

Up Front about Well-being Workshop

This hour-long workshop session serves as an introduction to the 'Up Front about young people's well-being' booklet. Its aim is to encourage young people to consider what 'well-being' means to them and, consequently, take responsibility for their own lifestyle choices which affect their physical, mental, social and emotional health. The session is explicitly linked to the booklet, offering a 'springboard' into the further facts, sources of support, activities and techniques that are contained within it.

This session can be adapted to suit your own delivery style and the needs of the young people you are working with. It is not intended to be 'prescriptive', but rather provide a framework and stimulate further ideas on how the booklet content can be weaved into your own work and sessions with young people. For example, you may wish to use a different 'focus area', drawing upon the 14 themes dealt with in the booklet.

This session combines individual reflection and action planning, with small group working and discussion as a whole group. You will need a flipchart, pens and paper for participants, and Post-It notes.

<p>Setting the scene (Up to 10 minutes)</p>	<ul style="list-style-type: none"> • Explain the aims and objectives of the session: The aim of the session is to help young people understand the impact that the everyday lifestyle choices they make have on their overall well-being and happiness. It will also help young people to identify actions they can take to get a better 'healthy balance' in their lives – actions which are informed by the information contained in the 'Up Front' booklet. • Set some ground rules: This could be a set of 'ground rules' that are used regularly to ensure sessions run smoothly and everyone feels comfortable with participating. Alternatively, the facilitator could spend a few minutes encouraging participants to set their own 'ground rules' as a group. This is likely to include: valuing everyone's opinions, not interrupting and actively engaging with group activities. • Convey the ethos and approach: It is important to be up front about the non-judgemental nature of the session, and that it is not about conveying a 'right' answer. When considering well-being, it is important to treat everyone as an individual, and be aware that everyone's circumstances (and health) are different. • Introduce the Up Front booklet: Explain that you will be drawing on the Up Front booklet throughout the session, and that participants will receive a copy so they can learn more about well-being topics, and sources of support, in their own time.
<p>Introduction (10 minutes)</p>	<ul style="list-style-type: none"> • Defining well-being: There are many definitions of well-being. The World Health Organisation defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". This definition has been in place since 1948! • Group discussion: What does 'well-being' mean to you? The facilitator poses this question to the group and asks for some 'specific components' of well-being. Responses are written on the flipchart. If necessary, the facilitator can prompt discussion by

	<p>drawing upon some of the themes in the booklet.</p> <ul style="list-style-type: none"> • Managing temptation: The facilitator explains that as we go through life, many temptations fall across our path, which can have a direct impact on our well-being. Temptations can include drugs, alcohol, 'unhealthy' relationships, and anything else that we know we shouldn't want or do, but which we can't say no to. The trick is to learn to 'manage' and 'control' these temptations so that they don't take over our lives. This can be easier said than done! • Influencing factors: There are many influencing factors which affect our ability to avoid temptation. This includes the influence of our family, friends, and being 'in the wrong place at the wrong time'. The facilitator asks the group for examples of other influencing factors and writes these on the flipchart. • Group discussion: The facilitator splits participants into small groups and encourages a discussion around the following questions: Of the influencing factors written on the flipchart, what do people feel they can easily control or avoid? How might they do this? What can they do about the things that they can't easily control? The facilitator takes feedback as a whole group.
<p>Main content (20 minutes)</p>	<ul style="list-style-type: none"> • Informed choices: The facilitator explains that it's all about making <i>informed choices</i> and thinking through the <i>consequences</i> of our choices. In order to do this, we need to be ahead of the game in terms of our know-how (and this is where Up Front comes in). • Finding a balance: 'Being healthy' is not about a 'one best way' of living your life; it's about finding a balance. Seven different components of well-being are written on the flipchart (see below). Working in small groups, participants are asked to come up with the 'opposite end of the extreme'. On a piece of flipchart paper, each group is to write the two extremes at opposite ends of a straight, horizontal line, or continuum (for each of the seven components): <ul style="list-style-type: none"> - Eating nothing but junk food - 'Chain smoking' - Getting drunk every night - Spending all day every day sat in front of the TV - Getting stressed about everything - Allowing yourself to get in debt (and still spending) - Keeping all your problems to yourself • Where do they feel the healthy balance is for each of the seven components? Does this change as they go through life? Are there any of the seven components for which they are at one extreme? Participants are invited to discuss these issues in their small groups. • Consequences: The facilitator explains the game of 'Consequences'. Depending on numbers, you can either run this exercise as one large group, or in smaller groups of four. Each group is handed a piece of plain A4 paper and a pen. The following headings are written on the flipchart by the facilitator (you may wish to prepare this in advance): <ul style="list-style-type: none"> - <i>Boy's name</i> - <i>Met girls' name</i> - <i>In / at / on</i>

	<ul style="list-style-type: none"> - He said - She said - He did - She did - <i>And the consequences were</i> <ul style="list-style-type: none"> • Each group is first to decide on the ‘theme’ of their consequences game, drawing on one of the themes in Up Front. For example, a scenario where someone is offered cannabis. Alternatively, the facilitator can decide on the scenario for the group. Each member of the group takes it in turn to complete the scenario, folding the paper as they go along (so their answers can’t be seen). The last person to write the ‘consequences’, then unfolds the paper and reads out the scenario to the group. • Discussion: What could have been done to change the consequences, or outcome? What advice would you give a young person in this situation?
Focus area	<p>Option 1: Not smoking: The facilitator uses the information in the “Not Smoking” section to highlight some of the unhealthy effects of smoking. Working in groups, participants are to come up with three things about smoking which might be considered ‘gross’. How might they get these messages across to their mates who smoke, or who were thinking about smoking?</p> <p>Option 2: Coping with stress: The facilitator uses the information in the “Coping with stress” section to share some of the signs of stress. It is also worth highlighting the difference between pressure and stress (see: http://www.resourcesystems.co.uk/pmi/index.htm). A useful technique for managing stress is to put things into perspective:</p> <ul style="list-style-type: none"> • Ask participants to think of something that’s ‘stressing them out’ at the moment. • Get them to visualise themselves a year down the line. Where are they? What do they look like? It’s important that participants actually have a mental picture of themselves a year older. • Then, get them to review that thing that’s troubling them today from the perspective of a year on from now. • Does this seem such a great a worry now, or will it be something we won’t even remember a year down the line? • Has that changed participants’ perspective of the thing that’s stressing them out today? <p>Option 3: Managing Money The facilitator uses the information in the “Managing Money” section to set out some of the techniques in managing money – including setting goals, knowing where your money is going, saving and budgeting. Working in pairs participants work through the following exercise:</p> <ul style="list-style-type: none"> • Share with your partner an example of one ‘non-essential’ that you regularly buy. For example, a new CD every week. • How many hours do you have to work a week to pay for this item? • How much do you spend on this item in a year? How many hours

	<p>work does this equate to?</p> <ul style="list-style-type: none"> • How much will you have ended up spending on this item by the time you are 30? • What else could you do with the money you have saved? • Encourage the group to share some of their examples.
Next steps	<p>The “Setting goals” section in Up Front offers some goal-setting steps. Get participants to refer back to the seven components of well-being, and pick one of the seven that they would like to try and improve.</p> <ul style="list-style-type: none"> • Where are they now on the continuum? • Where would they like to be? • What steps can they take to get there? <p>The power of visualisation: Working in pairs, or alone, ask participants to visualise the benefits of achieving this goal. They could draw the benefits of the goal, if they so wish. Hand out a post-it note to each person and ask them to write down the immediate, next step they are going to take to achieve their goal. Ask participants to stick these on to a plain piece of flipchart paper, and give everyone the opportunity to ‘visit’ the flipchart and see what others have put.</p>