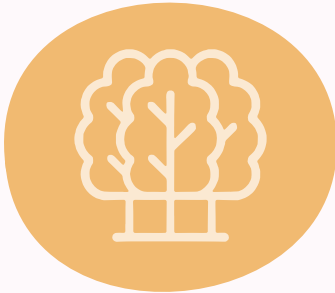
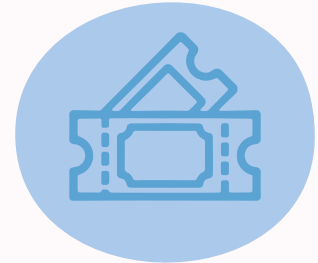




Peer
Education
Project



Mental Health
Foundation



The 8 Tips for Good Mental Health



Lesson



Lesson plan:

- **Introduction**
Slides 1 & 2 7
- **Being in the moment**
Slide 3 9
- **Building connections**
Slide 4 10
- **Introducing the topic**
Slides 5-14 12
- **Learning through activity**
Slide 15 15
- **Reflecting on the learning**
Slides 16-20 17
- **Being in the moment**
Slide 21 20

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

- **Taking action**
Slides 23-25 23
- **Challenging thinking**
Slide 26 & 27 27
- **Resources**
Human bingo resource sheet 31
The 8 Tips for Good Mental Health worksheet 32
Reflection worksheet 33

Overview (continued)



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 understand how the 8 Tips for Good Mental Health can support mental health and wellbeing.
- To identify actions that can be taken to maintain and improve mental health and wellbeing.

Resources checklist:

- PowerPoint slides
- Pens and paper
- OPTIONAL: Human bingo resource sheet
- OPTIONAL: The 8 Tips for Good Mental Health worksheet
- OPTIONAL: Reflection worksheet
- OPTIONAL: Access to the Internet



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.

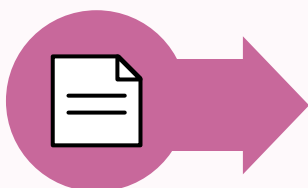


Key messages and activity instructions to be said.



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



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 different activities we can do to support our mental health and wellbeing."



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: • Slide 4

- Human bingo resource sheet (optional)
- An ice breaker activity

Slide 4

Building connections



SLIDE 4

In the last week...

- You've done something helpful for a friend.
- You've done something relaxing.
- You've been physically active.



Recommended ice breaker



Do: Present Slide 4.



Say: "Today's welcome exercise is designed to get us thinking about things we are already doing that are helpful for our mental health and wellbeing."



Do: Ask the Peer Learners to all stand up and form a circle, if possible. For each statement, read aloud and ask Peer Learners to step forward if they relate to the wellbeing statement. Invite a couple of Peer Learners to share what they did for each statement.

Continued...



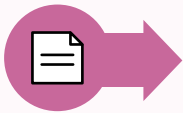
Building connections (continued)



Do:

You can come up with some more statements of your own or even ask Peer Learners to suggest some during the activity.

Alternatively, if there is not enough space to form a circle, ask the Peer Learners to stand up from their seat if they have done the action.



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](#).

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.

Variations: Print copies of the resource ahead of the lesson and hand out to Peer Learners for this activity. Ask the Peer Learners to get up and talk to those around them about the statements/images.

If someone has done one of the activities listed, they can write their name next to that statement. They must have a different name for each statement and can't include themselves. First one to finish shouts 'Bingo'!



Introducing the topic 10 mins



Resources needed: • Slides 5-14

- The 8 Tips for Good Mental Health worksheet (optional)
- Pens and paper (optional)

Slide 5

Introducing the topic



SLIDE 5



Do: Present Slide 5.



“There are ways we can take care of our mental health and wellbeing, and they fall into eight categories known as the 8 Tips for Good Mental Health.

How we do these things will be different for each of us.”





SLIDE 6



Do:

Present Slides 6-13.

For each wellbeing tip, invite Peer Learners to share ideas of what individuals can do and write them on the slides.



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: If using the worksheet, ask pupils to write down ideas for each wellbeing tip.

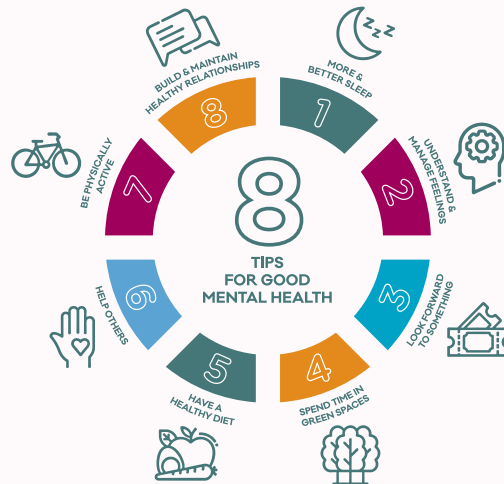
Introducing the topic (continued)

Slide 14

Introducing the topic



SLIDE 14



Do: Present Slide 14.



Ask: "Are there any topics missing from these 8 Tips for Good Mental Health?"



Notes and troubleshooting

Signpost: Peer Learners could read this [guide](#) on looking after your mental health, written by the Mental Health Foundation's Young Leaders, for further ideas and support.



Learning through activity 10 mins



Resources needed: • Slide 15
• Pens & paper

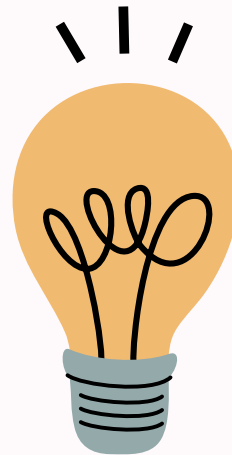
Slide 15

Learning through activity



SLIDE 15

How could the wellbeing tip be promoted in your class and across the school?



Do:

Present Slide 15.

Put the Peer Learners into small groups. Hand out pens and paper and assign each group one of the 8 Tips for Good Mental Health.



Say:

"In your small groups, think about how the wellbeing tip could be promoted in your class and across the school. Create a mind map of your ideas."

Time to complete: 5 minutes.



Do:

Ask one person from each pair or group to share one idea they came up with.

Time to complete: 5 minutes.



Learning through activity (continued)



Notes and troubleshooting

Prepare: Have a few ideas prepared for how to promote each of the tips in case the Peer Learners are struggling to come up with their own ideas.

After the lesson: Share these plans with the School Project Lead – the class could take some of these ideas forward, such as making posters to display around the school.



Reflecting on the learning 10 mins



- Resources needed:
- Slides 16-20
 - Reflection worksheet (optional)
 - Pens and paper (optional)

Slide 16

Reflecting on the learning



SLIDE 16

One thing I have learned.

One thing I will do differently.

One question I would like an answer to.



Do:

Present Slide 16.



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."



Reflecting on the learning (continued)



Invite pupils to share their reflections with the class for each statement. Write their responses on Slides 17-19.



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 20

Lesson summary



It is important to explore the ways we can look after our mental health and wellbeing, which will be individual to each of us.

The 8 Tips for Good Mental Health framework can be a reminder of the different ways to look after ourselves.



Present Slide 20.

Read out the lesson summary.



Being in the moment 5 mins



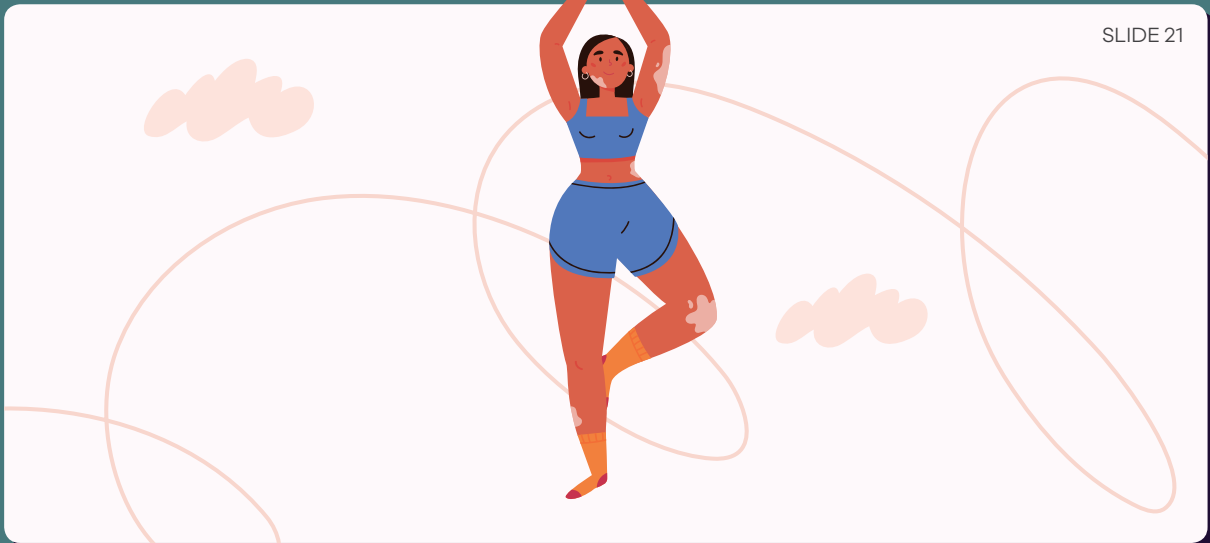
Resources needed: • Slide 21
• A mindfulness activity

Slide 21

Being in the moment



SLIDE 21



Do:

Present Slide 21.



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)



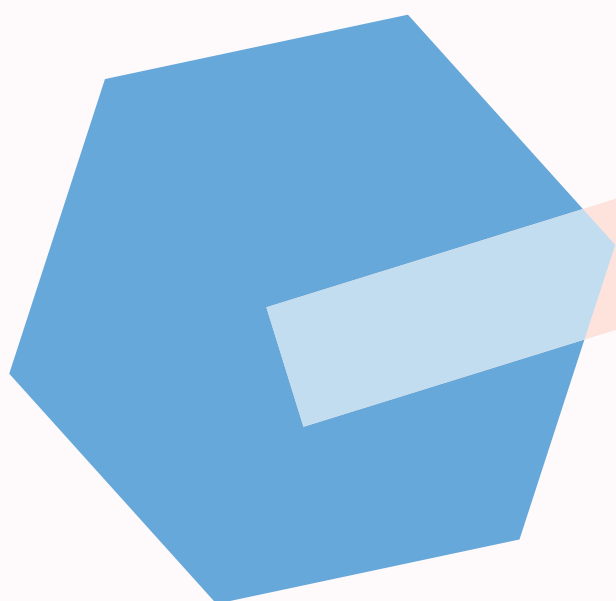
Notes and troubleshooting:

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





Alternative activities



Taking action 25 mins



Resources needed: • Slides 23-25
• Pens and paper

Slide 23

Taking action



SLIDE 23



Present Slide 23.



"There are ways we can take care of our mental health and wellbeing, and they fall into eight categories known as the 8 Tips for Good Mental Health.

How we do these things will be different for each of us.

However, sometimes, it can be challenging to put those things in place."



Taking action



SLIDE 24

What are the barriers to someone following the 8 Tips for Good Mental Health?

What could someone do to overcome these barriers?



Do:

Present Slide 24.

Divide the Peer Educators into small groups to discuss the questions.



Ask:

- **"What are the barriers to someone following the 8 Top Tips for Good Mental Health?"**
- **"What could someone do to overcome these barriers?"**

Time to discuss: 5 minutes.



Taking action (continued)

Slide 25

Taking action



Barriers

Click to add text

Top tips

Click to add text

SLIDE 25



Do:

Present Slide 25.

Invite pupils to share their ideas and write them on the slide.

Time to discuss: 10 minutes.



Say:

"Keeping in mind the barriers some may experience in trying to follow the 8 Tips for Good Mental Health, create a top tips poster that could be displayed in school. Your poster could focus on one of the wellbeing tips, or all eight."

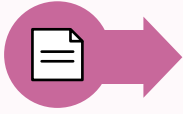


Do:

Hand out paper and pens. The Peer Learners can complete this activity individually, in pairs, or in small groups.

Time to complete: 10 minutes.





Notes and troubleshooting

Classroom management: If you feel comfortable to, share examples of barriers you experience when looking after your mental health and wellbeing.

Signpost: Peer Learners can look at these [posters](#) designed by a work experience student at the Mental Health Foundation for inspiration.

Follow-up: Collect the posters and share with the class teacher, the Mental Health Staff Lead or student ambassadors such as Head Pupil or prefects.



Challenging thinking 25 mins



Resources needed: • Slides 26 & 27 • Access to the internet (optional)
• Pens and paper

Slide 26

Challenging thinking



SLIDE 26



Present Slide 26.



“There are ways we can take care of our mental health and wellbeing, and they fall into eight categories known as the 8 Tips for Good Mental Health.

How we do these things will be different for each of us.

However, sometimes, it can be challenging to put those things in place.”



Challenging thinking (continued)

Slide 27

Challenging thinking



Click to add text

SLIDE 27



Do:

Present Slide 27.

Divide the class into four groups, allocating them as 'for' or 'against' one of the statements.

Ask each group to prepare a two-minute speech on their key arguments for the debate. Pupils can search the internet for ideas and statistics to back up on their arguments.

Time to complete: 10 minutes.



Do:

Invite the two groups for the first statement to share their key arguments with the class. Encourage the other Peer Learners to ask questions.

Time to complete: 10 minutes.

Continued...



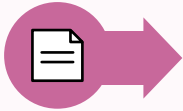
Challenging thinking (continued)



Do:

Invite the two groups for the second statement to share their key arguments with the class. Encourage the other Peer Learners to ask questions.

Time to complete: 10 minutes.



Notes and troubleshooting

Prepare: If pupils will not have access to the internet, prepare and print information and statistics for the chosen statements for both 'for' and 'against' to support the Peer Learners to write a debate.

Select two of the following topics to discuss as a class and write the statements on Slide 27.

- **More and better sleep:** Secondary schools and colleges should move their start time to 10am.
- **Understand and manage feelings:** Every school and college should have an on-site counsellor and therapy room.
- **Look forward to something:** Each week, pupils should have a 'free' lesson to do something that interests them. This could be painting, listening to a podcast, reading a book, designing a campaign.
- **Spend time in green spaces:** All pupils should receive climate change lessons as part of the curriculum each academic year.
- **Have a healthy diet:** Energy drinks should not be sold to anyone under the age of 18.

Challenging thinking (continued)



- **Help others:** Pupils aged 11 and above should complete two hours of volunteering per week, during term time.
- **Be physically active:** Swimming and water safety lessons should be a compulsory part of education until the age of 16.
- **Build and maintain healthy relationships:** Pupils should be allowed to use their mobile phones during the school or college day.

Human bingo

You've done
something helpful
for a friend.



NAME:

You've been
physically active.



NAME:

You've done
something
relaxing.



NAME:

You've learned
an interesting
new fact.



NAME:

You've had at
least 8 hours of
sleep each night.



NAME:

You've connected
with nature.



NAME:

You've done
something
creative.



NAME:

You've eaten a
portion of fruit
or vegetables
each day.



NAME:

You've done
something kind for
your community.



NAME:



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The 8 Tips for Good Mental Health worksheet

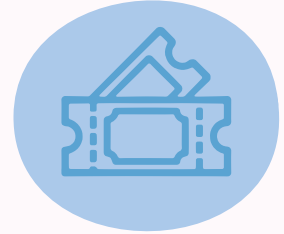
Can you think of some examples for each tip?



**MORE AND
BETTER SLEEP**



**UNDERSTAND AND
MANAGE FEELINGS**



**LOOK FORWARD
TO SOMETHING**



**SPEND TIME IN
GREEN SPACES**



**HAVE A
HEALTHY DIET**



**HELP
OTHERS**



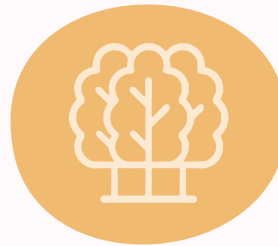
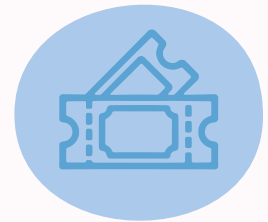
**BE PHYSICALLY
ACTIVE**



**BUILD AND MAINTAIN
HEALTHY RELATIONSHIPS**



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.