**What 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.

The Five Ways to Wellbeing are:

**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

**Connect**

**To consider:**

**- How can we connect with each other when we can’t be near each other?**

**-Ways to reconnect with other members of the class**

**-Ways to reconnect as a school community**

**Through play:**

*Each one should be played keeping children 2m apart.*

**Partner obstacle course**

Teacher sets out an obstacle course on field. One child has to complete in a blindfold with the other giving them instructions (from 2m away)

**Description draw**

Child picks out a picture of something- they get a child 2m away to try and draw the picture without seeing it.

**Minefield**

Cones set out on field- blindfolded individual has to listen to verbal instructions to cross the minefield without hitting any of the cones.

**Stare out**

2m staring contest to encourage eye contact!

**Lap, lap, clap, snap game**

Class sit in large circle 2m apart (cones on ground). Lap Lap clap snap- Teacher does actions but instead of saying ‘snap’ says a student’s name, who does the same trying not to break the rhythm. <https://www.youtube.com/watch?v=4YgF06oNUaY>

**Campfire style songs**

Sing Campfire style songs 2m apart. ‘Have you ever seen a penguin just like me,’ ‘Cecil is a caterpillar,’ ‘Hello, my name is Joe’ etc.

**‘Meet my friend’**

Children have 2 minutes to share about themselves to partner then switch. They then have to introduce partner to the group ‘Meet my friend Jenny- she has two hamsters and a fish, she lives in Lincoln…’

**‘Splat’**

The children are in a circle (with 2m space between them) and the teacher is in the middle as the ‘Spltmaster’.

Teacher throws an imaginary pie at someone whilst shouting splat, they must duck, pretending to be hit and the two people either side of them have to throw an imaginary pie at each other, also shouting splat. If the first person doesn’t duck, she is out.  If she does duck in time, the last person to throw their pie on either side is out. Go until only two people remaining who then stand back to back (but 2m in this current situation) and have a duel. The splatmaster then chooses a magic word which will be the signal for them to turn and splat each other. But if the splatmaster says a different word, they must take a step away from each other. The winner is the child that splats first in the final dual and they then become the splatmaster.

**Rhythm clap**

Teacher claps a rhythm, each child tries to clap the same rhythm around the circle.

**Wink murder.**

The teacher chooses a child to be the detective and the detective leaves the room/closes their eyes and covers their ears in a corner, whilst the teacher chooses a murderer.

You can invite the detective back into the circle or sing the following song to signal for them to come back

“Detective, Detective,

There’s going to be a murder!”

The detective moves to the middle of the circle. That player's goal is to determine who the murderer is as quickly as possible.

The murderer kills people by winking at them. When a player is killed, that player should lie down or leave the circle. (Many players like to make the killing dramatic by, for example, pretending they have been shot.)

The detective has three chances to guess who the murderer is. If the detective does not guess correctly, he remains the detective for the next round. If the detective does guess right, the murderer becomes the detective for the next round.

**Mexican wave**

2m apart Mexican wave around the school field. Could be advanced to be different moves aswell.

**Dance**

Year 6s learn a dance (like the Macarena in socially distancing rows) and show to younger years who can try and copy.

**Sentence write**

2 classes/groups/bubbles could line up. Each has a word which go together to make a sentence. First person from each class runs across the field – they both reach a point and share their word verbally with each other (staying 2m apart) then run ack and share with team who write it down. Need to try and get the whole sentence correct.

E.g ‘We miss you Year six and we hope that we can do reading buddies soon.’

**Video messages**

Send video messages of children in different classrooms to each other.

**During English lessons:**

**Letter writing**

Children could each have a noticeboard in the classroom. Children write letters to each other and post into a post box. The teacher can retrieve them and pin them on that child’s noticeboard the next day- he can reply if he wishes to. Could also do with sending emails to each other/ pictures etc. Teacher to add notes and pictures for any child who doesn’t receive.

**Character profile**

Choose someone in class that they can write a complimentary character profile of- including character traits etc. Read it out and see if others can guess.

**2 lies and 1 truth**

Play the game 2 lies and 1 truth. Each child writes down 2 lies and one truthful fact about themselves to share, class members have to guess which is the truth.

**Class story**

Tell a story as a class- moving around a circle, each child says a sentence to add to the story (or even just a word at a time!)

**Articulate type game**

Child has to describe something without saying the word so partner can guess.

**Silly sentences**

Teams of 3 – each child runs and picks up a word. 1st child gets an adjective e.g. ‘shaggy’ second one gets a noun ‘teacher’ third one gets a verb ‘jumps’. See which team picked up the silliest sentence.

**Messages to other classes**

Children make suggestions for a message that they could send to another class and do a shared write. Maybe the other class could write back?

**During Maths lessons:**

**Venn diagram – similarities and differences**

Children have a Venn diagram (2 hula hoops) and some blank post it notes each. The hula hoop nearest each child is their hoop. One child writes something on a post it that he likes and asks the other if he likes it too. Then goes and places the post it in the correct place. Egg if he wrote football and the friend also likes football then that post it would go in the middle (be careful not to touch the hoops)

**Data collection**

Data collection without leaving seats. Child asks questions about class members and they put hands up at the correct option. Can then be made into various graphs about their class.

You could then follow the activity above with Fractions work. How many of the class like baked beans? How many of the boys like swimming? How many of the 8 year olds watch The Worst Witch?

**Time comparison**

Time- get a partner to share at what time they usually do things in the day and compare with your own.

**Shape barrier**

Children to work in pairs at least 2m apart and you could use books as a barrier. Child 1 chooses a shape and describes it’s properties to child 2. Child 2 has to guess the shape. You could then extend this 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.

Co-ordinates- battleships (on paper). Hide your ships in the grid. Make sure they are a set size and say the coordinates to your partner.

**Treasure hunt for positional languages and turns**

Put cones out on field in rows. Children in pairs. Teacher hides treasure under one cone whilst one of the pair is watching. The other has to direct their partner to the cone using instructions such as- ¼ turn clockwise. Move forward 3 until their partner is at the correct cone.