

Learning for Life Instructions Week 2

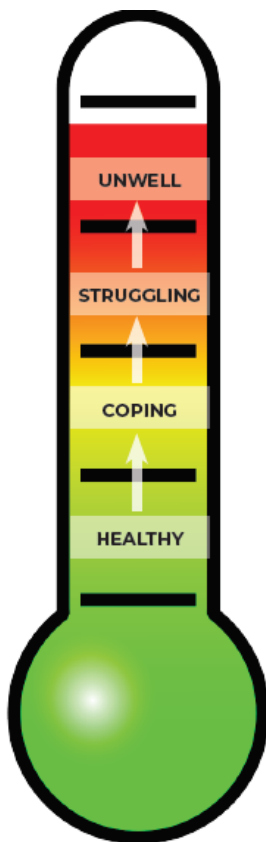
L.I. to recognise that we can take care of our mental health as well as our physical health.

Read the following scenarios: Jay's story:

Jay enjoys drawing cartoons and skateboarding. Jay is quiet and thoughtful, has good friends and likes school. Mostly Jay feels generally happy, although like everyone, Jay has ups and downs.

Jay has recently started feeling sad. Most days the sadness seems to come and go, but some days it feels as though a dark cloud is gathering above and following Jay around all day. Skateboarding takes Jay's mind off it and when the feelings start to get stronger Jay draws a cartoon that shows the feelings and the cloud.

Jay feels very sad most of the time. Every day when Jay wakes up, Jay feels the day ahead is just too much. Everything feels grey and dark. Jay is finding it hard to concentrate at school and some days doesn't want to go to school at all. Nothing seems enjoyable anymore, not even skateboarding! Jay's friends are worried.



Plot Jay's mental health on the thermometer, then suggest ways to strengthen Jay's ability to cope, so that Jay can manage his wellbeing to avoid moving in to the struggling zone, and reduce his chances of being in the unwell area.

If you, or someone you know, does not feel good, help and support are available. In the first instance and if possible, you should talk to a trusted adult (at home or school). Advice can also be accessed at Childline: www.childline.org.uk; 0800 11111, including for mental health.

Consider one strategy from today's and last weeks' lesson that you think you could use in their own lives, to support their own mental health and wellbeing. Write it here to keep it as a reminder.

EXT

You could write a top tips checklist to help people take care of their mental health. Choose a specific audience to write for, such as other primary pupils, parents/grandparents or teachers.