

FIND YOUR BRAVE

#ChildrensMentalHealthWeek

Place2Be's

CHILDREN'S
MENTAL HEALTH
WEEK

3 - 9 FEBRUARY 2020

ASSEMBLY GUIDE FOR PRIMARY-AGE CHILDREN

The week is run by children's mental health charity **Place2Be** to focus on the importance of children and young people's mental health. This year's theme is '**FIND YOUR BRAVE**'.

Bravery comes in all shapes and sizes and is different for everyone. Bravery can be about sharing worries and asking for help, trying something new or pushing yourself outside your comfort zone. **FINDING YOUR BRAVE** can build your confidence, self-esteem and make you feel good about yourself.

This assembly guide helps primary-age children to understand and explore the **FIND YOUR BRAVE** theme and is designed for use alongside the *primary-age assembly guide slides*. Feel free to adapt the content and length according to student needs / time available or develop your own. Check out the *primary-age resources list* to support your assembly.

To differentiate or extend the content, please refer to our *assembly guide and slides for secondary-age children*.

AIMS



1. To explore and support bravery in all shapes and sizes
2. To understand that life is full of small brave steps
3. To understand that sharing your worries with an adult you trust is a brave thing to do
4. To develop ways to **FIND YOUR BRAVE**

TIME REQUIRED



30 MINS

MATERIALS REQUIRED



- *Assembly slides for primary-age children*
- An image, video, song or story about bravery (some examples are provided in the primary-age resources list, or you can find your own)
- A few 'feely bags' with various things inside
- OPTIONAL: *Show & Tell **FIND YOUR BRAVE** fundraising activity*
- OPTIONAL: *Distribute **FIND YOUR BRAVE** top tips for primary-age children at assembly*

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Choose a song such as **Katy Perry's Firework** or **This is Me from The Greatest Showman** to play as the children come into assembly.

BIG QUESTION: WHAT IS BRAVERY?

[corresponds to slide 2]

TEACHING POINT

Being brave can mean facing a situation when you're unsure about something and having a go anyway. Sometimes big and uncomfortable feelings or emotions can get in the way of being brave.

It's important to stress that bravery is not about taking unsafe risks that could harm you or those around you.

Have a few feely bags with various items inside. Try to build up a bit of tension and uncertainty about what might be in the bags. What could it be? What's inside? Is it moving? Is it friendly? Ask a few children from different year groups to come up and put their hands into the different feely bags but not to look in or pull anything out. Ask them what emotions and feelings they had about putting their hand into the bag when they didn't know what was inside.

Some of the words that come up might include: worried, fearful, afraid, excited, scared, didn't want to do it, curious, anxious, felt hot, brave.

(**Safety warning.** Make sure you tell children it's OK to put their hand into the bag as this is a safe activity

with an adult but that we wouldn't usually put our hands into unknown objects.

Use this as an opportunity to talk about the difference between being brave and sensible.)

Life often throws challenges our way. Bravery isn't about coping alone or holding things in. It's about finding positive ways to deal with things that might be difficult, overcoming physical and mental challenges and looking after yourself. Remind the children that being brave can be about big things but it's often about little things that happen every day. Reinforce that sometimes being brave is about saying no, asking others for help or sharing worries.



BIG QUESTION:

WHAT CAN GET IN THE WAY OF BEING BRAVE?

[corresponds to slide 3]

TEACHING POINT

Sometimes big and uncomfortable feelings or emotions can get in the way of being brave.

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Step 2 continued

An adult shares what is in each of the bags to show that the contents are OK and not frightening. Tell the children that being worried about the unknown or a new situation is very common for everyone - children and adults (and that includes teachers - maybe give an example of when you felt the fear but did it anyway, either when you were younger or as an adult.)

Explain how sometimes our thoughts and feelings can get in the way of doing something or trying something – even something we really want to do –

or make things feel more scary than they are.

Ask the children what unhelpful thoughts might get in the way of them being brave:

- Might make a fool of myself / be embarrassed
- Will get something wrong
- People might laugh at me / look at me
- I might hurt myself
- Might make things worse



BIG QUESTION:

HOW DOES BRAVE MAKE YOU FEEL?

[corresponds to **slide 4**]

TEACHING POINT

Bravery comes in all shapes and sizes and what feels brave for one person might not feel brave to another. Taking even small brave steps can help you feel good about yourself and more confident to face future challenges.

Ask the children about situations when they have been afraid of something but **FOUND THEIR BRAVE**. These could be big or small and experienced at school or outside. Ask them about how being brave about these things made them feel (a bit less scared, less alone, happy, confident, pleased, proud, like I could do anything, like a superhero, excited....)

Here are some things they might say

- learnt to swim or ride my bike or play a musical instrument
- stood up for myself
- slept without a light on
- rode bike on a road
- walked to school alone for the first time
- asked for help with a worry
- put my hand up in class
- climbed to the top of the climbing frame
- volunteered for something
- had an illness / went to hospital / had an injection
- hurt myself

NOTE: It's important to emphasize that not feeling brave is OK too and that there are times where it may be more difficult to **FIND YOUR BRAVE**.

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SHARE A BRAVERY STORY

[corresponds to slide 5]



Stress again that bravery comes in all shapes and sizes and what one person thinks is brave might not seem brave to someone else. Share an age appropriate video clip or read a story that talks about being brave.

The *Wolf's Colourful Coat* read by the author Avril McDonald is embedded into slide 5. Use this or choose one from the [primary-age resources list](#) or find your own. Afterwards ask the children to say what was brave about the video clip or story you have just read and/or how they thought the character felt.



OPTIONAL EXTRA – Our school's plans for Children's Mental Health Week

BIG QUESTION:

WHAT ARE WE DOING AS A SCHOOL TO GET INVOLVED IN CHILDREN'S MENTAL HEALTH WEEK?

[corresponds with slide 6]

NOTE: Place2Be (the UK charity that runs Children's Mental Health Week) has developed a [Children's Mental Health Week Show & Tell fundraising activity](#). This asks children and adults to show and tell an example of how they have **FOUND THEIR BRAVE** in return for a small donation. All funds raised for Place2Be helps children to access the mental health support they need.

- Tell children that looking after our mental health (our minds) is very important - and just as important as looking after our bodies. Lots of children in schools all around the UK are doing things for Children's Mental Health Week.
- If you're doing some of the [FIND YOUR BRAVE group activities for primary-age children](#) in classes this week, think about letting Place2Be know what you did.
- Remind pupils that if they are worried or unsure about something they can always talk to a teacher, a member of school staff or another adult they trust. If you have on-site support such as a counsellor, then signpost them to this. (corresponds to slide 7).
- If you are running our [FIND YOUR BRAVE Show & Tell fundraising activity](#) in aid of Place2Be, remind children of the details and encourage them to take part.
- Give out copies of our [FIND YOUR BRAVE tips for children](#) as they leave assembly and also pass on our [FIND YOUR BRAVE tips for parents and carers](#).