



## HELLO Lesson Ideas

Dear principals/teachers,

Please see below some suggested ways to use HELLO in your school communities and classrooms. There are free downloadable resources on the website or you can register online at [www.hellohowareyou.info](http://www.hellohowareyou.info) to receive bookmarks for your class. We hope you enjoy the day of connecting and saying 'Hello'.

### Whole School Ideas

- The principal/wellbeing committee or designated children could introduce the 'Hello How Are You' campaign over the intercom and ask the school community to make an extra special effort to connect with others on the 30<sup>th</sup> March.
- The school could hold an assembly where children from other countries have an opportunity to tell the school how they say hello in their countries. If there are any children in the school who use 'lámh'; the sign for hello may also be shown.
- The school community may decide to have a 'Hello Homework' day in place of traditional homework. They could use the framework on the bookmarks to go home and have a conversation with somebody in their homes.
- Hold a Hello cake sale as an opportunity to connect with the wider school community. The children could decorate the hall with the downloadable HELLO bunting.
- The school could invite an active retirement group in to connect intergenerationally
- The staff may decide that for Croke Park hours they will have a Hello lunch after school.
- You could build it into your wellbeing week if you are holding one.

### Suggested Learning Activities/Experiences in the Classroom

*Below is a list of suggested activities. Find our free downloadables on the website to use in your classroom.*

- Design your own HELLO Poster- This could be done in groups to encourage communication-take a picture and tag Mental Health Ireland on social media
- Get the children to host their own HELLO event. Prefects could organise an event for the 1<sup>st</sup> years or for parents to come into the school.
- **HELLO Card** - Get the children to make a card using the downloadable for someone they would like to connect with or say hello to
- Mindfulness Colouring.
- Assign **Homework to use HELLO** and have a conversation at home with the framework.
- HELLO Colour in Bunting
- **Ciorcail Cainte**-One circle of children sit facing out while another circle sit facing the children in the outward facing circle: Directions: Say hello to the next person you meet and have a 2 minute conversation where you learn about that person. Rotate clockwise and repeat with the next person. This could also be done as Gaeilge.

### Ideas to Teach Active Listening prior to teaching about HELLO

- **Lesson in Active Listening**
- Choose from the bank of active listening activities included in this resource :[https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills\\_0.pdf](https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills_0.pdf)
- Role Play  
Invite pairs in the class to engage in an active listening roleplay



### Lesson Ideas for HELLO

- Lesson 4 in this resource could be used: [https://ncca.ie/media/4645/sphe-resources\\_23\\_final\\_24\\_1.pdf](https://ncca.ie/media/4645/sphe-resources_23_final_24_1.pdf)
  - [Secondary Age Activities - Children's Mental Health Week \(childrensmentalhealthweek.org.uk\)](https://childrensmentalhealthweek.org.uk) Another great resource for connection
  - Recap on active listening skills and pair up children. Get them to listen to their partner speak about their favourite hobby for 2 minutes. They then should then be able to tell the class about their friend.
- ACTIVITY - Stages of HELLO using 5 fingers**
- For H discuss the different ways we greet each other languages, dialects etc.-Discuss who the children are going to say hello to.
  - E Engage- Discuss what this means and the different ways we engage with each other. Using eye contact, smiling, body language-Practise this in pairs- Have fun with it
  - Listen to the person -Re-visit our active listening skills and whole body listening
  - Learn-Learn about the person you are speaking to- How are they really? If your friend can't express their feelings using words they may like to use the emoji sheet.
  - O-Options- What options does your friend have to help themselves feel good? Class may brainstorm activities they do to make them feel happy. Make a 'feeling good' poster for the classroom so the children have a list of fun things to do.
  - If your friend has a problem maybe they should speak with the person they have a problem with and tell them how they feel about the situation. If this doesn't work and you are still feeling left out you should speak to someone you trust
  - Discussion about how important it is to speak about our feelings and when we ask another person 'How are you?' to actively listen. The children may use the emoji chart if they wish and do not have the vocabulary to answer the question.

### Role Play

*Give the children roles to act out using the HELLO Framework. Eg. One person is the person assigned to listen. The other person has a role assigned to them (see below). You could change these scenarios based on what you want to target. If a child is finding it hard to find the words for their feelings they may use the downloadable emoticon page.*

- Scenario 1:  
Your friend who you spend most break times with has found a new friend and they have ignored you every break time this week
- Scenario 2:  
Your pet dog was sick when you were coming to school and you are really worried about him.
- Scenario 3:  
You tripped up on the way into school and really hurt yourself and a group of other students laughed at you and are making snide remarks now every time you pass
- Scenario 4:  
You are asked to go to your friend's house for a sleepover and you said yes just to be kind but you are nervous as it's your 1<sup>st</sup> time away from home
- Scenario 5:  
You had a fight with your brother before you left for school and called her an awful name. She is not speaking to you now and you feel really guilty.



- Scenario 6:  
You have no credit for your phone and your parents have said that they won't give you money until the weekend.
- Scenario 7:  
You have your mock exams in 1 weeks time and you have not had time to study.
- Scenario 8:  
You just got your exam results and you did so much better than expected.
- Scenario 9:  
You're going to your 1<sup>st</sup> disco this weekend!

#### Conclusion

- Whole Class Activity  
How Did that feel? How did it feel to be the listener? How did it feel to be the speaker? Finish with a check in-How is everyone feeling after that activity? Scale 1-10.  
Re-assure the children that if they would like to speak teacher will be there for them to say HELLO. Assign HELLO Homework to the children.

#### Resources:

Downloadables on [www.hellohowareyou.info](http://www.hellohowareyou.info)

HELLO bookmarks

Emoji downloadable sheet

[https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills\\_0.pdf](https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills_0.pdf)

**Please see below where the HELLO How Are You Campaign links to the SPHE Curriculum**

*Choose whichever you would like to focus on.*

## Junior Certificate SPHE

### COMMUNICATION SKILLS

Topic Aims

1. Express yourself
2. Learning to listen
3. Passive, assertive and aggressive communication

- To enable the students to develop skills for expressing their own opinions and asking constructive questions
- To help the students to develop skills for listening to others
- To develop awareness of the importance of sensitivity to the opinions of others



## Year 1 EMOTIONAL HEALTH

### Topic Aims

1. Recognising feelings
2. Respecting my feelings and the feelings of others

- To identify and label some common emotions

- To help the students to recognise appropriate and inappropriate ways of expressing these emotions
- To help the students to be conscious of their own emotional responses and the feelings of others

## YEAR 2

### EMOTIONAL HEALTH

#### Topic Aims

#### **1. Self-confidence**

- To help the students to reflect on what makes them feel good about themselves
- To develop skills for promoting a sense of well-being in others

## YEAR 3

### COMMUNICATION SKILLS

#### Topic Aims

#### **Learning to communicate**

- To promote the development of a variety of skills for open, honest and sensitive communication

#### Topic Aims

#### **Feelings and moods**

- To help the students come to an understanding of a variety of feelings and moods, particularly those common in adolescence
- to promote the development of skills for expressing feelings appropriately

## Senior Cycle

### **Relationship Skills**

- demonstrate genuineness, empathy and respect in different types of relationship scenarios

### **Emotional Health**

- demonstrate appropriate ways to express feelings using a range of approaches e.g. role play, art, drama, mime, poetry
- agree ways to manage and/or resolve conflict and manage anger respectfully and effectively relationship skills
- demonstrate effective communication skills including skills of negotiation, conflict management and assertiveness in a variety of contexts
- examine the role of responsible social networking through virtual communication and its importance for young people
- plan to design a resource, e.g. poster, flyer, pamphlet, which outlines how young people can give and receive support in challenging times

### **Stress Management**

- recognise the signs and symptoms of stress in themselves and others