

# School Wellbeing Activity Programme

## Champion Guide

## Session 6

## 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: Resilience SWAP kit

## SWAP Champion session guide

**Suggested time:** 60 minutes

**Summary:** In this classroom activity, learners will explore examples of helpful and unhelpful thinking, and how both can impact on our lives. They will also learn the importance of bouncing back from problems, as well as compiling a list of coping strategies they can turn to in the future.

### Objectives:

- To build awareness of how our thinking can impact on feelings, thoughts, behaviours, physical body and wider life.
- To learn about resilience and bouncing back.

### Materials and preparation:

- How I feel: Resilience SWAP kit PowerPoint (Optional): <http://www.nuffieldhealth.com/downloads/swap-6-ppt>
- *Role play* activity card (1 per group of 4-5)
- *Yes, no, I don't know* activity card (1 copy)
- Four different signs, reading 'yes', 'no' 'I don't know' and 'sometimes'
- [Young Minds](https://youtu.be/4RzHx5rw0f4) video (optional): [youtu.be/4RzHx5rw0f4](https://youtu.be/4RzHx5rw0f4)

### Activity outline and delivery:

#### • Coping strategies activity card

Reflect on session #5 (How I Sleep) by asking learners what they did differently over the last week to improve their sleep. How did this affect the "4 corners of me": physical body, emotions, thoughts and behaviours?

#### Introduction (20 minutes)

- Divide a flipchart or SMART interactive board into two halves entitled "helpful thinking" and "unhelpful thinking".
- Guide learners by asking them to give examples of helpful and unhelpful thoughts. Record these on the flipchart / board.

- Prompt learners to think about times when they noticed more helpful thinking and also times when it was the opposite (unhelpful).
- Remind learners of the simple "ABC" model. Can they identify the "A", "B" and "C" in their examples?
- Introduce how such thinking can impact on our feelings, behaviours, physical bodies and wider life (relationships, hobbies, etc.). Use the "4 corners of me" model to help illustrate this, and encourage learners to refer to this.
- Introduce the *Role play* activity card. Read aloud the seven scenarios, and then allocate one scenario to each group of 4-5. Guide the learners to role play their allocated scenario.

#### Resilience (15 minutes)

- Follow the instructions on the *Yes, no, I don't know* activity sheet prompts to get the learners engaged in a guided discussion surrounding questions and statements related to resilience.
- Alternatively, if a screen is available, you could show a video to get learners thinking about what resilience is. You could show the [Young Minds video](https://youtu.be/4RzHx5rw0f4). After watching:
  - ask pupils if they can come up with a single word or phrase to define what resilience means to them
  - if resilience were an object, what would it be?
  - write words and phrases on sticky notes to put up on the wall or board to keep in mind throughout the session.

# How I Feel: Resilience SWAP kit

## SWAP Champion session guide

- Explain that resilience is our ability to bounce back from the stressful things we encounter in life. Ask learners the following questions:
  - How can you measure success and failure?
  - Why do people perceive something to be a "failure"?
  - Is it possible to look at what we think is a "failure" in a different way?
  - Introduce the idea of identifying learnings from "failures".

### *Coping strategies (15 minutes)*

- Explain that stress and failure are two very natural things that everyone comes across. While you may not be able to control WHEN they happen to you, you can control how you deal with them.
- Ask learners to list as many strategies as they can think of to help them cope with failure. Discuss a few of these in detail, such as:
  - identifying support networks
  - recognising unhealthy ways people might deal with stress e.g. over-eating, forms of escapism such as excessive gaming
  - looking for ways to learn from mistakes to move forward
  - keeping track of emotions or their mood using a mood calendar.

- Using the *Coping strategies* activity card, learners put together a list of "coping strategies" that they can refer to and choose from when facing a challenging situation.
- Encourage learners to draw upon what they have learned throughout the swap programme and all four pillars of wellbeing: How I Feel, How I Eat, How I Move and How I Sleep. These coping strategies are what they will take away in their swap kit bag.

### *Practice and swap reflection (5 minutes)*

- Encourage learners to challenge their thinking styles when problems or unhelpful thoughts happen.
- Remind learners of all the previous swaps and pledges they have made during the programme which will make up their swap kit. Encourage learners to think about how their swaps will show up in their own '4 corners'.

## How I Feel: Resilience SWAP kit

SWAP

### Role play activity

#### 1. Choose one of the seven scenarios:

- You have been told off because you stayed out beyond your curfew
- Your friend didn't show up when you agreed to meet
- You have an important sports competition coming up which you're nervous about
- You received a lower mark in a test than you hoped
- A teacher has told you that they want to see you after class to discuss your homework
- You have enrolled in a summer sports camp, and you are about to attend your first session
- You are worried about which secondary school or college you will be attending, and whether it will be the same one as your friends

#### 2. Role play your scenario

Include the following in your role play:

- **Adversity:** What happens?
- **Belief:** What self-talk might the people involved hear? Is it helpful or unhelpful? Does it change throughout the scenario?
- **Consequence:** How does the self-talk make them feel and act at each stage of the scenario?



#### 3. Watching other scenarios

As you watch other groups role play their scenarios, discuss the following questions.

- What happened in the scene?
- Was the self-talk helpful or unhelpful, and how did that make the people feel and act?
- If you were to replace unhelpful self-talk with helpful self-talk, how would that change how the people feel and act?
- What would your advice be if they were your friend? Can you include these three things to help your friend fight back against negative beliefs?
  - **Evidence:** "That is not true because..."
  - **Alternative:** "Another way of seeing this is..."
  - **Putting it into perspective:** "The most likely outcome is..." and "I can..."

What would your self-talk be if you were in their situation?

#### Examples of unhelpful self-talk

You may wish to start with these examples of unhelpful self-talk for each scenario, before coming up with more of your own:

- "My parents don't love me..."
- "They don't like me anymore..."
- "I'm no good at sport..."
- "I will never get this subject..."
- "I'm in trouble..."
- "Everyone will know what to do but me..."
- "I'm going to be lonely..."

## How I Feel: Resilience SWAP kit

SWAP

Yes, no, I don't know



1. Place four signs in different corners of the room: "YES", "NO", "SOMETIMES" and "I DON'T KNOW". Instruct learners to stand up in the middle of the room.
2. For each of the questions, learners answer by moving to the sign they believe fits them best.
3. Once every learner has settled in their new place in the room there can be a guided discussion where learners can share their opinion.

If you feel that learners may be uncomfortable giving answers to the rest of the class, provide a printout of the prompts that learners can mark their responses against.

### Yes, no, I don't know – Prompts:

- Do you usually try your best at something, even when no one is looking?
- Have you ever felt sad after getting a low mark and found it difficult to let go of that feeling?
- Do you usually doubt your ability in something you enjoy?
- Is it possible to do poorly at something if you enjoy doing it?
- Have you ever been unsuccessful with something initially and still continued trying rather than giving up?
- When you feel like you need help with something, would you rather keep trying to do it by yourself for as long as possible?
- Do you agree with the following statements:
  - "It is more important to work hard at something than to be talented something."
  - "When something difficult comes up in school, I would sooner give up than try and find a solution to the problem."
  - "I know when I need to ask for help from friends or family."

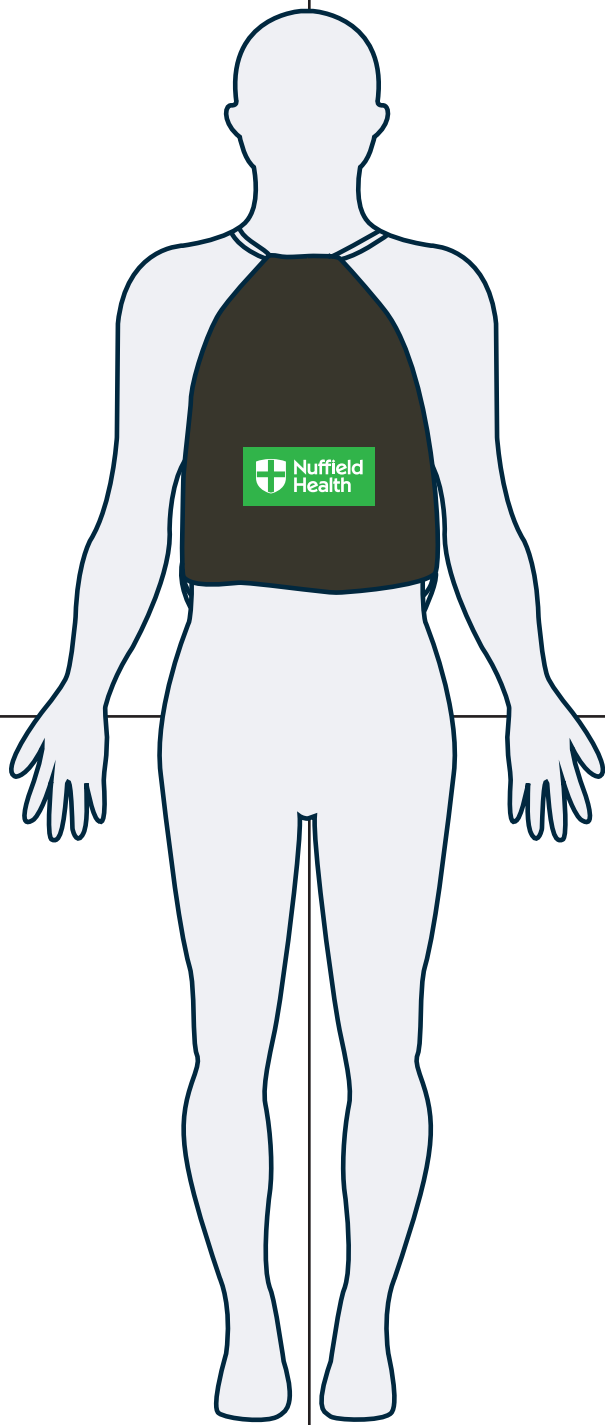
# How I Feel: Resilience SWAP kit

Coping strategies

SWAP

Use what you have learned throughout the **swap** programme and your own insights to write a personal plan to help lift your mood, maintain a positive outlook and improve your overall wellbeing.

<p><b>Emotions</b></p>	<p><b>Thoughts</b></p>
<p><b>Physical body</b></p>	<p><b>Behaviours</b></p>



## Notes

[illegible]