

# HEALTH & WELLBEING ONE SHOT FOR BEAVERS





SFNI Programme Team 2023



### Health & Wellbeing 'One Shots'



Health & Wellbeing 'One Shots' have been designed to act as a 'stand-alone' session that can be incorporated into your planned programme delivery; or alternatively, used to respond to an issue or need that arises regarding Health & Wellbeing.

These 'One Shots' are intended to compliment and support you current delivery in promoting opportunities for youth members to explore, understand and experience activities and learning about maintaining positive Health and Wellbeing.

They will also support delivery and completion of SPICES learning and provide youth members with a broader understanding and experience of personal development as well as learning skills that will help them both in and outside of their Scouting Journey.

#### About the 'One Shot'

'One Shots' have been written to be easily accessible and require no need to have a broad range of experience or knowledge around Health & Wellbeing to effectively deliver them.

The activities and learning described will be something that we have all experienced within our daily lives, the 'One Shot' session will simply provide a focus for our understanding of these experiences and support communicating this effectively to youth members so that they become more aware of how to attend to their own wellbeing and overall health.

Each One Shot has been created to be 'age appropriate' with activities that correspond to the ability and understanding of the intended target audience. It is planned that a series of 'One Shots' appropriate to each Section will be available and can be used by you and your Group to build a specific programme, compliment current delivery or continue to respond to 'needs' as they arise for your youth members in promoting positive Health & Wellbeing for all.

#### Using the Session Plan

**One Shots** are standalone sessions that can be incorporated into your broader programme schedule and complement delivery of SPICES activities.

At the top of each session plan, you will find an indication as to which Section the 'One Shot' has been developed for, a suggested 'session time' and an 'overall title' heading for the One-Shot. You will also see a 'session aim' detailing the intent behind delivery of the session

Each session begins with an **energizer** activity, linked to the learning activities, each contains an **introduction**, provides a **description** of the learning activity(s) and includes a **close/ reflection** element.

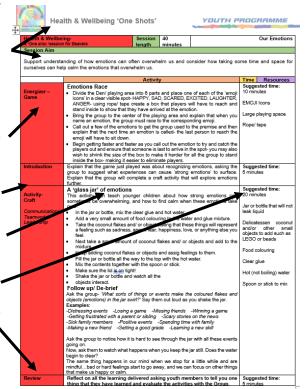
The first column describes what the activity is and what the **associated learning** will be.

A **description** of an activity to complete, along with prompts on how to undertake the activity are provided in the middle column.

A **suggested timing** has been included, for guidance only, along with resources required to complete the activities.

The last element of the session plan is a **review activity** which should be complete as part of quality assurance and recording.

As these sessions are standalone, it will be beneficial to record delivery as part of your overall monitoring and evaluation administration and as a team, reflect on overall Health & Wellbeing activity that is undertaken.







Review

## Health & Wellbeing 'One Shots'

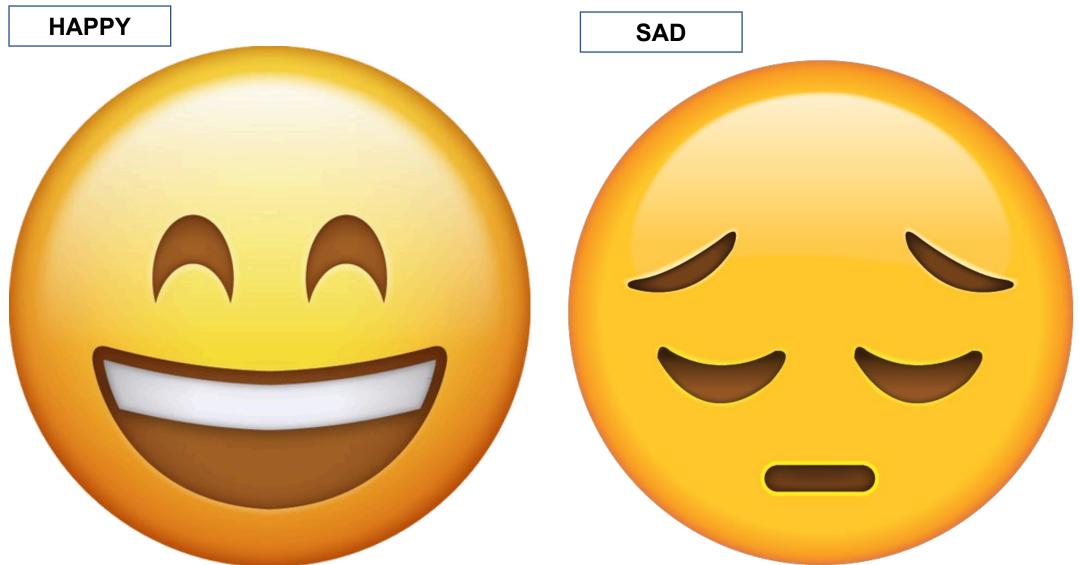


Northern Province							
Health & Wellbeing- A 'One shot 'session for Beavers		Session	40		Our Emotions		
A 'One shot 'session for Beavers length minutes  Session Aim							
Session Ann							
Support understanding of how emotions can often overwhelm us and consider how taking some time and space for ourselves can help calm the emotions that overwhelm us.							
Activity					Time	Resources	
	Emotions Race				Suggested time: 10 minutes		
Energizer –	Divide the Den/ playing area into 6 parts and place one of each of the 'emoji						
Game	icons' in a clear visible spot- HAPPY, SAD, SCARED, EXCITED, LAUGHTER,				EMOJI Icons		
Naming emotions	ANGER- using rope/ tape create a box that players will have to reach and stand inside to show that they have arrived at the emotion.				LIVIOUTICOTIS		
3	Bring the group to the center of the playing area and explain that when you				Large p	laying space	
	name an emotion, the group must race to the corresponding emoji.						
	Call out a few of the emotions to get the group used to the premise and then				Rope/ tape		
	explain that the next time an emotion is called- the last person to reach the						
	<ul> <li>emoji will have to sit down.</li> <li>Begin getting faster and faster as you call out the emotion to try and catch the</li> </ul>						
	players out and ensure that someone is last to arrive in the spot- you may also						
	wish to shrink the size of the box to make it harder for all the group to stand						
	inside the box- making it easier to eliminate players.						
Introduction	Explain that the game just played was about recognizing emotions, asking the group to suggest what experiences can cause 'strong emotions' to surface.				Suggested time: 5 minutes		
	Explain that the group will complete a craft activity that will explore emotions					65	
	further.						
	A 'glass jar' of emotions				Suggested time: 20 minutes		
Activity-	This activity can teach younger members about how strong emotions can						
Craft	sometimes be overwhelming, and how to 'find calm' when these emotions take over.				Jar(s) or bottle(s) that will not leak liquid		
Understanding	In the jar or bottle, mix the clear glue and hot water.						
and calming our	Add a very small amount of food colouring to the water and glue mixture.						
emotions	Take the coconut flakes and/ or object stating that these things will represent				Coconu and/or	t Delicatessen other small	
	a feeling such as sadness, anger, fear, happiness, love, or anything else you				-	other small to add such as	
	feel.  Next take a small amount	of coconut f	onut flakes and/ or objects and add to the			or beads	
	mixture.	xt take a small amount of coconut flakes and/ or objects and add to the xture.					
	Keep adding coconut flakes or objects and assign feelings to them.				Food co	olouring	
	<ul> <li>Fill the jar or bottle all the way to the top with the hot water.</li> </ul>				Clear glue		
	Mix the contents together		n or stick.		Glodi gi	luo	
	Make sure the lid is screw     Shake the jar or bettle and		a abiaata intara	oot	Hot (no	t boiling) water	
	Shake the jar or bottle and	waton an the	- onlacio ilitale	10t.	Space	ar atiak ta mis	
	Follow up/ De-brief				Spoon (	or stick to mix	
	Ask the group- 'What sorts of things or events make the flakes and objects						
	(emotions) in the jar swirl?' Say them out loud as you shake the jar.						
	Examples: -Distressing events -Losing a game -Missing friends -Winning a game						
	-Distressing events -Losing a game -wissing mends -withing a game -Getting frustrated with a parent or sibling -Scary stories on the news						
	-Sick family members -Positive events -Spending time with family						
	-Making a new friend -Getting a good grade -Learning a new skill						
	Ask the group to notice how it is hard to see through the jar with all those events						
	Ask the group to notice how it is hard to see through the jar with all these events going on.						
	Now, ask them to watch what happens when you keep the jar still-						
	Does the water begin to clear?						
	The same thing happens in our mind when we stop for a little while and are						
	mindfulbad or hard feelings start to go away, and we can focus on other things that make us happy or calm.						
Review	Reflect on all the learning de	livorod acki	ing youth mor	mbore to tell you one	Sugge	tod time.	

Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.



Suggested time: 5 minutes





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