



Lesson 1:

The Five Ways To Wellbeing: **Connect**

Learning objectives:

- Understand what is meant by wellbeing.
- Identify some of the things that make them happy or unhappy.
- Learn how to track their feelings.

Resources:

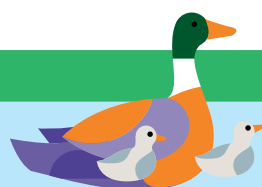
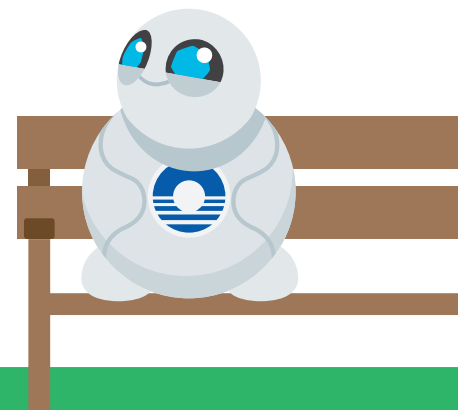
- Feelings Tracker worksheet
- Slides 1-5 of presentation
- Water Droplet template
- Wellbeing Bingo worksheet

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?

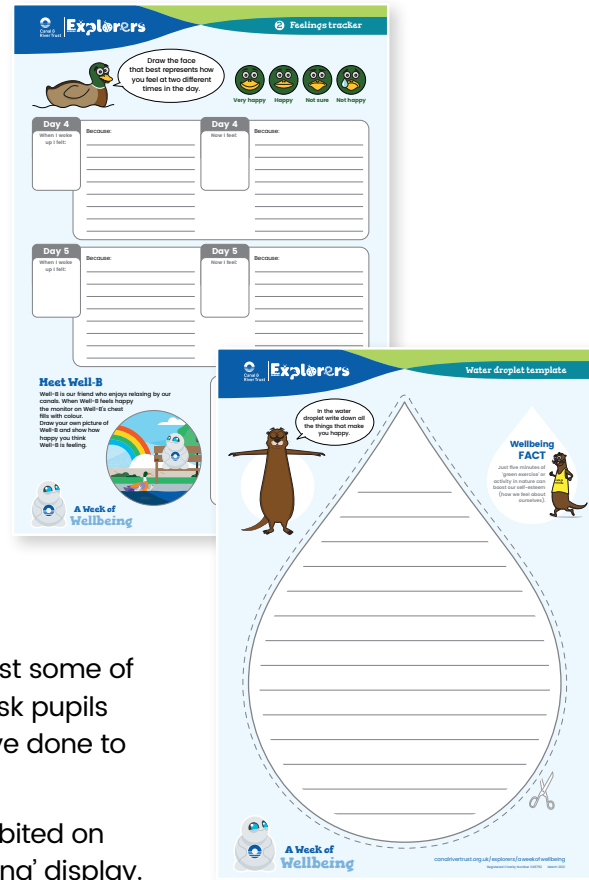
- Using the presentation explain the definition of wellbeing as a combination of mental and physical health that is linked to happiness and how you feel. In groups, pupils should create a thought shower for the word wellbeing – including their own ideas for things they think are good for their wellbeing (slide 2).
- Move on to explain that there are certain things that help our wellbeing (slide 2), these include: taking exercise, eating a healthy diet, getting enough sleep, taking time for ourselves, spending time with family and friends and feeling good about ourselves.
- Explain the Five Ways To Wellbeing – Connect, Assist, Notice, Active and Learn and look at how the first letter of each word spells the word CANAL (slide 3). Inform pupils that they will be investigating each of the Five Ways To Wellbeing throughout the Week of Wellbeing unit.
- Introduce Well-B (slide 4), 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](#).





Feelings Tracker

- Hand out a copy of the Feelings Tracker to complete over the duration of the unit.
- The Tracker 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 when they arrived and how they are feeling now. An example of a completed entry can be found on slide 5.
- Once finished, collect the Trackers for safekeeping. These will be used again in the next lesson.

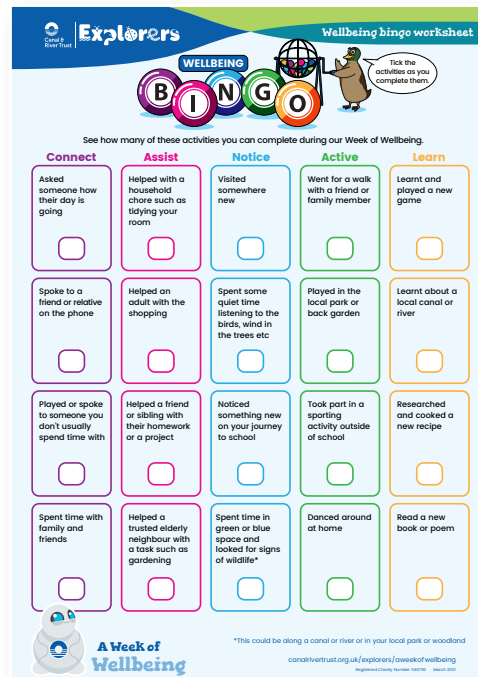
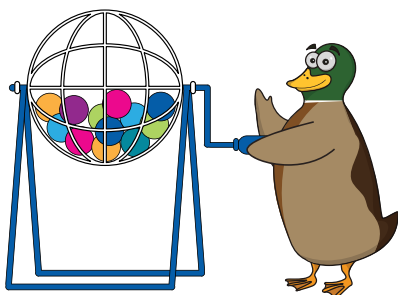


Waterway of wellbeing

- Using the Water Droplet template, pupils should list some of the things that make them happy. Alternatively ask pupils to write suggestions for things they can do or have done 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:

Wellbeing Bingo: Give pupils a copy of the Wellbeing Bingo worksheet. This contains a series of activities based on the Five Ways To Wellbeing. Pupils should see how many they can complete during the unit. This week pupils should focus on completing an activity that links to the first of the Five Ways To Wellbeing,





Extension activities:

English: Ask pupils to write a grammar poem about a canal or river. On the first line of the poem they should write a noun, on the second line they should write two adjectives joined by the word 'and' to describe the noun. On the third line they should write a verb and an adverb to describe this noun in action. The fourth line should begin with 'Like' or 'As' followed by a comparison and the last line should start with 'if only', followed by a wish. They should have a finished poem that reads something like example 1.

Alternatively pupils should list three adjectives on line two, a simile or metaphor on line three, a fact on line four and on line five they should explain how it makes them feel or impacts them. See example 2.

Art: Pupils can design a protest poster as part of our Plastics Challenge. Access the resources [here](#).

Science: Canals and rivers are great places for wildlife. Use these activities and resources to encourage children to explore and learn more about these amazing habitats. You can access the resources [here](#).

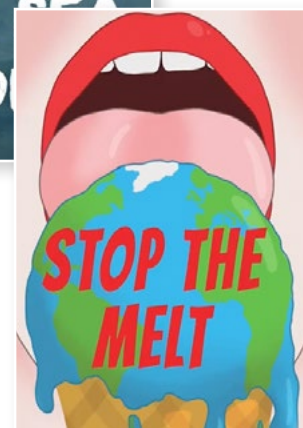
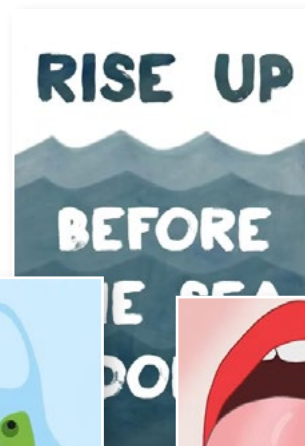
PSHE: Teach important safety measures for being around water by downloading our water safety resource [here](#).

Example 1:

Canal
 Deep and cool
 Stretching widely
 Like a watery road
 If only I could explore it

Example 2:

The River Nene
 Murky, dark, mysterious
 Slithers like a watery snake
 Flowing to the Wash
 Inviting me to join it on its journey to the sea





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:

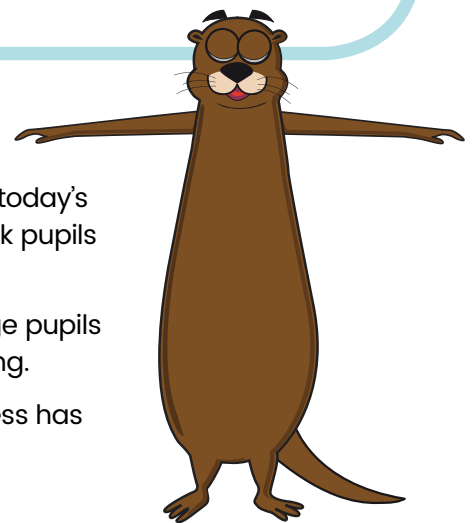
- Feelings Tracker worksheet
- Slides 6-15 of presentation
- Wellbeing Bingo worksheet

Outcomes:

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

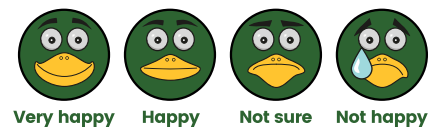
What do we mean by Assist?

- Remind the class of the Five Ways To Wellbeing and explain that today's lesson focuses on the second of these wellbeing words, Assist. Ask pupils what they think is meant by the word 'Assist'.
- Use slide 8 to explain the definition of the word and then challenge pupils to use this word in a sentence to help reinforce their understanding.
- Explain that research has found that committing an act of kindness has shown to have a positive influence on your own wellbeing.



Feelings Tracker

- Hand out pupils' Feelings Trackers and ask them to complete today's entry. A completed example can be found on slide 9.
- Once completed, collect the Trackers for safekeeping.



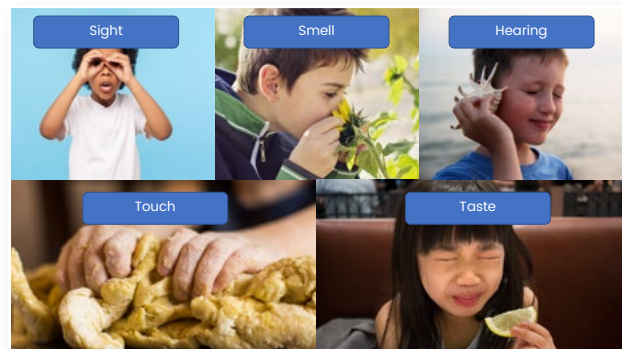
How have you helped someone this week?

- Pupils should think about some of the ways they can help another person. Slide 10 shows some of the ways we can help people. Talk through these examples.
- Pupils should think about and share what they have done recently to help another person (slide 11).
- Explore how it made them feel to help someone as well as how they think it made the other person feel (slides 12 and 13).



Blindfold Explorers

- If possible, this activity should be delivered in an outdoor environment with children working in pairs.
- Begin by asking your class to list the five senses (slides 14-15). Explain that today's task will require them to temporarily block one of their key senses by closing their eyes. Instead, they will rely on their other senses to explore their surroundings.
- 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.
- The guide should lead their partner around the chosen area describing what they can see around them. The guide should be encouraged to help their partner feel the shapes and textures within the area. Their partner should explore using their sense of smell, touch and hearing.
- For each location they are escorted to, the unseeing partner should call out what they can hear, what they can smell, how they feel and any sensations they experience. The guide should make a note of all their partner's comments.
- Once finished, children should swap places. Ensure that all pupils experience both roles.



Variations

If distancing measures are in place this activity can be varied so that the guide is instead giving verbal directions and the unseeing partner is following their voice commands. You will need to set a perimeter for this variation and ensure that the ground is even and 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'.

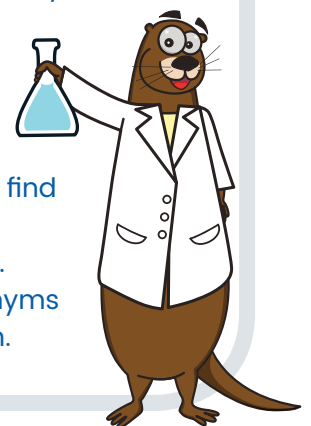
Extension activities:

Wellbeing Bingo: Pupils can continue to work on their Wellbeing Bingo worksheet. If they are yet to complete any activities, they should focus on an activity that links to the second of the Five Ways To Wellbeing, Assist.

School Pocket Adoption resources: Encourage pupils to adopt an unloved pocket of canal on their doorstep using our tailored learning resources. Access the resources [here](#).

Science: Explore the diverse range of wildlife found in our canal habitats which you can find [here](#).

English: Using the list of senses noted down by the guide in the Blindfold Explorers activity pupils should find one or two synonyms for each sensory word they wrote down. Pupils can also research antonyms for the words they have written.





Lesson 3:

The Five Ways To Wellbeing: **Notice**

Learning objectives:

- Recognise how changing environments affect mood and wellbeing.
- Understand the benefits of being outside on wellbeing and mental health.
- Know how to communicate their feelings in diary form.

Resources:

- Feelings Tracker worksheet
- Slides 16-26 of presentation
- Wellbeing Bingo worksheet

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 mental health, happiness and self-esteem.
- I can communicate in writing how my feelings change depending on where I am.

Let's go outside!

- Remind the class of the Five Ways To Wellbeing (slide 17) and explain that today's lesson will focus on the next wellbeing word, Notice. Explain that some of today's session will be spent outside taking notice of the surroundings.
- Ask pupils how it makes them feel when they spend time outside – particularly if they are able to spend time by the water. Ask how they think they would feel if they were in the location on slide 18.
- Using slide 19 explain that spending time outdoors – particularly in green and blue spaces, is one of the best ways to improve health and happiness. Expand by explaining that studies have shown that it has been proven to lower stress levels, blood pressure and heart rate as well as lifting mood and that it only takes 20 minutes of being outside to help improve wellbeing.
- Display slides 20-25 which show a selection of different locations. Ask pupils what feelings are evoked by each image.
- Ask children what they notice about Well-B in each image. How is Well-B responding to each location?
- As a class, create a word shower of adjectives to describe how each image makes them feel.



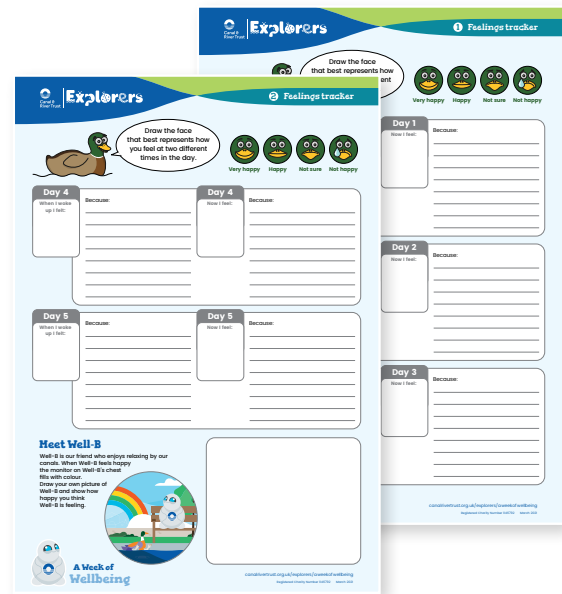


Feelings Tracker

- Hand out pupils' Feelings Trackers and ask them to complete today's entry (slide 26).
- Once everyone has finished, collect the worksheets to be used in your next lesson.

Sight and sound mapping

- This activity requires you to take pupils on a walking trip to a local quiet location in the area so necessary permissions need to be sought if you are leaving the school premises.
- Your chosen destination could be a local canal, river or park or even a quiet place within the school playground if you are not able to leave the school grounds.
- Before you begin, brief pupils to create a seeing and hearing map of everything they observe during their walk. Explain that you will be stopping at various points for them to write down what they notice. Pupils should also reflect on how they feel at different points during their walk, for example how do they feel during any part of the journey that takes them past a busy road? How do they feel when they arrive at their quiet destination spot?
- Once back in the classroom, pupils should write a diary entry explaining the walk and describe how they felt during their journey and once they had arrived at their quiet location.
- Remind your class that a diary is usually written in chronological order and is also written in the first person, from the point of view of the writer.



Extension activities:

Wellbeing Bingo: Pupils can continue to work on their Wellbeing Bingo worksheet. Pupils yet to complete an activity should start with the third of the Five Ways To Wellbeing, Notice.

English: Ask your group to create a piece of descriptive writing about their favourite place using the list of words from the sight and sound mapping activity.

Science: Pupils can investigate canals as habitat corridors in our Habitat resource. Access the materials by clicking [here](#).

Science: Ask pupils to think about things that could pollute their favourite place e.g. litter. They can then create a poster

campaign to help reduce plastic waste within the school. Alternatively task your class with designing their own protest poster. Support materials can be found [here](#).

Music: Using Flight of the Bumblebee as stimulus, ask pupils whether they think the composition successfully conveys a bee in flight. Discuss the tempo of the music and how this evokes the image of a bee busily flying from flower-to-flower. Challenge pupils to storyboard their own two-minute musical composition to represent a canal or river.





Lesson 4:

The Five Ways To Wellbeing: **Active**

Learning objectives:

- Recognise the importance of being more active.
- Identify difficult emotional triggers.

Resources:

- Feelings Tracker worksheet
- Slides 27-36 of presentation
- Role Play Cards
- Wellbeing Bingo worksheet

Outcomes:

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

Wellbeing recap

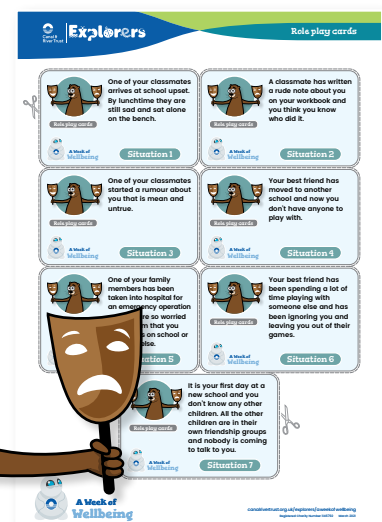
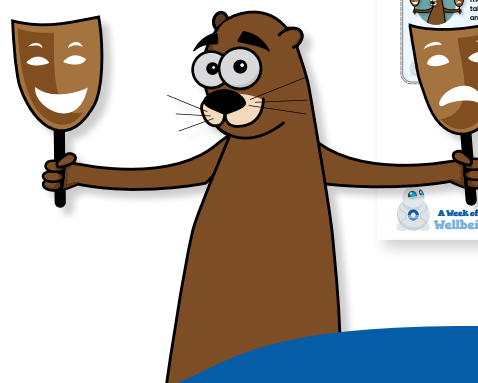
- Remind the class of the Five Ways To Wellbeing (slide 28) and explain that today's lesson will focus on the next of the Five Ways To Wellbeing words, Active. Explain that they will be going on an adventure outside the classroom where they will be taking part in some outdoor theatre activities themed around wellbeing. This activity requires support from adult helpers and will require permission from parents/guardians to leave the school premises should your school not have the outdoor space required. Alternatively, this activity can be completed in the playground.

Feelings Tracker

- Hand out pupils' Feelings Trackers and ask them to complete this with details of how they are feeling today (slide 29). Collect the worksheets at the end of the lesson.

Outside adventure

- Working in groups of 4-5 ask pupils to select one of the situations outlined on the Role Play Cards (slides 30-36) to perform to the rest of the class. These can be discussed in the classroom before you leave.





- If you are able, visit your chosen location in advance to risk assess and clear the area of hazards. You can create a make-shift stage using twigs to separate the area. You can also lay ground covers for the audience to sit on.
- The Role Play Cards offer suggestions for scenarios you can tackle but we would encourage you to use any scenario you feel resonates with your group.
- Working in their groups, pupils should rehearse their role play in preparation for performing it to the rest of the class.
- Once pupils have had time to rehearse, ask each group in turn to perform their role play for the rest of the class.
- At key points in each group's enactment, freeze frame the role play and ask the audience to discuss what is happening. Explore how they think the character/s are feeling at that moment, what the impact might be on the character's wellbeing and what they might do if they were to trade places with the character.
- As a whole group, work together to agree the best resolution to each scenario.
- Once back in class, pupils should write a short paragraph outlining their choice of resolution to their role play. There may be more than one solution, in which case pupils should select their preferred response.
- Conclude the session by encouraging pupils to think about how stepping away from certain situations and spending time in a quiet place outside can help to calm anxieties.

During each performance, the rest of the class should be thinking about:

- a) How and if the situation could have been avoided
- b) How the characters might be feeling in each scenario
- c) Whether this is the best (or only) way of handling the situation
- d) How they would handle this situation if it happened to them
- e) How the situation might be resolved or improved.



Extension activities:

Wellbeing Bingo: Pupils should continue to work on their Wellbeing Bingo worksheet.

PSHE: Ask pupils to create a graffiti wall demonstrating some of the benefits of waterways.

PSHE: Encourage pupils to be more active in their own time by sharing our Walking Trails link. Each trail covers approximately one

mile and is a great way to encourage children to spend more time outside. Download the resource [here](#).

English: Ask pupils to write a story that includes a problem and a solution. This can be written as a script for a play or a short story. Pupils can use the strategies agreed during the outdoor theatre activity to resolve the situations they have written about in their work.



Lesson 5:

The Five Ways To Wellbeing: **Learn**

Learning objectives:

- Recognise the importance of continued learning to your confidence and wellbeing.
- Research a new skill and attempt to master it.

Resources:

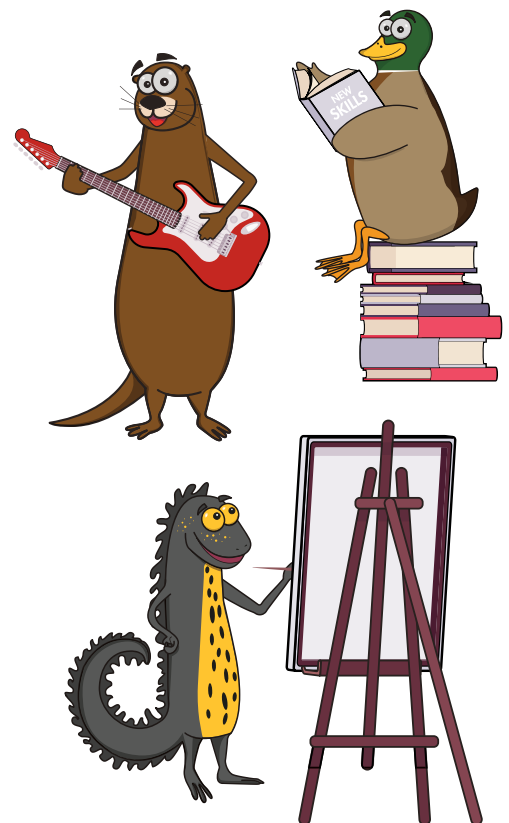
- Feelings Tracker worksheet
- Slides 37-41 of presentation
- Wellbeing Bingo worksheet

Outcomes:

- I can understand that learning new things is important for my wellbeing.
- I can understand that learning is a life-long process.
- I can describe how I feel to my classmates.
- I can remember the Five Ways To Wellbeing.

What's new?

- Explain to pupils that today is the last lesson in the Week of Wellbeing and they will be looking at the last of the wellbeing words, Learn.
- Ask pupils to share the last time they learnt something new outside of the school environment (slide 38). This could be a new swimming stroke, a new recipe or a new sport. Write down their suggestions.
- Now ask those pupils how learning this new skill made them feel. To start the discussion, volunteer something new you have learnt to help demonstrate that learning is a life-long journey. Explain how learning this new skill made you feel.
- Capture the suggestions from your class in a word shower of adjectives and phrases so they can begin to see the correlation between learning something new and self-confidence and wellbeing.
- Continue by explaining that learning something new every day is good for our wellbeing as it helps improve self-confidence, enables us to adapt to new situations and helps inspire creativity (slide 39).





Feelings Tracker

- For the last time, hand out pupils' Feelings Trackers and ask them to complete this with details of how they are feeling today (slide 40).
- Collect their Trackers and discuss how their feelings have changed lesson-by-lesson. Talk about what made them happier during some lessons than others. Were they happier during the lessons spent outside? Discuss any changes they/you can make to create more positive experiences within school.
- Conclude by reminding pupils that the advice in the Five Ways To Wellbeing can help them look after their own wellbeing now and in the future.



Unit recap

- Ask pupils to see if they can remember anything they have learnt over the course of the unit – in particular the Five Ways To Wellbeing (slide 41).
- Working in small groups, pupils should create a leaflet to capture the information they remember from the unit. Finished leaflets can then be added to your class display.

Extension activities:

Geography: Use this resource to help pupils understand how rivers are formed and flow from source to mouth. Download the materials by clicking [here](#).

Literacy: Challenge pupils to create a new game inspired by the theme of waterways and write a set of instructions to support it. Pupils requiring additional support can base their game on an existing board game like

snakes and ladders or pairs. These can be re-purposed using a waterway theme.

STEM: Access STEM (Science, Technology, Engineering and Maths) resources [here](#).

Wellbeing Bingo: This is the final opportunity for pupils to work on their Wellbeing Bingo worksheet. They should review how many activities they have completed before submitting their efforts.



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