

# School Wellbeing Activity Programme

## Champion Guide

## Session 1

## Welcome to Nuffield Health, the UK's leading not-for-profit healthcare organisation\*.

As a not-for-profit with no shareholders, we invest all our income back into our family of award-winning 31 hospitals, 112 fitness and wellbeing clubs, healthcare clinics, over 200 workplace wellbeing services, as well as developing flagship collaborations supporting our communities – all to realise our vision to build a healthier nation.

What makes us unique is our unrivalled award winning and industry leading network of health and wellbeing services. Only Nuffield Health has the wide-ranging expertise to provide connected care. We attract some of the best people in their specialist fields, who take a personalised approach so we can provide the best possible care and support now and in the future – wherever they are on their journey. All for the public benefit. So, it's no surprise that we're trusted by the NHS, Private Medical Insurers, employers and the general public to provide exceptional health and wellbeing services to the nation.

**We're committed to our vision of building a healthier nation.**

\* Nuffield Health is a Registered Charity. Our objective is to advance, promote and maintain health and healthcare of all descriptions and to prevent, relieve and cure sickness and ill health of any kind, all for the public benefit. Registered Charity Numbers 205533 (England and Wales) and SC041793 (Scotland).

## What is SWAP?

swap is our new School Wellbeing Activity Programme, designed to empower students to improve their wellbeing.

As a trading charity, we are proactively responding to the key health issues facing young people today. Our programme is free, making it accessible to all and enabling us to help schools incorporate further health and wellbeing lessons into their timetable.

## What does the programme involve?

This programme offers evidence-based lessons that are delivered as a six-week programme. There is also a separate taster session available, to provide schools with an overview and trial of the programme.

### **The programme focuses on four key themes:**

- How I Move: focusing on physical activity
- How I Eat: focusing on sugar content of food and drinks, hydration, fruit and vegetables
- How I Sleep: focusing on sleep, sleep hygiene and screen time
- How I Feel: focusing on emotional wellbeing and resilience

**This SWAP Champion Guide contains all the session guides, activity sheets and fact sheets needed to deliver SWAP.**

**It should be used with SWAP Activity Books for students.**

# How I Feel: Understanding Feelings & Emotions

## SWAP Champion session guide

**Suggested time:** 60 minutes

**Summary:** This classroom activity explores how learners can understand their own feelings and emotions, including stress. Learners will also discover how to recognise an “ABC”, and explore the concept of the “4 corners of me” (Hot Cross Bun Model).

### Objectives:

- To explore common problems, thoughts and feelings for learners’ age group and understand the link between thoughts, feelings, physical body and behaviours (the “4 corners of me”)
- To be aware of the impact of unhelpful emotions and how they show up in ourselves
- To normalise negative emotions but consider ways to swap these for more helpful ones
- To understand how the “4 corners of me” can help or hold us back when making lifestyle choices; understanding how making small lifestyle choices (swaps) can improve all “4 corners of me”
- To discover ways to counteract stress and help “lighten the load”
- To learn about the causes and uses of stress, but that too much stress is unhealthy

### Materials and preparation:

- Cuisenaire® rods (one per learner / small group)
- *Emojis* activity card
- *Frozen* trailer (optional): [www.youtube.com/watch?v=-WdC4DaYleQ](http://www.youtube.com/watch?v=-WdC4DaYleQ)
- *How I Feel – Understanding stress* PowerPoint (optional): <http://www.nuffieldhealth.com/downloads/swap-1-ppt>
- *Lightening the load* activity card (one per pair or small group)
- *The four corners of me* activity card
- 2 x 1-2kg dumbbells (optional)
- *Lift up that balloon* activity card OR balloons and permanent markers (one per learner)
- Backpack filled with books of different shapes and sizes

# How I Feel: Understanding Feelings & Emotions

## SWAP Champion session guide

### Activity outline and delivery:

#### Introduction (10 minutes)

- Hand out Cuisenaire® rods to the class.
  - Keep hold of one yourself and suggest to the class how a colour could be associated with an emotion. For example: "I have a yellow rod. Yellow could symbolise happiness. I last felt happiness when I was playing football and my team won."
  - Ask students to share their ideas about what the colour rod that they are holding could represent, e.g. green for jealousy, red for anger.
  - Ask them to think about a time that they felt that emotion. Use the *Emoji* activity card as a prompt.
- Alternatively, if you have access to a screen and an internet connection, show the [Frozen](#) trailer and ask learners to try and recognise all the emotions that the character experiences, shouting them out as the character experiences them.

#### Self-talk (5 minutes)

- Ask learners if they know what "self-talk" is?
  - Explain that we all think or talk to ourselves as we go through life, and this affects which emotions we feel and how we act.
  - Sometimes when we encounter problems, we can be too hard on ourselves, and don't talk to ourselves as kindly as we could, which can have a negative impact on our feelings and actions.
- Explain that our self-talk also influences our

behaviour, and run through the "ABC" model:

- A for Adversity – what is the problem?
- B for Belief – what self-talk might you hear in relation to the problem? Is it helpful or unhelpful?
- C for Consequence – How do your beliefs affect how you feel and act?
- Explain that we can refer to this model when we encounter a problem, and try to make our self-talk more positive to help us handle the situation more successfully.
- Can anyone think of an example?

# How I Feel: Understanding Feelings & Emotions

## *What is stress? (5 minutes)*

- Tell learners that you are going to be looking at the topic of stress as an example of an emotion. Remind them that they should only share the things they feel comfortable with.
- Get learners to think about facts and misconceptions regarding this topic. For instance stress is not always bad – we need some small levels of stress to motivate us to do anything at all e.g. getting up in the morning, handing in schoolwork on time.
- Show slide 1 of the *How I Feel – Understanding stress* PowerPoint (optional) to prompt learners to think about what stress is, and how it can be helpful or unhelpful.

## *How does stress affect the “4 corners of me”? (5 minutes)*

- Explain that the “4 corners of me” are physical body, thoughts, feelings and behaviours.
  - Ask learners to close their eyes and pretend that you are a teacher telling them off.
  - Ask them to think about the impact of stress on their physical body, starting with their head and working down to their feet.
  - Draw a large silhouette of the human body or use *The 4 corners of me* activity card.
  - Ask learners to label parts of the body where they experience stress, for example heart rate increases, shoulders feel tense, head starts to spin. Where in their body have they felt stress?
  - Can they describe how it felt?
  - What is the impact of stress on the other 3 of the “4 corners of me”: thoughts, feelings and behaviours?

## *What happens when stress becomes too much? (5 minutes)*

- Now illustrate how too much stress can make it difficult for us to concentrate and keep going.
  - Ask a learner (or all learners, depending on space) to stand in a T shape with arms outstretched, holding a book or light dumbbell in each hand.
  - How does it feel after 5 seconds?
  - Is it harder to keep going after a minute?
  - Does carrying a heavy physical load make it harder to focus on other things?
  - What about if the load is emotional?
  - Explain that stress can help motivate us in the short term to achieve what we need, but if stress continues for an extended period it can have adverse effects and no longer be productive.

# How I Feel: Understanding Feelings & Emotions

## Lightening the load (25 minutes)

- Show slide 2 of the *How I Feel – Understanding stress* PowerPoint (optional) to introduce the topic of stress management using the analogy of a backpack or bag filled with weights.
- This can be illustrated by bringing in a backpack filled with heavy books and asking learners to lift it before and after removing books. Can learners consider ways to remove the 'weights' of stress?
  - Would each worry they have had recently have the same "weight" in their backpack?
  - What are common problems ("A's") that people their age experience? If time allows, learners may write a problem on a postcard or post it note and place it in the rucksack to create a "problem pool". These may then be used to practice identifying their "ABC's".
  - How easy or difficult is it to remove a worry from their backpack?
  - What happens when the weights become too many or too heavy?
  - What are some ways to lighten the load? What can we do to counteract the weights in the backpack to de-stress? (Rest, relax, talk to people, spend time with friends, read, play sport).
  - Can learners think of things they have done in the past to help with stress?
  - Use the *Lightening the load* activity card to guide the discussion.

## Alternative for younger learners:

- Ask learners to imagine that they are in a hot air balloon, and that positive thoughts will 'lift them up' and let their balloon fly.
- Can they think of things that they can do or think about to help lift them up next time they feel "low"?
- Ask learners to write their thoughts down on the *Lift up that balloon* activity card or, if balloons and permanent markers are available, on their own balloon(s).

**Note:** In order for learners to come up with their own stress reduction and resilience programme, this should be revisited in session #6 (How I Feel: Resilience swap kit), so learners can use their knowledge of nutrition, exercise and sleep.

## Practice (5 minutes)

Ask learners to think about how their "ABC's" show up in them over the next week, and try exploring ways to lighten the load.

## How I Feel: Understanding Feelings & Emotions

Emojis activity card

### Happy

Calm  
Cheerful  
Confident  
Content  
Delighted  
Excited  
Glad  
Loved  
Proud  
Relaxed  
Satisfied  
Silly  
Terrific  
Thankful

### Sad

Ashamed  
Awful  
Disappointed  
Discouraged  
Gloomy  
Hurt  
Lonely  
Miserable  
Sorry  
Unhappy  
Unloved  
Withdrawn  
Annoyed  
Bugged

### Destructive

Frustrated  
Fuming  
Furious  
Grumpy  
Irritated  
Mad  
Mean  
Violent

### Other feelings

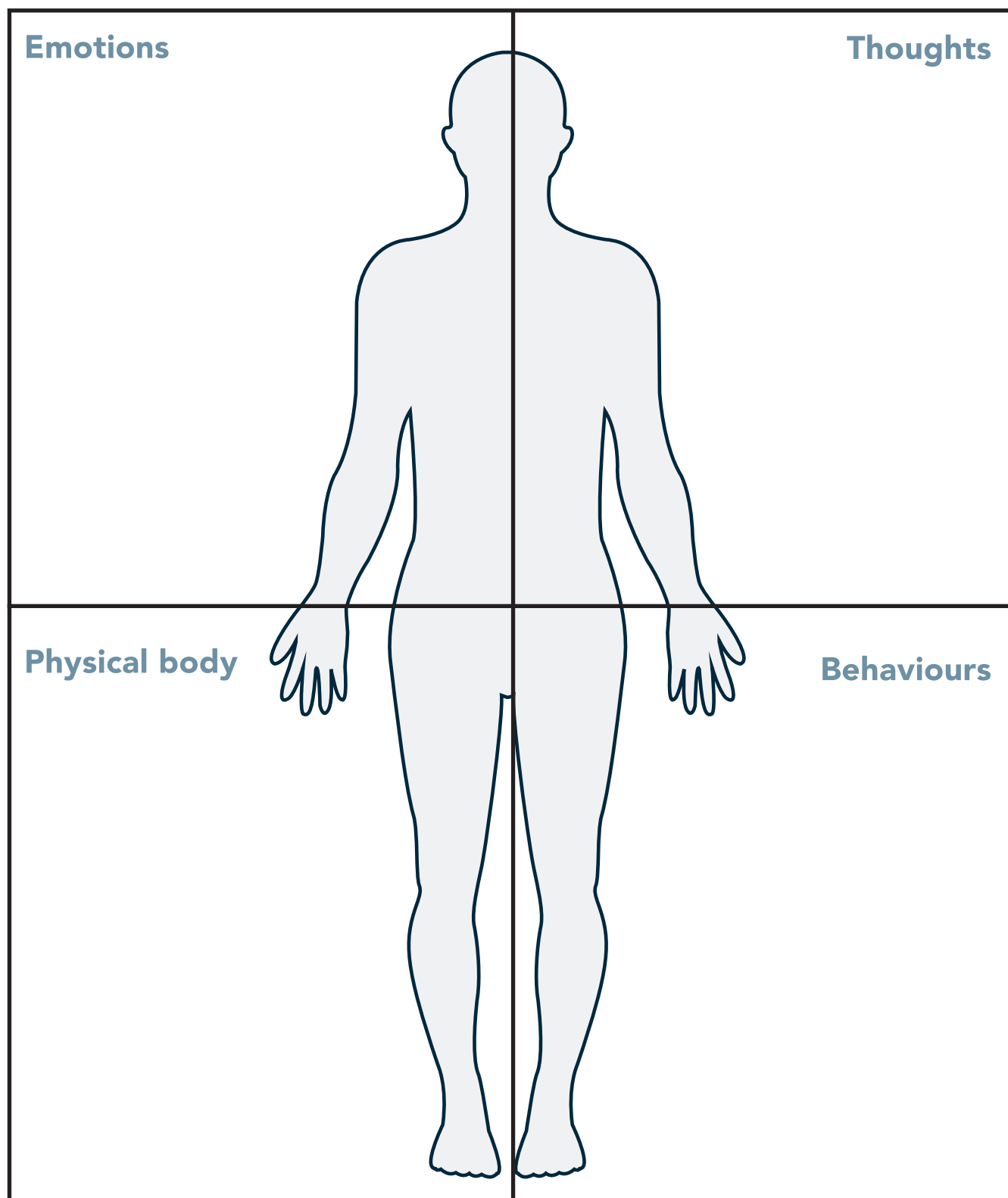
Afraid  
Anxious  
Ashamed  
Bored  
Confused  
Curious  
Embarrassed  
Jealous  
Moody  
Responsible  
Scared  
Shy  
Uncomfortable  
Worried





# How I Feel: Understanding Feelings & Emotions

The 4 corners of me



## How I Feel: Understanding Feelings & Emotions

### Lightening the load

Stress can affect your body in lots of different ways. Sometimes it might be felt as a heavy weight on your shoulders. Your challenge today is for you to suggest ways of taking some of the weight off.

1. How will you recognise something as stressful?

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2. Do all your worries "weigh" the same?

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3. Why is it important to identify the things that stress you out more (have a heavier "weight")?

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4. What are good ways to deal with stress?  
Tip: Make this a long list of fun and healthy things!

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5. Who will you be able to ask for help?

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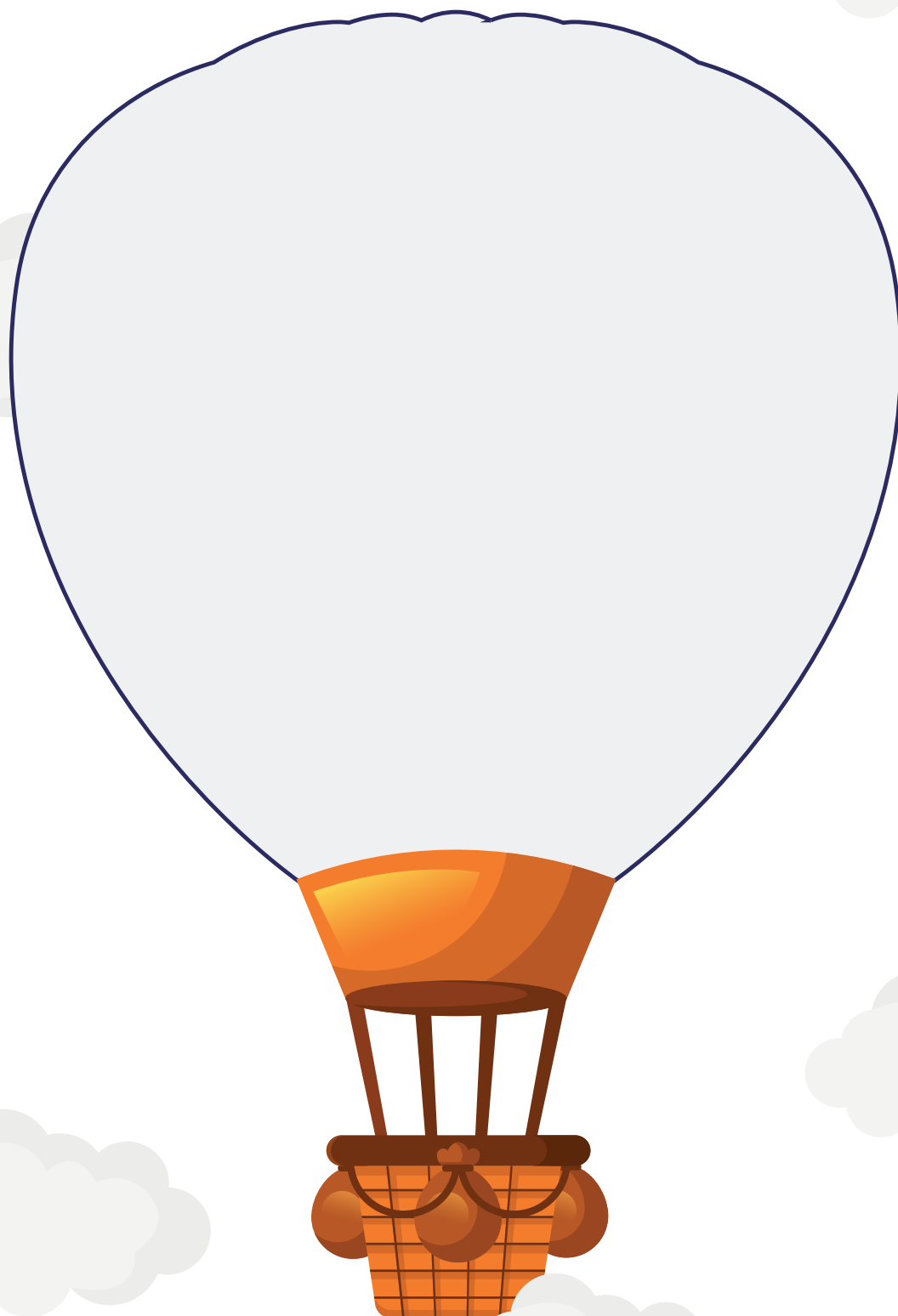
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# How I Feel: Understanding Feelings & Emotions

Lift up that balloon

SWAP



## Notes

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