



WELLBEING IN SCHOOLS A LIFEBEAT GUIDE

SOMERSET SECONDARY SCHOOLS

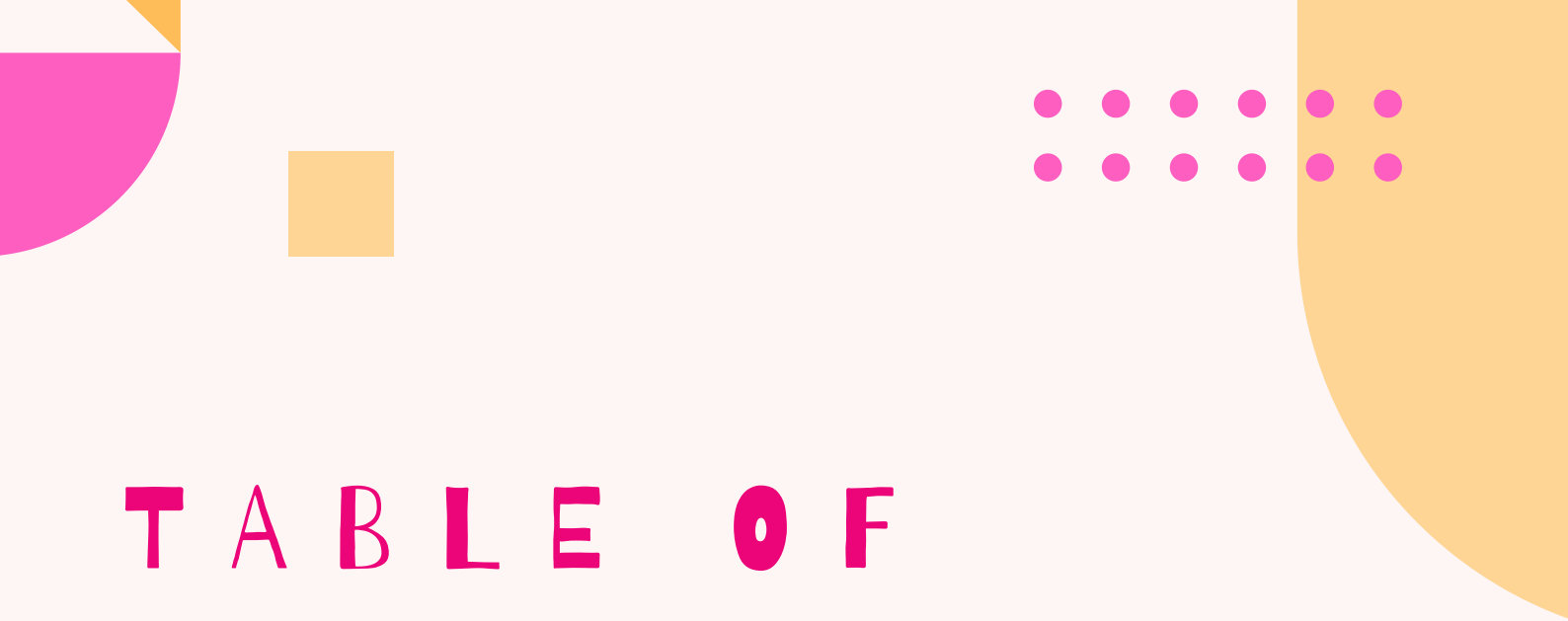


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THE INTRO

This guide has been produced in consultation with a diverse community of young people aged between 14-19 from across Somerset. These young people have participated in a number of discussions and workshops to identify the challenges and recommendations for secondary schools on how to embed the three pillars of wellbeing from Public Health's Somerset Wellbeing Framework for Schools:

- Community and Belonging
- Positive Relationships
- Healthy Lifestyles

In the second section, they have been consulted on their top tips regarding LIFEbeat activities and practices which could be embedded within school settings to enhance the wellbeing of all school stakeholders.



During this youth wellbeing consultation, live-illustrator Sarah-Louise Harper, captured some of the conversations and reflections of young people.





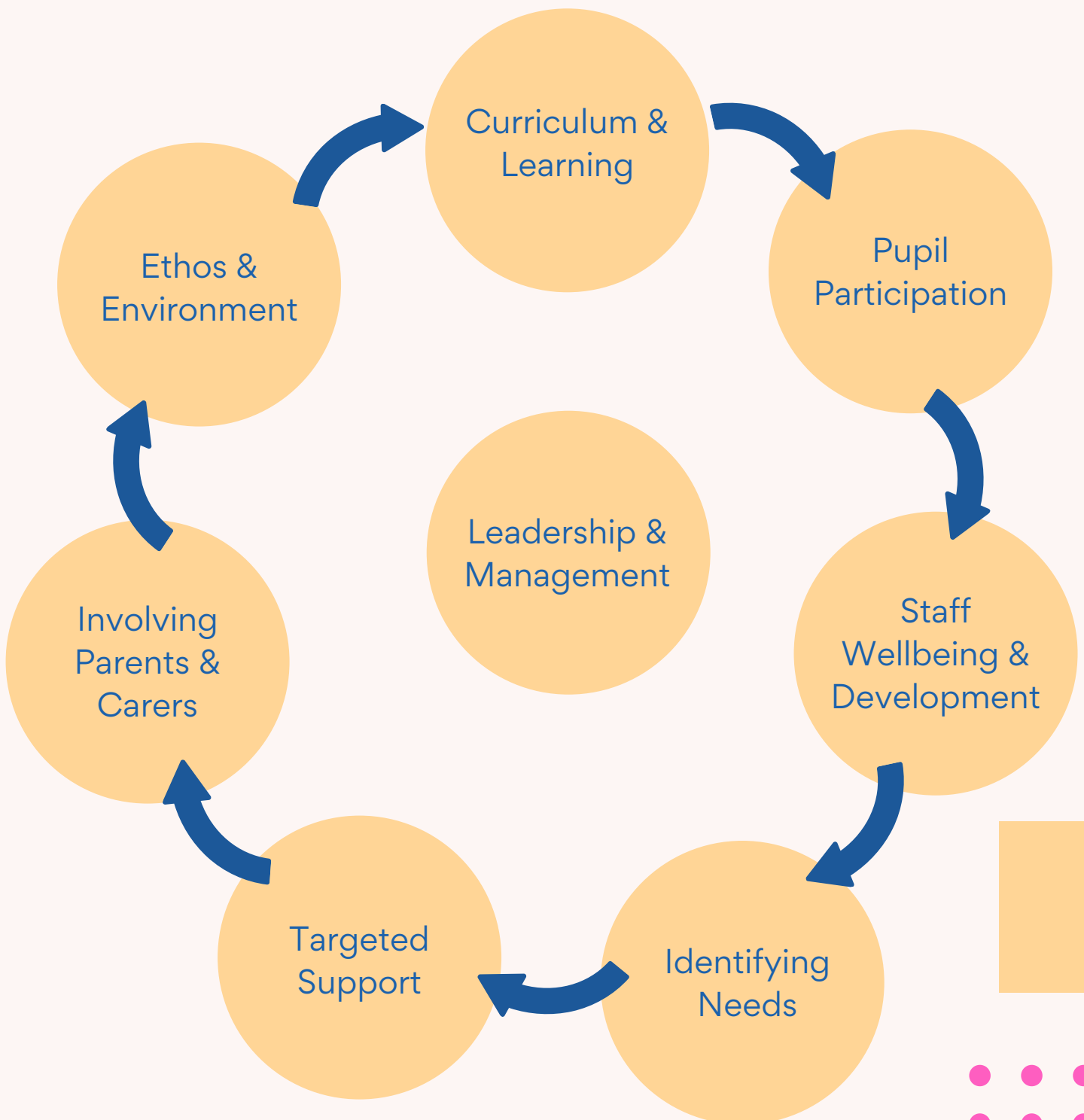
SOMERSET WELLBEING FRAMEWORK

In order for both pupils and staff to thrive and learn, it is essential for secondary schools to create and nurture safe, happy, learning communities. The Somerset Wellbeing Framework is a tool for schools to embed the core foundational principles and practices of wellbeing. This whole school approach is aligned to Personal Development, a whole school approach to mental health and the foundational importance of positive relationships at the heart of the Relationships, Sex and Health Education curriculum and culture. The Somerset Wellbeing Framework advocates an 8 principle approach (see graphic on page 6).

This guide embraces the principle of Pupil Participation. At the heart of pupil engagement is empowering young people to actively participate in giving feedback and in co-creating school culture to inform the health, wellbeing and happiness of school community stakeholders. This guide represents the ideas of secondary school pupils from across Somerset.

Somerset Wellbeing Framework (SWF)

8 Principles



THE THREE PILLARS

COMMUNITY & BELONGING

Belonging is a sense of connection with a group or institution. When pupils feel included and connected to school, they are more likely to participate.



POSITIVE RELATIONSHIPS

Respectful Relationships are the glue that hold a positive school community together and include: peer to peer, pupils to staff, governors, visitors, the wider community and ourselves.



HEALTHY LIFESTYLES

Lifestyle behaviours such as; how well we eat, how much sleep we get and how active we are can really impact on our mood, ability to cope and function in everyday life.



COMMUNITY & BELONGING

CHALLENGES IDENTIFIED & RECOMMENDATIONS
FROM YOUNG PEOPLE



LIFEbeat

COMMUNITY & Belonging



“Belonging is a sense of connection with a group or institution. When pupils feel included and connected to school, they are more likely to participate in the school community and achieve academic success.”

CHALLENGES

- **Schools don't recognise themselves as a social spaces** even though they are where the majority of young people spend time with their friends/ make friends.
- There **aren't enough social events**, other than once every 10 weeks.
- The school environment is **not conducive to social spaces for young people** to connect in a relaxed, fun or nurturing way.
- The school **staff don't seem to have positive social relationships** or bonds with each other.
- There are no possibilities for young people to express themselves and therefore it is **hard to feel like you belong**.
- Schools and **teachers don't check in with students** and ask how they are, they just expect them to get on with work.
- Most young people **don't want to be at school** and **don't feel safe**.
- Secondary schools have **a lot of division**. You tend to gravitate towards people similar to yourself.
- Within a school, people tend not to like people different from themselves.
- It is **not safe in school**, there is a lot of bullying and people pick on each other and nothing is done about it.
- **Schools are rigid** and teachers don't have the skills to build community and help students to connect with each other.





RECOMMENDATIONS

- Run **team building events** for school staff - it makes a difference to know that the adults trust and respect one another as well.
- Focus on **recognising individuality and identity** - how can young people express themselves and be seen as an individual?
- Improve the school environment with **comfortable zones, youth-led spaces**, for relaxing and socialising, not just working on school work to create more community.
- Focus on building a **stable and reliable community**, spending time getting to know one another before expecting other conversations to take place
- Make **time to check-in** and see where people are at, how they are feeling and who they are
- Create school **community agreements** together - everyone contributes or at least agrees to how the school community of staff and students should be together
- Work with the agreements to **make it safe for everyone** to be there with a “no put downs” culture for everyone.

CONTAINMENT

@LINDSAYBRAMAN
@ALLENDERCENTER

CONTAINMENT

is key to
secure
attachments.



LIKE CATS, WE LOVE
holding spaces
with boundaries.

CONTAINMENT LOOKS LIKE:

being able to
trust someone:

- can offer us **empathy**.
- has mental **space** for us.
- has **time** for us.
- **isn't distracted** when they're with us.
- sets & holds clear **boundaries**

IT TAKES:

- COURAGE
- WISDOM
- BOUNDARIES
- SELF AWARENESS

EMPATHY
ALONE

doesn't contain



CONTAINMENT
comes through
attuned care.



POSITIVE RELATIONSHIPS

CHALLENGES IDENTIFIED & RECOMMENDATIONS
FROM YOUNG PEOPLE





“Respectful Relationships are the glue that holds a positive school community together and includes all relationships: peer to peer, pupils to staff, governors, visitors and the wider community. This also includes relationships with ourselves which is fundamental to how we treat each other.”

CHALLENGES

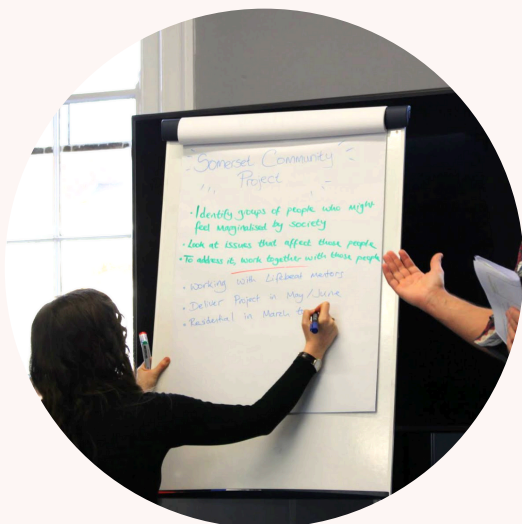
- It feels like **teachers are not proactive to prevent bullying.**
- Just putting up posters does not actually stop it from happening and **it feels performative.**
- **Cyber bullying is difficult to monitor** and report, but it sometimes has a deeper impact than bullying in school and **teachers aren't always aware it's going on.** We don't want to go to them because they can't and often don't do anything.
- **Teachers often don't model respect with each other** or towards their students.
- There is **no support system** in schools and we don't know which teachers we can trust or go to.
- In schools there is **no encouragement** and often teachers are only negative in their approach with students.
- You can't be yourself at school, as **it's not safe to stand out.**
- **Teachers are not trained in diversity and inclusivity**, LGBTWIA+ or mental health issues and therefore it is difficult to feel understood or cared for in relationships.
- There is a **lack of patience** amongst staff and students in relationships.





RECOMMENDATIONS

- Begin with **building community at beginning of each year** as this sets a precedent for connections and relationship building for each term.
- **Facilitate more games** - students need help getting to know one another and whilst games can be uncomfortable they make it easier to get to know each other afterwards and you bond over “the cringe”
- In school, it is **important that we, the students, are treated as individuals**. Teachers need to learn our names, and get to know us beyond the curriculum teaching.
- The staff should **model what it means to respect one another** and us. If the adults respect us, it makes it easier to respect them and to build trust in them and each other.
- Teachers need to be considerate about how they talk to one another about students, as we can pick up on it and **negative comments makes us not trust the teachers**. If we can hear teachers talking badly about other students you just assume they’re going to say the same about you.
- The school culture should **focus on students being able to express themselves more**.

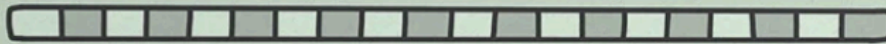


RECOMMENDATIONS

- There need to be **more youth-led activities and lessons** as this builds mutual respect and support and is empowering.
- **School staff need to become a support system** where students feel like they can approach them with confidence and what they are saying will not be dismissed.
- School staff need **more training** around mental health, LGBTQIA+, inclusivity.
- There needs to be more **student education around LGBTQIA+**, trans experience, LGBT relationships etc.
- Staff should wear **lanyards to identify themselves as specially trained** as a sign of safety
- More **consideration** needs to be given **to different learning needs**, abilities and styles.
- Staff need to **focus more on encouragement** and positivity rather than control, criticism and punishment.
- Schools need to **develop a culture of patience and kindness** amongst both staff and pupils as a priority.

ATTUNEMENT

BEING ATTUNED TO
FEELS LIKE
being the center
of someone's attention



other people's
NEED

CAN BE
TERRIFYING,

BUT...

we don't have to
MEET needs, just
show up & validate.



GOOD ATTUNEMENT

requires being able

to: **READ** **SEE**

& **STAY PRESENT**

to people even in
hard conversations

ATTUNING IS A CHOICE

(& it's hard!)

CONSISTENT
ATTUNEMENT
grows our
capacity to
feel safe in
a relationship



DISTRACTIONS

prevent
attunement

HEALTHY LIFESTYLES

CHALLENGES IDENTIFIED & RECOMMENDATIONS
FROM YOUNG PEOPLE





“Lifestyle behaviours such as; how well we eat, how much sleep we get and how active we are can really impact on our mood, ability to cope and function in everyday life. In relation to executive functioning and cognitive capacity children and young people’s brains are still in development so things like concentration, decision making, problem-solving and many aspects of learning are dependent on and benefit from good levels of basic nutrition, sleep and activity.”

CHALLENGES

- There are **not enough extra activities other than sport** offered in school.
- The **food is often not very healthy** or nutritious in schools.
- Students **don't get to spend enough time outside** learning.
- There is **no understanding around health challenges** and how sometimes they affect attendance.
- **PSHE/RSHE lessons** often don't feel tailored to what is important and **can be hypocritical** such as having a lesson at 7am on the importance of sleep and wellbeing.
- There is **not enough education around the impact of social media** on health
- There **isn't a focus or understanding around health issues**, such as sleep and how challenging that can be.





RECOMMENDATIONS

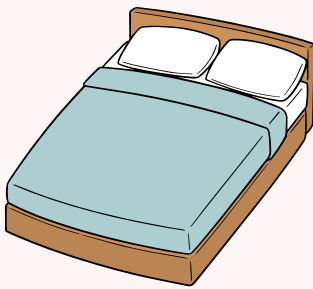
- Introduce **more alternative outdoor activities** other than sport such as gardening, nature connection, art outdoors.
- **Link gardening** and outdoor education **to food and healthy meals** as a whole school community.
- Introduce **more movement based activities**, not just related to sport such as dance games, stretching, moving around the room.
- The staff and whole culture needs to have **more understanding and compassion around student health** - *i.e. if low attendance is due to a health condition, do not penalise or punish the student for it.*
- All students could be **invited to a new extra-curricular with an opt-out rather than sign up**. This might eliminate the pressure of having to put yourself forward for something.
- PE could have **different options per term** so you can sign up at the beginning of term depending on what appeals/ you're interested in such as yoga, badminton, or rugby, alongside standard sports.
- It is important to **respect people's boundaries** so they feel able to participate as fully as possible taking into account different needs.
- Understand that making everyone wear the same PE kit and do the same sport **isn't realistic to get everyone involved** to be "healthy".
- Introduce a **bigger range of personal development lessons** on practical things like applying for jobs, finances and life skills to build confidence and healthy attitudes to life.



DO MEDITATION



EXERCISE DAILY



ENOUGH
SLEEP

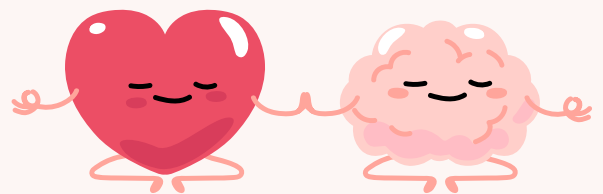
WAYS
TO BE
HEALTHY



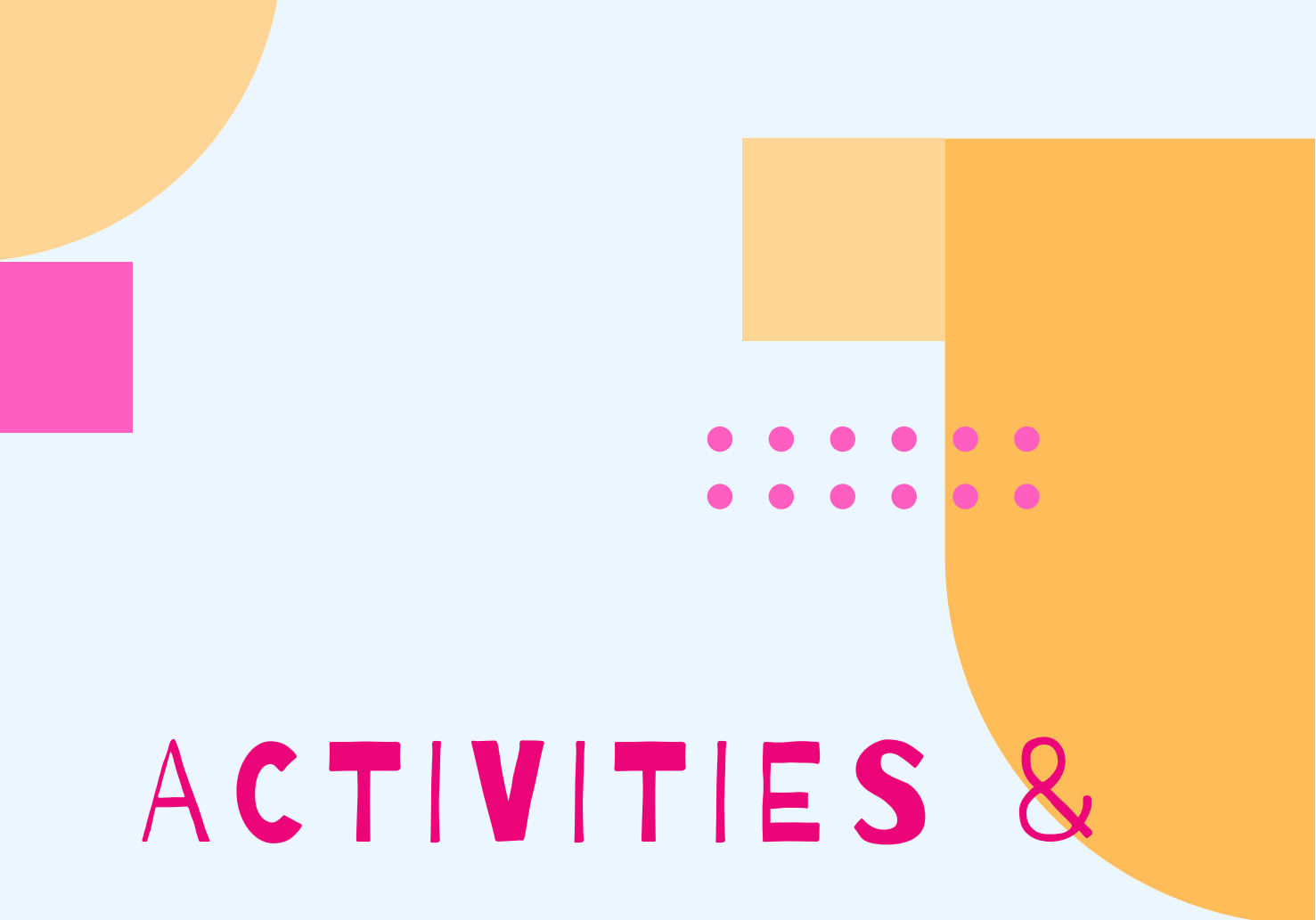
FRUIT &
VEGETABLES



DRINK MORE
WATER



EMOTIONAL
BALANCE



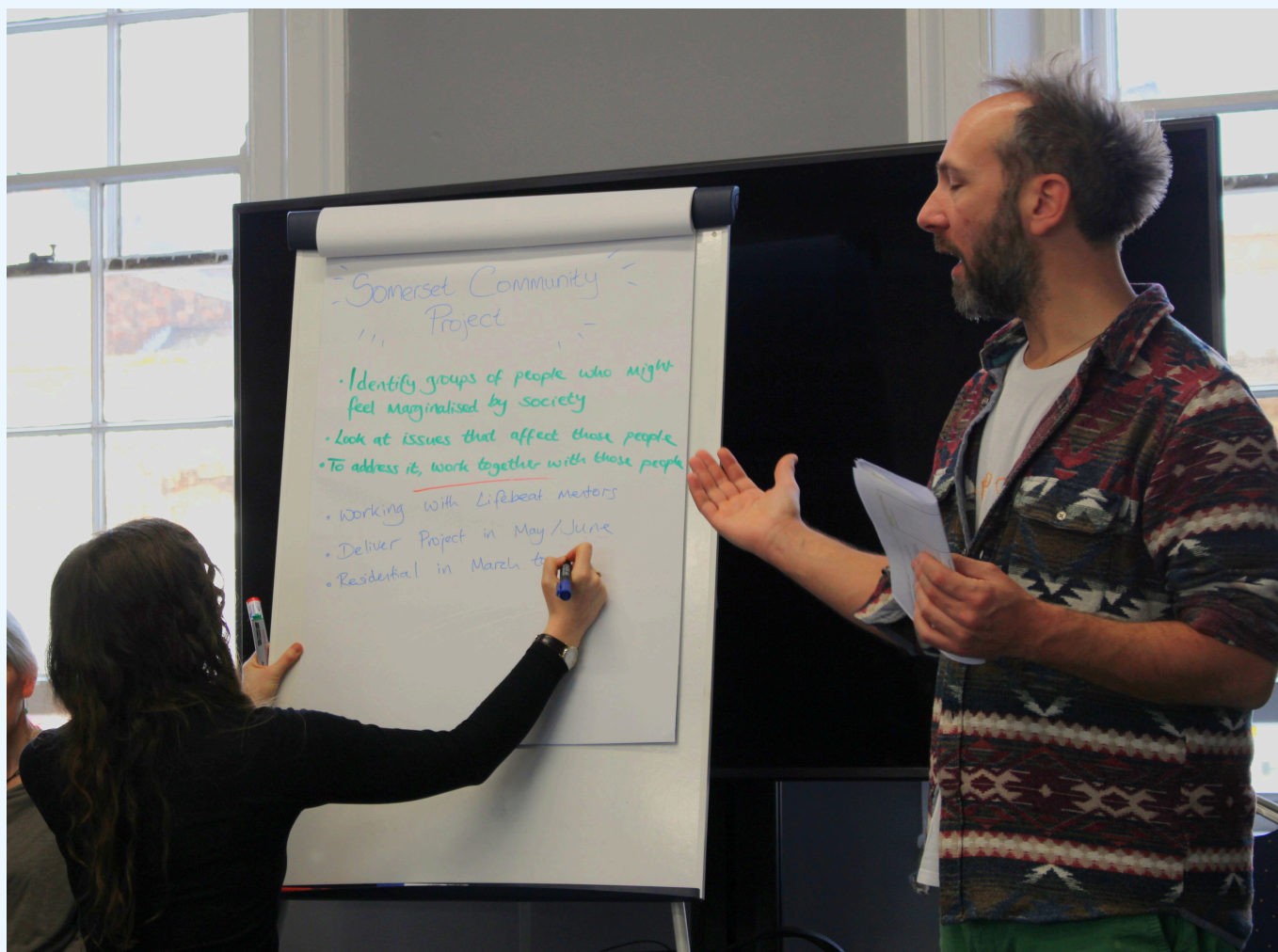
ACTIVITIES & PRACTICES

The following activities and cultural practices have been identified by the young people from their experience of LIFEbeat programmes, to embed the three pillars of wellbeing.

BUILDING COMMUNITY

SAFETY

Separate out Group agreements and non-negotiable rules. Group Agreements are different from rules. They build the guidelines for how we treat ourselves and others. They are descriptive, and they advocate basic attitudes and interpersonal behaviours that build kind, supportive groups, which are inclusive, participatory and explicitly encourage learning and a level of risk. Non-negotiable rules are bottom line behavioural norms which protect the safety of the school community.



BUILDING COMMUNITY SAFETY

Group Agreements

These are the community agreements which the young people have adopted and recommend from LIFEbeat:

No Put Downs of Self or Others

This is a simple way of talking about the internal critic we all have, that stops us from expressing ourselves, tells us we are not good enough and compares ourselves to others. It is also a way of describing how some “normal behaviours” such as teasing humour can be crushing on an internal level. This can be gently pointed out and reframed for the group to foster an emotionally safe context within which to explore. This is a way of helping young people to begin to build self-awareness and to begin to look at how their behaviour impacts on others.

Listen Well

Here we describe the value of respectful listening to ourselves and others. We allude to a deeper level listening from the heart as well as with the ears. This talking point allows students to begin to consider listening as a fundamental aspect of communication and friendship. It is also a compassionate way of emphasizing the value of non-judgement and that everyone’s thoughts and feelings matter. Be mindful of the boundaries of self and others

It is useful here to begin to use the term boundaries and that every person has a distinct sense of their own needs and limits. It introduces the concept of consent and the need for communication between people. This can be combined with a talking point about not making assumptions that other people feel the same way as you do.

It also encourages students to become aware of their own internal thoughts and feelings.

Participate Fully

Here the important point to stress is that everyone’s level of participation is unique and that they have a choice about emotional and creative risks they take within the group. For some a small step is huge and by talking about this you are recognising the personal courage of the steps participants will take. You are also expressing support and that every individual matters in the group.

Be Willing to Try New Things

Encourage the group to take small risks and be open to a new adventure by trying new things. Talk about the part of all of us that resists newness, that criticises or diminishes new things out of anxiety perhaps. Emphasize that this can be by taking very small steps rather than huge leaps.

Respect and Care for Ourselves, Each other and this Place

Here, you are introducing the language of self-care, empathic care for others and the wider environment. This gives a sense of belonging and bonds students and staff around a “community of care”. Introduce and revisit community agreements regularly and always add to them taking the voices of the students seriously.

BUILDING COMMUNITY SAFETY

Non-Negotiable Rules/Bottom Lines

These are the community agreements which the young people have adopted and recommend from LIFEbeat:

In Schools non-negotiable bottom line rules are often combined with more subjective expectations and agreements. For instance, there is a difference between: “no drugs or alcohol” and “be respectful”. Attitudes and behaviours are often subjective and need to be explored, developed and understood depending on our histories.

However, in order to achieve group/community safety it is important to be very clear about any non-negotiable rules, which apply to everyone within the community. These are not negotiated, they often relate to laws in the public domain, cannot be broken and there are clear and fair consequences if they are. Non-negotiable rules are essential for creating safety and structure in any group or learning community. Use them as the building blocks and always repeat them to mark new beginnings i.e. Term; academic year; transitions into school etc. They should be fair, clear, transparent and consistently embraced by everyone including staff and adults.

Example Non-Negotiables:

- No drugs or alcohol
- No discrimination of any kind (*this includes but is not limited to: race, gender, sexuality, age, religion or any other difference*)

Facilitator/teacher tips:

- *Be firm, clear, concise and consistent*
- *Do not impose too many.*
- *Do not apologise for the rules or make light of them to the group.*
- *Explain that these rules apply to create optimum safety for the majority.*
- *Display them clearly in every setting*
- *Review them as part of the Whole School Approach with colleagues.*

Applications:

Use this to mark all new beginnings and to refresh rules and agreements with any working group. In classrooms it can be helpful to discuss the agreements on a fairly regular basis to deepen understanding and commitment to these “caring” ideas which nurture community. Always seal the deal. This serves also as a way of inviting physical movement/warm up to refresh the group.

BUILDING COMMUNITY SAFETY

Non-Negotiable Rules/Bottom Lines

These are the community agreements which the young people have adopted and recommend from LIFEbeat:

Seal the Deal:

At the end of the agreements and rules always invite the group to “seal the deal” in some way if they are in agreement.

This consolidates the process and underlines that everyone is agreeing to do their best to uphold these rules and agreements.

A way is to put your left hand into the circle and on the count of three to bring the right hand down with a clap saying the word yes. Another might be on the count of three to jump into the circle with a yes.

Facilitator/teacher tips:

- Offer this with enthusiasm and fun.
- Ask for their agreement first by asking for a show of hands.
- Acknowledge resistance if there is some and say we can explore that more fully at another time.
- Join them in the action and with your voice..



BUILDING A COMMUNITY CULTURE

The following activities and practices are foundational to building a relational approach. These can be embedded into a whole community culture and/or by embedding smaller home/tutor groups which prioritise connection and welcomes pupils on a holistic human level.



BUILDING A COMMUNITY CULTURE

Creating Home/Tutor Groups

During the consultation, Somerset young people felt that schools should offer smaller “home” groups which are safer and more intimate, so that pupils can trust the leading teacher and also grow to trust each other to check in and hold deeper level conversations about emotions, thoughts and ideas. The following film illustrates this process at a LIFEbeat camp for Somerset youth.

Follow this link to watch our video: Family Groups at LIFEbeat

[https://vimeo.com/701244928/04e7a90638?
utm_source=email&utm_medium=vimeo-cliptranscode-
201504&utm_campaign=28749](https://vimeo.com/701244928/04e7a90638?utm_source=email&utm_medium=vimeo-cliptranscode-201504&utm_campaign=28749)



BUILDING A COMMUNITY CULTURE

Introduce Check-Ins

Check-Ins are always a good way to welcome individuals and to bond groups. They allow every voice to be heard in the room, and invite a little bit of information into the classroom about the students in the room so that participants begin to get to know each other. They can also be used to ground the start of the day and build emotional literacy and regulation. Ideally they should be embedded into a regular and familiar practice within school culture.

Example Check Ins:

Name, two feeling words and if my wellbeing is a garden what kind of garden am I creating

Name, two feeling words and if my peace of mind is like the weather, what kind of weather is within me...

Name, two feeling words and if my feelings about this new beginning are a colour or colours, what colours am I feeling...



Facilitator/teacher tips:

- Prepare your check in series of questions in advance.
- Be clear and concise
- Always repeat instructions so that group participants can feel successful.
- Be interested and curious about these introductions and the members of your group.
- Always combine a short question which invites a little personal introduction
- If possible, sit your group in a circle so that all participants can see each other.

Applications:

Check ins are always useful at the beginning of groups/ classes/days/terms. They can be used to encourage emotional literacy in ongoing groups i.e. “Name and one feeling word”; they encourage both speaking and listening and foster connection and belonging in any group. The repetition of this practice creates safety and structure in which participants can build trust in each other and the teacher..

BUILDING A COMMUNITY CULTURE

Goal Setting Regularly, as a Community

These are the values based goals for the school/class community. They explicitly clarify the direction and purpose. They enable students and staff to be clear about the focus for the time together and to build trust and a sense of safety.

Facilitator/teacher tips:

- *Facilitator/teacher tips*
- *Prepare and write up in advance*
- *Set up achievable goals*
- *Be concise and clear*
- *Design a community programme to fulfil goals*
- *Ensure that your daily/session goals contribute to your overall school objectives*
- *Use the goals as part of reflection at the end of the session and consult with students and co-create and refine together..*
- *Include fun and care for each other explicitly in the goals*

Applications:

Lesson/Session/Termly community Goals can be used to alleviate group anxiety as part of new beginnings. They answer questions about purpose and direction; they balance the power between teachers and students and they keep the community focused on positive values. They are also important as part of reflective practice and integrating learning.



BUILDING A COMMUNITY CULTURE

Play Name Games

One of our first and most important tasks in building groups/communities is to learn each other's names. Learning names builds connection in a group. Name games with rhythm, repetition and association work best, because these are all memory aids. Additionally, the goal is to create an experience where the majority have shared a process which engages the whole person, where they may have laughed and expressed themselves to each other.

Firstly, ask everyone to stand up and get into smaller groups. The following are possible games which can be embedded and repeated into a school culture

Name Game #1: Walk Into the Circle (Time: 10 minutes)

Purpose: relaxation, mirroring, creative risk, affirmation, memorise names

Instructions: This is a good game to start with because it decreases self-consciousness and generates a lot of laughter. Begin by warning people that there is a part of this activity that might seem very corny, but encourage them to get into it anyway. Model the activity by doing it yourself first. Be sure to use a walk that is creative but fairly easy to copy. The first person walks into the centre of the circle doing a special walk she makes up. The walk can be simple or large and expressive. A simple example would be skipping into the centre. Once in the centre, the person looks around the entire circle and says, "Hi, my name is (name)." She then returns to the edge of the circle doing her special walk. The rest of the group then walks together into the centre of the circle copying the walk they just saw. Once in the centre, they turn to the first participant, who is still standing at the edge of the circle, and together say: "Hi (person's name). You're amazing!" They then all return to the outside of the circle using the same walk. Repeat this one at a time going around the circle to the left. This game reduces some personal barriers and introduces positivity, appreciation and affirmation to the group culture.



BUILDING A COMMUNITY CULTURE

Play Name Games

Name Game #2: Patterned Name Game (Time: 8 minutes)

Purpose: memorise names, relaxation, mirroring, creative risk

Instructions: Patterned name games are excellent for learning names because they include repetition, rhythm, and body movement. In some versions they also include associative thinking, another known memory aid. The instructions below lay out the basic pattern of the name game in this case using rhythm. Ask participants to form circles. Ask one person in each group to volunteer to be the leader (person #1). Follow the circle around to the left. Ask everyone to join you in the following 4 beat rhythm.

- Beat 1: slap knees with hands
- Beat 2: clap hands
- Beat 3: click right fingers
- Beat 4: click left fingers

Once you get the rhythm going, you play the name game as follows:

1. Person #1 says his name on the finger clicks.
2. The group repeats his name on the next set of clicks.
3. Person #2 says her name on the next set of finger clicks.
4. The group repeats her name on the clicks.
5. The group says #1's name on the click then #2's name on the clicks.
6. Person #3 says his name.
7. The group repeats his name.
8. The group says #1's name, #2's name, #3's name.
9. Person #4 says her name, etc.
10. Continue this pattern all the way around the circle.

Once you have gone all the way around the circle, you can go backwards around the circle saying each person's name once on the clicks. You can then mix the group up and go around the circle saying each person's name once on the clicks.



BUILDING A COMMUNITY CULTURE

‘Name Game’ Variations:

You can replace the rhythm and saying names on the clicks with a variety of options. Here are a few ideas, and you can make up your own. Follow the pattern outlined above:

Name and adjective: Each participant comes up with an adjective that starts with the same sound as their first name. For example: Magnificent Michael or Shy Sherrie. The leader starts by saying his adjective and name while making a physical movement. The group repeats the participant’s adjective, name, and gesture, and that of each person that follows.

Name and gesture: The leader says her name and makes a physical gesture to go with it. The group repeats her name and gesture, and that of each person that follows.

Name, emotion, and gesture: The leader says his name, states an emotion he is feeling and makes a shape to express that emotion; the group repeats his name, feeling, and gesture and that of each person that follows.

Facilitator/teacher tips:

- *Be prepared*
- *Get people into smaller groups before you give instructions*
- *Ask someone in advance to help you model games*
- *If you are using the “You’re amazing” game ask people to “remove their cool cards”*
- *Model the game*
- *Make particular reference to going back to the beginning*
- *Be very clear and offer very simple instructions*
- *Keep to time and move onto next game as soon as groups are finished.*

Applications:

Name games are always useful in community building to bond your group. They are playful, create a shared experience of fun and movement and prepare the ground for deeper learning. Using rhythm, they also use both left and right sides of the brain, act as a warm up, shift the energy of the group and require a level of creative risk from every participant. Every group member is seen and heard in this exercise.



BUILDING A COMMUNITY CULTURE

“Step Into The Circle” process

Ask the group to stand in a circle. Announce that you are going to play “Step into the Circle” and ask the group to go with you. Then ask the questions quite rapidly. This is a group bonding exercise. The circle means that all group members can see each other, are in contact and through the sharing of the activity they connect. It is also a way of asking group members to take very small risks to “stand out” or express something about themselves. It can be used as a physical warm up to shift the energy of the group and in this instance, is a part of community building. It is also a way of starting to introduce the themes of the day and can be used to “take the temperature” of knowledge around a particular subject.

Facilitator/teacher tips:

- *Plan your questions in advance with a purpose.*
- *Take the temperature up slowly if you are using this as a community building exercise.*
- *Ask light questions to begin with about preference rather than identify i.e. “who likes ice-cream?” “who had breakfast this morning” etc.*
- *Then take the challenge up slowly where you are posing questions that differentiate.*
- *Facilitate this quickly so that individuals don’t feel too exposed if they are in the circle for too long alone.*
- *Let them know just before you ask your final question that this will be the last one.*
- *Encourage a sense of fun*

Applications:

Use this whole group “Step into the Circle” for Community Building; Assessing group for learning and knowledge; Fun and lively warm ups to shift the energy of the group; Exploring a theme; Being inclusive and making learning explicit for visual learners or those with additional learning needs.

BUILDING A COMMUNITY CULTURE



Kilve Court, Somerset - Working with circles



BUILDING A COMMUNITY CULTURE

“Milling” Activities

Ask your group to walk around the room in silence and tune into themselves. After a few minutes, invite them to raise their eyes and make contact with others in the room. After a minute or two, ask them to find a partner and stand back-to-back. Make sure that everyone has a partner. Then tell them that you are going to give them a question for reflection, that you are then going to ask them to turn and face their partners, to introduce themselves and then one at a time to share their reflections on the question. Indicate that you will tell them when to switch sharing. The partners just listen when the other person is speaking.

At the end of the exercise, partners should thank each other before moving on. Milling bonds the group in a deeper way, by inviting people to share on a one-to-one basis. The movement around the room and the eye contact encourages connection where participants can choose their level of intimacy. The facilitator can plan the level of depth with the choice of questions which can be either personal or professional. You are also establishing a culture of listening and communication which develops social skills and personal congruence and authenticity.

Example Questions:

- *A person who inspires you and why? What does friendship mean to you?*
- *What qualities do you have that make you a good friend?*
- *Do you find it easy to say no, when you mean no?*

Facilitator/teacher tips:

- *Plan questions in advance*
- *Choose the subject and tone carefully and be conscious of the intended depth*
- *Be clear and concise in your delivery*
- *Make sure you have introduced ways to bring group to silence first*
- *Keep to time*
- *Invite silence when the group are milling*
- *Don't ask too many questions and keep the process moving*
- *Tell your group before you move them into the last milling and question*

Applications:

Milling can be used as a community building exercise to develop connections and bonding with a new group. It can be used as a regular check in process every week in RSHE/The Classroom, where students are invited to share about their week; progress; thoughts on a theme. It can be used to consolidate learning on a theme i.e. pairs sharing as a closing activity. It is also useful for shifting the energy, warming the group up and inviting a different level of connection and sharing.



Top Tip:

When sharing, you may invite participants to make themselves comfortable by sitting down so they are able to be fully present when listening.

Top Tip:

Whilst walking around the room, you can encourage participants to smile at one another, make eye contact or high five. This allows for individuals to choose the level of connection.



BUILDING A COMMUNITY CULTURE

“Team Work Group Discussions”

This exercise is designed to promote small group discussion to explore different concepts or ideas on a topic, with a quick brainstorm to consider people’s assumptions, differences in understanding and how ideas overlap. Working in groups, participants see how many different perspectives there are and that many descriptions can be used to define ideas or concepts. This way of working also creates a sense of belonging and participation. Prepare a flip chart sheet with one topic title at the top of the page for each group. Decide how much time each group should have on each topic and plan timings. Share the plan with the group and then ask them to explore the topic on their sheet. When the time comes then pass the papers around on to the next group. Circulate until every group has worked on every topic.

Example Topics:

What do these topics mean to you? Discuss...

- *Healthy Friendships Qualities: Loyalty/Honesty/Kindness/Support*
- *Healthy Lifestyles: rest and sleep/food and diet/movement/nature connection*
- *Unhealthy lifestyles: drugs and alcohol/peer pressure/social media addiction/vaping..*

Facilitator/teacher tips:

- *Get the larger group into 4 smaller groups*
- *Give each group a large flip chart to write on with one of the terms at the top.*
- *Move the flip charts around the groups, not the groups around the flipcharts.*
- *Give each group a different coloured pen.*
- *At the end reconfigure back into the larger group for a discussion about the experience.*

Applications:

This way of teaching and learning can promote group and individual participation and engagement where pupils gain skills in collaboration, debate, and exploring diverse values and perspectives.

POSITIVE RELATIONSHIPS

Emotional Literacy: Feelings Detective

This activity is good for developing emotional literacy and having a bit of fun. Split into four groups of 7 or 8. Get into circles. One person will leave the circle whilst the rest of the group decide on a core emotion by picking it out of a hat e.g. 'sad', 'happy'. The person that left the room then comes back in and the group take on a freeze frame facial expression of the feeling. The detective has to guess the emotion. If they guess correctly, someone else from the circle becomes the detective. If they guess incorrectly, they get to be the detective again and so on.

Facilitator/teacher tips:

- Write the emotions out and put them in a hat/cup so that groups can self-manage (1 hat/cup for each group) or ask them to decide on their own emotions each round - though make certain everyone in the group is 'performing' the same emotion.
- The facilitator can experiment with "taking the temperature up" starting with minimal facial expression and moving towards a full body freeze-frame.

Applications:

This activity has many applications and can be used at any Key Stage, though lower years will require more support and simpler emotions. For younger groups discussions could form around the physical and tonal cues of different emotions, and for older groups the discussions can explore the subtleties and 'felt sense' and scenarios. The activity can be repeated with more complex emotions: Disappointment, Frustration, Dejected, Despair, Joy, Anxious, Calm. It could also be adapted to explore different emotional responses to different situations as a way of developing empathy.



POSITIVE RELATIONSHIPS

Emotional Literacy: Not Listening/Listening Practice

Ask the group to put their hands up if they feel that sometimes they are not listened to in their life. Explain that we are going to explore what it feels like to not be listened to, and then to be listened to really well. Get pupils into pairs. They can be sitting or standing facing each other. Ask them to choose who is A and who is B. Partner B has to think of something real that they want to tell their partner, nothing too personal. Partner A's job is to NOT listen to their partner. They can't touch each other or move away from their partner. Give them 2 minutes to try it out, then swap roles.

Ask the group for a couple of reflections on what happened, and how they felt to not listen, and not be listened to. Ask the group: "How do you know when someone is really listening to you? What do they do?". Gather some ideas of how to actively listen on the board - eye contact, nodding, gestures, encouraging sounds, asking questions etc. Repeat the exercise, but this time really listening and practising showing you are listening to your partner. Again, ask the group for a couple of reflections on what happened, and how they felt to be really listened to.

Facilitator/teacher tips:

- *Be clear why and when you used this activity, it can trigger upsetting feelings*
- *Explain why it is useful and involve the group discussion to direct learning.*
- *It is important to fully discuss the positive experience of being seen and heard and encourage as many people as possible to share.*

Applications:

This can be used to introduce the importance of listening in relationships and the need to be seen and heard that we all share. It can be used in a class where participants are distracted and where they have stopped listening. It can be used by the facilitator to illustrate to the group how difficult it is to lead the class when they don't listen.

POSITIVE RELATIONSHIPS

Emotional Literacy: Personal Boundaries and Consent

Purpose: This activity is designed to explore personal boundaries, communication and consent.

Instructions: Invite the group to stand in two long lines opposite each other with a large distance apart. Make sure that each person has a partner. Give them the instruction that you are going to invite participants on one side of the room to walk slowly towards their partner. The partner needs to indicate with a clear hand signal when they want their partner to stop so that they remain within their own personal boundary limit.

Ask participants on one side of the room to move towards their partners in silence. Ask them to then pause and for both to notice how they feel in their bodies, any thoughts arising and any emotions present. Then repeat the exercise in the other direction. Pause the group for a brief large group discussion and then repeat the exercise. The talking points are that personal boundaries are different in every moment and that communication is the essential foundation for intimacy and safety. Everyone has a right to say “no” at any moment at any time and it is important to develop deep listening skills to honour the boundaries of others and also to become fully aware, through practice of your own boundaries.

Facilitator/teacher tips:

- *Understand that this can be a confronting exercise especially if eye contact is encouraged.*
- *Bring a serious tone to the activity and stress that participants need to be in a listening mode.*
- *Always tell the group what the overall goal of the activity is and then receive feedback after the learning.*

Applications:

This activity can be used at any Key stage. The discussion aspect of the activity can be varied depending on the themes you aim to explore. This is a useful exercise to build into PSHE practice as a regular experiential exploration.

POSITIVE RELATIONSHIPS

Emotional Literacy: Mirroring Pairs

This game designed by Augusto Boal gives participants the experience of leading and following.

Purpose: focus, leadership, trust, movement

Instructions:

1. Invite participants to break into pairs. In the pairs, decide which person will be A and which will be B.
2. Tell A's they will be the leaders first and B's will be the followers.
3. As the leader A will move slowly and carefully in front of B.
4. B must follow as if A is the hypnotist mirroring in silence the movements of A. Tell A's that it's their job to give B an interesting and enjoyable experience. A can walk around the room, move up and down in chosen movements.
5. After a few minutes ask everyone to "freeze" and then switch with B leading A.

Facilitator/teacher tips:

- *With younger participants it's important to stress that it is important to give your partner an interesting and enjoyable experience.*
- *Invite people to vary the speed of their leading.*
- *Follow this activity with a short debrief to explore who preferred leading vs. following and vice versa.*

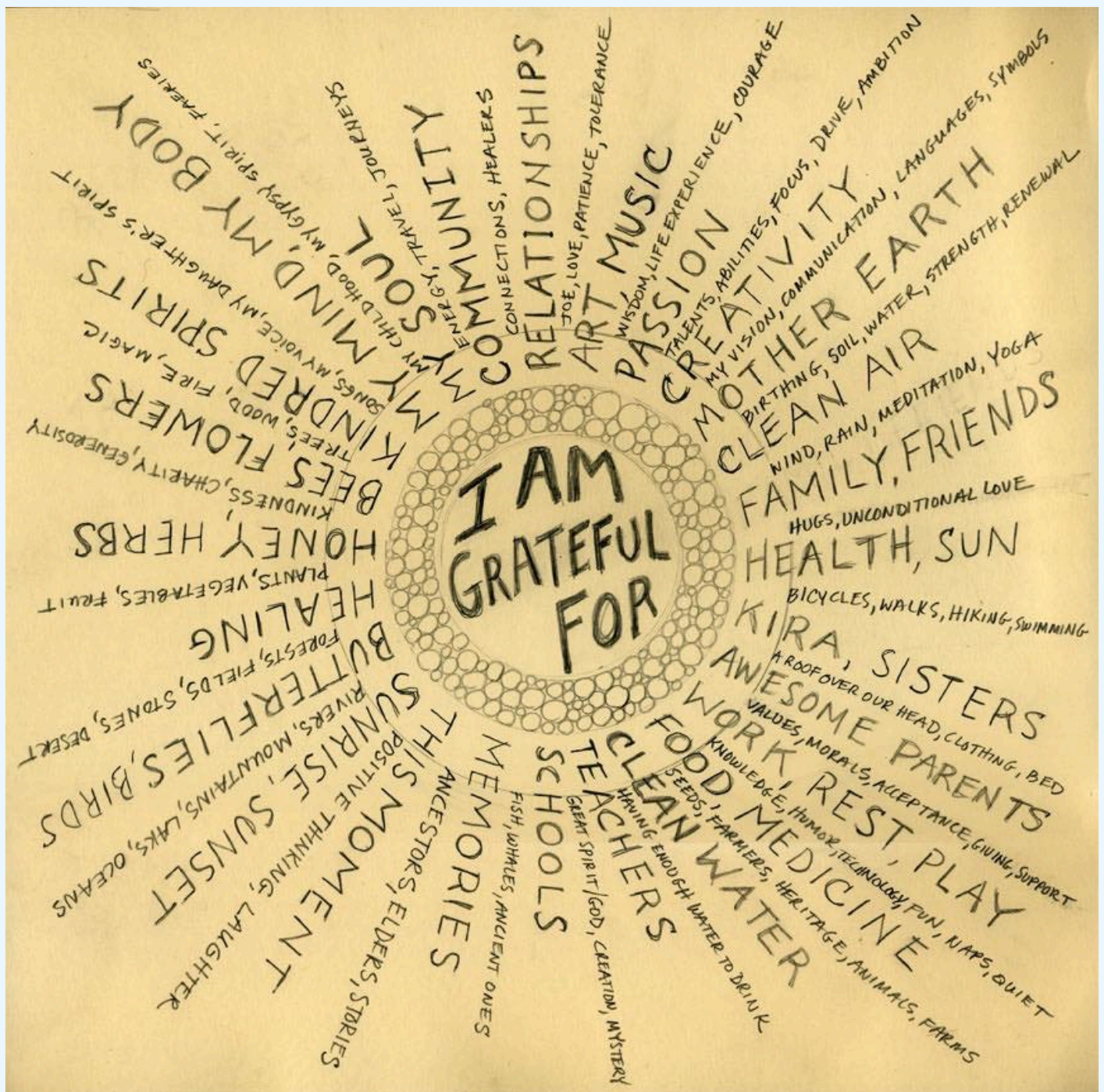
Applications:

This can be used to explore intimacy and connection in silence. It is also useful to look at boundaries and consent.



ATTITUDE OF GRATITUDE

In promoting health and wellbeing it is very effective to nurture a culture of gratitude in the school. A daily individual practice and group gratitude processes build a culture of positive thinking, self-esteem, and reflection.



ATTITUDE OF GRATITUDE

Gratitude Circle

An effective way of doing this is to introduce a gratitude circle into classroom culture. This practice cultivates a strong sense of community but also nurtures listening and public speaking skills.

1. Get your group to form a circle, and make sure everyone is quiet and listening well.
2. Explain that we are going to do a gratitude circle, to give everyone the chance to say thank you for anything they have appreciated.
3. Encourage people to give space to quieter members of the group to step forward, and to just go in once so people don't dominate.
4. Explain: when I say 'the gratitude circle is open' you can begin.
5. Invite people to take it in turns to step into the circle and share something they're grateful for.
6. Emphasise that you should use the person or people's name(s) for example - "I'd like to thank Miss Smith for being kind this morning, and Samia for helping me with my essay at lunchtime".
7. When time is nearly up, you can say "we've got time for 3 more"
8. When you want to end the activity, step in and say "the gratitude circle is closed"

Facilitator/teacher tips:

- Other adults in the room can also go into the circle: it's a great chance to affirm pupils and model gratitude, but make sure they allow space for the young people's voices.
- Insist on good listening and turn taking.
- It's optional to go into the circle to thank someone, so 'popcorn style' works best
- It's nice to hold this as a regular 'ceremony' at a fixed time and place, like assembly, before lunch, or in form time.
- It works with class sized groups, or much larger groups
- Try to notice anyone who is regularly not mentioned, and make sure they get a thank you for something authentic
- Young people find this strange at first, but quickly get into it and enjoy thanking others and being thanked, so it can become challenging to close the circle!

Applications:

This can be used to towards the end of a term, week, day, or lesson. RSHE/PSHE lessons can be built around embedding gratitude practices and the importance of acquiring the skill of positive thinking. It can also be embedded to create a culture of appreciation and celebration of others. This nurtures positive relationships between both pupils, teachers and other school stakeholders.



Kilve Court, Somerset - Gratitude Circle



ENDINGS AND CLOSURE

Check Outs/Endings

Check outs/ closings are always important to create safe closure, to include every voice in the room; to share reflections around learning; to honour the time together and to mark endings. A gratitude circle is always effective as a regular practice. This needs to be rounded off with a brief check out from every person. The check out process can mirror the check in process.

Facilitator/teacher tips:

- *Make sure you leave enough time for the check out/ending; otherwise the session will feel incomplete.*
- *If you are continuing with a theme, allude to the next session whilst summarising the learning from this one.*
- *Include yourself in the closing and honour the group.*

Applications:

The endings of the following should always be planned for:

- Lessons/sessions
- Terms
- Years
- Ending of school life
- All transitions which mark the goodbyes within groups





LIFEBEAT WELLBEING MODEL

The following model was developed in partnership with Somerset Council, Public Health, as a self-care and wellbeing personal development tool, to be used by Somerset schools.



THE LIFE BEAT WELLBEING FLOWER

This model takes a holistic approach to wellbeing, considering the different aspects of self care. Lesson plans can be built around this model and embedded in the personal development curriculum to enliven teaching and learning in RSHE/PSHE. This facilitates dialogue and personal reflection. The following questions can be useful prompts for the different petal topics:

Physical Wellbeing:

- How are you taking care of yourself and your body today i.e food, rest, movement?
- How do we take care of ourselves outside ?
- What are we grateful for in the gift our bodies: food, rest, sleep, movement

Mental & Emotional Wellbeing:

- How are you feeling today? Would you like to share the high and low of your day so far?
- What is one way that you can look after your emotional wellbeing?
- How can you support the mental and emotional wellbeing of other members of this school?

Friendships & Relationships:

- What is a positive friend?
- What can make positive friendships or relationships difficult to maintain?
- Are boundaries and self care important for positive relationships?



THE LIFE BEAT WELLBEING FLOWER

Nature & the Environment:

- In our lives, how can we connect with nature and take care of our world?
- Have you noticed and enjoyed the beauty and diversity of the nature around us?
- What are some things that we have in common with nature?

Creativity & Purpose:

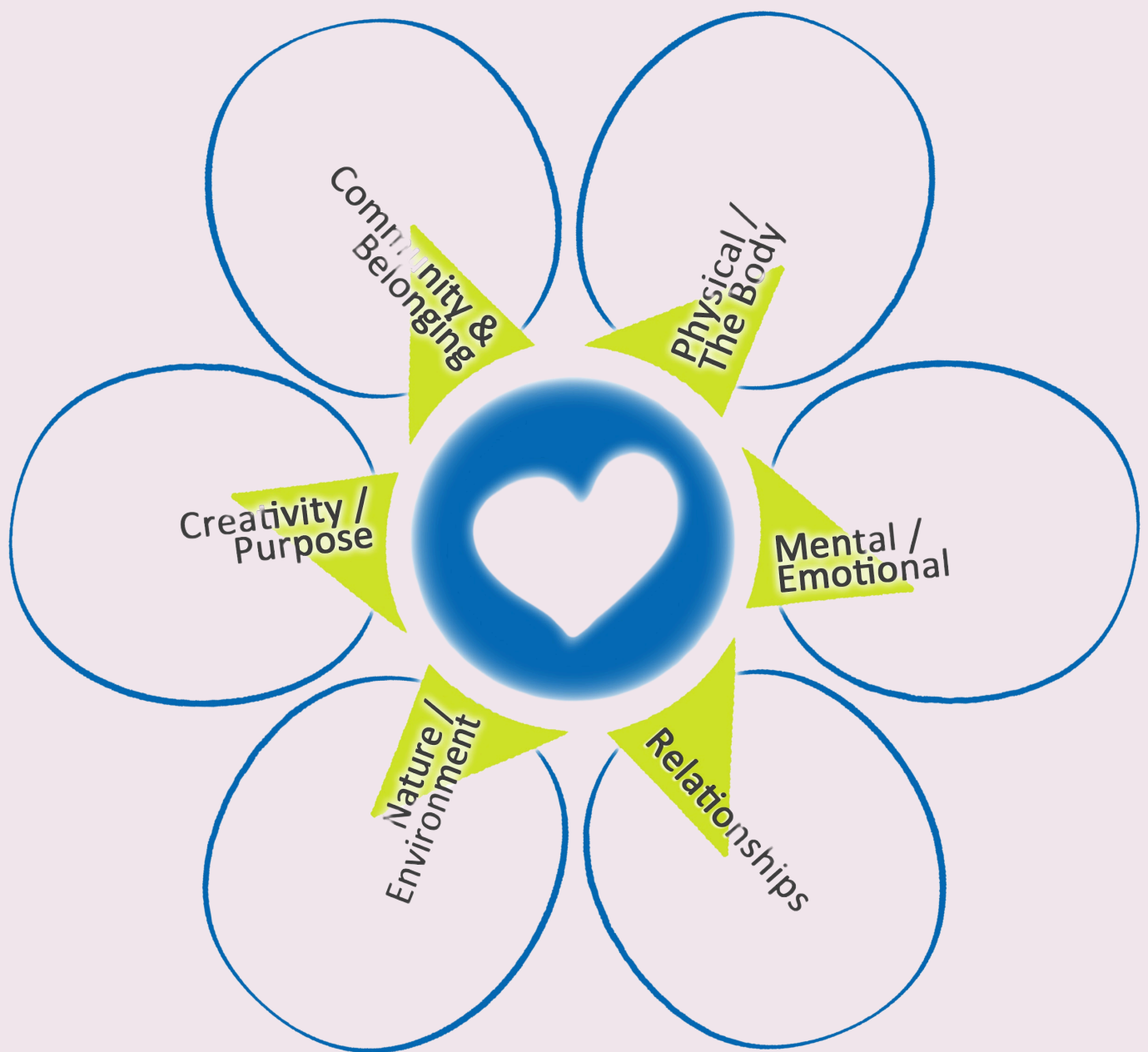
- What does it mean to be creative?
- What creative activities do you enjoy or would like to try?
- What inspires and motivates you to? *(to try new things, to continue with your school work, to create new things)*

Community & Belonging:

- What does it mean to belong?
- Describe a time when you have felt that you belonged in a group or community.
- What do you need to feel like a part of a community?

Top tip: The image of the flower can be used to convey the idea that tending to our self-care is like planting and tending to a personal garden. It can also be used to widen this natural theme of nourishing care, growth, seasons, and harvest of the natural world around us.

THE LIFE BEAT WELLBEING FLOWER



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