

## Lesson 1 : What is mental health?

Learning Objectives: (slide 1)

- Understand what mental health and mental health disorders are
- Be able to describe and explain how mental health can be affected by common triggers
- Be able to explain some scientific theories as to what happens in the brain to cause mental illness

<p><u>Starter</u> 10-15 mins</p> <p>Watch the video 'The Standup Kid'. Watch the entire clip once then play for a second time and stop at the following intervals: 0.19, 0.31, 1.19, 2.50 to discuss the relevant question from powerpoint slide 2. Choose a group to feed back to the class after each discussion point.</p>	<p>Skills:</p> <p>Teamwork</p>	<p>Resources:</p> <p>Internet connection and interactive whiteboard</p> <p>The Standup kid clip:  <a href="https://www.youtube.com/watch?v=SF5lp60_HJk">https://www.youtube.com/watch?v=SF5lp60_HJk</a></p>
<p><u>What is mental health?</u> 20 mins</p> <p>Ask students to individually come up with definitions for health and illness. Most students will suggest definitions for physical health. Ask for a few volunteers to read their definitions out then ask them to come up with definitions for <i>mental health</i> and <i>mental illness</i>. Show powerpoint slides 3-5.</p> <p>Alfie and Amelia activity - students work in pairs, one reads Alfie's week, one reads Amelia's. Students use the graph axis to sketch how they think events will affect the fictional character's wellbeing.</p> <p>Ask students: where do you think Michael is on the wellbeing scale? If he had a good day what would happen? If he had a bad day what would happen? How does this compare to Alfie and Amelia? Show slide 6.</p>	<p>Independence</p> <p>Literacy</p>	<p>Copies of <a href="#">wellbeing scale graph axis</a></p> <p>Copies of <a href="#">Alfie's and Amelia's weeks</a></p>
<p><u>The brain and neuroimaging</u> 15 mins</p> <p>Show slide 7. Explain to students that in this unit of work we are also looking at what happens if people fall to the very bottom of the wellbeing sliding scale and develop a mental illness. To understand mental illness they need to understand the brain.</p> <p>Ask students to put their two fists together. This represents the two hemispheres of the brain with their fissures (folds). Explain the different areas of the brain.</p> <p>Show students powerpoint slide 8 (brain neurones) and hand out 'The Brain Game' article (2 versions exist) - ask them to read and highlight it. Each student tells the class their most significant sentence from the article.</p>	<p>Cross-curricular:</p> <p>Science</p>	<p>Copies of <a href="#">The Brain Game</a> or <a href="#">The Brain Game (foundation version)</a></p>
<p><u>Plenary</u> 5 mins</p> <p>Hand out the A3 summary sheets. Students choose one of the shapes and bullet point their top 3 learning points of today's lesson. These will be used in every lesson.</p>		<p><a href="#">Learning Objectives summary sheets</a> (A3 if possible)</p>