

Classroom Wellbeing Activities



Encourage your students to talk more openly about mental health by using these **Champion the Change** activities that promote kindness and mental health awareness in your setting.

This pack includes a **Feelings and Emotions** lesson plan and a **Five Ways to Wellbeing** lesson plan. Also provided are five activities for each way to wellbeing.

Your feedback and support make it possible for us to provide these resources for free. Please follow this QR code or link to provide us with feedback on these resources. [Feedback Form](#)



The Five Ways to Wellbeing

The NHS has an information page all about The Five Ways to Wellbeing.

[5 steps to mental wellbeing - NHS](#)

Champion the Change

Buckinghamshire Mind's campaign dedicated to starting conversations and promoting positive attitudes around mental health.

We work to increase understanding of mental health, encourage open conversations around wellbeing and provide information on where to go for support in your local community.

Through our work, we hope that people will feel able to talk about how they feel and get support earlier, whether that means talking to a friend or speaking to a professional.

If you would like to learn more or become a volunteer champion visit our website: [Become a Champion - Bucks Mind](#)

Lesson 1: Feelings and Emotions

Learning Objective: To understand our thoughts, feelings and emotions and how they contribute to our wellbeing and mental health.

Activity 1: Types of Feelings and Emotions

Aim: To introduce different emotional language and think about how different emotions make us feel. Use the attached “Name that emotion” activity. This could be displayed on the board or on tables. In groups, as a class or in pairs, students can discuss which emotion they think goes with which picture. Can they think of others. Affirm that all these emotions are a normal part of life.

Discussion Prompts: How do you know this person is feeling that way? Is it possible to have more than one emotion at a time? What thoughts might they be having? How will these thoughts make them feel?

Activity 2: Big Feelings and Little Feelings

Watch this clip from Inside Out [Disgust & Anger - YouTube](#). Some feelings we have are “big” and some are “small”, big feelings can be harder to deal with and we might need to talk to someone. It is normal to have many little emotions every day, and even big ones that come and go. Some emotions make us feel bad and stay for a long time, they can get in the way of things we enjoy doing, affect our friendships and change our behaviour. We should talk to someone if this happens.

Discussion Prompts: What emotions did Riley experience? Which emotions were the biggest? How did Riley behave when she was angry? Why don't we behave this way? Did Riley stay angry?

Activity 3: Jay's Story

Watch this video together: [Talking Mental Health - YouTube](#) During the video, pause to discuss. Emotions create feelings in our body. If we feel negative emotions, like sadness or anger, for a long time we might start to behave differently. Use the gingerbread people to draw and describe how different emotions feel and change our behaviour. This could be abstract using coloured pencils or using words and drawings. Knowing how emotions make us feel and behave can help us recognise when we need to talk to someone.

Discussion Prompts: How did Jay's feelings and behaviour change? What did she feel in her body? How did Jay's friends recognise that she wasn't okay? How do you think Jay's actions affected her friends? Is there something Jay could have done earlier?

Activity 4: Planning

Students think about which adults and friends they could talk to about their emotions if they are getting too challenging and getting in the way. Where could they record this? Could they post it in a class worry box?

Discussion Prompts: Which adults would you feel most comfortable speaking to? Does it have to be a family member? Are there other trusted adults? Why should you speak to an adult as well as friends?

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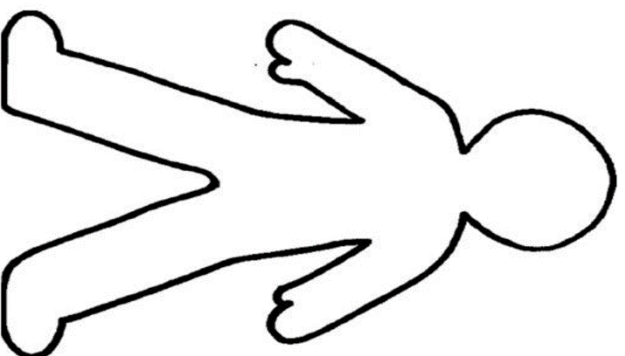
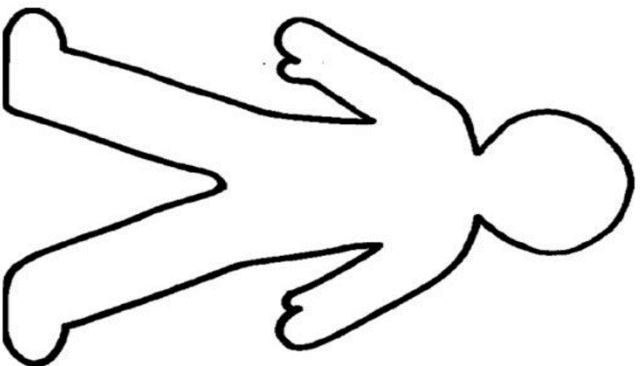
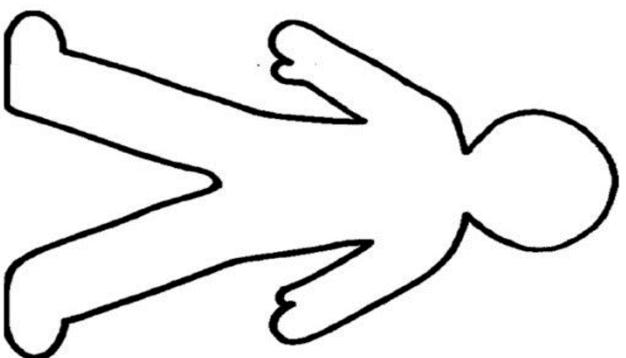
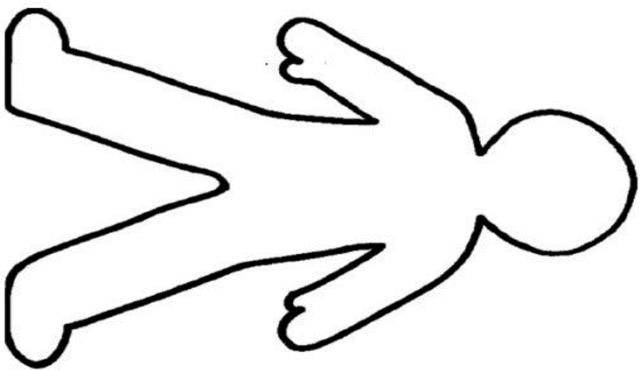
[Feedback Form](#)



Have you considered volunteering for Bucks Mind or booking workshops for your students, parents or staff? Get in touch to see how we could support you:

[Contact us - Bucks Mind](#)

Choose four of the emotional words you discussed. Try to draw or describe what they feel like for you.



Jealous

Excited

Sad

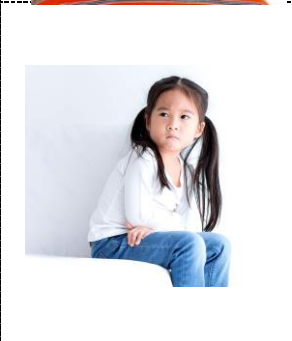
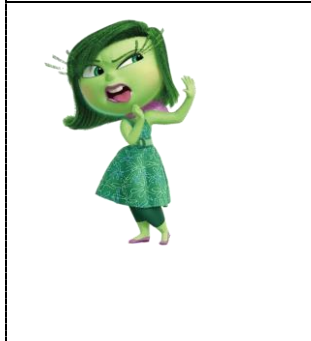
Calm

Happy



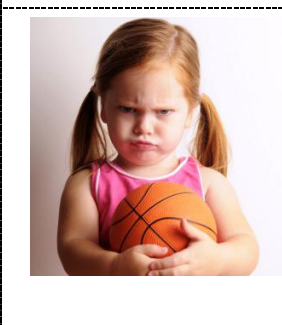
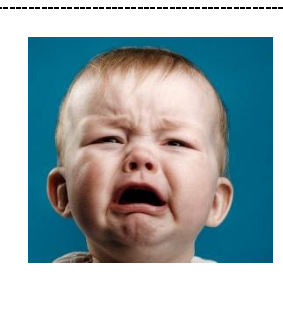
Disgusted

Relaxed



Grumpy

Sleepy



Angry

Joyful

Shocked

Worried

Nervous

Scared

Lonely

Lesson 2: The 5 Ways to Wellbeing

Learning Objective: To understand the different ways to look after our wellbeing and have a plan to fulfil them.

Could you take a few moments to provide feedback on these resources? [Feedback Form](#)



Activity 1: How can we take care of our physical health?

On an outline of a body start listing different things we can do to look after our physical health. Support students in listing things like exercise, healthy food and sleep. **What do we do if we feel poorly?** We see a doctor.

Activity 2: Five a day for our mind

Doctors suggest we do these five things to look after our mental health and wellbeing. [Introduce the 5 ways to wellbeing using this video.](#) **What do you notice?** Show students the overlap between this and things we do for our physical health. **Can these be linked to a class agreement?** You could display this on a Venn diagram.

Activity 3: Quick Fire 5 Ways

You can adapt this to fit your setting and extend each activity in different ways.

- Go for a jog.
- Talk to someone different.
- Try 5 finger breathing or notice 5 new things.
 - Teach someone a new fact or joke.
- Give someone a hug, high five or complement.

Activity 4: A 5 Ways Plan

If we feel sad for a long time or worried for a long time, we can speak to people to get help. We can plan how we do the five ways. As a class you could create display about the five ways in school or class, information fliers about the five ways or individual plans.

Kindness Trackers



Being kind and helpful towards others makes the world around us a nicer place. It also helps us to feel good about ourselves.

Students cut out the flower or draw around their hand or use something else that comes in groups of five.

At the end of each day for their first week back (and beyond if you want to keep it going) students reflect on one kind thing they have done that day, write it in one of the sections and decorate around it. These could then be used to make a classroom display.

You could set your students the **“secret agent of kindness”** challenge. Challenge them to be champions, by doing things that encourage kindness around school. If another person in school informs you of their kindness, they win! Stickers all round! Inform other adults in school of the challenge to make sure they know what to look out for.

Some kind suggestions!

Volunteer to help.

Keep the school tidy.

Write kind words to someone.

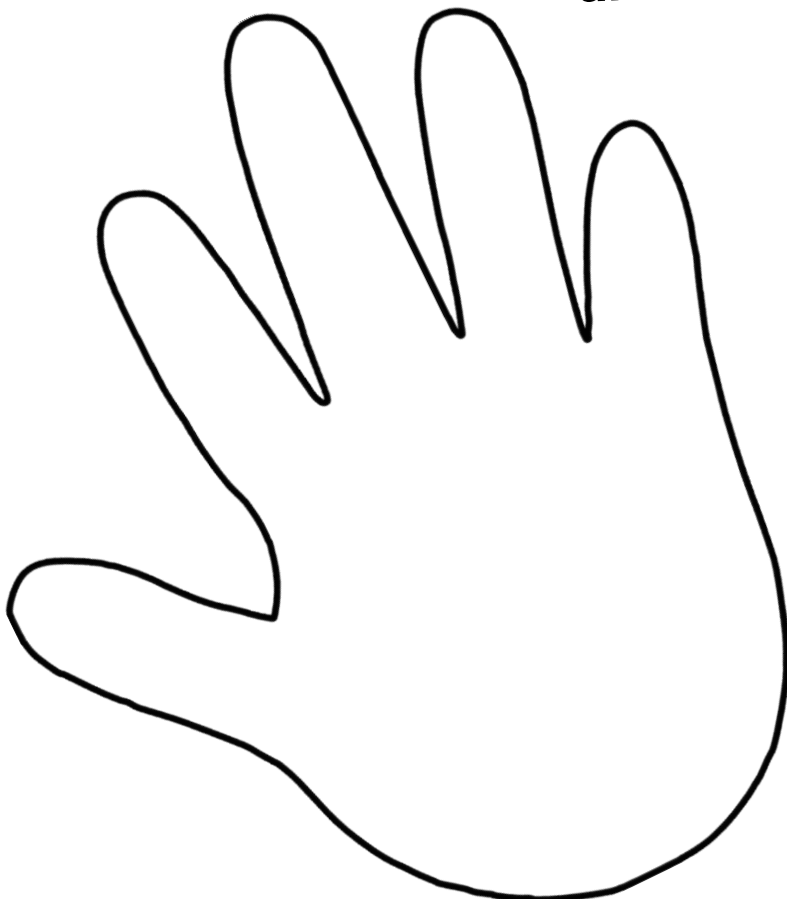
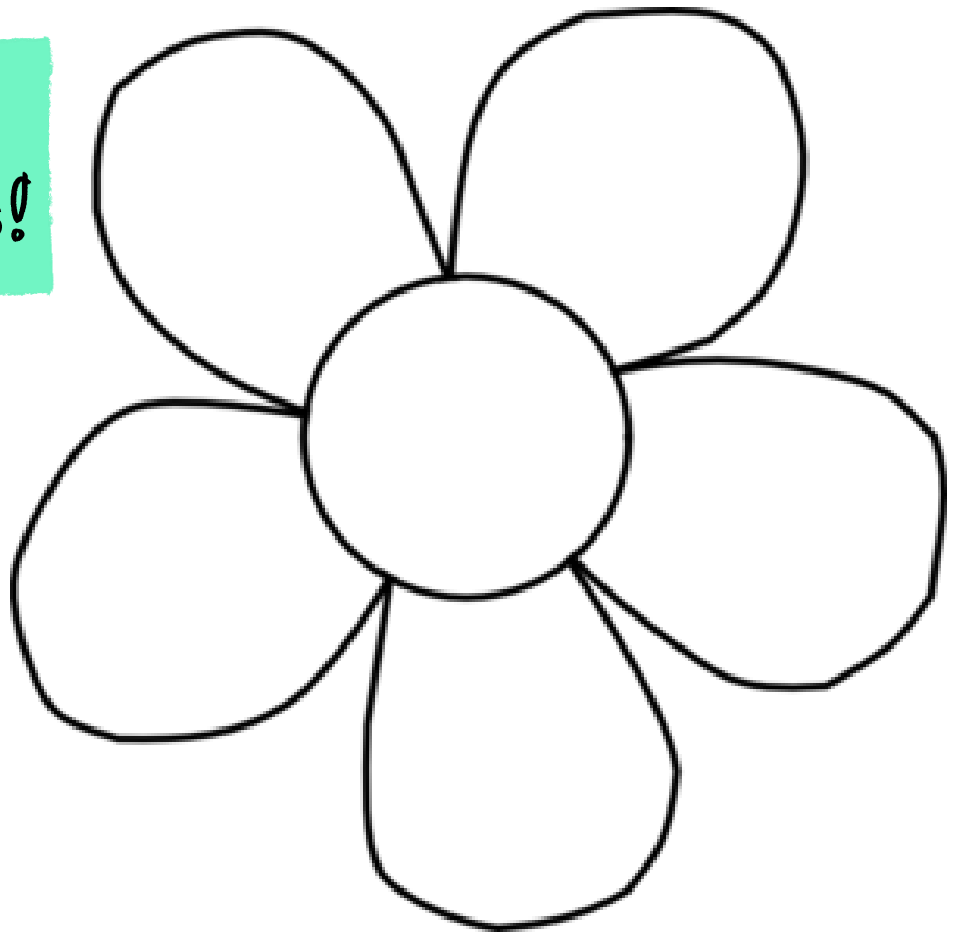
Notice something someone did well and tell them.

Help a classmate.

Make a gift for a friend.

Thank someone for what they did.

Hold the door for someone.





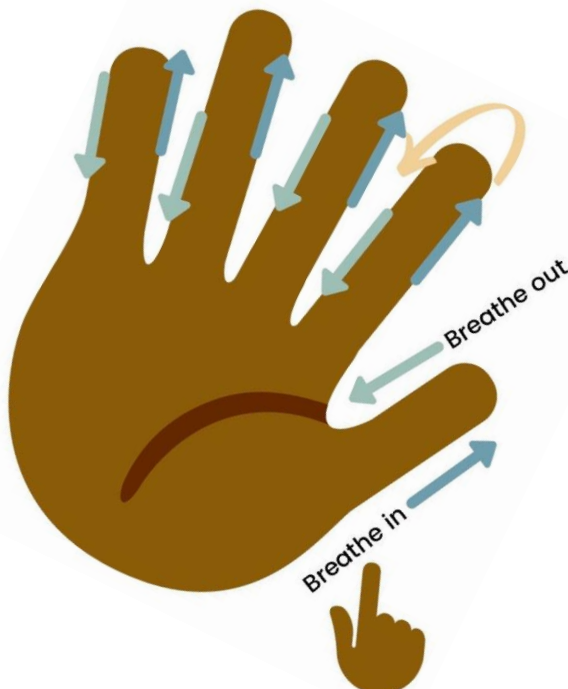
Gratitude Journal

Follow the instructions on the next page to create mini booklets.

A gratitude practice is proven to promote sleep, lower stress and improve relationships. Focussing on positive things we have and have done makes us happier overall!

Students could create and decorate these booklets and spend a few minutes after lunch reflecting on and writing down things that they are grateful for.

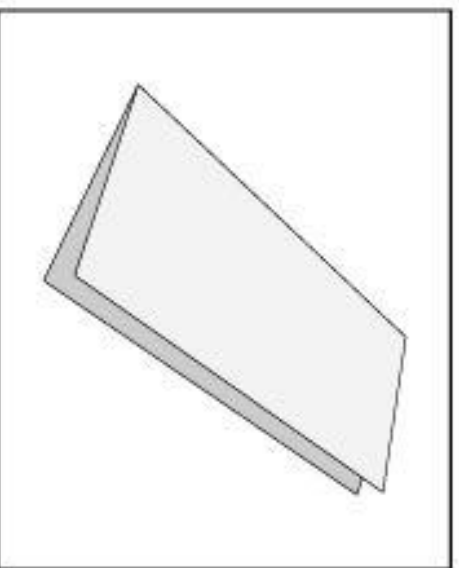
Encourage them to think of a range of things that are both simple and every day, friends, food and school for example. Try to be specific about them and write full sentences.



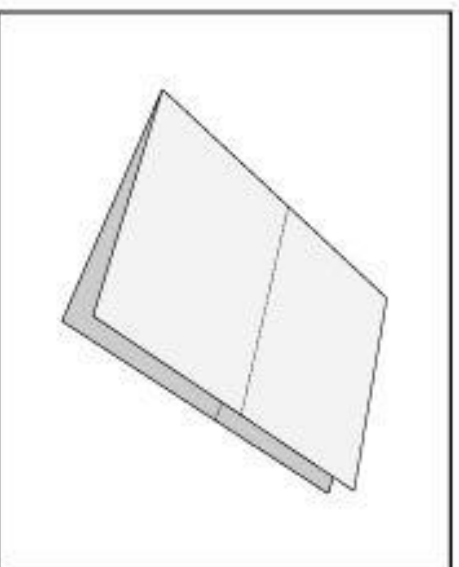
This could be paired with a mindfulness activity like this one.

How to Make a Mini Booklet from a Sheet of Paper

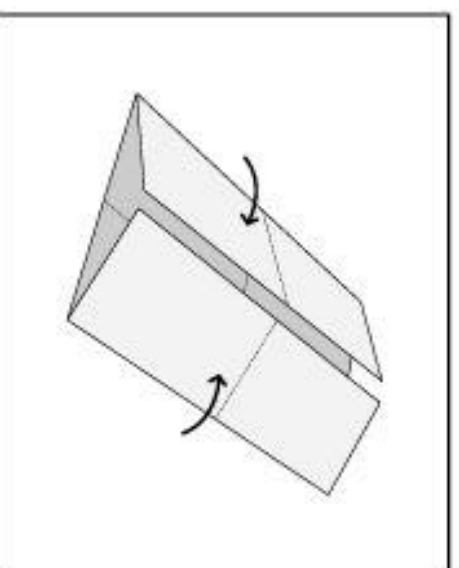
1. Fold a sheet of paper
in half lengthwise.



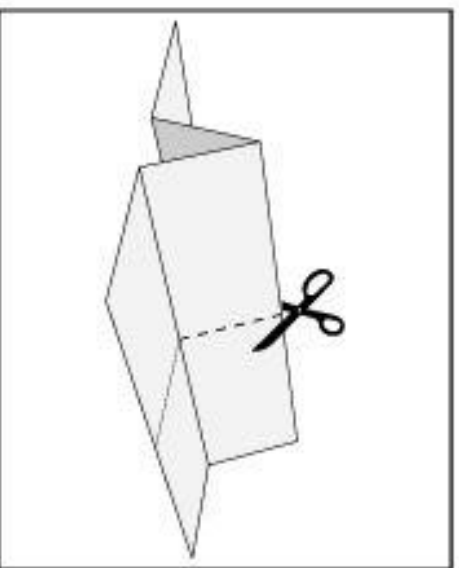
2. Unfold, then fold the paper
in half widthwise.



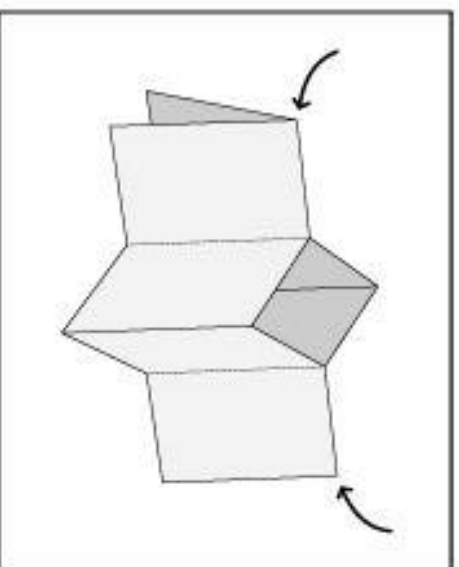
3. Unfold, then fold the edges
up to the center fold.



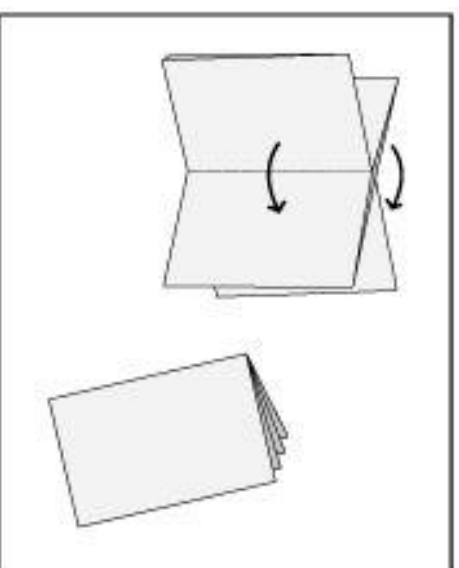
4. Unfold, then fold widthwise and cut
a slit only half way down the center.



5. Unfold, then fold lengthwise and
push the ends in towards the center.



6. Fold all the pages together
into a mini booklet.



Mix It Up



For the first week back to school you could try a different kind of seating arrangement.

Make sure that students are paired with someone different every day. Take some time out of the day to encourage them to talk to each other about anything they would like to.

You could keep the conversation prompts on the board and spend some time talking about active listening skills.

Pick different students at the end of each day to tell the class what they have learned about their partners. You could set a specific target, for example, learn three facts about your partner. Could great listeners earn some recognition?

What are you looking forward to this week/today?

What is your favourite food?

What's your favourite film?

Do you like sports? (If so which ones?)

What is your favourite song/singer?

What is your favourite book?

What is your favourite TV show?

If you could have any animal as a pet, what would you have?

What did you do this morning?

How are you feeling today?



Get up, Get Active

Here are some ideas to make the school day more active!

Swap “hands up” for “stand up” or have students stand for the register.

Start the day, lunchtime or playtime with a classroom dance session. It only needs three minutes!

Take some time to try out these team building activities. Switch up the teams for different activities:

Split into groups. Link hands in a circle. Pass a hoop around your group without unlinking your hands. Race against the other groups.

Split into teams. Hold a cushion between your knees and relay across the hall or similar space. Don't drop the cushion and pass it on without using your hands.

Start with one ball, balloon or similar. Standing up, pass the ball around the whole group. The passer calls their own name and then folds their hands to show they have had a turn. Add more balls to make it more challenging. Don't drop them!



Learning Goals

The new academic year is a great opportunity to set goals and reflect on how to reach them.

Watch this video about our brains from the Khan Academy: [Growth Mindset: The Truth About Your Brain](#). Use this to prompt discussion around challenging things and how we achieve goals.

Have students reflect on goals they would like to achieve or work toward this year. You could also think about what students want to be when they are older.

Model this by talking about your teaching practice or your own interests. How did you practice and break goals down to achieve them?

Discuss how students could break these goals down. They could do this in groups or partners, taking turns to think about each person's goals. If students have similar goals, group them together.

This can be combined with the gratitude journal and reflected upon regularly. You could create goal mind maps or a classroom goals display.