Early Years

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| Lesson | Key Questions | Activities | Intended outcomes |
| 1 | What are the 5 ways to wellbeing? | Before you start this lesson – print off the supporting posters included in this lesson.  **You may want to just focus on the implementation of 1 a week**, rather than sharing them all together.  Work through each of these activities when needed to introduce the 5 ways to wellbeing.   1. Introducing the concept wellbeing – feeling low   Share the story:  Focus on what ----- does to get a boost when feeling low. Unpick what feeling low was for him, not being ill, but feeling low for him was feeling odd, tired, unhappy, but not angry or upset.  When have we felt low without being ill before? When we’ve had no sleep, when we have done too much exercise?  It’s our body’s way of saying, you’re not ill, but you need a boost, you need to do something that changes that feeling! Just like ------ did in the story.  But what do we do when we feel low? We can do things that boost our wellbeing when we need too! And can we set something up in our classroom to remind us of that?  Yes!!!!  So, lets start by sharing lots of lovely things that you do that make you feel happy?  Who likes playing football?  Who likes talking to friends?  Who likes going for a walk? Looking around at nature?  Who like learning new things?  Who likes helping others?  These are all examples of activities we can do to change how we feel, from feeling low, to feeling a bit happier.  But, before we do that, how do we know if we are feeling low? Let’s do a mood check in.  If you have had the best morning/day ever and you feel really happy, I want you to point to a part of your body from the shoulders up, head, eyes, nose, ears, etc. But, if you do not feel happy and you feel quite low, I want you to point to a part of your body from your knees down, foot, ankle, heel, toes, etc.  Just recap and ask people to be honest! Ready, 123 point.  So, let’s see what we’ve got. Some people are feeling head, nose, ears, but there are some who are feeling toes or ankles. So, this tells me, and you, you need to do something to move your mood up towards your head, up to your nose.  So, let’s look at the first thing ------ did to change his mood.  CONNECT  **Check in as much as you can and model as much as you can.**  **Colouring sheets – with activities**  **Free choice links**  Be Active  Take Notice  Keep Learning  Give |  |
| 2 | How do the 5 ways to wellbeing help us and adults? | Hot seating – each time – mask of the character – suggesting how they change his mood  Intro – Masks in their role play area  Colour monster example  Acting out the story – doing different elements  Ring bells to freeze them  Stick puppets |  |
| 3 | How can we get children engaging in these behaviours in class or around school? | It’s time to introduce these into the classroom.  Introduce another character – applying their knowledge   * Write a letter * Draw a picture * Can they tell them * Card for puppet   Apply everything – assess understanding |  |
| Additional notes: | | | |

Resources:

Posters x 5

**Story – Ted moves his mood!**

Character created (Drawn)

Roleplay:

Mask

Puppet cut out