

Well-being

Topic

Children's well-being and mental health

Learning outcomes

- Reflect upon feelings in different situations
- Identify practical solutions to look after well-being
- Practise critical-thinking skills
- Use pair work and collaboration skills

Age/level

Primary (9–12 years)
CEFR Level A2 and above

Time

110 minutes (This can be done over two lessons)

Materials

- Worksheet 1 – Happy box
- Worksheet 2 – This can also be done on the board or by using the presentation
- Worksheet 3 – Journal homework
- Feelings cards in Appendix 1 – 1 set per student, cut up (Optional)
- A box (e.g. a shoe box) with 8–10 everyday items to make the 'happy box' (see 'Before the lesson')
- Presentation (optional)
- The learners will need a pen or pencil and paper or a notebook or a mini whiteboard and pen.

Introduction

This lesson focuses on well-being for primary children. Many children experience feelings of worry, confusion, anger or sadness due to a number of reasons, such as: illness; family dynamics; changes in living situation; poverty; death of a loved one. This lesson gives learners an opportunity to express these emotions and explore ways of caring for their own well-being. They will think about what contributes to well-being and find practical ways to put this into practice by creating a 'happy box'. They will also explore ideas to help them complete a 'well-being journal' for homework.

Procedure

Stage	Instructions
Before the lesson	<ul style="list-style-type: none"> Download and make copies of the worksheets you need for the lesson. Cut up the emotions cards. Note: These could be used in follow up lessons to review vocabulary and check learner's feelings. Prepare a 'happy box'. This CBBC video gives instructions on how to do so: https://www.youtube.com/watch?v=0ulpKdmkr6E <p>Note: Other online sources suggest including items which appeal to the five senses. Here are some examples of items you could include:</p> <ul style="list-style-type: none"> - touch – a soft toy; a squishy ball - smell – a soap; a scented candle - hearing – a playlist of songs that make you happy; a wind chime - taste – some dried fruits; some chocolate - sight – a photo of a pet; a colouring page; a positive message.
Lesson 1 (50 minutes)	
Warmer (10 mins)	<ul style="list-style-type: none"> Ask the learners to think of their favourite emoji and draw it on a paper, mini whiteboard or using an app on their phone. You can display slide 2 to set up this task. After two minutes, they hold them up. Ask learners which emoji is the most popular? How many students have drawn a happy face?
Reviewing vocabulary for feelings (10 mins)	<ul style="list-style-type: none"> Draw emojis on the board for the emotions below or use slide 3 of the PDF. Ask learners what emotion each emoji makes them think of. Elicit synonyms where possible. Accept any reasonable answers <p>Possible answers:</p>

	<ol style="list-style-type: none"> 1. happy; smiling; glad; cheerful 2. sad; unhappy; depressed; miserable 3. scared; frightened; afraid 4. excited; enthusiastic; eager 5. calm; quiet; cool; peaceful 6. worried; confused; unsure; anxious 7. angry; annoyed; cross; furious 8. tired; sleepy; bored; fed up <ul style="list-style-type: none"> • Make sure to drill any new language that comes up.
Miming game to reinforce vocabulary for feelings (10 mins)	<ul style="list-style-type: none"> • Ask the learners what they do when they feel these emotions, for example they smile/laugh when they're happy, they cry when they're sad, etc. • Practise all together, showing the different emotions on your face or with your body. • Tell the learners that you are going to show one of the feelings and they have to guess which it is. • Play a miming game, where one learner shows an emotion, and the others guess what it is. • The learner who correctly identifies the emotion first does the next emotion mime. <p>Tip: If your learners need more practice of this put them into groups of 4 or 5. Ask each child to do an emotion mime while the rest of the group guesses the emotion. Monitor and support the groups.</p> <p>Note: The emotions cards can be used at this stage to prompt the miming students</p>
Whole-group activity – reacting to statements (10 mins)	<ul style="list-style-type: none"> • Tell the learners that we all feel a lot of emotions, and you are going to show them some statements and they are going to tell you how these statements make them feel. <p>Tip: Give each child a set of the emotion cards from Appendix 1 if you are using them. Or ask the learners to write or draw on a mini whiteboard or a piece of paper how the statement makes them feel. Alternatively, they could show the emotion with a facial expression.</p>

	<ul style="list-style-type: none"> • Display slide 4, or alternatively read the statements one at a time or write them on the board. <ol style="list-style-type: none"> 1. At the weekend, I have to stay at home to help my family. 2. My parents are too busy to help me with my homework. 3. I can watch TV or go online after school 4. I can chat to my friends after school 5. I can't see my grandparents or my cousins 6. I can draw or play games after school 7. My family has a lot of problems. 8. I can go to a party at the weekend
Introducing the 'happy box' (10 mins)	<ul style="list-style-type: none"> • Tell the learners that it's normal to feel anxious, confused, sad or angry sometimes. But if these feelings don't go away, it's important to talk to an adult, like your parents or a teacher. You can display slide 5. • Show the learners the box that you have previously prepared. Only show the outside of the box for the moment. Tell them that it's called a 'happy box' and it can help them to feel calm when they feel scared, sad or angry. Ask them to predict what's inside the box. • Elicit the five senses by miming sight, smell, hearing, taste and touch. Write these on the board. You can display slide 6. • Open your box and take out the items one by one. Ask the learners which sense you use for each item. For example, the soft toy is something you can touch. The photo is something you can look at.
Lesson 2 (60 minutes)	
Making a 'happy box' (20 mins)	<p>Note: If you are doing this plan over 2 lessons bring out your happy box and review the contents</p> <ul style="list-style-type: none"> • Now tell the learners that they are going to decide what to put in their own 'happy box'. The learners will ideally work in pairs if your context allows. However, it could also be done as a whole-class activity or an activity that learners do individually.

	<ul style="list-style-type: none"> Put the learners in their groups and give them each worksheet 1. Tell the learners to think of as many different things as they can to put in their 'happy box' and then to choose their favourite items (approximately 8–10) and write them on the worksheet in the correct place. If time allows, they can also draw the items and decorate the picture of the box. Invite some of the students to share their ideas with the class, and suggest that if they wish, they could make the box at home.
Introducing the ways to well-being – critical thinking (15 mins)	<p>Note: The UK Children's Society has explored the links between children's everyday activities and their well-being, and developed a report, 'Ways to well-being'. These activities fall into the following categories: Connect; Be active; Take notice; Keep learning; Be creative and play.</p> <ul style="list-style-type: none"> Explain to the learners that being happy and healthy is sometimes called 'well-being' and that they are going to look at some of the ways to well-being. Display slide 7 or write each of the ways to well-being on the board. Elicit the meaning of these terms, possible activities and why it's important to do these things. Answers will vary, but some suggestions could be: <ol style="list-style-type: none"> Connect: talk with your family; see your friends; share experiences Be active: walk; cycle; run; do sports; feel energised; have a healthy body Notice: use your five senses to notice things around you; notice how you feel Learn: read for fun; teach yourself something new; watch a YouTube tutorial Be creative and play: draw; paint; play games Help and give: help at home with chores; give someone a present. <p>Tell learners 'Each of these ways can help you feel good, make you happy and positive, give you confidence, reduce stress and worry.'</p>
Pair-work activity – critical thinking and speaking (15 mins)	<p>The activities in this task are intended to give children examples of what they can do for each of the ways to well-being. They are activities which would mostly be possible in a lockdown situation. It will help the learners complete the well-being journal at home.</p> <p>Either give out Worksheet 2 or display slide 8. For a low resource lesson you could write the following on the board:</p>

1. Connect:
2. Be active:
3. Notice:
4. Learn:
5. Be creative and play
6. Help and give

Then read out the sentences and ask learners which category they belong under. Accept any reasonable answers if learners can justify their choice.

Example: Play a board game with your family. (1, 5)

- a) Do a five-minute exercise video. (2)
- b) Open the window and listen. Write down everything you can hear. (1, 3)
- c) Talk to your grandparents on the phone. (1)
- d) Do the washing-up after a family meal. (6)
- e) Plant some seeds. (1,3)
- f) Try a new recipe and cook some food for your family. (2, 4, 6)
- g) Make a quiz to do with your friends online. (1, 4, 5)
- h) Go for a walk. (2)
- i) Talk to your parents if you're worried about something.(1)
- j) Practise your English on a website like LearnEnglish Kids.(4)

Note: Incidental activity, such as cooking and gardening can be as good for our physical and mental health as playing a sport.

- If using the worksheet, put the learners in pairs. This could also be done as a whole-class activity or an activity that learners do individually.
- Tell the learners that they are going to read some sentences and then match each activity to one of the ways to well-being. Sometimes the activity relates to more than one way to well-being.
- Discuss the example on Worksheet 2 as a whole class. Answers can vary. Accept all reasonable suggestions.

	<ul style="list-style-type: none"> Learners complete the worksheet and then work together to find another activity for each category. Compare ideas in a whole-class discussion <p>Alternative task</p> <p>The learners could write the additional activities on sticky notes, which are then used to make a class display, presented under headings of each of the six categories..</p>
<p>Setting homework (10 mins)</p>	<ul style="list-style-type: none"> Tell the learners that they can write a journal every day to help them take care of their well-being. Elicit a few journal ideas from the whole group. E.g. Think about today <ul style="list-style-type: none"> Who did you talk to, write to or message? What did you do to be active? What did you notice around you? What did you learn? What did you make or play? What did you do to help? What was the best thing about today? How do you feel today? You can display slide 9 or write their ideas on the board. Then give out Worksheet 3, the journal, and ask learners to complete the journal for homework for one of the days next week.
<p>Further ideas and resources</p>	<ul style="list-style-type: none"> The Children's Society Ways to Well-being - https://www.childrenssociety.org.uk/what-we-do/research/well-being/ways-well-being Ways of Well-being: Connect https://www.youtube.com/watch?v=g9FAtTIOck4 Ways of Well-being: Take Notice https://www.youtube.com/watch?v=ossVbMjWajc Ways of Well-being: Learning https://www.youtube.com/watch?v=VlyXzJhbBsQ

- Ways of Well-being: Be active
<https://www.youtube.com/watch?v=5EXe5UZ9CME>
- Ways of Well-being: Be creative and play
<https://www.youtube.com/watch?v=lbPqZ-HmISM>

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APPENDIX 1 – Feelings cards ✂