

Useful resource for schools 5 Ways to Wellbeing toolkit

This is the resource (with permission from Wrexham 5 Ways to Wellbeing Partnership Group) we have been using with Conwy schools to roll out the Whole School Approach to 5 Ways to Wellbeing in last 2 years - which has been well received and supports the whole school approach.

Some of the activities may need to be modified in line with social distancing rules.

It may provide a whole school framework for school as they reopen.



Pum ffordd at les Five ways to wellbeing

A Whole-School Approach to Wellbeing

Toolkit



Take notice



Connect



Be active



Keep learning



Give



Acknowledgments

All resources, materials, case studies and whole-school approach pilots have been developed and trailed by:

Wrexham 5 Ways to Wellbeing Partnership Group

A local partnership of organisations seeking to promote wellbeing in Education Settings, including: CAMHS, Education Psychology, Healthy Schools, Public Health Wales, Caia Park Health Team, Ysgol Bryn Alyn, The Rofft School, Ysgol Tanyfron and Inspire Youth Work Team.



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National Context:

There is a strong consensus in the evidence submitted in the Mind over Matter report¹ that the school setting is ideally placed to make a significant contribution to building an emotionally resilient population of young people within the framework of the 'whole school approach'. The report noted that the levels of stress and anxiety among pupils are rising and school based staff often 'lack the confidence and capacity' to help pupils with their emotional and mental health.

The Five ways to wellbeing can be used as an approach to improve mental wellbeing. It was first introduced in the Foresight report: Mental Capital and Wellbeing² as the wellbeing equivalent of 'five fruit and vegetables a day'. Five suggestions for individual action, based on an extensive review of the evidence, were identified to promote public understanding of factors associated with wellbeing, and for engaging individuals in improving the wellbeing of themselves and of those around them.

Two reports were published by the New Economics Foundation (NEF) on the Five ways to wellbeing -

- i) Five ways to wellbeing (2008)
A report presented to the Foresight project on communicating the evidence base for improving people's wellbeing
- ii) Five ways to wellbeing; New applications, new ways of thinking (2011). This report provides an understanding of the scope and potential of the 5 ways to wellbeing and reviews how the 5 ways to wellbeing was being used by local and national strategies.

Local context:

Wrexham CAMHS Early intervention, Prevention and Promotion Service, highlighted the need to promote actions, behaviours and skills that are evidenced to improve mental wellbeing to all children and young people across the locality. At both a local and national level, there is a significant increase in the number of children and young people requiring specialist mental health services, alongside a need to support education settings in addressing the mental wellbeing of pupils. Partners across the locality who work with children and young people were approached to form a partnership to develop approaches to promoting mental wellbeing using the Five Ways to Wellbeing evidence-based framework, and following this the Wrexham Five ways to wellbeing partnership group was established. The group worked together to establish approaches that would be appropriate, sustainable and manageable within existing workloads of school staff. Through a partnership approach, inclusive of teachers, the group ensured that the developed approach compliments existing local and national strategies. This toolkit is a collection of guidance, resources, case studies, audit tool and examples of activities used in schools; and intends to support schools in implementing the Five Ways to Wellbeing Framework in their setting.

¹ National Assembly for Wales (2018) Mind over matter : A report on the step change needed in emotional and mental health support for children and young people in Wales

² Government Office for Science (2008) Mental Capital and Wellbeing : Making the most of ourselves in the 21st century

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 mental wellbeing. Based on the latest scientific evidence the simple actions, if taken regularly, can improve wellbeing and enhance quality of life. These actions are applicable to all people, all ages, and all abilities.



Take notice

Take time to be still, reflect, and become aware of your surroundings. Notice what you are thinking and be aware of what is going on in the world around you: the everyday and the unusual. Be curious. Savor your favorite foods.



Connect

Connect with people around you. Spend time with your friends and family. Make new friends. Use different ways to communicate. Face to face, over the phone, video calls etc.



Be active

Get up and move. Go for a walk or a run. Cycle, dance, play a game. Walk to school instead of getting the bus. Go to the park. Try a new activity.



Keep learning

Set yourself a goal. Learn something new. Research something you are interested in. Learn a new word or random fact. Visit a museum or watch a documentary.



Give

Do something nice for a friend. Thank someone who did something for you. Volunteer your time. Raise money for charity. Be a good role model. Take action.

Defining wellbeing:

After reviewing multiple definitions of wellbeing, The New Economics Foundation proposed a simple definition to understand that mental wellbeing requires an individual to both 'feel good' and 'function well'.

How to use the Five Ways to Wellbeing with children and young people?

The Five Ways to Wellbeing offers a flexible framework that can be used with individuals, groups or classes, and as a whole-school (or whole-organisation) approach to improving wellbeing. Individual settings can adapt the application of the Five Ways to Wellbeing Framework to their particular needs and requirements, allowing flexibility and creativity in developing approaches that complement existing programmes.

Individual · Groups/Classes · Whole-school/ Organisational

The following sections offer practical tools and examples developed in partnership and used successfully in schools, by teachers; these include examples of taking a whole-school approach to wellbeing; examples of group work and class-based activities; and tools to promote the Five Ways to Wellbeing at an individual level.

"It is not just what we do; it is how we talk about it..."

Whilst planned approaches and activities are important, alongside this, clear narrative which demonstrates how the activity is linked to improving mental wellbeing, has been highlighted by teachers as an important factor for increasing learning and impact of any wellbeing approach. In essence, it is not just what we do, it is how we talk about it with children and young people that improves the effectiveness of wellbeing approaches.

Promoting mental wellbeing in children and young people can have a long-term impact on life-outcomes and improvements to current function:

- Children with **positive health at school**.
- **Social and emotional skills** and achievement.
- The school environment infl **engagement** and their **read**
- Schools that provide progra **wellbeing** have shown **11%**



Starting with a Whole school approach to wellbeing

The Five Ways to Wellbeing Framework can be used as a structured approach to planning wellbeing provision. The Five Ways to Wellbeing audit tool (appendix 1) was developed to support schools or organisations in identifying their current wellbeing provision and areas for possible development. Data from local audits have been collated to share examples of good practice, and are located in the school's ideas bank section (page 16). A brief example of mapping current provision is below:

Connect	Be Active	Take Notice	Keep Learning	Give
Circle time SAP FRIENDS Counselling Playground buddies Peer mentoring School Council	Play time Lunch clubs Daily Mile Swimming Lessons Walks PE 5 min activities	Mindfulness Relaxation Yoga Forest school Art Sensory Tools Time out Individual work	Life skills Cooking Skills groups Curriculum Extra-curricular activities Self-Learning: PCP Music lessons	School council Fundraising Volunteering Playgroup buddies/ Peer mentoring Compliments circles Community Involvement

In order to consider a whole school approach the audit tool and examples of practice include provision for pupils, parents, staff, and resources. When overall wellbeing provision is identified, the framework allows settings to take a flexible approach in developing approaches and projects that communicate the Five Ways to Wellbeing to children, young people, families and staff.

Tried and tested examples of whole-school approaches:

- Staff training sessions
- Parent information sessions
- School council planning session
- Pupil wellbeing ambassadors
- Staff lead for wellbeing
- Governor for Wellbeing
- Whole-school wellbeing events or wellbeing weeks
- Whole-school class-based planning e.g. My Class Wellbeing Plan (appendix 2)
- Whole-school weekly wellbeing activities e.g. Daily Mile; Mindful Monday; Wellbeing Wednesday
- Five Ways to Wellbeing notice board with activities and information point
- Cluster-based wellbeing planning, sharing practice and resources
- Use the school's ideas bank to develop ideas (pages 16-20)

Whole-School approach Case Studies are located on pages 9 and 11

Recommended Wellbeing Measures - Copies in appendix 3

For schools looking to monitor the mental wellbeing of children and young people or the impact of wellbeing approaches, we have reviewed a range wellbeing measures and recommend the following measures for use in schools:

For Key Stage 2 pupils we recommend:

The Stirling Children's Wellbeing Scale (SCWBS)

Description: The SCWBS is developed by the Stirling Council Educational Psychology Service (UK). It is a positively worded measure of emotional and psychological wellbeing in children, for ages 8 – 15 years. It is free to use, but under copyright, when reproduced the key reference needs to be cited.

Scales and Subscales: Contains 3 subscales: Positive Emotional State; Positive Outlook; Social desirability indicator.

Key Reference: Liddle, I and Carter, G.F.A (2015). Emotional and psychological wellbeing in children: the development and validation of the Stirling Children's Wellbeing Scale. *Educational Psychology in Practice*, 31 (2), 174-185.

For Key Stage 3 pupils we recommend:

The Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)

Description:

The WEMWBS measures positive mental wellbeing within the general population, for ages 11 and above. It is free to use by registering and obtaining permission – permission to use the measure has been obtained for all Flintshire and Wrexham High Schools. Under copyright, if the scale is reproduced it must remain unaltered and include the copyright statement that appears with it – *Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) ©NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.*

Key Reference: Stewart-Brown, S. et al, (2009) Internal construct validity of the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS): A Rasch analysis using data from the Scottish Health Education Population Survey. *Health and Quality of Life Outcomes*, 7, 15-22.

For further information, the Evidence Based Practice Unit and Public Health England have produced a toolkit for Primary Schools, Secondary Schools and colleges to measure and monitor children and young people's mental wellbeing. More information can be found at:

<https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

The Rofft School: A Five Ways to Wellbeing Case Study

Context:

The Rofft Primary School is in the Village of Marford in Wrexham Local Authority. We have 8 single-aged mainstream classes and two mixed-age resourced provision classes catering for children with social communication difficulties from across Wrexham. We are significantly below the national average for free school meals and just above the national average for pupils with additional learning needs.

We have been participating in the Wrexham 5 Ways Partnership group for nearly 2 years and wellbeing has formed an integral part of our School Development Planning (SDP) for the last 3 years. This year we have specifically focused on using the 5 Ways 'to produce a cohesive framework in order to promote mental wellness and resilience across the school community'.

Rational for including wellbeing on our SDP:

- An awareness that Wellbeing challenges facing pupils are not only linked to measures of deprivation but may exist for a wide range of pupils in different forms.
- An awareness of research showing that schools which provide a programme that focus on Emotional and Social wellbeing have shown a significant increase in outcomes for pupils.
- An awareness of the National Agenda for schools following the Donaldson Report which identifies the importance of Wellbeing in education. Wellbeing forms part of the four purposes and is one of the six new areas of learning experience in the new curriculum for Wales.
- An awareness of the new Estyn Framework which includes Wellbeing and attitudes to learning as one of the five new inspection areas.

Implementation:

We completed the wellbeing self-evaluation audit developed by the 5 ways partnership group. This helped us to recognise all the activities already happening at school and to talk about them in terms of wellbeing in a cohesive way. It also helped us to identify areas for development.

The 5 Ways project including the toolkit was presented to all teaching staff and support staff.

We developed simple questionnaires for children and parents in order to measure the impact of introducing the 5 Ways to Wellbeing at our school. These questionnaires were completed at the beginning of the school year and repeated at the end of the school year.

We identified 4 pupils to become Wellbeing Ambassadors. Their role involved supporting the development of Wellbeing at our school by planning activities, sourcing resources and funds for activities and evaluating the success of their ideas and activities.

Information about the 5 Ways project was shared with parents.

The Wellbeing Ambassadors supported the staff in introducing the project to the pupils by presenting the project in a whole school assembly. The Wellbeing Ambassadors supported the staff in introducing the project to our governors by presenting the project in a governors meeting.

5 ways plans were introduced in every class and everyone contributed to their development. The plans were then implemented with all classes engaging in

activities to promote wellbeing.

A wellbeing meeting for parents was organised. CAMHS and Public Health Wales attended the event and supported the Wellbeing Ambassadors in presenting the project to parents followed by an informal opportunity for parents to sample some 5 Ways activities with their child.

Towards the end of the school year we organized a 5 Ways to wellbeing week to celebrate and further raise the profile of the project. The Wellbeing Ambassadors canvassed pupils and staff for suggested activities linked to each of the 5 Ways. These ideas were then incorporated into a rolling programme of activities over 4 days. The pupils were given a choice of 10 activities each day linked to the 5 Ways, they signed up for activities independently and wrote their own timetables in order to promote independence and resilience. This also gave pupils the opportunity to work in mixed age groups throughout the school and with a wide range of different adults. Examples of activities run by school include baking, gardening, outdoor art, cloud watching, mindful colouring, bubble blowing and printing, problem solving and coding. Examples of activities supported by outside agencies include bush tucker trials, active circuits, tennis, drama, science workshops, skipping, pedal power and star watching. We received funding from our parent association and support from a wide range of people and groups from our community, many of whom gave their time and services for free. At the end of each day the pupils returned to their class to participate in reflection time and discuss how they felt the activities had influenced their wellbeing.

A portfolio documenting and evidencing our wellbeing journey over the year has been produced.

Impact:

We feel the project has been a great success. It has supported the further development of our caring ethos and culture of wellbeing. This is evidenced in the following ways:

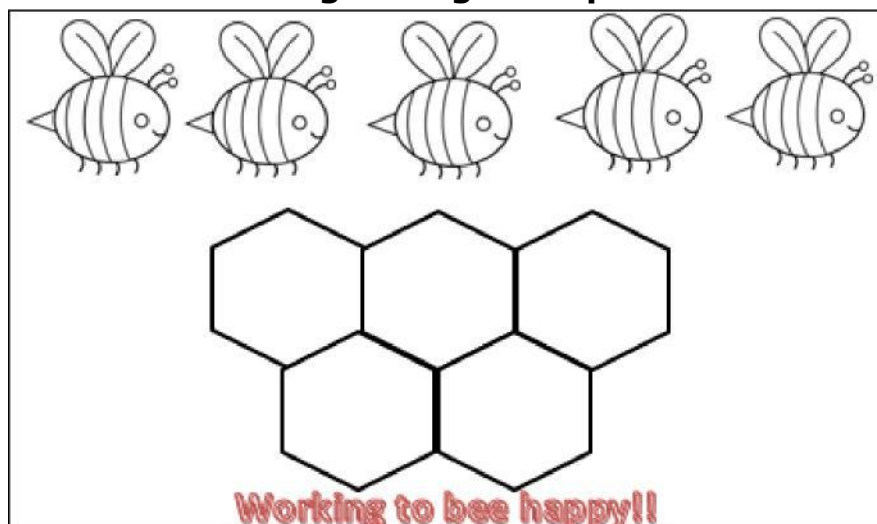
- Our whole school community awareness of the 5 Ways.
- The development of Wellbeing Ambassadors supporting the 5 Ways.
- 5 Ways to Wellbeing Framework being used to support wellbeing throughout school.
- Whole school participation in a 'Wellbeing Week' based on the 5 ways. Feedback from parents and pupils following the week was overwhelmingly positive.
- Data from the parent survey completed pre and post introduction of the 5 Ways project shows: A positive increase towards excellent on all measures used with a doubling of the number of parents rating their child's wellbeing as excellent and a reduction to zero of parents rating their child's wellbeing as poor.
- Data from the pupil survey completed pre and post introduction of the 5 Ways project shows: A positive increase towards excellent on all measures used with more than double the number of children rating their wellbeing as excellent.
- Our PASS survey shows an overall picture of improving Wellbeing year on year.
- Our recent Estyn inspection report (October 2017) identified that 'provision for pupils' wellbeing is a strength of the school.'

St Christopher's: Five Ways to Wellbeing Badge Scheme

We are going to complete activities that help our wellbeing and make us happier in school. The Five Ways to Wellbeing are:- **Take Notice**, **Connect**, **Be Active**, **Keep Learning**, **Give**. We are going to give out badges to show when learners have completed activities for each area of the five ways to wellbeing. Your task will be to help with the design of these badges. The winning design will be made into real badges which will then be awarded.

You will need to think about the colours for each badge and link these to the colours for each of the five ways. A possible design layout and Logo has been suggested below and you may wish to finish this design with pictures, colours etc!! The idea of this design is when a stripe has been completed it is coloured in. Once the bee has been completely coloured in then you earn the relevant badge.

Our Badge Design Competition



When the badge design has been chosen we will have cloth badges made for the learners to earn and if they chose to these badges can be worn on their school uniform. To gain a stripe the learners have to complete a set of challenges. These challenges can be adapted to meet the needs of learners as well as ages. Once a learner has earned all the badges there is a possibility of progression by placing a number inside the badge. An example of a challenge would be:

Stripe	Criteria	Date achieved	Teachers comment
	1. Find out why it's important to wear safety equipment like a helmet, reflective clothing and lights.		
	2. Show how to put on and wear a cycle helmet correctly.		
	0. Show how to pump up a tyre.		
	1. Go for a short ride in a safe place.		

Once all of the challenges have been achieved the learner would gain the cyclist stripe which could be part of the **Be Active badge**. Once all of the stripes on the **Be active bee** has been completed the learner would be awarded with the **Be Active Badge**.

Five Ways to Wellbeing in classrooms or groups

The Five Ways to Wellbeing Framework can also be used to structure group work or classroom based activities with children and young people. A school-based group work case study can be found on page 14. Remember alongside activities, clearly communicating the links between activities and improving personal mental wellbeing is important to embed learning, with the aim that young people choose to incorporate these actions in their daily lives.

Piloted examples of class or group based activities:

- Framework for group work planning e.g. a support group with Five Ways activities - mindfulness, yoga, learn a coping skill, share a compliment, connect and offer peer support
- Five Ways Circuits (see examples on page 13)
- Wellbeing week time table
- Developing 'My Wellbeing Plan' (appendix 4)
- Complete 'My Wellbeing Log' (appendix 5)
- Reflect on Five Ways to Wellbeing areas that could be developed more and use the Five Ways goal setting card (appendix 6)
- Complete a group wellbeing pledge (appendix 7)
- Use the ideas bank to help young people develop ideas (page 21)
- Use the Five Ways to Wellbeing animation clip (link: appendix 8)

Tried and tested group activities:

Mindful Eating Activity– Take Notice

Place one small piece of fruit or a chocolate button in front of each person, but ask them not to touch it. Slowly read through the following script, which focuses on placing attention on the senses and being fully present in eating:

"Look at the fruit/ chocolate. Pay attention to how it looks. Be curious, as though it is the first time you have seen it. Do you notice anything about the texture, the shape, is it smooth or rough? When you are ready, pick it up and place it in the palm of your hand. What do you notice about how it feels? Bring your hand up to your nose and smell the fruit/ chocolate. What do you notice? Do you notice any thoughts? Or any sensations in your mouth? Now place it in your mouth and let it rest on your tongue. Allow it to rest there for a few seconds, then roll it around your mouth. Resist any urges to bite or swallow, just notice the taste and texture. Now take one bite, notice how this feels, then continue to chew and swallow. Now write down what you noticed, any thoughts you had, what you felt".

Discuss this as a group - how they could use Take Notice like this in other parts of their lives?

'Five Ways to wellbeing Circuits'

Set up a n activity circuit with a station for each of the Five Ways to Wellbeing. This can be adapted for your group, setting and time limits – ranging from quick 5 minutes circuits totalling 25 minutes, to 45 minutes per activity over a wellbeing day. Split your group into five smaller groups to rotate around all the activities. Here are a few tried and tested examples:



Take Notice station:

Thai Chi; Mindful forest walk; mindful colouring; cloud watching; relaxation breathing



Connect station:

People Bingo; Magic carpet challenge; problem-solving game; teamwork activities; cake and chat



Active station:

Daily mile run; Sports activities; keep hitting a balloon up in the air for 10 minutes; football; hoola hooping



Keep learning station:

Learn a new skill; juggling; making a bracelet; follow a recipe; research a new topic



Give station:

Compliments tree; conduct a survey or questionnaire; raise money; donate unwanted items; collect for a food bank

Set Personal Challenges



Use the goal setting card (appendix 6) or 'My Wellbeing Plan' (appendix 4) to encourage young people to think about what their wellbeing goal is, what they would like to do more of, and help them come up with ideas that are manageable and realistic. You could arrange a group challenge using the wellbeing log (appendix 5) asking the group to aim to do all Five Ways to Wellbeing actions before the next session; or take the Big Five Challenge and aim to do all five actions in one activity or within 24 hours.

Ysgol Bryn Alyn High School: Group Support Case Study

On a Friday I had a mixed group, ages, ability, and need. One year 7, 2 year 8, 1 year 9, two year 10 and 1 year 11, six girls and one boy. I worked with the pupils individually on their specific issues but on a Friday we all worked together as a group. In my role as the group facilitator I chose the topic for the group and over 8 weeks we discussed the 5 ways to wellbeing. We familiarised ourselves with the 5 ways and we looked at what we did as individuals in our own free time as well as what we do in school. We wanted to share the 5 ways to wellbeing with others and decided to make a dream catcher using the 5 ways to wellbeing as the theme.

Connect: we connected as a group to make our dreamcatcher. We took time to talk to one another. As the group was so varied the young people discussed things with other young people they wouldn't normally have had an opportunity to discuss things with. They learned to listen well to one another over the weeks and praise other group members' skills. They also learnt how to accept praise from others. During the school day our young people connect with lots of people, being a secondary school, they meet different teachers and peers depending on their timetable every school day as well as our many non-teaching members of staff.

Be Active: all our pupils take part in PE lessons as part of their school timetable. We discussed the different activities done in school and in our free time. During the eight weeks one girl started riding her bike to go and see her sister. She hadn't used her bike for a long time the discussion reminded her she still had it. When pupils come to the wellbeing centre feeling angry or anxious whenever possible we go for a walk around school. I usually have to go somewhere even if I don't really. We walk and talk and it is surprising how quickly moods can change.

Take Notice: Following the discussion about take notice we took time to enjoy what we were doing during our sessions. It made us think about how to take time and enjoy making the dream catcher the best we could without rushing on to the next thing. We used various materials with different textures and stopped and thought about each one and how it could be used.

Keep Learning: Every day the young people are learning during every lesson. Our group sessions allowed us all to learn new skills none of us had ever made a dream catcher before. We all made plaits with thread and wool, one girl who struggles with social skills was particularly good at this and once she got into it enjoyed showing everyone else how to make better plaits.

Give: forming a new group, talking, discussing, and sharing ideas as a group made everyone feel good. Producing something new to be hung in the classroom for all to think about and discuss was a gift to all.

During our sessions we all realised that we use the 5 ways to wellbeing in our daily lives without thinking about it. It helped us to understand how the things we are doing help our wellbeing and it highlighted different areas for all of us that we need to work harder on for our wellbeing to be the best it can be.

Five Ways to Wellbeing for individuals

The Five Ways to Wellbeing Framework was designed to help individuals take action to improve their wellbeing. The tools and ideas offered in the group work section are also suitable to use on an individual basis. The tools will help children and young people, their families or members of staff reflect on their wellbeing, and areas they may like to develop further. They can easily be adapted to fit the needs of children and young people, and different settings. These tools can support individual wellbeing conversations, examples of conversation starters are located in appendix 9.

Tried and tested examples:

- 'My Wellbeing Plan' (appendix 4)
- 'My Wellbeing Log' (appendix 5)
- Five Ways goal setting card (appendix 6)
- Use the ideas bank to help young people develop ideas (pages 21-25)
- Use the Five Ways to Wellbeing animation clip (link: appendix 8)

On an individual level, there may be opportunity to extend the support offered to a young person in a particular area of wellbeing, for example 'Connect' by building skills around managing relationships, improving friendships, communication skills or problem-solving skills. Facilitating engagement in 'Being Active' through provision of additional activities, signposting or referral. Supporting individual needs may be facilitated through existing wellbeing provision, or may be individualised for specific need.

Things to consider when discussing wellbeing

Conversations about personal wellbeing can sometimes lead to thinking about difficult issues. The Five Ways to Wellbeing is about creating good habits that will help individuals look after their wellbeing. These actions can also help individuals cope during more difficult or stressful times, for example, going for a walk, taking a mindful moment, or talking to a friend.

If children, young people, parents or staff members highlight difficulties requiring further support, it is helpful to have signposting information available, such as leaflets, websites, or services.

If you develop significant concerns about a child or young person, follow your organisation's own policies and procedures.

SCHOOLS IDEA BANK: Local Area School's Audit - Take Notice

FOR PUPILS	Reflection areas/ time out / calm room	Reflection in assembly/ collective worship	Yoga talk-time	Forest school / Outdoor Learning	Art/ Creative curriculum
noticing what's around us	PSD/ PSE Unearthing Programme	myriad mindfulness project	Focus/time out cards	Targeted groups:	sensory room/ sensory tools: glitter jars, lights
Woodland/ nature/ mindful walks	gardening	Mindfulness techniques	Friends, SAP, Forest school, social skills	work with local artists	growth mindset
7/11 breathing techniques	relaxations CDs/ relaxing music for learning	mindful colouring	mindfulness jigsaw programme	mindful moments	one-to-one support and relaxation techniques
coping with stress/ emotional health sessions	Geography: taking notice of the local area	Thinking Time	Restorative practice	Draw and Talking Therapy	Calming areas/boxes e.g. stress balls, fiddle toys, music
Reflection time in PSE & circle time	Art Club	Quiet areas – nurture room/library	Displays and working walls	Calm boxes in each class	'Go Noodle' activities

For Staff	mindfulness	Yoga	Tai Chi	MindEd modules	quiet outdoor area for breaks
Learning walks	Staff meetings/training days	Reflection time in assemblies	SAP / FRIENDS Training/sessions	Staff one Page Profiles	Mystery angel (noticing positives)

For Parents	Photographs	Shared projects with children	forest school activities with parents	information re: growth mindset	progress meetings
Parents evenings	5 Ways to wellbeing workshop	One Page Profiles	Signposting to services	Class assemblies	celebrations

Resources SAP resources & trained staff Friends For Life & Fun Friends resources & trained staff	Carol Dweck Resources, websites and books	Relaxation CD Teen self-esteem workbook	Yoga for kids CD's and online resources www.gonoodle.com Headspace app Relax Kids Sensory tools Mood app tracker
	Twinkl resources – Unearthing programme and resources	MIND emotional health and wellbeing activities	
		Yoga Worry box	

SCHOOLS IDEA BANK: Local Area School's Audit- Connect

For Pupils	Emotional, Social, communication & relationship skills groups	ELSA (Emotional Literacy Support Assistant)	morning meet and greet, and after- school goodbye	Breakfast/ Lunch /After school clubs	FRIENDS Programmes / SAP group
Prefects / Monitors	School / Eco council	playground/ dinner buddy	reading buddy	pupil-voice group	pastoral lead support
Outside agencies	friendship programmes	Play shed	Assembly / Circle time	Clubs: Art, Book,	youth club
peer mentors	Form/ class reps	school-based counselling	Open door policy	transition activities	Notice boards
Church harvest service	Activities with family/ community	Unearthing programme	Link with other primary	Collective Worship	restorative practice
one to one support	Trips/ visits	diversionary activities	family fun day	Pair/group work	Sports Captains
Multi-cultural food week	Friendship benches	PSHE sessions	Choir singing in	Hwb emails	Golden Time

For Staff	occupational health	social activities	Pivotal / Restorative Practice	School to School Collaboration	end of day coffee
staff meetings	staff nights out/ social events	staff noticeboard	individual / management support	Access to counselling	support from local church
termly events	staff meetings	Hwb Staff groups	Cluster meetings	Network meetings	Conferences
talent show	Weekly CPD	INSET Day activities	training	Debrief, share and offload	Supervision meetings
Reflection	Staff SAP group	Texts	Morning Briefing	Speed planning	yoga/ tai chi

"Our staff room is a great place to enhance wellbeing – a liberal dose of cake and a laugh with colleagues can work wonders!"

For Parents	organise holidays for families in need	parents evenings/ parent sharing evening	Parent volunteers in school & afterschool clubs	support from pastoral lead	signposting to outside agencies
communication and advice from pastoral support	Summer / Christmas Fairs	parenting programmes, workshops, Parent SAP	family learning signature / family learning events	Curriculum information sessions	parent time-out group/ parent drop-in/ Social support
family fun programme	coffee mornings	Welcome evenings	Multi-cultural food week	world book day	facebook, website, twitter
Meet and greet	Toy Library	PTA & events	transition work	talent show	Class dojo
Families Connect group	parents activity afternoon	Seesaw/ Parentmail	Parent Governors	Parent network	Weekly newsletter

Recommended Resources: play equipment pastoral guidance materials Class dojo website	Friendship formula SAP: Student Assistance Programme Friends for life/ Fun Friends training and workbooks	Volcano in My Tummy' 'My Bag of Worries' λ AIKADUUL for teenagers' – Alex Kelly	Let's talk relationships – Vanessa Rogers; Intabr session plans – relationships – Robin Dynes MindEd – Website
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SCHOOLS IDEA BANK: Local Area School's Audit - Be Active

For Pupils	5x60 activities	physical literacy programme	go noodle	wrexham sports	play zones/ playmakers
brain gym	outdoor area/ learning	gardening club	SHEP (school holiday enrichment programme)	Wrexham racecourse wellbeing project	race for life 3k walk/ run, Sports Relief/
couch to 5k programme	stickykids	Sports events: district sports	football/netball tournament	Sports Council	athletics
swimming gala	Activity Centre and trim trail	Regular stretches: brain gym	Sports Day	Residential & annual trips: Nant BH, Glan Llyn, Crocky Trail	Taster Sessions
Wellbeing week – range of activity sessions	Enrichment afternoon activities	Duke of Edinburgh	Staff/pupil football match	Monday mile	Forest School

For Staff	lunchtime yoga and tai chi	dog walking	Kingswood	staff outdoor learning	daily mile
staff walk up moel famau	involvement in team sports	signposting to health promotion events	'Fitness Friday' and 'Workout Wednesday'	Provision for staff who cycle to work	Gym offers from WCBC
Staff exercise group after school	Afterschool clubs	PE lesson with pupils	Race for Life	Regular social events	Introduction to Yoga at staff meeting

For Parents	sports day	family 3k race for life / sponsored walks	dads football	parents session of SHEP (school holiday enrichment) programme	Parents encouraged to cycle/ walk to school with children
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Resources Play equipment sports equipment dragon sports bikes	couch to 5k app Go Noodle for active brain breaks during the afternoon Stickykids External providers	Multi-skills (Dragon Sports) Playmaker course for children School yard and field twinkl –'farmyard yoga'/ 'jungle	Queensway Waterworld Tennis Centre Nant BH Sainsbury's & Tesco's vouchers to buy equipment
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SCHOOLS IDEA BANK: Local Area School's Audit - Keep Learning

For Pupils	school visits, trips, residentials & events	outdoor learning	mucky Mondays'	'Money Makers' enterprise programme	Enriched curriculum
Pupil Centred Plans	Choir! Music lessons	One page profile	target setting! self-evaluatio	curriculum learning	peer mentoring training
subject champions	Lunchtime! afterschool clubs	pastoral guidance days	life skills	Forest school	Newsround
Cooking	WOW project (world of work)	young voices	homework	child-led event planning	SAP; FRIENDS
road safety	PSE! Outside agency educations sessions	Pupil Centred Planning	Extra Curricular	ICT skills: coding, spreadsheets etc.	eisteddfod
Research	healthy schools	Design to Smile	Wellbeing week	Intervention Groups	Enrichment activities
Alex Kelly Social Communication groups	Assemblies - learning to learn	Duke of Edinburgh award	Careers Wales	Self esteem games	Circle time

For Staff	MindEd modules	music performances	tai chi ! yoga	Forest school	Visits & school trips
Staff quiz	professional development and training	mentors	Performance Management	Visits to other schools	Topic based learning
Sharing expertise, good practice	Staff meetings! training days	Qualifications : FD Degree, NVQ, Middle Leadership	Regular CPD	Enrichment options	Cluster ! Co-ordinator groups

For Parents	Parent information sharing evenings	homework related to families	parent support groups! parenting courses	family learning activities – cooking on a budget	parent involvement in Pupil Centred Planning
Family days to techniquet	Read Write training	Gardening	PTA events	Parent helpers	Guidance leaflets
Parent evenings	Quiz nights	Careers Wales transition	Literacy, Numeracy, Welsh groups	ICT club after school with their children	Internet safety training

Resources Peripatetic tuition	resources! workbooks for topics	Trips ! visits Goal-setting paperwork	SAP! FRIENDS workbooks	social and communication games! resources	careers wales website and CV builder
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SCHOOLS IDEA BANK: Local Area School's Audit - Give

For Pupils	Donations: Harvest; Foodbank; PTA events	Community Links! volunteering	PTA! Charity fundraising	Helpwr Heddiw	Certificates! stickers, messages home, compliment child
Star of the Day, Pupil of the Week, Best Class Attendance trophy	Improving school playground - planning, organising, tidying	support for primary school activities by secondary school	Sharing stories in local newspaper	peer mentoring ! paired reading	Community involvement e.g. Choir singing at local nursing home
eisteddfod	School council	digital champions	Helping others	red cross visits	first aid training
community gardening	posters displayed in local village	Community ! school litter picking	celebration assemblies	e-cadet	support older members of the community
support community luncheon club	Playground buddies	monitor roles and responsibilities	School council & eco council	healthy schools	remembrance
Celebration: birthdays, achievements, qualities, efforts	Operation Christmas child	Children in Need; Comic Relief; Sports Relief; Race for Life; Macmillan	Church links	Using manners	Helping out at events
Praise !compliment others	Saying Thank You to friends & helpers!	Afternoon Tea with Head Teacher	Prefects	Being kind! sharing	Helping others with their work! peer assessment

For Staff	Secret Santa	Volunteering to run clubs after school	NQT ! Peer mentors	community work ! Volunteering	compliments wall in staffroom
celebration events for congratulations	supporting extra-curricular activities	Charity donations !fundraising events! schools fairs ! PTA events	Learning walks – feedback	Mystery angel	whole school breakfasts or lunches

For Parents	Governors	PTA	Foodbank vouchers	fundraising events e.g. Race for Life	Parents supporting events
Donations to school ! charity	Eco day	Sports day	Homework!reading support	Volunteering	Second hand uniform swap shop

Ideas Bank - Individual and group examples

Take Notice

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to school, eating lunch or talking to friends. Be aware of the world around you and what you are feeling; reflecting on your thoughts and feelings may help you to identify why you may be feeling a certain way.

Key message:

Be fully present in the moment, use your senses to notice all elements of an activity or experience. Take time to be still, reflect and become aware of your surroundings. Reflect on your experiences and appreciate what matters to you.

Ways to take notice:

- Take a different, more beautiful route to or from school
- Stop and really take in your surroundings
- Reflect on the positives, what you can be grateful for – there is always something Take notice of what you are thinking. Not to judge or be hard on yourself, but just to be more aware of what you are thinking
- Really savour every mouthful of your lunch, noticing the texture, flavour, how the food feels, tastes
- Consider your strengths and how you make the most of them. Think about who inspires you and why
- Notice your neighbours and people around you Notice wild flowers and where they grow Watch animals and birds outside
- Notice your breath, in and out, how it feels Take photos of things that interest you. Listen to the rain on your window
- Cloud watch, notice the shapes changing, what speed do they move
- Do some people watching in the middle of town or in the park
- Try a new food and then notice how different it tastes and feels

Hertfordshire County Council, January 2015



Ideas Bank - Individual and group examples

Connect

Connect with the people around you. With family, friends, and neighbours. At home, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

Key message:

Connect, build, broaden and strengthen relationships and social networks. Spend time with others, friends and family and make time for conversation or having that chat.

Ways to connect:

- With family- share your day and ask about theirs
- At school- speak to someone new. Smile and speak to someone as you pass them in the corridor
- Ask a friend about their weekend and pay attention and listen when they tell you Talk to someone in person or on the phone instead of messaging or social media Make contact with someone you used to hang out with
- Find an old photo of friends or family and share it with them Don't use your phone for a day (or at least for a few hours!) Take your headphones off when in a shop
- Ask your parents or carer about their childhood
- Don't use the self-checkout in a shop and talk to the shop assistant
- Write a letter or send a postcard to someone
- Smile at a person on the street and say hello
- Share a random or inspirational photo with your friends

Hertfordshire County Council, January 2015



Ideas Bank - Individual and group examples

Be active

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Evidence suggests that physical exercise changes your brain chemistry and releases happy hormones which in turn can make you feel more positive. Most importantly, discover a physical activity you enjoy and one that suits your level of mobility and fitness.

Key message:

Being active is for people of all ages and does not need to be intense physical activity. Being active, such as walking, can also encourage social interactions.

Ways to be active:

- Play your favourite song and dance to it
- Go for a walk at lunchtime
- Walk to school
- Get off the bus one stop earlier and walk the final part of your journey
- Go to your local park
- Stretch and move your limbs in the morning, midday and evening
- Join a new sports club or team
- Walk the dog
- Do some gardening
- Make bread- it's hard work!
- Climb a tree
- Go to PE- no excuses!
- Try out a new exercise class like yoga or zumba
- Learn how to swim or ride a bike
- Create a five a side football team
- Try crazy golf or bowling with your mates
- Walk to see friends instead of going in the car
- Have a Wii fit competition

Hertfordshire County Council, January 2015



Ideas Bank - Individual and group examples

Keep learning

Try something new. Sign up for that course. Take on a responsibility at school. Fix a bike. Learn to play an instrument or how to cook your favourite food.

Key message:

Set a goal. Learn something new. Try something fun. Achieve a goal. Learning can involve any manner of subjects, not just what you have to do in school. Learning can be social; you may make new friends as well as new skills.

Ways to keep learning:

- Research something you've always wondered about
- Discover something new, find out more about something you're interested in
- Read the news or a book
- Use a conversation as a way to learn new things, be curious
- Sign up for a class or group outside of school
- Learn a new word
- Visit your local library
- Learn something new about yourself
- Go to a quiz or host one among your friends
- Learn an inspirational quote
- Download a random fact app
- Go to a museum
- Learn a new hobby or a new language
- Learn a new dance routine or the words to a new song
- Learn a new route home
- Find out more about something your friends or family are interested in
- Learn more about your family history
- If you hear something you don't understand, Google it straight away
- Use a dictionary for words you don't know
- Think about how others are feeling and work out why

Hertfordshire County Council, January 2015



Ideas Bank - Individual and group examples

Give

Do something nice for a friend, thank someone, smile, volunteer your time, join a community group, look out, as well as in.

Key message:

Any acts of kindness, whether small or large can make you feel happier and more satisfied about life. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

Ways to give:

- Check up on a friend
- Give unwanted items to a local charity shop
- Smile and be willing to give your time to someone and have a conversation
- Say thank you to someone who has helped you, send them a text, message or write them a letter to show how much it means to you
- Donate your time to do something for someone else; help a neighbor; carry shopping or offer to baby-sit
- Offer to help your parents or people you live with round the house
- Bake a cake and give it to someone
- Do some volunteering
- Volunteer for an extra responsibility at school or college
- Give yourself some time to relax
- Be a good role model

Hertfordshire County Council, January 2015



School name: _____

Wrexham School's Wellbeing Audit Tool

Wellbeing is an important aspect of school life, and important for development throughout childhood into adulthood. Research shows:

Children with **positive health and wellbeing** are likely to **achieve more at school**.

The school environment influences the health and wellbeing of pupils, **engagement** and their **readiness to learn**.

Social and emotional skills are linked with greater health, wellbeing, and achievement.

Schools that provide programmes that **focus on Emotional and Social wellbeing** have shown **11% increase in outcomes** for pupils.

Professor Fiona Brooks (2014), head of adolescent and child health research, University of Hertfordshire, UK.

Wrexham 5 Ways to Wellbeing Partnership Group:

A local partnership of organisations seeking to promote wellbeing in Education Settings, including: CAMHS; Education Psychology; Healthy Schools; Public Health Wales; Caia Park Health Team; Ysgol Bryn Alyn; The Rofft; Ysgol Tanyfroniant Inspire Youth work Team.

40 GIG NITS

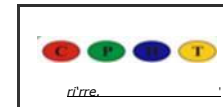
(Fferdd Iechyd Pr tyl.gol
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Wales



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Ysgol Bryn Alyn



inspire

School name: _____

5 Ways to Wellbeing

There are **5 actions we can do every day** to promote good wellbeing: Your Mental Health 5 A Day

Connect * Be Active * Take Notice * Keep Learning * Give

There is a lot of evidence-based research available that tells us which **everyday actions** are most important for **promoting wellbeing** for people of all ages. In 2008, the New Economics Foundation (Nef) collated this evidence and produced the nationally used **5 Ways to Wellbeing**. We want to share and use this research across Wrexham, and find out what is already happening and if any training or resources could be helpful to promote whole-school wellbeing.

Wellbeing according to Nef:

Feeling Good and Functioning Well

Feelings of happiness, contentment, enjoyment, curiosity and engagement

Experiencing positive relationships, having some control over one's life and having a sense of purpose

You can read more about the evidence-base for the 5 Ways to wellbeing here: <http://b.3cdn.net/nefoundation/8984c5089d5c2285ee t4m6bhqq5.pdf>

The Connected School

'The central idea is the argument against fragmentation and dislocation in young people's lives, particularly in their schooling. Everything is connected and these connections matter greatly to education and to young people's development'.

The 5 Ways to Wellbeing is a practical demonstration of how evidence-based activities 'connect' across all aspects of school life in a whole-school approach to improving wellbeing and outcomes for young people.

The connected [school:https://www.ncb.org.uk/sites/default/files/uploads/documents/Nealth_wellbeing_docs/the_connected_school_final_for_web.pdf](https://www.ncb.org.uk/sites/default/files/uploads/documents/Nealth_wellbeing_docs/the_connected_school_final_for_web.pdf)

School name: _____

We would be grateful if a Senior Leader could complete the following quick to complete audit tool. Your responses are really important to mapping good practice related to wellbeing across Wrexham, identifying any gaps or needs, and the development of future wellbeing resources or training for Education staff in Wrexham. *Thank you for your time.*

Name of School:

Name and Role of person/s completing:

Email address:

Date completed:

Signed:

Return to: bcu.camhsearlyintervention@wales.nhs.uk or post to: Claire Woodcock, CAMHS Early Intervention and Prevention Team, Wrexham Child Health Centre, P. O. Box 2073, Maelor Hospital, Wrexham, LL13 7ZA.

<i>Please tick...</i>	Yes	No	Unsure	<i>Any Comments</i>
Are staff aware of the Five Ways to Wellbeing?				
Are pupils taught or made aware of the Five Ways to Wellbeing?				
Do you currently use the Five Ways to Wellbeing as a planning tool?				
Do you have an appointed leader responsible for wellbeing?				
Name*				
If developed, would you use a local guidance document on whole-school approaches to wellbeing, including local good practice ideas and how to use the Five Ways to Wellbeing in schools?				
If developed, would you use resources for young people such as apps, online interactive leaflets/worksheets, story books? (please comment preference)				

School name: _____

Why Connect?

The research says:

Happy People have stronger social relationships.

Social relationships and social participation promote wellbeing, and act as a buffer against mental ill health.

Connect

Please Map out below what your school currently does or resources you use that links with 'Connect'. Some examples of how schools use 'Connect' are given opposite.

School examples:

- Meet and greet
- Circle time, listening/ reflection time
- Group work e.g. social groups, **SAP, FRIENDS Programme, reading**
- **Lunchtime** or after **School clubs**
- **Playground buddies, peer mentoring**
- **School councils, Pupil voice**
- **Individual support e.g. counselling**

School activities / For Pupils

For Parents

For Staff

Resources used: Programmes, books, apps, websites, activities, other tools

School name: _____

Why Be Active?

The research says:

Regular physical activity increases wellbeing, improves mood, and reduces low mood and anxiety.

Activity can be less than 10 minutes for improvements in mood and feeling good.

Be Active

Please Map out below what your school currently does or resources you use that links with 'Be Active'. Some examples of how schools use 'Be Active' are given opposite.

School examples:

- Play time
- PE
- Lunch time or after school Sports groups
- Daily Mile
- Bike-ability
- Walks
- 5 minute activity e.g. dance
- Swimming lessons

School activities / For Pupils

For Parents

For Staff

Resources used: Programmes, books, apps, websites, activities, other tools

School name: _____

Why Take Notice?

The research says:

Being aware of what is taking place in the present directly enhances wellbeing.

Mindfulness —the state of being attentive to and aware of what is taking place in the present — predicts positive mental states, self-regulated behaviour and heightened self-knowledge.

Self-regulation is very important for wellbeing.

Take Notice

Please Map out below what your school currently does or resources you use that links with 'Take Notice'. Some examples of how schools 'Take Notice' are given opposite.

School examples:

- Mindfulness
- Mindful moments/activities/ reflections e.g. during assemblies
- Quiet/ reflective space
- Activities e.g. Yoga, forest school
- Art e.g. noticing what is around
- Sensory/attention tools e.g. Glitter jars
- Individual sessions
- Time out

School activities / For Pupils

For Parents

Resources used: Programmes, books, apps, websites, activities, other tools

For Staff

School name: _____

Why Keep Learning?

The research says:

Learning through life increases self-esteem and encourages social interaction.

Goal directed actions are important.

Formal and *informal* learning are both important

Keep Learning

Please Map out below what your school currently does or resources you use that links with 'Keep Learning'. Some examples of how schools 'Keep Learning' are given opposite.

School examples:

- Life skills e.g. cooking
- Forest school
- Skills groups e.g. FRIENDS, SAP, Social skills
- Curriculum learning
- Extra-curricular activities
- Learning about self: e.g. Pupil Centred Plans
- County Music lessons

School activities / For Pupils

For Parents

Resources used: Programmes, books, apps, websites, activities, other tools

For Staff

School name:

Why Give?

The research says:

Giving back to others through social and community participation promotes wellbeing for people of all ages.

Happiness increases when committing to acts of kindness once per week.

An enhanced neuronal response in reward areas of the brain show mutual co-operation is intrinsically rewarding.

Give

Please Map out below what your school currently does or resources

You use that links with 'Give'. Some examples of how schools 'Give' are given opposite.'

School examples:

- School council
- Fund raising
- Playground buddies
- Peer mentoring
- Community involvement e.g. choir singing at residential homes.
- Kindness tree e.g. compliments
- Volunteering
- "Helpr Heddiw"

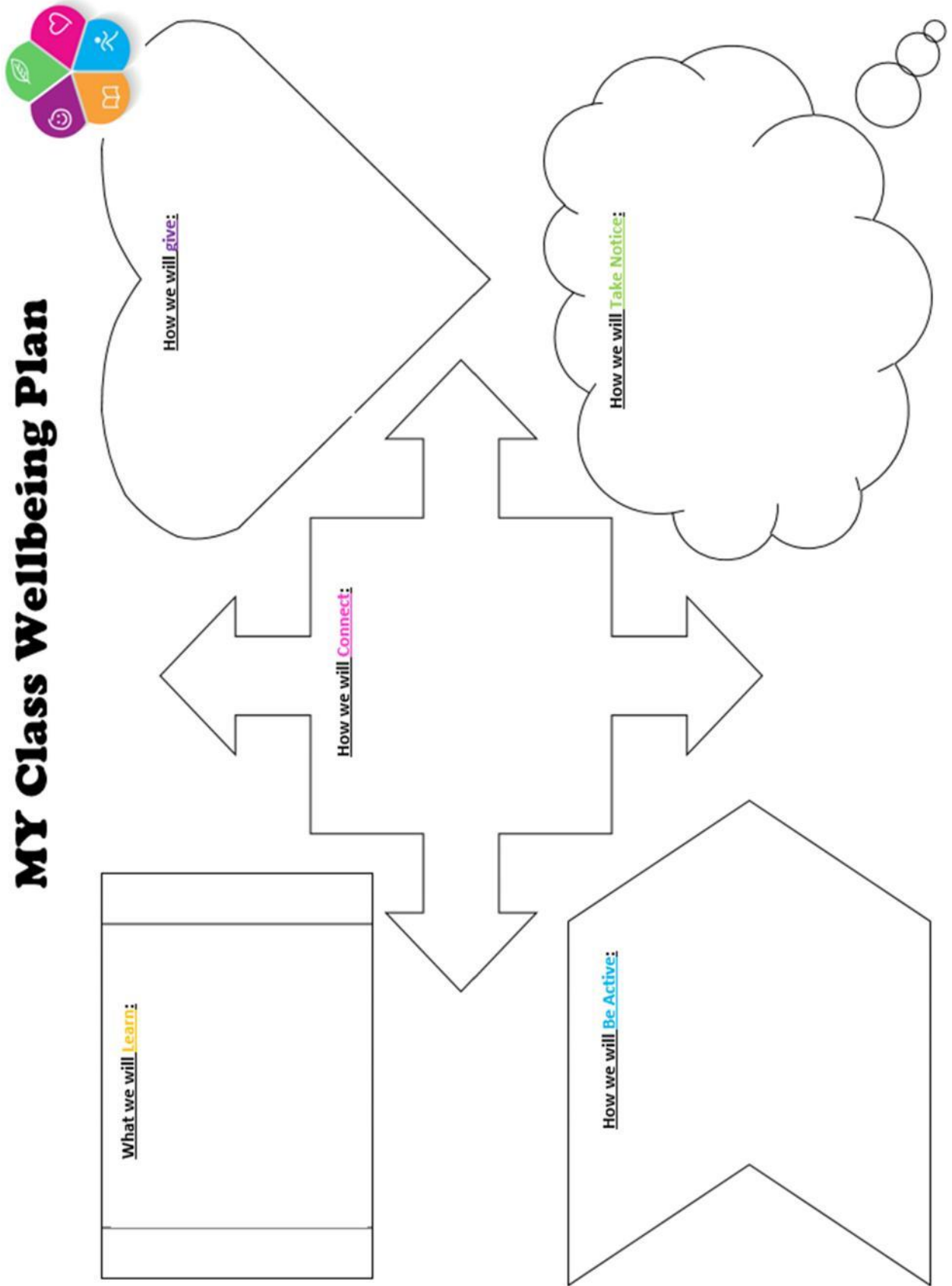
School activities / For Pupils

For Parents

Resources used: Programmes, books, apps, websites, activities, other tools

For Staff

Appendix 2: My Class Wellbeing Plan



The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life					
2	I have always told the truth					
3	I've been able to make choices easily					
4	I can find lots of fun things to do					
5	I feel that I am good at some things					
6	I think lots of people care about me					
7	I like everyone I have met					
8	I think there are many things I can be proud of					
9	I've been feeling calm					
10	I've been in a good mood					
11	I enjoy what each new day brings					
12	I've been getting on well with people					
13	I always share my sweets					
14	I've been cheerful about things					
15	I've been feeling relaxed					

SCWBS Key

Wellbeing Sub-components and Related Items

Wellbeing Sub-Component	Item	Related Item on the SCWBS
Positive Emotional State	9	I've been feeling calm
	14	I've been feeling cheerful about things
	15	I've been feeling relaxed
	10	I've been in a good mood
	12	I've been getting on well with people
	11	I enjoy what each new day brings
Positive Outlook	8	I think there are many things that I can be proud of.
	5	I feel that I am good at some things
	1	I think good things will happen in my life
	4	I can find lots of fun things to do
	6	I think lots of people care for me
	3	I've been able to make choices easily

Each item is scored 1 to 5.

The minimum for the scale is 12 and the maximum 60.

Currently the mean average score is 44 with 50% of all scores within the range of 39 and 48.

Social Desirability Sub-Scale

	Item	Related Item on the SCWBS
	2	I have always told the truth
	7	I like everyone I have met
	13	I always share my sweets

Each Item is scored 1 to 5.

Overall scores of 3 or 14/15 on this sub-scale would indicate that the participant's wellbeing scores should be treated with caution.

Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick (✓) the box that best describes your experience of each over the **last 2 weeks**

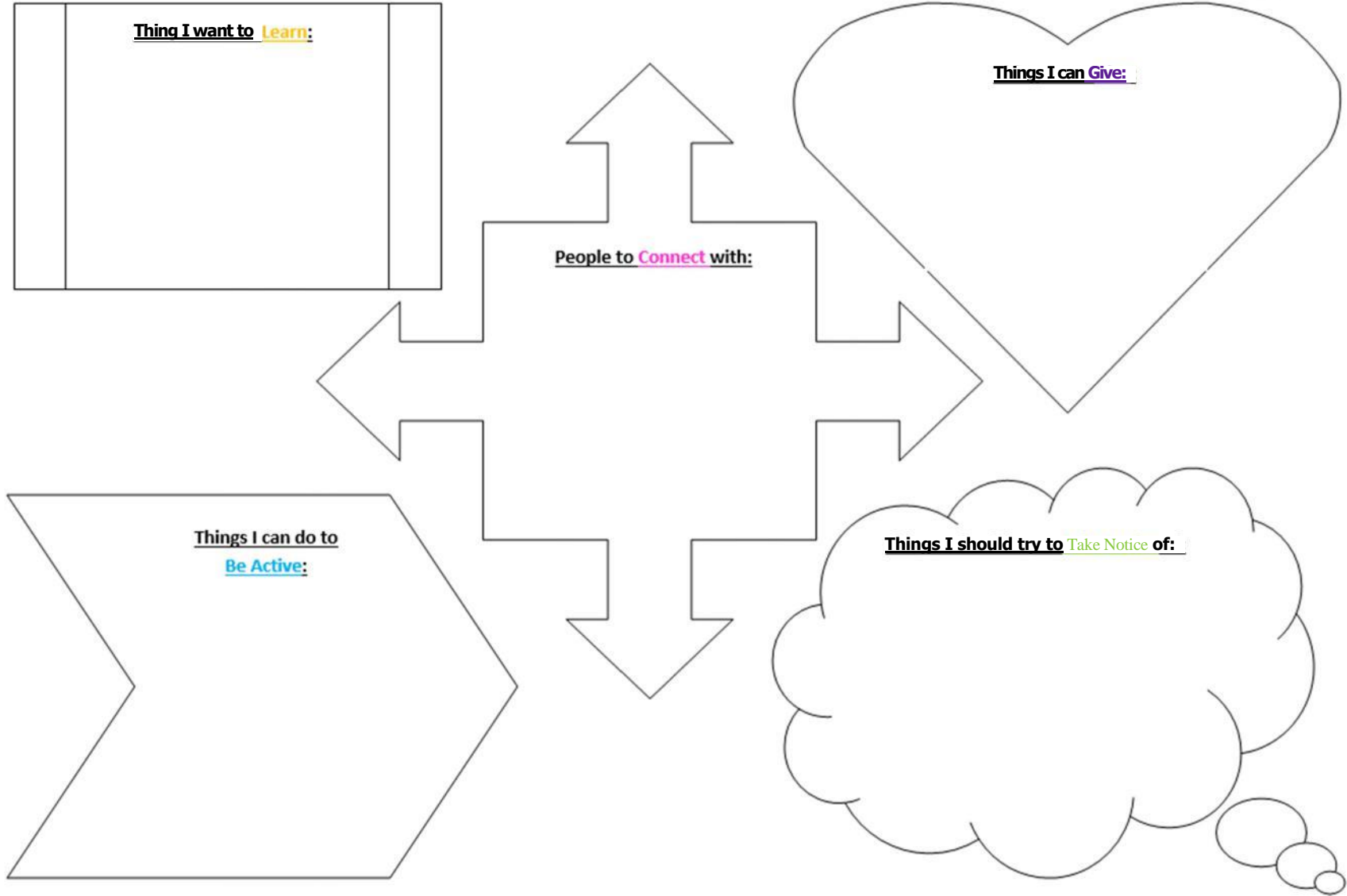
STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

© WEMWBS

Warwick-Edinburgh Mental Well-being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.

WEMWBS is very simple to score. The total score is obtained by summing the score for each of the 14 items. The latter ranges from 1 – 5 and the total score from 14-70

MY Plan



My Five ways to wellbeing Log Sheet

	Monday	Tuesday	Wednesday	Thursday	Friday
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Appendix 6: Goal Setting Card



Pum ffordd at les Five ways to wellbeing



Fy nod ar gyfer yr wythnos hon yw i...
My goal for this week is to...

 Bod yn rhyngwr Take notice	 Cywlltu Connect	 Bod yn rhyngwr Be active	 Did all i ddysgu Keep learning	 Wnes Qiw
--	---	--	--	---

Wnes i lwyddo?
Did I manage to do it?

Sut y gwnaeth i mi deimlo?
How did it make me feel?



Five Ways to Wellbeing Pledge

I will take ownership of my own wellbeing and I will do this by making sure I do as many five ways to wellbeing actions as I can every day.

I will help my friends and family to do the same

Name:

Signed:

Date:

Appendix 8: Five Ways to Wellbeing Animation and Links

<https://youtu.be/axPKL5IEfqE>



Film of Wrexham Primary School teacher talking about how to use the Five Ways to Wellbeing:

<https://youtu.be/lsgPwFQAhB4>

Portia Woods - Primary School Teacher



Additional resources and short clips are available on the North Wales Five Ways to Wellbeing Webpage:

<http://www.wales.nhs.uk/sitesplus/861/page/93956>

Conversation Starters 1- Talking about football

You: It's good that you like being active and football is a great way to meet up with friends. Did you know that that's two of your Five Ways to Wellbeing actions? **Be Active** and **Connect**?

Young person: What's that?

You: Five Ways to Wellbeing are five actions that can be taken to improve wellbeing. Looking after your mental wellbeing is as important as looking after your physical health. Mental wellbeing is about feeling good and functioning well and there are actions that you can take regularly to help you improve and look after your wellbeing. By playing football with others you have covered two out of the five actions that can help, being active and connecting with other people. Let me explain...

By **being active**, it is good for your wellbeing as it reduces stress and anxiety. & while you are concentrating on playing football, you are not thinking about other things, such as the piece of homework that needs doing or the exam that's coming up.

You are **connecting** with others while you're playing, both your own team mates and those you are playing against. Feeling connected to other people is proven to help you feel good and function well.

The other 3 actions:

Give - giving someone something, it could be a smile, your time or you could help someone with a problem they have. Can you remember a time when you have helped someone? What did you do? Did you notice how it made you feel at the time?

Take notice - stopping and paying attention. There is so much to be aware of, but usually we are in too much of a rush to really notice our surroundings. Stop and observe something closely. Look beyond what you normally see and look at it in a different way or from a different angle

Keep learning - something new. What interests you? It can be something small or big? Think about this as different to the type of learning in school or college. For example, you might be interested in a particular animal or a country - how can you find out more about it? TV, Internet, Google, family, neighbours, the library? You might want to find out about a chosen career. Who else does this job? How did they get there? What courses did they take? Learning offers real satisfaction and keeping your mind active is beneficial for your wellbeing.

Adapted from: Hertfordshire County Council, January 2015

Conversation Starters 2 -Difficult days

You: Using the Five Ways to Wellbeing actions can really help when things are not going so well, but it is good to practice using them on good days so they are familiar to you. Do you often stop and think about what you appreciate in life?

Young person: Not really no.

You: It's really simple, but it may feel odd to start off with particularly if you don't normally think about what you appreciate in life. Here's what you do:

Before you go to bed tonight I want you to think of three things that you are grateful for and you appreciate in your life. It can be big or small things- it doesn't matter. The important thing is that you stop and **Take Notice** of three things. You could write them down, record it on your phone, or tell someone. Try doing this every night for one week.

Young person: That is going to be weird!

You: It might feel a bit weird to start with, but sometimes we spend more time thinking about what's difficult or going wrong, we don't notice the positives. Start to notice the smaller things - like a smile from a friend, how much you enjoyed drinking your favourite drink, or looking out the window at a beautiful starry night.

If this works for you, you can share what you notice with someone else too. This is another of your Five Ways to Wellbeing - **Give**. Choose someone who has done something for you that you are grateful for and take the time to tell them. It will make you and them feel good.

Young person: That makes sense.

You: Do you ever think about going for a walk on a not-so-good day? **Being Active** for Just 10 minutes can boost your mood and make you feel a little better - it can help even more if you go with a friend too, as you'll both **connect** and have someone to talk to! Would you be up for giving that a try?

Young person: Ok

You: Shall we set a goal this week that you'll go for a walk 3 times? Let's write down who you will go with?

Young person: Uh I'll try two times with the dog, and maybe my brother!

Adapted from: Hertfordshire County Council, January 2015



Pum ffordd at les Five ways to wellbeing

Pum peth symly gallwn ni i gyd eu gwneud i roi hwb i'n lies
Five simple things we can all do to give our wellbeing a boost



Rod yn sytwgar
Take notice

Cymrwch a mse r 1 chich hun, sylwch or **bethau** o'ch cwm pas a sawrwch y foment

Take time fo r yourself, notice things around you and savour the moment



CYsYlitu
Connect

Gwnewch am ser i gysylltu a ffrirdiau a theutu i he tpu i gyfoethogiich diwmod

Make time to connect with friends and family to help enrich your day



Bod yn fywlog
Be active

Mae bod yn fywiog yn gwneud i chi deinten dda. Sy mudwch - dawnsrwch, canwch; camwch ellen - ewch am dro, i re deg neu ifeicio

Being active makes you feel good. Get moving - dance, sing; step outside - go for a walk. a run or cycle



Dalati ddysgu
Learn something new

Galt dysgu rhywbeth newyddfod yn hwyl, gwneud i chi de in to'n dda a datblyguich hyder

Learning something new can be fun, make you feel good and build your confidence



Rhol
Give

Fe all gweithredoedd o garedigrwydd, hetpu era ill neu hyd yn oed gyvirboddoti eich gwneud i deimlo'n hapusach

Acts of kindness, helping others or even volunteering can make you feel happier



5.4

