**Wellbeing Session Plan**

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| **Title:** | Wellbeing / Mental Health | **Age:** | Tailor to fit your group’s needs |
| **Brief description of session or activities:** | This session consists of group activities that aim to improve awareness of well-being and mental health. The YW&Gs will also look at strategies to improve both their well-being and mental health.  *\*Session can be delivered online if appropriate (We suggest that resources/activities sheets are sent to the young people ahead of the session)* | | |
| **Objectives** (by the end of this session, participants will): | * Understand what is meant by well-being, and why it is important. * Explore the causes of poor well-being and mental health. * Be equipped with strategies to improve well-being and mental health. | | |

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| **Method** | | |
| **Time** | **Activity, task, description, etc.** | **Resources** |
| 5 - 10  minutes | I**ntroduction**  **Ground Rules/Group Charter**   * Purpose: to create a safe space so young people feel able to ask questions. * Acknowledge differences in knowledge/comfort levels. * Get the young people to think of how they want to be treated in the group and also being sensitive to others. * Each young person should add at least a rule/contribute to the charter * Check whether group has a set of ground rules already. * If not, ask group to create a set of ground rules (if quiet, they can talk in pairs for 1 minute before feeding back). * Write on flipchart paper – include: challenge the statement, not the person / one at a time / no mobile phones / no such thing as a silly question. * Ask group to agree to ground rules.   *\*For online session, you can get the YW&Gs to write their ideas/thoughts using the resources you sent them and share. Or you could break them up in small breakout rooms and using Jamboard/Miro, they can add their notes digitally using different coloured sticky notes.*  **Ice Breakers**  Choose an icebreaker activity of your choice (for example ‘Blob tree activity’ to get a sense of how they are feeling now. | Flipchart paper  Marker or colored card paper and felt tip pens for writing. |
| 15- 20  minutes | **What is well-being?**  Activity   * Put the YW&Gs in small groups and ask them to use a pen to split their flip chart paper down the middle.   *\*for online session, you can split girls into breakout rooms and send over resources so they can do it whilst online.*   * On one side, ask the YW&Gs to write words that they associate with wellbeing, and on the other side of the line, words that they associate with mental health.   Whole group discussion   * Were there positive words for each section, or was mental health viewed more negatively? Ask each group to feedback. | Flip chart paper  Pens  Additional Resources documents |
| 20 minutes | **Things that affect my well-being or mental health...**  **...negatively**   * Show the YW&Gs examples of things that affect the well-being and mental health of women. See the ‘Additional Resources’ document for videos and articles. * Ask the YW&Gs to feedback their thoughts.   *\*For online session, you could share screen and bring up the whiteboard and ask the YW&Gs to write some examples or even draw the examples on the whiteboard. They can do this for both positive & negative ideas.*  **...positively**   * Show the YW&Gs examples of things that affect the well-being and mental health of women. See the ‘Additional Resources’ document for videos and articles. * Ask the YW&Gs to feedback their thoughts.   **Strategies to improve your well-being and mental health**   * Give the YW&Gs strategies that they can do to help improve their overall happiness. Examples include selfcare, taking walks in the park etc. | Additional Resources documents |
| 20 minutes | **Time to reflect**  Activity   * For this section, show a meditation video or do a relaxing activity. This should be an example of how you can meditate or improve your well-being and mental health. * Ask the YW&Gs their thoughts and feelings. Did the activity calm them down? | Additional Resources documents |
| 5 minutes | **Wrap up and final points**   * Here is a chance for the young people to give their final opinions, or to ask any unanswered questions.   *\*For online session, you can get the YW&Gs to express their thoughts or questions using Mentimeter or whiteboard.*   * Reminders for the next session. * Provide the young people with relevant books that they can read (You can utilise the recommended reading list for this). |  |

**Please refer to the ‘Topics Discussion Points’ document for guidance on how to tailor the focus of this session for the different journey stages.**

**Here are a few Mental health and wellbeing resources that can help whilst planning and delivering this topic to the young people.**

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| **Type** | **Theme** | **Resource information** | **Link / Document location** |
| Content + Additional Resources (video) | **Empowerment**  **Individual Rights**  **Resilience** | **The primary school taking on mental health**    *“Can looking after your mental health help with how you learn at school? Experts think that children learn best when they are healthy and feeling happy. Newsround went to visit one school that says it has boosted how their pupils perform by transforming the look and feel of the classroom, focusing on positive learning messages and supporting their mental health.”* | **Newsround**    <https://www.bbc.co.uk/newsround/48271850> |
| Additional Resources (video) | **Empowerment**  **Individual Rights**  **Resilience** | **Mental Health Awareness Week: Why are people talking about body positivity?**    *“This week at Newsround, we are talking about body positivity.*  *Why? Well, it's Mental Health Awareness Week - a week where people are encouraged to speak out and learn more about mental health issues. Lots of us are affected by the way we feel about our bodies and the way we look. If you are struggling to feel positive about your body, remember you're not alone. Here's what you need to know.”* | **Newsround**    <https://www.bbc.co.uk/newsround/48207381> |
| Content + Additional Resources (article and video) | **Empowerment**  **Resilience** | **What is mindfulness?**    Topics discussed include:     * A short history on mindfulness * Mrs. T's top tips (video) * What are the benefits of teaching mindfulness in schools? * How can you be more mindful? | **Newsround**    <https://www.bbc.co.uk/newsround/47243692> |
| Content + Additional Resources (article) | **Empowerment**  **Resilience** | **Newsround's top five tips to help you beat test stress**    *“You might be feeling under a bit more pressure than usual with the extra revision work. But fear not, Newsround is here to help. Hayley has five top tips to help you feel calmer and more confident.”* | **Newsround**    <https://www.bbc.co.uk/newsround/36193413> |
| Content + Additional Resources (animation video) | **Empowerment**  **Individual Rights**  **Resilience** | **Talking Mental Health**    *“Talking Mental Health is an animation designed to help begin conversations about mental health in the classroom and beyond. The animation and accompanying resources have been created by a team of animators, children, teachers and clinicians, and is being taught to year 5 and 6 children around the UK.”* | **YouTube – Anna Freud NCCF**    <https://www.youtube.com/watch?v=nCrjevx3-Js> |
| Curriculum Content + Additional Resources (articles) | **Individual Rights**  **Resilience** | **Teenage girls twice as likely to be depressed due to social media than boys, study suggests**    **“Campaigners have called on the government to do more to recognise the risk that apps like Facebook, Twitter and Instagram to the mental health of young people – especially girls – after the study by University College London (UCL) showed a correlation between use of social and depression.”** | **The Independent**    [**https://www.independent.co.uk/news/uk/home-news/social-media-depression-teenage-girls-boys-child-mental-health-ucl-study-research-a8709236.html**](https://www.independent.co.uk/news/uk/home-news/social-media-depression-teenage-girls-boys-child-mental-health-ucl-study-research-a8709236.html) |
| Curriculum Content + Additional Resources (website and video) | **Empowerment**  **Individual Rights**  **Resilience** | **Prince Harry’s Heads Together highlights**    **“As part of The Royal Foundation family, Heads Together are delighted to celebrate the Royal Wedding of Prince Harry and Ms. Markle. And to celebrate, we’ve decided to share some of our favourite moments where Prince Harry’s commitment, passion and energy have made a real difference to the conversation on mental health.”** | **Heads Together Website**    [**https://www.headstogether.org.uk/prince-harrys-highlights/**](https://www.headstogether.org.uk/prince-harrys-highlights/) |