

Facts4Life Assemblies - The Five Ways to Wellbeing – Introductory Story



This story could be used in an assembly to introduce the five ways to wellbeing and possibly to launch the Facts4Life 30 day Wellbeing Challenge. Alternatively, it could be used in a lesson on the five ways to wellbeing.

TJ was having a terrible day. He had been woken early by the sound of wind and rain battering at his window and although it eased off after a few minutes, try as he might, he couldn't get back to sleep.

He walked to school in the cold and the wet feeling miserable. He didn't think it was going to be a good day at school at all. Their topic that term was 'Building Bridges' and TJ remembered that their teacher had said they were going to take a walk around the local area looking at all the different types of bridges that there were. TJ thought that sounded boring. He rather hoped that it would start raining again so that the walk was cancelled.

When he got in to the school playground lots of other boys were playing football. TJ wasn't that bothered about football, so he often spent playtimes by himself or trying to talk to the teacher who was on duty. As he crossed the playground he saw Michael sitting on one of the benches searching through his bag and looking worried. TJ didn't know Michael as he was in another class but he wondered what the problem was.

'Are you OK?' TJ asked?

'I think I've left my pencil case at home again and Mr Tomms said we had to come to lessons with all the equipment we need for the lesson or we'll be in trouble,' said Michael, frowning.

'Don't worry,' said TJ, 'I think I've got spares of most things in my bag so why don't you borrow those for today?'

Michael brightened immediately. 'Really? Oh that would be really kind of you. Thanks!'

'No problem,' said TJ and started searching through his bag looking for the things to **give** Michael.

As TJ walked into school he felt a little bit happier. For some reason, doing something to make someone else feel a bit happier made him feel happier too.

That morning the clouds cleared away and so the walk around the local area was still on. TJ's heart sank. Miss Richards said she wanted them to take notice of the materials the bridges were made of, what types of bridges they were and why they were in the locations they were.

They set off in pairs behind Miss Richards. The first bridge they came to was one that TJ had walked under a thousand times before. As Miss Richards was talking, TJ stared at the bridge and **noticed** all sorts of things he had never really seen before. There was a stone with the date showing when the bridge had been completed. The bridge was actually two bridges, side by side and TJ could see that one side was made of brick and one side was made of stone. Why had he never **noticed** that before? The Miss Richards pointed out a little stone face that had been carved high up into the stone.

'That was probably put there by one of the workers building the bridge,' she explained. 'Sometimes they added funny carvings of people they knew. We're not sure why they did it but it's quite interesting.' TJ was actually fascinated. 'If you keep your eyes and ears open,' went on Miss Richards, 'You'll **notice** all sorts of things that you never noticed before.'

After the bridges walk they returned to school and got changed for **PE**. It was his favourite – gymnastics - and today they had all the apparatus out and Miss Richards put them in groups and they took turn on all the equipment. TJ enjoyed all the apparatus and Miss Richards even stopped the class to ask TJ to demonstrate how he showed different levels using the wall bars. After they had cleared the equipment away they played a game where they had to run to different stations. By the end of the game TJ was puffed out. As they changed and got ready for lunch he felt a lot better inside.

After lunch, TJ found Michael in the playground and asked him how things were going.

'Really good,' said Michael, 'And thanks again for lending me your things. You're a real mate. Are you off to play football?'

'No, I'm not really into football,' said TJ.

'Well, why don't you come and play with me, Tom and Ash. We've got a really good game worked out but we need one more person to make it work properly.'

TJ was really chuffed to be asked. The four spent the rest of the lunchtime playing their game and having great fun. When the whistle went and they were walking back in to school, Michael asked TJ if he wanted to **connect** up after school to carry on playing. TJ, who usually went home and just played on his computer by himself, thought that was a great idea and they fixed up a time.

In the afternoon the class carried on with their work on building bridges. They were put into groups and each group had to do a bit of research on one aspect of their topic. TJ's group had to find out about the work of the engineer Brunel. Miss Richards had given them some books to get them started and they could also use the class tablets to do some research on the internet.

The more TJ read about the work of Brunel the more he was fascinated by him. Brunel had not only built bridges but also railways, tunnels and steamships. These were just the sorts of things TJ loved **learning** about. At the end of the lesson he asked Miss Richards if he could take some of the books home so he could read up a bit more about Brunel.

'Of course,' said Miss Richards, 'And if you find out more perhaps you can share it with the rest of the class next week.' TJ agreed and said he would make a PowerPoint presentation showing all the things he was going to **learn** about.

As TJ walked home he thought back to how miserable he had felt that morning. But now, on his way home, he felt a warm glow of wellbeing inside because of all the things that had happened to him during the day.

Questions for discussion after the story:

- *What were the different things that had happened to TJ during the day that made him feel such a 'warm glow of wellbeing'?*
 - *Give* – by lending his things to Michael, TJ showed an act of kindness
 - *Take notice* – on the bridges walk TJ took notice of things he had never really seen before
 - *Be Active* – TJ loved taking part in gymnastics and the closing game
 - *Connect* – TJ connected with Michael and his group of friends
 - *Learn* – TJ was interested in his class topic and wanted to learn more
- *In what other ways can people meet the five ways to wellbeing?*
- *How can we help others meet the five ways to wellbeing?*
- *Are any of the five ways more important than others? If so, why? If not, why not?*