



Peer
Education
Project



Mental Health
Foundation



Creating a mental health and wellbeing toolkit

Lesson

Lesson plan:

- **Welcome**
Slides 1 & 2 7
- **Being in the moment**
Slide 3 9
- **Building connections**
Slide 4 or 5 10
- **Introducing the topic**
Slides 6-10 13
- **Learning through activity**
Slide 11 17
- **Reflecting on the learning**
Slides 12-16 19
- **Being in the moment**
Slide 17 22

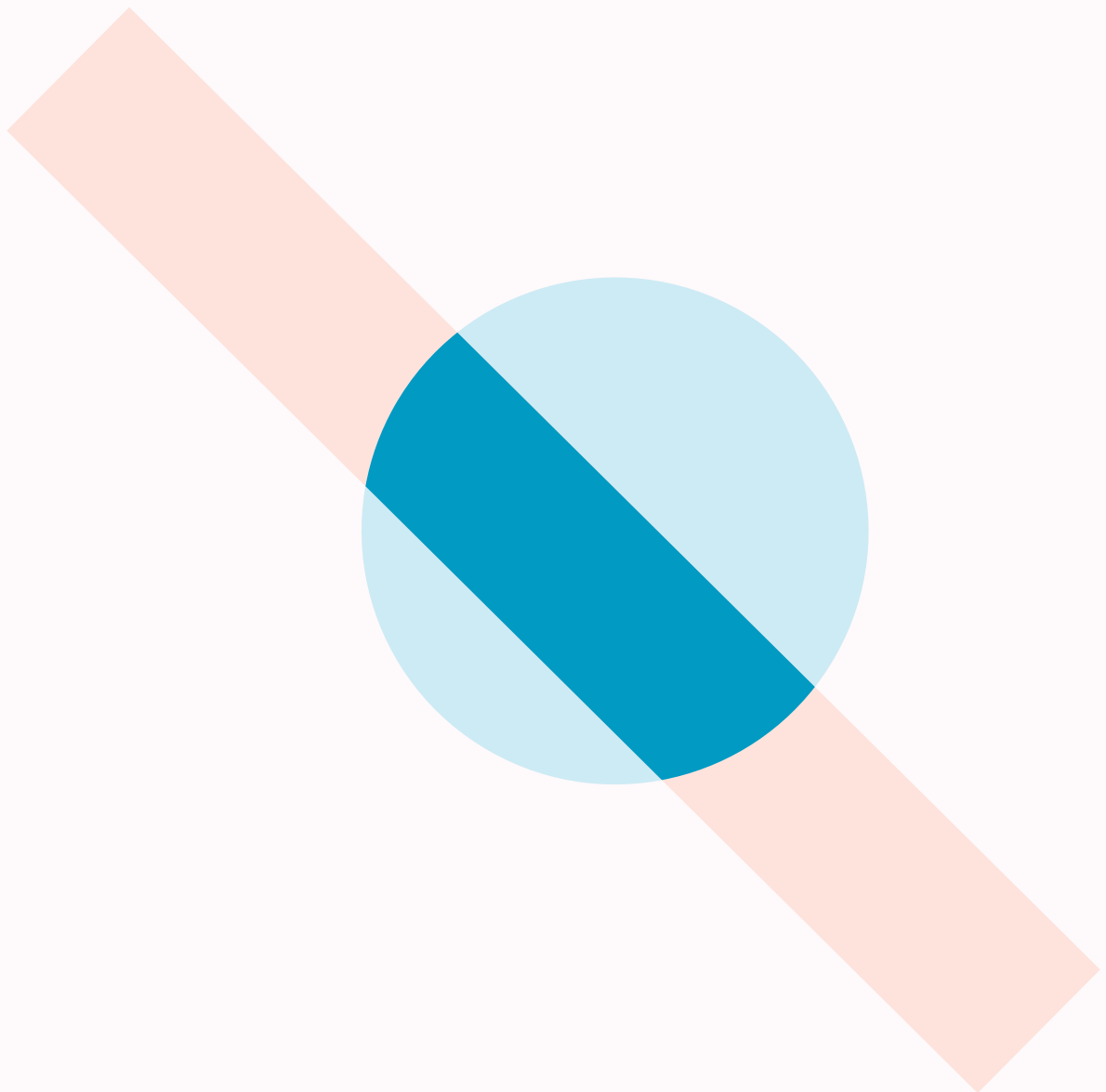
A L T E R N A T I V E A C T I V I T I E S

- **Taking action**
Slide 19 25
- **Challenging thinking**
Slide 20 27
- **Resources**
A wellbeing toolkit worksheet 29
Reflection worksheet 30



This lesson has been developed from the Mental Health Foundation's Peer Education Project (PEP) - a secondary school-based, educational programme that aims to give young people the skills and knowledge they need to safeguard their mental health and that of their peers. PEP is a carefully researched, effective approach to mental health education whereby older pupils within school or college deliver mental health lessons to younger pupils.

For more information about PEP and how your school can get involved, [click here](#).





Lesson aims:

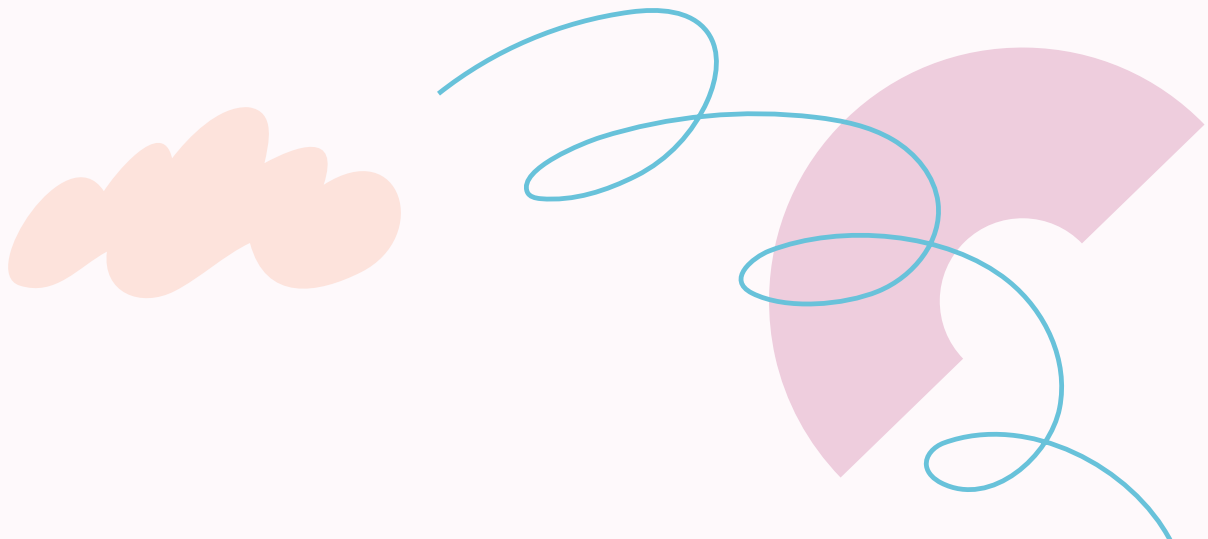
- To identify the different ways we can look after ourselves when we are not feeling at our best.

Resources checklist:

- PowerPoint Slides
- Labels for the 5 Ways to Wellbeing or the 8 Tips for Good Mental Health
- Pens and paper
- OPTIONAL: A wellbeing toolkit worksheet
- OPTIONAL: Reflection worksheet

Preparation checklist:

- Plan two 'Being in the moment' activities, referring to the [Mindfulness Activities Pack](#).
- Plan a 'Building connections' activity, referring to the [Ice Breaker Activities Pack](#).



How to use the lesson plan:

This lesson plan is designed to be delivered by pupils aged 15 and upwards (known as Peer Educators) to pupils aged 11 to 14 (known as Peer Learners).

The recommended lesson plan is primarily suited for pupils aged 11 or 12 and can be delivered as a 50-minute lesson or two 30-minute lessons.

The revised lesson plan offers alternative activities related to taking social action or challenging mental health information. The revised lesson plan provides pupils, particularly those who are older or who already have basic mental health awareness, an opportunity to explore the topics in more depth.

Recommended lesson plan 50 Minutes	Recommended lesson structure 2x 30 Minutes		Revised lesson plan 50 Minutes
	Lesson 1	Lesson 2	
Welcome 5 Minutes	Welcome 5 Minutes		Welcome 5 Minutes
Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes
Building connections 5 Minutes	Building connections 5 Minutes		Select either: <ul style="list-style-type: none"> • the 'Taking action' section; or • the 'Challenging thinking' section. 25 Minutes
Introducing the topic 10 Minutes	Introducing the topic 10 Minutes		
Learning through activity 10 Minutes		Learning through activity 10 Minutes	Reflecting on the learning 10 Minutes
Reflecting on the learning 10 Minutes		Reflecting on the learning 10 Minutes	
Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes

If the lesson is being delivered by Peer Educators, as per the Peer Education Project model, each activity is recommended to be delivered either by Peer Educators or School Staff.

How to do it:

The instructions for each activity are split into these steps:



Actions required such as presenting slides or handing resources out.

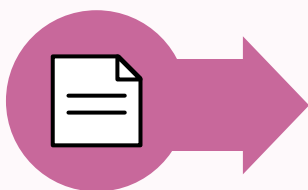


Key messages and activity instructions to be said.



Questions to be asked to extend the discussion or gauge understanding.

Notes and troubleshooting:



There is additional information to support lesson delivery such as activity adaptations, considerations for classroom management, and key preparations for the lesson.

It's not a script:

The lesson plan is not a word-for-word script. Prior to delivery, preparation time should be allocated to make key notes and plan how each activity will run.

Welcome 5 mins

Resources needed: • Slides 1 & 2



Slide 1



Creating a mental health and wellbeing toolkit



Lesson



Present Slide 1.

Welcome the class and the Peer Educators to the lesson. Explain that the Peer Educators will be leading some of the activities during the lesson – an opportunity for Peer Learners to get to know them and learn from those who are similar in age.



"In this lesson, we are going to explore ways we can look after ourselves when we are not feeling our best."



Ways of working



SLIDE 2

We will:

1. Respect and listen to each other, giving space for everyone to be heard.
2. Value everyone's opinion, even if it's different to yours.
3. Ask questions, especially if you are unsure about the information or activities.
4. Be kind to yourself and others, reaching out for support if you need it.

Any others? _____

Click to add text



Do:

Present Slide 2.



Say:

"It is important for us all to feel safe and confident to share our thoughts, ideas and questions in this lesson."



Do:

Read out the slide and ask the Peer Learners and the Peer Educators for any other points they would like to add. Write them directly on the slide.



Notes and troubleshooting

Variations: It can be useful to have the 'Ways of Working' list visible throughout the lesson. You could write these on a board or poster paper to display in each lesson.



Being in the moment 5 mins



Resources needed: • Slide 3
• A mindfulness activity

Slide 3

Being in the moment



SLIDE 3



Do: Present Slide 3.



Say: "We're going to start with a short exercise to bring our focus to this lesson."



Do: Read out the mindfulness activity you have chosen.



Notes and troubleshooting

Prepare: Select a mindfulness exercise from the [Mindfulness Activities Pack](#). You may want to explain what mindfulness is to the pupils.



Building connections 5 mins



- Resources needed:
- Slides 4 or 5
 - Labels for the 5 Ways to Wellbeing or the 8 Tips for Good Mental Health
 - An ice breaker activity

Slides 4 & 5

Introducing the topic



SLIDE 4

Building connections



SLIDE 5



Do:

Present Slide 4 or Slide 5.



Say:

"Today's welcome exercise is designed to get us reflecting on things we have done this week to look after ourselves."

Continued...

Building connections (continued)



Place either the 5 Ways to Wellbeing or the 8 Tips for Good Mental Health labels around the classroom.

Ask the Peer Learners to stand by the label that represents something positive they have done the week. Invite pupils from each label to share what they have done.



Ask the class:

- “How easy was it to think of something you did since the last lesson?”
- “Are some labels more ‘populated’ than others? Why might that be?”



“Building activities for our mental health and wellbeing into everyday life can help us to feel supported, connected, and able to cope with daily stressors. Many of us will already be doing such activities, but sometimes it can be helpful to try something new.”



Notes and troubleshooting

Prepare: This recommended ice breaker activity is directly relevant to the lesson content. However, you can select an alternative activity from the [Ice Breaker Activities Pack](#).

Refer to either the 5 Ways to Wellbeing or the 8 Tips for Good Mental Health lessons for the labels.

If you have time, set up the labels in the classroom before the lesson.

Continued...



Building connections (continued)



Classroom management: Don't worry if it gets noisy during this activity but do make sure that everyone is sitting quietly before you start the next section.

Some Peer Learners might find it hard to think of something they have done.

It may be useful to circulate around the room, helping those pupils think of something they might already be doing for their mental health and wellbeing.

Alternative: This activity can be done seated. Read out each tip and ask pupils to raise their hand if they have done something positive this week related to the tip. Invite Peer Learners to share what they have done.



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Introducing the topic 10 mins

Resources needed: • Slides 6-10



Slide 6

Introducing the topic



SLIDE 6

If I have a headache, I could...



In the moment:

- Drink some water
- Tell someone
- Take a painkiller, if advised to



Afterwards:

- Take a nap or go to bed early
- Reflect on what may have caused the headache



In the future:

- Carry a water bottle, taking regular sips throughout the day
- Take regular screen breaks
- Speak to someone if feeling stressed



Say:

"Mental health is as important as, and interlinked with, physical health. When we are feeling physically unwell, there are things we can do to look after ourselves. Some things we can do in the moment. If we continue to feel unwell, there are more things we can try. Sometimes we can think of things to do or avoid, to help prevent feeling unwell again."



Do:

Present Slide 6.

Speak through the example on the slide with the class.

Continued...



Introducing the topic (continued)



"Although sometimes it can be more difficult to think of things to support ourselves when our mental health is not at its best, we can follow a similar process of thinking of things to do in the moment, afterwards and in the future."



Introducing the topic (continued)

Slide 7

Introducing the topic



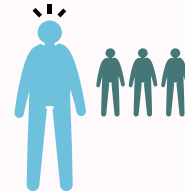
SLIDE 7



If I feel anxious
about an exam, I
could...



If someone is
saying mean things
to me, I could...



If I feel lonely,
I could...



Do:

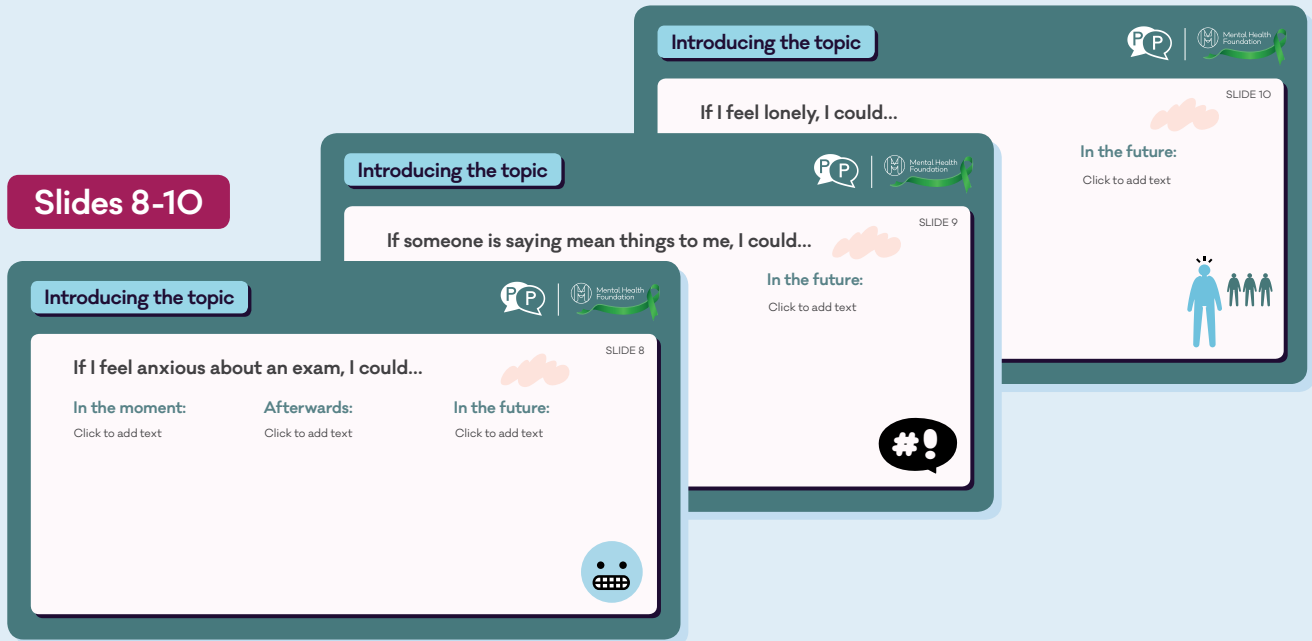
Present Slide 7.

Ask Peer Learners to work in pairs to discuss and decide what actions could be taken in the moment, afterwards, and in the future for each example.



Introducing the topic (continued)

Slides 8-10



Do:

Present Slides 8-10.

For each slide, invite pupils to share their ideas and write notes on the slides.



Say:

“Understanding how we feel is important – it helps us understand how we need to look after ourselves. However, it is sometimes difficult to recognise our emotions in the moment, so it is good to have multiple things to hand to support us with how we are feeling.”



Notes and troubleshooting

Prepare: Prepare responses for Slides 8-10, to support pupils with the discussion.

Classroom management: Remind Peer Learners that, just as with a physical health issue, if things get worse or go on too long, it's important that we ask for help from our caregivers, a staff member at school or a healthcare professional.



Learning through activity 10 mins



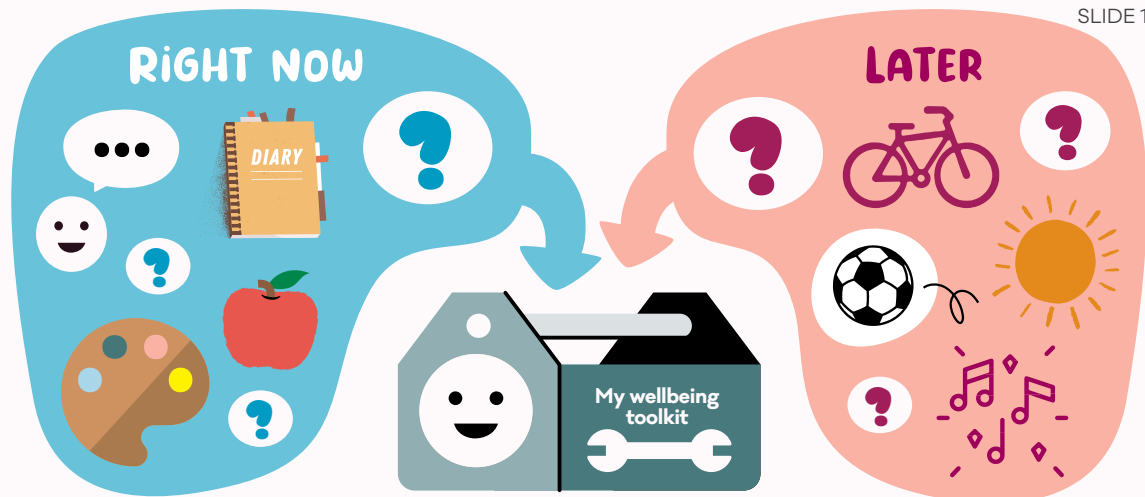
Resources needed: • Slide 11 • A wellbeing toolkit worksheet (optional)
• Pens & paper

Slide 11

Learning through activity



SLIDE 11



"By creating a simple 'toolkit' of things we can use when we notice we're not feeling our best, we can feel more supported and address the situation more quickly."



Present Slide 11.



"Today we are going to make a 'toolkit' of things we can do when we feel down, stressed or worried. This can include:

- Activities
- Behaviours
- People
- Places
- Objects



Learning through activity (continued)



Hand out the resources and ask pupils to write down or draw the things that they would find helpful.

Peer Learners will create a wellbeing toolkit individual to them, but they can talk it through with the person next to them.



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Follow-up: Encourage pupils to create a physical toolkit when they get home.

Reflecting on the learning 10 mins



- Resources needed:
- Slides 12-16
 - Pens and paper (optional)
 - Reflection worksheet (optional)

Slide 12

Reflecting on the learning



SLIDE 12

One thing I have learned.

One thing I will do differently.

One question I would like an answer to.



Do:

Present Slide 12.



Say:

"Spend two minutes thinking about these reflection statements:

- One thing I have learned.
- One thing I will do differently.
- One question I would like an answer to."

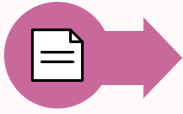


Do:

Invite pupils to share their reflections with the class for each statement. Write their responses on Slides 13-15.



Reflecting on the learning (continued)



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Classroom management: Their comment, question or thought doesn't have to be about mental health – it can be about the lesson itself, the activities, how it went, etc.

If using the worksheet, ask pupils to write down their responses to the reflection statements.

Follow-up: Collate any questions that weren't answered, and follow-up with responses to the pupils in the next lesson.



Reflecting on the learning (continued)

Slide 16

Lesson summary



SLIDE 16

Mental health is something we all have. It consists of our thoughts, feelings, moods and behaviours.

It is important to have support in place when we are not feeling our best. The support we need in the moment, afterwards and in the future will be individual to us and depend on the situation we are in.



Do:

Present Slide 16.

Read out the lesson summary.



Being in the moment 5 mins



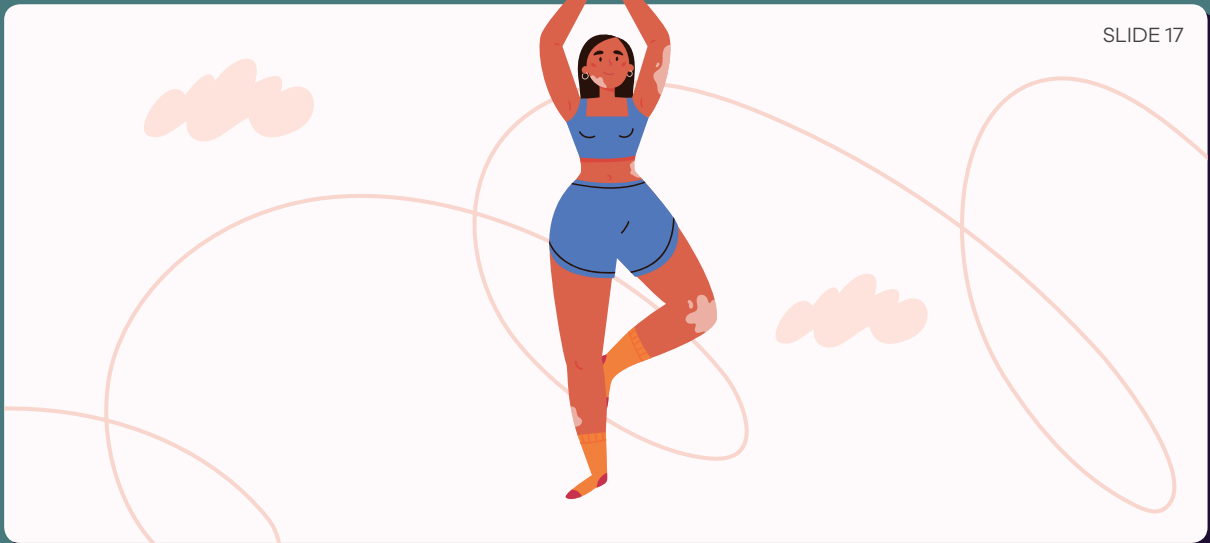
Resources needed: • Slide 17
• A mindfulness activity

Slide 17

Being in the moment



SLIDE 17



Do:

Present Slide 17.



Say:

"We'll finish the lesson with another short mindfulness exercise."



Do:

Read out the mindfulness activity you have chosen.



Say:

"That's the end of the lesson. Thank you everyone for your contributions."



Being in the moment (continued)



Notes and troubleshooting:

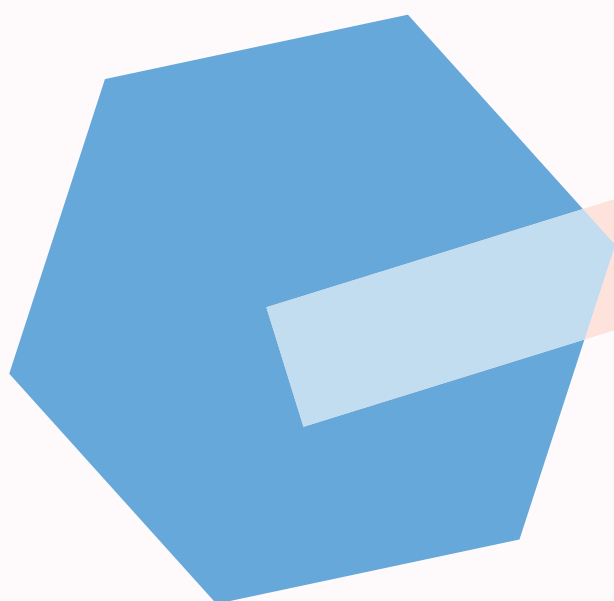
Prepare: Select a mindfulness exercise from the [Mindfulness Activities Pack](#).





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Alternative activities



Taking action 25 mins



Resources needed: • Slide 19
• Pens and paper

Slide 19

Taking action



SLIDE 19

RIGHT NOW

Click to add text

LATER

Click to add text



Say:

“Understanding how we feel is important – it helps us understand how we need to look after ourselves. However, it is sometimes difficult to recognise our emotions in the moment, so it is good to have multiple things to hand to support us with how we are feeling.

It is useful to have a simple ‘toolkit’ of things to use when we notice we’re not feeling our best.”



Do:

Present Slide 19.

Invite pupils to share things they could find helpful if they were experiencing challenging feelings and thoughts. Write their ideas on the slide.



Taking action (continued)



Do:

Ideas could include: wordsearches, poems, positive quotes, relaxation exercises, music, a stress ball, support contact numbers.

Time to discuss: 10 minutes.



Say:

"Taking inspiration for these ideas, we are going to create resources for our class toolkit. For example, you could write a poem or positive quotes, create a wordsearch, draw images for others to colour in. You can do this individually or in pairs."



Do:

Hand out the pens and paper to the pupils.

Time to discuss: 10 minutes.



Do:

Invite Peer Learners to share their resources with the class.

Time to share: 5 minutes.



Notes and troubleshooting

Follow-up: Collate the resources into a wellbeing pack for the class.

Challenging thinking 25 mins



Resources needed: • Slide 20
• Pens and paper

Slide 20

Challenging thinking



SLIDE 20

How can someone safely navigate social media to look after their mental health and wellbeing?



“Understanding how we feel is important – it helps us understand how we need to look after ourselves. However, it is sometimes difficult to recognise our emotions in the moment, so it is good to have multiple things to hand to support us with how we are feeling.

For some, social media is a source of support – connecting them to others, a source of distraction in the moment, and a place to learn how to look after their mental health and wellbeing. Whereas some can find engaging with social media overwhelming and can lead to negative impacts on their mental health and wellbeing.”

Continued...



Challenging thinking (continued)



Do:

Show this [video](#) on social media.

Invite pupils to share their thoughts on the effects of social media.

Time to discuss: 10 minutes.



Do:

Present Slide 20.

Divide pupils into small groups to discuss tips for how someone can safely navigate social media to look after their mental health and wellbeing. Ask each group to design a top tip poster.

Time to complete: 10 minutes.



Do:

Invite pupils to share their top tips and posters with the class.

Time to share: 5 minutes.

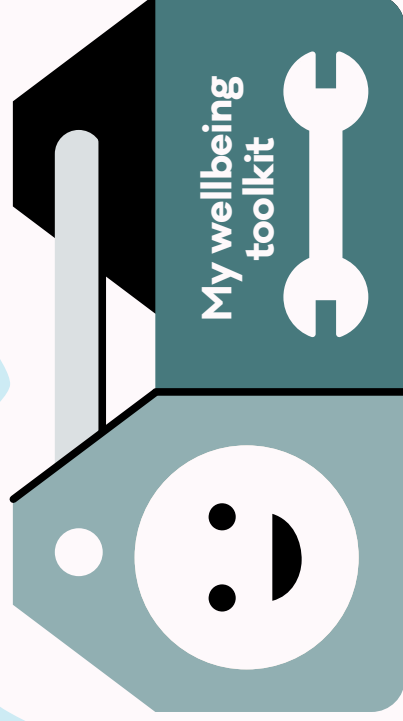


Notes and troubleshooting

Follow-up: Collate the posters and share with the School Project Lead. The posters could be displayed in school.

A wellbeing toolkit worksheet

RIGHT NOW



LATER



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Reflection worksheet



One thing I have learned:

One thing I would do differently:

One question I would like an answer to:





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Many thanks to the pupils and staff who have delivered the Peer Education Project since 2015, and have provided feedback on the resources.