

Well-being

Topic

Children's well-being and mental health

Aims

- Reflect upon feelings in different situations
- Identify practical solutions to look after well-being
- Practise critical-thinking skills
- Use pair work and collaboration skills

Age/level

Primary (9–12 years)
CEFR Level A2 and above

Time

90 minutes – This can be done over 2 lessons

Materials

- Accompanying class PDF and worksheets
- A box (e.g. a shoe box) with 8–10 everyday items to make the 'happy box'
- The learners will need writing resources. For example, a pen and notebook or a mini whiteboard and pen.

Introduction

This lesson focuses on well-being for primary children. Many children experience feelings of worry, confusion, anger or sadness due to a number of reasons, such as: illness; family dynamics; changes in living situation; poverty; death of a loved one. This lesson gives learners an opportunity to express these emotions and explore ways of caring for their own well-being. They will think about what contributes to well-being and find practical ways to put this into practice by creating a 'happy box'. They will also explore ideas to help them complete a 'well-being journal' for homework.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.
- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.
- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Stage	Instructions
Before the lesson	<ul style="list-style-type: none"> • Prepare a 'happy box'. This CBBC video gives instructions on how to do so: https://www.youtube.com/watch?v=0ulpKdmkr6E <p>Other online sources suggest including items which appeal to the five senses. Here are some examples of items you could include:</p> <ul style="list-style-type: none"> - touch – a soft toy; a squishy ball - smell – a soap; a scented candle - hearing – a playlist of songs that make you happy, a wind chime - taste – some dried fruits; some chocolate - sight – a photo of a pet; a colouring page; a positive message. <ul style="list-style-type: none"> • Before you start the lesson: <ul style="list-style-type: none"> - Test your microphone and camera to make sure they work. And have the presentation ready
At the start of the lesson slide 1	<ul style="list-style-type: none"> • Welcome the learners as they arrive: <ul style="list-style-type: none"> - Check that you can all hear and see each other. - Check that they can see the first slide. • If they can't, ask them (or ideally an adult) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.

	<ul style="list-style-type: none"> • Tips: • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as saying what they've done that week. • Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic. 								
Lesson 1									
Warmer (10 mins) SLIDE 2	<ul style="list-style-type: none"> • Ask the learners to think of their favourite emoji and draw it on their paper or whiteboard. After two minutes they hold them up to the camera. • What is the most common? How many students have drawn a happy face? <p>Note: On some online lesson apps learners are able to annotate the screen, so this may be an good option for this activity if learners do not have good bandwidth.</p>								
Reviewing vocabulary for feelings (10 mins) SLIDE 3	<ul style="list-style-type: none"> • Ask learners what emotion each emoji makes them think of. Elicit synonyms where possible. Answers here could vary so accept any reasonable suggestions. <p>Possible answers:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. happy; smiling; glad; cheerful</td> <td style="width: 50%;">5. calm; quiet; cool; peaceful</td> </tr> <tr> <td>2. sad; unhappy; depressed; miserable</td> <td>6. worried; confused; unsure; anxious</td> </tr> <tr> <td>3. scared; frightened; afraid</td> <td>7. angry; annoyed; cross; furious</td> </tr> <tr> <td>4. excited; enthusiastic; eager</td> <td>8. tired; sleepy; bored; fed up</td> </tr> </table>	1. happy; smiling; glad; cheerful	5. calm; quiet; cool; peaceful	2. sad; unhappy; depressed; miserable	6. worried; confused; unsure; anxious	3. scared; frightened; afraid	7. angry; annoyed; cross; furious	4. excited; enthusiastic; eager	8. tired; sleepy; bored; fed up
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Miming game to reinforce vocabulary for feelings (10 mins) SLIDE 3	<ul style="list-style-type: none"> • Ask the learners what they you do when they feel these emotions, for example they smile/laugh when they're happy, they cry when they're sad, etc. • Practise all together, showing the different emotions on your face or with your body. • Tell the learners that you are going to show one of the feelings and they have to guess which it is. 								

	<ul style="list-style-type: none"> • Play a miming game where one learner shows an emotion and the others guess what it is.
Whole-group activity – reacting to statements (15 mins) slide 4	<ul style="list-style-type: none"> • Tell the learners that we all feel a lot of emotions, and you are going to show them some statements and they are going to tell you how these statements make them feel. • Display the text on slide 4 and read the first statement. <ul style="list-style-type: none"> - If your platform has an annotate function, ask the learners to write on the screen the word to describe how they feel about that statement. - Otherwise, ask them to write in the chat, or on paper or mini whiteboard to show the camera (they could also show the emotion on their face).
Introducing the ‘happy box’ (15 mins) SLIDE 5 & 6	<ul style="list-style-type: none"> • Tell the learners that it’s normal to feel anxious, confused, sad or angry sometimes. But if these feelings don’t go away, it’s important to talk to an adult, like your parents or a teacher. • Show the learners the box that you have previously prepared. • Only show the outside of the box for the moment. • Tell them that it’s called a ‘happy box’ and it can help them to feel calm when they feel scared, sad or angry. Ask them to predict what’s inside the box. • Show slide 6. Ask learners to match each sense to one of the pictures. Note: You may need to gloss some of the terminology as learners may know listen and see, rather than hearing and sight. For example, ‘I use my sight to see’. <p>Answers</p> <p>1. Hearing; 2. Sight; 3. Smell; 4. Touch; 5. Taste</p> <ul style="list-style-type: none"> • Open your box and take out the items one by one. Ask the learners which sense you use for each item. For example, the soft toy is something you can touch. The photo is something you can look at.
Making a ‘happy box’ (20 mins) SLIDE 6	<ul style="list-style-type: none"> • Now tell the learners that they are going to decide what to put in their own ‘happy box’. The learners will ideally work in pairs in breakout rooms, if the platform you’re using has this function and your learners are comfortable and responsible when

working in breakout rooms. However, it could also be done as a whole-class activity or an activity that learners do individually.

For breakout rooms

- Remind learners of the ‘breakout room rules’ before you move them there, for example speaking English only, staying on task, etc. Mention that you will check on them at some point too.
- Put the learners in their groups in the breakout rooms and give them the link to the ‘happy box’ worksheet.
- Visit each breakout room as soon as possible to make sure the learners in each group have been able to open the link and are working together to think of different things they could put in the ‘happy box’.
- Monitor the learners during the activity by regularly moving between breakout rooms. If your platform has the function, turn your camera off while you monitor, so as to disturb the learners less when you enter a room.
- After 5–10 minutes, bring the pairs back to the main room, invite some of the students to share their ideas and suggest that they can make their own ‘happy box’ after the lesson. If feasible, you could ask the learners to send you a photo of their box and you could post them on a virtual ‘wall’, using a tool such as Padlet.

As a whole group

- Ask learners to draw a box in their notebook, then they can write or draw the items they will put in their box.

Note: Allowing learners to draw allows for differentiation and can also be a way for you to introduce new vocabulary. Learners can hold up their drawing to the camera or annotate it, so you can provide the vocabulary they need. Remember to drill any useful vocabulary that comes up.

Introducing the ways to well-being – critical thinking (10 mins) slide 7

Background: The UK Children’s Society has explored the links between children’s everyday activities and their well-being and developed a report, Ways to well-being. These activities fall into the following categories: Connect; Be active; Take notice; Keep learning; Be creative and play.

The Children’s Society also explored activities in the category ‘Give’, which could include helping at home or looking after family members and found these to be less important to children’s well-being.

	<ul style="list-style-type: none"> • Explain to the learners that being happy and healthy is sometimes called ‘well-being’ and that they are going to look at some of the ways to well-being. • Ask them what each of these six ways to well-being means to them and elicit examples. Why is it important to do these things? <p>Some suggestions:</p> <ol style="list-style-type: none"> 1. Connect: talk with your family; see your friends; share experiences 2. Be active: walk; cycle; run; do sports; feel energised; have a healthy body 3. Notice: use your five senses to notice things around you; notice how you feel 4. Learn: read for fun; teach yourself something new; watch a YouTube tutorial 5. Be creative and play: draw; paint; play games 6. Help and give: help at home with chores; give someone a present. <p>Each of these ways can help you feel good, make you happy and positive, give you confidence, reduce stress and worry.</p>
<p>Matching examples of activities to the ways to well-being (10 mins) slide 8</p>	<ul style="list-style-type: none"> • This task is intended to give children examples of things they can do to look after their well-being. It will help them complete the well-being journal at home. • Tell the learners that they are going to read some sentences and then match the activity to one of the ways to well-being. Sometimes the activity relates to more than one way to well-being. • Read and discuss as a whole class and accept all reasonable suggestions for the answers.
<p>Pair-work discussion – find more activities to help your well-being (10 mins) slide 9</p>	<ul style="list-style-type: none"> • The learners will ideally work in pairs in breakout rooms. However, it could also be done as a whole-class activity or an activity that learners do individually. • Tell learners that with their partner they are going to think of more activities that they can do for each of the ways to well-being. • Put the learners in their groups in the breakout rooms. (Please see tips given for slide 6.) • Bring the pairs back to the main room and compare ideas. • Ask learners to write ideas in their notebooks. Support with the spelling and pronunciation of any new vocabulary.

Setting homework (5 mins) slide 9	<ul style="list-style-type: none"> • Tell the learners that they can write a journal every day to help them take care of their well-being. • Display slide 9 with the examples. You may want to add your own ideas or elicit ideas from the learners • Give the learners the link to the well-being journal worksheet and ask them to complete it for homework for one of the days next week.
At the end of the lesson slide 10	<ul style="list-style-type: none"> • Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. • Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.
Further ideas and resources	<ul style="list-style-type: none"> • The Children's Society Ways to well-being https://www.childrenssociety.org.uk/what-we-do/research/well-being/ways-well-being • Ways of Well-being: Connect https://www.youtube.com/watch?v=g9FAtTIOck4 • Ways of Well-being: Take Notice https://www.youtube.com/watch?v=ossVbMjWajc • Ways of Well-being: Learning https://www.youtube.com/watch?v=VlyXzJhbBsQ • Ways of Well-being: Be active https://www.youtube.com/watch?v=5EXe5UZ9CME • Ways of Well-being: Be creative and play https://www.youtube.com/watch?v=lbPqZ-HmISM • Information about how to annotate on Zoom: https://youtu.be/JmwUhwzDg?si=X6zfhRtY8KuTQx1x

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