test the stressful feelings buckets in pairs. Discuss as a class what worked and didn't work and why this was.</li> </ol>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Rulers</li> <li>• Clean 'junk' e.g. drink cartons, ice cream tubs, hose pipes, corks etc.</li> </ul>

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	MH, T or L?	Subject	Length	Learning objective	Outline and approx. timings	Resources
6.	MH, T	Literacy	20 mins with intro, then 10 mins daily	<p>To focus on my small feelings and describe them in writing.</p> <p>To recognise that my small feelings come and go and are changing all the time.</p>	<p><b>Intro (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Talk about different daily things that often bring on certain feelings e.g. getting an award at school = feeling confidence and pride; being left out in the playground = feeling hurt and lonely. Make a mind map on the board of a few examples.</li> <li>2. Talk about how these feelings come and go and these are perfectly normal.</li> <li>3. Talk through the activity and answer any questions.</li> </ol> <p><b>Activity (around 10 mins daily)</b></p> <ol style="list-style-type: none"> <li>1. Write a diary identifying and describing your small feelings that come and go and are changing every day. Talk about how sometimes these are hard to describe and how we can use metaphors in our writing to help.</li> <li>2. Make time to do this every day for a set length of time.</li> <li>3. At the end of each week, collect the diaries in and read through.</li> </ol>	<ul style="list-style-type: none"> <li>• Notebook for every child</li> </ul>
7.	MH	Literacy	25–30 mins	To identify and name my emotions and small feelings.	<p><b>Intro (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap some of the feelings that the children in the video name.</li> <li>2. Recap the mental health definition and small feelings definition. Focus on how our small feelings are always changing and come and go for everybody.</li> <li>3. Show the children a few of the feelings from the small feelings picture map (cut into individual cards and minus the labels) and ask them to describe/name them.</li> <li>4. Explain the activity.</li> </ol> <p><b>Activity (10–15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Place the full set or a selection of the feelings from the small feelings picture map (minus the labels) around the classroom.</li> <li>2. Children to circulate, placing the names they can think of for each small feeling on post-it notes around each card.</li> <li>3. Encourage the children to use a thesaurus if stuck.</li> </ol>	<ul style="list-style-type: none"> <li>• Mental Health Definition Poster</li> <li>• Small Feelings Definition Poster</li> <li>• 2 x Small Feelings Picture Map cut into individual cards, minus the labels</li> </ul>

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					<p><b>Plenary (5 mins)</b></p> <ol style="list-style-type: none"> <li>1. Take a look at each of the small feeling cards and ask the children to feed back a few of their ideas.</li> <li>2. Decide on a space in the classroom to create a small feelings wall to display these.</li> </ol>	
8.	T	Literacy	50 mins	To describe a small feeling/emotion as a poem.	<p><b>Intro (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Re-watch the animation. Focus on Jay's poem about how her big feeling is making her feel.</li> <li>2. Talk about the ways that this helps us to understand how she's feeling in ways that naming the feeling doesn't.</li> <li>3. Look at the small feelings picture map again. Ask the children to choose a small feeling from the map that they have felt recently.</li> <li>4. Talk through and demonstrate the activity.</li> </ol> <p><b>Activity (25 mins)</b></p> <ol style="list-style-type: none"> <li>1. Write a poem about how you experienced this small feeling. What physical sensations did you feel? Can you use metaphors to describe the small feeling? Can you liken/contrast it to other small feelings you have had?</li> <li>2. Think about what might help you to do this (using a thesaurus, using adjectives etc.).</li> <li>3. To add guidance, you may want to ask the children to create a poem that uses the same syllable structure as Jay's poem, or that uses the structure of a poetry type that you have focused on recently.</li> </ol> <p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Share some of the children's poetry with the class.</li> <li>2. You may like to ask some children to present these in assembly as a follow up to the assembly plan, if your school has used this.</li> </ol>	<ul style="list-style-type: none"> <li>• Small Feelings Picture Map</li> <li>• Paper or notebooks</li> </ul>

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9.	MH	Maths	40–50 mins	<p>To identify the small feelings that I am made up of at this moment.</p> <p>To split a whole into parts using a pie chart, fractions or percentages.</p>	<p><b>Intro (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap some of the small feelings mentioned by the children in the animation.</li> <li>2. Ask the class to explain the mixture of feelings that they are feeling at the moment and why. You may want to use the small feeling map to help.</li> <li>3. Demonstrate the activity. You could do this using a paper plate to create a pie chart, a hundred square to colour in percentages, a 0–100 number line to split into percentages/fractions – whichever suits your topic/class/group best.</li> </ol> <p><b>Activity (15–20 mins)</b></p> <ol style="list-style-type: none"> <li>1. Children create a pie chart/number square/number line to represent the small feelings they are made up of at the moment.</li> <li>2. Use different colours to represent each feeling.</li> </ol> <p><b>Plenary (10–15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Ask some of the children to present their chart and their feelings to the group.</li> <li>2. Discuss what the children found easy/difficult about the activity.</li> </ol>	<ul style="list-style-type: none"> <li>• Paper plates</li> <li>• 100 number squares</li> <li>• 100 number lines</li> <li>• Colouring pencils or crayons</li> </ul>
10.		Maths/ Art and Design/ DT	1 hour 20 mins (or two 40-min lessons)	<p>To identify the features of 3D and use mathematical terminology to describe these.</p> <p>To represent the features of a small feeling in a 3D</p>	<p><b>Intro (15–20 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap descriptive terminology for 3D shapes (faces, vertices, apex, edges etc.). Use 3D shapes and everyday objects to explore these.</li> <li>2. Recap the differences between regular/irregular 3D shapes.</li> <li>3. Look at the small feelings picture map. Explore some of the features that each feeling might have if it were a 3D shape, e.g. anger may be large, irregular and spiky with many vertices and edges.</li> <li>4. Focus on one small feeling and briefly demonstrate the activity.</li> </ol> <p><b>Activity (45 mins)</b></p> <ol style="list-style-type: none"> <li>1. Design a 3D shape that represents a small feeling from a variety of materials. Create an annotated pencil sketch of your design.</li> </ol>	<ul style="list-style-type: none"> <li>• 3D shapes</li> <li>• A variety of materials to build with e.g. straws and plasticine, chicken wire and plaster of paris, clay, junk modelling materials</li> </ul>

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				shape/sculpture.	<ol style="list-style-type: none"> <li>2. Share your design with a partner. Critique each other's design – what do you think will work well? What do you think your partner needs to consider to improve their model?</li> <li>3. Build your model using the materials provided.</li> <li>4. Potential extension/further lesson: paint and decorate your shape using a colour/patterns you feel best suit that small feeling.</li> </ol> <p><b>Plenary (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Share some of the shapes with the class and ask them to suggest which small feeling the creator may be trying to represent and what makes you think this.</li> <li>2. Potential further activity: Create a gallery of the shapes in the classroom after school and invite members of staff and parents to come and view the gallery.</li> </ol>	
11.		Music	30 mins	To represent emotions/small feelings using music.	<p><b>Intro (5-10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap some of the small feelings that we all feel every day.</li> <li>2. Optional: You may like to listen to any of the following pieces of music, which use a range of instruments to create sounds like the characters in the music and their feelings: <ul style="list-style-type: none"> <li>• The Planets by Gustav Holst</li> <li>• The Carnival of the Animals by Camille Saint-Saëns</li> <li>• Peter and the Wolf by Sergei Prokofiev</li> </ul> </li> </ol> <p><b>Activity (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Split the class into two groups and sit in a circle. Place a range of musical instruments in the centre of each circle.</li> <li>2. Ask the children to write a small feeling each and place these into a box in the centre of the circle.</li> <li>3. Ask each child to come to the centre of the circle and choose a small feeling. Without telling the group which small feeling they have selected, ask them to think about what the small feeling may sound like and choose an instrument to play this on.</li> </ol>	<ul style="list-style-type: none"> <li>• A range of musical instruments</li> <li>• Two boxes</li> <li>• Small slips of paper</li> <li>• Pens</li> </ul>

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					<p>4. Play the feeling to the group. Ask the rest of the group to suggest which feeling they think might be being played and why.</p> <p><b>Plenary (5 mins)</b></p> <p>1. Back together as a class, ask the children to suggest some common themes that occurred for the some of the feelings that the children were playing e.g. anger was often represented at a loud volume and with short sporadic sounds.</p>	
12.	MH	PSHE	30 mins	To identify the overlaps and differences between looking after our physical health and our mental health.	<p><b>Intro (5 mins)</b></p> <p>1. Recap the definition of small feelings that came up in the video.            2. Introduce the 7 steps to wellbeing (SMILERS) sheet. Discuss some of the ways that the children like to do each of the items on the list            3. In pairs, discuss and highlight which of these overlap with looking after our physical health. Feed back to the group and discuss.            4. Demonstrate the activity.</p> <p><b>Activity (15 mins)</b></p> <p>1. Draw a Venn diagram consisting of two overlapping circles using a compass. Label one circle 'Physical Health' and the other, 'Mental Health'.            2. Write or draw the ways we look after our physical and mental health into the diagram, allocating them to either the 'Physical Health', 'Mental Health' or overlapping section to identify the overlaps between mental and physical health.</p> <p><b>Plenary (10 mins)</b></p> <p>1. In pairs, ask the children to prepare three sentences with the sentence starters: "One way we look after our physical health every day is...", "One way we look after our mental health every day is...", "One thing that looks after both our mental and physical health every day is..."            2. Ask some of the class to feed back their sentences to the class.</p>	<ul style="list-style-type: none"> <li>• 7 steps to wellbeing (SMILERS) sheet</li> <li>• Compasses</li> </ul>

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13.	MH, L	PSHE	10 mins	To recognise that we are all different, and identify some of the ways in which we are different.	<p><b>Activity (5-10 mins)</b></p> <p><b>The Fruit Salad Ice Breaker Game</b></p> <ol style="list-style-type: none"> <li>1. Arrange the children in a circle.</li> <li>2. Select a child to stand in the middle and shout out a statement that gets children to change seats, e.g. "change seats if you have a sister", "change seats if you like pizza".</li> </ol> <p><b>Plenary (up to 5 mins)</b></p> <ol style="list-style-type: none"> <li>1. Ask the children who were chosen how it felt being the person in the middle? Did you feel excited/scared/nervous?</li> <li>2. Explain that we can't see feelings – we don't always know how people are feeling and what is happening for them.</li> </ol>	<ul style="list-style-type: none"> <li>• Arrange the space to allow the children to sit in a circle</li> </ul>
14.	MH, T, L	PSHE	30 mins	To identify ok and not ok language that is used when talking about mental health.	<p><b>Intro (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap the definition of mental health.</li> <li>2. Recap some of the signs that Jay was struggling with a big feeling in the animation; e.g. Jay is angry, she kicks a chair over.</li> </ol> <p><b>Activity (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Place a large piece of paper at the front of the room split into two columns labelled 'Ok language' and 'Not ok language'.</li> <li>2. Ask the children to think of words that they have heard to describe mental health. Ask the children to stick these in the columns at the front of the class as they think of them.</li> </ol> <p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. When the children have finished, go through the chart and some of the terms that are on it.</li> <li>2. Discuss and check they are in the right columns and move if necessary.</li> <li>3. Discuss how some of the not ok words and labels might make someone feel who is struggling with a big feeling.</li> </ol>	<ul style="list-style-type: none"> <li>• Large piece of paper</li> <li>• Small post-it notes (enough for several each)</li> </ul>

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15.	MH, T	PSHE	30 mins	<p>To identify some of the situations that cause us stress/negative small feelings.</p> <p>To identify some of the ways we are able to get rid of these feelings ourselves.</p>	<p><b>Intro (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap some of the negative small feelings described by the children in the animation. Make a mind map of these on the board and ask the children to add to it.</li> <li>2. Discuss some of the everyday situations that make us feel these things e.g. not doing as well as I'd hoped on a test at school.</li> <li>3. Discuss some of the ways that the children in the animation make themselves feel better e.g. "I like eating KFC".</li> <li>4. Discuss some of the ways that the children like to make themselves feel better.</li> <li>5. Introduce the activity.</li> </ol> <p><b>Activity (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Using the Stressful feelings bucket Template, list some of the things that cause negative small feelings next to the tap going into the bucket.</li> <li>2. List some of the ways we are able to make ourselves feel better by the tap of the bucket.</li> </ol> <p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Come back together and ask a selection of children to present their stressful feelings bucket.</li> </ol>	<ul style="list-style-type: none"> <li>• Stressful feelings bucket Template</li> </ul>
16.	MH	PSHE	45 mins	<p>To recognise some of the differences between a little and big feeling.</p>	<p><b>Intro (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap some of the small feelings that the children described in the animation. Recap how what Jay was feeling, a big feeling, was different to these.</li> </ol> <p><b>Activity (20 mins)</b></p> <ol style="list-style-type: none"> <li>1. Make a table of the features of a little and big feeling.</li> <li>2. Transform the table into a yes/no flowchart.</li> </ol>	<ul style="list-style-type: none"> <li>• Paper or notebook</li> <li>• Rulers</li> </ul>

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	MH, T or L?	Subject	Length	Learning objective	Outline and approx. timings	Resources
					<p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Swap flowchart with a friend. Does their flowchart work?</li> <li>2. Talk through what was easy/difficult about categorising little and big feelings in the diagram.</li> </ol>	
17.	T, L	PSHE	30–40 mins	To identify the features of being a good friend.	<p><b>Intro (5 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap some of the ways that the children suggest as ways to be a good listener in the animation.</li> <li>2. As a group, discuss some of the features of your friends and family that make them good friends and listeners.</li> <li>3. Introduce the activity.</li> </ol> <p><b>Activity (20 mins)</b></p> <ol style="list-style-type: none"> <li>1. In pairs, ask the children to lie on the large piece of paper and draw around each other's outline.</li> <li>2. Inside the outline of their partner, ask the children to fill in the features of the very best friend they could have with words and pictures. You may need extra room space to do this.</li> </ol> <p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Back together, take a look at some of the children's ideal friends, and discuss their features.</li> <li>2. Pull out any recurring themes about being a good listener.</li> <li>3. Ask the children to tell their partner one change that they would like to make to be a better friend to others. Share some of these as a group.</li> </ol>	<ul style="list-style-type: none"> <li>• Large sheets of paper (large enough for a child to be drawn around on)</li> <li>• Marker pens</li> </ul>
18.	T	PSHE/ Art and Design	1 hour	To identify some ways to start a difficult conversation about our feelings and	<p><b>Intro (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap how Jay found it difficult to know how to start a conversation about her big feelings in the animation. Recognise that her big feeling came out in different ways e.g. kicking the chair over, being quiet at school.</li> </ol>	<ul style="list-style-type: none"> <li>• Poster paper</li> <li>• Drawing materials</li> </ul>

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				present these on a poster for others.	<p>2. It can be very hard to know how to start a conversation about how we're feeling. Sometimes we all need some help to know how to do this. As a class, identify ways that Jay could have started her conversation with the swimming coach e.g. "I don't feel like my normal self".</p> <p><b>Activity (30–40 mins)</b></p> <ol style="list-style-type: none"> <li>1. In groups, agree three sentence starters that you would recommend to others to begin a conversation about big feelings that are hanging around.</li> <li>2. Present these on a draft poster which will be looked at by others in our school.</li> <li>3. Back together, critique each draft poster. What do we like? What could be improved?</li> <li>4. Produce a final version of the posters following the critique session.</li> </ol> <p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Find time for each group to present their poster to another class in the school and/or assembly.</li> <li>2. Put the posters up around your school as a reminder of how we can start difficult conversations, and if someone says these phrases to us, we must stop what we're doing and be a good listener to them.</li> </ol>	
19.	MH	Science	45 mins	<p>To experiment with ways to achieve a balance using weights.</p> <p>To understand that feeling a mixture of positive and</p>	<p><b>Intro (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. Recap some of the small feelings mentioned in the animation. Sort a few examples of these into those that make us feel good and those that make us feel bad using a mind map on the board. You may like to use the small feelings picture map to help.</li> <li>2. Introduce the helium balloons which represent the good feelings and the Unifix cubes which are the bad. If using scales, demonstrate how they are balanced and if a weight is added to either side, they become unbalanced.</li> <li>3. Demonstrate the activity.</li> </ol>	<ul style="list-style-type: none"> <li>• 4–6 helium balloons or sets of weighing scales</li> <li>• Unifix cubes (or weights if using scales)</li> <li>• Sticky labels</li> </ul>

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				<p>negative small feelings is important to feel healthy and balanced.</p> <p>To identify positive and negative small feelings.</p>	<p><b>Activity (20 mins)</b></p> <ol style="list-style-type: none"> <li>1. In groups, identify a set of five positive small feelings and five negative small feelings and write these onto stickers.</li> <li>2. Put the positive feelings onto the balloon and the negative feelings onto each of the cubes. If using scales, put these labels onto different sized weights.</li> <li>3. Challenge each group to make the balloon float in mid-air by balancing the good feelings against the bad, or to make their scales level by counterbalancing the weights labelled with feelings.</li> </ol> <p><b>Plenary (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. As a class, discuss observations of the task – what did you expect and what was surprising?</li> <li>2. Recognise that, when balanced, it is normal to experience a mix of positive and negative feelings on a daily basis. When we have a big feeling that doesn't go away, we can remain stuck/weighed down.</li> </ol>	