Lesson 2 - Power of Words

Overview and resources

Materials needed

- two apples
- tubes of toothpaste (or similar)
- paper plates (or similar)
- stopwatch
- projector, speakers and computer

Lesson overview

The lesson discusses the power of words and how they can impact on others. This lesson looks how words can have both positive and negative impacts.

Learning outcomes

- To help children develop their self-awareness, self-worth and respect for others.
- To help children understand and develop physical, mental and spiritual wellbeing and social skills.
- To help children know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As they develop and value relationships, they care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

- To help make children aware that positive friendships and relationships can promote health and the health and wellbeing of others.

HWB 2-44b

Teaching points

- Before the lesson, pick one apple to be the bad apple. Bash it off a table/surface but try not to damage the skin. If possible, have the apples looking the same on the outside.

- The toothpaste activity can get messy, so allow for clean-up time. If it is easier, show the video before the activity. Just make sure you explain the change of message.
Let's talk about mental health

- scared
- moany
- Cranky
- Psycho
- damage
- intoxicated
- O.C.D.
- not right in the head
- insane
- mental
- bowed
- Terrified
Lesson 2 - Power of Words

Introduction
Explain to the children that you are going to look at the power of words and how they can impact on people.

Activity 1
Have the group sit in a circle.

Explain that you will pass around two apples. When each person gets the first apple they should say something mean to the apple and pass to the next person.

TIP: you can name the apples Miss and Mrs Apple.

When they get the other apple, they should say something nice to it.

Pass around the apples and wait until they come back to you. After both apples have circled the group, show the children how they both look okay on the outside. Are the two apples still the same? Can you see how the apples are different?

Cut the bad apple open. What has happened? Ask the group questions:

- If this apple could feel, what might it feel?
- If it could speak, what might it say?
- If it could act out in the world, what might it do?

Cut open the good apple and ask the children how are they different now.

Discuss what happens when we treat others the way we treated the ‘bad’ apple. Explain that when we say bad things to other people, they may look fine on the outside, but inside they are hurt and bruised.

Ask the children to think about a time that someone has made them feel bad. Ask for some examples.

Explain that they need to think about how these actions could impact on someone or how people could upset you with their words. Ask the children what they should do if they are upset.
Activity 2

Ask the children to go back to their seats. Hand out paper plates and tubes of toothpaste. Explain to the children that they should roll up sleeves or take jumpers off if they have long sleeves.

Ask the children to take the lids off the toothpaste and sit them back on the paper plate. Explain to them they have 10 or 20 seconds to get as much toothpaste out the tube as possible. Ready, set, go! Use a stopwatch and call time.

Now the children have all the toothpaste out, tell them they must put it back in. Explain that you will give them two minutes but they must hurry and ensure they get all toothpaste in and have the tube looking perfect before the end.

**TIP:** you can egg them on that you need to get the tubes back to the shop, etc.

Stop them after two minutes. Ask the children to show you their toothpaste tube. Ask how managed to get all the toothpaste back in. Was it easy? What happened?

After they answer, explain that the toothpaste can represent your words. Sometime when we are angry, annoyed or not thinking, we say things to people that we don’t mean. We can let the words out very easily, but once they are out there, it is hard to get them back. Discuss this with the class.
**Video 1: The Power of Words**  
See [www.quarriers.org.uk/mentalhealth](http://www.quarriers.org.uk/mentalhealth)

Explain to the class that words can be powerful things. Recap on the two activities saying that these both show how negative words can impact on people, but that words can also be used for good. Ask the children how words can be used for good.

Show the video, then discuss it. You may want to show it twice.

The video shows a blind man who is struggling to get donations. A stranger changes his sign and he starts to get a lot more. Highlight how changing words can make a difference. Give examples of how that might look in a class e.g. rather than saying ‘I can’t do this,’ change the words to ‘I’m going to try.’

**Video 2: Kid President**  
See [www.quarriers.org.uk/mentalhealth](http://www.quarriers.org.uk/mentalhealth)

Children may find this video funny, so encourage laughter. Afterwards, discuss the video. Ask the children how it made them feel and what parts they liked.

**Recap**

- Ask the children what they were learning about today.

- Ask them how they feel about it. What types of things did they notice about the lesson?

- Sum up the lesson, recapping on how powerful words can be and how kind words can make a huge difference to someone but so can mean ones.
Let’s talk about mental health
Lesson 3 - Confidence and Self-Esteem

Overview and resources

Materials needed

- The Lion Inside story
- card
- scissors
- glue
- pens
- printed worksheets of a tree
- printed worksheet of leaves
- computer, projector and speakers

Lesson overview

This lesson explores the concept of confidence. Through the story and activities, the children will look at what confidence means and how they can be more confident.

Learning outcomes:

- To help children experience personal achievement and build their resilience and confidence.
- To help children make full use of and value the opportunities they are given to improve and manage their learning and, in turn, they can help to encourage learning and confidence in others.

HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a

- To help children understand through contributing their views, time and talents, the children play a part in bringing about positive change in school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

- To help children understand and value the opportunities they are given to make friends and be part of a group in a range of situations.

HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a

Teaching points

- Children may already be aware of what confidence means. This lesson can be used to reinforce knowledge, remind children or teach them new information about confidence.
- You may want to have regular confidence building lessons with the children or even add to their Me Tree throughout the year.
Lesson 3 - Confidence and Self-Esteem

Introduction

Explain to the children that we are looking at self-confidence today. Ask them what confidence means.

Many children use the word around school but cannot remember what it means. Explain the concept of confidence and self-esteem. Discuss why we need it and how there are many ways people are confident.

Story

Read *The Lion Inside*. The book is a good resource to have. If you are unable to source the book, visit [www.quarriers.org.uk/mentalhealth](http://www.quarriers.org.uk/mentalhealth).

Circle Time questions

- The mouse is so tiny that nobody ever notices him. How do you think this makes him feel?
- Has there ever been a time when you felt alone? Or too shy and quiet to say anything?
- The mouse realises that “if you want things to change, you first have to change YOU.” What does this mean?
- The lion impresses all of the other animals. Think of somebody who impresses you. How could you impress someone?

Optional activity

Visit [www.quarriers.org.uk/mentalhealth](http://www.quarriers.org.uk/mentalhealth) for a link to resources for *The Lion and the Mouse*. You can print off pictures and instructions on how to make pop-up pictures.

**TIP:** rather than a whole five-page book, you may prefer one picture.

Give children the pictures to colour in. Follow the instructions on how to make pop-up cards.

Ask the children to write a sentence about what they think confidence looks like. What does it feel like? What bit of the story shows confidence?
**Activity: Me Tree**

Give each child a print out of the tree picture, preferably on A4 paper.

Print out leaf shapes onto A4 sheets so the children can cut them out and stick onto the tree. Ensure that the leaves are big enough to write inside.

Ask the children to write one word in each about what they like about themselves. Explain it is personal to them and not about what their friends like about them. Ask for examples from the children, such as e.g. I can dance, I can sing, my hair, my smile. It can be anything you like about yourself.

Once all leaves have words in them, cut them out and stick them to the tree. This will become a Me Tree.

Explain to the children that confidence grows like a tree. The more you do something, the stronger it grows. The Me Tree will also grow and change as you learn and develop new skills. Discuss how confidence isn’t always about being the best at something, it’s about learning new things and trying.

**Show videos**

- Believe in Yourself: A Motivational Song for when you feel like giving up. See [www.quarriers.org.uk/mentalhealth](http://www.quarriers.org.uk/mentalhealth).

Both are songs about trying even when things are difficult. Ask the children to give an example of when they’ve said ‘I can’t do this.’

**Recap**

- Check that the children understood what confidence is.
- Ask what being confident looks like.
- Ask how they felt during the story.
Leaves
Lesson 4 - Everyone is Different

Overview and resources

Materials needed

- computer, speakers and projector
- copies of worksheet
- paper and pens

Lesson overview

This lesson begins to explore how everyone is different and unique in their own ways. It provides the children the opportunity to discover what makes them different.

Learning outcomes

- To help children develop their self-awareness, self-worth and respect for others
- To help children acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination.
- To help children recognise that each individual has a unique blend of abilities and needs. To support them to contribute to making their school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

Teaching points

- If you have identical twins in your class, it may be interesting to pair them together or have a class discussion on how they are different.
**Introduction**

Introduce the concept that everyone is different. We all have differences, and even twins and children from the same family have differences. We are all unique and special in our own way.

**Video 1**

I’m Quite Unique (Celebrating Our Differences), see [www.quarriers.org.uk/mentalhealth](http://www.quarriers.org.uk/mentalhealth).

Have a discussion with the class about how everyone is different. Explain how some people may like different things e.g. some people might like to be hugged when they are sad while other people may not like hugs; some people may dance when they are happy, and some people may talk lots. We are all different and like different things.

**Paired activity**

Ask the children to get into pairs and discuss two things that are different about them and two things that are the same. Encourage the children to think about what the differences could be: it may be how they look, what they like, how they feel about things.

After a few minutes, ask each pair to tell you one thing that is the same and one that is different.

Ask the children how they feel about the differences. Have they ever noticed these before?

Ask them if there is anyone in the class that they think are most alike.

**Worksheet (see included worksheet All about Me on page 23)**

Ask the children to circle whatever words or phrases apply to them (e.g. if they have brown hair, they would circle brown hair).

When all the children have finished, ask a few people to read out what words they have circled.
**Self-portraits**

Draw a picture of what makes you you.

**Final activity**

This activity can be completed by getting the children to sit in a circle or remain at their desks.

Explain that you are going to make up a song about things some of the class likes. If other people like the same thing, they need to stand up every time we sing the word (e.g. oranges). They must only stand up if they like the thing.

To the tune of *Frere Jacques*, sing “I like oranges, I like oranges.”

Pick one student ask them to name something they like (e.g. cats), and so on. Sing the song for five or six verses.

**Recap**

- Ask the children what they learned about today.
- Explain to them having differences is a good thing and we should celebrate our differences.
I like animals
I have a dog
I have a cat
I have blonde hair
I have curly hair
I have blue eyes
I like films
I like flowers
I like music
I like to dance
I like hugs from my friends
I am a twin
I have a sister
I like to read
I am an only child
I like to be alone sometimes
I am a good friend
I have lots of energy
I spin in circles
I like to giggle a lot
I don’t like being hugged
I have red hair
I like to swim
I like to play football
I have a brother
I have more than one brother or sister
I like quiet
I am kind
I am caring
I don’t like oranges
I love apples
I eat my fruit and vegetables
I like different foods
I am a fussy eater
I know what I want to be when I grow up