



## Case studies around Youth Mental Health

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## **Title: Lucy's Wellbeing Adventure**

**Introduction:** Once upon a time, there was a cheerful girl named Lucy. Lucy loved playing, learning, and having fun. She was always busy with school, activities, and spending time with her friends. But one day, Lucy started feeling tired, worried, and a little bit sad. She didn't understand why she felt this way. So, she decided to go on an amazing adventure to discover how to take care of her wellbeing.

**The Wellbeing Journey:** Lucy talked to her mom about her feelings. Her mom explained that taking care of her wellbeing was really important. Wellbeing means feeling happy, healthy, and balanced in both your body and mind. Lucy's mom suggested they embark on a special journey together to learn about taking care of her wellbeing.

**Physical Wellbeing:** Lucy learned that physical wellbeing meant taking care of her body. She found out that eating healthy food, like colourful fruits and veggies, helped her grow strong and have energy. Lucy also discovered that getting enough sleep and doing exercises, like jumping, running, or playing sports, helped her body stay healthy. Lucy and her mom made a plan to eat yummy and nutritious meals, have a regular bedtime routine, and play outside every day.

**Emotional Wellbeing:** Next, Lucy explored emotional wellbeing, which is about how we feel on the inside. Lucy discovered that it's normal to have different feelings, like happiness, excitement, or even sadness. She learned that talking about her feelings with her mom, dad, or friends could make her feel better. Lucy also realised that doing things she loved, such as reading books, drawing, or playing with her toys, could make her feel happy and calm.

**Social Wellbeing:** Lucy's mom introduced the idea of social wellbeing, which is about having good relationships and connections with others. Lucy discovered that spending time with her friends, family, and even pets made her feel joyful. She learned that being kind, sharing, and helping others could make everyone feel happy. Lucy decided to organize a fun picnic with her friends, where they laughed, talked, and played together.

**Reflection:** After a few weeks of taking care of her wellbeing, Lucy felt much happier, more energetic, and less worried. She realised that looking after her wellbeing was important and that she could do little things every day to take care of herself and feel good.

### **Follow-up Questions:**

1. What is the name of the girl in the story?
2. How did Lucy feel at the beginning of the story?
3. Who did Lucy talk to about her feelings?
4. What are the three aspects of wellbeing Lucy learned about?
5. How can we take care of our physical wellbeing?
6. Why is it important to talk about our feelings?
7. What are some things Lucy enjoyed doing to feel happy and calm?
8. What is social wellbeing?
9. How did Lucy feel after taking care of her wellbeing?
10. What can we do every day to look after our wellbeing?

## Activity: Understanding the Effects of Anxiety in School

Introduction: Hi there! Today, we're going to learn about anxiety and how it can affect us at school. Anxiety is when we feel worried or scared about things that might happen. It's important to understand our feelings and support each other, so we can create a safe and calm environment. Let's get started!

Step 1: Feelings Chart First, let's talk about different feelings and emotions. Look at the chart below and see if you can identify these feelings:

- Happy 😊
- Sad 😞
- Angry 😡
- Scared 😱
- Worried 😟

Can you tell me how you feel when you're anxious or worried? Remember, it's okay to have different feelings, and they might change depending on the situation.

Step 2: Effects of Anxiety Now, let's talk about how anxiety can make us feel at school. Here are some common feelings that people might experience when they are anxious:

1. Nervousness: Anxiety can make us feel nervous. We might feel butterflies in our stomach or shaky.
2. Trouble concentrating: When we're anxious, it can be hard to focus on our schoolwork. Our minds might feel distracted or jumbled.
3. Restlessness: Anxiety can make us feel restless. We might have a hard time sitting still or feel the need to move around a lot.
4. Sleep difficulties: Sometimes, anxiety can make it difficult to sleep well. We might have trouble falling asleep or staying asleep.
5. Physical symptoms: Anxiety can also cause physical symptoms like headaches, stomach aches, or a racing heartbeat.

Step 3: Discussing Feelings Now, let's talk about how we can support each other and help those who are feeling anxious. I'm going to ask you some questions, and I'd love to hear your thoughts.

1. Have you ever felt anxious at school? How did it make you feel?
2. How do you think someone who is anxious might behave or act?
3. What can we do to help someone who is feeling anxious?
4. How can we create a calm and supportive environment at school?
5. How can we show empathy and understanding to those who are feeling anxious?

Remember, it's important to be kind and understanding towards others. If someone is feeling anxious, they might need some extra support and reassurance. Together, we can create a safe and comfortable space for everyone.

Conclusion: Great job! Today, we learned about anxiety and how it can affect us at school. We also discussed ways we can support each other and create a calm environment.

## **Title: James and the Ripple Effect**

**Introduction:** Once upon a time, there was a young boy named James. James loved playing with his friends, but sometimes he would behave in a way that made them sad or upset. James didn't realize that his poor behaviour was affecting the wellbeing of his friends. Let's learn about James' story and how his actions had an impact on his friends' wellbeing.

**The Behaviour:** James liked to play games, but he often got too competitive. He would get angry when he lost and start shouting or even push his friends. His friends felt scared, upset, and sometimes even hurt by his actions. This made it hard for them to enjoy playing with James.

**How It Affected His Friends:** James' poor behaviour had a negative impact on his friends' wellbeing. They started feeling sad, anxious, and reluctant to play with him. They felt worried about how James might react if they made a mistake or if things didn't go his way. They didn't feel safe and happy when playing together anymore.

**Understanding the Impact:** One day, James noticed that his friends were no longer as excited to play with him. He saw that they seemed sad and didn't enjoy their time together. James realised that his behaviour was making them unhappy and affecting their wellbeing. He felt sorry and wanted to make things right.

**Making a Change:** James decided to talk to his friends and apologize for his poor behaviour. He promised them that he would work on controlling his anger and being a better friend. James learned that it's important to play fair, respect others, and be kind. He started practicing being patient, listening to his friends' ideas, and congratulating them when they did well.

**The Positive Ripple Effect:** As James made an effort to change his behaviour, his friends began to feel better and happier. They felt more comfortable playing with him because they knew he would treat them with kindness and fairness. James' positive attitude had a ripple effect, making everyone's wellbeing improve. They started having fun together again and enjoying their time as friends.

**Follow-up Questions:**

1. What is the name of the boy in the story?
2. How did James behave when playing games with his friends?
3. How did James' behaviour make his friends feel?
4. How did his friends' wellbeing get affected by James' poor behaviour?
5. Why did James decide to make a change?
6. What did James learn about being a good friend?
7. How did James' friends feel after he apologized and made a promise to change?
8. What positive changes did James make to his behaviour?
9. How did James' efforts affect his friends' wellbeing?
10. How did the friendship between James and his friends improve?

Remember, being kind, respectful, and playing fair are important for maintaining positive friendships and looking after everyone's wellbeing.

## Activity: Understanding the Effects of Bullying

Introduction: Hi there! Today, we're going to learn about the effects of bullying and how it can make us feel. Bullying means being mean to someone on purpose, like calling them mean names or hurting their feelings. It's important to understand how bullying can affect us so that we can support each other and create a safe and kind environment. Let's get started!

Step 1: Feelings Chart First, we're going to talk about different feelings and emotions. Look at the chart below and see if you can identify these feelings:

- Happy 😊
- Sad 😞
- Angry 😡
- Scared 😱
- Frustrated 😤

Can you tell me how you feel when someone is being mean to you or if you see someone being bullied? Remember, it's okay to have different feelings, and they might change depending on the situation.

Step 2: Effects of Bullying Now, let's talk about how bullying can make us feel. Here are some common feelings that people might experience when they are being bullied:

1. Sadness: Bullying can make us feel really sad. It might make us cry or feel like we don't want to go to school or be around others.
2. Fear: Being bullied can make us feel scared. We might worry about what the bully will do next or if anyone will help us.
3. Anger: Sometimes, bullying can make us feel angry. We might want to stand up for ourselves or feel upset that someone is being mean to us.
4. Loneliness: Bullying can make us feel lonely. We might think that nobody likes us or wants to be our friend.
5. Low self-esteem: When someone is mean to us, it can hurt our self-esteem. This means we might start feeling like we're not good enough or that something is wrong with us.

Step 3: Discussing Feelings Now, let's talk about how we can support each other and help those who are being bullied. I'm going to ask you some questions, and I'd love to hear your thoughts.

1. Have you ever seen someone being bullied? How did it make you feel?
2. How do you think the person being bullied might feel?
3. What can we do to help someone who is being bullied?
4. What can we do to create a safe and kind environment at school?
5. How can we show empathy and support to those who are being bullied?

Remember, it's important to be kind to everyone and stand up against bullying. Together, we can make a difference and create a world where everyone feels safe and respected.

## **Title: Lewis and the Late-Night Gaming**

**Introduction:** Once upon a time, there was a young boy named Lewis who loved playing video games. He would often stay up very late at night, playing games on his computer or console. But little did he know, staying up late gaming was affecting him at school and his mental health. Let's learn about Lewis' story and how his gaming habits had an impact on his daily life.

**The Late Nights:** Lewis enjoyed playing games so much that he would lose track of time. He would stay up very late at night, playing game after game. As a result, he would often feel tired and sleepy in the mornings. This made it hard for him to concentrate and learn at school.

**Struggling at School:** Because Lewis was not getting enough sleep, he started having a hard time focusing on his schoolwork. He would feel drowsy during class and find it difficult to pay attention. Lewis' grades began to suffer, and he found it challenging to keep up with his classmates. He felt frustrated and sad because he wanted to do well in school.

**Feeling Down:** Not getting enough sleep and struggling at school started to affect Lewis' mood. He would feel grumpy, irritable, and even a little sad. Lewis didn't understand why he felt this way, but he knew something wasn't right. He would also feel more stressed and anxious because he wasn't getting enough rest.

**Making a Change:** One day, Lewis talked to his parents about how he was feeling. They discussed the importance of getting enough sleep and having a balanced routine. Lewis realised that staying up late gaming was affecting his school performance and his mental health. He decided it was time to make a change.

**Creating a Healthy Routine:** Lewis and his parents worked together to create a new routine. They set a bedtime for Lewis and made sure he had enough time to wind down before sleep. They also agreed that Lewis could have specific times during the day to enjoy his favourite games, but it was important to limit the late-night gaming.

**Positive Changes:** As Lewis started getting enough sleep and sticking to his new routine, he noticed positive changes. He felt more awake and focused during the day. Lewis' schoolwork improved, and he felt happier because he was doing better in class. He also found that he had more energy to engage in other activities he enjoyed, like playing outside and spending time with his friends.

**Follow-up Questions:**

1. What is the name of the boy in the story?
2. What did Lewis love doing in his free time?
3. Why did Lewis stay up late at night?
4. How did staying up late gaming affect Lewis at school?
5. How did Lewis feel during class because of the lack of sleep?
6. How did Lewis' grades change because of his gaming habits?
7. How did Lewis feel emotionally because of his lack of sleep?
8. Who did Lewis talk to about how he was feeling?
9. What changes did Lewis and his parents make to his routine?
10. How did Lewis' life improve after he started getting enough sleep?

## Activity: Feelings Jar

Objective: This activity aims to help children understand and express their emotions while emphasizing the importance of looking after their mental health.

Materials:

- A clear jar or container with a lid
- Coloured paper or index cards
- Scissors
- Markers or crayons
- Pencil or pen
- Tape or glue

Instructions:

1. Introduce the concept of emotions: Start by explaining that we all have different emotions and feelings. Emotions are how we feel inside, and it's important to acknowledge and express them.
2. Discuss different emotions: Talk about common emotions like happiness, sadness, anger, excitement, fear, and surprise. Ask the children to share moments when they felt each emotion and encourage them to express why they felt that way.
3. Create emotion cards: Provide the children with coloured paper or index cards. Ask them to cut out small rectangles or squares to create emotion cards. Each card should represent a different emotion.
4. Decorate the emotion cards: Have the children decorate each card using markers or crayons. They can draw facial expressions or use colours that represent the specific emotion. For example, red for anger, blue for sadness, or yellow for happiness.
5. Label the emotion cards: Ask the children to write the name of the corresponding emotion on each card using a pencil or pen. If necessary, help them spell the words correctly.
6. Decorate the feelings jar: Have the children decorate the clear jar or container using markers or crayons. They can draw smiley faces or other symbols of happiness and positivity on the jar.
7. Use the feelings jar: Explain to the children that the feelings jar will serve as a special place to store their emotions. Whenever they experience a strong emotion, they can write it down on an emotion card and put it inside the jar.
8. Discuss coping strategies: Talk about different ways to take care of their mental health when they experience challenging emotions. Encourage them to share strategies like talking to a trusted adult, taking deep breaths, practicing mindfulness, or engaging in activities they enjoy.
9. Display and reflect: Once the jar is filled with emotion cards, place it in a visible area of the classroom or at home. Encourage the children to reflect on their emotions periodically and discuss their feelings with their peers or adults.

Follow-up Questions:

1. Why is it important to acknowledge and express our emotions?
2. Can you give an example of a time when you felt happy? How about when you felt sad?



3. How did you feel when you created the emotion cards?
4. What are some ways we can take care of our mental health?
5. What will you do when you feel a strong emotion? Will you write it down and put it in the feelings jar?

Remember, understanding and expressing our emotions is an important part of taking care of our mental health. The feelings jar can serve as a reminder to acknowledge and manage our emotions in a healthy way.

## Activity: Wellbeing Decision-Making

Objective: This activity aims to help children understand the importance of making good choices to look after their wellbeing. It encourages critical thinking and decision-making skills while exploring different aspects of wellbeing.

Materials:

- Large poster paper or whiteboard
- Markers or coloured pencils
- Index cards or small pieces of paper
- Jar or container

Instructions:

1. Introduction: Begin by discussing the concept of wellbeing with the children. Explain that wellbeing means taking care of our physical and mental health, as well as our overall happiness.
2. Brainstorm Wellbeing Categories: Ask the children to suggest different categories related to wellbeing. Examples may include physical health, emotional well-being, social interactions, leisure activities, and personal growth. Write these categories on the poster paper or whiteboard.
3. Decision-Making Scenarios: Prepare a set of decision-making scenarios related to each category. For example:
  - Physical health: "You have the choice between eating a healthy salad or a bag of chips for lunch. Which one do you think is better for your physical health?"
  - Emotional well-being: "You have a lot of homework to do, but you also feel tired and stressed. What can you do to take care of your emotional well-being?"
  - Social interactions: "Your friend invites you to play outside, but you have a family gathering. How can you make a good choice for both your social interactions and family time?"
4. Discuss the Scenarios: Present each scenario to the children, one at a time. Allow them to think about the choices and discuss their reasoning behind each option. Encourage open discussion and different perspectives.
5. Decision-Making Cards: Provide the children with index cards or small pieces of paper. Instruct them to write down their chosen option for each scenario and explain why they believe it is a good choice for their wellbeing.
6. Collect and Discuss: Collect the decision-making cards from the children. Read out some of the responses and have a group discussion about the different choices and the reasons behind them. Encourage the children to listen to each other and learn from their peers' perspectives.
7. Wellbeing Jar: Explain that making good choices for our wellbeing is an ongoing process. Have the children decorate a jar or container and label it as the "Wellbeing Jar." Instruct them to write down new decision-making scenarios on small pieces of paper and put them inside the jar.
8. Reflection and Action: Encourage the children to reflect on the activity and share one new decision they can make to look after their wellbeing in each category. For example, "I will choose to exercise for at least 30 minutes every day to take care of my physical health."

Follow-up Questions:

1. What does wellbeing mean to you?
2. Why is it important to make good choices for our wellbeing?
3. Can you share an example of a decision you made during the activity and explain your reasoning?
4. How did hearing different perspectives help you think about your choices?
5. How can you apply the concept of making good choices for your wellbeing in your daily life?

Remember, making good choices for our wellbeing is an ongoing process. By considering different aspects of our wellbeing and making thoughtful decisions, we can lead happier and healthier lives.

## **Title: Emily and the Hidden Sadness**

**Introduction:** Once upon a time, there was a little girl named Emily. Emily was always smiling and playing with her friends, but deep inside, she felt sad all the time. Emily didn't realize that not telling anyone about her sadness was affecting her mental health. Let's learn about Emily's story and how opening up about her feelings helped her feel better.

**Emily's Hidden Sadness:** Emily loved to play and have fun with her friends, but she often felt a heavy sadness in her heart. She would pretend to be happy, but inside, she felt like there was a cloud blocking her sunshine. Emily didn't want to worry her friends or family, so she kept her sadness hidden.

**The Impact on Emily:** Because Emily didn't talk about her sadness, it started to affect her more and more. She couldn't enjoy the things she used to love, like playing outside or drawing pretty pictures. Emily felt tired, lonely, and her heart felt heavy all the time. She didn't know what to do to make the sadness go away.

**Reaching Out for Help:** One day, Emily's teacher noticed that she didn't seem as happy as before. She asked Emily if everything was okay, and even though Emily was scared, she decided to share her feelings. She told her teacher about the sadness she carried inside and how it was making her feel tired and lonely.

**Understanding and Support:** Emily's teacher listened to her carefully and gave her a big, comforting hug. She explained that it's okay to feel sad sometimes, but it's important to share those feelings with someone we trust. The teacher assured Emily that she was not alone and that there were people who could help her feel better.

**Getting Help:** Emily's teacher talked to her parents about her sadness. Together, they decided to visit a kind and caring counsellor who specialized in helping children with their feelings. The counsellor listened to Emily and helped her find ways to cope with her sadness and feel happier.

**Sharing the Load:** As Emily opened up and shared her feelings with her counsellor, parents, and teacher, she realised she didn't have to carry her sadness alone. They helped her understand that it's okay to ask for help and that they were there to support her. Emily felt a little lighter as she learned new ways to express her emotions.

**Feeling Better:** With the help of her counsellor and the support of her loved ones, Emily started to feel better. She learned that talking about her feelings was a brave thing to do, and it helped her find happiness again. Emily discovered that there were many things she could do to take care of her mental health, like talking, drawing, and spending time with loved ones.

**Follow-up Questions:**

1. What is the name of the girl in the story?
2. How did Emily feel deep inside, even though she pretended to be happy?
3. Why didn't Emily tell anyone about her sadness?
4. How did Emily's hidden sadness start to affect her?
5. Who noticed that Emily wasn't as happy as before?
6. Who did Emily decide to share her feelings with?

7. Who helped Emily understand that it's okay to ask for help?
8. How did Emily feel after she started talking about her feelings?
9. Who did Emily's parents and teacher decide to visit for help?
10. What are some things Emily learned to do to take care of her mental health?

Remember, it's important to talk about our feelings with someone we trust. Sharing our sadness with others can help us feel better and get the support we need.

**Title: 10 key tips for looking after your wellbeing!**

1. Eat healthy food: Eating fruits, vegetables, and other nutritious foods helps our bodies stay strong and healthy. What are some healthy foods you like to eat?
2. Get enough sleep: Sleeping helps our bodies and minds rest and recharge. How many hours of sleep do you think is important for you?
3. Exercise and play: Moving our bodies through exercise and play helps us stay active and have fun. What activities do you enjoy doing to keep your body moving?
4. Share your feelings: It's important to talk to someone you trust, like a family member or a friend, about how you feel. Who do you like to share your feelings with?
5. Be kind to others: Being kind to others and treating them with respect makes us and the people around us feel happy. How do you show kindness to others?
6. Take breaks: Sometimes, we need to take breaks from our activities to rest and relax. What do you like to do when you want to take a break and have some quiet time?
7. Laugh and have fun: Laughing and having fun with friends and family can make us feel happy and bring us joy. What makes you laugh and have fun?
8. Wash your hands: Washing your hands with soap and water keeps germs away and helps you stay healthy. When do you think it's important to wash your hands?
9. Listen to your body: Your body tells you when it's hungry, thirsty, or needs a rest. It's important to listen to your body and take care of its needs. How does your body let you know it needs something?
10. Be grateful: Being grateful means saying "thank you" for the good things in our lives. What are some things you are grateful for?

Follow-up Questions:

1. Which tip do you think is the most important for taking care of your wellbeing?
2. Can you think of a time when you felt really happy and healthy?
3. What are some fun activities you can do to keep your body moving?
4. Who is someone you trust to share your feelings with?
5. How do you feel after you've taken a break and rested for a while?
6. What makes you laugh the most? Can you share a funny joke or story?
7. Why is it important to wash your hands regularly?
8. How does your body feel when it's hungry or thirsty?
9. Can you think of something you are grateful for right now?
10. Which tip do you think you can start practicing more often?

Remember, taking care of your wellbeing means looking after your body and mind. By following these tips, you can stay happy, healthy, and strong!

## **Title: Jessica's wellbeing journey**

Once upon a time, there was a girl named Jessica. She was a bright and cheerful girl, but lately, she had been neglecting her wellbeing. Jessica loved to play video games and watch TV for hours, but she hardly went outside to play or ate healthy food. She didn't realize that not taking care of herself was making her feel tired and unhappy.

One sunny day, Jessica went to school feeling tired and sluggish. Her friend Lily noticed that something was wrong and asked her what was going on. Jessica hesitated at first but finally decided to share her feelings with Lily.

"I don't know, Lily," Jessica sighed. "I feel tired all the time, and I'm not having as much fun as I used to."

Lily listened attentively and then suggested, "Maybe we can try doing some fun activities together after school. Like playing outside or trying new hobbies. It might help us feel better!"

Jessica brightened up at the idea. "That sounds great, Lily! Let's give it a try."

The next day, Jessica and Lily gathered their other friends, Ethan and Mia, to discuss their plan. They all agreed to support each other in improving their wellbeing.

First, they decided to limit their screen time. Instead of spending hours in front of the TV or playing video games, they would set a timer and take regular breaks to do something active or creative. This way, they could have fun while also taking care of their bodies and minds.

Next, they planned to have healthy snacks together. Instead of eating sugary treats all the time, they would bring fruits, vegetables, and other nutritious snacks to school. They discovered that eating healthy food gave them more energy and made them feel happier.

Jessica and her friends also decided to create a special wellness corner in their classroom. They decorated it with colourful posters about staying active, practicing mindfulness, and expressing emotions. Whenever they felt tired or overwhelmed, they could visit the wellness corner to take deep breaths and calm their minds.

As the days went by, Jessica started to notice positive changes. She felt more energetic and happier than before. The fun activities with her friends and their support made a big difference. She even discovered a love for painting and spent time expressing her emotions through art.

One day, their teacher, Mrs. Turner, noticed the positive changes in Jessica and her friends. She gathered the class and commended them on their commitment to their wellbeing. Mrs. Turner shared stories about the importance of looking after oneself and how it can positively impact our lives.



Jessica felt proud of herself and her friends. They had made a positive change in their lives together. She realised that taking care of her wellbeing wasn't just about physical activities, but also about having strong and supportive friendships.

From that day forward, Jessica and her friends continued to support and encourage each other. They knew that by taking care of their wellbeing, they could lead happier and healthier lives.

Follow-up Questions:

1. Who was the main character in the story?
2. What activities did Jessica like to do instead of taking care of herself?
3. How did Jessica feel before she started taking care of her wellbeing?
4. Who noticed that something was wrong with Jessica?
5. What did Jessica and her friends decide to do to improve their wellbeing?
6. What did they create in their classroom to help them feel better?
7. How did Jessica feel after making positive changes in her life?
8. How did their teacher, Mrs. Turner, respond to their efforts?
9. Why is it important to take care of our wellbeing?
10. What did Jessica learn from this experience?

Remember, taking care of your wellbeing means making choices that make you feel good and happy. By supporting and encouraging each other, just like Jessica and her friends did, we can create a positive and healthy environment for everyone.