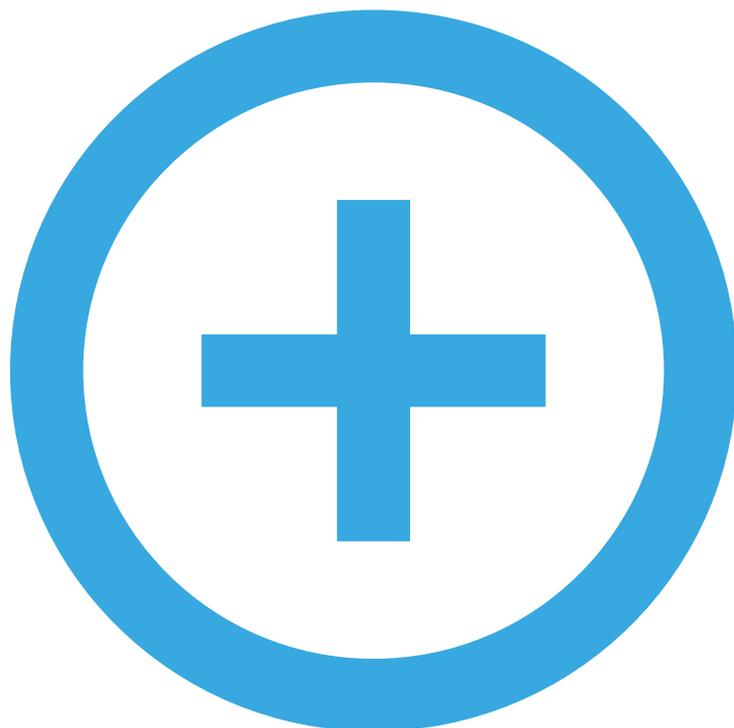


Education unlocks good health and well-being

Resource pack for ages 7–11



About this resource

These creative activities for ages 7-11 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?

Learners will discuss what it means to be 'happy, healthy and comfortable'. They 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?

In this activity, learners will work collaboratively to investigate how education and going to school can unlock good health and well-being.

Activity 3 – Making my well-being pack

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 will then design a well-being pack with ideas, tips and activities to support their 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.
- We have tried to make these activities appropriate and relevant for the 7-11 age range but educators may find that some of the activities are more suitable for ages 8+. Where possible, the activities and resources are differentiated to help you meet the needs of different learners in your class. This guidance may 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 11-16](#).
- 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: Personal Development and Mutual Understanding

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 questions 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?

- 7** 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** Finish by asking learners to think about how important education is for their 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 has had on their health and well-being.

Differentiation

Make it more difficult: 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.

Activity 3 – Making my well-being pack

45min+



Learning outcomes

Learners will:

- use words to describe some different emotions.
- describe why our feelings might change and understand that this is a part of normal life
- 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 10-15)
- Coloured pens and pencils
- Copies of the [case study](#), [Well-being activity ideas](#) and the [My well-being pack](#) 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** Explain that every day we feel lots of different things for different reasons and this is perfectly normal. At times we might feel happy or excited. At other times we may feel sad, anxious, worried or angry. Often we will have a combination of feelings. For example, we might feel excited and anxious before the first day of a school term. Some feelings are experienced as comfortable and some as uncomfortable.

- 3** 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.

- 4** 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.

- 5** 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.

- 6** 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.
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- **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.
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- **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.
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7 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.

8 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.

9 Explain that learners are now going to design their own well-being pack filled with things that might help them to feel happy, healthy and comfortable. Discuss their ideas about what the contents might be. Some suggestions are provided on slide 15.

10 Ask learners to write or draw the items they would include in their pack. A possible template is provided in the [My well-being pack](#) activity sheet along with a list of suggested items they might like to include.

11 Invite learners to share their well-being pack with others in the class if they would like to. As an extension activity, learners could make a pack of actual items to keep at home or school. Alternatively, they could design and make a pack to give to a younger sibling or a child in another class at school.

Differentiation

Make it more difficult:

Learners could write a postcard to themselves to go into their pack with some suggestions of activities they could do to help their well-being. They might want to include some words of encouragement or helpful thoughts. Perhaps they could include a list of things that they are grateful for. Or they might want to write about a time when they successfully overcame a challenge or difficult time in their life and what or who helped them to do this.

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 education. For example, learners could think about what impact a lack of sleep or missing breakfast might have on someone's ability to learn.



Use a check-in board with a list of different emotions to help learners to investigate how their feelings change during the day. Each learner could use a laminated card or wooden lollipop stick (with their name written on the back) to show how they are feeling. Alternatively learners could create an individual feeling thermometer to monitor their emotions. Encourage them to think about what caused them to feel this way and whether there was anything that they could do to help them to manage this emotion.



Share the video of [Tohara and Ugi: the tale of a boy and a wise owl](#). It was produced by a Theirworld partner organisation, [Maya Vakfi](#), to help children tackle worries and fears they might be facing during the pandemic. It tells the story of a boy named Tohara who is having a hard time under lockdown. In a dream, he talks to a wise owl called Ugi. They discuss Tohara's feelings and challenges - and Ugi suggests ways to deal with his emotions.



Create a class rainbow jar. Find a large container – a glass jar, cardboard box or whatever you can find. Put some small pieces of paper next to the container. Invite learners to write words or draw pictures to post in the container about things they are grateful for. Leave the container in an accessible place in the classroom so that everyone can post messages as and when they wish. You might like to agree a time in the future when you come together as a class to share and reflect on these messages.



Discuss with learners their ideas about 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 can/should other people do?



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](#).

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...

reduce the number of people living in poverty	design and build water treatment systems	create structure and routine in the lives of young people
develop vaccines, medicines and treatments to fight diseases	provide places for children to play, make friends and have fun	distribute food – many children in the UK and around the world have their main meal at school
teach people about the importance of nutrition and healthy eating	train doctors, nurses and other health workers	encourage people to take part in sport and be physically active
provide safe places for children to talk about their thoughts and feelings	help children to form healthy relationships with others	raise awareness of how to keep clean and stay healthy - for example how to wash your hands properly with soap

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

Dance around the kitchen for five minutes

Write down three things you are grateful for

Learn something new

Talk to someone in your class who you don't know very well

Drink some water

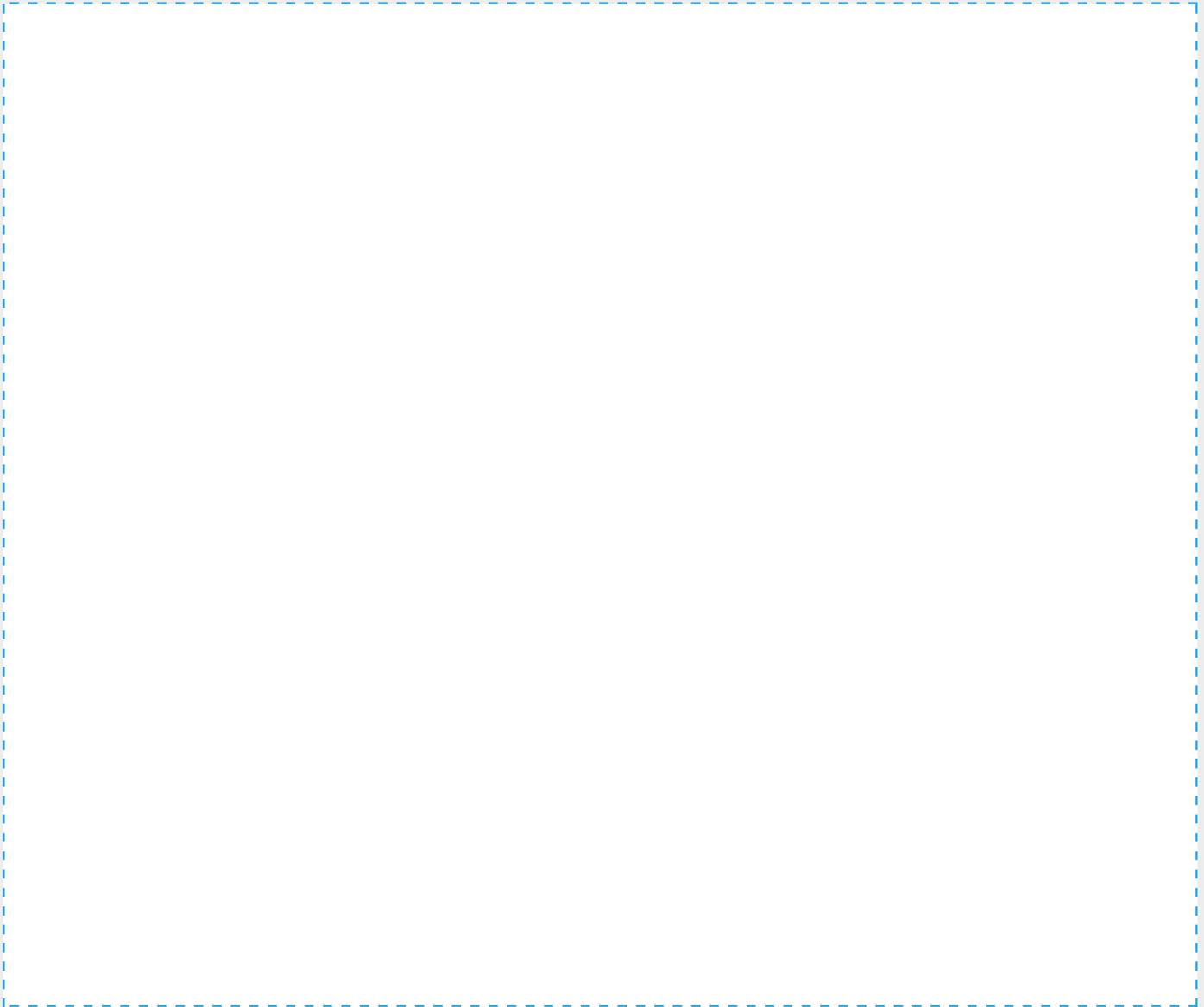
Do some colouring or painting

Go to bed early

Plant some seeds

Create a collage of things that make you happy

Draw what you would put in your well-being pack in the box below.



Here are some suggestions

Photos of your favourite places to be	A colouring in book and some pencils	A favourite toy
A list of people you could talk to if you are feeling worried or anxious	A favourite book	Some playdough
Pieces of Lego	A healthy snack	Photos of people (or pets) who make you happy



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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