



# HEALTH & WELLBEING A 'ONE SHOT' SESSION FOR VENTURES



SFNI Programme Team 2023



# Health & Wellbeing 'One Shots'



## Introduction

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 your 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.

Health & Wellbeing 'One Shots'		YOUTH PROGRAMME	
Health & Wellbeing - One shot session for Beavers	Session length	40 minutes	Our Emotions
<b>Session Aim</b>			
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	
<b>Energizer - Game</b>	<b>Emotions Race</b>	Suggested time: 10 minutes	EMOJI icons
	<ul style="list-style-type: none"> <li>Divide the Den/ playing area into 6 parts and place one of each of the 'emoji icons' in a clear visible spot- HAPPY, SAD, SCARED, EXCITED, LAUGHTER, 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.</li> <li>Bring the group to the center of the playing area and explain that when you name an emotion, the group must race to the corresponding emoji.</li> <li>Call out a few of the emotions to get the group used to the premise and then explain that the next time an emotion is called- the last person to reach the emoji will have to sit down.</li> <li>Begin getting faster and faster as you call out the emotion to try and catch the 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.</li> </ul>	Large playing space	Rope/ tape
<b>Introduction</b>	Explain that the game just played was about recognizing emotions, asking the group to suggest what experiences can cause 'strong emotions' to surface. Explain that the group will complete a craft activity that will explore emotions further.	Suggested time: 5 minutes	
<b>Activity- Craft</b>	<b>A 'glass jar' of emotions</b> This activity will teach younger children about how strong emotions can sometimes be overwhelming, and how to find calm when these emotions take over.	Suggested time: 20 minutes	Jar or bottle that will not leak liquid
<b>Communication Teamwork Groupwork</b>	<ul style="list-style-type: none"> <li>In the jar or bottle, mix the clear glue and hot water.</li> <li>Add a very small amount of food colouring to the water and glue mixture.</li> <li>Take the coconut flakes and/ or objects that these things will represent a feeling such as sadness, anger, fear, happiness, love, or anything else you feel.</li> <li>Next take a small amount of coconut flakes and/ or objects and add to the mixture.</li> <li>Using food colouring coconut flakes or objects and assign feelings to them.</li> <li>Fill the jar or bottle all the way to the top with the hot water.</li> <li>Mix the contents together with the spoon or stick.</li> <li>Make sure the lid is on tight!</li> <li>Shake the jar or bottle and watch all the objects interact.</li> </ul>	Food colouring	Delicatessen coconut and/ or other small objects to add such as LEGO or beads
	<b>Follow up/ De-brief</b> Ask the group- 'What sorts of things or events make the coloured flakes and objects (emotions) in the jar swirl?' Say them out loud as you shake the jar. <b>Examples:</b> -Dressing events -Losing a game -Missing friends -Winning 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		Clear glue
	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 mindful... bad or hard feelings start to go away, and we can focus on other things that make us happy or calm.		Hot (not boiling) water
<b>Review</b>	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	Spoon or stick to mix

Health & Wellbeing- A 'One shot' session for Ventures	Session length	45 minutes	Music & Wellbeing	
Session Aim				
<p>To explore the influence music can have on our lives and show how it can be used as an effective tool to help energize and motivate us; and used to lift our mood if we are feeling down.</p>				
		Activity	Time	Resources
<p><b>Energizer – Activity</b></p>	<p><b>Musical Chairs – with a twist</b> Musical chairs is a classic party game, and you might say that older youth members are beyond playing such a party game- however this version has a twist- NO CHAIRS</p> <ul style="list-style-type: none"> <li>Set up a number of Hula Hoops (instead of chairs) in the centre of the playing area.</li> <li>Follow the traditional rules for the game, eliminating a player who does not enter a hoop and removing a hoop after each round.</li> <li>Now you can mix it up, set up the playing space again, but this time explain that 'pairs' must enter the hoop; you could suggest that only 'left feet' should be in the hoop- anyone with their right foot in is eliminated; players must raise the hoops over their head- so on and so forth.</li> <li>This activity is to inject some fun and movement into the session and introduce how music can get us up and moving and bring us joy.</li> </ul>		<p><b>Suggested time:</b> 15 minutes</p>	<p>Large, quiet space</p> <p>Hula Hoops</p> <p>A device to play a 'high octave'/ dance song</p>
<p><b>Introduction</b></p>	<p>Developing further the role music plays within our lives, explain that the next activity will help the group hold a discussion about 'what music' means to us. How it makes us feel and how it can be a useful tool to use to help motivate us and lift our moods if we are feeling down.</p>		<p><b>Suggested time:</b> 5 minutes</p>	
<p><b>Activity-Craft/ Discussion</b></p> <p><i>Exploring how music can be used to motivate and/ or help us reflect and center ourselves</i></p>	<p><b>Music Magpies</b> This activity provides a great opportunity for youth members to reflect and recognize songs and music that impact and hold relevance to them and which can be used to help centre or lift their mood.</p> <ul style="list-style-type: none"> <li>Bring the group together and ask them to tell you how much does 'music factors in their lives'. This should start a brief conversation about how music can have the power to motivate us, encourage us, remind us and give us a lift when we need one.</li> <li>Now ask everyone to compile a 'song list', selecting one song that responds to the following headings:               <ol style="list-style-type: none"> <li>A song that gets me dancing...</li> <li>A song that makes me smile...</li> <li>A song that reminds me of a loved one...</li> <li>A song that I can exercise to...</li> <li>A song that makes me calm...</li> </ol> </li> <li>With playlists created, randomly select a volunteer and work across any of the 'A song...' Headings, finding it and playing a snippet. Ask why they selected this song, how it makes them feel and if they wish to share the relevance and importance of the song to them.</li> <li>Repeat this until every member in the group have shared and listed to a snippet from at least two of their songs.</li> <li>Close by emphasizing how listening to music we love can play an important part in lifting us when our moods are low, help us when we find ourselves overwhelmed and relax us when we need to take some space away from our busy lives.</li> </ul>		<p><b>Suggested time:</b> 20 minutes</p>	<p>Mobile phone/ laptop &amp; speakers</p>
<p><b>Review</b></p>	<p><b>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.</b></p>		<p><b>Suggested time:</b> 5 minutes</p>	