

- Improve well-being
- Protect mental health
- Increase emotional resilience

## Lesson Plans

### Introduction:

### What is the 'Smile project'?

The 'Smile project' is based on the '[5 to well-being](#)', which are [five evidence-based](#) things people can build into their daily lives to improve well-being, protect mental health and increase emotional resilience. It is a joint project between the [Public Health Schools](#) and [School Travel](#) teams.

The 'Smile project' has taken the '[5 ways to well-being](#)' translated them into child-friendly language and added a 6<sup>th</sup> way from the Children's foundation research into ways using the 5 ways to wellbeing with children.

'Smile' stands for:

- Speak and sign
- Move
- Imagine and play
- Learn
- Enjoy
- + Help someone else smile!

The 'Smile project' shows how you can do all of these things on journeys you make every day - in particular on your journey to school.

### Why use the 'Ways to help you Smile' with children and young people?

Public Health Schools first started in March 2014, and their support to help pupils build resilience has been the main request from parents and teachers since then. Of the 1 in 10 children affected by a mental health issue at any one time, 70% have not had appropriate interventions at a sufficiently early age ([Mental Health Foundation 2016](#)).

There's good [evidence](#) that four of NEF's five ways - connect, be active, take notice, and keep learning - work for children. Although evidence for the fifth – give – is more mixed, children do benefit from being kind and doing things to help others. Furthermore, there is evidence for another way to wellbeing relating to creativity, imagination and play.

### Guidance:

The following lessons are designed to be taught with a whole class of reception children. Each lesson ends by encouraging the children to take the ideas onto their journey home as part of the School Travel team's promotion of healthy ways to travel to school. Parents are helped through the story, a booklet and the activity cards, to have a child-friendly vocabulary to use with their children to help them take care of their mental health and improve their resilience. The PowerPoint is structured as 6 lessons that could be re-visited at a later stage as a 'spiral programme' in order that children can revisit the skills and knowledge with a deeper understanding.

These lessons compliment several aspects of the Brighton and Hove PSHE Curriculum Framework such as SEAL (Social and Emotional Aspects of Learning), Anti-Bullying Week work, "Feeling Good, Feeling Safe", Keeping Healthy and Safe: Drugs, Alcohol and Tobacco Education and Relationships and Sex Education.

### **Creating a Safe Learning Environment:**

As with all PSHE learning, it is essential that these lessons take place within a safe learning environment that ensures that *all* pupils feel confident and equally valued. Class teachers need to think about the individuals needs of the children within their class and how activities may need to be adjusted. Children need to know that people move in different ways and people speak in different ways, that we are all equally valued.

The lessons follow a repeated structure allowing familiarity to help the children feel confident. Each lesson begins with a reminder of the Ground Rules which outline the boundaries and expectations which set an ethos of mutual respect and inclusion as well as confidence to take part. It may be necessary to refer back to these at given moments through the lesson. Distancing techniques have been used to support children who are less advantaged or with less 'cultural capital'. For example, the children are asked to talk about a character's experiences or feelings rather than their own. Talk partner discussions allows children to prepare an answer to a given question.

### **Links to Early Learning Goals:**

#### **PSED – Making Relationships**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### **PSED – Self Confidence and Self Awareness**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### **PSED – Managing Feelings and Behaviour**

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### **Communication and Language: Listening and Attention**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

#### **Communication and Language: Understanding**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

## **Communication and Language: Speaking**

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## **Physical Development: Moving and Handling**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

## **Physical Development: Health and Self-Care**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **Expressive Arts and Design: Exploring and using media and materials**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

## **Expressive Arts and Design: Being Imaginative**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## **Lesson Plans**

### **Lesson 1: Introducing Ravi and friends and Suzie (Speaking and Signing)**

#### **Learning Objectives:**

I am learning to notice how I am feeling.  
I am learning to talk about my feelings.  
I am learning that no problem is too big or too small to get help.  
I am learning how to ask for help.  
I am learning that talking with my friends and family can help to make me feel happy and well.

#### **Resources:**

Public Health Schools / School Travel Team Smile project EYFS lesson PowerPoint – Slides 1-11  
Public Health Schools / School Travel Team 'The Smile Book'  
Optional: Feelings emoji picture cards to sort.  
Large sheets of flip chart paper with 'sad' and 'cross' emoji's in the centre.

#### **Activities and Organisation:**

Slide 1 & 2: Introduction

Slide 3: What do we already know? To check children's understanding before the set of lessons:

Ask talk partners to discuss and answer the questions on the slide. 'How do you take care of your body?' and 'How do you take care of your mind?' It doesn't matter if they are unsure of 'How do you take care of your mind?' as this is what is explored over these lessons.

Record some of the children's answers so that you can revisit these questions at the end of the programme to assess the progress made. Ask: 'What would you like to find out?'

Slide 4: Briefly read through the learning objectives to the whole class.

Slide 5: Establish the Ground Rules. How can we make sure everyone feels happy and safe in this lesson?

Slide 6: Read 'The Smile Book', allowing the children to talk about what they notice in the illustrations and encouraging them to join in with repetitive phrases when they can.

Read the bullet points on the slide then, with the children, assign signs (Makaton or school's/children's own) for each of the key words and say and sign them together: S for Speaking and Signing, M for Moving, I for Imagining, L for Learning and E for Enjoying.

Slide 7: Ask talk partners to discuss and answer the question on the slide 'How does Suzie take care of her mind?' Read Suzie's speech bubbles about how speaking can help our well-being.

Slide 8: Have picture cards of emoji's showing a range of feelings or discuss those on the slide. Ask talk partners to discuss and agree which feelings we find difficult.

Slide 9: Have a go...Ask the children to draw or write about the things that can make them feel sad and/or cross, encouraging them to talk about them as they do so. This could be done as a whole class or in small groups. The teacher can pick out some of the ideas the children have shared and ask 'What might help them to feel better?'. Draw out suggestions from the children (helping them to know there are no wrong answers) then guide the discussion to make the point that speaking about our feelings with a friend, a family member or an adult in school can really help.

Slide 10: Read Suzie's speech bubble about no problem being too big or too small to get help. This is a key message that repeats throughout the PSHE curriculum and is reinforced by 'Safety Net' teaching materials. Make links to the children's previous PSHE learning about the trusted adults on their 'helping hand' who they can talk to.

Slide 11: End on a positive note by talking about the things that have made them happy today. Read Suzie's speech bubble and ask talk partners to discuss and feedback their experiences.

### **Journey Home:**

Encourage the children to tell their grown-ups about what made them happy at school today. Show the children the card from Suzie to show their grown-ups, with ideas for things to discuss, to get them 'Speaking like Suzie' on their journey home.

### **Assessment for and of Learning:**

If possible ask support staff to make notes of children's comments which show their ability to talk about their feelings and link them to events and experiences as evidence linked to relevant ELGs (listed above). Keep records of children's initial responses (Slide 3 as above) to assess against at the end of the programme.

### **Differentiation:**

Use signing and picture cues to support children with limited language. Give children language structures to help them respond to questions and/or options to choose from to help them respond successfully.

Ask children with very developed language to explain their thinking. Ask 'Can you tell me more about that?' 'Why do you think that?' etc...

**Display opportunities:**

Have a large picture of Suzie and her message on any displays about wellbeing, problem solving or 'Feeling Good, Feeling Safe' PSHE work to help the children to make links between these aspects of their personal development. Include photos of the children with speech bubbles, sharing comments about how speaking helps them to solve problems or develop friendships.

**Lesson 2: Introducing Mickey (Moving)**

**Learning Objectives:**

I am learning to notice how moving makes me feel good.

I am learning that exercise is good for my body and my mind and it can help to make me feel happy and well.

**Resources:**

Public Health Schools / School Travel Team Smile project EYFS lesson power-point – Slides 12-19  
Public Health Schools / School Travel Team 'The Smile Book'.  
'Go Noodle' video clip: 'Trolls - Can't Stop the Feeling' (YouTube) or class exercise / 'fit kids' routine.  
Optional: Picture cards showing different ways to exercise.

**Activities and Organisation:**

Slide 12: Briefly read through the learning objectives to the whole class.

Slide 13: Establish the Ground Rules. How can we make sure everyone feels happy and safe in this lesson?

Slide 14: Read the 'The Smile Book', allowing the children to talk about what they notice in the illustrations and encouraging them to join in with repetitive phrases when they can.

Read the bullet points on the slide then, with the children, assign signs (Makaton or school's/children's own) for each of the key words and say and sign them together: S for Speaking and Signing, M for Moving, I for Imagining, L for Learning and E for Enjoying.

Slide 15: Ask talk partners to discuss and answer the question on the slide 'How does Mickey take care of his mind?' Read Mickey's speech bubbles about how moving can help our well-being.

Slide 16: Have a go...Use the link to the YouTube clip or use your own class's favourite 'Fit Kids' routine to get the children exercising together. Alternatively, use a PE lesson to emphasise this learning.

Slide 17: Use the pictures on the slide as cues to answer the question 'How are you feeling now?' Hopefully, most of the children will be able to notice how their mood is lifted as well as talking about the physical changes that have taken place. Make links with PE lessons when children are asked to talk about the changes that take place in their bodies as they exercise.

Slide 18: Ask talk partners to discuss and feedback ideas about their favourite ways to exercise. You could use picture cards of a range of ways to exercise to prompt the children's ideas - as a whole class, or to discuss in small groups.

Slide 19: Read Mickey's speech bubble giving the children ideas for exercising on their journey home from school.

### **Journey Home:**

Encourage the children to tell their grown-ups about the exercise they did at school today. Show the children the card from Mickey to show their grown-ups, with ideas for things to do, to get them 'Moving like Mickey' on their journey home.

### **Assessment for and of learning:**

Teacher and/or support staff to make notes (and take photos) of children who are able to try new activities and say why they like some more than others; to answer 'how' and 'why' questions about their experiences; as well as aspects of PD ELGs.

### **Differentiation:**

Ensure those with physical disabilities are able to join in. For example, for a child who is a wheelchair user, ask all children to do some exercise in a chair. Some children will be able to talk about the changes that take place in their bodies when they exercise.

### **Display Opportunities:**

Have photos of children enjoying physical activity with captions emphasising the positive effects on their mind as well as their bodies. Include a large picture of Mickey and his message.

## **Lesson 3: Introducing Immy (Imagining)**

### **Learning Objectives:**

I am learning that imagining helps me to find new ways to play and learn.  
I am learning that imagining helps my ideas to grow.

### **Resources:**

Public Health Schools / School Travel Team Smile project EYFS lesson power-point – Slides 20-25  
Public Health Schools / School Travel Team 'The Smile Book'.  
Optional: 'What if...?' picture cards (see examples on slide 24 of the PowerPoint presentation).

### **Activities and Organisation:**

Slide 20: Briefly read through the learning objectives to the whole class.

Slide 21: Establish the Ground Rules. How can we make sure everyone feels happy and safe in this lesson?

Slide 22: Read the 'The Smile Book', allowing the children to talk about what they notice in the illustrations and encouraging them to join in with repetitive phrases when they can.

Read the bullet points on the slide then, with the children, practise saying and signing the key words: S for Speaking and Signing, M for Moving, I for Imagining, L for Learning and E for Enjoying.

Slide 23: Ask talk partners to discuss and answer the question on the slide 'How does Immy take care of her mind?'. Read Immy's speech bubbles about how imagining can help our wellbeing.

Slide 24: Have a go...Support the children to generate 'What if...?' questions about the pictures on the slide. E.g. 'What if we could fly?' 'What if we lived in houses at the bottom of the sea?' 'What if dogs could sing?' etc... You could have a set of picture cards with a greater range of ideas for small groups of children to discuss; you could ask the children to draw and share their own ideas. Guide the children's imagining by asking them to shut their eyes and imagine what each scenario would be like. Ask 'What does it look like? What can you hear? How is it different? What would be funny?' Allow talk partners to discuss their thinking in response to each picture and feedback their ideas. Make links with opportunities for Expressive Art and Design and other creative learning experiences.

Slide 25: Read Immy's speech bubble giving the children ideas for imagining on their journey home from school.

### **Journey Home:**

Encourage the children to tell their grown-ups about what they were imagining and what they learnt at school today. Show the children the card from Immy with ideas for things to do, to get them 'Imagining like Immy' on their journey home.

### **Assessment for and of Learning:**

Teacher and support staff to make notes in relation to each of the Communication and Language ELGs, or Expressive Arts and Design ELGs. Are children valuing their own or others' creative responses? Can they speak positively about their creativity?

### **Differentiation:**

Support those children who may find imagining difficult (such as those with ASC) by giving them ideas to choose from and say why they like them. Very imaginative children could give details about their ideas and talk about they might see, hear, smell, feel etc...

### **Display Opportunities:**

Include a picture of Immy and her message on displays of children's art work to help them to make links with this kind of learning being good for their well-being too.

## **Lesson 4: Introducing Leo (Learning)**

### **Learning Objectives:**

I am learning that new skills help me to feel good about myself.  
I am learning that learning gives me new skills to enjoy.  
I am learning how to help myself when learning is difficult.  
I am learning that we never stop learning.

### **Resources:**

Public Health Schools / School Travel Team Smile project EYFS lesson power-point – Slides 26-33  
Public Health Schools / School Travel Team 'The Smile Book'.  
Optional: Shoe lace cards to practise tying laces (these can be made from card with hole punches and a lace threaded through. See picture on slide 30)  
Optional: A range of picture cards showing different skills the children have learnt / will learn such as those on slide 31.

### **Activities and Organisation:**

Slide 26: Briefly read through the learning objectives to the whole class.

Slide 27: Establish the Ground Rules. How can we make sure everyone feels happy and safe in this lesson?

Slide 28: Ask talk partners to discuss and answer the question on the slide 'How does Leo take care of his mind?' Read Leo's speech bubbles about how learning can help our well-being.

Slide 29: Ask talk partners to discuss and feedback their ideas about the different things they have learnt to do at school and at home. Which are they really proud of? Can anyone talk about a particular challenge that they overcame? How did it make them feel?

Slide 30: Take this opportunity to teach the children about perseverance and resilience, breaking this skill down into the steps on the slide. Make links with any learning characters, 'powers' or 'muscles' you use in your school to teach resilience.

Slide 31: Have a go...Give the children shoe lace cards (or use their actual shoes) so that they can have a go. Model placing your foot over the card to keep it steady and allow resistance when pulling the laces. *(N.B. Tying laces has been specifically chosen as a task that everyone finds hard to learn but we can all try. It is not expected that most of the children will achieve this, the point is that the children are sharing a challenging experience and practising the skills of resilience.)* Children to talk about and refer back to the steps on the previous slide.

Slide 32: Use the pictures on the slide as a prompt to think about things they are proud that they can do already. Support the development of their 'growth mind-set' by asking them to say which things they are still learning to do. How do they know they will get there in the end? This could be a small group activity, set up in the environment, using sets of picture cards with a greater range of examples.

Slide 33: Read Leo's speech bubble giving the children ideas for practising their learning on their journey home from school.

### **Journey Home:**

Encourage the children to tell their grown-ups about how they feel when they learn something new and how they can help themselves when learning is difficult. Show the children the card from Leo with ideas for things to do, to get them 'learning like Leo' on their journey home.

### **Assessment for and of Learning:**

Are children beginning to find ways to help themselves when learning is difficult? Can they talk about the different things that can help at these times? Are they demonstrating a feeling of pride when achieving new goals?

### **Differentiation:**

Support less resilient children to feel good and celebrate each step that they can achieve and to not feel overwhelmed by the whole task. Teacher to role model coping with failure / getting things wrong at every opportunity. Use those children who are able to talk about what was difficult and how they overcame that as role models.



**Display Opportunities:**

Value and display any examples of learning that children have found challenging alongside a picture of Leo and his message. Include a picture of Leo and his message on any displays of Learning 'powers' or 'characters' used in your school.

**Lesson 5: Introducing Elsie (Enjoying)****Learning Objectives:**

I am learning to notice the things I enjoy.

I am learning that noticing and enjoying small things everyday makes me feel good.

**Resources:**

Public Health Schools / School Travel Team SMILE project EYFS lesson power-point – Slides 34-40

Public Health Schools / School Travel Team 'The Smile Book'

Optional: An outdoor environment; and/or a box or bag full of different smells, textures, sounds and if possible tastes!

**Activities and Organisation:**

Slide 34: Briefly read through the learning objectives to the whole class.

Slide 35: Establish the Ground Rules. How can we make sure everyone feels happy and safe in this lesson?

Slide 36: Read the 'The Smile Book' allowing the children to talk about what they notice in the illustrations and encouraging them to join in with repetitive phrases when they can.

Read the bullet points on the slide then, with the children, practise saying and signing the key words: S for Speaking and Signing, M for Moving, I for Imagining, L for Learning and E for Enjoying.

Slide 37: Ask talk partners to discuss and answer the question on the slide 'How does Elsie take care of her mind?' Read Elsie's speech bubbles about how enjoyment is important for our well-being.

Slide 38/39: Have a go...Ask the children to notice things outside (as listed on the slide); and, what they can see, hear, smell, taste and touch. You can use a feely-bag and/or take the children outside to do this.

Slide 40: Read Elsie's speech bubble and give the children things to try on their way home from school.

**Journey Home:**

Encourage the children to tell their grown-ups about what they have talked about at school today. Show the children the card from Elsie to show their grown-ups, with ideas for things to do to help them 'Enjoy the moment' like Elsie.

### **Assessment for and of Learning:**

Teacher and support staff to make notes in relation to each of the Communication and Language ELGs; and, PSED Managing Feelings and Behaviour / Self Confidence and Self Awareness. Are children able to capitalise on moments of awe and wonder?

### **Differentiation:**

Support children who tend to be in a hurry to slow down and notice things, allowing a sense of calmness. Help children who may feel anxious to practise enjoying the moment, using their senses to focus their minds. Value comments that celebrate the awe and wonder of nature and use children who are able to articulate this as role models.

### **Display Opportunities:**

Create displays of observational drawings, paintings or photos with a picture of Elsie and her message, including speech bubbles of children's comments.

## **Lesson 6: Introducing Ravi (Helping other people smile) *Short session***

### **Learning Objectives:**

I am learning that helping other people smile can help us, and other people, feel good.

### **Resources:**

Public Health Schools / School Travel Team SMILE project EYFS lesson power-point – Slides 41-45  
Public Health Schools / School Travel Team 'The Smile Book'

### **Activities and Organisation:**

Slide 41: Briefly read through the learning objectives to the whole class.

Slide 42: Re-cap the learning from the whole unit of work. What can the children remember about each character's message?

Slide 43: Ask talk partners to discuss and answer the question on the slide 'How does Ravi take care of his mind?' Read Ravi's speech bubbles about how helping other people smile is important for our well-being. Look at pages 16-17 of the Smile book and talk about how Ravi is helping in the illustrations.

Slide 44: Ask talk partners to discuss and feedback their ideas about how they like to help other people smile. Have they already helped someone smile today? What could they do to help someone smile when they get home? Make links with other PSHE learning about how to help your friendships to grow (e.g. RSE lessons and Anti-Bullying lessons about friendship).

Slide 45: Re-visit the 2 questions from the very start of the set of lessons - to check children's understanding having completed the lessons:

Ask talk partners to discuss and answer the questions on the slide. 'How do you take care of your body?' and 'How do you take care of your mind?'

Record some of the children's answers.

**Journey Home:**

and 'Help other people smile' like Ravi.

**Assessment for and of Learning:**

Compare the responses of the children to the question 'How can you take care of your mind?' with those given at the beginning of the programme. Have the children made progress? Can they talk about different things they can do to take care of their mental health? Has their vocabulary linked to mental health developed? Are there aspects that would benefit from being re-taught or taught in a different way? How could this learning be developed within the Year 1 curriculum?