

# STUDENT WELLBEING AMBASSADOR PROGRAMME

## Specification



SWAP

# Student Wellbeing Ambassador Programme (SWAP) Specification

## Why choose the SWAP?

- The evidence is clear – if you're serious about behaviour change in a school or college, getting students to voice the messages of change is key
- The SWAP is the tool for empowering your students to become wellbeing experts so that they can influence their peers for meaningful, embedded behaviour change to improve wellbeing across your student population
- The SWAP uses short videos, summarised research findings, quizzes, campaign challenges (with supporting downloadable worksheets and PowerPoints) and even a dedicated App – called *WellSenz* – to bring the Psychology of wellbeing to life
- Having well-informed students bringing the wellbeing conversation to life not only influences their peers but will also help inform staff of good wellbeing practices
- The course is written by Aidan Harvey-Craig, author of *18 Wellbeing Hacks for Students: Using Psychology's Secrets to Survive and Thrive*
  - As well as an author and TES wellbeing columnist, Aidan is highly experienced in teaching, 6<sup>th</sup> form leadership and student counselling
  - Aidan has a Bachelor's degree in Applied Psychology, a Master's Degree in the Psychology of Education and experience of running Anger Management and Cognitive Skills groups in a maximum-security prison

## Course aims and objectives

The aims and objectives of this course are to enable a group of your students to:

- Develop an essential knowledge and understanding of a range of different concepts and techniques that have been found to improve wellbeing in young people
  - *Note, most of these concepts and techniques apply equally to people of all ages but the examples and language used is aimed at 14-18 year-olds*
- Develop an appreciation of the need for an evidence base for wellbeing concepts and techniques by examining key research
- Learn how to apply the wellbeing concepts and techniques by using them in their own life
- Develop their communication skills by using a range of methods to disseminate the wellbeing concepts and techniques to their peers

The SWAP comprises 6 lessons

Lesson 1: *Snack, Sleep, Chill*

Lesson 2: *Think, Watch, Doubt*

Lesson 3: *Kindness, Connections, Relationships*

Lesson 4: *Breathe, Flex, Paint*

Lesson 5: *Emotions, Lifelines, Music*

Lesson 6: *Groups, Gratitude, Wellbeing*

Learn it, Live it, Teach it

Each lesson has 3 elements:

- Learn it:
  - Students learn about 3 different hacks in each lesson
  - For each hack, they watch a video, read a summary of one piece of key research and take a short quiz to check their understanding
- Live it:
  - Each lesson challenges the students to try out one or more of the hacks
  - Firstly, they are directed to the free app which accompanies this course, called *WellSenz*, which gives them daily tasks related to the hack they're working on
  - Secondly, there are downloads for each lesson, such as sleep and thought diaries, to help them build the ideas into their life and reflect on how they work
- Teach it:
  - There is a choice of two campaigns with each lesson
  - These provide structure and support to help students get the key messages from the course out to their peers and across the wider school or college community
  - You could get students to run PSHE lessons, present at assemblies, produce displays, post on official social media channels – anything that works for them and their school or college

## The SWAP at a Glance

### Lesson 1: *Snack, Sleep, Chill*

#### Learn it:

#### Hack 1: *Take an Exercise Snack*

- ✓ Understand neuroplasticity and how exercise helps re-shape your brain
- ✓ Jordan et al (2016): regular 5-minute walks improve wellbeing

#### Quiz: Take An Exercise Snack

#### Hack 2: *Sleep for 8 Hours*

- ✓ Learn how REM sleep fine-tunes your ability to process and read emotions
- ✓ Van Der Helm (2010): sleep deprivation makes us worse at decoding emotion in facial expressions

#### Quiz: Sleep For 8 Hours

#### Hack 3: *Do (almost) Nothing*

- ✓ Learn about the brain's 'default mode' and how mind wandering improves creativity
- ✓ Baird et al (2012): undemanding tasks improve creativity

#### Quiz: Do (almost) Nothing

#### Quiz: Lesson 1 Recap

#### Live it:

- WellSenz App: use the 'Chill' hack
- *Sleep diary* download

#### Teach it:

- Campaign #1 *Sleep for 8 hours*
- Campaign #2 *Take an exercise snack*

### Lesson 2: *Think, Watch, Doubt*

#### Learn it:

#### Hack 1: *Spot Common Thinking Traps*

- ✓ Learn to identify common unhelpful thinking patterns
- ✓ Hofmann et al (2012): CBT meta-analysis

#### Quiz: Spot Common Thinking Traps

#### Hack 2: *Watch Your Thoughts*

- ✓ Learn how to use simple mindfulness techniques to cope with Thinking Traps
- ✓ Frewen et al (2008): mindfulness techniques help us let go of negative thoughts

#### Quiz: Watch Your Thoughts

#### Hack 3: *Use the Power of Doubt*

- ✓ Learn how to use simple CBT techniques to cope with Thinking Traps
- ✓ Idsoe et al (2019): group CBT helps with depression and perfectionism

#### Quiz: Use the Power of Doubt

#### Quiz: Lesson 2 Recap

#### Live it:

- WellSenz App: use the 'Thoughts' hack
- *Thought diary* download

#### Teach it:

- Campaign #1 *Watch out for Thinking Traps*
- Campaign #2 *Don't believe everything you think*

## Lesson 3: Kindness, Connections, Relationships

### Learn it:

#### Hack 1: *Ask Twice*

- ✓ Learn about the scientific wellbeing benefits of kindness, but also the need for boundaries
- ✓ Schacter et al (2018): daily diary study showing a correlation between acts of kindness and wellbeing

#### Quiz: Ask Twice

#### Hack 2: *Stop 'Liking' People*

- ✓ Learn how notifications use variable ratio reinforcement to be as addictive as possible, and how our brains make up stories based on social media posts
- ✓ Shakya et al (2017): Facebook likes are negatively correlated with wellbeing

#### Quiz: Stop 'Liking' People

#### Hack 3: *Stop Dating People Like Your Parents*

- ✓ Learn about the way your first relationships can affect the people you are attracted to as an adult
- ✓ Marigold et al (2007): framing compliments in an abstract way can help make students with low self-esteem feel significantly better about their relationships

#### Quiz: Stop Dating People Like Your Parents

#### Quiz: Lesson 3 Recap

### Live it:

- WellSenz App: use the 'Kind' hack
- *Analogue experiences diary* download

### Teach it:

- Campaign #1 *Ask Twice*
- Campaign #2 *Stop Dating People Like Your Parents*

## Lesson 4: Breathe, Flex, Paint

### Learn it:

#### Hack 1: *Combat Breathe*

- ✓ Understand how breathing can be used to relax and focus
- ✓ Laborde et al (2017): slow breathing leads to better quality sleep than social media use before bed

#### Quiz: Combat Breathe

#### Hack 2: *Get Flextrovert*

- ✓ Learn how personality is malleable and how to become more *flextrovert*
- ✓ Pine et al (2016): openness to new experiences is linked to wellbeing

#### Quiz: Get Flextrovert

#### Hack 3: *Paint Your Broken Edges Gold*

- ✓ Learn about perfectionism – how to spot it and how to tackle it
- ✓ Curran and Hill (2017): a longitudinal study showing that perfectionism is rising

#### Quiz: Paint Your Broken Edges Gold

#### Quiz: Lesson 4 Recap

### Live it:

- WellSenz App: use the 'New' hack
- *Perfectionism diary* download

### Teach it:

- Campaign #1 *Breathe to relax*
- Campaign #2 *Get flextrovert*

## Lesson 5: Emotions, Lifelines, Music

### Learn it:

#### Hack 1: Name Your Emotions

- ✓ Learn about *emodiversity* and how to notice and accept a wide range of emotions
- ✓ Quoidbach et al (2014): developing *emodiversity* improves both mental and physical health

#### Quiz: Name Your Emotions

#### Hack 2: Write Yourself a Lifeline

- ✓ Learn how your identity is shaped by your own life story, and how you can clarify and shape this story
- ✓ Peters et al (2010): Writing about your 'Best Possible Self' improves wellbeing and optimism

#### Quiz: Write Yourself a Lifeline

#### Hack 3: Use Music on Purpose

- ✓ Learn about the power of music in dealing with emotions and your identity
- ✓ McFerran et al (2014): Music can make you feel worse

#### Quiz: Use Music on Purpose

#### Quiz: Lesson 5 Recap

### Live it:

- WellSenz App: use the 'Music' hack
- Lifeline download

### Teach it:

- Campaign #1 *Expand your emodiversity*
- Campaign #2 *Use music*

## Lesson 6: Groups, Gratitude, Wellbeing

### Learn it:

#### Hack 1: Join (or Leave) a Group

- ✓ Learn about social identities and how groups can shape your behaviour
- ✓ Ozbay (2007): a review of the evidence that social support increases wellbeing

#### Quiz: Join (or Leave) a Group

#### Hack 2: Thank Your Way Out of Chaos

- ✓ Learn how gratitude positively impacts your health and wellbeing
- ✓ Emmons et al (2003): writing about 5 good things each day improves wellbeing

#### Quiz: Thank Your Way Out of Chaos

#### Hack 3: The Role of the Student Wellbeing Ambassador

- ✓ Clarify that the role is about wellbeing, not helping those in difficulty
- ✓ Learn about who we can turn to when we need help or are struggling with something

#### Quiz: The Role of the Student Wellbeing Ambassador

#### Quiz: Lesson 6 Recap

### Live it:

- WellSenz App: use the 'Thanks' hack
- My Groups download

### Teach it:

- Campaign #1 *What is Wellbeing?*
- Campaign #2 *Five good things*

## Quiz: Final Accreditation

## Course Content

Note: suggested timings have been given to run the course over a period of weeks or months. However, if you have an off-timetable day it would also be possible to run the course in one day and get the students to map out the 'live it' and 'teach it' elements across the subsequent weeks or months

### First Week / Fortnight / Half Term – Lesson 1: Snack, Sleep, Chill

## Learn it

### 1.1 Take an Exercise Snack

- Neuroplasticity is your brain's ability to adapt to new challenges, keeping you mentally healthy
- BDNF proteins in your brain help with neuroplasticity
- Exercise boosts BDNF levels in your brain, even after one session
- Keep it simple - take quick, easy 'exercise snacks', such as a short walk or dancing to your favourite track
- Jordan et al (2016) found that taking 5-minute exercise snack walks throughout the day increased people's energy levels, improved their mood and reduced food cravings at the end of the day

### 1.2 Sleep For At Least 8 Hours

- Sleep helps to keep you healthy by boosting your immune system
- Dreaming during REM sleep helps you deal with difficult experiences by detaching the emotion from the memory of them
- REM sleep also fine-tunes your ability to read other peoples' expressions, making you better at dealing with difficult situations
- You need at least 8 hours of sleep per night, starting before 11pm
- Ideally, keep to a sleep routine, in a cool dark room, with no screens for at least 90 minutes before you need to sleep

### 1.3 Do (Almost) Nothing

- The brain's 'default mode' kicks in when we're doing nothing
- This kind of brain activity is really good for creativity and identity formation (figuring out who we are)
- However, doing nothing at all can lead to rumination, where we end up focusing on negative thoughts
- It's best to do almost nothing by carrying out an undemanding task - this allows for creative mind-wandering whilst making it harder to ruminate
- Examples of undemanding tasks include: doodling, colouring-in, tidying, cleaning, aimless walking, and staring out of the window while travelling

## Live it

1. Students who have downloaded the free *WellSenz App*, which goes with this course, select the 'Chill' hack
  - They are then given daily challenges for a week which involve taking some time out to let the mind wander
2. Students download a *Sleep Diary* to:
  - record the amount and quality of their sleep
  - try out sleep skills to see if this affects the quality of their sleep

## Teach it

- Students have two campaigns to choose from, which involve getting key wellbeing messages out across their school or college
- Campaign #1 *Sleep for 8 hours*
  - Headline message: *Sleep for at least 8 hours a night*
  - Other key messages:
    - *Sleep keeps you healthy and happy*
    - *Keep to a sleep routine where possible*
    - *Make your bedroom as cool and dark as possible*
    - *Avoid screens for at least 90 minutes before you need to sleep*
- Campaign #2 *Take an exercise snack*
  - Headline message: *Take regular 'exercise snacks' throughout the day*
  - Other key messages:
    - *Neuroplasticity is your brain's ability to adapt to new challenges, keeping you mentally healthy*
    - *BDNF proteins in your brain help with neuroplasticity*
    - *Exercise boosts BDNF levels in your brain, even after one session*
    - *Keep it simple – take quick, easy 'exercise snacks', such as a short walk or dancing to your favourite track*

### Second Week / Fortnight / Half Term – Lesson 2: Think, Watch, Doubt

## Learn it

### 1.1 Spot Common Thinking Traps

- Thoughts, emotions and behaviour are all linked
- Negative thoughts often become 'automatic' so we don't notice them - only the emotions they lead to
- The first step to dealing with this is to learn how to stop common 'Thinking Traps'
- Common Thinking Traps:
  - *Fortune telling* is when we think we know what's going to happen in the future: 'I'm going to fail'
  - *Mind reading* is when we assume we know what other people are thinking: 'He thinks I'm a loser'
  - *All-or-nothing thinking* is when you view a situation in only two extremes, with no middle ground: 'This essay is useless'
  - *Must and Should statements* set your expectations rigidly and unrealistically high: 'I must be successful and I should be getting A grades'. *Musts* and *Shoulds* can also involve expectations about others: 'You must treat me well'
  - *The mental filter* involves picking out and focusing entirely on the negative elements of a situation. So, the person who gets 90% in an exam is furious about the 10% of the marks they missed
  - *Overgeneralisation* is coming to a general conclusion based on a single piece of evidence. If something bad happens once, you expect it to happen again and again. This kind of thought often includes the words 'always' and 'never': 'I forgot to finish that project on time – I never do things right'
  - *Taking things personally* is a thinking error that involves taking responsibility for something that's not your fault: 'The relationship ended because I failed'
  - *Catastrophising* means greatly overestimating the chances of disaster: 'I'm going to make a complete idiot of myself and everyone will be laughing at me'

### 1.2 Watch Your Thoughts



- Mindfulness involves watching your thoughts without trying to suppress them and without judging them as 'good' or 'bad'
- Often it's helpful to use imagery, such as seeing your thoughts as traffic or clouds passing by
- This helps you to see that you are not your thoughts - you are distanced from them
- That, in turn, means that you can learn to 'let go' of unhelpful thoughts

### 1.3 Use The Power Of Doubt

- Often negative thoughts seem like facts - but thoughts are not facts
- Learning to doubt unhelpful thoughts can help to reduce their power to cause anxiety or depression. There are 4 ways to help people to doubt unhelpful thoughts.
- First, check whether the thought is a *thinking trap*
- Second, check for evidence both for and against the thought - does the thought have sound evidence to support it?

## Live it

1. Students who have downloaded the free *WellSenz App* select the 'Thoughts' hack
  - They are then given daily challenges for a week which involve thinking about their own thoughts
2. Students download a *Thought Diary* to examine links between their thoughts and emotions

## Teach it

- Students have two campaigns to choose from, which involve getting key wellbeing messages out across their school or college
- Campaign #1 *Watch out for 'Thinking Traps'*
  - Headline message: *Watch out for common Thinking Traps*
  - Other key messages:
    - Students publicise the common Thinking Traps listed above
- Campaign #2 *Don't believe everything you think*
  - Headline message: *Thoughts are not facts*
  - Other key messages:
    - *Use imagery to let your negative thoughts go, such as seeing them as traffic or clouds passing by*
    - *Check the evidence and learn to doubt negative thoughts*
    - *Use the best case / worst case technique to get real about negative thoughts*
    - *Don't try to suppress negative thoughts but learn to see them for what they are – thoughts, not facts*

## Third Week / Fortnight / Half Term – Lesson 3: Kindness, Connections, Relationships

## Learn it

### 1.1 Ask Twice

- People who are kind are less likely to be stressed, depressed and anxious
- People who are good at being kind set clear boundaries so that people do not take advantage of their kindness
- It's good to mix up your acts of kindness so they don't become routine and start feeling like something we have to do - look for opportunities to be spontaneously kind
- Kind acts which bring us closer to others are the best

- A really great way to start with kindness is by asking if someone is okay - twice. This often gets a much more honest answer than the first response

## 1.2 Stop 'Liking' People

- Your attention is valuable - once someone has it, they can put adverts in front of you and sell you stuff
- Smartphones are designed to grab and hold onto your attention for as long as possible for this reason
- They use notifications, based on our need for human connection and acceptance, to make smartphones as addictive as possible
- This is based on the same process that drives gambling addiction - something called Variable Ratio Reinforcement
- Variable Ratio Reinforcement is when you know that, if you keep checking your phone, at some point you will be 'rewarded' with a new notification
- There are lots of good things about smartphones, but a key problem is that our brains make up stories about other people's lives based on the edited highlights we see in social media posts
- This can lead us to be dissatisfied with our own lives

## 1.3 Stop Dating People Like Your Parents

- The relationships we have with our parents or caregivers lead to the development of something called the Internal Working Model
- This is our (largely unconscious) understanding of the way relationships work
- This model can affect our partner choice as an adult
- Usually that's fine, but if we had a difficult time as a child the Internal Working Model can lead us towards unhealthy relationships
- That's because we can seek out people who treat us in a way that feels \*familiar\*, even if it's problematic
- Two important patterns to look out for are called *anxious* and *avoidant* types
- Unpredictable parenting can lead to an anxious person - in adulthood this is typically someone who is very jealous, clingy and attention-seeking
- Neglectful parenting can lead to an avoidant person - in adulthood this is someone who finds it hard to be intimate and to commit. They have learned to be self-reliant and to avoid feeling dependent on anyone else

## Live it

1. Students who have downloaded the free *WellSenz App* select the 'Kind' hack
  - They are then given daily challenges for a week which involve carrying out acts of kindness
2. Students download an *Analogue Experiences Diary* to look for ways of spending more time off-line

## Teach it

- Students have two campaigns to choose from, which involve getting key wellbeing messages out across their school or college
- Campaign #1 *Ask twice*
  - Headline message: *Ask people if they're okay – twice!*
  - Other key messages:
    - *Asking if someone is okay twice often gets a much more honest answer than the first response – it's the way to find out how people are really feeling*
    - *Checking that the people around us are okay is one of the kindest things we can do for them*
    - *People who are kind are less likely to be stressed, depressed and anxious*

- Campaign #2 *Stop dating people like your parents*
  - *Headline message: Our early childhood relationships can affect who we're attracted to as an adult*
  - *Other key messages:*
    - *As an adult, we can sometimes seek out people who treat us in a way that feels familiar*
    - *This familiarity comes from the way we were treated as a child*
    - *It can be helpful to think about our early relationships so we don't get into unhealthy adult relationships just because they feel familiar*

## Fourth Week / Fortnight / Half Term – Lesson 4: Breathe, Flex, Paint

# Learn it

## 2.1 Combat Breathe

- Your fight-or-flight system has evolved to get you out of physical dangers
- It increases heart rate and blood pressure, sending extra blood to the muscles so that you're pumped and ready for action. And it speeds up breathing, drawing in the oxygen that your brain and muscles need
- We can trigger this system many times a day without even realising it, causing stress and anxiety
- Once a threat has passed, the parasympathetic system kicks in - it's there to calm you down and return you to normal
- By purposefully slowing down your breathing, you can activate this calming system which helps us to de-stress and relax
- A simple way to do this is by using 'Combat Breathing', which uses a simple 4 x 4 x 4 x 4 structure
- Breathe in for a count of 4, hold for a count of 4, breathe out for a count of 4, rest for a count of 4

## 2.2 Get Flextrovert

- Personality traits describe someone's typical way of thinking, feeling, and behaving in different situations – they remain fairly stable over time
- Vulnerable Narcissism is a personality trait which is not good for wellbeing - it's characterised by someone who is controlling, hyper-sensitive to criticism and passive aggressive (such as not talking to you when they're angry)
- Flextroversion is really good for wellbeing - it's characterised by someone who is open to new experiences, takes risks to connect with others and adapts to new situations
- You can become more flextrovert with practice - by challenging yourself to try new things each day or each week

## 2.3 Paint Your Broken Edges Gold

- Bad perfectionism is characterised by:
  - black-and-white thinking, where we see things as either perfect or disastrous, with no in between
  - putting things off all the time as we're afraid we won't be able to do something perfectly
  - hiding things we think are imperfect about ourselves
  - linking our achievements to our self-esteem
- Ways to combat perfectionism include:
  - talking to yourself as if you're advising a friend
  - practising being imperfect by trying out experiments such as handing in an imperfect draft of your work, or telling someone about a mistake you made

- Finally, use the art of Kintsugi to think about the beauty of imperfection:
  - this is where broken pottery is mended by highlighting the cracks in gold, rather than covering them up
  - the healing that comes from our imperfections makes us beautiful and unique

## Live it

1. Students who have downloaded the free *WellSenz App* select the 'New' hack
  - They are then given daily challenges for a week which involve trying something new each day
2. Students download a *Perfectionism Diary* to try out imperfection experiments which combat perfectionism

## Teach it

- Students have two campaigns to choose from, which involve getting key wellbeing messages out across their school or college
- Campaign #1 *Breathe to relax*
  - Headline message: *Use 4 x 4 x 4 x 4 Combat Breathing to relax*
  - Other key messages:
    - *Purposefully slowing down your breathing can activate the body's natural calming system to help reduce stress and anxiety*
    - *A simple way to do this is by using 'Combat Breathing': breathe in for a count of 4, hold for a count of 4, breathe out for a count of 4, rest for a count of 4*
- Campaign #2 Get flextrovert
  - Headline message: *Do something different each day*
  - Other key messages:
    - *A flextrovert is someone who:*
      - *is open to new experiences*
      - *takes risks to connect with others*
      - *adapts to new situations*
    - *Flextroverts are better at coping with stress, and they're less likely to be depressed or anxious*
    - *You can become more flextrovert with practice – by challenging yourself to try new things each day or each week*

### Fifth Week / Fortnight / Half Term – Lesson 5: Emotions, Lifelines, Music

## Learn it

### 2.1 Name your emotions

- *Emodiversity* is the name for having a wide range of emotions you can notice and name
- People who have a wide range of emotions they can notice and name are better at dealing with their emotions because it's less likely that a single emotion will overwhelm them
- You can start expanding your *emodiversity* by using a map - plotting your emotions on the dimensions of high/low energy & pleasure/displeasure
- The best way to discover new emotions is by reading fiction, watching movies and listening to music lyrics
- Also, discuss your emotions with others and share experiences

## 2.2 Write yourself a *Lifeline*

- Your mind is constantly writing your own life story - and the central character is yourself
- Clarifying your life story is important for making sense of who you are, and for our wellbeing
- Drawing out a *Lifeline* can show patterns that help clarify your life story
- Writing about your *Best Possible Self* is a way to influence your own life story - this involves imagining what things would look like if everything went as well as it possibly could in some area of your life
- Writing about your *Best Possible Self* for just 15 minutes has been found to increase optimism and wellbeing
- *Redemption stories* are stories where something bad happens but the central character pulls through and it all turns out well
- People who use redemption stories to think about difficult moments in their life are more hopeful and have greater wellbeing

## 2.3 Use music on purpose

- We use music for lots of things, including to relax, energise, distract, and to clarify or release pent up emotions
- Lyrics also help us to make sense of things that have happened and connect with others who share our experiences
- Music is also great for working out who we want to be and the people we want to be with
- It's important to notice the effect each track has on your wellbeing, including the memories and emotions it stirs up
- Keep an open mind - if the music you're listening to is not helpful for your wellbeing, change it
- Make a wellbeing playlist, where you choose each track for a specific purpose - then really listen to the music and use its power

## Live it

1. Students who have downloaded the free *WellSenz App* select the 'Music' hack
  - They are then given daily challenges for a week which involve getting them to use music consciously to enhance their wellbeing
2. Students download a *Lifeline* to:
  - Track the important events of their life in a simple, graphical form
  - Look for patterns in their life events in order to clarify and make sense of it

## Teach it

- Students have two campaigns to choose from, which involve getting key wellbeing messages out across their school or college
- Campaign #1 *Expand your emodiversity*
  - Headline message: *Expand the number of emotions you can notice and name*
  - Other key messages:
    - *Emodiversity is the name for having a wide range of emotions you can notice and name*
    - *People with well developed emodiversity are better at dealing with their emotions because it's less likely that a single emotion will overwhelm them*
    - *The best way to discover new emotions is by reading fiction, watching movies and listening to music lyrics*
    - *Also, discuss your emotions with others and share experiences*
- Campaign #2 *Use music*

- **Headline message:** *Think about the effect music has on your wellbeing*
- **Other key messages:**
  - *We use music for lots of things, including to relax, energise, distract, and to clarify or release pent up emotions*
  - *Music also help us to make sense of things and work out who we want to be*
  - *It's important to notice the effect each track has on your wellbeing, including the memories and emotions it stirs up*
  - *Keep an open mind - if the music you're listening to is not helpful for your wellbeing, change it*
  - *Make a wellbeing playlist, where you choose each track for a specific purpose - then really listen to the music and use its power*

## Sixth Week / Fortnight / Half Term – Lesson 6: Groups, Gratitude, Wellbeing

### Learn it

#### 2.1 Join (or Leave) a Group

- Your sense of who you are is made up of your personal identity and a range of social identities from the groups you're part of
- It's often hard to resist going along with what others in your group are doing because they help form your social identity
- Unhealthy groups are those where you don't feel valued and heard - leave them, or minimise the time and energy you give them
- Techniques for being true to yourself when your group is pressuring you to do something you're not comfortable:
  - Think about a food you hate - imagine the group is trying to get you to eat it - what would you do?
  - Join more groups so the power a single group has is reduced
  - Join forces with a trusted friend / confide in an adult
  - Get a phrase ready that you can use in a difficult situation, such as: *You really think I'm gonna do that?*

#### 2.2 Thank Your Way Out of Chaos

- Gratitude is about learning to focus on the good things in your life
- Grateful people have deeper friendships, are more content and are more likely to achieve their life goals
- Writing down '5 good things' to be grateful for each day helps you to remember the ordinary good things that happen
- You can even use past bad experiences - think about how grateful you would have been then, to be where you are now
- To keep it fresh, think about what life would be like if a good thing had not happened
- Resentment and anger causes chaos - use gratitude to bring peace, clarity and wellbeing

#### 2.3 The Role of the Student Wellbeing Ambassador

- Wellbeing is about having meaning, purpose, and a sense of being in control of your life
- It's also about having a strong sense of your own identity and deep connections with other people
- Your role as a Student Wellbeing Ambassador is not to deal with mental health issues - these should always be referred to a professional
- Clarify who the main contact is, in your school or college, to whom the Student Wellbeing Ambassadors can speak to about people who might come to them because they are struggling with mental health issues

## Live it

1. Students who have downloaded the free *WellSenz App* select the 'Thanks' hack
  - They are then given daily challenges for a week which involve getting them focus on things they are grateful for
2. Students download a *My Groups* worksheet which helps them to:
  - Assess the groups they are currently part of
  - Think of ways of strengthening the social identity of their positive groups
  - Plan ways to reduce their dependency on any unhelpful groups

## Teach it

- Students have two campaigns to choose from, which involve getting key wellbeing messages out across their school or college
- Campaign #1 *What is wellbeing?*
  - Headline message: *Wellbeing is about meaning, purpose, control and identity*
  - Other key messages:
    - *Wellbeing is not about being happy all the time*
    - *If students in your school or college want to know how to improve their wellbeing, they need to talk to a Student Wellbeing Ambassador (that's you!)*
    - *However, the role of Student Wellbeing Ambassador is not to deal with mental health issues – these will always be referred to a professional*
    - *Clarify who the main contact is, in your school or college, to whom people can go to if they are struggling with mental health issues – and make it really clear how people can contact them*
- Campaign #2 *Five good things*
  - Headline message: *Writing about 5 good things each day improves your wellbeing*
  - Other key messages:
    - *Gratitude is about learning to focus on the good things in your life*
    - *Grateful people have deeper friendships, are more content and are more likely to achieve their life goals*
    - *Writing down '5 good things' to be grateful for each day helps you to remember the ordinary good things that happen*
    - *You can even use past bad experiences – think about how grateful you would have been then, to be where you are now*

## The campaigns

- The campaigns are a chance for the students who are taking the course to get creative in the way they disseminate, across their school or college, what they have learned
- With each lesson, students can choose from two campaigns
- It might be that all the students taking the course collaborate on one of the campaigns, or that they split into two groups and run both of the campaigns
- Each campaign focuses on the key messages from one of the hacks in the lesson it's linked to
- Depending on your time frame, students could spend a week / fortnight / half term on each campaign
- They could use displays, official social media channels, assemblies, tutorials and informal conversations – anything that works for them and their school or college

## Assessment Information

- There are short quizzes at the end of each hack and each lesson
- Students need to answer all these questions correctly in order to move onto the next step in the course
- At the end of the quiz they are given feedback on which questions were answered correctly and which were not
- Students can take the quizzes as many times as they wish in order to score 100% and move on
- On completion of each of the end-of-lesson quizzes, students are given access to download a set of *SWAP Notes* that support the lesson just completed
- At the end of the course there is a longer, final accreditation quiz
- On completion of this final quiz, students are given access to download the course certificate

## Student recruitment

- How you choose to recruit the students for the SWAP is, of course, up to you. They might be student mentors, prefects, student council members, or a specifically selected group of wellbeing ambassadors
- The course does not assume any prior knowledge of wellbeing or Psychology
- The course is aimed at 14-18 year-old students but you may decide that the students you select, although outside this age range, are able to access and engage with the course effectively