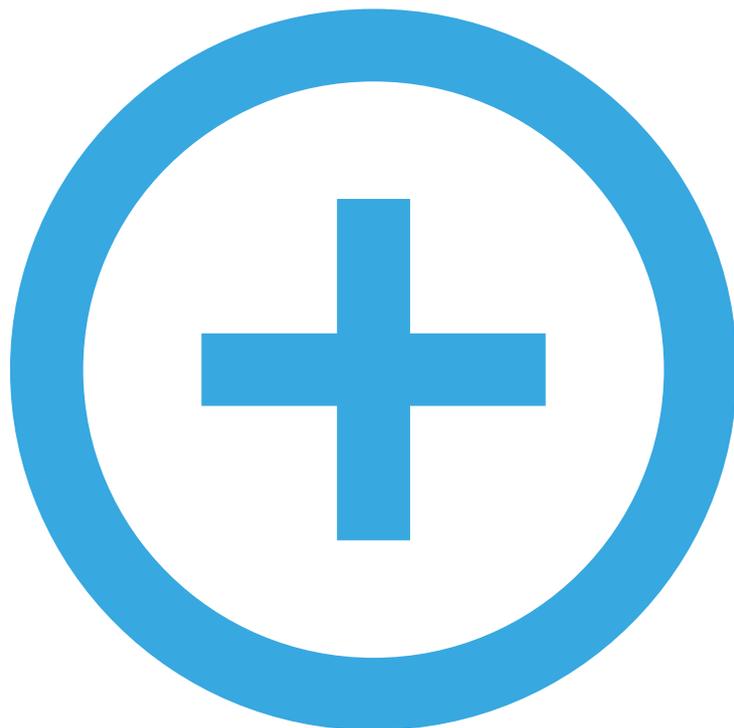


Education unlocks good health and well-being

Resource pack for ages 11-16



About this resource

These creative activities for ages 11-16 get learners thinking about some of the different ways in which we can look after our health and well-being.

Activity 1 – What do good health and well-being mean?

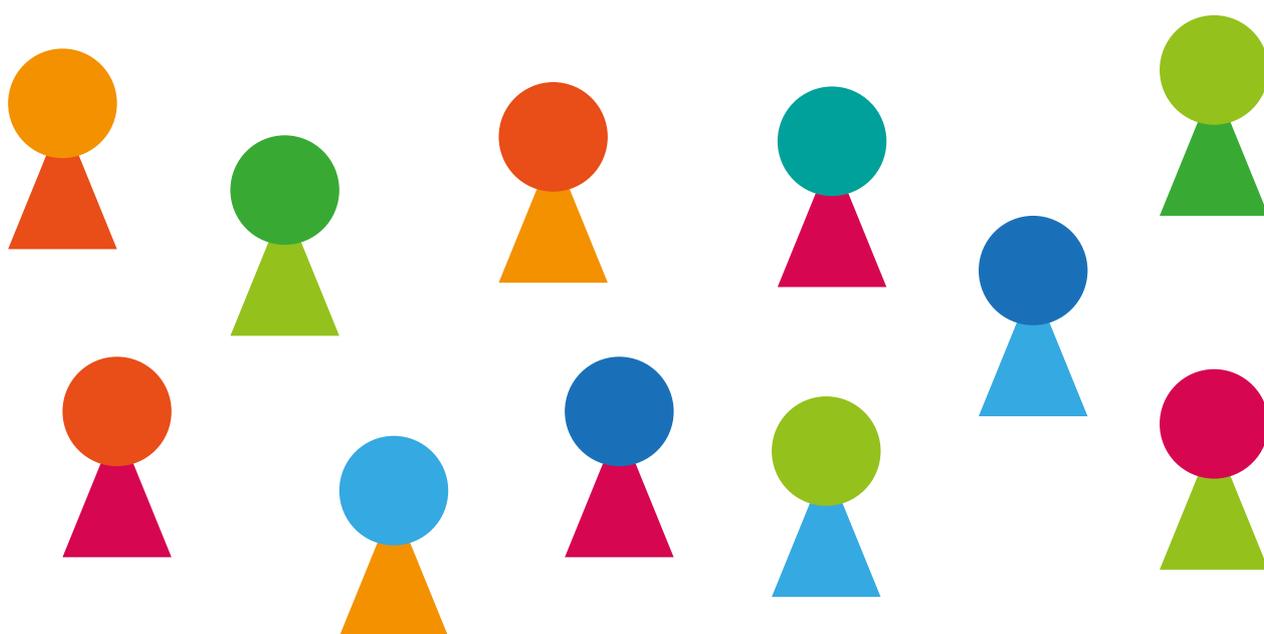
This activity explores what it means to be 'happy, healthy and comfortable'. Learners will consider some of the actions individuals can take to improve their own health and well-being, as well as that of others around them.

Activity 2 - How can education unlock good health and well-being?

Learners will work collaboratively to investigate how education and going to school can unlock good health and well-being.

Activity 3 – My well-being calendar

Learners will describe different emotions and discuss how and why our feelings might change. They will find out how a Theirworld project helped vulnerable children to manage their well-being during the Covid-19 pandemic. Learners are then asked to design a well-being calendar with ideas, tips and activities for promoting good health and well-being.



Notes for educators

- These flexible activities are intended to support your teaching rather than direct it. The activities could be used as standalone sessions for a drop down (off-timetable) day or to enrich the teaching of different subjects and topics. An overview of potential curriculum links is provided below.
- The approximate timings given for each activity are a guide only. We recommend completing all the activities over a series of lessons, if possible, but educators may prefer to use a selection depending on their learners' needs and the time available. Some additional activity ideas are included at the end of the resource.
- Learning outcomes are provided at the start of each activity. No starters and plenaries are included as it is assumed that educators will want to plan these individually.
- All activity and resource sheets are included in this pack. An accompanying slideshow is provided as a separate download.
- Where possible, the activities and resources are differentiated to help you meet the needs of different learners in your class. This guidance might also be useful in adapting some of the activities for younger and older learners. It may also be helpful to refer to the Education unlocks good health and well-being activities for ages 7-11.
- We've also put together a list of useful links and resources to help support any additional teaching about good health and well-being and the importance of education in unlocking change.

Curriculum links

England: Personal, Social and Health Education

Northern Ireland: Learning for Life and Work: Personal Development

Scotland: Health and Well-being

Wales: Health and Well-being

Background information

Education and health are mutually reinforcing, both need to be addressed together. Access to education improves the health and well-being of individuals, families and communities while better health increases a child's chance of being educated.

- A child whose mother can read is 50% more likely to live past the age of five, 50% more likely to be immunised, and twice as likely to attend school.
- The school-aged children of today are the nurses, epidemiologists, doctors, researchers, and public health experts of tomorrow. Without investment in education today, there will be a shortage of 15 million health workers by 2030.
- Schools can provide safe and nurturing environments, offering stability and routine for children to grow emotionally, psychologically, and socially.

About Theirworld

Theirworld believes we can overcome the complex barriers keeping children and young people from education and opportunities. We combine the power of campaigning, policy, and innovative projects to create change and deliver on our mission: ensuring that every child has the best start in life, a safe place to learn and skills for the future.

From distributing activity packs in Greece to a healthy school snacks programme in Lebanon, we are working with partners to improve the education and nutrition outcomes of disadvantaged and refugee children. In the UK, we are supporting vital research to discover more about the causes of babies being born early and finding better ways to care for them.

Activity 1 – What do good health and well-being mean?

30 min+



Learning outcomes

Learners will:

- describe what good health and well-being mean
- identify actions people can take to look after their health and well-being

What you need:

- Slideshow (slides 3-5)
- Paper, coloured pencils and pens

What to do:

- 1** Show slide 3 and talk with learners about what they think 'good health and well-being' means. Ask them to discuss their ideas with a partner before talking together as a whole class.

- 2** Show slide 4 and explain that well-being can be described as 'the state of being comfortable, healthy and happy'. We can think of good health as all the things we can do to take care of our bodies.

- 3** Organise learners into groups of three or four. Give each group a large piece of paper.

- 4** Show slide 5. Ask learners to draw a big outline of a person in the middle of the paper and fill it with words and pictures to show different ways in which we can look after our health and well-being.

- 5** Possible ideas could include washing our hands properly, eating a balanced diet, exercising regularly, getting enough sleep, brushing our teeth and talking about our feelings. Remind learners that different people have different things that make them happy and so some of their ideas may be personal to them. However, we know from science and medicine that there are many things that can help everyone to improve their health and well-being (as well as some things that can be bad for our health and well-being).

- 6** Allow some time for learners to share their ideas with other groups. Depending on learners' age, possible discussion points include:
 - You may have heard the phrase, 'Healthy mind, healthy body'. What do you think this means?
 - Do you think you do these different things enough? Could you do any of them more often?
 - Why is it important to have good health and well-being? How might it affect your life in the future?
 - How do others help us to look after our health and well-being? Ask learners to think about different groups of people such as family, friends, teachers and medical professionals.
 - How do governments try to improve people's health and well-being?
 - You might like to display their 'people' around the classroom or learning space. It would be helpful for learners to refer to these ideas in the subsequence activities.

Activity 2 – How can education unlock good health and well-being?

30min+



Learning outcomes

Learners will:

- investigate how education can unlock good health and well-being

What you need:

- Slideshow (slides 7-8)
- Copies of the [Education unlocks good health and well-being](#) resource sheet

What to do:

- 1** Explain that in this activity learners will be investigating how education can help to unlock good health and well-being.
- 2** Briefly discuss some of the ways we can look after our health and well-being. If they completed the first activity, learners could refer to their annotated people for ideas.
- 3** Organise learners into groups of three or four. Ask them to take turns at suggesting a way in which people can look after their health and well-being and then discussing as a group how education might help support this. Some examples are provided on slide 7.
 - Taking part in sports at school can encourage people to be more physically active.
 - Education can train scientists to develop vaccines and treatments to fight pandemics.
 - Schools can provide safe spaces for children and young people to talk about their feelings and any worries they might have.
- 4** Distribute copies of the [Education unlocks good health and well-being](#) resource sheet. Ask learners to read and discuss the statements in their groups before talking about them as a class.
- 5** For each statement, support learners to understand the link with education as well as what the impact on health and well-being might be. Show slide 8 as an example. Education can train engineers to design and build water treatment plants. This means that people can access clean water to drink. This helps people to be healthy by reducing the risk of them catching and spreading some diseases.
- 6** Feedback learners' ideas as a class. Possible discussion questions include:
 - How important have education and school been for your own health and well-being? If learners have experience of missing school because of Covid-19, they might like to reflect on what impact this had on their health and well-being.
 - Do you think it is the responsibility of schools and teachers to improve the health and well-being of young people? Learners could be asked to compare the role of school of teachers in promoting health and well-being with that of government, parents and community health professionals.
 - What responsibility do you think young people have for looking after their own health and well-being and that of others?.

Differentiation

Make it easier: Give learners a selection of the statements in the [Education unlocks good health and well-being](#) resource sheet to read and discuss rather than all of them.

Make it more difficult: Challenge learners to go online and find evidence to support their ideas. See the Useful links and resources section for some suggested sources of information.

Activity 3 – My well-being calendar

40min+



Learning outcomes

Learners will:

- find out how a Theirworld project has supported the well-being of vulnerable children during the Covid-19 pandemic
- identify actions they could take to improve their own well-being and that of the people around them

What you need:

- Slideshow (slides 10-14 and 16)
- Coloured pens and pencils
- Copies of the [case study](#), [Well-being activity ideas](#) and the [Well-being calendar](#) activity sheet

What to do:

- 1** Show slide 10 and give learners one minute in pairs to think of as many different emotions as possible. Learners could record their ideas digitally or on paper or sticky notes. Feedback together as a class.

- 2** Ask learners to think about times when they have experienced different emotions. What happened to make them feel like this? Invite learners to share their ideas with the rest of the class if they wish to.

- 3** Point out that there are many different things that affect how we feel. All of us will have to cope with changes, challenges and uncertainty at times and these may make us feel worried and anxious. We can't always control some of the events that happen in our lives but there are things that we can do to help us to manage our feelings and responses.

- 4** Show slide 11 and read out the information in the slide notes. This information is also provided in the [case study](#) so that learners could read through the information individually or in pairs.

- 5** Use this information to prompt discussion about how different things can affect our well-being as well as possible actions people can take to help our well-being. Some suggested discussion questions are provided on slide 12:

- How do you think these children might have felt by being forced to stay at home because of Covid-19? Millions of children in the UK and around the world have been affected by school closures related to Covid-19. If learners have experience of missing school because of Covid-19, they might like to share how they felt during this time.

- How do you think it might feel to suddenly have to leave home?

Many children also face other challenges which can make their lives difficult. The children in the case study may have experienced the trauma of fleeing conflict and being forced to leave their homes, schools and communities to start a new life somewhere else.

- How might going to school help children's well-being?

For example, going to school can help improve children's well-being by providing a routine, a chance to be with friends and hope for the future.

6 Say that as well as painting and drawing there are many things that we can do to help our well-being. Show slide 13 and invite learners to share ideas of activities that might help. Record their ideas on a board or large piece of paper. Some suggestions are provided on slide 14 and in the [Well-being activity ideas](#) resource sheet.

7 It may be useful to prompt learners to think about things that have helped them to cope with challenges in the past. Or to think about things they have heard, seen or read about from others. Remind learners that some of their suggestions might be personal to them and that's okay. Different people may have different things that help their well-being, but there will also be things that can be helpful for many people.

8 Show slide 16 and explain that learners are now going to create a well-being calendar for a month. They need to think of a well-being activity idea for each day. Learners could design their own calendar on a large piece of paper. Alternatively, they could use the template provided in the [Well-being calendar](#) activity sheet.

9 Invite learners to share their calendar with others at the end of the activity if they would like to. Encourage learners to display their calendar somewhere where they can easily access it each day. For example, they might want to stick it up in a bedroom or inside their school journal.

Differentiation

Make it easier:

Learners could work together in pairs, small groups or as a class to create a well-being calendar. Alternatively, instead of making a calendar, learners could write a list of their top ten well-being activity ideas.

Additional activity ideas



Learners could:



Challenge learners to think of ways in which good health and well-being support children and young people to access a quality education. For example, learners could think about what impact a lack of sleep or missing breakfast might have on someone's ability to learn.



Discuss actions that could be taken to ensure that education and schools support good health and well-being. Learners could think about their own school context or think more widely. For example, a major reason why girls drop out of school in many countries is because of a lack of access to menstrual hygiene materials.



Ask learners to consider what good health and well-being means for the community where they live. What things does a community need for everyone to feel happy, healthy and comfortable? What role can they play in creating this? What actions could they and others take?



Learners could find out more about Sustainable Development Goal 3 (Good health and well-being) and its links with the other global goals for example SDG 2 (End hunger) and SDG 11 (Climate action). See the [useful links and resources](#).



Governments often use income or wealth to measure how 'well' a country is doing. Learners could investigate alternative measures of well-being that focus on other aspects in people's lives. For example, the [Happy Planet Index](#) uses other indicators such as inequality and ecological footprint to measure how well nations are doing at achieving long, happy and sustainable lives. The governments of [Scotland](#), [Wales](#), [New Zealand](#), [Iceland](#) and [Finland](#) are currently working together to better understand how to develop and deliver well-being economies aimed at improving the lives of people and our planet.



Ask learners to design and make a well-being pack for children in a younger class or local primary school. They could fill the pack with items and activity ideas for promoting positive well-being. For further guidance, see the [Education unlocks good health and well-being resource for ages 7-11](#).

Share your learning!

Theirworld would love to hear how any schools have used these activities in the classroom. Please also let us know any feedback so that we can try to improve our resources and support for schools in the future. Email schools@theirworld.org or find @theirworld on [Twitter](#) and [Facebook](#).

Useful links and resources

- Browse [Theirworld's other teaching resources](#) and investigate the importance of education in unlocking big change.
- Play Theirworld's [Keys & Locks game](#) to find out more about some of the barriers that some children and young people face in accessing a quality education, as well as possible solutions.
- [The Key](#) is a comprehensive information toolkit created by Theirworld with all the talking points, pitch decks, facts and infographics you need to make the case for education.
- UNESCO has a list of [helpful links and resources](#) for learning more about Sustainable Development Goal 3 (Good health and well-being).
- The British Red Cross has a range of [free teaching resources on the theme of well-being](#), with activity ideas for developing kindness, tackling loneliness, building resilience and managing stress.
- The [Mentally Healthy Schools website](#) is a useful source of mental health resources, information and advice for schools and further education settings across the UK.
- [Young Minds](#) offers training, resources and advice to help ensure that all young people have access to the mental health support they need.
- Action for Happiness is a movement of people committed to building a happier and more caring society. Their [monthly calendars](#) are filled with suggested actions that individuals can take to help create a happier and kinder world.



The links and resources [provided above] include and will take you to materials and sites that have been produced by third parties. We do not maintain or control these links, materials or sites and have no responsibility for the content or your use of the same. Please be aware that there may be separate terms and conditions applicable to your use of these materials and sites.

Education can...

<p>educate parents about healthy behavior for themselves and their children - when a mother can read, her children are 50% more likely to live past the age of five¹</p>	<p>design and build water treatment systems - one in ten people on the planet don't have clean water close to home²</p>	<p>create structure and routine in the lives of young people - having a routine can help people to feel safe and secure</p>
<p>develop vaccines, medicines and treatments to fight diseases - the World Health Organisation estimates that vaccinations prevent 2-3 million deaths per year³</p>	<p>reduce the risk of child marriage - children born to mothers who are not child brides are 60% less likely to die in the first year of their life⁴</p>	<p>distribute food - many children in the UK and around the world have their main meal at school</p>
<p>teach people about the importance of nutrition and healthy eating - one in three children in the UK are obese by the age of 9⁵</p>	<p>provide places for children to play, make friends and have fun - every child has the right to play⁶</p>	<p>encourage people to take part in sport and be physically active - being active can improve both mental and physical health</p>
<p>provide safe places for young people to talk about their thoughts and feelings - one in six children aged 5-16 in the UK has a probable mental disorder⁷</p>	<p>train doctors, nurses and other health workers - without increased investment in education, by 2030 there will be a shortage of 15 million health workers worldwide⁸</p>	<p>raise awareness of how to keep clean and stay healthy - for example how to wash your hands properly with soap</p>
<p>reduce the number of people living in poverty - if all adults had a secondary education, 420 million people could be lifted out of poverty⁹</p>	<p>help people to appreciate and respect differences - education can help reduce bullying, harassment and discrimination</p>	<p>support children and young people to form healthy relationships - helping them to keep safe both online and offline</p>

Support kits help improve the well-being of refugee children

Case studies



Covid-19 has affected the lives of everyone. Many children and young people have been feeling anxious - about their schools being closed, not seeing their friends and uncertainty over the future.

A Theirworld project has helped 1,000 children in Turkey to cope better with the difficulties of being forced to stay at home by the pandemic - often without computers, mobile phones or internet access for remote learning.

Maya Vakfı, a Turkish organisation, has been handing out art and crafts packs to the children. Turkey hosts more refugees than any other country and many of the children receiving the packs are Syrian refugees. These young refugees have already faced challenges in their lives after being forced to flee their homes because of conflict. Covid-19 has made their lives even more difficult. Some of the children were alone at home while their parents were at work, or their parents were working from home and could not help them with their learning.

The packs include paints, coloured crayons, felt markers, a drawing book, a pencil case, play dough and stickers. Painting, drawing and being creative can help the children if they are feeling anxious or worried.

Well-being activity ideas

Resource sheet

Say or send a thank you to someone who helps you	Get some fresh air outside	Smile at five people
Take five deep breaths	Read a few pages of your favourite book	Do some yoga stretches
Call a friend or relative that you haven't spoken to for a while	Bake something	Help someone at home or in your class
Listen to your favourite music	Talk to someone about how you're feeling	Do some exercise
Learn something new	Write down three things you are grateful for	Dance around the kitchen for five minutes
Talk to someone in your class who you don't know very well	Drink some water	Do some colouring or painting
Go to bed early	Plant some seeds	Create a collage of things that make you happy
Have no-screen time for an hour, a day, or longer	Make a healthy snack for yourself or someone else	Notice three things that are beautiful

Well-being calendar

Activity sheet

Write an idea in each square for something that you could do each day to look after your well-being.

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



Theirworld

Theirworld is a global children's charity committed to ending the global education crisis and unleashing the potential of the next generation.

Registered Charity 1092312

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