

Chapter 4: Wellbeing for All

Frame: My wellbeing wings

Why use it?

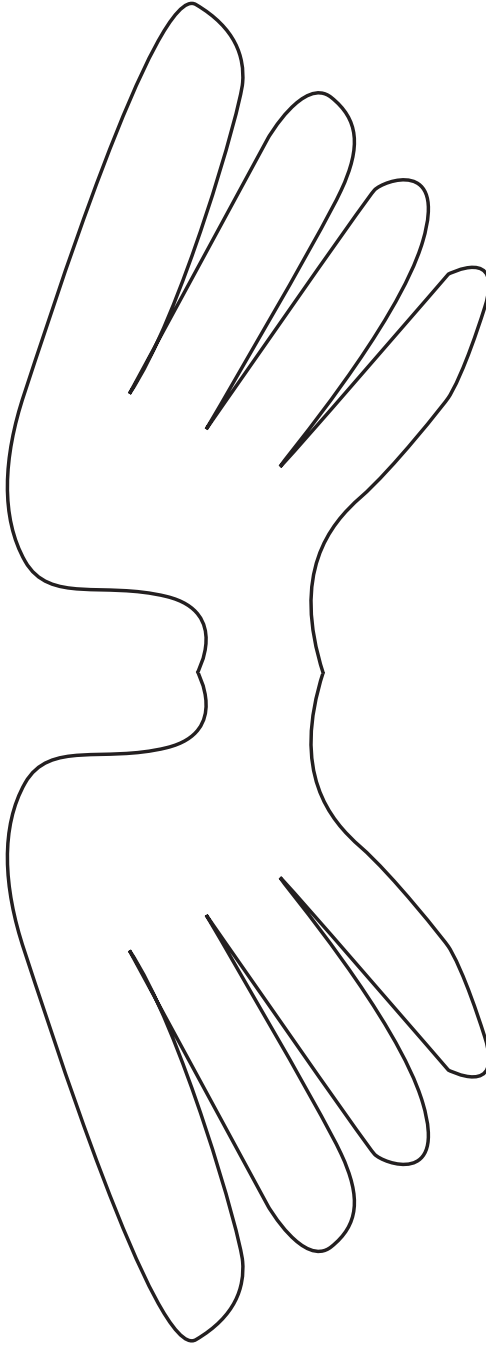
This frame is designed to help children consider and track the things that help boost their wellbeing and also identify some of the things that decrease it. It can be used as a standalone activity or as a follow up activity after teaching the lessons relating to specific emotions (see below). Some children may find difficult to work out which things boost their wellbeing and which things drain it. For example, they may say that playing a video game makes them feel good, whereas actually doing this for too long at a time may be harming their overall wellbeing. Helping them to place boundaries around an activity like this is important, but will take time and the support of parents. A step in a positive direction would be to help them recognise that 30 minutes playing a video game, for example, might make them feel good, but a longer time than this might have the opposite effect.

What next?

Ideally, children should keep their 'wellbeing wings' accessible and be able to add things to them as they learn more about what makes them feel good. Look for patterns in the wellbeing boosters that children identify across the class. Try and make time for any recurring ideas e.g. singing, painting or time in nature. If there are patterns in the things that decrease wellbeing, for example, not sleeping well, you could then provide targeted PSHE input on this area over the following weeks.

My wellbeing wings

Which things make you feel good? Maybe playing sport, singing, reading or drawing? These are the things that can raise your wellbeing. Add them to the feathers so your wellbeing wings can fly.



What makes it hard for your wellbeing wings to fly? Maybe staying up late, too much screen time, being hungry or thirsty or not spending enough time with friends and family? These are the things that lower your wellbeing. Write them here and ask an adult to help you find ways to solve these problems.

Lesson Plan and Frame: My school village

Why use them?

All children need support with their friendships at times. For those with mental health difficulties, the social landscape of school can be extremely challenging. This lesson introduces the concept of a ‘school village’ – a community of children and adults around a child that are there to provide friendship and support. It allows children to identify the friendships that are important to them and the adults that they trust and feel able to talk to. Children are encouraged to think about the peers that they get along with, in learning and in play. However, the lesson also ensures that children can acknowledge that there will always be people around us that we don’t get along with so well. They need to know that this is ok. But they also need to know how to manage it well, not upsetting others and not taking things too personally. The more modelling adults can do around these areas, the better. Teachers role-playing with TAs (as described in the lesson plan) is so beneficial in illustrating important ideas around social communication and interaction, especially for those children who are finding this hard. Positive male–female relationship role-modelling is also very helpful to children, some of whom may not see this at home.

What next?

The intended outcome for this lesson is that children will end up with a picture of their key relationships in school, with adults and peers (Frame: My school village) and be able to identify the things that strengthen these relationships and things that undermine them. The frame can be kept in children’s drawers where they can access it and also a copy can be kept centrally by the teacher. As always, checking in regularly is a good idea, particularly where there may be difficulties between certain children. Keep reminding children of the chosen adults in their village that they can speak to. And of course, make sure the adults know they have been chosen. Finally, give specific praise when you notice children acting in a way that strengthens relationships (prosocial behaviours) and gently guide them to realise when their behaviour or words are undermining relationships.

Lesson Plan: My school village

KS1/KS2 Whole class or small group

Time: 45 minutes. Follow up over several weeks.

Curriculum links: PSHE, citizenship, religious education

Learning Outcomes:

- To understand that they have a 'village' or community of people around them in school that care about them.
- To identify times when they have felt part of the school community.
- To identify their special friends and adults that they like to speak to.
- To identify things that can make their relationships stronger.
- To identify things that can harm their relationships.

Key vocabulary: Village, community, friend, friendship, relationships, care, kindness, manners, gratitude, empathy, respect.

Resources:

- Slides for whiteboard - pictures of villages around the world; pictures of school events involving the children
- My School Village frame

Introduction: Show pictures of villages around the world, with people of all ages together. *What do you see?* These are villages. In the past, before we could travel far, most people lived in small communities or villages. *What do you think were the good things about living in small villages? What would have been difficult?* The people in the village looked after each other. Often, it was like a big family. In many countries around the world it is still like that today.

Main teaching:

- Our school can be like a village. It is a community of people that can learn together, have fun together and can look after each other. Explain that we each have lots of people in our school community that care about us – adults and children. *When do you feel happy to be part of the school community?* Think about fun times in class, assemblies, productions and sports days. Show pictures of these events, ideally with the children themselves in. *Why are these times so special to us?* Explain that at these times we are all working together as a team. We feel part of something important, that is bigger than ourselves. Take time to ensure children understand this concept. Ask children to give it a name e.g. 'the village buzz' or 'magic village moments', so that you can refer back to this feeling and help children identify it in the future.
- Paired discussion: *How can we make our school village stronger?* Discuss ideas and record for later reference. Ensure ideas of care, kindness, good manners, helping, gratitude and empathy are covered.
- Paired discussion: *What things can harm our relationships with the special people in our village?* Discuss ideas and record for later reference. Ensure ideas of disrespect, rudeness, unkindness in our words and actions, poor manners and only thinking about ourselves are covered.
- *What happens when we don't get on well with everyone in our village?* Acknowledge that we won't always get on well with everyone. We can find it hard to learn or play with some people. It is normal to feel like this sometimes, but we still need to treat these people with kindness and respect.

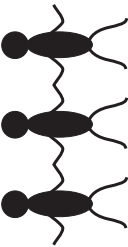
Activity: Children to complete 'My school village' frame with support. Some children may need help to identify friends and adults that they can speak to when they need help. Children can use class ideas for things that can make relationships stronger and things that can harm relationships; and add to them if they are able.

Wrapping up: *How will we know if our school village is strong?* Discuss signs that relationships are being looked after and signs that they need our attention.

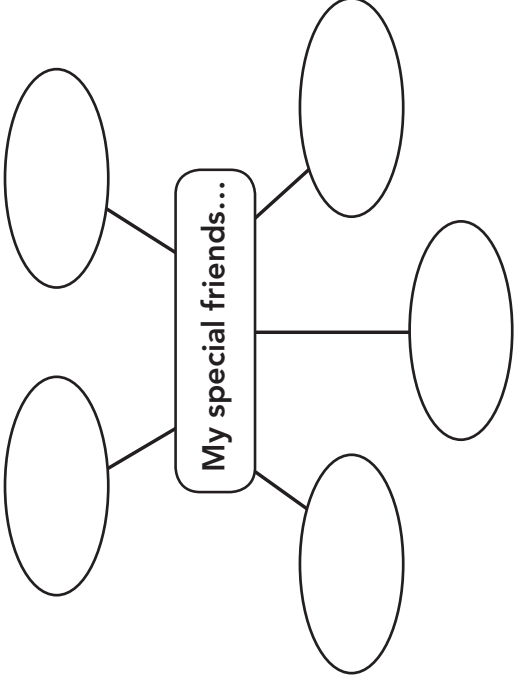
Extension: Children to identify one relationship in school that needs looking after. Help them to plan one or two actions they can take that week to make the relationship stronger.

Follow up: Check in with them regularly about their school village. Encourage them to discuss problems.

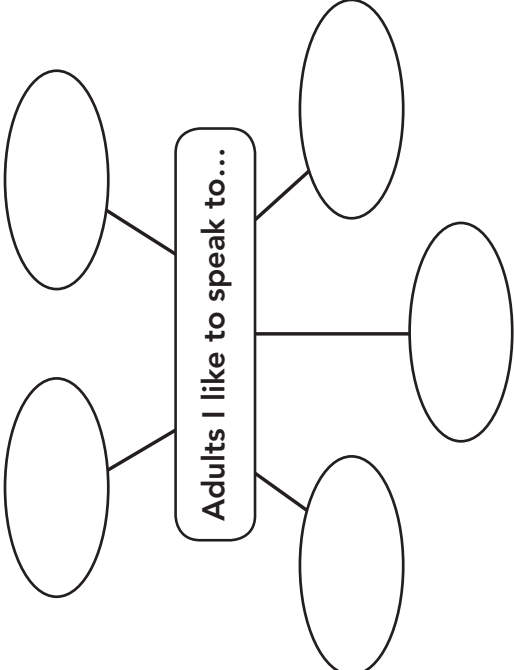
My school village



My special friends...



Adults I like to speak to...



To make my school village stronger I can...

These things can harm my relationships with my special people...

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