



RESOURCES AND ACTIVITIES TO HELP CHILDREN LOOK AFTER THEIR MENTAL HEALTH WHILST BEING ACTIVE

Active Minds, Active Cheshire’s mental health strand, have collated some well used tested resources to help your children talk about mental health whilst playing.

<p>Minds in Bloom</p>	<p>Brain Breaks for the Socially Distanced Classroom (and Remote Learning too!) These are great to use anytime your students are feeling restless and are struggling to pay attention. Most of these will only take a few minutes, and then you can get back to the lesson with your students ready to focus on the lesson at hand.</p>
<p>Roll a brain break</p>	<p>Brain Breaks are not only fun, but essential for focus and learning. Your students will love each of these quick and challenging Brain Breaks and enjoy the novelty of rolling a die to select which one to do. Just display them with your document camera, add a die, and you are set to go - no extra materials are needed and each activity is clearly explained. These would be great to use with a sub or anytime you want to try something a little different.</p> <p>Why not use a giant die and roll it in the playground to get some more movement in?</p>
<p>Children’s Mental Health Week</p>	<p>Healthy: Inside and Out – Assembly guide Aims: 1 To understand that to be healthy, we have to look after both our bodies and our minds. 2 To recognise that our bodies and our minds are connected, so food, being active and sleep can help our minds as well as our bodies. 3 To explore what it means to be ‘Healthy: Inside and Out’</p>

Wyvern House, The Drummer,
Winsford, Cheshire, CW7 1AH

01606 330 212

support@activecheshire.org | www.activecheshire.org

facebook.com/ActiveCheshire @ActiveCheshire

Proud to be supported by

Our Patrons:

David Briggs, MBE KStJ The Lord Daresbury
Sir Philip Craven, MBE David Newton

Our Parliamentary Champions:

Fiona Bruce MP
Graham Evans MP





	and plan some ways that we can look after our bodies and our minds
<u>Tools for managing emotions</u>	These tools are designed to help children understand and manage their emotions and feelings and stay calm and in control in the classroom.
<u>Superhero me</u>	These printable templates, split up by age, use the concept of superheroes to encourage children to explore their own superpowers, qualities, and talents.
<u>Resilience ladder</u>	This resource teaches children about resilience and the steps they may need to take to achieve their goals.
<u>CORONAVIRUS: Resources for building resilience</u>	A coronavirus toolkit is full of resilience-building resources for children, school staff and parents and carers.
Simon Says "Feelings"	Play Simon says with the children substituting feeling phrases for the usual directions. For example, say: "Simon says, look happy. " In between commands you can ask them questions about those feelings, such as "What makes you feel happy?"
Emotional statues	A person starts out as the " <u>Curator</u> " and stands at the end of a field. Everyone else playing stands at the far end (distance depends upon playing area selected). The object of the game is for a "Statue" to tag the Curator, thereby becoming the Curator and resetting the game. The Curator counts whilst turning their back to the field, and the "Statues" attempt to race across and tag the Curator. Before the Curator turns around, they must shout 1,2 3 and one of the feelings (happy, sad, scared, worried, anxious etc). The



	<p>Statues must freeze in position demonstrating the feeling that has been called out and hold that for as long as the Curator looks at them. The Curator can even walk around the Statues, examining them. However, the Curator needs to be careful – whenever the Curator's back is turned, Statues can move.</p> <p>If a Statue is caught moving, they are sent back to the starting line to begin again (or thrown out of that round, whichever way is preferred) and if a statue gets sent back they must go all the way back.</p>
"Put-ups" Time	<p>Go around the circle and ask each child if there is anyone they want to give a "put-up" to. (Put UP instead of down). Has anyone done something especially nice for you? Shared?, Etc. The teacher and helpers contribute too so you can make sure everyone hears his/her name mentioned. You can also write the comments down and send them home for the parents to read. It does encourage the children to remember the "good" interactions they have with others.</p>
Circle Time Activity Pass The Apple	<p>Play this game like "Hot Potato." Ask the children to sit (or stand) in a circle and give one child an apple. When the music starts, have the children pass the apple around the circle. But when the music stops, the child who is holding the apple in his hand 'becomes' Alex and yells, "Aaaaaaaaaa!!!!" just like Alex does when he is feeling angry.</p> <p>Then ask him, "What makes you feel angry?" Play until everyone gets a chance to be Alex. You may want to mention that the letter A makes the same sound that Alex makes when he is feeling angry.</p>



<p>Play an emotion walking game while outside.</p>	<p>Ring a bell and have everyone walk around the playground like they are sad. Ring the bell again and have the children walk like they are mad. Repeat the activity until you have practiced several emotions.</p>
<p>play Feelings Ring Around the Rosie.</p>	<p>Have each child take a turn choosing an emotion and the sing the song and act it out using those emotions. Change the end action to match the emotion. Instead of “all fall down”, for angry say “take a deep breath” or for excited say, “all shout HOORAY!”</p>
<p>Feelings and faces</p>	<p>Tape six images of faces showing 6 different feelings to six different places in the room/playground.</p> <p>Situation 1 It is time for recess! You are planning to play on the swings, but when you get to the playground, all the swings are being used. How do you feel?</p> <p>Situation 2 It is the end of the school day. Parents have already picked up all your classmates, but your mom or dad is not here yet. How do you feel?</p> <p>Situation 3 You and your friends are playing a board game. Suddenly your dog runs through the living room and over your game. Game pieces go flying and you lose your spot on the board. How do you feel?</p> <p>Situation 4 You are at an amusement park, next in line to get an autographed picture with your favourite character. How do you feel?</p> <p>Situation 5 You are at an amusement park waiting in line to go on a roller coaster that goes really fast and high. How do you feel?</p>



	<p>Situation 6 Your parents are going to go out to dinner and a babysitter is coming to watch you while your parents are gone. How do you feel?</p> <p>Situation 7 You painted a pretty picture in art class and the teacher holds it up to show everyone. How do you feel?</p> <p>Situation 8 Your best friend invited you to a play date Saturday. But that morning, your friend's mother calls to say that your friend is sick and the play date is cancelled. How do you feel?</p> <p>Read each of these situations to your students. After reading each situation, let the students walk/run/hop/crawl/throw a ball towards the face that describes their feelings related to each situation. Select different children every time to explain why they feel that way.</p>
--	--

We hope you found these ideas useful. For any further information please contact our mental health lead Roberta Roberta.pomponio@activecheshire.org Twitter http://www.twitter.com/AC_activeminds