

# Music and Mental Health

## Background information

These tracks have been written and performed by young people from secondary schools in Wiltshire, as part of the [Your Own Music project](#), organised by Wiltshire Music Connect. Many of the songs submitted were about aspects of young people's lives including:

- Being young in Wiltshire
- Feeling or being different
- Relationships or friendships
- Mental health & wellbeing

Some of these tracks and the lyrics have been made available here [Wiltshire Music Connect : Wiltshire Healthy Schools](#), with permission from the artists, for discussion in school.

## Use in PSHE

Discussions and other activities, after listening to one or both of the tracks, could be incorporated into secondary school PSHE lessons that address issues related to mental health.

This could specifically support the following aspects of learning that are highlighted in the statutory guidance for [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Enable pupils to

- understand the impact of puberty, including emotional changes
- understand how they are feeling and why
- talk about their health and emotions
- be taught about problems and challenges
- know that it is common for people to experience mental ill health
- discuss steps to take to protect their own wellbeing
- understand the benefits of healthy relationships to their mental health
- know the contribution that participation in hobbies can make to their own wellbeing

## Suggested activities

The following activities could be added to complement your existing PSHE programme and teaching about mental health.

- **Listen to the songs**

Provide copies of the lyrics (on screen or handouts) and play one or both of the tracks one or more times.

- **Discuss the songs**

Ask for general comments on the songs, perhaps prompting for specific responses to explore the lyrics and themes:

How did the song make you feel? Did you like it?

Did you think the music complemented the words?

Did you particularly like any of the lyrics? Ask for examples.

What do you think the song was about, or trying to communicate?

Do you recognise any of the feelings or situations in the song?

Do you think the feelings expressed are likely to be experienced by many young people?

Useful discussions may focus on

**Anybody else:** Challenges and problems, friendship, expressing feelings, disappointment and pain, isolation and loneliness, communication, shared experiences, the need for connection, facing reality, questions about the future, coping strategies and optimism.

**Her Silence:** Overwhelming feelings, pain, worries about the future, fear of change, isolation, sadness, communication and noncommunication, sleeplessness, resignation the need for companionship, a spark of hope (this light in the dark).

- **Share the 10 Keys to Happier Living**

Highlight and allow students to explore the [10 Keys for Happier Living](#) perhaps highlighting “Trying Out – Keep learning new things” which can include art, music and other hobbies.

There is also [a version for primary schools](#) (for purchase) [and free posters](#).

- **Discuss the importance of music to young people**

Ask students to reflect on the importance of music for them and the contribution it makes to their mental health. This may just involve listening to music, but could involve making music for themselves and others.

[This video on YouTube](#) (3:08) could be used before or after a discussion.

- **Encourage participation**

Having heard music produced by young people in Wiltshire perhaps more students will be inspired to make their own. Discuss opportunities and support within school and beyond.

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### **Provide Feedback**

Please help us refine this and future resources by providing some feedback.

Your responses will be used by Wiltshire Music Connect and Healthy Schools Wiltshire.

[Provide feedback here](#)