



# Welcome to the Great Student Wellbeing Experiment

Thank you for helping us test the science. You have been randomly selected to test the relevance of telling your story in improving student wellbeing

## Telling your story and why it's important



How many times have you sat down and really thought about your story? How did you get here?

If you think about any good stories, there are characters, story lines, plots, highs and lows. Our lives are no different.

Telling your story is all about taking stock of where you are now and looking back, with new eyes, being kind to yourself and reminding yourself of the good parts too.

## Getting started



Please take the next 3 weeks to follow these simple activities to enable you to take stock of where you are now and how you got here.

Before each activity, get yourself a pen, notebook, time, quiet space and an open mind.

- Make a list of all the things buzzing around your head and put it to one side.
- Go outside and look around – be in the moment.
- Find a quiet space, get comfy.
- Read the activity and think it through.
- If anything else pops into your mind along the way, make a note in your book and come back to it.

## Tips



There is no rush.

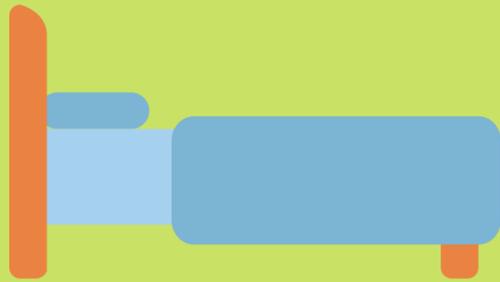
You can change/add/delete your answers throughout the 3 weeks and if you really can't find an answers that's ok too.

If you get stuck – externalise things, get it out of your head. Get drawing, writing anything that makes you think differently.

Our lives are busy and it can sometimes be hard to make time to simply think. Here are some examples of how others have achieved spreading the thinking time:

- 4 mins in shower
- 2 mins waiting for the kettle to boil
- 3 mins chopping vegetables
- 20 mins running

## Week 1

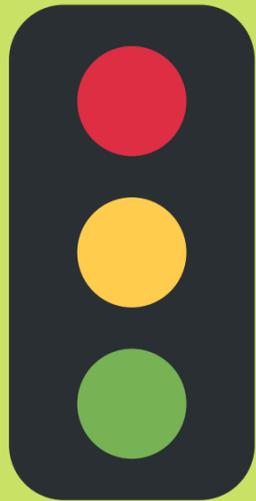


1. What 7 things pull you out of bed – the alarm has gone off, what do you have to get up for?

2. What 7 things push you out of bed – the alarm hasn't gone off, what makes you want to bounce out of bed?

Now note them in your book.

Week 1



3. Using a traffic light system - **green, amber, red** – put a colour against each item that brings you **joy (green), neutral (amber)** and **doesn't bring you joy (red)**

Does this surprise you? If so, why.....?

## Week 2



1. Dig through some old photos and find 3 photos that stick out to you and bring back happy memories – try and find photos of you at different ages. If you can't access photos, try using songs

2. Create yourself a timeline from primary age to where you are now and using a scale of 0-10 (10 being happiest) put scores against your ages, below is a simple example but feel free to design your own.



## Week 3



Look back at the happiness graph you created last week. Are there any similarities between the times you scored highly - when you were at your happiest?

Using this information together with the traffic light list you made on Week 1, reflect on these questions:

Can I change the red to green by:

- Thinking differently about them – look with fresh eyes, try and notice something you haven't seen before?
- Changing them/stopping them?
- Asking someone else to do them?

Can I add more green by:

- Doing more of the things I know are green things?
- Challenging myself to find new green things?

THANK  
YOU!

Thank you for taking part in the

**Great Student Wellbeing Experiment!**

We will send you a second survey to enable us to look at the differences this project may have made.