**Five Ways to Wellbeing**

**Ideas for in and beyond the classroom**

|  |
| --- |
| Image* ‘Morning Greeters’ at the gate, who stand alongside teachers welcoming children into school to start each day with a smile.
* ‘Be Nice to someone New’ campaign to promote connecting
* Have a Buddy Stop / Playground Buddies / Playground Pals
* Set up a lunchtime club, the idea of which is to be out on the playground/field every week with a different game/activity. The Ambassadors/Wellbeing Leaders (children) will demonstrate the game/activity and then encourage others who are feeling ‘left out’ or not sure what to do at lunch time to join in
* Implement a ‘Worry Box’ system in each classroom.
* Ask each child to write something about themselves that they are happy to share with their class (something they don’t think the class already knows about them). It could be a hobby they do, an achievement they’re really proud of or just an interesting fact about something they like. Collect the pieces of paper in. Can carry out various activities using this information:
	+ - hand out a card to each child for them to find who wrote it
		- put all the cards in a container and adult pulls out one card at a time. Each card is read and class asked who they think might have written this. Allow some time for discussion then ask real writer to make themselves known. Repeated for each card.
* Children to form two circles, one inside the other. Adult to ask a question (see below for ideas). After each question, ask the outside circle to move two people to the right so that they are discussing their answer with a different person each time.
	+ What is one good thing that happened today?
	+ What three things do you have in common with your partner in the circle?
	+ What are your favourite things to do outside of school?
	+ What’s your favourite animal/food/colour etc?
* Minefield – Cones set out on field – blindfolded child has to listen to verbal instructions to cross the minefield without hitting any of the cones.
* Articulate type game – child has to describe something without saying the word so partner can guess.
* Shape barrier – children to work in pairs. Child 1 chooses a shape and describes its properties to child 2. Child 2 has to guess the shape. This could be extended by getting child 1 to select several shapes and create a simple picture. They should then talk their partner through how to make this picture by describing the shapes for them to select and using positional language to put them in the correct place.
 |
| page29image349059536* Alphabet Exercise – Go out into the school grounds. Children to run/walk to spot items beginning with each letter of the alphabet, starting with the letter ‘A’, then the letter ‘B’ and so until you get to ‘Z’. This can be made easier if there are some letters that are difficult to find by finding something that contains the letter instead of ‘starts with the letter.’
* 7 minute workout – Complete the following exercises for 30 seconds each: jog on the spot, star jumps, lunges, tuck jumps, press ups, high knees, squats, plank, burpees, side plank, mountain climbers, side plank on the other side, sit ups, heel flicks. The exercises can be adapted according to the age of the children or fitness levels.
 |

|  |
| --- |
| page29image349055616* At the end of a day, ask children what they are grateful for or what made them smile today.
* Take notice of the changing seasons. Encourage children to recognise changes around the school grounds that show this is happening.
* Begin each day with mindfulness/breathing activities, examples can be found here: <https://www.ghll.org.uk/GHLL%20mindfulness%20activities%20updated.pdf>
* Key Stage 2 children could try writing their own meditation. Litfilmfest have an excellent unit of work on this. The free pack includes lesson plans, resources, associated videos and top tips: <https://litfilmfest.com/shop/breathe/>
* Mindfulness Rainbow WalkGo for a walk with your class and be mindful of all the beautiful colours you can see. This could also be done in a Daily Mile session so links to ‘Be Active’. Get the children to write what they see in each colour of the rainbow. They might see several things that are red, yellow, blue, green and orange.The aim of the session is to use their power of sight to notice things around them right now in the present moment. When they have written the things in the rainbow they can carefully colour their rainbows with coloured pencils so as not to hide the writing. Rainbow sheets can be found on the Elsa Support Website: <https://www.elsa-support.co.uk/wp-content/uploads/Rainbow-walk.pdf>
* 5 4 3 2 1.... Grounding Technique

 FIVE things you see around you. ...  FOUR things you can touch around you. ...  THREE things you hear. ...  TWO things you can smell. ...  ONE thing you can taste. * Star Breathing - https://www.elsa-support.co.uk/breathing-techniques/
 |

|  |
| --- |
| Image* ‘Try something new’ day – a different range of activities could be offered that children sign up to try, eg juggling, circus skills, a new sport etc.
* Create a curiosity collage – take a walk in the school grounds to collect small items such as leaves. Take photos or draw pictures of all the new things seen or found. These can then be attached to a big sheet of paper, labelled and decorated. As an additional task, a fact could be found out about each item that’s been collected and added to the collage.
* Skills Swap Shop – children can share a skill or something they have learned with somebody else. Give each person in turn a minute or two to show they skill they’ve brought. Allow time for each child to teach others the skill they’ve brought. Allow enough time for everyone to try out as many new skills as they can.
 |

|  |
| --- |
| page29image349054384* Encourage children to congratulate or compliment one another when they notice someone has done something well, shown kindness etc.
* Random acts of kindness – discuss ideas with the children about what they could do to show kindness to others and how they might implement this.
* Have a Kindness day where children do different things to help or be nice to someone else.
* Fundraising events for organisations in the local community.
 |

|  |
| --- |
| **General activities and useful resources:**Five Ways to Wellbeing Bingo* Hand out the Bingo Cards to each person and have people write an activity in a square when it is called (e.g. if “Be Active is called out, people write down an activity they think fits such as “played football”).
* Bingo is called if a person can fill a line or their board is full.
* The winner needs to say what activities they wrote, to win the game.

Take notice of wellbeing* Have a display in the classroom with the Five Ways to Wellbeing areas. Under each area, children can stick post it notes or paper to write down when they notice someone doing one of the Five Ways, what it was and how it helps wellbeing. At the end of each day or over a week these can be shared and celebrated. There could be a focus on a certain area and children identify others who they have seen do this.

Assembly and lesson resources* Facts4Life have a good range of resources around the Five Ways to Wellbeing that can be used for assemblies and lessons: <https://facts4life.org>. Gloucestershire schools can freely access these resources.
 |