

ACTIVITIES FOR TUTOR TIME AND PSHE

This year, why not use Sport Relief to kick off some inspirational learning with your students?

17-year-old Reece from Birmingham has had a tough few years. When he was 10, his dad left and he had to move, leaving behind his friends, his school and his childhood home. At the same time, he also lost his grandad, who had been a great support and inspiration.

Reece was already feeling low when he began being bullied at his new school. All the pressure soon took its toll and he began experiencing anxiety and depression.

At his lowest point, Reece discovered Virtually Minded, a project funded by Sport Relief. Based in the back of a renovated police riot van, it offers boys a safe place to talk and learn about their mental health. With the project's support, Reece has greater confidence and resilience and has recently become a mentor to the youngest members of the group.



How to use these activities

The activities in this guide have been designed for you to deliver either in tutor time or PSHE lessons. They could also be a good focus for intervention or small group work with students. Select from the suggestions given, depending on the time available and what you want to achieve with your students.

Why not use the activities in the run-up to Sport Relief, to help students understand why they are raising money, generate excitement about the event and prepare for fundraising?

As a starting point, watch our short film about Reece with the students.

You can find this at sportrelief.com/meet-reece

Learning links

These activities will help students meet the following learning objectives.

- To empathise with young people with mental health problems.
- To talk openly about emotional wellbeing and expressing feelings.
- To learn how to access mental health support, advice and information.
- To explore the role peers can play in supporting one another.
- To express opinions and ideas through group discussion.

There are curriculum links with the PSHE Association programme of study, the Citizenship curriculum and the new Relationships and Sex Education (RSE) and Health Education programme of study. The activities can also be an effective way to enhance the personal development of students, as highlighted in the new Ofsted framework.

Issues raised by these activities

This year's Sport Relief film and these activities tell the story of Reece, a 17-year-old who was bullied and struggled for many years with mental health problems. When using the materials, please be aware that students in your class are likely to have had personal experience of these issues. If you would like further information or support, please visit sportrelief.com/support

ACTIVITY IDEAS

Pick and choose from the following activities to develop students' understanding of mental health issues and why they are going to raise money this Sport Relief.

MOVING IMAGES

Watch the film 'Reece's story' with the class. You can find this at sportrelief.com/meet-reece

Talk in groups or as a class about the film. You could use the following questions as a starting point for discussion.

- What did you find particularly striking about Reece's story?
- What do you think triggered Reece's depression?
- Why do you think the Virtually Minded project has made such a difference to his life?
- Do you think it is helpful for individuals like Reece to mentor other young people? Why?



EXPRESSING EMOTIONS

Divide the students into groups and give each group a copy of the information sheet 'Expressing emotions'.

Remind them of Reece's story. Ask them to create lists of adjectives to describe how they think Reece felt when:

- his dad left the family home and he was being bullied at school
- he first attended Virtually Minded and started talking about his mental health
- he started mentoring other boys and encouraging them to talk about mental health.

| EXPRESSING EMOTIONS | |
|---|---------------------------------|
| When did you feel this emotion? | Adjective(s) describing emotion |
| When did you feel this emotion? (e.g. when your dad left home?) | |
| When did you feel this emotion? (e.g. when you were bullied?) | |
| When did you feel this emotion? (e.g. when you started talking about your mental health?) | |
| When did you feel this emotion? (e.g. when you started mentoring other boys?) | |

As a class, pool ideas. Do students sometimes feel that they don't have the words to express emotions? How important is it to be able to explain to people how you feel at different points in your life? Why?

WHAT SUPPORT IS OUT THERE?

For many years, Reece felt he had nowhere to go and no one to talk to about his mental health problems.

In small groups, ask students to complete the 'Where would you go for support?' activity sheet (they will need internet access to research some of the facts).

Share the information as a class. Do they feel they have people they can talk to about their mental health? Suggest other sources of support, as appropriate.

| WHERE WOULD YOU GO FOR ADVICE? | |
|---|--------------------|
| Who would you talk to if you were feeling low? Where could you go for advice and information about mental health? | What would you do? |
| At home (e.g. with family members, friends, neighbours) | |
| At school (e.g. with teachers, school counsellors, other students) | |
| At work (e.g. with colleagues, managers, other staff) | |
| Online (e.g. with friends, online support groups) | |

PEER MENTORING

Reece has become a mentor for younger boys, to encourage them to talk about their mental health.

Talk with students about peer mentoring and education that goes on in your school. Do older students help younger pupils with reading? Is there a mentoring scheme? Do you have prefects and if so what do they do? Do students lead assemblies?

Ask students whether they think peer mentoring is effective. Why?

Could peer mentoring in your school be extended to cover mental health issues?

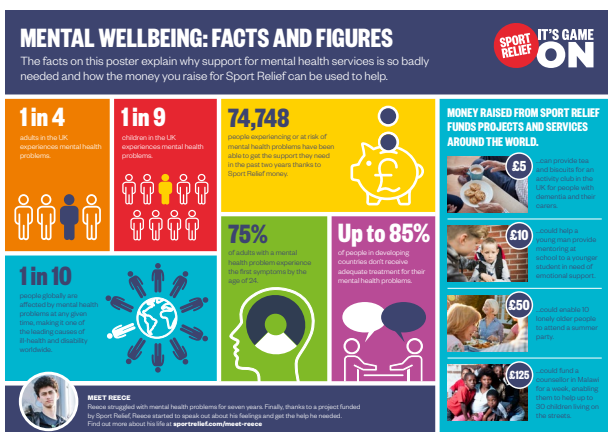


ACTIVITY IDEAS

Pick and choose from the following activities to develop students' understanding of mental health issues and why they are going to raise money this Sport Relief.

FACTS AND FIGURES

You can download a poster explaining some key facts and figures about mental health from sportrelief.com/secondaryextras



Display the poster for your students to see and talk about the statistics it provides about mental health. Did they already know any of the information shown? Which fact do they find most surprising? Which do they think causes them most concern?

If you have time, give students an opportunity to research one more fact about an aspect of mental health that interests them and share these as a class. You could display the Sport Relief infographic poster in the classroom and add the students' additional facts around it.

Does finding out facts like these help the students understand why support is so badly needed? Does it make them more enthusiastic about raising money for Sport Relief in order to make a difference?

FUNDRAISING ACTION

Talk with the class about possible fundraising activities you could run as a group. How can these complement what the school is planning to do?



Could you:

- Take on a sponsored challenge?
- Run a healthy snack stall at break?
- Help to organise and take part in the Sport Relief Mile?
- Run a tournament for your year group?
- Offer to sell Sport Relief wristbands in school?

To enhance your students' mental resilience, suggest a calming yoga or meditation session in tutor time or at lunchtime. Students could make donations to take part or collect sponsorship from family and friends.

If your school already has activities planned for Sport Relief, why not spread the fundraising out? Organise your class activity for earlier in Sport Relief week, or even for the week before.

EXPRESSING EMOTIONS

| | Adjectives expressing emotions |
|--|--------------------------------|
| How do you think Reece felt when his dad left and he had to move to a new school? | |
| How do you think Reece felt when he was being bullied? | |
| How do you think Reece felt when he first attended Virtually Minded? | |
| How do you think Reece feels now he is mentoring younger boys? | |

WHERE WOULD YOU GO FOR ADVICE?

Who would you talk to if you were feeling low?

Where could you go for advice and information about mental health?

| | Who could help? |
|--|-----------------|
| At home (e.g. parents, carers, siblings, neighbours, friends) | |
| At school (e.g. teachers, school nurse, friends, older students) | |
| In the community (e.g. youth groups, sport coaches, faith leaders) | |
| Specialists to talk to (e.g. GP, nurse, telephone support lines) | |
| Online (e.g. charities, social media groups) | |