

Moving with Squeezy

To help learners understand the positive benefits of exercise and how it doesn't need to take a lot of time.

Ages

11-18 Years Old

Duration

20 Minutes

What You Need

A stopwatch, fitbit or mobile phone to count steps.

Learning Objectives:

- All learners should be able to identify that the more steps you can do in 30 seconds, the fitter you might be.
- Most learners should be able to explain how competing against others can motivate you to do better.
- Some learners try to reflect upon the benefits of short duration, high intensity workouts.

Activity:

Welcome to 'Get moving with Squeezy'. 'Interval exercise' and 'high intensity workouts' promote positive impact of short and fast physical movement, getting the heart pumping and blood flowing. This not only improves physical fitness but also mental wellbeing. Take a look at the video links below to watch some examples of high intensity workouts.

<https://www.runloop.com/seconds-interval-timer/joe-wicks-body-coach>

<https://www.shape.com/fitness/workouts/hiit-workout-tones-30-seconds>

Learners must work in small groups, pairs or individually, competing to see whom can measure the most steps on there device within 30 seconds. Learners can use a stopwatch, fitbit or a step counter app to measure steps. Learners will get three chances to measure steps in the hope they are able to improve the result each time. Once completed they will share results with each-other.

In groups, pairs or individually learners will then work on creating their very own 'high intensity workout' plan. Learners need to think about what other body movements they could do, count and measure within a 30 second period and how many times they would need to repeat them to feel as though they have had a good workout.

Reflection:

After the session reflect on how learners felt after the high intensity interval exercise. Also how they feel this approach can be beneficial compared to other forms of exercise or sport.



Learn a new skill with Squeezy

To help learners understand the commitment and practice required for learning a new skill.

Ages

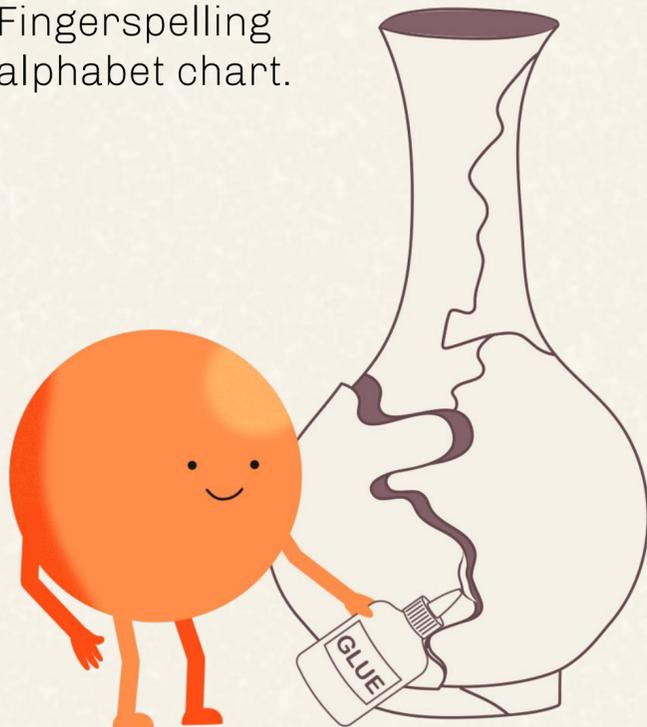
11-18 Years Old

Duration

20 Minutes

What You Need

Fingerspelling alphabet chart.



Learners will learn a new skill that can be taken home. Understanding that learning a new skill requires practice and commitment.

Learning Objectives:

- All learners can identify the importance of learning new skills.
- Most learners can explain how learning new skills can make you feel greater self worth?
- Some learners reflect upon how learning new skills can also help others.

Activity:

Applying simple methods, one step at a time you can learn and absorb a new skill. Learning a skill that could also help others when in need is well worth learning. Take a look at this example: <https://www.youtube.com/watch?v=hy0tMu2eLVI>

Learners will learn how to sign the opening dialogue 'hello, what is your name' and 'hello, my name is...'. We will then practice signing alone, in pairs or within a group, referencing the chart until you no longer require it.

Practice learning how to finger spell your own name using the fingerspell alphabet chart.

<https://www.british-sign.co.uk/fingerspelling-alphabet-charts/>

Reflection:

After the session, reflect on how learners feel now they know how to communicate in sign and relate the empathy they have towards people with hearing problems whom require the use of it. Appreciating the commitment and practice it requires to memorise each sign.

We will pick out some key points from feedback to reflect upon as a class (if appropriate).

Ultimately, a skill is a series of connections in your brain. As you practice a set of actions, your brain creates these connections for you. While that may seem like great news, that's not always the case. The brain doesn't discern what is good and what is bad for you. That's how bad habits get created. It just records your actions and stores it in your memory.

Connecting with Squeezy

To help learners understand the power of active listening.

Ages

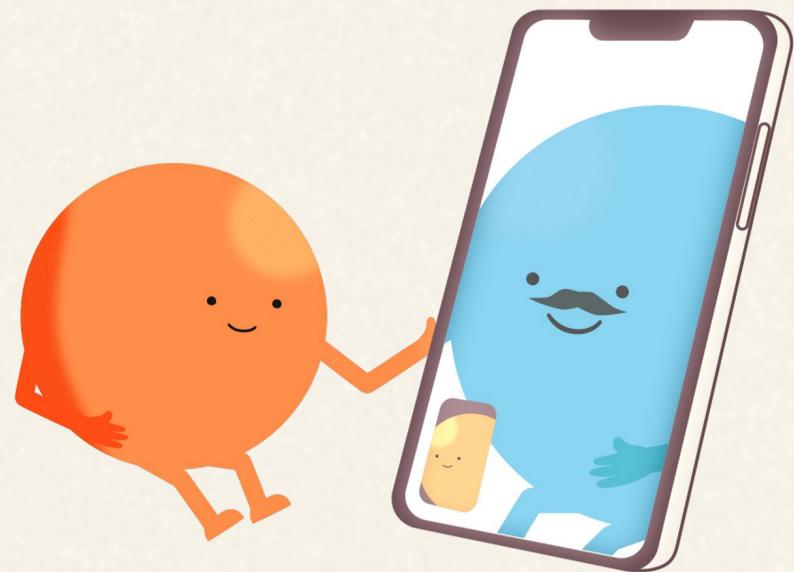
11-18 Years Old

Duration

20 Minutes

What You Need

Pen and paper for journaling your thoughts..



Learning Objectives:

Learners will learn about the importance of connecting to your mental health and wellbeing.

- All learners will reflect on the power of listening to others, and the power of being listened to.
- Most learners try to understand how loneliness can impact you.
- Some learners learn and practice tips for connecting with others.

Activity:

Work individually or in groups to read and answer questions on the below scenario.

Jayden is feeling really tired and frustrated at the moment. He snapped at his mum this morning and fell out with his best friend on the weekend over something that he thought was important at the time but has now realised it may have been silly. Jayden isn't sure why he has been feeling this way and doesn't know who to talk to. His homework has been piling up and he has an exam next Monday. His mum said he's not allowed to go out until he has finished his work and revision, but he's seen his friends posting on Instagram going out after school. They look like they are having a really fun time without him. Jayden doesn't want to feel this way, he wants to go out and make up with his friends again.

Think about what you would do if you were Jayden.
How could Jayden improve or change the situation?
Who could Jayden talk to about the way he's feeling?
How could Jayden reconnect with his friend?

Reflection:

After this activity it is important to reflect on how connecting with others can improve our mental wellbeing. Take a moment to write down or share the challenges or frustrations they faced and who they could connect with or talk to for support. Sometimes learners aren't aware of why they are experiencing certain emotions, so it is important to have these conversations.

Additional resources:

MIND has some great tips for how to manage loneliness - www.mind.org.uk

The YoungMinds resource library is full of tool kits, publications and useful reports. - www.youngminds.org.uk/resources/

Giving with Squeezy

To help learners understand the impact of giving.

Ages

11-18 Years Old

Duration

20 Minutes

What You Need

Pen and paper for brainstorming your ideas.

Learning Objectives:

Learners will learn about how you can support local charities, designing a giving scheme and how giving can be good for your own personal mental health and wellbeing.

- All learners will reflect on the impact giving can have on personal mental health and wellbeing.
- Most learners should try to understand how to create a giving scheme.
- Some learners can absorb the power of giving. Think about whether it's something you want to continue to do.

Activity:

Welcome to 'Giving with Squeezy'. There are many ways learners can support local charities. One is to raise money for them so that they can best manage the necessary impact they can achieve with more funds. Learners may need to hire a person to help or buy a new piece of specialist equipment. Therefore it is more productive to aim to raise money for a charity than think of other way you can help them.

You can find some fundraising tips at www.justgiving.com

Alone or in small groups learners will first research and select a local charity they would like to support. Perhaps learners or someone they know has a link with a local charity or learners can research online to look for one they feel a connection with.

Once decided learners will brainstorm ways they could raise money for the charity. Creating a spider diagram of these headings. Sponsorship, fundraising event, volunteer, raise awareness, sell items. Then continue to write ideas for things they could do within these headings. Such as a bake sale, doing some gardening for someone or selling some tie dyed t-shirts.

It is important to note that depending on the method of fundraising appropriate supervision may be required. You must ensure you follow your own Safeguarding policy to ensure this is monitored and carried out safely.

Reflection:

After the session learners reflect on how they felt when researching the local charities. Were they surprised how many there were? Did they feel sad? Did they feel motivated by empathy? Encouraged to do more? Then they reflect on the ideas they generated. The endless possibilities of creative ways they can help in their own way alone or as part of a team. Now get out there and start supporting your local charity of choice.



The present moment with Squeezy

To help learners understand mindfulness and the power of paying attention to the present moment.

Ages

11-18 Years Old

Duration

20 Minutes

What You Need

Internet connection.

Learning Objectives:

- All learners can experientially understand that mindfulness is about building curiosity and kindness in the present moment
- Most learners try to develop an explanation of the myths around mindfulness
- Some learners think about how you can integrate pauses in their day to practise this regularly

Introduction:

Start by watching this film, our well being expert will introduce learners to the concept of mindfulness and being in the present moment - [Insert video link here]

Activity: Explicit Instruction/Teacher modeling

Work your way through the guided practice virtual video. Make sure to participate and follow along, [Click here to play the video](#)

Reflection:

You listened to a three stage breathing space meditation on the activity video. It's also available as an [audio file here](#). These are ideal pauses in your day. To help us pause, it's good to decide points in the day when you would do this. Reflect for yourself when you could do this e.g. first thing in the morning, before lunch etc - pick three times in the day. Write down your experience of the meditation and your times when you want to pause.

