



What matters for young people's wellbeing? WORKSHOP

Title of workshop	What really matters for young people's wellbeing?
AIM	Young people will identify and prioritise the factors that they believe are important for young people's wellbeing to inform planning for the school's Wellbeing curriculum.
PARTICIPANTS	This workshop can be used with a single class/representatives of year group or young people drawn from across the school community.
ROOM LAYOUT	Flexible seating with young people working in small groups
FACILITATOR	Teacher and one young person from the group
TIME	Single class period
RESOURCES	Sticky notes, flipchart paper, markers, coloured dots. Check out Dotmocracy methodology here .
INTRODUCTION	Overview of the work being undertaken in the school to support young people's wellbeing, who is involved, what is envisaged. The feedback from this workshop will help those of us involved in planning a Wellbeing curriculum that is meaningful for young people in our school. At the end of this workshop, we will agree the feedback and we will be looking for volunteers to report back to the planning group. We will let you know how your feedback informed the work.
STEP 1	Brainstorm 'Young people's Wellbeing - what matters?'. Record feedback on a flipchart
STEP 2	Each young person is invited to record what they feel is important for student's wellbeing on a sticky note - one idea per sticky note. <i>Flipchart:</i> The young people are invited to put their sticky notes on the flipchart at the top of the classroom.
STEP 3	Teacher and student facilitator look at the emerging themes from the young people's feedback. These themes are written in columns on the flipchart. Check in with the young people that they agree that these themes represent their ideas accurately.

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STEP 4	<p>Students have an opportunity to discuss the themes in their groups and they agree which themes they would like to prioritise and rate these in order of priority.</p> <p>One student from each group comes to the flipchart and places the 3 stickers beside the 3 identified themes in order of priority.</p> <p style="padding-left: 40px;">Green – 1st in priority</p> <p style="padding-left: 40px;">Blue – 2nd in priority</p> <p style="padding-left: 40px;">Yellow – 3rd in priority</p>
CONCLUSION	<p>Student facilitator identifies the themes which have been prioritised by the group and then facilitates a discussion using some of the following prompts:</p> <ol style="list-style-type: none"> 1. Is there any ideas/suggestions that that the group would like the planning group to consider in relation to our top three themes? 2. Are there any new ideas/comments emerging from the discussions that we have not heard already? <p>Agree with the group the feedback that will be given to those involved in planning the Wellbeing curriculum and invite students to be involved in reporting to this group.</p>