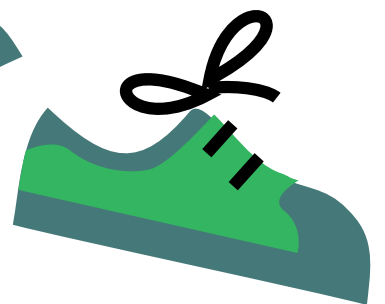
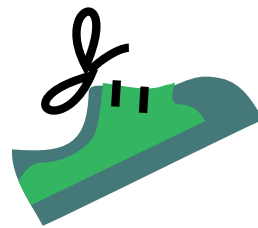


MOVE FOR YOUR MOOD

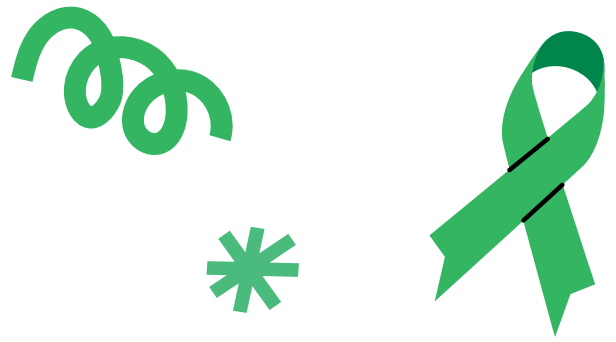
School lesson
plan and notes



Mental Health
Foundation



WELCOME



I'd like to thank you and your school for taking part in Mental Health Awareness Week this year. The theme is 'Movement: moving more for our mental health' and we're all looking forward to having fun as we find **#MomentsForMovement**.

Supporting children and young people to better protect and nurture their mental health is vital. Being active is one of the ways we can support good physical and mental wellbeing, but we know that it can sometimes be difficult to get moving when there are so many other distractions and barriers.

You don't have to be an elite athlete like me to move. Choose to move in whatever way makes you feel good - whether it's walking, dancing, running, playing sports or something more extreme!

This schools pack by the Mental Health Foundation is full of great discussion ideas, activities, and lesson plans to help get your pupils moving more for mental health.

Exercise releases 'feel good' hormones, that reduce feelings of stress and anger. It increases energy and makes us feel more focused and motivated. If it involves other people like being part of a team, a class or group we're with regularly, that additional connection with others is an extra boost to our mental health.

What's really great about moving more for mental health is that there are so many activity options for all abilities. Everyone can get the mental health benefits of moving more.

Remember, while the activities in this pack are aimed at school children, school staff should not be left out! You can also take the opportunity this week to move more for mental health. Visit www.mentalhealth.org.uk/mhaw for more information and tips.

The Harry Kane Foundation is proud to be supporting this year's Mental Health Awareness Week, and particularly this pack for schools. Supporting children and young people's mental health and wellbeing is very important to me and I'm excited to see what the week has in store.

So, let's get started!

A stylized black ink signature of Harry Kane.

Harry Kane MBE
Harry Kane Foundation



HKF | **HARRY KANE FOUNDATION**

P.S. Don't forget to share your pictures and videos on social media during Mental Health Awareness Week from 13–19 May 2024 using **#MomentsForMovement and **#MentalHealthAwarenessWeek** and tagging the Mental Health Foundation.**

@mentalhealthfoundation @mentalhealth @mental-health-foundation



Mental Health
Foundation

Wear It Green & Day

Wear it Green Day involves going green for the day at your school to raise vital funds and awareness of mental health.

Wear it Green Day returns on **Thursday 16 May** this year and is a fantastic way for your school to get involved and support mental health. Pupils are encouraged to wear something green for the day and make a donation to take part.

There are also a **range of games and activities** on our website to help with fundraising. From posters and certificates to bingo and scavenger hunt games – we've got you covered!

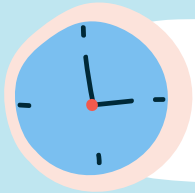
Money raised at your school will make a big difference and enable the Mental Health Foundation to keep putting prevention at the heart of what we do.

Download your free pack [here](#).



MOVE FOR YOUR MOOD

SCHOOL LESSON PLAN - AGES 4 TO 11



SESSION TIMINGS

50 mins to 1 hour

SESSION OBJECTIVE

To understand how movement can help support our mental health. For curriculum links please see the appendix.

Note to facilitators: You know your pupils best! We invite you to use your judgement to adapt this resource for your pupils, depending on their ages, learning needs and interests. Feel free to use parts or all of this session plan flexibly during a time that works for you within the school day.

However you choose to use this resource, we hope you are able to increase mental health literacy with your pupils whilst having fun.

KEY TEACHING POINTS

- We all have mental health and it's important to look after it. This means caring about our minds, our emotions, and thoughts.
- There are some good habits we can do every day to help us look after our minds - moving more is one of them.
- Moving more helps us feel good, as when we move our bodies release 'feel good' hormones called endorphins. These are chemicals sent around our bodies that help us feel happy.

SUCCESS CRITERIA

- I can give a simple definition of mental health.
- I can identify movement and exercise as a tool I can use to regulate my emotions.
- I can name and participate in some movement and exercises which release endorphins.

RESOURCES NEEDED

- Powerpoint presentation
- Space and equipment for the movement activities you choose

VOCABULARY

- happy
- body
- move
- brain
- feelings

More advanced:

- endorphins
- exercise
- hormones
- mental health
- regulate, manage
- emotional wellbeing
- movement

THE LESSON PLAN



TIMINGS

- **The Warm Up:**
10 minutes
- **Talking Tactics:**
10 minutes
- **The Game:**
16 - 20 minutes
- **End of Game Celebration:**
5 - 10 minutes
- **The Cool Down:**
5 minutes



THE WARM UP: 10 MINUTES

[Slides 1-7] First, show the children a range of still pictures of people pulling a range of facial expressions representing anger, disappointment, joy, pain, frustration, and pride etc.

KEY QUESTION: What is the emotion they are feeling in that moment? Name it.

KEY QUESTION: Can you think of another word (synonym) to describe that emotion?

KEY QUESTION: What might have happened? Why might they be feeling this way?

[Slide 8] Explain that 'mental health' means our state of mind and how we feel. Next, show the children a concept cartoon.

Shona says, "people with good mental health feel happy all the time." Jack says, "people with good mental health can manage a range of positive and negative emotions."

KEY QUESTION: Who do you agree with and why? Allow children to discuss.

[Slide 9] Finally, share our key message: having positive mental health doesn't mean that you feel happy all the time. We all have good days and bad days.

Like the weather, your mental health can go through periods of positive and sunny bursts of energy, and it can also dip and feel a bit gloomy and grey. Being mentally healthy means that you keep learning how to use good tactics to cope with all your feelings.

TALKING TACTICS

SLIDE 10

10 MINUTES

In sport there are always tactics (top tips and tricks) to help the person or team win. Ask the class to name some tactics in winning either a:

- 100m race
- game of wheelchair rugby
- swimming race?

Explain that today, we will be looking at how being physically active by moving our bodies is a tactic that can improve our mental health.

KEY QUESTION: What does movement mean? (check in question)

[Slide 11] Doing exercise or playing sport are great ways to be physically active, but being physically active includes any exercise that gets you moving! It could be as simple as scooting to school, dancing to music, or going for a walk in the park.

[Slide 12] We already know that being physically active and moving is good for our bodies. It helps us to build muscles, increase our speed, improve our flexibility, digest our food etc. As well as being active on our own, we can be active with our friends, family, and do activity inside or outside.

[Slide 13] We also know that being physically active is great for our mental health too! It helps us to concentrate, sleep better, boost self-esteem, and improve mood. A research study in 2022 showed even just 15 minutes and 9 seconds of movement can have a positive impact on our mood! But to be as healthy as possible, it's best to move for a whole hour each day.



TALKING TACTICS

CONTINUED

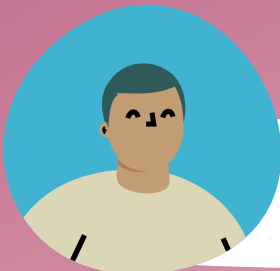
[Slide 14] How does it work? We all have chemicals in our bodies called hormones which change our mood and how we feel. Some make us feel happy, some make us feel angry, some make us feel sad. When we move our bodies, it releases chemicals called endorphins. Endorphins send signals/messages to our brains that help us to feel happier. That's why moving is an amazing way to hack your mood!

[Slide 15] We want to boost our 'feel good' hormones every day, if we can, by moving our bodies. Check for understanding of the term 'endorphins' before moving on.

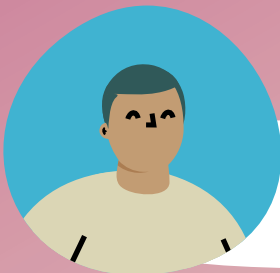
[Slide 16] Now that we know our strategy, let's hype ourselves up for some games with our team chant! (Call and response led by facilitator).



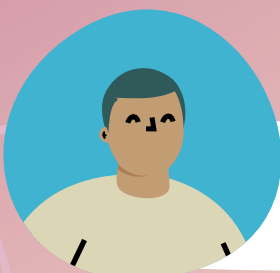
MOVEMENT HELPS YOU
KEEP YOUR COOL



FEEL YOUR BEST,
DO WELL IN SCHOOL



YOU CAN MOVE
IN YOUR OWN WAY



GET MOVING FOR
1 HOUR EACH DAY!



MOVEMENT HELPS YOU
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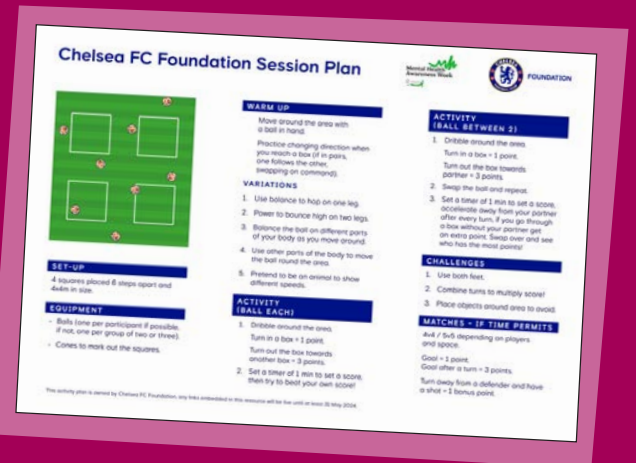
THE GAME SLIDE 17: 16-20 MINUTES

Let's give it a go!

On the following pages you will find instructions and rules for different physical activities. You do not need to do them all.

Pick one activity and help to facilitate it with the class. We hope that this varied list will provide at least one activity which is suitable for all abilities.

Gather together any equipment you require and find a suitable and safe space. Ensure that all pupils warm up and stretch first.



Over and under... goalball style!

The equipment list:

- Goalballs (you can use other balls, ideally basketballs or footballs)
- Eyeblinds / Headbands (you can do without and ask participants to close their eyes)
- Willing participants

The instructions / rules

- Split the group into even teams, ideally made up of 5 or 6 players.
- Start with a game of 'over and under'. Teams stand one behind the other, the person at the front starts with the ball and passes the ball over their head, the next person then passes the ball through their legs.
- This continues alternating until the ball reaches the person at the back of the line, who then runs to the front of the team and starts the process again.
- A team has completed the game when the person who started at the front re-joins the front of the line.

Now... make it goalball style!

- Introduce eyeblinds to challenge the group to play without the use of their sight.
- Reinforce the importance of listening and introduce communication, i.e. saying 'over' 'under' with each action.
- Communication is especially key for the person who must move to the front of the line, the front person should make an audible cue as to where they are, for example clicking their fingers or clapping.
- Encourage the participants to travel safely from the back to the front i.e. creating a continuous line by everyone putting their hands on the shoulder of the person in front, so the person at the back can follow this line.

How to win

This is a typical game people have already played before and adds the challenge of playing without sight, by wearing eyeblinds or closing their eyes.

To win this challenge each group must complete the game successfully by using their other senses. Hearing and touch and listening, their communication and teamwork skills.

Reunion activity

Session timing
20-30 minutes

Resources needed
Music and space to dance.

Session objective
The following activity will help explore the ideas of coming together, relationships, some but different, dance as a tool to express your emotions and ideas and bring children closer to the ideas and methods of dance.

Steps

- Children to watch the story of Alice and Denzelle here: <https://www.youtube.com/watch?v=NBV8u0C0dH8>
- Then the children explore some of the themes discussed in the video specifically how dance is a way of bringing people together and of sharing a story. Discuss concepts of some but different and how dance looks different but has the same based on each person's abilities. Use Flipcharts to write down ideas and put together a word bank.
- After the discussion and brainstorming ideas of how dance brings us closer, connection, reunion, same but different, expression through body, emotions etc., the children can watch the actual performance here 'Reunion' by Denzelle and Alice Ball (Creative Commons) <https://www.youtube.com/watch?v=...>
- Then they work in pairs to explore things that are different and yet similar about them and use these to create a dance based on the ideas introduced above in their pairs.

Links to curriculum

- Innovation and creation
- Self-knowledge
- Collaboration
- Communication
- Responsibility

ANIMAL WALKS RELAY

Activity Breakdown

Introduction (2 minutes)

- Other the children and explore the concept of the relay.
- Introduce the theme: 'Today, we're going to move like different animals to help our bodies and minds feel great.'
- Demonstrate a few animal movements: frog, bear, insect, frog jump, bunny hop.

Warm-up (3 minutes)

- Lead the children in a brief warm-up to prepare their bodies.
- Include simple exercises like stretching arms and legs, jumping on the spot, and rotating necks and ankles.

The Animal Walks Relay is a dynamic and entertaining activity where children mimic the movements of different animals in a team-based relay. As they hop like frogs, or crawl like bears, they can engage in a playful exploration of a variety of movements whilst having fun!

Duration
15 to 20 minutes

Materials Needed

- Come or markers to delineate the relay start and end points.
- A list of animal movements for reference.
- Whistle or signal to start and end the relay.

TAG RUGBY

Resources

- Whistle
- Tags
- Balls
- Cones
- Player
- Defender
- Attacker

GAME 1: TAG MANIA

Duration: 5-10 mins

Set Up: Set up 10-15 cones in a circle.

How to Play:

- Players to collect as many tags from the other players in the grid.
- On whistle collection.
- On whistle collection.

EXTENSION TASK:

Team Tag Mania, each player to get the most tags, get each pair to count the tags.

GAME 2: WIN THE BALL

Duration: 5-10 mins

Set Up: Tag balls can be used to the ball.

How to Play:

Ball game starts a meter apart within the cone area.

GAME 3: RAID THE NEST

Duration: 5-10 mins

Set Up: Divide the class in 4 teams, each team must complete the game successfully by using their other senses. Hearing and touch and listening, their communication and teamwork skills.

Ferocious Fielder: Skill development

Target ball

Equipment (per group)

- Clarity of soft balls
- Cones
- 1 target ball
- Search ball or ball(s)

Mental Health Awareness Week

How to set up

- As per the diagram below, placing target balls over the opposition team's line using soft balls or bean bags.
- Start with one target ball, but introduce others after the first round.
- Once a ball is introduced over the opposition line, it is out of play.
- Consider a points system for the balls if you have more than one.

How to play

- The aim is to get the target ball over the opposition team's line using soft balls or bean bags.
- How did you use your throwing position to 'help' create power?
- What did you use to aim at the target ball?
- Start with one target ball, but introduce others after the first round.
- Once a ball is introduced over the opposition line, it is out of play.
- Consider a points system for the balls if you have more than one.

Physical skills

- How did you use your throwing position to 'help' create power?
- What did you use to aim at the target ball?

Life skills

- How did you react when you missed the target on your throw?

Make it water...

- Space - Choose size of playing area.
- Task - Use rolling only.
- Equipment - Three target balls.
- People - Work in pairs rather than larger groups.

Make it harder...

- Space - Increase size of playing area.
- Task - Introduce rules for height and type of throw.
- Equipment - Use and smaller target balls.
- People - Work with 4 teams in one area (square shape setup).

Key

- Three
- One
- Two
- Search ball

Seated NETBALL

Seated Netball is a fun & inclusive game designed to get everyone moving, irrespective of their age, ability or environment!

The Rules

- Your team must pass the ball 10 times before a player can shoot.
- You cannot stand or raise your bottom off your seat - you must stay seated! If you don't, the ball gets turned over to the other team.
- Any interception including a 'tip' means the ball is turned over to the other team, if someone drops the ball and the other team don't touch it, they keep possession.
- The first team to 10 goals wins. You can do one goal, best of 3 or best of 5, depending on how much time you have!

Remember to shout out!

- Number of passes made
- 'Obey' when eligible
- 'Turnover' when intercepted

Equipment List

- Netball
- Cones
- Whistle
- Seated chairs

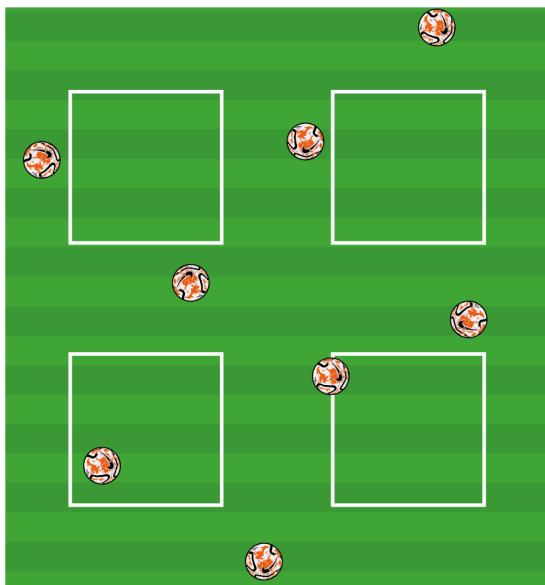
How It Works

- Position your players in a circle.
- Ensure players aren't too far apart so they can intercept the ball from a seated position.
- Teams are based on every other person e.g. red ball, green ball, red ball, green ball.
- Place the netball in the centre of the circle.
- If you have a big group, you can split them into multiple circles.

Wales Netball Pêl-rwyd Cymru

Mental Health Awareness Week

Chelsea FC Foundation Session Plan



SET-UP

4 squares placed 6 steps apart and 4x4m in size.

EQUIPMENT

- Balls (one per participant if possible, if not, one per group of two or three).
- Cones to mark out the squares.

WARM UP

Move around the area with a ball in hand.

Practice changing direction when you reach a box (if in pairs, one follows the other, swapping on command).

VARIATIONS

1. Use balance to hop on one leg.
2. Power to bounce high on two legs.
3. Balance the ball on different parts of your body as you move around.
4. Use other parts of the body to move the ball round the area.
5. Pretend to be an animal to show different speeds.

ACTIVITY (BALL EACH)

1. Dribble around the area.
Turn in a box = 1 point.
Turn out the box towards another box = 3 points.
2. Set a timer of 1 min to set a score, then try to beat your own score!

ACTIVITY (BALL BETWEEN 2)

1. Dribble around the area.
Turn in a box = 1 point.
Turn out the box towards partner = 3 points.
2. Swap the ball and repeat.
3. Set a timer of 1 min to set a score, accelerate away from your partner after every turn, if you go through a box without your partner get an extra point. Swap over and see who has the most points!

CHALLENGES

1. Use both feet.
2. Combine turns to multiply score!
3. Place objects around area to avoid.

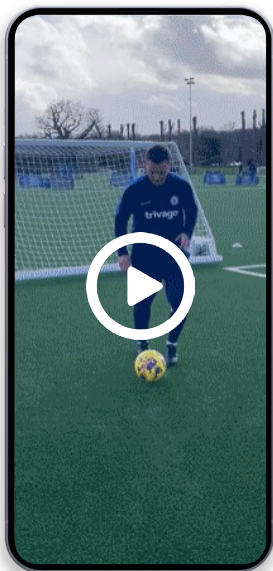
MATCHES - IF TIME PERMITS

4v4 / 5v5 depending on players and space.

Goal = 1 point.
Goal after a turn = 3 points.

Turn away from a defender and have a shot = 1 bonus point.

Chelsea FC Foundation Session Plan



HOOK TURN

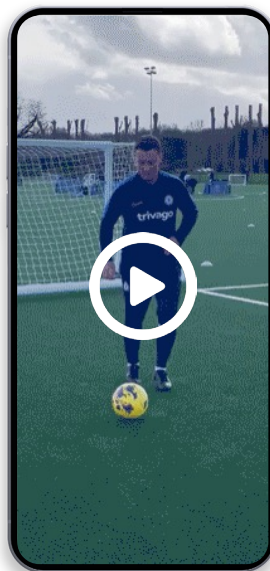
Move the ball with one foot, keeping contact on the ball with the foot at all times.

Using either the inside or outside of the foot to turn 90 degrees.

Standing foot pivots around.

CHALLENGE:

Try with right and left foot.



SOLE ROLL

Place one foot on top of the ball and the other next to the ball.

Drag the ball back and rotate your body with the ball to turn 180 degrees.

CHALLENGE:

Attempt 10 in a row, right foot then left, without losing control of the ball.



CHOP

Place your standing foot ahead of the ball and hit down on the outside of the ball with the inside of your foot to punch the ball behind your standing leg, changing direction 90 degrees.

CHALLENGE:

Dribble the ball into this turn to maximise impact.



CRUYFF

Standing foot ahead of the ball. Rotate your hips over the ball and towards your standing foot.

The inside of your foot will make contact beyond the ball to drag the ball back behind you.

CHALLENGE:

Take a touch with your standing foot after the ball is released, then turn back the other way, do this 10 times.

Over and under... goalball style!



Goalball UK
Transforming people's lives

The equipment list:

- **Goalballs** (you can use other balls, ideally basketballs or footballs)



- **Eyeshades / blindfolds** (you can do without and ask participants to close their eyes!)



- and **willing participants.**

The instructions / rules

- Split the group into even teams, ideally made up of 5 or 6 players.
- Start with a game of 'over and under'. Teams stand one behind the other, the person at the front starts with the ball and passes the ball over their head, the next person then passes the ball through their legs.
- This continues alternating until the ball reaches the person at the back of the line, who then runs the front of the team and starts the process again.
- A team has completed the game when the person who started at the front re-joins the front of the line.

Now... make it goalball style!

- Introduce eyeshades to challenge the group to play without the use of their sight.
- Reinforce the importance of listening and introduce communication, i.e. saying 'over' 'under' with each action.
- Communication is especially key for the person who must move to the front of the line, the front person should make an audible cue as to where they are, for example clicking their fingers or clapping.
- Encourage the participants to travel safely from the back to the front i.e. creating a continuous line by everyone putting their hands on the shoulder of the person in front, so the person at the back can follow this line.

How to win

This is a typical game people have already played before and adds the challenge of playing it without sight by wearing eyeshades (or closing their eyes).

So, to 'win' this challenge each group must complete the game successfully by using their other senses (hearing and touch) and utilising their communication and teamworking skills.





Top tips

Communication is key!
Participants need to talk to each other and work as a team.

Utilising your other senses
(hearing & touch) will be needed when the sight is taken away.

Safety guidelines

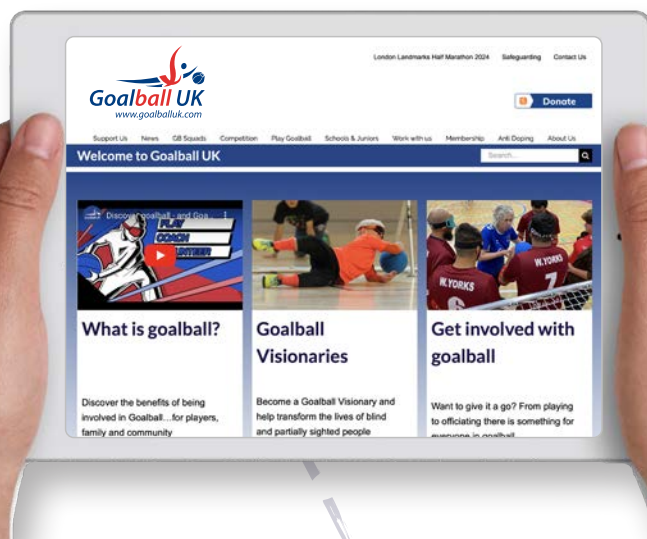
Ensure there is at least one person without eyeshades to oversee the activity (typically the session leader).

Introduce safety rules such as:

- If the group leader says 'stop' everyone freezes (this is in case someone has got lost and potentially about to bump into someone or something)
- If the ball drops at someone's feet and they can easily collect it, then they can do so. If the ball has rolled away, the sighted group leader can collect it and bring it back to the team who has dropped it.

Ensure there is sufficient space between teams if you have multiple teams taking part at once.

Encourage the teams to 'hold position' i.e. step back when the person gets from the back of the line to the front of the line.



For more information about goalball

- **Check out goalball in action at the Paralympics:** <https://youtu.be/0bZ51jzmbAQ?si=y7YIIMBncKKCcPkQ>
- **Check out goalball in action in schools:** https://youtu.be/oXBaOvKV_uc?si=Oxm04t_znEFmcnB2
- Join Goalball UK on **Facebook**, **X (formerly Twitter)** and **Instagram**.
- **Find your local goalball club** (to join as a player OR volunteer!): <https://goalballuk.com/the-sport/clubs/>
- **Play goalball in your school:** <https://goalballuk.com/school/school-support/>
- **Get involved in Goalball UK as an activator (volunteer):** <https://goalballuk.com/work-with-us/volunteering/>
- **Learn how to teach goalball** (within schools and/or community settings): <https://goalballuk.com/the-sport/coaching/>
- **Goalball UK website homepage:** <https://goalballuk.com/>

Reunion activity



Session timing

20–30 minutes

Resources needed

Music and space to dance.

Session objective

The following activity will help explore the ideas of coming together, relationships, same but different, dance as a tool to express your emotions and ideas and bring children closer to the ideas and methods of icandance.

Links to curriculum

- Innovation and creation
- Self-knowledge
- Collaboration
- Communication
- Responsibility

Steps

1. Children to watch the story of Alice and Denecia here: <https://www.youtube.com/watch?v=NBV3RoGCsFM>
2. Then the children explore some of the themes discussed in the video specially how dance is a way of bringing people together and of sharing a story.

Discuss concepts of same but different and how dance looks different but feels the same based on each person's abilities. Use flipcharts to write down ideas and put together a word bank.
3. After the discussion and brainstorming ideas of how dance brings us closer, connection, reunion, same but different, expression through body, emotions etc, the children can watch the actual performance here: 'Reunion' by Denecia and Alice Bellini (Creative Coalition) (<https://www.youtube.com/watch?v=-KgNWL1vh4>).
4. Then they work in pairs to explore things that are different and yet similar about them and use these to create a dance based on the ideas introduced above in their pairs.

5. Allow for time for all groups to share and encourage positive feedback from the rest of the class.

Each group should give their dance a name to be shared before the start of their performance.

6. Cool down with deep breaths and discussion on how they felt at the beginning of the session in contrast to now. Support children in naming emotions.

EYFS / KS1 / SEND

All steps can be used as suggested above with more support during the independent creative progress as they are all accessible and designed to be adaptable.

For EYFS / KS1 / SEND all the proposed resources in the material box can be used as exploration of movement and tasks to create movement.



Progression for all

Create your own props to support their performance, like masks, drawings or any craft that can be used to include in their movement and communicate their idea creatively.

Reflection questions

- How do you think dance brings people together?
- How does dance help you when you are feeling sad or anxious?
- How did you feel when you heard the feedback from your peers?





ANIMAL WALKS RELAY

The Animal Walks Relay is a dynamic and entertaining activity where children mimic the movements of different animals in a team-based relay. As they hop like frogs, or crawl like bears, they can engage in a playful exploration of a variety of movements whilst having fun!

DURATION

15 to 20 minutes

MATERIALS NEEDED

1. Cones or markers to delineate the relay start and end points.
2. A list of animal movements for reference.
3. Whistle or signal to start and end the relay.

ACTIVITY BREAKDOWN

Introduction (2 minutes)

- Gather the children and explain the concept of the relay.
- Introduce the theme: "Today, we're going to move like different animals to help our bodies and minds feel great!"
- "Demonstrate a few animal movements (e.g. bear crawl, frog jump, bunny hop).

Warm-up (3 minutes)

- Lead the children in a brief warm-up to prepare their bodies.
- Include simple exercises like stretching arms and legs, jumping on the spot, and rotating wrists and ankles.



Setting up the relay (2 minutes)

- Divide the children into teams of equal numbers, lining them up at the start line.
- Mark the relay course with cones or markers, ensuring it's not too long to tire the younger children but challenging enough for the older ones.
- Explain the rules: Each team member must complete one animal walk to the marker and back, then tag the next team member.

The relay (6 – 8 minutes)

- Start the relay with a signal (whistle or shout).
- Encourage the children as they perform their animal walks, cheering for their teammates.
- Ensure each child completes their turn before the next begins.
- Monitor the children's safety, providing guidance and assistance as needed.
- Feel free to get them to add animal noises, if appropriate, to increase the silliness and fun of the activity.

Cool down and discussion (2-3 minutes)

- After the relay, gather the children for a brief cool-down, including deep breaths and stretching.
- Engage them in a discussion about the activity: "How do you feel after moving like different animals? Did you notice your heart beating faster? How does moving our bodies help our minds feel better?"



**Mental Health
Awareness Week**



This activity plan is owned by Changing Horizons.

ANIMAL MOVEMENTS



Bear Walk

Walk on hands and feet with bottom in the air, imitating a bear's movement.



Crab Walk

Walk sideways using hands and feet, like a crab.



Frog Jump

Squat down and jump forward with both feet together, imitating a frog's leap.



Gorilla Walk

Walk on hands and feet, but with arms slightly bent and hanging down, imitating a gorilla.



Penguin Waddle

Take short, shuffling steps with feet turned outwards, like a penguin.



Elephant Stomp

Stomp heavily while swinging arms, imitating an elephant's walk.



Kangaroo Hop

Jump forward with both feet together, imitating a kangaroo's hop.



Duck Waddle

Walk with feet close together and waddle side to side, imitating a duck.



Horse Gallop

Take long strides, alternating feet like a galloping horse.



TAG RUGBY



RESOURCES



Whistle



Tags



Balls



Cones



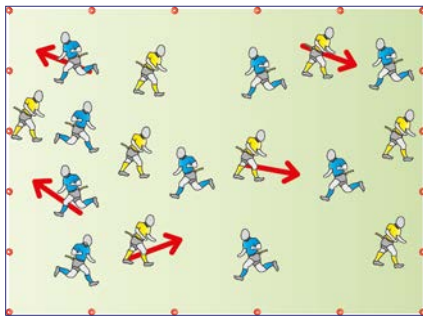
Player Direction



Defender



Attacker



GAME 1: TAG MANIA

DURATION: 5 mins

SET UP: Grid 30 x 20 metres

HOW TO PLAY:

- Players to collect as many tags from the other players in the grid
- On whistle collect tags
- Winner = most tags

EXTENSION TASK:

Team Tag Mania, work in pairs to get the most tags, get each pair to count the tags.

GAME 2: WIN THE BALL

DURATION:
5 mins

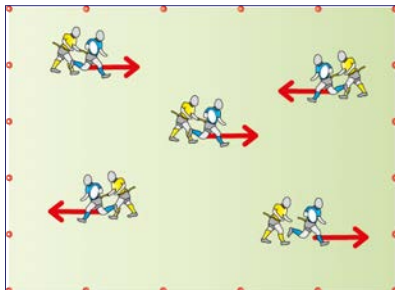
AIM: Tag the ball carrier to win the ball. All children to wear tag belts and 2 tags and sort themselves into pairs. Each pair number themselves 1 and 2 with player 1 having the ball to start.

HOW TO PLAY

- Each pair stands a meter apart within the coned area
- On the coaches whistle the game begins Player 1 tries to evade getting tagged by Player 2. If they are tagged (player 1) they give the ball to Player 2 who returns the tag. Player 2 then tries to evade getting caught. The game continues for 1-2 minutes.

EXTENSION OF THE TASK

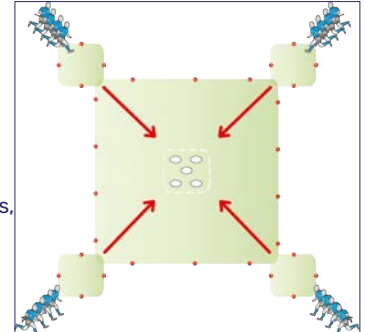
Team tag, work as a team to collect as many balls as they can. Team 1 each start with a ball. Team 2 has 1-2 minutes to collect as many ball as they can, gathering the balls in a nest in the middle of the cones area. When a ball carrier is tagged and no longer has a ball, they can join with another ball carrier and pass the ball between them. Team 2 can only tag a ball carrier.



GAME 3: RAID THE NEST

DURATION:
5 mins

Divide the class in 4 teams, using cones mark out a circle in the centre of the coned area for all balls to be placed in. In each corner cone out a smaller circle.



AIM: Each teams collects as many balls as they can from the central nest

HOW TO PLAY

- Each team stands next to their corner circle lined one behind the other
- On the coaches whistle the first player of each teams runs out the get a ball and runs back and places in the team nest. The next in line then runs out.
- When all balls have gone the winning team is the one with the most balls collected.

EXTENSION

A member from each team becomes a defender. They are able to tag a player from another team who is carrying a ball. If they tag an opposition player, they win the ball for their team. Taggers can be interchanged.

Ferocious Fielder: Skill development

Target ball

Equipment (per game)

Variety of soft balls
Cones
1 large ball
(beach ball or balloon)

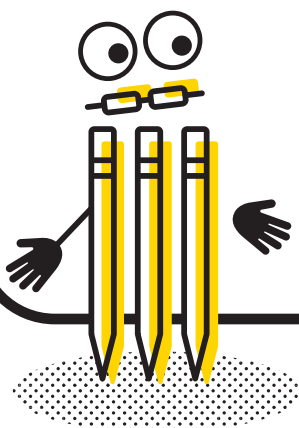


Mental Health Awareness Week



How to set up

- As per the diagram below, placing target balls on cones in the centre of the 'no go zone'



How to play

- The aim is to get the large target balls over the opposition team's line using soft balls or bean bags
- Start with one target ball, but introduce others after the first round - once a ball is knocked over the opponents line, it is out of play
- Consider a points system for the balls if you have more than one

Physical skills

- How did you use your throwing position to help create power?
- What did you use to aim at the target ball?

Life skills

- How did you react when you missed the target on your throw?

STEP

Make it easier...

Space - Decrease size of playing area

Task - Use rolling only

Equipment - More target balls

People - Work in pairs rather than larger groups

Make it harder...

Space - Increase size of playing area

Task - Introduce rules for height and type of throw

Equipment - Less and smaller target balls

People - Work with 4 teams in one area (square shape setup)

Key

- Throw
- Cone
- Ball
- Beach ball





Seated Netball is a fun & inclusive game designed to get everyone moving, irrespective of their age, ability or environment!

The Rules

- Your team must **pass the ball 10 times** before a player can shoot
- You **cannot stand or raise your bottom off you seat** – you must stay seated! If you don't, the ball gets turned over to the other team
- **Any interception** including a 'tip' means the **ball is turned over** to the other team. If someone drops the ball and the other team don't touch it, they keep possession
- The **first team to 10 goals wins**. You can do one game, best of 3 or best of 5, depending on how much time you have!



Remember to shout out

- Number of passes made
- "shoot" when eligible
- "turnover" when intercepted

How It Works

- Position your **players in a circle**
- Ensure players aren't too far apart so they can intercept the ball from a seated position
- Teams are based on **every other person** e.g. red bib, green bib, red bib, green bib....
- Place the **net/bin/box** in the **centre of the circle**.
- If you have a **big group**, you can **split** them into **multiple circles**



WALES NETBALL
PÊL-RWYD CYMRU

This activity plan is owned by Wales Netball





Seated NETBALL®



Gêm hwyliog a chynhwysol yw pêl-rwyd ar eich eistedd, wedi'i dylunio i annog pawb i symud, waeth beth yw eu hoedran, gallu neu amgylchedd!

Y Rheolau

- Rhaid i'ch tîm basio'r bêl **10** o weithiau cyn y gall chwaraewr saethu
- Ni allwch sefyll na chodi eich pen ôl oddi ar eich sedd – rhaid i chi aros ar eich eistedd. Os na fyddwch chi'n gwneud hynny, bydd y bêl yn cael ei throsi i'r tîm arall.
- Bydd unrhyw ryng-gipiad gan gynnwys 'tip' yn golygu y bydd y bêl yn cael ei throsi i'r tîm arall. Os bydd rhywun yn gollwng y bêl ac os na fydd y tîm arall yn ei chyffwrdd, maent yn cadw meddiant ohoni.
- Bydd y tîm cyntaf i gyrraedd 10 gôl yn ennill. Gallwch chwarae un gêm, y gorau o 3 gêm neu'r gorau o 5, yn dibynnu ar faint o amser sydd gennych!



Cofiwch alw allan:

- Y nifer o basys a wnaed
- "saethu" pan fo hynny'n briodol
- "trosi" pan fo rhyng-gipiad yn digwydd

Rhestr Offer



Sut mae'n gweithio

- Gosodwch eich chwaraewyr mewn cylch
- Sicrhewch nad yw chwaraewyr yn rhy bell o'i gilydd fel y gallant gael gafael ar y bêl ar eu heistedd
- Pennir y timau bob yn ail berson e.e bib coch, bib gwyrdd, bib coch, bib gwyrdd...
- Gosodwch y rhwyd/bin/bocs yng nghanol y cylch.
- Os oes gennych grŵp mawr, gallwch eu rhannu'n sawl cylch



WALES NETBALL
PÊL-RWYD CYMRU

Pêl-rwyd Cymru yw perchennog y cynllun gweithgaredd hwn

**Mental Health
Awareness Week**



THE END OF GAME CELEBRATION

5 MINUTES

"Well done everybody, we've remembered the tactics, warmed up, played the game and had fun! Let's review what we've learnt."

Pose the following question to the children who can either write their answers down or share verbally with a partner.

KEY QUESTION: How does physical activity and movement help to improve our mental health?

Use the following words in your answer: physical activity, happy hormones, endorphins and mood.

For the rest of Mental Health Awareness Week and beyond, we want to keep up this good habit of moving for your mental health. You are more likely to keep it up if it's doing something you enjoy.

KEY QUESTION: What physical activities can you add to your daily routine, what would you enjoy?

It's time to celebrate! Lead this how you wish, maybe:

- a team photo shoot lifting a trophy
- individual presentation with medals
- high fives around the room.

BE AS CREATIVE AS YOU LIKE AND HAVE FUN!



THE COOL DOWN

5-10 MINUTES

Now its time for a cool down stretch followed by a relaxing and breathing activity. Lead a cool down stretch as you normally would in your PE lesson, then move into the emotional regulation relaxing activity. Encourage the children to close their eyes if they feel comfortable to do so.

“Let’s take a moment to relax our bodies and minds and prepare for the rest of the day.

“Think about how you feel right now. Some of you may already feel energised, since endorphins start to be released within the first 5 minutes of movement. These happy hormones will continue to be released in your system and you will get a second wave after 2-4 hours!

“Movement is the gift that keeps on giving. Some of you may feel tired. That’s okay! That’s good! This will hopefully help you to sleep tonight! (If helpful lead their breathing with counting.) Breathe in and out and feel your heart rate return to its resting rate.”



APPENDIX

CURRICULUM LINKS

England

KS2 Education physical health and mental wellbeing education (part of RSE and health education).

Northern Ireland

KS1 & KS2 Personal Development and Mutual Understanding.

Scotland

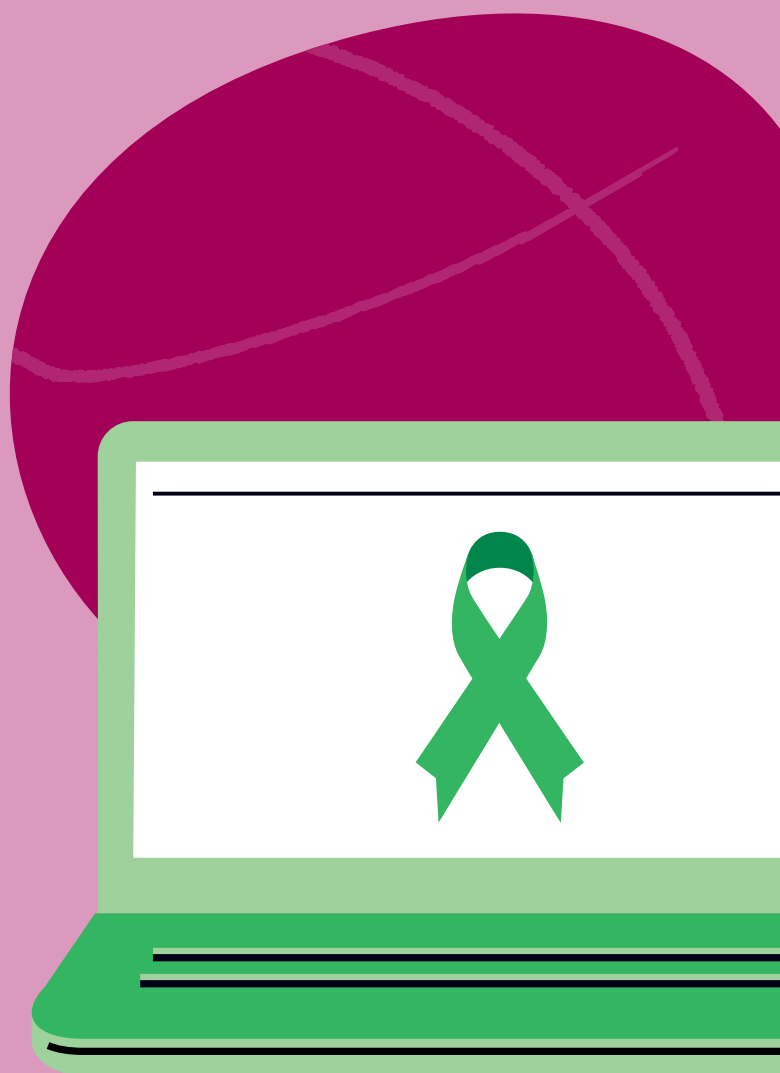
First to Second Level, Health and Wellbeing, Physical activity and health.

Wales

Health and Wellbeing, Progression Steps 2-3.

HELPFUL LINKS: PHYSICAL AND MENTAL HEALTH GUIDANCE

- **Physical activity guidelines, Chief Medical Officer: Physical activity guidelines: children and young people (5 to 18 years) – GOV.UK (www.gov.uk)**
- **How to look after your mental health using exercise, The Mental Health Foundation: Physical activity and mental health. Mental Health Foundation (www.mentalhealth.org.uk)**
- **Be active for your mental health, NHS guidance: Be active for your mental health: Every Mind Matters – NHS (www.nhs.uk)**





GET IN TOUCH!



We'd love to hear about your events, get in touch with the team to let us know your plans. We can also send collection tins and fundraising materials:
events@mentalhealth.org.uk

London:
**Mental Health Foundation,
Studio 2, 197 Long Lane,
London, SE1 4PD**

Glasgow:
**Mental Health Foundation,
2nd Floor, Moncrieff House,
69 West Nile Street, Glasgow, G1 2QB**

Cardiff:
**Mental Health Foundation,
Suite 7, Floor 9, Brunel House,
2 Fitzalan Road, Cardiff, CF24 OEB**

Belfast:
**Mental Health Foundation,
5th Floor, 14 College Square North,
Belfast, BT1 6AS**

[mentalhealth.org.uk](https://www.mentalhealth.org.uk)

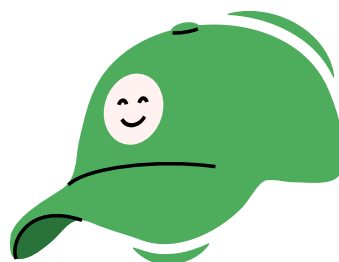
 Mental Health Foundation

 @mentalhealthfoundation

 @MentalHealth



Registered with
**FUNDRAISING
REGULATOR**



HOW ARE THEY FEELING?
WHY DO YOU THINK THAT?

HOW ARE THEY FEELING?
WHY DO YOU THINK THAT?





**HOW ARE THEY FEELING?
WHY DO YOU THINK THAT?**

HOW ARE THEY FEELING?
WHY DO YOU THINK THAT?



HOW ARE THEY FEELING?
WHY DO YOU THINK THAT?



HOW ARE THEY FEELING?
WHY DO YOU THINK THAT?




**HOW ARE THEY FEELING?
WHY DO YOU THINK THAT?**

WHO DO YOU AGREE WITH AND WHY?



People with good mental health feel a range of emotions and learn to manage them.

JACK



People with good mental health feel happy all the time.

SHONA

Mental health means our state of mind and how we feel.

Having good mental health doesn't mean that you feel happy or positive all the time.

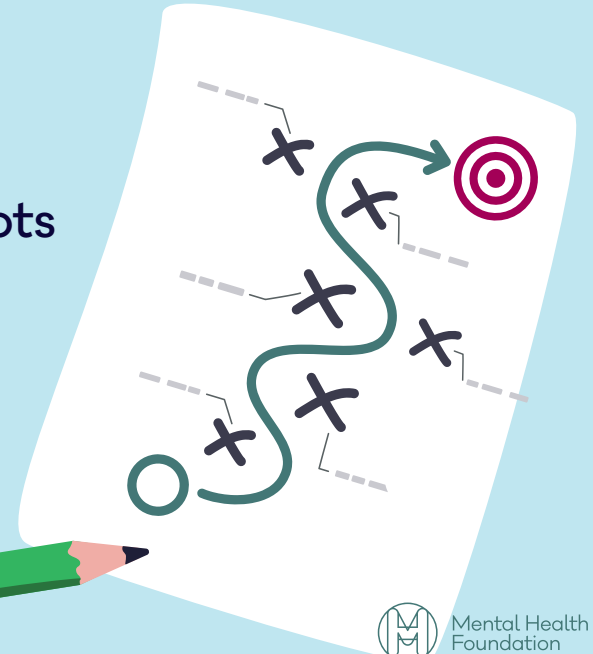


We all have good days and bad days.

Like the weather, your mental health can go through periods of positive and sunny bursts of energy, and it can also dip and feel a bit gloomy and grey.



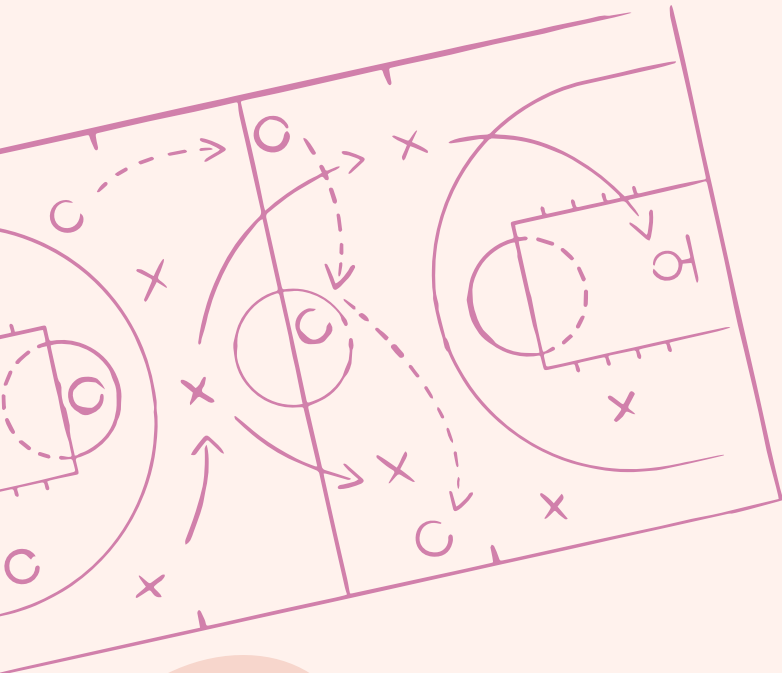
Being mentally healthy means that you have lots of good tactics for coping with your emotions, good or bad.



TALKING TACTICS

In sport there are always tactics (top tips and tricks) to help the person or team win.

What tactics could help you to win the following?



100M
RACE



GAME OF
WHEELCHAIR
RUGBY



SWIMMING
RACE

Doing exercise or playing sports are great ways to be physically active, but being physically active includes any exercise that gets you moving!

It could be as simple as:

SCOOTING
TO SCHOOL



DANCING
TO MUSIC



GOING FOR
A WALK
IN THE PARK



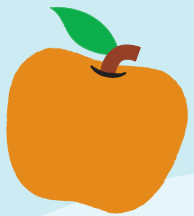
INCREASES
OUR SPEED



IMPROVES OUR
FLEXIBILITY



HELPS US TO
DIGEST OUR FOOD



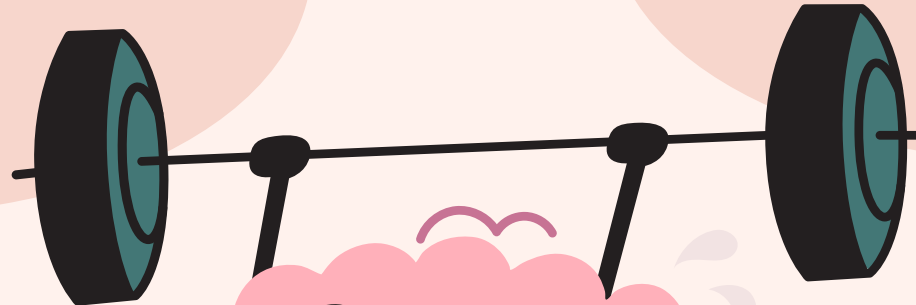
BUILDS
MUSCLES





HELPS US TO
CONCENTRATE

IMPROVES
MOOD



BOOSTS
SELF ESTEEM

BETTER
SLEEP



ENDORPHINS

SLIDE 14

We all have chemicals in our bodies called hormones which change our mood and how we feel.

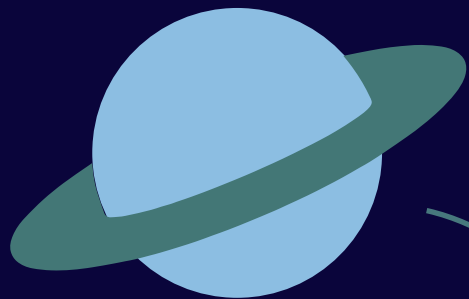
Some make us feel happy, some make us feel angry, some make us feel sad.

When we move our bodies, it releases chemicals called endorphins.

Endorphins send signals/ messages to our brains that help us to feel happier.



**WE WANT TO BOOST
OUR FEEL GOOD
HORMONES EVERY DAY
IF WE CAN, BY MOVING
OUR BODIES.**



**MOVEMENT HELPS YOU
KEEP YOUR COOL!**

**FEEL YOUR BEST,
DO WELL IN SCHOOL!**

**YOU CAN MOVE
IN YOUR OWN WAY!**

**GET MOVING FOR
1 HOUR EACH DAY!**



THE GAME

LET'S GIVE IT A GO!

SLIDE 17

Over and under... goalball style!

Goalball UK
Transparency International

The equipment list:

- Goalballs (you can use other balls, ideally available for goalball)
- Eyeblinds (you can do without and ask participants to close their eyes)
- Willing participants

The instructions / rules

- Split the group into even teams, ideally made up of 5 or 6 players.
- Start with a game of 'over and under'. Teams stand one behind the other, the person at the front starts with the ball and passes the ball over their head, the next person passes the ball through their legs.
- The continuous alternating until the ball reaches the person at the back of the line, who then runs to the front of the team and starts the process again.
- A team has completed the game when the person who started at the front reaches the front of the line.

Now... make it goalball style!

- Introduce eyeblinds to challenge the group to play without the use of their sight.
- Reinforce the importance of listening and introduce communication, i.e. saying 'over' / 'under' with each action.
- Communication is especially key for the person who must move to the front of the line, the front person should make an audible cue as to where they are, for example clapping their finger or clapping.
- Encourage the participants to travel safely from the back to the front, creating a continuous line by everyone putting their hands on the shoulder of the person in front, so the person at the back can follow this line.

How to win

This is a typical game people have already played before and adds the challenge of playing without sight. To win this challenge each group must complete the game successfully by using their other senses (hearing and touch) and using their communication and teamwork skills.

Reunion activity

Section timing
20-30 minutes

Resources needed
Music and space to dance.

Section objective
The following activity will help explore the ideas of coming together, relationships, some but different, dance as a tool to express your emotions and ideas and bring children closer to the ideas and methods of acrobatics.

Steps

- Children to watch the story of Alice and Denzico here: <https://www.youtube.com/watch?v=9dV3d0Caf7E>
- Then the children explore some of the themes discussed in the video specially how dance is a way of bringing people together and of sharing a story. Discuss concepts of some but different and how dance looks different but feels the same based on each person's abilities. Use flipcharts to write down ideas and put together a word bank.
- After the discussion and brainstorming ideas of how dance brings us closer, connections, emotions, some but different, expression through body, emotions etc, the children can watch the actual performance here: <https://www.youtube.com/watch?v=9dV3d0Caf7E>
- Then they work in pairs to explore things that are different and yet similar about them and that they can create a dance based on the ideas introduced above in their pairs.

Links to curriculum

- Innovation and creation
- Self-knowledge
- Collaboration
- Communication
- Responsibility

icandance
Dancing

ANIMAL WALKS RELAY

HEAD OUTSIDE AWARDS

The Animal Walks Relay is a dynamic and entertaining activity where children mimic the movements of different animals in a team-based relay. As they engage in a playful exploration of a variety of movements whilst having fun!

DURATION
15 to 20 minutes

MATERIALS NEEDED

- Cones or markers to delineate the relay start and end points.
- A list of animal movements for reference.
- Whistle or signal to start and end the relay.

ACTIVITY BREAKDOWN

Introduction (2 minutes)

- Introduce the children and explain the concept of the relay.
- Introduce the theme: "Today, we're going to move like different animals to help our bodies and minds feel great!"
- Demonstrate a few animal movements for a brief warm-up.

Warm-up (2 minutes)

- Lead the children in a brief warm-up to prepare their bodies.
- Include simple exercises like stretching arms and legs, jumping on the spot, and rotating wrists and ankles.



premiershifrugbychampions.com TAG RUGBY

RESOURCES

GAME 1: TAG HANNA

Duration: 10 minutes

SET-UP: 10 x 20 metres

HOW TO PLAY:

- Divide the group into two teams of 10 players in the grid.
- Divide the grid into two halves.
- Divide the grid into two halves.

EXTENSION TASK: From 'Tag Hanna', each player in a pair gets the most tags, get each pair to count the tags.

GAME 2: WIN THE BALL

Duration: 10 minutes

SET-UP: 10 x 20 metres

HOW TO PLAY:

- Divide the group into two teams of 10 players in the grid.
- Divide the grid into two halves.
- Divide the grid into two halves.

EXTENSION TASK: From 'Win the Ball', each player in a pair gets the most tags, get each pair to count the tags.

GAME 3: RAID THE NEST

Duration: 10 minutes

SET-UP: 10 x 20 metres

HOW TO PLAY:

- Divide the group into two teams of 10 players in the grid.
- Divide the grid into two halves.
- Divide the grid into two halves.

EXTENSION TASK: From 'Raid the Nest', each player in a pair gets the most tags, get each pair to count the tags.

Ferocious Fielder: Skill development

Target ball

Equipment (per game)

- Cones
- Large ball
- Small ball or ball

How to set up

How to play

Physical skills

Life skills

Remember to shout out

- "Hurry if you miss"
- "Slow" when right
- "Hurry" when wrong

Equipment List

- Cones
- Ball
- Small ball

How It Works

- Position your players in a circle
- Ensure players aren't too far apart so they can intercept the ball from a seated position
- Teams are based on every other person
- 5 red ball, green ball, red ball, green ball
- Place the netball/box in the centre of the circle
- If you have a big group, you can split them into multiple circles

WALES NETBALL PÊL-RWYD CYMRU

Mental Health Awareness Week

Seated NETBALL

Seated Netball is a fun & inclusive game designed to get everyone moving, irrespective of their age, ability or environment!

The Rules

- Your team must pass the ball 10 times before a player can shoot
- You cannot stand or raise your bottom off your seat - you must stay seated! If you don't, the ball gets turned over to the other team
- Any interception including a 'top' means the ball is turned over to the other team
- The first team to 10 goals wins. You can do one game, best of 3 or best of 5, depending on how much time you have!

Remember to shout out

- "Hurry if you miss"
- "Slow" when right
- "Hurry" when wrong

Equipment List

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WALES NETBALL PÊL-RWYD CYMRU

Mental Health Awareness Week



Chelsea FC Foundation Session Plan

WARM UP

Before we start the game with 10 ball in hand

Practice changing direction when you reach a cone (or 2 cones, one between the other, depending on equipment)

VARIATIONS

- Use ball to hop on one leg
- Power to bounce high on two legs
- Balance the ball on different parts of your body as you move around
- Use other parts of your body to move the ball around the cone
- Practice to be on ground to show different stances

ACTIVITY (15 MIN)

- Divide around the cone
- Turn in a line - 1 point
- Turn out the back towards another ball - 3 points
- Set a line of 10 up to set a cone then try to find your own cone

EQUIPMENT

- 10 cones placed 5 metres apart and 10 balls in hand
- 10 cones placed 5 metres apart and 10 balls in hand
- 10 cones placed 5 metres apart and 10 balls in hand

ACTIVITY (15 MIN)

- Divide around the cone
- Turn in a line - 1 point
- Turn out the back towards another ball - 3 points
- Set a line of 10 up to set a cone then try to find your own cone

THE END OF GAME CELEBRATION

SLIDE 18

How does physical activity and movement help to improve our mental health?

What physical activities can you add to your daily routine, what would you enjoy?

NOW IT'S TIME TO CELEBRATE!



THE COOL DOWN

SLIDE 19

Let's take a moment to relax our bodies and minds and prepare for the rest of the day.

Think about how you feel right now.

Breathe.

