



Using Outdoor Learning to deliver

'HEALTHY MIND, HAPPY ME'

Friendships



Available to all schools, 'Healthy Mind, Happy Me' is a curriculum designed to support the Sandwell Well-being Charter Mark. Developed by Sandwell Council's Inclusion Support Educational Psychologists in partnership with the council's Public Health team, the Charter Mark is an opportunity to commit to improving the mental health and well-being of everyone connected with a school. The curriculum uses characters to highlight the key themes: All About Me, Friendships, Resilience and Coping, Belonging, My Wider World and Being the Best I Can Be.



Using themes, language and learning objectives outlined in the 'Healthy Mind, Happy Me' curriculum, here are some outdoor activities compiled by Sandwell Residential Education Service that can be delivered at school and that underpin the purpose of the curriculum.

Friendships Theme

Mapped in the curriculum for Y1, Y3 & Y5.

- Positive characteristics that make 'good friends'
- Understanding differences between each other
- The importance of working together

CHARACTERISTICS AND QUALITIES OF A GOOD FRIEND

Consider what it means to be a good friend

UNDERSTANDING DIFFERENCES BETWEEN EACH OTHER

Thoughts and emotions may differ to others

THE IMPORTANCE OF WORKING TOGETHER

Characteristics of a friend



Consider what it means to be a good friend

Lob Y1	Lob Y3	Lob Y5
<ul style="list-style-type: none">Identify characteristics related to being a 'good friend'	<ul style="list-style-type: none">Identify a range of positive characteristics that make a good friend	<ul style="list-style-type: none">Identify positive qualities / characteristics that make a good friend

NATURE FRIENDS

Using natural items found or given, create what they think a good friend looks like. It could be labelled or verbally described if artwork is on the ground. **Year 5** can look at specific qualities that would be considered supportive.

FRIENDSHIP WORDS

Create key word friendship characteristics (e.g. kind, helpful) out of natural items for a display. Each letter could be made from different natural materials.

ROBOT FRIEND

Use the curriculum lesson for making a Robot Friend from household items that represent the emotions or feelings the robot has. This could also be done using outdoor natural materials; try nature pictures or 3D sculptures.

Understanding differences



Thoughts & emotions may differ to others

Lob Y1	Lob Y3	Lob Y5
<ul style="list-style-type: none">Begin to recognise people think differently to one another and have different opinions	<ul style="list-style-type: none">Recognise a range of emotions and that thoughts and emotions may differ to others	<ul style="list-style-type: none">Recognise that their preferences, thoughts and feelings may differ to others

SUPER SENSES

Sensory activities for smell and touch use senses that allow children to describe some things that they might like, and others they might not like. Explore and discuss these differences.

Being blindfolded generates different feelings for children; nervous, excited, fun, dizzy - discuss these feelings.

SMELL: Scent Pots - put something highly scented in a cup or tub and cover with tissue. Cotton wool with oils dripped on to them work well. Pots of herbs also work well for this.

TOUCH: Place a few basic textures in different bags - feel but don't peek! Each child has their own set of bags to maintain hygiene.

BLINDFOLD ACTIVITIES: Pin the tail on the donkey, blind fold leading using verbal commands, blind fold football shoot out. Use one blindfold per child. Try creating a bag / hood style blindfold using dark material; they are easy to get on and off.

DIGITAL PHOTOGRAPHY

Using cameras to take pictures of specified things in the school grounds, not people. Learn about the composition of a 'good' photo (landscape 3 equal parts foreground, mid-ground and background) points given for every good photo taken. Identify things that make a bad photo and which won't gain points (e.g. blurred, shadow, people, angled, obstruction e.g. finger!) Give them things to take pictures of e.g. Tree (whole tree) building or shelter, play equipment. Then consider nature, close ups, looking through something, forming a frame. Each child should take their 3 pictures (e.g. Tree, building, play equipment), then wipe camera and their partner can take theirs. They then go to specified place and review the pictures and gain feedback.

Photographs can be reviewed, and different opinions will be formed about the picture taken. Is it a good photo, applying learning and worth a point? Is it interesting, would you hang it on your wall? Discuss and explain; it's an opportunity to reflect and improve. If it is a poor photo they can do it again or change the subject. Photographs can generate different emotions in people; a 'Wow!' photo for one person may not be for another.

Show pictures on a laptop or screen if possible, to help the reviewing / feedback / discussion process. Could link to a classroom / IT activity for another day of creating something using photos digitally, printing off photos and doing half drawing / half photo art work. **Year 5**

Working together

The importance of working together



Lob Y1	Lob Y3	Lob Y5
<ul style="list-style-type: none">Identify why working together is important	<ul style="list-style-type: none">Identify the importance of working together and cooperating and show what that might look like	<ul style="list-style-type: none">Identify the importance of working together and demonstrate what that might look like

These challenges can be completed in groups of 5 or 6 and require minimal setup and resources. To get the most out of them, help the children to understand the challenge and then use a simple experiential learning cycle - plan, do, review - and then repeat the activity to measure improvement in teamwork, communication and listening skills. Were they successful? What worked and what could they do differently? Draw in examples of working together and supporting others, and always end with a review!

ZIG ZAG PATH

Mark out a 5 x 5 grid - chalked out on playground is fine. Can students find the magic path from one side to the other? Only one route is possible; no diagonals. The adult or team member stands on the other side and tells them if they are right or wrong when they step on a square. If they are wrong it is the next child's go. The team must help each other remember the way for everyone to get across. **Year 3+**

GIANT PUZZLE

Create a square from shapes that fit together (could use laminated pieces; available online - 5 square puzzle challenge) take turns in putting pieces together or have one child who places pieces.

RING ON A STRING

Using a quoit or cone on a string / rope / washing line tied at each end, how quickly can the team get the ring around the rope from start to finish. They must not touch the ring, older students must not let the rope touch the floor. Start with 40 seconds to 1 min target time, then set own targets for getting faster.

ROPE SHAPES

Using a long rope or washing line tied at each end, can the children hold the rope and create different shapes? Circle, Square, Triangle, Star! Hands must stay on the rope; they can slide if they like.

MEMORY LANE

Have a barrier dividing 2 teams and give each a set of coloured blocks / Lego. Ask one group to build a simple structure that the other team can't see. The second team have to ask questions to re-create the structure on their side. Keep the number of blocks low so the structures aren't too tricky! **Year 4+**

HOOP DASH

How quickly can you get all of your team through a hoop – You must keep 2m apart from each other.

KIM'S GAME

12 – 15 items on a tray, 1 or 2 mins to look at them. How many can they recall when items are covered?

CONE COLOUR SWAP

7 squares in a line - 3 cones of one colour & 3 of another with a space in the middle to begin. Can they get the coloured cones to swap places by moving one space, or jumping over into a space? How many moves do they take? **Year 3+**

Amazing Ways to Learn

About this guide



This guide was produced by Sue Ray, Senior Tutor and former Head of PE based at Edgmond Hall Centre for Outdoor Learning. If you are keen to try some of the activities but are unsure how to 'take the learning outside' or cannot picture how it might work in your specific school setting, please feel free to contact Sue who can talk through the sessions with you. Several of the activities add an 'outdoor twist' to ideas in the curriculum lesson plans, so don't feel daunted.

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ABOUT HEALTHY MIND, HAPPY ME

Available to all schools, it is a spiral curriculum developed by Sandwell's Well-Being Charter Mark team, delivered throughout primary school and addressing 6 key themes - "All About Me", "Friendships", "Resilience and Coping", "Belonging", "My Wider World" and "Being the Best I Can Be" - using a developmental approach. Secondary schools have used the curriculum to support Y7 transition.

To find out more about the curriculum or Charter Mark:
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