



# Living in Safety and Stability



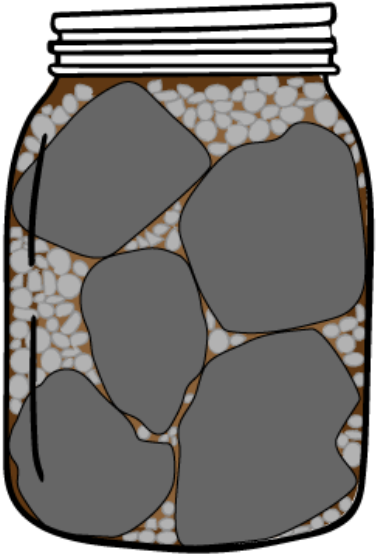
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**Purpose:** To provide participants with the skills, knowledge and confidence to cope better with stressful situations.

**Participant learning objectives:**

1. Increase participants awareness of their own health and wellbeing
2. Increase understanding on how to integrate more positive activities into their day-to-day life
3. Be able to select and utilise a strategy that helps them cope with stressful situations

CONTENT	METHODS/ RESOURCES <i>Slides 103-110 can assist with this session.</i>	APPROX. TIME
<b>Health &amp; Wellbeing Wheel</b>	<p><b>Resources:</b> Health &amp; Wellbeing wheel</p> <p>Inform participants of the purpose of today’s session – to provide them with the skills, knowledge and confidence to recognise a stressful situation and know how to approach it.</p> <p>Provide each participant with a copy of the health and wellbeing wheel. Ask participants to follow the instructions on the sheet. The purpose of this activity is for participants to self-reflect on their health and well-being and identify areas that they may need to focus on.</p> <p><b>Debrief:</b> Do you have a circle? Are you surprised? Are there any areas you focus a lot on? Or any areas you tend to forget about?</p>	10 minutes
<b>Pledge</b>	<p><b>Resources:</b> Post-it notes &amp; Pens</p> <p>Ask participants to look again at their own personal health and wellbeing wheel. Ask participants to focus on the area that they identified as the lowest e.g., Give, Take Notice. Provide participants with a post it and pen each and ask them to write a pledge based on something they can do better/ more of in their area of focus. For example, if they performed lowest on Sleep, they could pledge to go to sleep 30 minutes earlier each night; if they performed lowest on Give, they could pledge to lift litter lying in their local park etc.</p>	10 minutes

	<p>You can ask participants to write their name on the Post-it and stick it up at the front of the room for the facilitator to read out. Tell participants that you will follow up with their pledge at the beginning of the next session.</p>	
<p><b>Jar of Importance</b></p> 	<p><b>Resources:</b>          Jar          Rocks          Pebbles/ Stones          Sand          Water (optional)</p> <p>This visual representation will showcase to participants their ability to accomplish more and be much happier if we use our time wisely and spend time doing the things that are important.</p> <p>Fill the jar with rocks. Ask participants if the jar is full. Then pour some pebbles in which will fall around the rocks. Ask participants if the jar is full now. Then fill in all the gaps with sand. Again, ask participants if the jar is now full.</p> <p>Tell participants that the jar represents their life – time is limited. The rocks represent important things such as family, friends, passions, health etc. The pebbles represent other things that matter such as your home, school you go to, exams etc. and the sand represents all the smaller stuff in your lives e.g., how many likes you get on social media, messages pinging through on your phone, latest game/ shoes you have got etc.</p> <p><b>Debrief:</b> Tell participants that if you spend all your time worrying about the smaller stuff, you will not have enough time for the important things in life (if you fill the jar up with sand first you will not fit in all the rocks!). Tell participants to think back on their health and wellbeing wheel, if they focused more on the important things would they have a better circle? Does their pledge focus on the important things?</p> <p><b>Optional</b> – add water to the jar to highlight that no matter how busy our lives are, we can always find time to look after ourselves – whether that be going out with friends, going for a walk, watching a movie etc.</p>	<p>20 minutes</p>

**Tools and Techniques for Coping with Stressful Situations**

**Suggested resources:**

- Wi-Fi
- Laptop
- Projector/ TV
- Art materials
- Physical activity equipment
- Large hall/ space

You can make this session as appropriate and applicable to the group as possible. Below are listed some suggested strategies that young people may use when they are feeling down or stressed:

**Laughter Yoga** - a useful step-by-step guide can be found here

<https://www.wikihow.com/Do-Laughter-Yoga> or alternatively here is a guided video

<https://www.youtube.com/watch?v=SVkG3L79sL4>

This may require some high energy and enthusiasm from the facilitator to get the group going!

**Guided Meditation** - an example can be found here

<https://www.youtube.com/watch?v=X7iBnp8T6nY>

**Body Scan** - an example can be found here <https://www.youtube.com/watch?v=z8zX-QbXIT4>.

**Breathing Techniques** - useful follow along videos can be found here:

<https://kidshealth.org/en/teens/relax-breathing.html> /

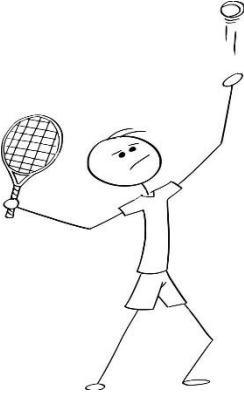
<https://kidshealth.org/en/kids/study-yoga.html>

**Art** – Mindfulness art can be a useful tool for some people to help them relax. Mindfulness colouring in sheets can be downloaded for free from many sites. Here is a link to Twinkl’s free resources: <https://www.twinkl.co.uk/resource/us-t-c-1551-mindfulness-coloring-pages-bumper-activity-pack>

**Creation of a Music Playlist** – Ask participants to create their own ‘feel-good’ music playlist. This can be done there and then, or they can simply make a note of their playlist during the session. Ask participants to stick on their feel-good playlist whenever they are feeling a bit down. Never underestimate the power of music on our mood.

Dependent on activity/  
Number of activities  
undertaken

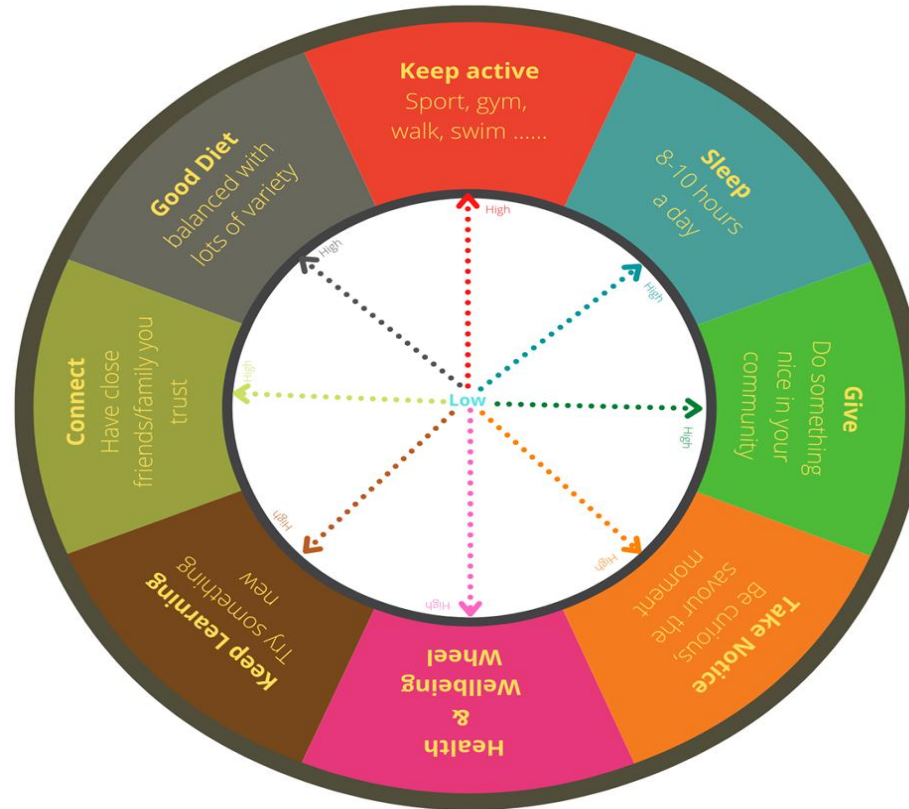


	<p><b>Physical Activity</b> - The levels of chemicals in the brain, such as serotonin, stress hormones and endorphins, change when you exercise. Examples of physical activity include football, dodgeball, dancing, walking etc.</p> <p><b>Fun Game/ Activity</b> – This can incorporate some of the above (laughing, feel good music, physical activity etc.).</p> <p>Reiterate that the key ingredient that underlines each of these activities is happiness; doing things that make you happy. You can end this section checking in with participants which tools/ techniques they are going to carry forward.</p>	
<p><b>Check Out/ Evaluation</b></p>	<p><b>Resources:</b>  <a href="#">Informal evaluation ideas</a>          Choose an activity from the list provided.</p>	<p>10 minutes</p>



# Health & Wellbeing Wheel

# Individual Exercise



- Consider each part of the wheel and your life
  - Put an X on each arrow using the following scale
    - High = I am good at looking after this area
    - = I am reasonably happy with how I look after this area
    - = I sometimes look after this area
    - = I occasionally look after this area
    - Low = I never look after this area
  - Join the X's . A circle shows a good balance
- Think about areas in your life that you want to change and how.