

Health and wellbeing

A leader's guide for **Scouts and Explorers**

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reach
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How to use this resource:

This resource contains four structured sessions designed to support the wellbeing of young people within your Scout Group. Each session is intended to last approximately 45 minutes to 1 hour and focuses on a different aspect of personal wellbeing.

Session Flow pg. 4

Session 1: Mental and Emotional Health pgs. 5-8

Session 2: Physical Health pgs. 9-14

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Each session includes suggested additions to the main activity for older participants in the Explorer section to facilitate further reflection.

Embedded YouTube video links provide additional context for certain exercises. Leaders are encouraged to preview all video content beforehand to ensure its suitability.

While videos can enrich the sessions, they are not essential. All activities can be run without them if needed—especially in settings without internet access or projection equipment.

Each session has a small introduction to each topic and provides explanations for ice breaker activities and main activity, as well as any resources required for each activity. Ice breaker activities are optional but they may provide extra context to each session.

There are links for additional resources that facilitators may wish to use at the end of each session.

There is an example session flow which goes into detail of how each session could be run. Timings are flexible.

Session Flow

- 1. Welcome and Introduction (5 min):**
 - Briefly explain session goals
 - Establish group norms and confidentiality
 - Encourage openness but respect for personal boundaries
- 2. Icebreaker (15 min): Emoji Charades (Scouts) / Stress Snapshot (Explorers)**
 - Explain the game and divide groups if needed
 - For Charades, demonstrate one emotion
 - For Snapshot, model anonymous stress source example
 - After activities, prompt reflection with provided questions
- 3. Main Activity: Stress Response Cards (20 min):**
 - Instruct participants to fill out cards: how stress shows up and coping tools
 - Model your own example to guide them
 - Pair up or small groups share strategies
 - Facilitate group reflection with prompts, encouraging supportive atmosphere
- 4. Optional Video and Discussion (15 min):**
 - Show 1–2 short videos (~5 minutes each)
 - Use provided discussion prompts to process key messages
 - Check in on participants' reactions – allow space for quiet reflection
- 5. Wrap-Up and Reflection (5–10 min):**
 - Invite volunteers to share a takeaway or new coping idea
 - Remind participants it's okay to keep some feelings private

Session 1:

Mental & Emotional Health

Introduction:

Mental and emotional health is about how we think and feel, and how we respond to life's challenges.

This session helps young people:

- 1.** Explore how emotions affect the body
- 2.** Understand stress.
- 3.** Develop practical strategies to stay mentally healthy.

Through engaging activities, optional video reflections, and open discussions, Scouts and Explorers will identify their own emotional triggers and learn calming techniques they can use in everyday life.

This session sets the tone for the rest of the programme by creating a safe, non-judgmental space to talk about feelings, reduce stigma, and build emotional awareness.

Icebreaker:

Emoji Charades / Stress Snapshot

Scouts (Emoji Charades):

Helps identify and express emotions in a fun way.

Explorers (Stress Snapshot):

Encourages group reflection and normalises stress.

Scouts:

- One person draws an emotion (e.g., nervous, confused, happy) and acts it out without words.
- Others guess the emotion.
- Briefly discuss what that emotion feels like physically.

Explorers:

- Each person anonymously writes down something that stresses them out.
- Mix the papers in a box or hat.
- Read aloud randomly and group discusses common patterns or surprises.

Resources Needed:

- Paper slips or sticky notes
- Pens
- Hat, bowl or box

Main Activity:

Stress Response Cards

Instructions:

1. Give everyone an index card or folded A4 paper.
2. On one side, title:
“How stress shows up for me”
 - Draw or list signs in body and mood.
3. On the other side, title:
“What I can do about it”
 - List tools that help (e.g., breathing, going for a walk).
4. Share one tool with a partner or group.

Explorer Extension:

Add reflection—what happens when we don't talk about stress.

Resources Needed:

- A4 paper or index cards
- Pens, markers

Optional Video Resources

Dealing with Stress & Worry

Reach Mentoring

[Watch here](#)

Explains healthy ways to name and deal with stress and worry.

Discussion Prompts:

- What things make us worry?
- What action could reduce stress this week?

Thoughts, Emotions & The Body

Reach Mentoring

[Watch here](#)

Shows how body, mind, and emotions are linked.

Discussion Prompts:

- What happens in your body when you're stressed?
- How can you respond more positively?

Useful Links:

[Childline – Your Feelings](#)

A supportive space for young people to explore emotions and mental health.

[Young Minds – Mental Health: Getting Help](#)

Information and advice on understanding mental health and seeking support.

Session 2:

Physical Health

Introduction

Physical wellbeing is directly linked to mental health — the way we sleep, eat, drink, and move has a big effect on our mood and resilience.

This session helps Scouts and Explorers reflect on:

- Their physical habits.
- Identify small changes they can make.
- Understand how looking after their body can boost their emotional wellbeing.
- How movement, rest, hydration, and nutrition work together to keep them healthy.

Icebreaker:

Body Signals/Habit Sorting

Scouts (Body Signals Challenge)

Explore how the body responds to short bursts of movement and link it to wellbeing.

Explorers(Habit Sorting)

Encourage to categorise real-life habits as *beneficial, neutral, or harmful*.

Scouts:

- Call out an action that works the body a bit harder (*20 star jumps, plank for 20 seconds, sprint to the back wall and back*).
- After each round, pause for 30 seconds and ask participants to note changes in heart rate, breathing, and muscle warmth.
- Discuss how these physical changes can boost alertness and energy.

Discussion Prompts:

- Which activity raised your heart rate the most?
- How could short bursts of activity help you during a stressful day?

Explorers:

- Prepare cards with a mix of realistic habits — include some grey *area* examples.
- Split participants into groups to sort habits into the three piles. (Beneficial, Harmful or Neutral)
- Compare results and encourage discussion.

Discussion Prompts:

- Did any habits cause disagreement?
- Which “harmful” habits are hardest to stop?
- Can a habit be beneficial for one person but harmful for another?

Resources Needed:

- Cards or slips of paper with habits written on them
- Pens/markers

Main Activity:

Body Check Wheel

Instructions:

- Give each participant a circle divided into six sections: *Sleep, Food, Water, Movement, Screen Time, Rest*.
- Ask them to shade or rate each section based on their current habits (e.g. *1 = needs a lot of improvement, 5 = excellent*).
- Encourage them to be honest — this is for personal reflection, not judgement.
- Identify one area to **celebrate** (something they're doing well) and one area to **improve**.
- Set a small, realistic personal goal for the week ahead.

Explorers Extension:

In pairs, discuss how **time management** and **energy levels** influence each area, and brainstorm strategies to improve balance.

Discussion Prompts:

- Which area surprised you most?
- How do your habits change when stressed or busy?
- Who or what influences your habits most?
- Which single change would give you the biggest boost?

Resources Needed:

- Wheel template (pre-drawn) or blank paper to create one
- Pens and markers

Optional Video Resources

Visualisation & Calming Tools – Reach Mentoring

[Watch here](#)

Demonstrates calming techniques for stress.

Discussion Prompts:

- Which tool would you try?
- When might you use it?

Exercise & Mental Health – Joe Wicks

[Watch here](#)

Shows how movement supports mental health.

Discussion Prompts:

- How do you feel after movement?
- What's one small change you can make?

Useful Links for Young People

- NHS – Physical Activity Guidelines for Young People: [Physical Exercise](#)
- Eatwell Guide – Healthy Eating: [Healthy Eating](#)

Session 3:

Social Wellbeing

Introduction

Social wellbeing is about feeling connected, valued, and supported.

This session encourages Scouts and Explorers to;

1. Reflect on friendships, trust, and communication.
2. Explore what makes a healthy connection.
3. How to be a better friend.
4. How to express themselves kindly even in difficult moments.

Icebreakers

Strength Spotting/Connection Map

Scouts:(Connection Map): Encourages reflection on personal support networks.

Explorers(Strength Finding):Recognise, share and celebrate positive traits in others in a encouraging way.

Scouts:

- Draw a circle with their name in the middle.
- Around it, add names of people they rely on.
- Use emojis/symbols to show how those people help.

Resources Needed:

- Paper
- Pens or markers

Discussion Prompts:

- Who do you turn to most often, and why?
- What kind of support do you offer to others?

Explorers:

- Give each participant three sticky notes or slips of paper.
- Ask them to think of **three different people** in the room and write down one strength, skill, or positive quality for each — *no repeats*.
- Notes are handed directly to the person they're about, or stuck to a "Strength Wall" for people to collect later.
- Encourage creativity — strengths can be practical (*good at problem-solving*), social (*always makes people laugh*), or personal (*determined, kind*).

Resources Needed:

- Sticky notes or slips of paper & Pens

Discussion Prompts:

- How did it feel to write and receive strengths?
- Did any surprise you?
- How can knowing your strengths help in friendships or teamwork?

Main Activity:

Human Web of Connections

- Gather everyone in a circle with a ball of wool/string.
- One person holds the end of the string, says something they appreciate about another person (or something they have in common), then passes the ball across.
- Continue until a “web” is formed connecting everyone.
- Once the web is made, gently pull on one strand and ask who feels it — discuss how actions ripple through the group.
- Explore what happens if someone lets go, and how the web weakens.
- End by reinforcing how each person is a valuable part of the group’s network.

Explorer Extension

After the group web is complete, ask Explorers to reflect: *“If we added people outside this room, who else would be part of your web?”*

Examples: *family, online friends, teammates, teachers, community groups.*

Discussion Prompts:

- How does it feel to see that everyone is connected in some way?
- What happens if one strand of the web is let go?
- How can we strengthen our “real-life web” of support?
- Who outside this group plays an important role in your wellbeing?
- What role do *you* play in supporting others, inside and outside this group?

Resources Needed:

- Ball of wool or string (for group web)
- Paper and pens (for Explorer wider web)

Useful Links for Young People

- [ReachOut – How to Make New Friends](#)
- [Childline – Friendship Advice](#)

Session 4:

Self Care

introduction:

Self-care means taking time to look after your own mental, physical, and emotional health.

This session teaches Scouts and Explorers to:

- Identify what recharges them.
- How to build personal routines.
- Create a personalised self-care plan to use when they need it most.

Icebreakers

Self-Care Sort / Recharge Reflection

Scouts (Self-Care Sort):

Recognises different types of self-care.

Explorers (Recharge Reflection):

Identifies energy boosters and drains.

Scouts:

- Provide cards with different self-care actions (e.g. *take a walk, talk to a friend, play a game, have a snack, write in a journal*).
- Ask participants to sort the cards into categories:
 - **Quick Fix** (something that takes only a few minutes)
 - **Daily Habit** (something that can be part of a routine)
 - **Special Treat** (something you do once in a while to recharge)
- Discuss which self-care actions they use most and which they'd like to try.

Discussion Prompts:

- Which category has the most activities?
- Are “special treats” just as important as daily habits?
- Which of these could you add into your week?

Resources Needed:

- Pre-made cards with activities written on them
- Pens and paper (if groups want to add their own ideas)

Explorers:

- Draw two columns: *What drains me / What recharges me*
- Ask them to list examples in each column (e.g. *drains = homework deadlines, social media arguments; recharges = music, walks, gaming with friends*).
- Share 1–2 examples (voluntary) with the group and discuss.

Discussion Prompts:

- Do you notice a pattern in what drains you?
- Are there things that recharge you that you don't do enough?
- How could you shift the balance between drains and recharges?

Resources Needed:

- Paper
- Pens

Main Activity

Self Care Plan

- Give participants a template divided into four areas: *Mind, Body, Social, Emotional*.
- Ask them to fill in at least one realistic, achievable action they can take in each area.

Examples:

- **Mind:** take a screen break, read for 10 minutes
- **Body:** drink more water, stretch in the morning
- **Social:** text a friend, plan a family meal
- **Emotional:** write in a journal, practise gratitude
- Add 2–3 tools or strategies per box. These can be ideas already discussed during the Icebreakers

- Decorate and personalise!
Make it your own!

Explorers:

Add 5th box: *When I'm struggling, I will...*

Explorers can also create a *weekly self-care routine*, thinking about time management and sustainability.

Resources Needed:

- A4 paper or printed templates
- Pens, markers, stickers, craft materials

Discussion Prompts:

- Which area of self-care feels easiest to look after? Which feels hardest?
- How can you tell when you need to practise self-care?
- Who can remind or support you to keep your plan going?

Optional Video Resource

- **Mindfulness for Kids – Cosmic Kids Zen Den: What is Mindfulness?**

<https://youtu.be/8rp5bpFIUpq>

A simple video introducing mindfulness in a fun, child-friendly way.

Useful Links for Young People

- [Childline – Calm Zone](#)
- [Anna Freud – Self-Care Strategies](#)