

## Delivering mental wellbeing workshops

Our SCARF LifeBase or LifeSpace workshops provide high-quality, inspiring enrichment experiences, developing essential life skills. Schools booking a visit receive our award-winning SCARF online resources at no extra charge. SCARF – **Safety, Caring, Achievement, Resilience, Friendship** – provides a whole-school approach to children’s physical and mental health and wellbeing.

Building on the foundations of our online SCARF resources, our new educator-led workshops focus on providing children with the skills and positive mental attitudes they need in order to be resilient and bounce back from setbacks. They are evidence-based and include practical strategies and activities known to enhance positive mental health. They include in-depth learning about how the human brain works and how to translate this knowledge into positive action.



Find out more at [www.coramlifeeducation.org.uk](http://www.coramlifeeducation.org.uk)

# Workshops in your school

Interactive and enriching workshops that provide children with a toolkit to manage and support their own mental wellbeing. These inspiring workshops use a meta-cognitive approach, encouraging children to reflect on how they think, behave and learn, and to develop strategies to support these vital life skills, needed in the classroom and beyond.

## 4-5-year-olds

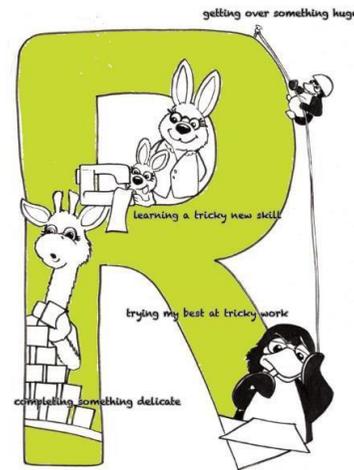
### Bouncing back

This workshop aims to develop the 'super power' of resilience. Harold is learning a new skill but is really struggling and feeling fed up!

The children are encouraged to find ways to tackle these problems and different feelings, helping them to develop their ability to bounce back.

Using visualisations, empathy, role-play, singing and the power of the magic word 'yet', resilience and growth mindset are explored and embedded.

The children share their emerging knowledge with Harold and help him to feel the strength and importance of being resilient, as well as developing a little toolkit for themselves to help boost their own 'bouncebackability'.



## 5-6-year-olds

### Taking care of our feelings

In this workshop, Harold has a heavy bag of uncomfortable feelings and he's struggling to cope with them. With help from the children, Harold looks at each of the different feelings and explores a variety of ways to cope - or self-regulate.

Linking feelings and emotions to the brain and thinking about the neuroscience behind our feelings, children learn about the mindful techniques of yoga movement, breathing, visualisations, nature sounds and exercise to help manage feelings. They discover ways to handle everyday tricky situations and uncomfortable feelings.

The aim is to lighten the load in Harold's bag whilst having fun and developing practical solutions and skills that can be tapped into whenever they are needed - in school and beyond.

6-7-year-olds

## Gratitude

In this workshop we explore feeling gratitude towards others, about ourselves and the natural world around us.

Harold feels grumpy about something he has to do. Through paired discussion, the children suggest ways for Harold to think positively. Using a 'Grateful Box', the children share what they are grateful for about themselves, using actions and role-play.

Together, Harold and the class think about being grateful for nature. Through sounds, images and movement, they explore how nature can help with feelings.

A 'Thankful Throne' enables the class to think and share about being grateful for others.

The workshop connects gratefulness with mindfulness, being aware of people and nature around us.

7-8-year-olds

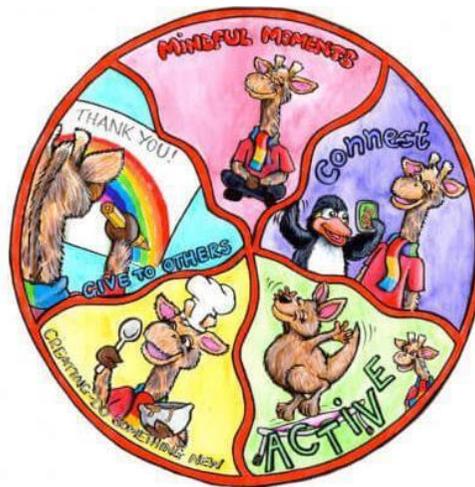
## Acceptance

This workshop focuses on the idea of acceptance.

Children explore the concept of accepting what we can't control and managing our feelings at such times. They also think about how they can accept themselves as they are and how they might be able to change things so that they can be their best selves.

In the same way, they also learn about accepting others as they are.

Children explore these concepts through activities including paired, group and class discussions, games and a special rap. And of course with the help of Harold the giraffe.



8-9-year-olds

## Protecting myself - body and mind

During this workshop we explore how actions and thoughts can trigger the release of hormones and chemicals in our bodies that can affect how we feel, both physically and mentally.

Using this knowledge and skills, children will have the opportunity to guide Harold, Derek and Kiki through some tricky situations and uncomfortable feelings. Along the way, they'll learn how they can apply this to their own feelings, to help them at times of heightened emotions that might otherwise be difficult to manage.



9-10-year-olds

## The brain - calming the busy mind

This workshop focuses on the human brain, how stress can affect what we do and how to manage that stress.

We discuss how the same situation can cause different reactions for different people.

The class become a stress thermometer to show a level of anxiety, how this level might physically feel and how to calm themselves. They also play a game matching responses to stress.

The workshop gives children skills to use in the future, including a hand exercise to remind them about what the brain is doing when they feel stressed and how to lower that anxiety in order to move on and make safe, balanced decisions.



10-11-year-olds

## Going for goals

We begin the session by considering how our aspirations may have changed from when we were younger.

Children then consider how different factors may influence the steps needed to reach their goals. We think about how well-known people overcame hurdles and how knowing this may help us when facing difficulties in our own lives.

We consider the steps they will soon be taking as they begin the transition to secondary school, along with the opportunities that could be available to them.

We investigate how using filters on social media images may affect someone's confidence and self-esteem.

Finally, the children help a fictional character to assess how different events could impact aspirations and how to remain resilient in the face of difficulties.

## Mapping the DfE Statutory Guidance for the Mental Wellbeing statements to our educator-led workshops

KEY: ✓ = CLE workshop supports and contributes to this outcome. Remember your SCARF online resources also cover the DfE statutory requirements.

DfE statutory requirements for teaching Mental Wellbeing By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓	✓	✓
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓	✓	✓
3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓	✓	✓
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓	✓	✓
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.		✓	✓	✓		✓		✓
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓	✓	✓	✓	✓	✓	✓
7. That isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	✓	✓	✓
8. That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.	Covered holistically within workshops and in depth within SCARF online resources							
9. Where and how to seek support (including recognising the triggers for seeking support).		✓	✓	✓		✓	✓	✓
10. That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Covered holistically within workshops and through SCARF online resources.							