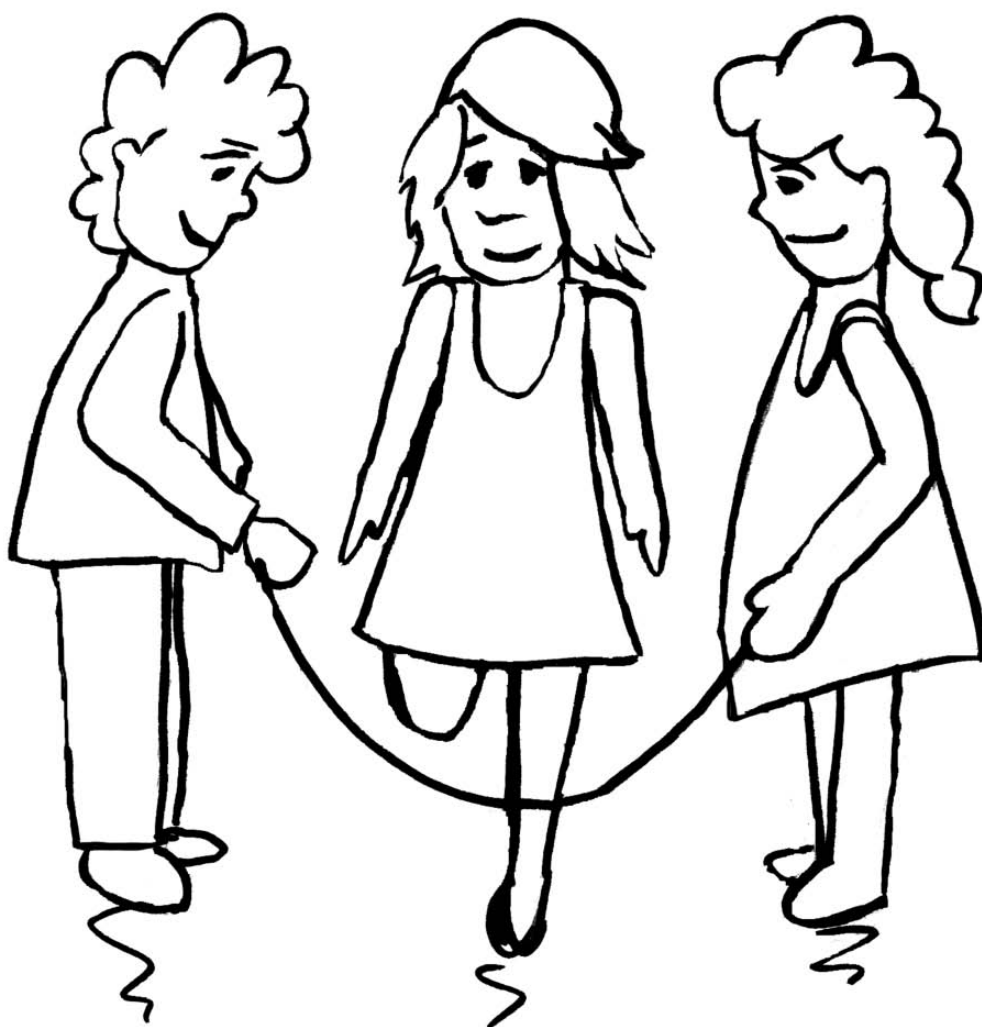


# Feeling Good:

Promoting children's mental health



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The project was managed by Angela Fletcher of the **mentality** team at the Sainsbury Centre for Mental Health.

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E: [enquiries@mentality.org.uk](mailto:enquiries@mentality.org.uk) or T: 020 7716 6777.

For more information about these activity sheets or to receive more copies please contact:

**mentality** at the Sainsbury Centre for Mental Health  
134-138 Borough High Street, London, SE1 1LB.

T: 020 7716 6777 E: [enquiries@mentality.org.uk](mailto:enquiries@mentality.org.uk)

or you can freely download copies at [www.scmh.org.uk](http://www.scmh.org.uk)

These activity sheets are based on ones originally developed for World Mental Health Day by the mental health team at the Health Education Authority and also those produced by **mentality** for the City of Helsinki Health Department, Finland.

## Introduction

Good mental health in childhood is important because it lays the foundations for social and emotional well being throughout life. Poor mental health affects our children's ability to concentrate at school and home and can make it more difficult for them to learn, communicate and to get on with other people. Many factors can affect our mental health, and parents can play a key role. This booklet and fun activity sheets provide information and practical ideas to help you build on what you already do to promote positive mental health in your child.

Having good mental health is as important for your child as good physical health. As parents we make sure our children are protected from certain physical illnesses and we understand that a healthy diet and plenty of exercise help our children to enjoy a healthy life. Children's mental health is about being able to grow and develop emotionally and intellectually in ways appropriate for their age. You can give your child a good start in life by ensuring they have consistent and reliable care, responding to them with empathy and sensitivity and helping them express feelings and develop good friendships. Providing love, security and the opportunity to learn within a caring family can help your child develop a sense of personal identity so they feel good about themselves. A child with high self-esteem will be able to handle positive and negative emotions, attempt new tasks and challenges, and act with some independence. They will also be more able to develop the resilience to cope with pain, disappointment and sadness. Helping your child come to terms with the emotions he or she experiences, for example when a much loved pet dies, can help them prepare for and better understand other losses they will inevitably face later on in life.

## Promoting your child's mental health

Here are some positive steps that you can build in to your day-to-day routines as well as using alongside the activity sheets.

### Valuing yourself

You need to value yourself as a first step to valuing your child and developing their self-esteem. Looking after yourself is important - make some time (however small) for yourself each day.

You are best for your child when you are at your best.

*Do something that you really enjoy – such as reading a book or magazine, going for a walk, or meeting up with friends.*

### Your feelings count too

Your child learns how to care for themselves and others by the way you care for them. They sense when you are happy and really there for them and it makes them feel good. They can tell when you are sad, scared or upset - sometimes it makes them feel sad, scared and upset too. Rather than hide your feelings, explain to them when you are feeling stressed or down.

Make sure you find some support for any difficulties you are experiencing.

*For example, talking to someone can be a positive step for better mental health. It can be a friend, family member, health professional, either face to face or over the telephone, whatever you feel most comfortable doing is the best thing for you.*

### Talking to your child and giving praise

Your child needs to feel loved and secure whatever she does. Make your child feel special by giving them lots of praise when they try to do the right thing. Encourage your child to accept praise and to feel good about themselves. In the heat of the moment it is easy to say things that you don't mean or may later regret.

Your words give messages to your child about themselves and about your feelings towards them.

*"I like the way you are helping to get dressed today. You are very good at putting your socks on. You can do it if you try."*

### Respecting your child

Show your child respect by making them feel worthwhile, valuable and unique, and they will then respect themselves. They tune in to your tone and words so don't talk to them as though they can't understand. Listen to their point of view, take their wishes into account, thank them for their contribution, tell them how proud you are of them. Never humiliate them or ignore their feelings.

Children learn by example - help your child learn how to behave towards others by the way you treat them and other people.

*"Thank you for helping me by tidying your room. Now how would you like to spend the time before bedtime?"*

## Enjoying your child

Look for the positive parts of being a parent and find time to have fun together – do things you both enjoy, respond and be sensitive to your child's moods and interests.

Enjoy your child's uniqueness, sense of humour and every small step your child takes.

*It's great to do things together as a family but also try to have time on a one-to-one basis with your child doing things they especially enjoy.*

## Setting clear limits

Set clear and consistent limits that help your child feel safe. Your child will test these limits - they are learning who they are and how they should behave. They are not trying to get at you, though it may feel that way at times. Make sure the boundaries are appropriate for their age.

Talk to them about the limits you set and why.

*"Why don't we play here instead of next to the water – it's safer because you might fall in or lose the ball and there's more room to run about."*

## Handling difficult behaviour

Your child's difficult behaviour can make you feel angry and unable to cope, especially when you are tired, busy or distracted. It is common to feel guilty about this and worried that you are inadequate as a parent. Try not to 'bottle' these feelings up. Talking with other parents will show that most of them feel the same way from time to time, and they may even have their own coping strategies that they can share with you.

Finding new ways to manage your child's behaviour can also build up your confidence.

*"I have asked you twice not to do that. I am angry about your behaviour so will you please now go to your room. I will come and see you in 10 minutes and we can talk about it."*

## Listening to your child

Your child has many things to tell you. They need you to listen patiently and be non-critical. For younger children it may help if you put into words what you think they are trying to say. For older children, show them that you've understood what they are saying by checking it out with them. Guide children to work out problems for themselves.

Learn to listen, listen to learn.

*"I think you are feeling a bit cross about your friend not playing with you today. Let's think about what you can do tomorrow in the playground."*

## Helping your child develop self-control

Children need help to learn to control their own behaviour. Give them a few simple guidelines to follow and be there to help them if they forget. The child who never experiences being on their own, or having to wait for something fails to have the opportunity of learning to deal with feelings of frustration, rage or need within themselves. Waiting becomes impossible for them and they become very demanding.

Let your child make decisions and take responsibility whenever possible.

*Games like snakes and ladders or hopscotch where your child has to follow the rules and take turns can be a good way of helping them deal with feelings of frustration and developing self-control.*

## Using the activity sheets with your child

These activity sheets should be fun to use and are designed to help promote your child's mental health. You can use them time and again, putting them aside until the right time and choosing activities that appeal to your child at any given time.

They can help you talk with your child about how they feel about different situations, explore friendships, think about how others may feel, and deal with challenges and new situations. They will help you find ways to talk together about difficult things such as the death of someone close, bullying, and feeling left out and alone. They will also help you explore positive experiences for your child, like being with their friends, grandparents coming to visit. Together you can find ways to cope with difficult times, recover from setbacks and build resilience.

These sheets may contribute to positive outcomes and will help your child to develop one or more of the following skills that are learned over time through a range of experiences both at home and at school:

- recognise their moods and how these can change from time to time
- find ways to recognise and talk about how they feel and be sensitive to how other people feel
- understand that they are unique and special and feel good about themselves
- enjoy positive time with you and with their friends

- cope with challenges and new situations
- express and begin to resolve feelings and worries about themselves and their family
- make and keep friends.

## How is your child doing?

Following some of the ideas in this booklet and working through the activity sheets with your child will be a positive step towards better mental health which your child may show through:

- becoming generally calmer and more at ease with themselves
- feeling more positive about themselves
- being more responsive and willing to cooperate
- being happier and more content
- being able to express anger
- being able to play spontaneously
- beginning to take more responsibility for themselves
- developing more positive relationships with you and with friends
- having improved behaviour
- experiencing less tension, stress and temper.

Remember to:

- look out for positive behaviour and praise them for effort
- trust them with more responsibility
- say thanks, please, sorry and show them respect
- spend as much time as you can with them and listen to what they are saying to you
- be cheerful and good humoured yourself or explain to them why you are feeling sad, angry or worried
- be interested in them and their world.

## Thinking about your own mental health needs

Everyone has mental health needs and one in four people will experience a mental health problem at some point in their lives. You may experience, live with or know someone who is touched by mental health issues. People are treated differently when they say they have a mental health problem – they may not get the education they need or the job they want – but we need to build a society where people with mental health problems have the same rights and chances as everyone else. By promoting your child's mental health you can help them feel positively about themselves and other people whatever their needs and differences.

Looking after young children takes up a huge amount of time and energy and can be challenging. It is important to be able to ask for help when you need it. If you are facing difficulties or are concerned about something, you need to know where to get support - from your partner, friends and family, or from your GP or from other services. Self help and support groups can also offer help, advice and encouragement. Looking after your own mental well-being can help you be more positive with your child.

See sources of help and information. (More information about positive steps can be found at [www.mentality.org.uk/services/positive.htm](http://www.mentality.org.uk/services/positive.htm))

## How to use the activity sheets

The activity sheets work best when you use them with your child to help you talk about a variety of situations to help you promote good mental health. Each sheet offers you the chance to:

- raise issues that you may otherwise find difficult to talk about
- highlight different situations and ways to deal with them positively.

Look at the pictures together and talk about what you both think is happening and how the situation could be helped. Children can colour in the pictures, draw different ones, talk about what is going on and write stories about this. You may find that working with these activity sheets stimulates your child to do other activities like creating collages, writing poems, or playing make-believe.



## Activity Sheet 1 – Mood Chart



Name that feeling.

The mood chart aims to help your child identify their feelings and acts as a diary, highlighting that feelings change from time to time.

Use the chart creatively to get your child to think about and express their feelings. They could draw pictures in the boxes provided to show how they are feeling at different times, and write underneath about what triggered the feelings. Alternatively, ask them to choose from the faces (sad, happy, angry etc) provided on the separate sheet to match how they are feeling, colour them in, cut them out and stick them on the appropriate days.

To help them begin to understand and consider the feelings of others, you could ask them to complete a chart for someone else – a friend or family member. Talk about the cues (such as facial expressions, body language) we use to know how other people are feeling. Ask them to imagine how they would feel if they were them and how important it is to be kind to others.

The sheets can be photocopied and used to build up a diary week after week.

## Activity Sheet 2 – The School Playground

The sheet shows lots of different things going on in the school playground and the street outside. There are children playing together, taking turns and helping each other. Talk about the things your child enjoys doing in the playground.

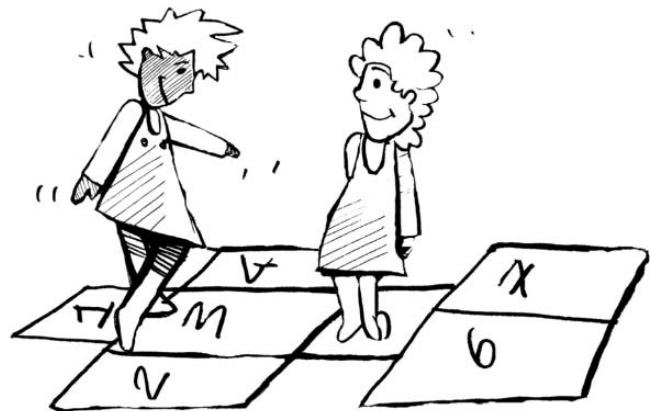
The picture gives different scenarios for you to explore together with the aim of helping you and your child deal with similar situations if and when they arise. See how many of the following situations you and your child can spot:

## First day at school



A child has arrived on their first day at school and is standing outside the school gates looking in. Ask your child how they felt on their first day, and how the child in the picture might be feeling. What could they do to help welcome him? The transition from day care to infant school or moving to a new school can be challenging – what are some of the things that can help you cope with a new situation? Talk about new situations that may be coming up for your child – a new childminder, joining a new after school club, moving house.

## Practising until I succeed



The picture shows children practising different skills like football and hopscotch. Talk about the importance of trying out something new and doing your best. Try to avoid comparing what your child can do with other children and help them not to compare themselves to others. Everyone has different strengths and develops at different times. Make your child feel special by giving them lots of praise when they do their best. Highlight what they are doing right, not what they are doing wrong to build on their strengths and develop self-esteem. What you say and the way you say it is extremely important – encourage rather than criticise.

## Someone being bullied

Two scenarios are shown – a child being teased and pointed at, and someone being pushed over. Bullying is a sensitive subject. You can begin to talk together about a situation where your child is being bullied, or if they have seen someone else being bullied:

- How might they feel – afraid, anxious, isolated, angry and aggressive at the treatment of themselves or a friend?
- What should they do?
- Who can help?

## Someone doing something wrong



The picture shows a child throwing a stone and breaking a window. Explore with your child:

- knowing right from wrong and taking responsibility for your actions
- should the child in the picture own up to breaking the window? How will they be feeling?
- what could your child do in this situation? Tell someone what has happened? Get help so no-one hurts themselves on the broken glass?
- talk about what you would do if your child told you about something they had done wrong.

## Feeling left out and feeling alone

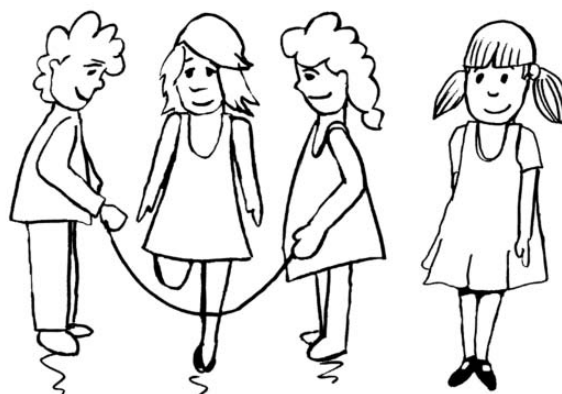
Look for children in the picture who may be feeling left out or isolated. One child is being left out by the others and has not been given an invitation. Another child is standing apart from the other children who are playing together - on the outside looking in. Explore with your child:

- how it feels to be left out or not belonging
- their fears about 'not fitting in', the importance of friendship and being accepted

- positive steps for your child – what to do if they find themselves in this situation
- What they can do to help when they or someone else is left out or excluded.

Some schools have 'buddy schemes' to encourage children to look out for each other. If a child feels left out or alone they sit on the 'friendship bench' and someone will come and join them. Talk about how we may all feel left out from time to time and how important it is to recognise our own and other people's feelings.

## Taking turns



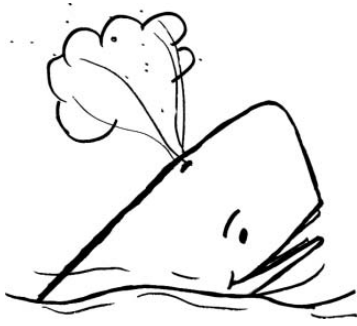
The picture shows children playing together and taking turns with a skipping rope. Help your child think about why it is important to learn to take turns, for example, when they are playing a game or talking with friends. Children need to learn to give and take to ensure that they are accepted within their peer group and to respect the needs and feelings of other people. Learning to wait and take turns is an important part of developing self-control and dealing with potential feelings of frustration or need within themselves. Sticking to the rules of games gives everyone a turn and ensures fairness.

## Feeling scared

A small child outside the school gates has been frightened by a large dog. Talk about:

- how your child might feel in this situation? What are the things that scare them? What can they do to make themselves feel better?
- things they can do to keep themselves safe, and how you can help protect them.

## Activity Sheet 3 – Desert Island



A desert island is a place with no people, no houses or shops, toys or television! Ask your child to imagine they are washed up alone on a desert island and to think about what they would do. This story aims to help you explore with them feelings of alienation and loneliness as well as:

- thoughts about their current life - both negative and positive – to explore what is important to them at the moment and what they would miss most on a desert island
- coping strategies to help them manage on a desert island and what they would do to help themselves.

You could ask your child to write about what might happen or draw more pictures and tell you about their ideas.

## Activity Sheet 4 – Me and my family

The picture shows lots of things going on in the two houses and on the street. You can explore situations and activities that you and your child enjoy together at home, and possible areas of friction. See how many of the following situations you and your child can spot.

### Enjoying time together

Spending positive time with your child is one of the most important things you can do to promote their self-esteem. They value your time, attention and physical affection. Find things that you can enjoy doing together. When time is limited and you are busy, your child may enjoy getting involved in household chores like washing the dishes or sweeping up. Try to enjoy this time with them – it won't last for long.

The picture shows a child waiting excitedly as their grandparent arrives for a visit. Talk about:

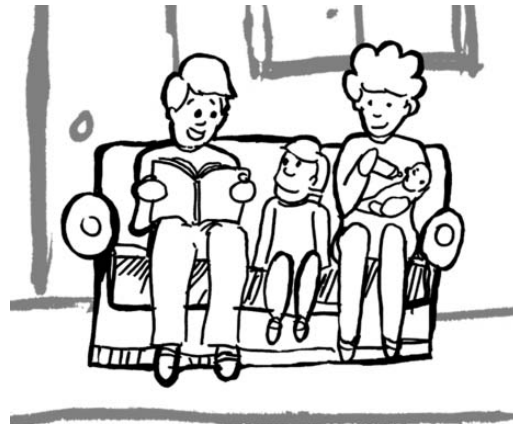
- what are the things that make your child feel excited and happy?
- the enjoyment of looking forward to something – a birthday, a visit or a special outing.

## New baby in the family

The mum in the picture is expecting a baby. When a new baby is on the way it is important to involve your child right from the start. Talk about:

- how your child feels about the new baby – what are their fears and worries?
- what it will be like to have a baby in the family – involve them by letting them feel the baby kicking, helping you get things ready.

When the new baby arrives, the older child may feel jealous or left out. From being the centre of attention they suddenly have to share you. Make sure they know that your feelings towards them are just the same. The picture shows a family sitting down together. Explain that sometimes the baby's needs cannot wait – in this scenario mum is feeding the baby while dad reads a story to the older child.



## Upsetting and scary events

News stories can be upsetting, frightening and difficult for children to make sense of – for example the Tsunami in South East Asia or the bomb attacks on London. Children may not be able to explain what they are feeling, but may show their worries through changes in behaviour such as bed wetting, refusing to go to school, nightmares, or complaining of very real tummy aches.

The picture shows a child watching something scary on television. There are a number of things that you can talk about using this image:

- children need comforting and frequent reassurance that they're safe – make sure they get it
- given what they have seen or heard you need to explain that the event is isolated and very rare. Reassure them that you will always try to keep them safe and secure



- your child may ask many questions – it's important to be honest and open about what has happened. However, you won't know all the answers so don't be afraid to say "I don't know"
- encourage your child to express their feelings through talking, drawing or playing. They may find comfort by being able to "re-tell" the ending of the story/game in a way that makes them feel safe.

## Feelings of sadness and loss

Sometimes things don't go right. The picture shows a toy getting broken and a child dropping their ice cream. Another scene shows a child crying because their pet has died. When someone or something close to your child dies, there will inevitably be many questions, for example, where have they gone? Being there for your child and answering their questions as honestly as possible will help:

- discover positive ways of coping with loss, which includes talking about the death of a loved one
- identify that loss, such as the death of a pet, can happen to anyone
- realise that it's ok to be sad and that these feelings will pass in time.

## Dealing with conflict



The picture shows a child hearing their parents arguing. It is important to recognise how much your behaviour affects your child and this image aims to help you explore this, including:

- how your child feels about family relationships and life at home
- worries they may have about hostility and anger between their parents or other adults
- reassuring your child that they are not to blame

- coping skills that your child can use when there are family arguments.

Another picture shows someone getting angry with a child. Your child may not always understand why you are cross with them. Parents are often quick to express negative feelings but may not get round to giving their child praise.

- Remember to give positive feedback when your child behaves well. Talk about times when your child remembers being praised or told they have done well.
- Explain that when you do get angry, you still love them and they are very special to you. Children need to hear you tell them this. They remember and store positive statements and 'replay' them to themselves.
- Other people may also sometimes get angry with your child (a teacher or friend's parent). Talk about ways they can deal with this by changing the behaviour that is causing the problem.

## Sibling rivalry



Fights and arguments between siblings can cause a great deal of friction within a family. Look at the picture of two children fighting over a toy and talk about:

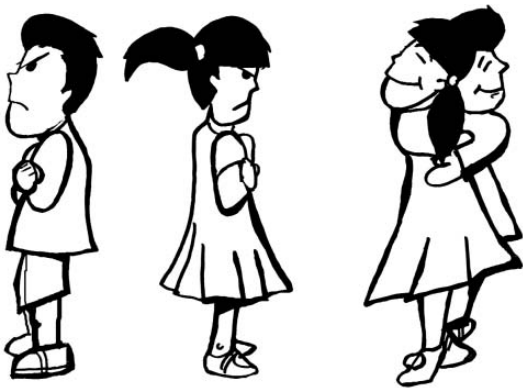
- the importance of treating each other fairly and with respect. How does it feel when someone takes something without asking or doesn't play fairly
- how everyone in the family can deal positively with conflict and disagreements
- think about other people's needs and feelings and take responsibility for your actions.

## Activity Sheet 5 – Me and my friends

This sheet shows two different stories about friendship and will help you talk with your child about:

- the importance of friends and why we need them
- things you can do to be a good friend
- what you can do to make things better when friends fall out
- problems with friends happen to everyone.

### Maya and Sam



The picture shows two children falling out and making up. Using these images you could encourage your child to draw a cartoon strip about a friendship. Ask them to recall a time when they fell out with a friend and why, how they felt about it, how they think their friend felt, and how they made up and became friends again.

### A friend in need - what you can do to help?



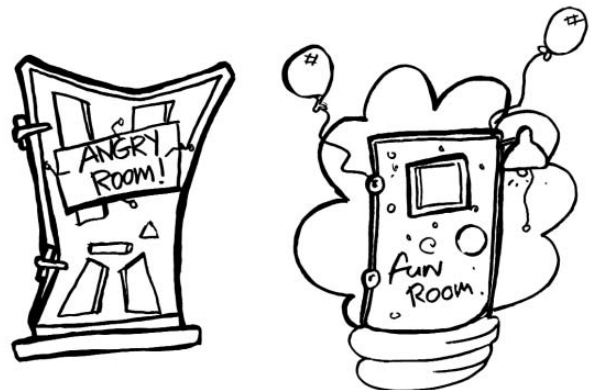
Look at the picture and talk about how other people feel from time to time and how important it is to be sensitive to their feelings. The alien is feeling lonely and afraid. Talk about:

- how your child can recognise and relate to the feelings of others
- how your child can be sympathetic and sensitive to the feelings and needs of others
- positive and creative ways for your child to help someone else.

Ask your child to complete the story by drawing in the spaces provided. They could:

- write a story about their pictures or about their relationship with their alien 'friend in need'
- become pen-pals and write letters or emails to and from their 'friend in need' or write about their visit to their friend's planet and how they felt
- your child may also have their own imaginary friend - maybe you could use them as the 'friend in need'.

## Activity sheet 6 – The Doors



This sheet aims to enable children to recognise the triggers that change the way they feel, exploring:

- recognition of emotions – happy, fun, sad, angry, scared and calm
- recognition of triggers which make emotions and feelings change
- how to get from one room to another eg. from angry to happy.

You can use the sheet to start to talk with your child about what makes them feel different emotions. Invite them to colour in the sheets. They could cut the doors so they open and stick pictures behind to show what would be in each room. Or they could make a separate collage for each room.

## Helpful links

### **BBC – Schools and Parents**

A website from the BBC – essentially a learning guide for home and school.

W: [www.bbc.co.uk/schools/parents/](http://www.bbc.co.uk/schools/parents/)

### **Direct Gov**

Information and advice on all stages of a child's education, from pre-school to the sixth form.

W: [www.direct.gov.uk/Parents/fs/en](http://www.direct.gov.uk/Parents/fs/en)

### **Depression Alliance**

Provides information, support and understanding for those affected by depression.

212 Spitfire Studios, 63-71 Collier Street, London N1 9BE

T: 0845 123 23 20

W: [www.depressionalliance.org](http://www.depressionalliance.org)

E: [information@depressionalliance.org](mailto:information@depressionalliance.org)

### **Family Links**

Promotes emotional literacy, nurturing and relationship skills in families, schools and communities.

Peterley House, Peterley Road, Horspath Industrial Estate, Cowley, Oxford OX4 2TZ

T: 01865 401800

W: [www.familylinks.org.uk](http://www.familylinks.org.uk)

E: [info@familylinks.org.uk](mailto:info@familylinks.org.uk)

### **Gingerbread**

An organisation supporting lone parent families.

307 Borough High Street, London SE1 1JJ

W: [www.gingerbread.org.uk](http://www.gingerbread.org.uk)

E: [office@gingerbread.org.uk](mailto:office@gingerbread.org.uk)

### **Home-Start**

Offer support, friendship and practical help to families with at least one child under 5.

2 Salisbury Road, Leicester LE1 7QR

T: 0116 233 9955

Free information line: 08000 686 368 (9am – 9pm)

W: [www.home-start.org.uk](http://www.home-start.org.uk)

E: [info@home-start.org.uk](mailto:info@home-start.org.uk)

### **Kidscape**

Kidscape provide a helpline for parents of children bullied at school. Monday-Friday 10am-4pm.

2 Grosvenor Gardens, London SW1W 0DH

T: 020 7730 3300

W: [www.kidscape.org.uk](http://www.kidscape.org.uk)

E: [webinfo@kidscape.org.uk](mailto:webinfo@kidscape.org.uk)

### **Mental Health Foundation**

The Mental Health Foundation exists to help people survive, recover from and prevent mental health problems.

9th Floor, Sea Containers House, 20 Upper Ground London SE1 9QB

T: 020 7803 1100

W: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

E: [mhf@mhf.org.uk](mailto:mhf@mhf.org.uk)

### **Mind**

Work to create a better life for everyone with experience of mental distress.

15-19 Broadway, London E15 4BQ

T: 020 8519 2122

W: [www.mind.org.uk](http://www.mind.org.uk)

E: [contact@mind.org.uk](mailto:contact@mind.org.uk)

### **National Association of Toy and Leisure Libraries**

Produce a range of publications and training courses covering toy and leisure library practice, child development and learning through play.

68 Churchway, London NW1 1LT

T: 020 7255 4600

W: [www.natll.org.uk](http://www.natll.org.uk)

E: [admin@playmatters.co.uk](mailto:admin@playmatters.co.uk)

### **National Family Mediation**

Offer mediation to couples who have decided to separate or divorce to help resolve for example, issues surrounding contact with children.

Alexander House, Telephone Avenue, Bristol BS1 4BS

T: 0117 904 2825

W: [www.nfm.u-net.com](http://www.nfm.u-net.com)

E: [general@nfm.org.uk](mailto:general@nfm.org.uk)

### **National Family and Parenting Institute**

Works to support parents in bringing up their children, to promote the wellbeing of families and to make society more family friendly.

430 Highgate Studios, 53-79 Highgate Road, London NW5 1TL

T: 020 7424 3460

W: [www.nfpi.org.uk](http://www.nfpi.org.uk)

Email [info@nfpi.org](mailto:info@nfpi.org)

### **Parent Centre**

Developed by DfES as a resource to support parents on how to help with their child's learning, including advice on choosing a school and finding childcare

W: [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)

### **Parentline Plus**

Offers support to anyone parenting a child.

520 Highgate Studios, 53-79 Highgate Road, London NW5 1TL

T: 020 7284 5536

W: [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

E: [parentsupport@parentlineplus.org.uk](mailto:parentsupport@parentlineplus.org.uk)

### **Rethink**

Working together to help everyone affected by severe mental illness recover a better quality of life.

30 Tabernacle Street, London EC2A 4DD

Tel: 0845 456 0455

W: [www.rethink.org](http://www.rethink.org)

E: [info@rethink.org](mailto:info@rethink.org)

### **Samaritans**

Offer confidential emotional support 24 hours a day to those in crisis.

The Upper Mill, Kingston Road, Ewell, Surrey KT17 2AF  
T: 020 8394 8300

W: [www.samaritans.org.uk](http://www.samaritans.org.uk)

E: [admin@samaritans.org](mailto:admin@samaritans.org)

### **Sure Start**

Sure Start is the government programme to deliver the best start in life for every child. They bring together early education, childcare, health and family support.

Department for Education and Skills and Department for Work and Pensions

Level 2, Caxton House, Tothill Street, London SW1H 9NA  
T: 0870 0002288

W: [www.surestart.gov.uk](http://www.surestart.gov.uk)

E: [info.surestart@dfes.gsi.gov.uk](mailto:info.surestart@dfes.gsi.gov.uk)

### **Talking Point**

The first stop for information about speech, language and communication difficulties in children.

4 Dyers Buildings, London EC1N 2QP

T: 020 7674 2799

W: [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

E: [info@talkingpoint.org.uk](mailto:info@talkingpoint.org.uk)

### **Well town**

Contains activities for Key Stage 1 and 2 on mental health and relationships and staying safe alongside information for parents. Covers the main areas of personal, social and health education (PSHE) and citizenship.

W: [www.welltown.gov.uk](http://www.welltown.gov.uk)

### **Wired for Health**

Health information for a range of audiences that relates to the National Curriculum and the National Healthy Schools Programme.

W: [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

### **Young Minds**

Committed to improving the mental health of all children.

48-50 St John Street, London EC1M 4DG

T: 020 7336 8445

Helpline: 0800 018 2138

W: [www.youngminds.org.uk](http://www.youngminds.org.uk)

E: [enquiries@youngminds.org.uk](mailto:enquiries@youngminds.org.uk)



**The Sainsbury Centre**  
for Mental Health

### **mentality at the Sainsbury Centre for Mental Health**

**mentality** is the first national team dedicated solely to the promotion of mental health.

134-138 Borough High Street

London SE1 1LB

T: 020 7716 6777

W: [www.mentality.org.uk](http://www.mentality.org.uk)

W: [www.scmh.org.uk](http://www.scmh.org.uk)

E: [enquiries@mentality.org.uk](mailto:enquiries@mentality.org.uk)

Supported by:



CALOUSTE  
GULBENKIAN  
FOUNDATION

### **Calouste Gulbenkian Foundation (UK Branch)**

98 Portland Place

London W1B 1ET

T: 020 7636 5313

E: [info@gulbenkian.org.uk](mailto:info@gulbenkian.org.uk)

W: [www.gulbenkian.org.uk](http://www.gulbenkian.org.uk)



same worldifferent view

### **Shift Campaign**

Shift is a five year initiative set up to tackle stigma and discrimination against people with mental health problems.

E: [matthew.simpson@csip.org.uk](mailto:matthew.simpson@csip.org.uk)

W: [www.shift.org.uk](http://www.shift.org.uk)



# Activity Sheet 5a – Me and My Friends

A spaceman from Mars crash lands in your back garden! His spacecraft is broken and he wants to get home in time for tea.

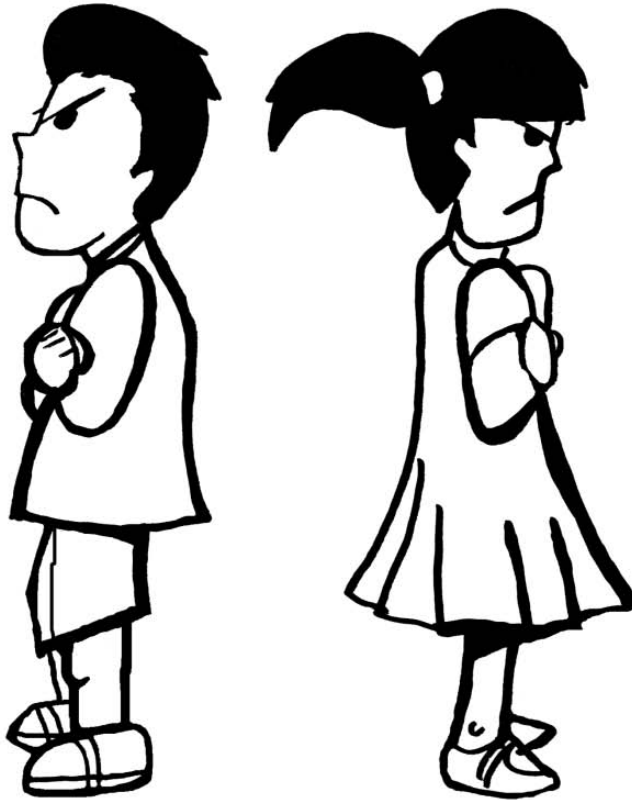


How do you think he is feeling?

What could you do to make him feel better?

# Activity Sheet 5b – Me and My Friends

Maya and Sam have fallen out and won't speak to each other.  
But now they are friends again.



Write about why they have fallen out and how they could become friends again

Have you ever fallen out with a friend? How did you make up?

# Activity sheet 1b – Mood Chart – How are you feeling today?

Cut out the faces that match how you feel and stick onto the Mood Chart



# Activity Sheet 3 – Desert Island

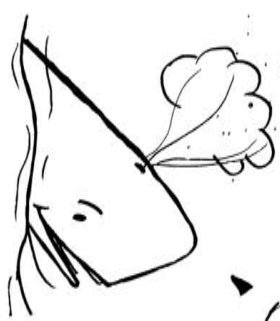
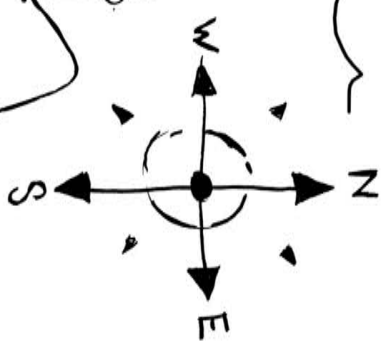
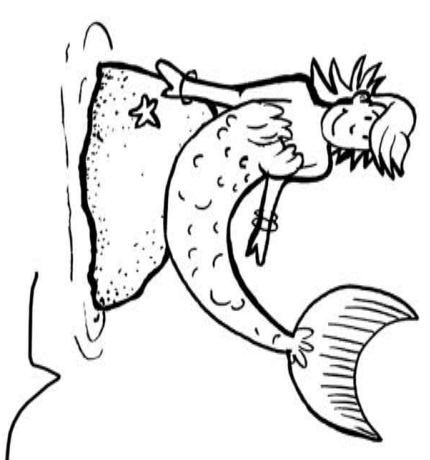
Think about how it would feel to be washed up on a desert island

What would you like most about your desert island?

What would you do to cheer yourself up if you got lonely?

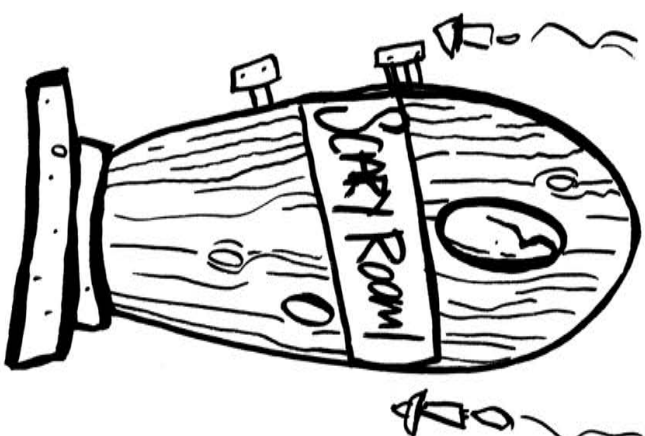
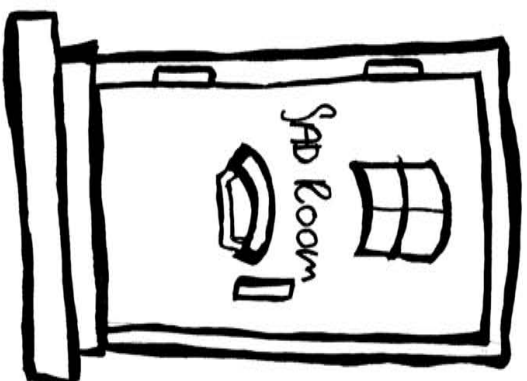
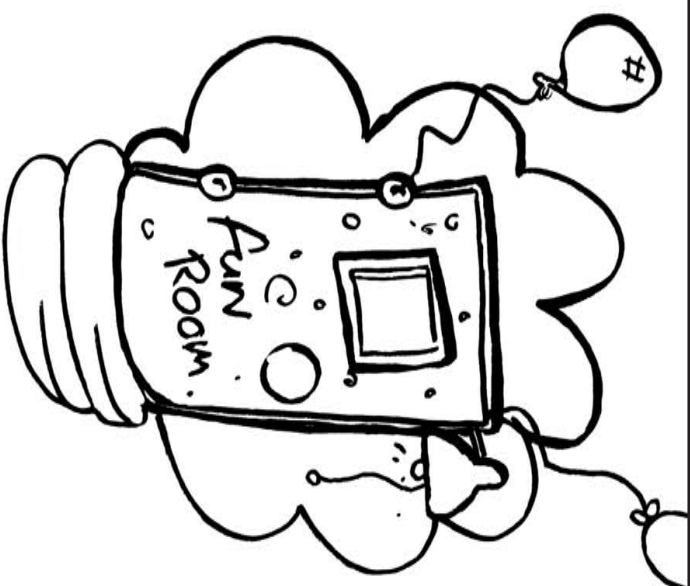
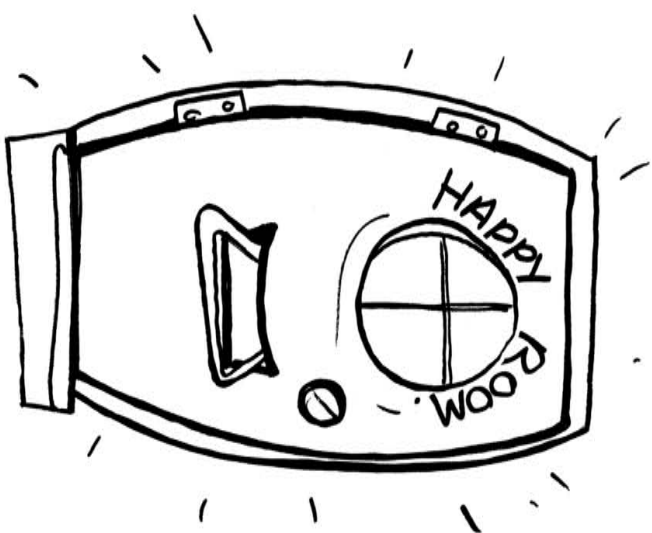
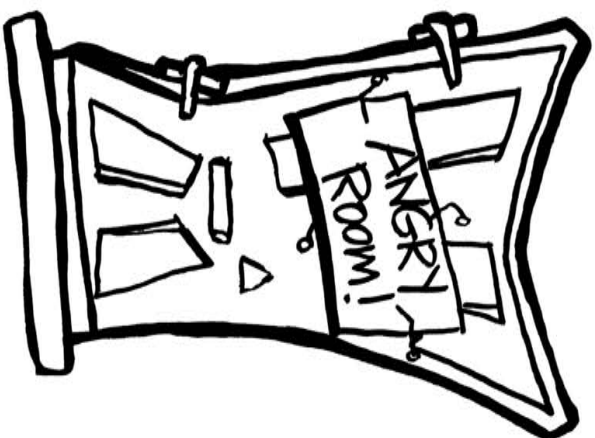
What would you miss most when you are on your desert island?

Who or what would you take with you and why?





Activity Sheet 6 – What do you think is behind each door?



# Activity sheet 4 – Me and My Family

What is going on here? How is everyone feeling?





# Activity sheet 2 – School Playground

What can you see going on in the picture? How is everyone feeling?





# Activity sheet 1a – Mood Chart – How are you feeling today?

Draw and colour in your mood for each day in these mirrors, or stick on the faces that match how you feel.

