



Lesson 1:

The Five Ways To Wellbeing: **Connect**

Learning objectives:

- Understand what is meant by the term wellbeing.
- Identify some of the things that make them happy or unhappy.

Resources:

- How Do You Feel Today? worksheet
- Slides 1-7 of presentation
- Water Droplet template

Outcomes:

- I can understand what is meant by wellbeing.
- I can describe how I am feeling.
- I can recognise how certain situations affect how I feel.
- I can understand the Five Ways To Wellbeing.
- I can appreciate that kindness towards someone else can affect how they feel.

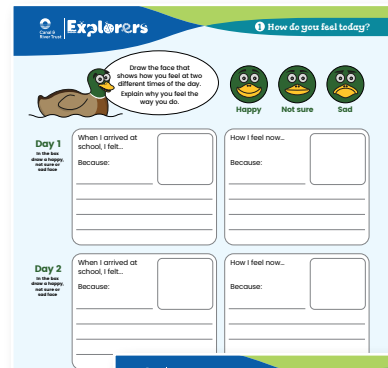
What is wellbeing?

- Using the presentation explain the definition of wellbeing as a combination of mental and physical health that is linked to happiness and how you feel. Move on to explain that there are certain things that help our wellbeing (slide 2), these include: getting lots of exercise, eating a healthy diet, getting enough sleep, taking time for ourselves, spending time with family and friends and feeling good about ourselves.
- Ask pupils what makes them feel happy and create a word shower on the board with all their suggestions. You can expand on this by creating a separate word shower for things that make them unhappy.
- Start to tease out the Five Ways To Wellbeing (Connect, Assist, Notice, Active and Learn) until you have all five written on the board (slide 3). Explain how this spells the word CANAL and show pupils what a canal looks like (slide 4).
- Explain that today's lesson will look at the word Connect (which is the first of the Five Ways To Wellbeing). The definition is shown on slide 5.
- Introduce Well-B (slide 6), who features in some of the lessons. Explain that Well-B gets energy from people and places and by looking carefully at the wellbeing monitor on Well-B's chest, they can identify how Well-B feels. When Well-B is happy and relaxed, the monitor shines blue, when unhappy the light becomes low and red. This can be seen in our [Well-B video](#).



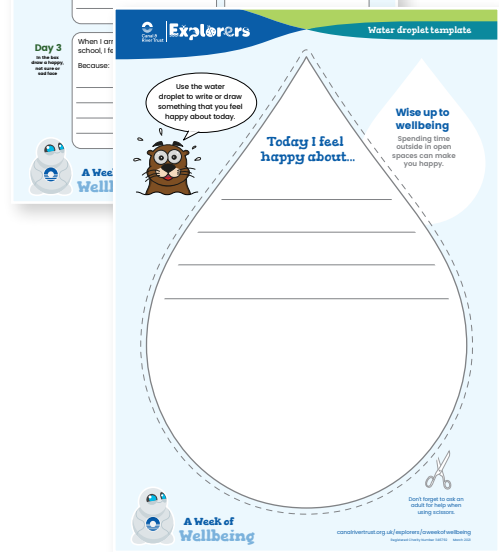
How do you feel today?

- Hand out a copy of the How Do You Feel Today? worksheet. The worksheet asks pupils to draw a quick picture of their mood at two points during the day; when they arrived at school and now. Pupils should write a short sentence explaining how they felt and how they are feeling now. An example of a completed entry can be found on slide 7.
- Completed worksheets can be collected and used again in the next session.



Waterway of wellbeing

- Using the Water Droplet template, pupils should write and/or draw what makes them happy or what they can do to make someone else happy.
- Finished droplets should then be cut out and exhibited on your class mural to create a 'Waterway of wellbeing' display.



Extension activities:

English: Ask pupils to write an alliterative sentence about a canal. Alternatively, children can write a calligram, or shape poem about a waterway of their choice.

PSHE: Create a worry frog classroom display for pupils to submit their concerns. Pupils can write or draw any worries or concerns they have and feed them into the frog's mouth.

Art: Ask pupils to design a protest poster as part of our Plastics Challenge. Every year an estimated 14 million pieces of plastic rubbish end up in our canals and rivers. In this activity, pupils are supported in designing their own protest poster to support the Challenge. Access the resources [here](#).

Science: Canals and rivers are great places for wildlife. Use these activities and resources to encourage children to do, watch, play, create and read as they learn about canal and river habitats. You can find our Habitats resources [here](#).

PSHE: Teach important safety measures for being around water by clicking [here](#).

WATER SAFETY ACTIVITY PACK:

This pack consists of activity sheets for individual and group work, and whiteboard pictures for class discussion. Activities are aimed at KS1 and KS2.

WATER SAFETY ACTIVITY PACK:

Notes for teachers and additional information and discussion points on slides can be downloaded [here](#).
Our other Water Safety resources can be downloaded [here](#).





Lesson 2:

The Five Ways To Wellbeing: Assist

Learning objectives:

- Recognise how helping someone makes them feel.
- Use their senses to explore their surroundings.

Resources:

- How Do You Feel Today? worksheet
- Slides 8-17 of presentation
- Random Acts of Kindness website [resource](#)

Outcomes:

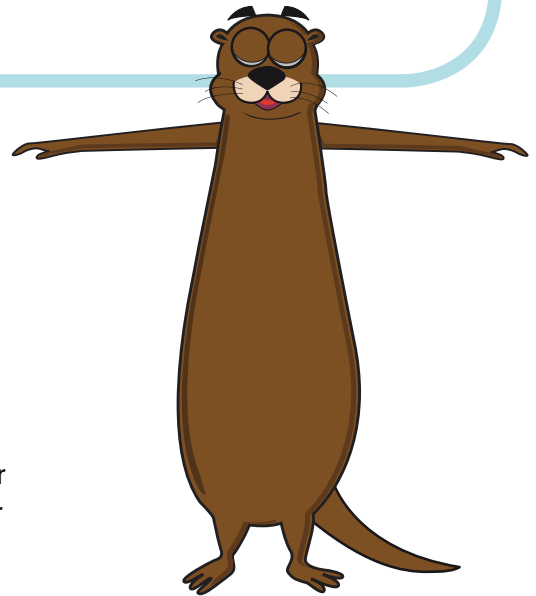
- I can work well with a partner.
- I can share my thoughts and ideas with a partner.
- I can understand that helping someone can impact positively on my wellbeing.

What do we mean by Assist?

- Remind the class of the Five Ways To Wellbeing (slide 9) and explain that today's lesson focuses on the second of these, Assist.
- Explain that the word Assist means to 'help' someone and give back to others (slide 10). Now challenge pupils to use this word in a sentence.
- Ask pupils to suggest some random acts of kindness. Their suggestions can be things they have done for someone or things they have seen someone else do.

How do you feel today?

- Hand out the How Do You Feel Today? worksheets and ask pupils to complete their entry for today. Show slide 11 to remind pupils how to complete the worksheet.
- Once pupils have completed today's entry, collect the worksheets for use in the next session.



Happy



Not sure



Sad



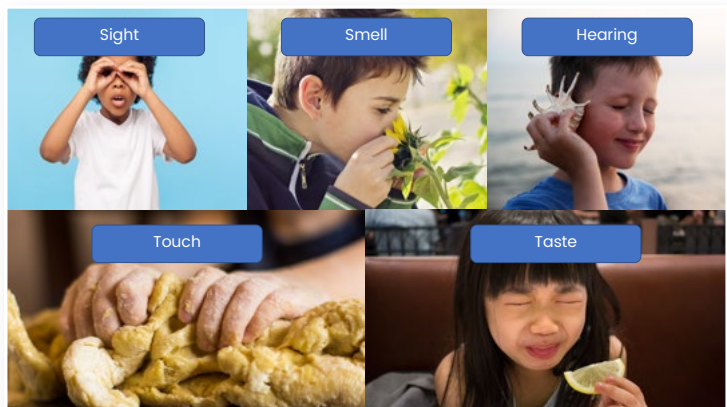
What have you done to help someone this week?

- Ask your group to share some of the things they have done to help someone recently. Slide 12 shows some examples that might stimulate suggestions.
- Now ask pupils to explain how helping that person made them feel (slides 13–15). Did it make them feel happy to help? Do they think the person they helped also felt happy?
- Explain that committing an act of kindness has been shown to have a positive impact on how you feel and this is good for your own wellbeing.



Blindfold Explorers

- Ask pupils to list the five senses (slides 16–17). Explain that today's task will require them to temporarily block one of their key senses by closing their eyes and use their other senses to explore their surroundings.
- Ideally this activity should be delivered in an outdoor environment with pupils arranged in pairs.
- One of the pair will close their eyes and the other 'seeing' partner will be their guide. All class members should take turns in each role.
- Once they are within the designated area, one of the pair should close their eyes and allow their guide to lead them slowly around the area. Pupils with their eyes closed should use their sense of smell, touch and hearing to try and identify what they encounter. The guide should motivate their partner to identify what they are encountering by asking exploratory questions, such as 'how does this object feel?' Or 'what can you smell?' Before asking their partner to identify the objects they find.
- Pupils should then swap places. Once everyone has had a turn in both roles, discuss which sensations they liked most/least and why.





Variations

If distancing measures are in place, this activity can be altered so the guide is delivering verbal directions and their partner is following their voice commands. Before you begin, you will need to set a perimeter and ensure the ground is safe under foot.

This activity can be delivered in your school hall with items from nature brought inside. Guides can take their partner on an imaginary journey around the indoor space, asking their partner to imagine 'cool, wet grass' or 'rough tree bark'.

Extension activities:

Science: Canals and rivers are great places to discover wildlife. Ask pupils to explore these fascinating habitats using our Habitats resources which you can find [here](#).

English: Pupils should use some of the sensory words they used to describe their surroundings in the Blindfold Explorers activity to research one of two synonyms for each word.

English: Look at examples of poetry that feature the five senses, such as Another Sensational Day by Andrew Fusek Peters. Ask pupils to make a list of the senses that are mentioned in the poem and propose alternative adjectives to those used by the poet. Pupils should then write an acrostic poem about one of the five senses.

DT/Science: Allow pupils to explore the five different tastes the tongue can identify with a taste-testing experiment. Offer a range of foods that stimulate taste buds: sweet, salty, sour, bitter and umami and ask pupils to categorise each food into its respective taste. Be sure to refer to your school's allergy policy and ensure there are no children within your group allergic to the food types you are experimenting with. Further food activities can be found [here](#).



Out and About
Wild blackberries (or brambles) are ripe and ready to pick in late summer and autumn. And canal towpaths and riverbanks are a great place to look for them!

Blackberry Hesp
Blackberries can be used to make all sorts of homemade things to eat!
From chutneys to crumbles. Try Blackberry Hesp - a scrumptious pudding that doesn't need any cooking.

You will need:
• about 250 g of
• 1 teaspoon of oil
• 250 g of whipped cream or a mixture of 1
• 2 small meringues
• 2 bowls
• a sieve to wash
• a fork

To make:
1 Wash the blackberries and stalks. Drain.
2 Put them in a bowl and use a fork to make them into small pieces.
3 Add the lemon juice.
4 If you are using cream, put it in another bowl. It needs to be whipped.
5 If you are using the mixture, mix it now.
6 Break up the meringues.
7 Mix the blackberry mixture and cream together.

Blackberries were once used to make many dark blue and purple-blue dyes for cloth.

Remember the SAFE message: Stay Away From the Edge.

Explorers
Try this activity if you are working towards any of the following badges: Seasons; Out and About; Culture; Naturalist.

History
Chocolate spiders
Chocolate 'crumb' was imported by ship into Gloucester and Liverpool Docks from the Caribbean. From there it was transferred on to canal boats and delivered to Cadbury's in Bourville, Birmingham. Some seniors still remember that when they were young, passing boats gave them chocolate crumb to eat!

TOP TIP!
Don't forget to use crunchy peanut butter - not the smooth type.

NEXT STEP!
Chocolate spiders make great gifts if you haven't eaten them all first!

Remember the SAFE message: Stay Away From the Edge.

Leaders: for advice on how to plan a visit go to...



Lesson 3:

The Five Ways To Wellbeing: **Notice**

Learning objectives:

- Recognise how changing environments affect mood.
- Understand the benefits of being outside.

Resources:

- How Do You Feel Today? worksheet
- Slides 18–31 of presentation

Outcomes:

- I can use a range of adjectives to describe a setting.
- I can understand how spending time outside in green and blue spaces can help improve health and happiness.
- I can communicate how my feelings change depending on where I am.

Let's go outside!

- Remind pupils of the Five Ways To Wellbeing (slide 19) and explain that today's lesson focuses on the third word, Notice (slide 20). Clarify that they will be spending time outside during the lesson where they will be looking closely at their surroundings and taking notice of what they can see and hear.
- Ask pupils how they feel when they spend time outside – particularly in areas by the water. How do they think they would feel spending time by the canal shown in slide 21? Pupils should propose adjectives to describe spending time by their local canal or river. Create a word wall using their suggestions.
- Ask whether being outside affects their mood. Has there been a time they were reluctant to go for a walk with a parent or guardian and begrudgingly gone only for the trip to make them happier? Draw on their experiences during lockdown when opportunities for spending time outside were limited.
- Explain that spending time outdoors, particularly in green and blue spaces, is one of the best ways to improve health and happiness and lower stress levels (slide 22).
- Slides 23–28 show a range of location images. Pupils should suggest an adjective to describe each image; focusing on how each location makes them feel.
- Pupils should notice how Well-B responds to each setting and how green and blue locations re-charge Well-B's energy.





How do you feel today?

- Hand out the How Do You Feel Today? worksheets for pupils to complete. Use slide 29 for support.
- Collect completed worksheets once pupils have finished.



Sight and sound mapping

- Take your class on a walking trip to a local quiet spot in the area. This could be to your local canal or park. If you are unable to leave the school premises, choose somewhere quiet within the school grounds.
- Pupils should create a seeing and hearing map of everything they observe during the walk – stopping to write down what they notice. Slide 30 shows a few ideas for things they can look and listen for. Pupils should also make a note of how they feel at different points during the walk.
- Back in the classroom, ask pupils to write a short paragraph based on the notes they made. Sentence starters have been provided on slide 31.



Variations

As an alternative, pupils can use the walk to create some observational drawings – stopping at various points to focus on some small details from their outing, such as a blade of grass or a leaf. Click [here](#) for details.

Extension activities:

Art: Pupils can draw or paint a picture of a favourite quiet place near their home. A classroom display can be created from all the images collected.

Science: Canals and rivers are often referred to as 'Corridors for Nature'. They are home to hundreds of species of plants and animals. Encourage pupils to investigate these habitat corridors with our [Habitat resource](#).

Art: Our art activities in this learning bundle challenge pupils to think about their local canal, how it has changed over time and

how it might look in the future with the effects of climate change. We want children to draw, explore and get out and about as they imagine a canal for the future. Activities can be accessed [here](#).

Science: Get pupils involved with our Plastics Challenge initiative and help stop local litter from becoming a global problem. Support resources can be accessed [here](#).

English: Using slides 23–28 ask your class to create a spidergraph of adjectives that describe each picture.



Lesson 4:

The Five Ways To Wellbeing: **Active**

Learning objectives:

- Recognise the importance of being more active.
- Identify difficult situations and role play methods for addressing them.

Resources:

- How Do You Feel Today? worksheet
- Slides 32-42 of presentation
- Role Play Cards

Outcomes:

- I can understand the importance of spending time outdoors.
- I can recognise situations that challenge my friendships.
- I can recognise some of the tools I need to help deal with challenging personal relationship situations.

Wellbeing recap

- Remind pupils of the Five Ways To Wellbeing (slide 33) and explain that today's session focuses on the fourth of the Five Ways To Wellbeing, being Active. A definition has been provided on slide 34.

How do you feel today?

- Hand out the How Do You Feel Today? worksheets and ask pupils to draw their mood pictures for today (slide 35).
- Once they have completed their worksheets, collect these for safekeeping.

Outside adventure

- This outdoor activity requires support from adult helpers and will need advance permission from parents/guardians.
- Invite pupils to join you on an outside adventure where they will be participating in outdoor theatre and exploring role play situations.





- If you are able, visit your location before the session to risk assess the area ready for use. Set up a stage space using twigs and lay ground covers for the audience to sit on.
- We have made some suggestions for role play situations you can tackle but we would encourage you to use any scenario you feel resonates with your group. It may be useful to have a quick discussion in class beforehand to run through the scenarios and think about ways to tackle them (slides 36-42).
- Once you are in your outdoor setting, split the class into groups of 4-6 and allocate a role play card to each group.
- Pupils should read through and practise one of the scenarios before assigning characters, planning and enacting their role play.



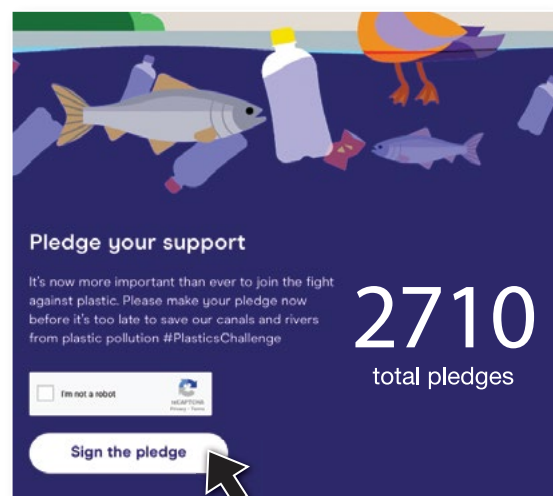
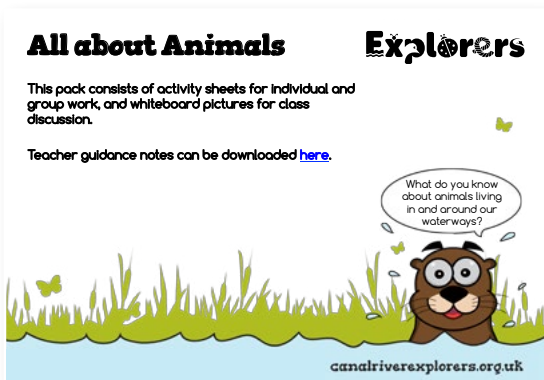
Extension activities:

PSHE: Pupils can create a graffiti wall demonstrating some of the benefits of waterways.

Science: Encourage pupils to explore some of the animal life in and around our waterways by downloading our free 'All about animals' resource. The pack consists of activity sheets for individual and group work and whiteboard pictures for class discussion. Click [here](#) to access the materials.

PSHE: Encourage pupils to be more active in their own time by sharing our Walking Trails link with parents. Access the resource [here](#).

Science: Get pupils involved with our School Plastics Challenge and help stop local litter from becoming a global problem. Support resources can be found [here](#).





Lesson 5:

The Five Ways To Wellbeing: **Learn**

Learning objectives:

- Recognise why it is important to continue to learn new things.
- Understand how learning new things can affect your wellbeing.

Resources:

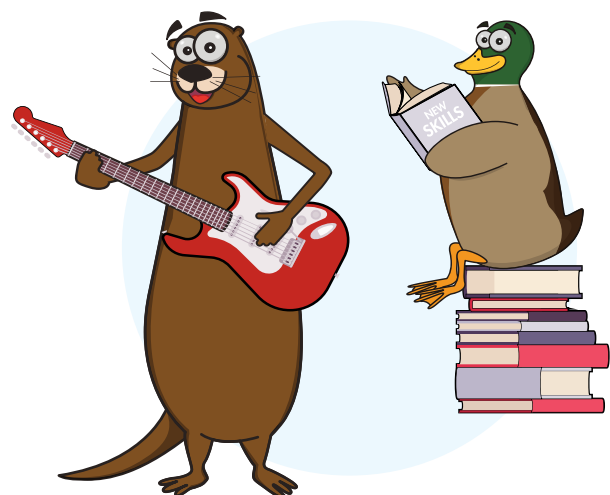
- How Do You Feel Today? worksheet
- Slides 43–48 of presentation

Outcomes:

- I can understand the importance of learning new things for my wellbeing.
- I can recognise that it is important to continue learning throughout my life.
- I can describe how I feel to my classmates.
- I can remember the Five Ways To Wellbeing.

What's new?

- Explain that today's lesson focuses on the last of the Five Ways To Wellbeing, which is Learn (slide 44).
- Ask your class (outside of school), when was the last time they learnt something new and what it was (slide 46). Write these suggestions on the board. Ask how learning a new skill made them feel.
- You may wish to offer something new that you have recently tried and share how it made you feel.
- Explain that learning something new every day can be beneficial to our wellbeing (slide 47), providing a sense of pride and confidence. Explain that learning should be a life-long process and that even as adults, learning should continue as a way of expanding our horizons and opportunities.





Unit recap

- Ask your class what they can remember so far from the unit – in particular the Five Ways To Wellbeing. Remind them of the areas covered.
- Create a class mind-map on the board to prompt pupils to remember and ask them to copy this in their workbooks.
- Separate your class into five groups and allocate each group one of the Five Ways To Wellbeing. Working collaboratively, pupils should create a poster based on their assigned area. They should include colourful drawings, photographs from previous lessons or items they have permission to contribute from home. Finished work can be displayed as part of your class mural or central piece.

How do you feel today?

- For the last time in the unit, pupils should complete their How Do You Feel Today? worksheet. Once they have finished, collect the worksheets and have a class discussion about how their feelings have changed across the unit. Talk about what made them happier during some lessons than others (were they happier during outdoor sessions for instance?) Discuss any changes that they/you can make to create more positive experiences within the classroom.
- Explain that taking care of their wellbeing is just as important as taking care of their physical health. Conclude by reminding pupils that the Five Ways To Wellbeing can help them look after their own wellbeing now and in the future.

Extension activities:

PSHE: Ask pupils to research and learn something new over the weekend. This can be a new game, recipe or sport. When they return to school they can be invited to share their new skill in circle time.

Literacy: Once pupils have completed the above activity ask them to write a set of instructions explaining the task.

A variation to this is to create a set of square card cut-outs. Pupils should write each stage of their instructions on a different card. The cards should then be shuffled and given to a classmate to see how quickly they can arrange them in the correct order.

PSHE: Access our guided mindfulness video [here](#) and deliver this activity to your pupils.



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