

FIND YOUR BRAVE

#ChildrensMentalHealthWeek

Place2Be's

CHILDREN'S
MENTAL HEALTH
WEEK

3 - 9 FEBRUARY 2020

ASSEMBLY GUIDE SECONDARY-AGE YOUNG PEOPLE

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 young people to understand and explore the **FIND YOUR BRAVE** theme and is designed for use alongside the [secondary-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 [secondary-age resources list](#) to support your assembly.

To differentiate or simplify the content, please refer to our assembly guide and slides for [primary-age children](#).

AIMS



1. To explore and support bravery in all its forms
2. To understand that life is full of challenges and includes taking small brave steps every day
3. To understand that sharing your worries with a trusted adult is a brave thing to do and can improve your mental wellbeing
4. To develop ways to **FIND YOUR BRAVE**

TIME REQUIRED



30 MINS

MATERIALS REQUIRED



- [Assembly slides for secondary-age children](#)
- An image, video, song or story about bravery ([see secondary-age resources list](#))
- OPTIONAL: Distribute **FIND YOUR BRAVE** tips for young people after assembly
- OPTIONAL: Distribute **FIND YOUR BRAVE** tips for parents and carers

You could play [Katy Perry Firework](#) as students enter assembly and open with a clip of Keala Settle rehearsing for [This is Me](#).



[corresponds to *slide 2*]

BIG QUESTION: WHAT IS BRAVERY?

TEACHING POINT

Bravery is about feeling the fear and being vulnerable, but doing something despite the fear or risk.

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

Share some stories of people being brave. Draw on examples of everyday bravery rather than jobs we might associate with bravery (eg firefighters) or people (eg superheroes). You might focus on some school based examples – attending school when you feel anxious, taking part in a play when you're embarrassed, asking for help from a teacher or school counsellor when it might feel scary or pick examples from outside school.

Stress that life is full of challenges and includes taking small brave steps everyday whatever your age. Being brave means different things to different people at different times. 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.

Ask what difference being brave makes in the world.



[corresponds to *slide 3*]

BIG QUESTION: WHAT DO YOU NEED TO FIND YOUR BRAVE?

TEACHING POINT

Being brave can mean making yourself feel vulnerable or uncomfortable.

Show an appropriate news report, video clip or article that shows an element of bravery. (Pick one of the resources listed in the [secondary-age resources list](#)).

Ask young people how bravery applies to the video clip (news article or news report). Here are some words and phrases they may say. You might want to discuss some of these if they haven't already been suggested by pupils:

- Persevered / kept trying
- Went outside their comfort zone
- Shared their problems or worries and asked for help
- Faced their fears
- Showed vulnerability
- Stood up for themselves or others (in a positive way)
- Overcame physical or mental challenges

Ask them what the person drew upon to help them be brave (for example: faced their fears, overcame a challenge, showed a determination to do something, resilience, support of friends and family, asked for and accepted help from others, kept trying, didn't worry what others thought, didn't worry if they got it wrong).

STEP 3

[corresponds to slide 4]

BIG QUESTION: WHEN HAVE YOU FOUND YOUR BRAVE?

TEACHING POINT

What's brave for one person may not feel brave to another. There are lots of different ways of **FINDING YOUR BRAVE**.

Ask pupils 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.

Here are some things they might say. You may want to discuss some of them:

- When they joined the school
- Learning a challenging new skill
- Doing tests or exams
- Going for a job or college interview
- Asking someone out
- Confiding with someone
- Standing up against the crowd
- Coming off social media
- Speaking in public
- Coping with illness
- Facing relationship issues in their family
- Falling out with friends

STEP 4

[corresponds to slide 5]

BIG QUESTION: WHAT DIFFERENCE DOES FINDING YOUR BRAVE MAKE TO YOUR LIFE?

TEACHING POINT

FINDING YOUR BRAVE is empowering, builds confidence, self-esteem and mental wellbeing and helps you deal with the challenges life throws your way.

Ask pupils what difference **FINDING YOUR BRAVE** makes to their life. Here are some things they might say. You may want to discuss some of them.

- Felt proud of myself
- Made me realise that keeping things to myself isn't brave and asking for help is
- Understood that life is full of challenges to face
- Realised I don't have to do whatever everyone else does
- Felt more confident and positive
- Understood that being fearful is natural and everyone feels it – life includes taking small brave steps every day
- Realised I was stronger than I thought I was
- Encouraged me to try out new things and take more (safe) risks
- Stopped me putting obstacles in the way of doing things

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

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STEP 5

[corresponds to slide 6]

BIG QUESTION: WHAT HELPS YOU TO FIND YOUR BRAVE?

TEACHING POINT

*Having some techniques up your sleeve to **FIND YOUR BRAVE** can be helpful. Become familiar with and practise **FINDING YOUR BRAVE** so you can draw on it when you need it.*

Ask pupils what helps them feel brave. What would they put in their bravery 'toolbox'. It's important that young people have some resources to call on when they need to **FIND THEIR BRAVE** so that they can look after their mental wellbeing. Here are some things they might say. You may want to discuss some of them.

- Helpful people you trust that you can talk to
- Turning unhelpful thoughts into helpful ones
- Thinking positively
- Using relaxation ideas – whatever works for you
- Being kind to yourself – not giving yourself a hard time
- Setting manageable challenges, getting there a step at a time

STEP 6

[corresponds to slide 7]

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?

TEACHING POINT

***FINDING YOUR BRAVE** is empowering, builds confidence, self-esteem and mental wellbeing and helps you deal with the challenges life throws your way.*

- Discuss the importance of caring for our mental health and wellbeing. Lots of young people in schools all around the country are doing things for Children's Mental Health Week.
- If you're doing some of the ***FIND YOUR BRAVE lesson activities for secondary-age children*** in classes this week, think about letting **Place2Be** know what you did.
- Remind young people 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. (*Refer to slide 8*).
- Give out copies of our ***FIND YOUR BRAVE top tips for young people*** as they leave assembly and also pass on copies of our ***FIND YOUR BRAVE tips for parents and carers***.