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| [Gloucestershire Healthy Living and Learning](http://www.ghll.org.uk/) |  |  | |
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| **The Five Ways to Wellbeing** | |
| **What-**  Understand what we mean by wellbeing. Know what are the five ways to wellbeing  **How-**  Using a variety of activities to promote the 5 ways to wellbeing  **Why-**  We need to take responsibility for our own wellbeing – by identifying and using the five ways to wellbeing in our own lives we can help promote positive wellbeing |  | **What preparation do you need to do before covering this sensitive topic?**  **Resources:**  Power-point  Five Ways to Wellbeing Pledge  Logging diary  Maltesers  5 Ways to wellbeing labels  Paper and colouring pens/pencils | ***Starter***  *What do you think is meant by the term ‘Wellbeing’?*  Discuss in pairs, then write your ideas on a ‘post-it’ note ready to share with the group.  Two example definitions:-  **“A good or satisfactory condition of existence; a state characterized by health, happiness, and prosperity; welfare: to influence the well-being of the nation and its people.”**  **“Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life”.**  The best way to really improve wellbeing is through understanding that   * Wellbeing is important for me * There are things that I can do to improve my wellbeing * The best chance of being able to stay happy throughout life is to learn how to take responsibility for our own wellbeing   What is/are the Five Ways to Wellbeing?  The Five Ways to Wellbeing Framework was developed by the New Economics Foundation as a set of five evidence based actions that promote wellbeing. Based on the latest scientific evidence the simple actions, if taken regularly, can improve wellbeing and enhance quality of life.  Connect – connecting with others  Give – giving – looking outward as well as inward  Be active – doing something active  Take Notice – taking notice of the world around you  Keep Learning – learning new things  **Activity**  Either individually or in pairs,  Think about one of the Five Ways to Wellbeing actions you have done recently,  think about:   * The emotion you felt when doing the activity. * How often you do this sort of activity. * Whether you have thought about the activity as helping to improve their wellbeing.   How might the five ways to wellbeing help them – get students to brain storm ways and then share, then show the slide information.  **Activity**  Students to each think of at least 4 ideas, for each of the Five Ways to Wellbeing – share some of these with the group – then show the students each slide with ideas.  Any acts of kindness (Give or Connect), whether small or large can make you feel happier and more satisfied about life.  Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.  **Activity**  Ask students to close their eyes and try to focus on a time when you felt good?  What were you doing, who were you with?  Now -  Can you link this to one or more of the Five Ways to Wellbeing actions?  It might help if you give an example of your own.  It’s important to remember that thinking of good things can be a lot harder to do than thinking of difficult things. If they are struggling to come up with anything good then explain that it’s normal to find it hard. Generally we human beings have a tendency to focus on the negative more easily, it’s in our nature!  We have to work a lot harder to think of good things – think of it as how our brains are wired. We have to push our brains to pay attention to the good things, but when we do most people can find they think of things that have happened, however and despite how difficult life can be. Help prompt them using examples of small good things that happen; for example someone smiling at them, listening to a new song or laughing with friends.  Remind students   * Wellbeing (feeling good and functioning well) is important for everyone. * Developing habits for wellbeing is best done when you are feeling ok rather than waiting until things are difficult. * Taking these five actions regularly will help improve wellbeing. * Finding ways to include the Five Ways to Wellbeing actions as part of everyday routines is the best way to improve your wellbeing.   Explain that one way to improve wellbeing is to start to notice how many of the Five Ways to Wellbeing actions they are doing already, and also to notice the ones they are not.  Introduce the Five Ways to wellbeing App  <https://mentalhealthpartnerships.com/resource/five-ways-to-wellbeing-app/>  Individual activities –  Five Ways to wellbeing Pledge  Logging diary – each of these can be use – either as a one off activity or as a long term project – perhaps even a competition.  **Other activities with groups**    **Using a flip chart or white board** - list each of the Five Ways to Wellbeing actions, and add a tick anytime they are mentioned as part of the session, e.g. if someone mentions being active in some way then add a tick to ‘be active’.  Give the group cards with interesting photos or pictures on and ask them to pick one that they connect with. Ask them to share what it is about the picture or photo that connects them to it.  Set up a physical activity as a break from the rest of the session or programme. Any activity that will get them up on their feet and doing something different to the planned programme.  Ask the group to come up with as many ideas for activities involving the Five Ways to Wellbeing as possible.  Incorporate a creative activity into the group that involves learning something new.  **‘Five Ways Circuits’**  Set up a circuit with five stations around the room that represent one of the Five Ways to Wellbeing actions. Split into small groups and each will spend 10 minutes at each station. This can be adapted to the group and can require preparation to support it, but could include the:  • Learn station: they must learn 5 facts about an unusual topic  • Notice station: give them all the same object (e.g. a piece of fruit, or a leaf) and get them to take notice of it’s individual characteristics. Then ask them to share with the group how their item is different unique, unusual. Something that they wouldn’t have noticed if they had not focused their attention on it.  • Connect station: they each share two facts about themselves.  • Give station: they must think about actions they could take to improve their local neighbourhood e.g. picking up litter or painting a fence.  • Active station: do as many keepy uppies in a row as they can  ‘**Malteser activity’**  Bring in a packet of sweets (like Maltesers) – so there are enough for each person.  Place a Malteser in front of each person, but ask them not to touch it.  Ask them to look carefully at it without touching it. Ask a few of them to say what they notice about it by focusing on it.  Now ask them to pick it up carefully and to smell it. Ask them what it smells like.  Get them to place the Malteser on their tongue without dropping it. Allow the Malteaser to rest on the tongue for a few seconds.  Now ask them to bring their tongue back into their mouth and roll the Malteser around in their mouth. Ask them to try and not swallow but to notice the taste, smell, texture and any other senses and get them to write down the words that  come into their mind as the sweet rolls around in their mouth.  Finally they can eat the Malteser.  Ask the group to discuss what they noticed about the Malteser, and share the words they came up with.  Encourage the group to think about the process they went through, what it was like, and how they could use Take Notice like this in other parts of their lives?  **Five Ways Picture and Word boards**  Get the group to create their own picture or word board, where they select different images that reflect the things that make them feel happy and content in their every day lives.  Give them labels with each of the Five Ways to Wellbeing actions and get them to assign to the most relevant area of their board.  Use this to discuss how many of the five actions they are taking already and what is missing.  Have they thought about the activity before in terms of helping them improve their wellbeing? |
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