

Happy Staff, Happy Children, Happy School:

Example of one day Inset Workshop plus outline of practical activities and resources

Length of Inset Day: 9am-3:30pm approx.

Twilights/Staff meetings of 1-hour 30/45 minutes per session

Additional half day bespoke support, full day follow up, small group or 1:1 coaching also available.

All activities and resources are designed for adult use but can be adapted and provided to use in the classroom with children and shared with parents.

One Day Inset, 3 core workshops:

Session 1: Taking personal responsibility for our own happiness and well-being:

- Exploring how we view and experience happiness and the concept of having a 'continuum' of happiness based on external and internal factors and how our individual happiness level is based on our unique genetic set-point combined with our daily habits of thoughts and behaviours.
- Identifying which emotions, both positive and negative we feel on a regular basis that coincide with these habits and the specific triggers that dictate our happiness in both our professional and personal lives. (This element can be expanded upon more fully and is particularly useful for working with children who find it difficult to identify and manage negative emotions.)

Additional focus to include in the day or later, is understanding our universal 6 Human Needs. For more details go to the Resources page.

Session 2: Understanding the brain and how not to believe everything we think:

- Exploring neuroscience research and findings as to how our brains are hardwired for negativity which greatly influences our happiness habits and experience.
- Practical exercises that demonstrate how what we choose to focus on and the language we use to ourselves and others actively changes responses in our bodies that impact our well-being.
- Practical activities and suggestions for how to change our focus and create different and more positive neural pathways in our brains to help reduce the negativity bias.

Additional focus to add into this session or as follow on sessions:

- How to adapt and use these strategies and resources as a tool for whole school peer support, improving communication skills, creating more specific well-being approaches that staff value and will access more confidently.
- Ways to adapt key concepts and strategies/resources to create consistency of the above in the classroom and share with parents.
- Further link to and understanding of the 6 Human Needs, for more information see Resources page.

Session 3: Dual focus or one aspect can be covered in more depth according to requirements.

Focus 1: Let love Lead

- Looking at self-love and self-care as the starting point for emotional and physical well-being. Exploring the importance of self-care and compassion in how to manage our own and others' behaviours without becoming too emotionally overwhelmed.
- Strategies for reframing and seeing and understanding different perspectives and perceptions. Skills that can be developed in individuals, teams and shared with children and parents.

- The positive effects of smiling and laughter and ways to naturally raise oxytocin, endorphin levels on a daily basis. (Further information/resources and ways to recognise and adapt our habits)

This session can be expanded on or incorporated in follow up sessions to include more depth further strategies and resources such as:

- demonstration and sharing the theory and basic practice of Emotional Freedom Techniques/tapping
- Understanding 6 Human Needs as the motivator behind why we do what we do.
- Specific skills and strategies for cultivating more self-compassion and managing our own emotions/needs more effectively and those of others.

Focus 2: Tending to our relationships:

- Identifying how our energy levels are nourished or depleted by specific situations and/or interactions with specific strategies to manage this.
- Recognising how to manage our energy more effectively. Developing awareness of when we can't avoid certain interactions or people that drain us and having strategies to put healthy boundaries in place to cope and reduce potential anxiety or stress.
- Being aware that we take on the average emotions and energy of the people we frequently interact with and how to avoid being 'infected' with negativity.
- Strategies can include how to handle difficult conversations, being more accepting of self and others, stepping back from a desire to always 'fix' others or control behaviours or our environment.

To discuss any aspect of these workshops or other ways I can offer training and support then please do get in touch and I will be happy to arrange a time to talk with you and provide further information.