

Children's Mental Health Week: 1 - 7th February 2021

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TUESDAY 2nd FEBRUARY - HONESTY

In St Mark's, we picked 'Honesty' as one of our values because being honest is a life-long personal skill to be used in home, school, work, everyday situations. It is not always easy and sometimes children will worry about repercussions and this prevents them from always being honest. If they are listened to and they in turn learn from their mistakes, it will provide them with greater security in being able to be honest in future times. It will also help them to learn about consequences for their actions. The quality of being honest develops good character, friendship skills and confidence.

The dictionary meaning for the word 'Honesty' is "when someone is speaking the truth or being fair". Being honest means that you only say things about people that are true, not made up or rumours. Being honest means that you admit to your actions or what you have said truthfully, even if sometimes it means you will get into trouble.

ACTIVITY:

Children like to hear about their parents and family members life stories, from the present day or when they were younger.

This activity will involve the adults being honest and the children bringing out their creative acting side and role-playing pretending to 'interview' their adults and be 'feeling detectives!'

The children could prepare props such as making a microphone or setting the lounge up as a chat-show style tv programme where everyone can wear their best 'celebrity clothes!'

The scenario can then be reversed, and the questions turned around on the children with a similar theme where the children can have a turn at answering as honestly as possible. Please see the suggested questions at the end of this page, these can be great conversation starters.

Send your creative artwork into the Let Your Light Shine email address to be shared on the school website; LYLS@stmarks.bwmat.org

WHY WILL THIS ACTIVITY HELP SUPPORT CHILDREN'S MENTAL HEALTH?

It is important for children to acknowledge and understand that there is a range of feelings inside all of us. It is 'ok' to feel sad, angry, happy, surprised, worried, for instance and that this happens to everyone. The important part of recognising our feelings is learning how to manage them in an appropriate manner.

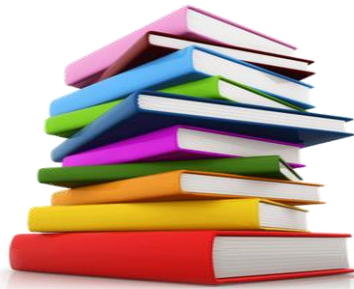
Therefore, if a child is feeling a particular emotion, they can then learn how to share this and explore if an adult or friend can help them or what they can do to help themselves. This will result in children becoming more resilient and building up coping strategies. Talking in a calm manner about possible scenarios is an excellent way to pre-empt these big emotional blow outs as trigger points and de-escalation tactics can be discussed in advance. By adults modelling their own emotions, for instance; 'I felt sad when my pet cat died,' will help develop the child's own emotional literacy and allow them to start linking feelings, thoughts and actions with a more positive understanding outlook.

Detective questions: For children to ask their adults first and then adults to ask the children. (Younger children may need some help with simplifying the questions)

What is your favourite food to eat?



What is the name of your favourite book or magazine?
How often do you read?



Who is your best friend and why do you like them?



What makes you feel grumpy?



What was your favourite lesson at school?



What makes you happy?



Did you have childhood pets?



Did you enjoy childhood sports?



What is your happiest memory from when you were at school?



Where was your first job?



Who was your favourite teacher at school and why?



What makes you feel sad?
When was the last time you cried?



