

ACTIVITY:

Celebrities and mental health

LEARNING AIMS:

- Raise awareness that everyone has mental health and can suffer from mental health conditions
- Normalise mental health and experiencing a range of feelings

TIME:

15 minutes

RESOURCES:

Pictures of celebrities and quotes (Use those provided or find your own)

ACTIVITY DESCRIPTION:

There are two parts to this activity

- 1 - Match the picture and the quote to the celebrity
 - 2- Complete the jigsaw to reveal what celebrities have said about mental health
- Go through the answers and discuss reactions, thoughts etc.



These resources were designed as part of the South Tyneside Mental Health Campaign 2019, for more advice and guidance about how to use them please go to: www.southtyneside.gov.uk/mentalhealthcampaign



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TYSON FURY

Suffered from Bipolar Disorder for years. "There's a part of me that gets surprised when people think I'm brave to talk about what I've gone through. I was brave to last through it."



Cara Delevingne

"I go through phases where my anxiety isn't as bad and when it's pretty awful. When it's good, I'll be able to leave the house, go shopping, visit other countries for work, do meet and greets and generally live life like a 'normal person'. When it's bad, I can't even leave my bed or I'll start my day off by opening my eyes and having a panic attack."



Carrie Fisher

Tweeted: "I suffer from depression and was a model during a particularly rough patch of self-hatred. I am so lucky for the work I get to do but I used to work to try and escape and just ended up completely exhausting myself. I am focusing on filming and trying to learn not to pick apart my every flaw. I am really good at that."



Zoe Sugg

"After two and a half years out the ring, ten stone ballooned, mental health problems. I just showed the world tonight, and everyone suffering with mental health problems, you can come back and it can be done. Everybody out there who has the same problems I've been suffering with, I did that for you guys. And if I can come back from where I've come from then you can do it too."

ANSWER SHEET



TYSON FURY

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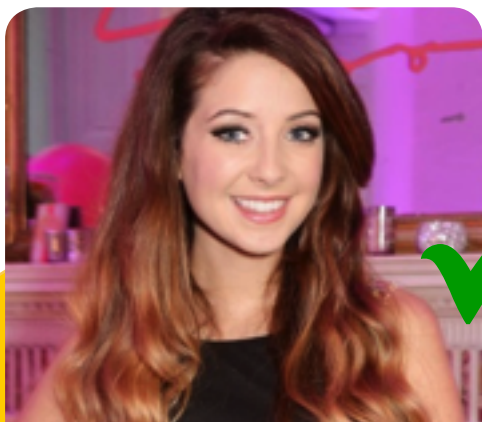
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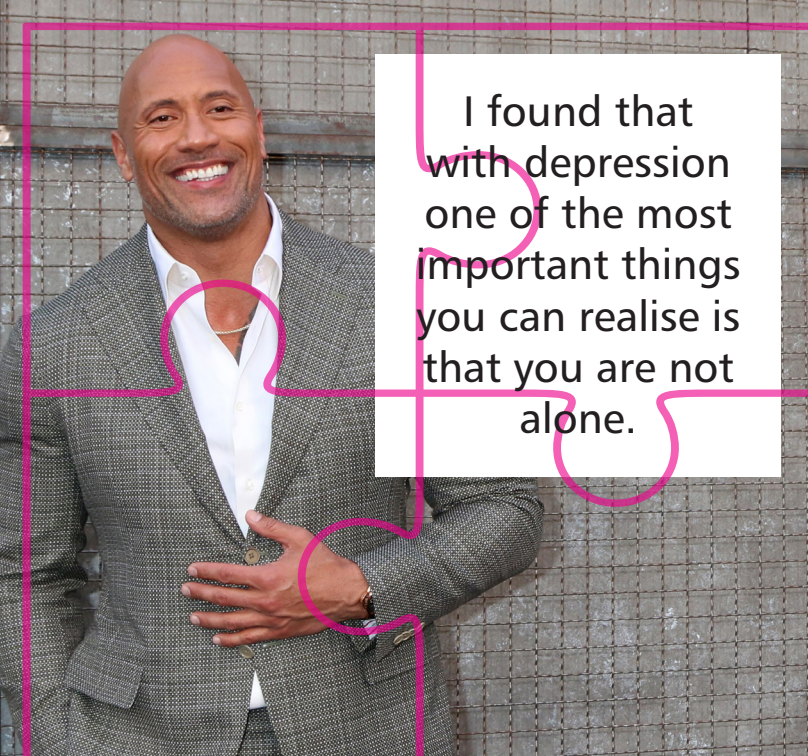
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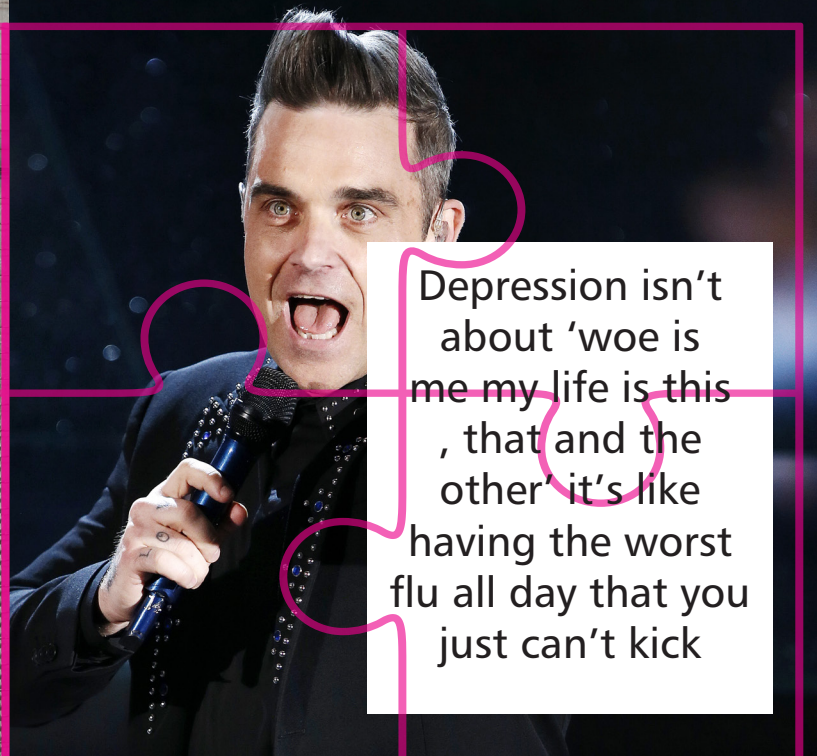


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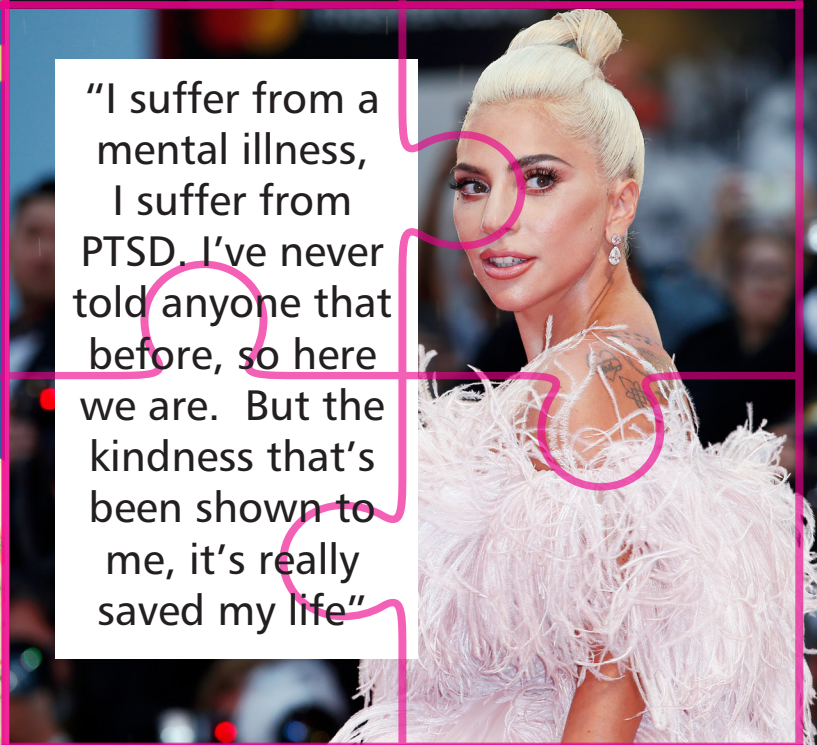
I found that with depression one of the most important things you can realise is that you are not alone.



Depression isn't about 'woe is me my life is this , that and the other' it's like having the worst flu all day that you just can't kick



"I had to quit a few jobs in North Carolina because of how anxious they made me feel"



"I suffer from a mental illness, I suffer from PTSD. I've never told anyone that before, so here we are. But the kindness that's been shown to me, it's really saved my life"



"I've got this Obsessive Compulsive Disorder where I have to have everything in a straight line or everything has to be in pairs. I'll put my Pepsi cans in the fridge and if there's one too many then I'll put it in another cupboard somewhere.



"I learned this year that happiness and sadness are not mutually exclusive. They can exist within me at the same time in the same moments"

ACTIVITY:

Flip your lid

LEARNING AIMS:

- To highlight the role of the brain in anxious and stressful situations
- To help students understand the links between the body and the brain in relation to mental health

TIME:

15 minutes

RESOURCES:

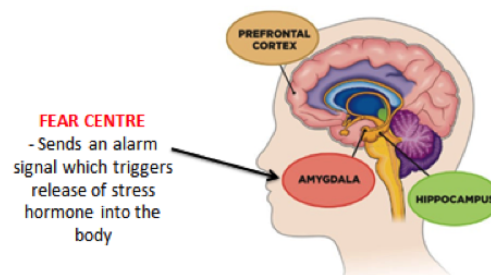
- search youtube for 'Brain and Amygdala – hand model'
- Paper/Pens/Pencils

ACTIVITY DESCRIPTION:

Show YouTube link and then ask students to get into groups and discuss the following questions:

- Think about a time when you have 'flipped your lid'
- How did you feel at that time
- How did you bring your lid down

The role of the brain



Important to calm and soothe the Amygdala

- Increasing oxygen to the brain
- Relaxing the mind and body
 - Changing thoughts



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ACTIVITY:

Feeling well, feeling low

LEARNING AIMS:

- Identifying qualities and behaviours connected to someone that has positive and negative coping strategies
- Compare the action, thoughts and to connected to someone who was coping well and feeling mentally healthy to someone who is feeling low and perhaps not coping very well.
- How easy is it to identify whether people are coping and feeling mentally healthy?

TIME:

15 minutes

RESOURCES:

Two outlines of people for each group

ACTIVITY DESCRIPTION:

- Each group is given two outlines of people (one labelled feeling well, one labelled feeling low).
- Inside the feeling well write qualities of someone who copes positively and is emotionally healthy

Inside the feeling low person write all the qualities of someone who copes negatively or struggles to cope.

Don't focus on activities they do, think about how they think, behave and feel.

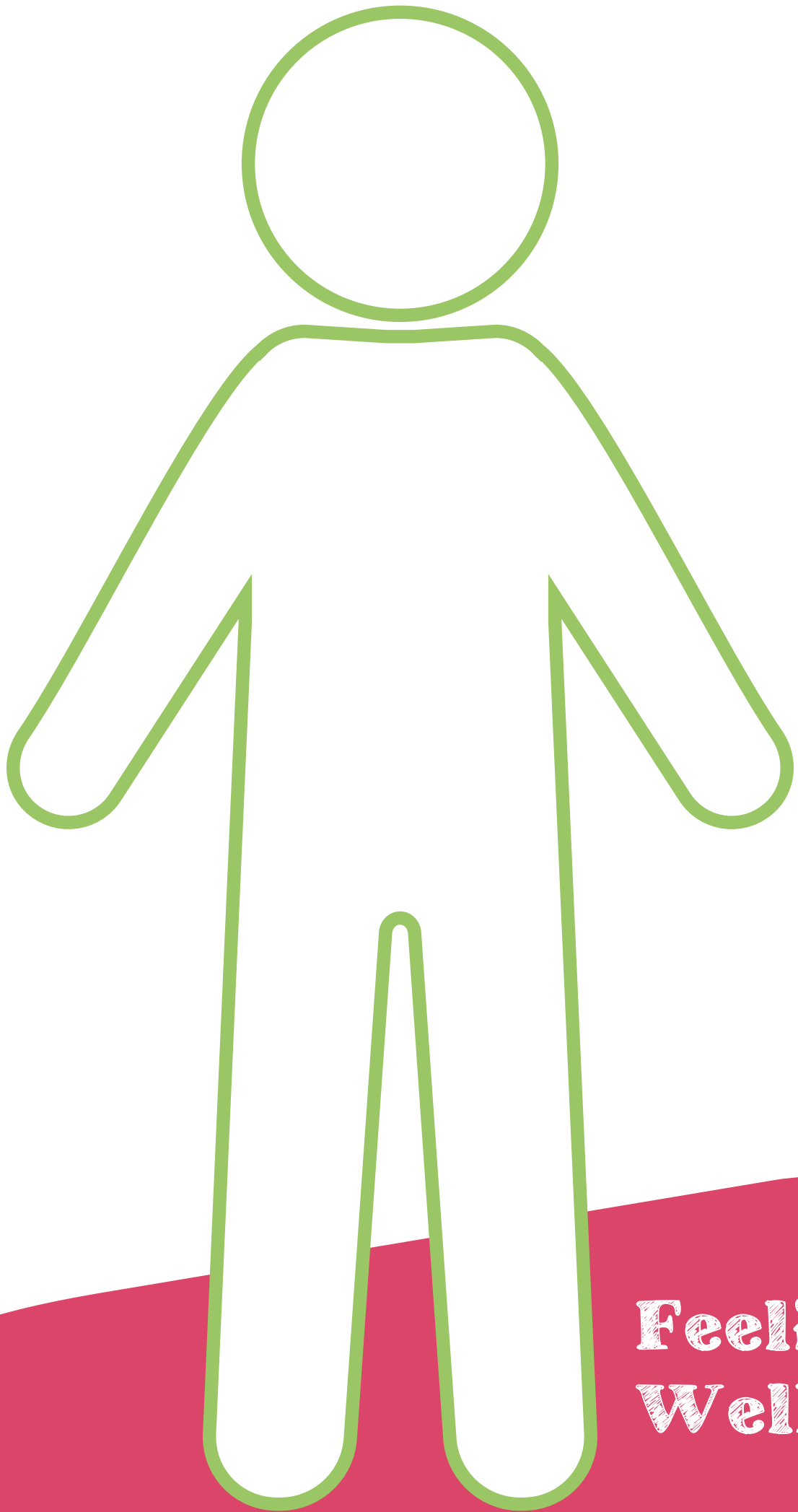
- Discuss answers and highlight common themes. Discuss healthy ways of coping with stress and what the impact of negative coping strategies may have.



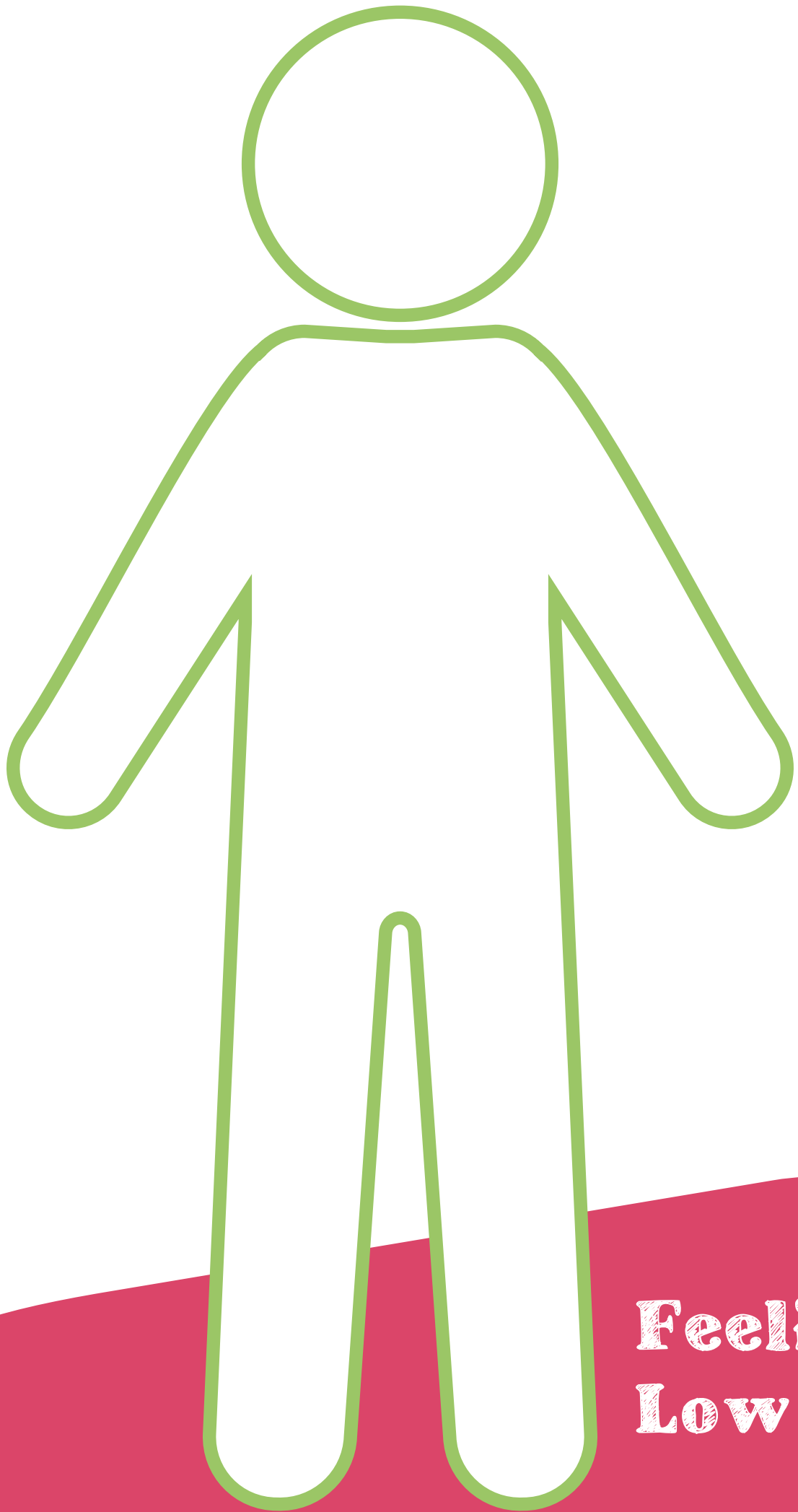
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**Feeling
Well**



**Feeling
Low**

ACTIVITY:

Breathing and grounding exercises

LEARNING AIMS:

- To develop techniques to self soothe during periods of anxiety and panic
- To have coping strategies to use which help the body and mind return to a calm state

TIME:

10 minutes

RESOURCES:

- Handouts with grounding and breathing exercise

ACTIVITY DESCRIPTION:

- Ideally this activity would be completed following the Flip the Lid activity
- Ask students to get in a comfortable position in their chair.
- Explain the purpose of the technique - Grounding techniques help you stay in the moment when your mind and body are returning to a place of stress. Read the statement relating to each sense in turn (e.g. identify 5 things you can see) and ask students to identify these things in their head before moving onto the next.
- At the end of the techniques ask students to share their experience of completing the grounding techniques and what they noticed.
- Explain the purpose of the technique - Breathing techniques helps to calm the bodily responses to stressful and anxiety provoking situations.
- Ask students to get in a comfortable position in their chair and close their eyes. Explain what will happen reading the breathing exercise then ask students to practice their breathing. Count out loud to 5 slowly supporting the students through the breathing exercise.



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Grounding Exercise

*For use during a panic attack,
when you need to stay calm,
or anytime you feel "disconnected" from your body.*

Look around you. Identify + name:

5 things you **see**

4 things you **feel**

3 things you **hear**

2 things you **smell**

1 thing you **taste**

Breathing Exercise

Slowly Inhale for **5** seconds

Hold it for **5** seconds

& Slowly Exhale for **5** seconds

Breathing exercises can help you cope with shortness of breath, along with other common anxiety and panic related symptoms, such as decreasing accelerated heart rate and relieving muscle tension. Additionally, diaphragmatic breathing exercises shifts focus towards the rhythm of your breath, clearing the mind of anxious, fearful, and negative thoughts.

ACTIVITY:

Poor mental health vs mental health condition

LEARNING AIMS:

- To recognise signs of a poor/low mental health as opposed to a mental health condition
- To normalise mental health and experiencing a range of feelings
- To highlight when additional support may be needed in relation to mental health

TIME:

15 minutes

RESOURCES:

Handout of statements which either relate to poor/low mental health and a mental health condition (use statements provided or create own)

ACTIVITY DESCRIPTION:

- Two corners of the room are identified, one for poor/low mental health and one for mental health condition
- Statements are read out and people decide whether they think the statement relates to poor/low mental health or to a mental health condition and go to the relevant corner
- Ask people in each corner why they made their decision and discuss the correct answer.
- Other discussion points: we all have mental health and it can fluctuate, sometimes we need to seek support for mental health issues, is the internet a good place to look up symptoms or information, is self-diagnosis a good idea, it's ok to not be ok.



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Can't get out of bed in the morning, feel lethargic all the time	With other symptoms it could be a mental health illness
Feeling like you're not being understood by adults	Low mental health
Exams coming up are making you stressed all the time	Poor/low mental health
Finding it hard to cope with the death of a relative	Low/poor mental health
Being in a low mood constantly (over many weeks or months), feeling hopeless and lost	MH illness
Falling out with friends, then feeling sad for a few weeks afterwards	Low/poor mental health
Not wanting to leave your room because parents are fighting a lot	Low/poor mental health
Regularly feeling anxious for unknown reasons	MH illness
Not being able to concentrate due to overthinking	Low/poor mental health
Not eating any proper meals and constantly feeling self-conscious	MH illness
Having severe mood swings everyday	MH illness