

Health and Wellbeing

A leader's guide for **Squirrels, Beavers & Cubs.**



Scouts
NI

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How to use this resource:

This Primary Health and Wellbeing resource is split into the following three age group sections.

Squirrels pgs. 4 - 11

Beavers pgs. 13 - 21

Cubs pgs. 23 - 31

Each section contains an outline of four sessions. Each session is focused on a different area of Health and Wellbeing to help promote the holistic development of each child.

Session 1: Mental and Emotional health

Session 2: Physical health

Session 3: Social wellbeing

Session 4: Self-care

Each session can be adapted to fit the needs of the children and/or leaders in charge. The activities are simply a framework to be utilised and can be altered to fit time constraints or spread out over a longer period of time. Leaders should read through each session and video clips should be previewed beforehand.

This programme contains a total of 10 additional resources.

Squirrels

(4 - 6 years old)

Pages 4 - 11



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Squirrels

Session One: Mental and Emotional health

Ice breaker game

Play emotion charades. Leaders take it in turns to act out a different emotion e.g. happy, sad, worried, excited, scared etc. The children have to guess what the emotion is and explain how they got their answer.

Reach Mentoring picture prompt



Ask open & closed questions

Some question ideas..

What do you think is happening in the picture?

Where is she going?

Is she rowing away from something? What will happen next?

How do you think she feels?

What would it feel like to be lost in the middle of a storm?

Have you ever felt this way before?

Resource 1

Explain how at times in life, we may feel like this girl in the storm. Things around us might feel unsteady and uncertain. We might feel sad, scared or anxious about different things happening in our lives. Think of a relevant example in your own life to share, something that is age appropriate and the children can relate to. This reminds them that they are not alone in feeling such a way.

Breathing activity

Practice breathing techniques to help calm their bodies and minds when they feel these negative emotions. This is something that we can do on our own, with our friends or family. Breathing exercises are simple yet effective ways to ground ourselves and slow down our heart rate, making us feel calmer. Remind the children to breathe in through their nose and out through their mouth.

Video resources:

- [Shape breathing](https://www.youtube.com/watch?v=qdT8BDLhYTs) <https://www.youtube.com/watch?v=qdT8BDLhYTs>
- [Thought bubbles for anxiety & worry](https://www.youtube.com/watch?v=70j3xyu7OGw) <https://www.youtube.com/watch?v=70j3xyu7OGw>
- [Body scanner](https://www.youtube.com/watch?v=xLoK5rOl8Qk) <https://www.youtube.com/watch?v=xLoK5rOl8Qk>

'High 5' activity

It's important that each child has someone they can talk to about how they are feeling, whether that be happy, sad or worried etc.

Give the children some ideas as to who they could talk to e.g. their leader, a parent or friend.. Ask each child to think of five people in their life that they could talk to about their feelings.

Then, get each child to draw around their hand using a pen and paper. Alternatively, get creative and use painted hand prints, water and a paintbrush on a tabletop surface or use chunky chalk outside!

Each finger and thumb represents a person. With the help of a leader, write the name or the first letter of their chosen people's name above each finger tip. Some children might require extra help to think of five people.

*Optional Creative Activity (All sections - differentiated support)

Create a 'Calming bottle': Shake the bottle, then watch the glitter and materials settle.

Equipment:

- A clean clear plastic bottle with no labels
- Funnel/measuring jug (optional)
- Water
- Baby oil
- Glue gun (to seal bottle lid)
- Glitter
- Sequins

Optional extras:

- Food colouring (Just a few drops)
- Water beads
- Lego or other small toys
- Pom-poms
- Coloured feathers

Instructions

1. First, select the decorations that you want for your calming bottle and insert them into the bottle e.g, glitter, sequins..
2. Next, fill half of the bottle with baby oil using a funnel or measuring jug.
3. If using food colouring, this is a good time to add in a few drops.
4. Afterwards, top up the bottle with water leaving a gap under the bottleneck for the decorations to move around.
5. Carefully apply hot glue to the inside of the bottle lid (adult) and carefully screw it onto the bottle, making sure the lid is tight. Leave time for it to harden.
6. Finally, enjoy!

Squirrels

Session Two: Health and Fitness

1. Exercise

Get our hearts pumping

Movement keeps our hearts and body strong and it makes us feel great! Ask the children what exercise is and for examples of how they can be active. Ask the children to think of 3 examples of ways they will try to exercise this week.

Get the children's heart pumping with a variety of exercises, starting from a light movement activity that will warm them up e.g moving like an animal: walking like a giraffe, crawling like a lizard, hopping like a rabbit, jumping like a frog etc. Discuss the changes they feel in their bodies. How do they feel? Are they warm? Are they tired?

Next, change to a more moderate/vigorous activity e.g. a relay race, stuck in the mud, volcanoes and craters etc. Afterwards, ask children to feedback and describe the changes in their bodies. How does their heart feel? Can they feel their heart rate? Are they sweating? Do they feel a lot hotter? Their body is having to work harder, which strengthens their heart muscle, increases their fitness and blood circulation. Remind the children that they need 60 minutes or more of moderate - vigorous physical exercise every day.

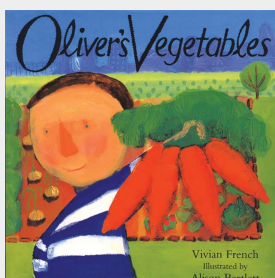
Finish with a cool down to slowly decrease their heart rate by doing some gentle stretches or deep breathing. You could even use calming music while doing this.

2. Healthy eating

'Oliver's Vegetables' by Alison Bartlett and Vivian French

Use the PDF to read this story to the children or alternatively, watch and listen to it being read on youtube using the following link

<https://www.youtube.com/watch?v=bqexjovcaRg>.



Some question ideas..

- What is your favourite food?
- What is your favourite meal?
- What is a food you eat all the time?
- Which fruit/vegetables do you like/dislike? Why?
- Name a fruit/vegetable you have never tried before.

It's good to try new things. In the story, Oliver said he didn't like vegetables but once he tried them, he actually thought some of them were delicious! Remind the children of the importance of trying lots of different fruit and vegetables, as they are necessary for helping us grow healthy and feel strong! We should be eating a colourful variety of 5 portions of fruit and vegetables every day. If we eat well, we will increase our chances of feeling well.

Food tasting activity

Optional video - [Eat yourself healthy BBC bitesize video](https://www.bbc.co.uk/bitesize/articles/zsfj4xs)

<https://www.bbc.co.uk/bitesize/articles/zsfj4xs>

Further reading for leaders - [NHS eatwell guide](https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/)

<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

Try a food tasting activity! Beforehand, check for allergies and be sensitive in remembering that many children don't choose what is prepared for them to eat. Provide an opportunity for them to try something new that is good for them. Take it in turns to blindfold children and get them to guess and rate what they are eating - perhaps different types of fruit or vegetables, some familiar and some more unfamiliar options. Alternatively you could pick an item from each of the food groups for them to try, introducing the importance of a healthy balanced diet.

3. Sleep

[Why do we sleep?](https://www.youtube.com/watch?v=MbYLFvg832M) <https://www.youtube.com/watch?v=MbYLFvg832M>

Create a sleepy puppet

Beforehand, talk with the children about bedtime worries or what helps them feel safe and relaxed before sleeping. Introduce the idea of a 'sleepy puppet friend' - a puppet who loves sleep and knows all about good bedtime routines. Get the children to practice their bedtime routine using the puppet as a helper.

Equipment:

- Finger puppets or old socks
- Pens, felt tips, coloured pencils
- Scissors
- Glue (potentially a hot glue gun)
- Googly eyes or eye stickers
- Coloured paper/felt

Optional extras:

- String/wool for hair
- Pom-poms
- Pipe cleaners
- Sequins/gems

Instructions

1. First, select the materials you want for your puppet.
2. Next, colour, cut and glue the face pieces onto your puppet and decorate. If using a glue gun, adult carefully does this.
3. Wait until it dries, then enjoy!

Squirrels

Session Three: Social Wellbeing

Non verbal lineup

Without talking, children line themselves up according to their height. They must decide where the beginning, middle and end of the line is. They can mime or use any other non-verbal communication. A timer could be set to see how long it takes them. This is a great game to get the children working together as a team. Discuss how they found this activity. Was it tricky not being able to communicate with each other? What was easy? What was more challenging? What different ways do we communicate with one another?

10 Questions

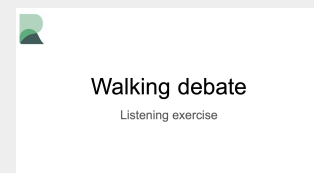
A leader thinks of an object or animal. As a team, the children work together to figure out what it could be. The children take it in turns to ask a question to the leader, making sure to listen and pay close attention to every question asked and answer given, so that they don't max out on their 10 questions. The Squirrels can make a guess, but it counts towards their total. It might be an idea to keep a tally somewhere visible so they know how many goes they have left. This exercise is to help children understand the importance of listening carefully to one another.

Walking debate

Resource 7 – Each powerpoint slide contains two photos e.g. winter vs summer. One side of the room represents 'winter' and the opposite side of the room represents 'summer'. The children have to decide which they think is better and they move to that side of the room. Leaders will then ask a couple of children to share their opinion and their reasoning for making their choice. It is important for leaders to model good listening, validate answers and to respect others opinions even when they differ from their own.

Sometimes we can have different opinions and we even disagree with others. This can lead to arguments with one another and makes it hard to see from others point of view. Watch the video to understand what steps you can take when conflict arises. [3 Conflict resolutions](#)

<https://www.youtube.com/watch?v=YOwtV9Aeb2M>



Resource 7

Sing 'If You're Angry and You Know It..'

[If You're Angry and You Know It](#)

https://www.youtube.com/watch?v=nMfcuu00jro&list=RDnMfcuu00jro&start_radio=1

At times we can all feel frustrated and angry. Ask the children of an example of when they have felt this way? We need to learn how to calm our minds and bodies. Listen to this song and even spend some time learning it together!

Squirrels

Session Four: Self-care

Self care is when you take time to do things to improve your mental, physical and emotional health. By taking care of yourself often, you are better able to cope with stress or other feelings that you may experience. You are also better equipped to help others who need support. This session is about helping children to understand what self-care is, to give them some ideas of activities and to assist them in creating their own self-care plan and making it a daily habit.

Watch this video together to help explain what self-care is:

[Self-Care for Kids: A Guide to Taking Care of Your Body, Mind and Feelings](https://www.youtube.com/watch?v=6t_Elb_OcQY)

https://www.youtube.com/watch?v=6t_Elb_OcQY

Stop and discuss the video at each of the 4 types of self-care activities. Ask the children if they can think of any of their own examples.

Carousel activities

Below are some suggestions of ways to practice self-care. Look through the bullet point ideas and choose one that you think would work best. The children should be split into 5 groups. Each group will start off at a different station and spend approx 10-15 minutes completing the activity. Each station should be manned by a leader and an adult 'timekeeper' would be beneficial in overseeing groups and smooth transitions between each carousel activity. Each group will have a turn at all 5 stations. The timing for the chosen activities will depend on the age and attention of the children as well as the activity itself. This can be adjusted according to the needs of the group. *Alternatively, these 5 stations could be split across five different meetings and completed collectively.*

1. Body care
2. Mind care
3. Feeling care
4. Fun care
5. Create a self-care plan

Body care

- Drink water and eat healthy snacks.
- Create your own rainbow fruit skewers - <https://www.bbcgoodfood.com/recipes/rainbow-fruit-skewers>
- Go on a nature walk. Collect twigs, leaves, rocks etc and use these to make a picture collage.
- Play football, basketball, indoor hockey, relay races or any other physical exercise that gets them moving.
- Play 'Sleeping Lions' - remind them of importance of getting a good night's sleep.

Squirrels

Mind care

- Mindful colouring or drawing.
- Complete different puzzles: jigsaws or dot to dots.
- Practice breathing exercises (*refer back to Section One: Mental and Emotional Health, Relaxation techniques*).
- Read a story together or listen to an audio book.
- Stretching or yoga (Cosmic Kids have a good selection: <https://www.youtube.com/@CosmicKidsYoga>)
- Go on a sensory walk. Write down what you see, smell, touch and hear.
- Using chalk, paints, craft materials or paper and pens reflect and record some things you are grateful for.

Feeling care

- Write, draw and doodle thoughts and feelings in their journals.
- Relax your body by lying down in a comfortable position and listen to music.
- Draw a picture for someone you care about.
- Self soothe box - decorate an old shoe box and then fill it with things you like that ground you and make you feel calm. E.g. photos, colouring book, teddy, snack..

Fun care

- Bake 'top hats' or 'rice krispie buns'
<https://www.bbcgoodfood.com/user/833445/recipe/top-hats> ,
<https://www.bbcgoodfood.com/recipes/chocolate-rice-krispie-cakes>
- Plant flowers outside or grow their own cress plant creatures.
- Play a variety of short board games or outdoor games.
- Play a game of balloon volleyball: pass a balloon in a circle/or across a net without letting it touch the ground.
- Create a bubble painting
https://youtube.com/shorts/LGfx_ks-del?feature=shared

Create a self-care plan

We are all different and therefore we need our own personal self-care plan. Print off *Resource 10* for each child. At this station, explain what each box means, provide some examples and support those who find this activity difficult. The children can write or doodle their ideas within the different coloured boxes, or this could be simplified to be a discussion led activity.

My self care plan

I can exercise my body by...

I can be a good friend by ...

Important people who I trust

THIS IS ME

I can relax my body and mind by...

I can keep myself clean and tidy by...

I can make myself happy by...

My hopes and dreams...

I can eat healthy snacks...

www.risppr.com

Resource 10

Beavers

(6 - 8 years old)

Pages 13 - 21



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Beavers

Session One: Mental and Emotional health

Ice breaker game

Play emotion charades. Leaders take it in turns to act out a different emotion e.g. happy, sad, worried, excited, scared etc. The children have to guess what the emotion is and explain how they got their answer.

Picture prompt



Resource 1

Ask open & closed questions

Some question ideas..

What do you think is happening in the picture?

Where is she going?

Is she rowing away from something? What will happen next?

How do you think she feels?

What would it feel like to be lost in the middle of a storm?

Have you ever felt this way before?

Explain how at times in life, we may feel like this girl in the storm. Things around us might feel unsteady and uncertain. We might feel sad, scared or anxious about different things happening in our lives. Think of a relevant example in your own life to share, something that is age appropriate and the children can relate to. This reminds them that they are not alone in feeling such a way.

Think, pair, share

What happens to your body when you feel worried or stressed? How does your head/hands/stomach.. etc feel? Give each child around 30 seconds to think on their own, then 30 secs - 1 min to share ideas with the person beside them and then finally, share and discuss ideas with the group.

Breathing activity

Practice breathing techniques to help calm their bodies and minds when they feel these negative emotions. This is something that we can do on our own, with our friends or family. Breathing exercises are simple yet effective ways to ground ourselves and slow down our heart rate, making us feel calmer. Remind the children to breathe in through their nose and out through their mouth.

Video resources:

- [Shape breathing](https://www.youtube.com/watch?v=qdT8BDLhYT8) <https://www.youtube.com/watch?v=qdT8BDLhYT8>
- [Thought bubbles for anxiety & worry](https://www.youtube.com/watch?v=70j3xyu7OGw)
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- [Body scanner](https://www.youtube.com/watch?v=xLoK5rOI8Qk) <https://www.youtube.com/watch?v=xLoK5rOI8Qk>

***Optional Creative Activity (All sections - differentiated support)**

Create a 'Calming bottle': Shake the bottle, then watch the glitter and materials settle.

Equipment:

- A clean clear plastic bottle with no labels
- Funnel/measuring jug (optional)
- Water
- Baby oil
- Glue gun (to seal bottle lid)
- Glitter
- Sequins

Optional extras:

- Food colouring (Just a few drops)
- Water beads
- Lego or other small toys
- Pom-poms
- Coloured feathers

Instructions

1. First, select the decorations that you want for your calming bottle and insert them into the bottle e.g, glitter, sequins..
2. Next, fill half of the bottle with baby oil using a funnel or measuring jug.
3. If using food colouring, this is a good time to add in a few drops.
4. Afterwards, top up the bottle with water leaving a gap under the bottleneck for the decorations to move around.
5. Carefully apply hot glue to the inside of the bottle lid (adult) and carefully screw it onto the bottle, making sure the lid is tight. Leave time for it to harden.
6. Finally, enjoy!

Beavers

Session Two: Physical Health

1. Exercise

Get our hearts pumping

Movement keeps our hearts and body strong and it makes us feel great! Ask the children what exercise is and for examples of how they can be active. Ask the children to think of 3 examples of ways they will try to exercise this week.

Get the children's heart pumping with a variety of exercises, starting from a light movement activity that will warm them up e.g moving like an animal: walking like a giraffe, crawling like a lizard, hopping like a rabbit, jumping like a frog etc. Discuss the changes they feel in their bodies. How do they feel? Are they warm? Are they tired?

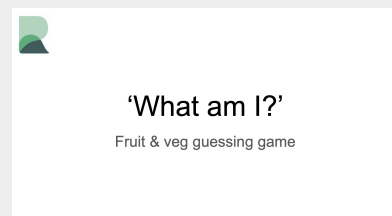
Next, change to a more moderate/vigorous activity e.g. a relay race, stuck in the mud, volcanoes and craters etc. Afterwards, ask children to feedback and describe the changes in their bodies. How does their heart feel? Can they feel their heart rate increase? Are they sweating? Do they feel a lot hotter? Their body is having to work harder, which strengthens their heart muscle, increases their fitness and blood circulation. Remind the children that they need 60 minutes or more of moderate - vigorous physical exercise every day.

Finish with a cool down to slowly decrease their heart rate by doing some gentle stretches or deep breathing. You could even use calming music while doing this.

2. Healthy eating

'What am I?'

Resource 6 - Start off with a fun fruit and vegetable guessing game. The children could be split into small groups to create a competitive atmosphere or it could simply be worked through together. There are 10 photos in total to guess. Afterwards, discuss which fruit and vegetables they enjoy, eat weekly, have never tried before etc.



Resource 6

Additionally, children could create their own guessing game in pairs. Each child takes it in turn to describe a fruit or vegetable, e.g. I am orange, long, crunchy with a wide top and narrow end, you usually eat me as part of a roast dinner = a carrot.

Food tasting activity

Optional video - [Eat yourself healthy BBC bitesize video](#)

<https://www.bbc.co.uk/bitesize/articles/zsfj4xs>

Further reading for leaders - [NHS eatwell guide](#)

<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

Try a food tasting activity! Beforehand, check for allergies and be sensitive in remembering that many children don't choose what is prepared for them to eat. Provide an opportunity for them to try something new that is good for them. Take it in turns to blindfold children and get them to guess and rate what they are eating - perhaps different types of fruit or vegetables, some familiar and some more unfamiliar options. Alternatively you could pick an item from each of the food groups for them to try, introducing the importance of a healthy balanced diet.

3. Sleep

[Why do we sleep?](#) <https://www.youtube.com/watch?v=MbYLFvg832M>

Mind map

When we get good quality sleep we feel refreshed, energised and focused. Children aged 6-8 need between 9-11 hours of sleep each night. Split the children into pairs or small groups to create a mind map using paper and pens. Get them to work together to write/draw ways that they could calm their minds and help them get a better nights sleep e.g. have a bath before bed, turn off electronics 20 minutes beforehand, read a book etc. Feedback ideas to the group and challenge each child and leader to practice one of these methods before bed tonight.

*Optional craft activity

[Create a sleepy puppet](#) - Beforehand, talk briefly with the children about bedtime worries or what helps them feel safe and relaxed before sleeping. Introduce the idea of a 'sleepy puppet friend' - a puppet who loves sleep and knows all about good bedtime routines. Get the children to practice their bedtime routine using the puppet as a helper.

Equipment:

- Finger puppets or old socks
- Pens, felt tips, coloured pencils
- Scissors
- Glue (potentially a hot glue gun)
- Googly eyes or eye stickers
- Coloured paper/felt

Optional extras:

- String/wool for hair
- Pom-poms
- Pipe cleaners
- Sequins/gems

Instructions

1. First, select the materials you want for your puppet.
2. Next, colour, cut and glue the face pieces onto your puppet and decorate. If using a glue gun, adult carefully does this.
3. Wait until it dries, then enjoy!

4. Hygiene

Ultimate Guide to Good Personal Hygiene

<https://www.youtube.com/watch?v=0ZPTXQ0KqOQ>

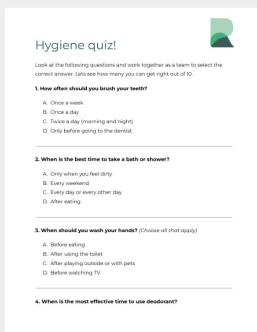
Get the children to feedback from the video. What is good hygiene? Why is it important to have good hygiene? What are some ways we can practice this?

Hygiene relay game

This is a game to get the children thinking about different ways to keep clean. Split the children into relay groups. Use a variety of hygiene items e.g. toothbrush, soap, tissues, hairbrush, toilet paper etc for each team. The aim of the game is for each team member to retrieve a hygiene item, act out how to use it and then run back to their group with the item. The first team to run, collect and act out all their items is the winner.

Hygiene Quiz

Resource 5 – Using this resource, children will answer some quiz questions to show their understanding of keeping good hygiene. This can be done as a printed handout or leaders could call out the questions and children write down the correct answer. Discuss the answers as a group.



Hygiene quiz!

Look at the following questions and work together as a team to select the correct answer. Can each member of your group get right out of 10?

1. How often should you brush your teeth?

- A. Once a week
- B. Once a day
- C. Twice a day (morning and night)
- D. Only before going to the dentist

2. When is the best time to take a bath or shower?

- A. Only when you feel dirty
- B. Every weekend
- C. Every day or every other day
- D. After eating

3. When should you wash your hands? (Choose all that apply)

- A. Before eating
- B. After using the toilet
- C. After playing outside or with pets
- D. Before watching TV

4. When is the most effective time to use deodorant?

Resource 5

Beavers

Session Three: Social Wellbeing

Non verbal birthday line up

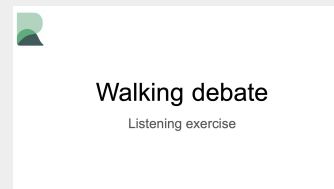
Without talking, children line themselves up according to the month and day they were born. Alternatively they could line up alphabetically. They must decide where the beginning, middle and end of the line is. They can mime or use any other non-verbal communication. A timer could be set to see how long it takes them. This is a great game to get the children working together as a team. Discuss how they found this activity.

20 Questions

A leader thinks of a person, object or animal. As a team, the children work together to figure out what it could be. The children take it in turns to ask a question to the leader, making sure to listen and pay close attention to every question asked and answer given, so that they don't max out on their 20 questions. The Beavers can make a guess, but it counts towards their total. This exercise is to help children understand the importance of listening carefully to one another.

Walking debate

Resource 7 - Each powerpoint slide contains two photos e.g. winter vs summer. One side of the room represents 'winter' and the opposite side of the room represents 'summer'. The children have to decide which they think is better and then they stand on that side of the room. Leaders will then ask a couple of children to share their opinion and their reasoning for making their choice. It is important for leaders to model good listening, validate and to respect others opinions even when they differ from our own.



Resource 7

Dealing with conflict

Just like during the walking debate, at times we may have different opinions and disagree with others. This can sometimes lead to problems in relationships. It is good and important for the children to learn how best to deal with conflict and disagreements, to be able to manage conflict politely and constructively to maintain and promote social wellbeing and positive relationships. Dealing with conflict is a valuable skill as they learn to understand and listen to another's point of view and to work towards a solution together.

Beavers

Role play: Conflict scenarios

Resource 8 - This resource content is from the CCEA 2024, Living. Learning. Together. PDMU booklet.

With this younger age group, it would be beneficial to have one leader/helper paired with each team to help facilitate and guide this activity.

Print **Resource 8** and cut out the scenarios. Split the children into small teams and give a scenario to every group. The group take it in turns to practice (7 - 10 mins) and then perform the scenario, each taking on a character role with creative license to enhance the scene and bring it to life. After watching each scenario, ask the other children to guess what is happening and how the different characters feel? Why did they react that way? Could they have responded differently? Can you understand their point of view?

We can help solve conflict when we follow these steps:

Stop: Find out the problem. Use 'I' statements: 'I felt ... when you ... because ...'

Think: How is the other person feeling? Attack the problem, not the person.

Listen: To each other's explanations, if not immediately then arrange a time and place later.

Decide: Discuss possible solutions and agree on one. Remember! We are each responsible for what we say and what we do.

After explaining these steps to help resolve conflict, return to the scenarios. Give each group a further 5-10 minutes to discuss a potential solution to their scenario problem and to then adapt their performance to include a helpful and positive solution that benefits both parties involved.

Conflict role play scenarios

Reference: CCEA (2004), Living Learning Together: Year 5, Strand 2: Valuing Self and Others, Resource 8

You are busy doing your homework and you ask your Mum to remind you when your favourite television programme comes on. She forgets and you are really annoyed.	You received a really good remote-controlled truck for Christmas. Your younger cousin comes later in the day and wants to play with it. You let him but he breaks it. His dad says 'he doesn't mean to be too young to be playing with it.'	You and your sister both need to use the computer to get the information you need for homework. You argue over who should use it first.
Your Mum likes the house to be clean and tidy. She doesn't like the clutter and she likes things to be in their proper place. Your bedroom is a mess but you want to go out with friends.	Your neighbour is young and likes pop music, which he plays very loudly late at night. You are in your 20s and prefer classical music. You like to be in bed by 10:30 p.m. each night.	You like to eat fish but your sister hates it. Your Dad refuses to cook two different meals.
Your friend lent you a game to play but now you cannot find it.	Your Mum has made you a new dress, but you prefer to wear trousers. You know she will be you to wear the dress to your Grandfather's birthday party.	You are gaming and your Mum asks you to help set the table for dinner. You say if you can wait until the game is finished, but then you forget. Mum is ...

Resource 8

Beavers

Session Four: Self-care

Self care is when you take time to do things to improve your mental, physical and emotional health. By taking care of yourself often, you are better able to cope with stress or other feelings that you may experience. You are also better equipped to help others who need support. This session is about helping children to understand what self-care is, to give them some ideas of activities and to assist them in creating their own self-care plan and making it a daily habit.

Watch this video together to help explain what self-care is:

[Self-Care for Kids: A Guide to Taking Care of Your Body, Mind and Feelings](https://www.youtube.com/watch?v=6t_Elb_OcQY)

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Stop and discuss the video at each of the four types of self-care activities.

Ask the children if they can think of any of their own examples.

Carousel activities

Below are some suggestions of ways to practice self-care. Look through the bullet point ideas and choose one that you think would work best. The children should be split into 5 groups. Each group will start off at a different station and spend around 10-15 minutes completing the activity. Each station should be manned by a leader and an adult 'timekeeper' would be beneficial in overseeing groups and smooth transitions between each carousel activity. Each group will have a turn at all 5 stations. The timing for the chosen activities will depend on the age and attention of the children as well as the activity itself. This can be adjusted according to the needs of the group. *Alternatively, these 5 stations could be split across five different sessions and completed collectively.*

1. Body care
2. Mind care
3. Feeling care
4. Fun care
5. Create a self-care plan

Body care

- Drink water and eat healthy snacks.
- Create your own rainbow fruit skewers - <https://www.bbcgoodfood.com/recipes/rainbow-fruit-skewers>
- Go on a nature walk. Collect twigs, leaves, rocks etc and use these to make a picture collage.
- Playing football, basketball, indoor hockey, relay races or any other physical exercise that gets them moving.

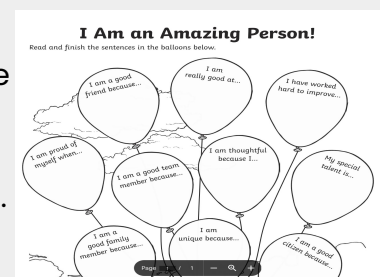
Beavers

Mind care

- Mindful colouring or drawing.
- Complete different puzzles: jigsaws, crosswords, dot to dot etc.
- Practice breathing exercises (*refer back to Section One: Mental and Emotional Health, Relaxation techniques*).
- Read a story together or listen to an audio book.
- Stretching or yoga. (Cosmic Kids have a good selection: <https://www.youtube.com/@CosmicKidsYoga>)
- Go on a sensory walk. Write down what you see, smell, touch and hear.
- Using chalk, paints, craft materials or paper and pens reflect and record some things you are grateful for.

Feeling care

- Write, draw and doodle thoughts and feelings in their journals.
- Relax your body by lying down in a comfortable position and listen to music.
- Self-reflection: *Resource 9*
- Use paper and pen to write a note to someone you care about.
- Talk to a friend: Split into pairs. Roll a die. One child is the 'odd' numbers and the other 'even'. When the die lands on your number, you ask your partner a question about themselves.



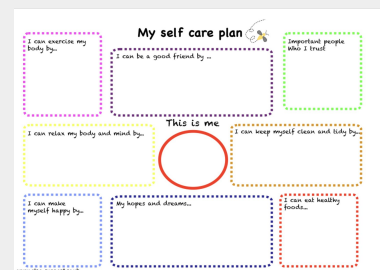
Resource 9

Fun care

- Bake 'top hats' or 'rice krispie buns'
<https://www.bbcgoodfood.com/user/833445/recipe/top-hats> ,
<https://www.bbcgoodfood.com/recipes/chocolate-rice-krispie-cakes>
- Plant flowers outside or grow their own cress plant creatures.
- Play a variety of short board games or outdoor games.
- Play a game of balloon volleyball: pass a balloon in a circle/or across a net without letting it touch the ground.
- Create a bubble painting
https://youtube.com/shorts/LGfx_ks-del?feature=shared

Create a self-care plan

We are all different and therefore we need our own personal self-care plan. Print off *Resource 10* for each child. At this station, explain what each box means, provide some examples and support those who find this activity difficult. The children can write or doodle their ideas within the different coloured boxes.



Resource 10

Cubs

(8 - 10.5 years old)

Pages 23 - 31



Scouts

NI

reach
mentoring

Cubs

Session One: Mental & Emotional health

Name that feeling

Using a music speaker, play a short snippet of a song. Children have to identify and explain which feelings or emotions they feel relate to that song, e.g. the Mission Impossible theme tune might make them feel on edge, frightened, determined or exhilarated!

Think, pair, share

What happens to your body when you feel negative feelings like sadness, worry, stress or anxiety? How does your head/hands/stomach feel? Give each child around 30 seconds to think on their own, then 30 secs - 1 min to share ideas with the person beside them and then finally, share and discuss ideas with the group.

Fight, flight or freeze!

When we are confronted with intense feelings like anxiety, our bodies undergo several changes and our brain enters into a special state called the fight-or-flight response. The body responds by an increased heart rate, sweating, tense muscles and we might even freeze. With the children, watch the video that explains our brain's reaction to a perceived threat.

[Fight, flight or freeze!](https://www.youtube.com/watch?v=eD1wliuHxHI)

<https://www.youtube.com/watch?v=eD1wliuHxHI>

We need to be careful that our fight, flight or freeze responses don't become too extreme. There are some practical things we can do to calm ourselves in these situations.

Resource 2

Use this resource to help children discern which bodily response is 'fight, flight or freeze.'

Explain each of the words and what they mean. Afterwards, split Cubs into pairs, small groups or work together as a whole. Read the words and then match each response to the correct term.

Ask the children to think of an experience or a situation where they noticed their bodies reacting in such a way. Ask for a couple of examples, eg. they lost a game and started yelling.

Fight, flight or freeze!

Look at the following list of responses to when our brains go into 'fight, flight or freeze' mode. As a pair or in a small group, discuss each response and decide which symptoms are associated with which word.

Fight	Flight	Freeze
(7)	(6)	(7)

Quitting
Mind goes blank
Hitting, kicking, punching
Feeling numb
Shutting down
Intrude
Bored
Tensing up
Can't sit still
Pushing someone away

Throwing
Trying to escape
Panic
Remaining quiet
Screaming
Awful
Yelling
Running away
Can't sit still
Struggling to take action

Relaxation techniques

When we are acting out of 'fight, flight or freeze' mode, there are practical techniques we can implement to help calm our bodies and minds when they feel these intense negative emotions. Breathing exercises are simple yet effective ways to ground ourselves and slow down our heart rate, making us feel calmer. Remind the children to breathe in through their nose and out through their mouth.

Video resources:

- [Shape breathing](https://www.youtube.com/watch?v=qdT8BDLhYTts) <https://www.youtube.com/watch?v=qdT8BDLhYTts>
- [Thought bubbles for anxiety & worry](https://www.youtube.com/watch?v=70j3xyu7OGw) <https://www.youtube.com/watch?v=70j3xyu7OGw>
- [Body scanner](https://www.youtube.com/watch?v=xLoK5rOI8Qk) <https://www.youtube.com/watch?v=xLoK5rOI8Qk>
- [Grounding Exercise for Racing Minds](https://www.youtube.com/watch?v=LgRd1Mzhb_Q) https://www.youtube.com/watch?v=LgRd1Mzhb_Q
- [Let Go of Stress](https://www.youtube.com/watch?v=c1Ndym-lsQg) <https://www.youtube.com/watch?v=c1Ndym-lsQg>
- [How To Calm Your Fight, Flight, Freeze Response](https://youtube.com/shorts/kUEYEJb7fxE?feature=shared) <https://youtube.com/shorts/kUEYEJb7fxE?feature=shared>

*Optional Creative Activity (All sections - differentiated support)

Create a 'Calming bottle': Shake the bottle, then watch the glitter and materials settle.

Equipment:

- A clean clear plastic bottle with no labels
- Funnel/measuring jug (optional)
- Water
- Baby oil
- Glue gun (to seal bottle lid)
- Glitter
- Sequins

Optional extras:

- Food colouring (Just a few drops)
- Water beads
- Lego or other small toys
- Pom-poms
- Coloured feathers

Instructions

1. First, select the decorations that you want for your calming bottle and insert them into the bottle e.g, glitter, sequins..
2. Next, fill half of the bottle with baby oil using a funnel or measuring jug.
3. If using food colouring, this is a good time to add in a few drops.
4. Afterwards, top up the bottle with water leaving a gap under the bottleneck for the decorations to move around.
5. Carefully apply hot glue to the inside of the bottle lid (adult) and carefully screw it onto the bottle, making sure the lid is tight. Leave time for it to harden.
6. Finally, enjoy!

Cubs

Session Two: Physical Health

1. Exercise

Get our hearts pumping

Movement keeps our hearts and body strong and it makes us feel great! Ask the children what exercise is and for examples of how to be active.. Ask the children to think of 3 examples of ways they will try to exercise this week.

Get the children's heart pumping with a variety of exercises, starting from a light movement activity that will warm them up e.g. walking, jogging, crawling, hopping, jumping around the room. Discuss how their body feels - has their heart rate changed? Are they starting to warm up?

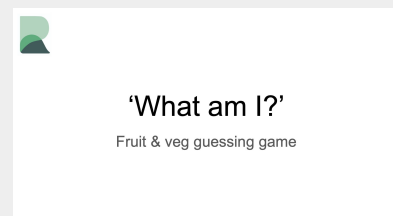
Next, change to a more moderate/vigorous activity e.g. a relay race, stuck in the mud, volcanoes and craters etc. Afterwards, ask children to feedback and describe the changes in their bodies. How does their heart feel? Can they feel their heart rate increase? Are they sweating? Do they feel a lot hotter? Their body is having to work harder, which strengthens their heart muscle, increases their fitness and blood circulation. Remind the children that they need 60 minutes or more of moderate - vigorous physical exercise every day.

Finish with a cool down to slowly decrease their heart rate by doing some gentle stretches or deep breathing. You could even use calming music while doing this.

2. Healthy eating

'What am I?'

Resource 6 - Start off with a fun fruit and vegetable guessing game. The children could be split into small groups to create a competitive atmosphere or it could simply be worked through together. There are 10 photos in total to guess. Afterwards, discuss which fruit and vegetables they enjoy, eat weekly, have never tried before etc.



Resource 6

Additionally, children could create their own guessing game in pairs. Each child takes it in turn to describe a fruit or vegetable, e.g. I am orange, long, crunchy with a wide top and narrow end, you usually eat me as part of a roast dinner = a carrot.

Cubs

Food tasting activity

Optional video - [Eat yourself healthy BBC bitesize video](https://www.bbc.co.uk/bitesize/articles/zsfj4xs)

<https://www.bbc.co.uk/bitesize/articles/zsfj4xs>

Further reading for leaders - [NHS eatwell guide](https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/)

<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

Try a food tasting activity! Beforehand, check for allergies and be sensitive in remembering that many children don't choose what is prepared for them to eat. Provide an opportunity for them to try something new that is good for them. Take it in turns to blindfold children and get them to guess and rate what they are eating - perhaps different types of fruit or vegetables, some familiar and some more unfamiliar options. Alternatively you could pick an item from each of the food groups for them to try, introducing the importance of a healthy balanced diet.

3. Sleep

[Why do we need sleep?](https://www.youtube.com/watch?v=_aAmaCeq9v4) https://www.youtube.com/watch?v=_aAmaCeq9v4

Mind map

When we get good quality sleep we feel refreshed, energised and focused. There are lots of benefits to getting a good night's sleep. Children aged 8-11 years old need between 9-11 hours of sleep each night. Split the children into pairs or small groups to create a mind map using paper and pens. Get them to work together to write/draw ways that they could calm their minds and help them get a better nights sleep e.g. have a bath before bed, turn off electronics 20 minutes beforehand, read a book etc. Feedback ideas to the group and challenge each child and leader to practice one of these methods before bed tonight.

4. Hygiene

[Ultimate Guide to Good Personal Hygiene](https://www.youtube.com/watch?v=0ZPTXQ0KqOQ)

<https://www.youtube.com/watch?v=0ZPTXQ0KqOQ>

Get the children to feedback from the video. What is good hygiene? Why is it important to have good hygiene? What are some ways we can practice this?

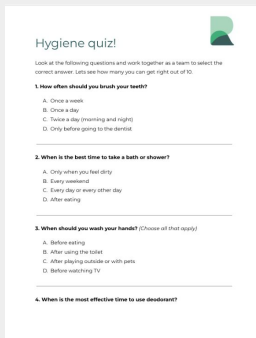
Hygiene relay game

This is a game to get the children thinking about different ways to keep clean. Split the children into relay groups. Use a variety of hygiene items e.g. toothbrush, soap, tissues, hairbrush, toilet paper etc for each team. The aim of the game is for each team member to retrieve a hygiene item, act out how to use it and then run back to their group with the item. The first team to run, collect and act out all their items is the winner.

Cubs

Hygiene Quiz

Resource 5 – Using this resource, children will answer some quiz questions to show their understanding of keeping good hygiene. This can be done as a printed handout or leaders could call out the questions and children write down the correct answer. Discuss the answers as a group.



Hygiene quiz!

Look at the following questions and work together as a team to select the correct answer. See how many you can get right out of 10.

1. How often should you brush your teeth?

- A. Once a week
- B. Once a day
- C. Twice a day (morning and night)
- D. Only before going to the dentist

2. When is the best time to take a bath or shower?

- A. Only when you feel dirty
- B. Every weekend
- C. Every day or every other day
- D. After eating

3. When should you wash your hands? (Choose all that apply)

- A. Before eating
- B. After using the toilet
- C. After playing outside or with pets
- D. Before watching TV

4. When is the most effective time to use deodorant?

Resource 5

Cubs

Session Three: Social Wellbeing

Non verbal birthday line up

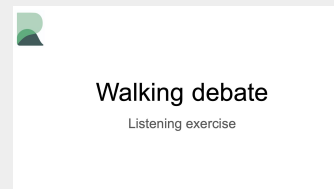
Without talking, children line themselves up according to the month and day they were born. Alternatively they could line up alphabetically. They must decide where the beginning, middle and end of the line is. They can mime or use any other non-verbal communication. A timer could be set to see how long it takes them. This is a great game to get the children working together as a team. Discuss how they found this activity.

20 Questions

A leader thinks of a person, object or animal. As a team, the children work together to figure out what it could be. The children take it in turns to ask a question to the leader, making sure to listen and pay close attention to every question asked and answer given, so that they don't max out on their 20 questions. The Cubs can make a guess, but it counts towards their total. This exercise is to help children understand the importance of listening carefully to one another.

Walking debate

Resource 7 - Each powerpoint slide contains two photos e.g. winter vs summer. One side of the room represents 'winter' and the opposite side of the room represents 'summer'. The children have to decide which they think is better and then they stand on that side of the room. Leaders will then ask a couple of children to share their opinion and their reasoning for making their choice. It is important for leaders to model good listening, validate and to respect others opinions even when they differ from our own.



Resource 7

Dealing with conflict

[Silly Sesame Street conflict](https://www.youtube.com/watch?v=G13e-0UnavQ) <https://www.youtube.com/watch?v=G13e-0UnavQ>

Just like during the walking debate, at times we may have different opinions and disagree with others. This can sometimes lead to problems in relationships. It is good and important for the children to learn how best to deal with conflict and disagreements, to be able to manage conflict politely and constructively to maintain and promote social wellbeing and positive relationships. Dealing with conflict is a valuable skill as they learn to understand and listen to another's point of view and to work towards a solution together.

Cubs

Role play: Conflict scenarios

Resource 8 - This resource content is from the CCEA 2024, Living. Learning. Together. PDMU booklet.

Split the children into small groups. Print off **Resource 8**, cut out the scenarios and give one to each group. The group take it in turns to practice (5 - 10 mins) and then perform the scenario to the whole group, each taking on a character role with creative license to enhance the scene and bring it to life. After watching each scenario, ask the other children to guess what is happening and how the different characters feel? Why did they react that way? Could they have responded differently? Can you understand their point of view?

We can help solve conflict when we follow these steps:

Stop: Find out the problem. Use 'I' statements: 'I felt ... when you ... because ...'

Think: How is the other person feeling? Attack the problem, not the person.

Listen: To each other's explanations, if not immediately then arrange a time and place later.

Decide: Discuss possible solutions and agree on one. Remember! We are each responsible for what we say and what we do.

After explaining these steps to help resolve conflict, return to the scenarios. Give each group a further 5-10 minutes to discuss a potential solution to their scenario problem and to then adapt their performance to include a helpful and positive solution that benefits both parties involved.

Conflict role play scenarios

Reference: CCEA (2004), Living Learning Together: Year 5, Strand 2: Valuing Self and Others
Resource 8

You are busy doing your homework and you ask your Mum to remind you when your favourite television programme comes on. She forgets and you are really annoyed!	You received a really good remote-controlled truck for Christmas. Your cousin comes later in the day and seems to play with it. You let him but he breaks it. He'd said you 'he didn't mean to' but he was too young to be playing with it.	You and your sister both need to use the computer to get the information you need for homework. You argue over who should use it first.
Your Mum likes the house to be clean and tidy. She doesn't like clutter and she likes things to be in their proper place. Your bedroom is a mess but you want to go out with friends.	Your neighbour is young and likes pop music, which he plays very loudly late at night. You are in your 70s and prefer classical music. You like to be in bed by 10.30 p.m. each night.	You like to eat fish but your sister hates it. Your Dad refuses to cook two different meals.
Your friend lent you a game to play but now you cannot find it.	Your Mum has made you a new dress, but you prefer to wear trousers. You know she would like you to wear the dress to your Grandfather's birthday party.	You are gaming and your Mum asks you to help set the table for dinner. You say if you can wait until the game is finished, but then you forget. Mum is ...

Resource 8

Cubs

Session Four: Self-care

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Stop and discuss the video at each of the four types of self-care activities.

Ask the children if they can think of any of their own examples.

Carousel activities

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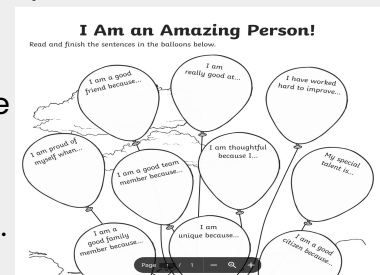
Cubs

Mind care

- Mindful colouring or drawing.
- Complete different puzzles; jigsaws, crosswords, dot to dot etc.
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- Go on a sensory walk. Write down what you see, smell, touch and hear.
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Feeling care

- Write, draw and doodle thoughts and feelings in their journals.
- Relax your body by lying down in a comfortable position and listen to music.
- Self-reflection: **Resource 9**
- Use paper and pen to write a note to someone You care about.
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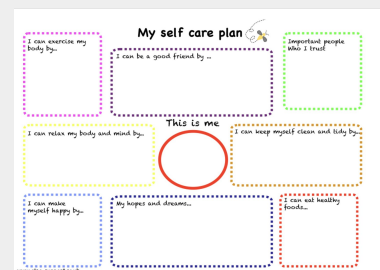
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