

THE SAME, BUT

This assembly plan is written as part of the Mentally Healthy Schools **World Mental Health Day 2020** resources. It can be used alongside the following resources:

- [Lesson plan for ages 4 to 5](#)
- [Lesson plan for ages 5 to 8](#)
- [Lesson plan for ages 9 to 11](#)
- [20 World Mental Health Day activity ideas](#)

This assembly can be delivered as a whole-school assembly, in smaller groups as per social distancing guidelines, or could be adapted for delivery virtually with screen sharing (for this, the Q&A parts will have to be removed or delivered with another adult).

You will need: [Uniformity VS Diversity image](#) by Elise Gravel, [this list of activities](#) and some props if you want to use them.

ASSEMBLY PLAN

Welcome the children to the assembly. Tell them that today you would like to share some pictures with them.

Share the image of uniformity. What do you think of this picture? **Do you like it? Why? Why not?** Ask them to show thumbs up or thumbs down. Take some answers for the children. Answers might include: it is boring, they don't look happy, it is all the same.

Now show the children the diversity picture, and ask them the same questions. Take some answers and spend longer exploring why they like this picture. Answers might include: it is colourful, they look funny, they are all different, they look happier, etc. Perhaps do a show of hands for which image they prefer.

Tell the children that although they all wear a uniform, we are all different and that is what makes us special, and it's what makes our school so amazing. Ask the children to close their eyes and think about one thing now that makes them different and special – do they have curly hair? Are they good at tennis? Are they a fast reader? You could model this with yourself to direct the children.

Tell the children sometimes we might look completely different, but actually we might have a lot in common. Point to two completely different characters on the diversity picture – these two characters look entirely different but they might both love cheese, or both think maths is the best lesson ever! Sometimes our differences on the surface hide our similarities underneath.

Suggest a variety of activities, hobbies and traits and ask the children to put their hands up for what applies to them. You could use props for visual support, for example:

- Hold up a football – who here likes to play football?
- Have a flipchart with paper and pens – who likes to draw or enjoys making art?
- Have an image of you with a sibling – who has a brother?
- Hold up an apple – who loves fruit?

Ask the children to summarise what we have learnt today.

- That we don't all look the same but that's a good thing
- Our differences make us unique and special
- Sometimes our differences are just on the surface

Tell the children one thing we all have in common is that we all have feelings and we all have mental health. Mental health is just like our physical health, we have to look after our bodies and our minds to be healthy.

Explain that 10th October is World Mental Health Day and that through the week the school will be working on some different activities and ideas that help us to exercise good mental health, just like we exercise our bodies in P.E.

Share some examples from [the activities list](#). These activities are good for our mental health as they encourage us to talk about our feelings, relax and feel better.

Before you finish the assembly, explain to the children that you are all going to do a quick muscle relaxation activity which is one way to support your mental health.

Choose from either :

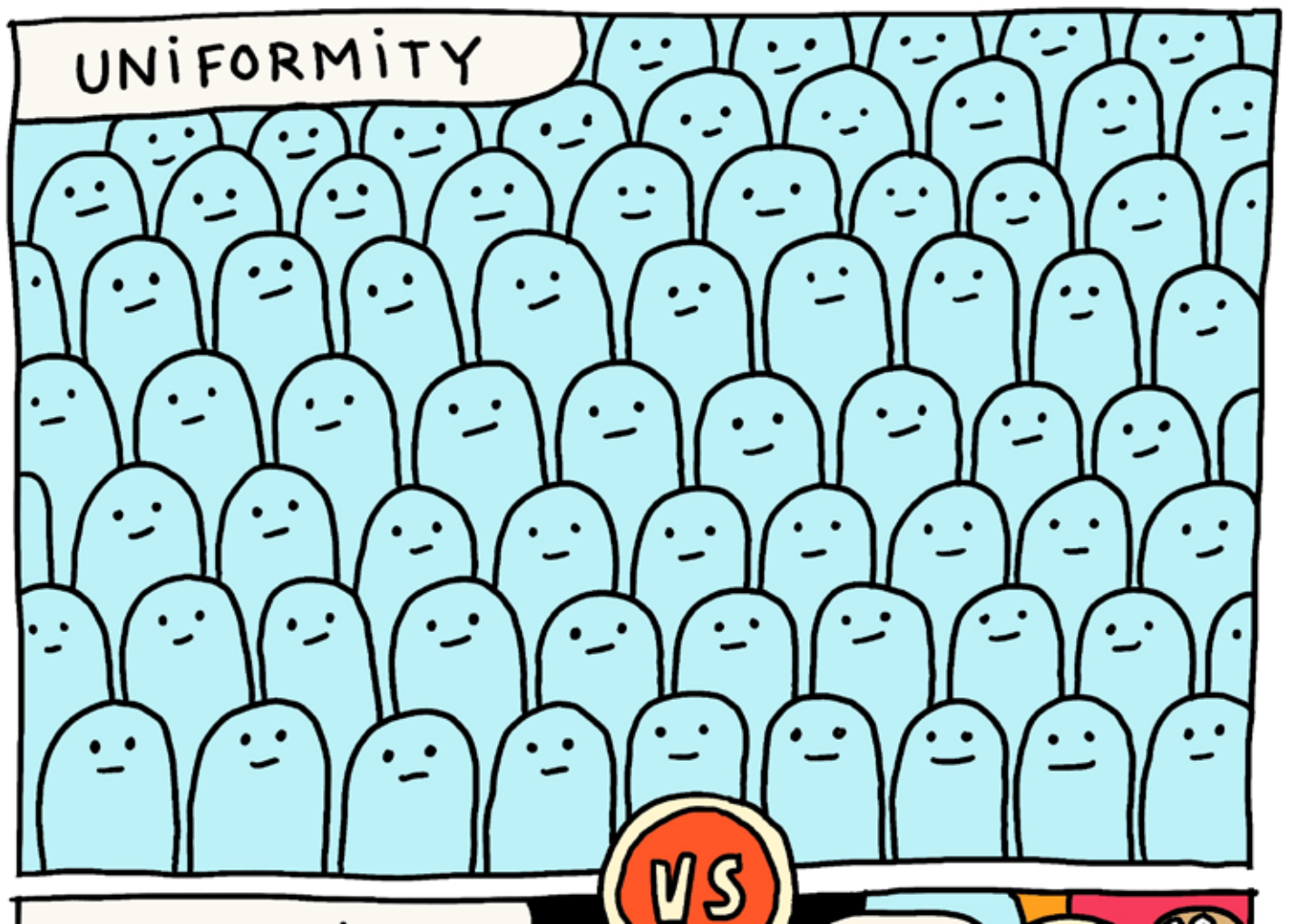
Slimy hands

- Ask the child(ren) to imagine that they have a ball of slime in the palm of each hand.
- They are going to squeeze the slime as hard as they can as they breathe in.
- They then breathe out and open their hands, imagining that the slime has spread across their hands.
- Repeat this a few times.

OR

Colour breathing

- Ask the children to sit or stand in a comfortable position. They can close their eyes if they wish.
- Ask the children to imagine their favourite colour, or a colour which helps them to feel calm.
- They are now going to take a breath in and imagine that they are breathing in this colour.
- As they breathe out, they are going to imagine blowing a bubble made of this colour.



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