



# Welcome to the Great Student Wellbeing Experiment

Thank you for helping us test the science. You have been randomly selected to test  
all of the elements which might improve student wellbeing

## 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.

If finding time can be a challenge for you, try spreading your thinking out during the day:

4 mins in shower

2 mins waiting for the kettle to boil

3 mins chopping vegetables

20 mins running

## **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.

## **Week 1**

### **Telling Your Story**



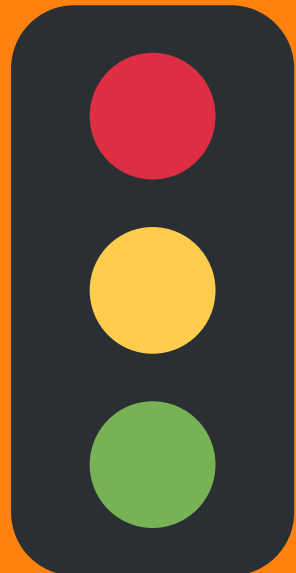
1. What 7 things pull you out of bed – the alarm has gone off, what do you have to get up for?

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

### Telling Your Story



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 1 Telling Your Story



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 1**

### **Telling Your Story**



Look back at the happiness graph you created earlier. 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've made, 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?



## **Week 1**

### **Personal Resources**



We use our personal resources to express ourselves emotionally, intellectually, socially and physically. Our personal resources are unique to us and include our core values, qualities and passions.

## **Week 1**

### **Personal Resources**



To help you discover what's really important to you - your personal resources - try these activities:

1. Using the word set on the next page choose 5 words you feel most resonate with you.
2. Prioritise these 5 words in order of importance.
3. Write what they mean to you.

Don't use a dictionary!

Accountability	Contentment	Empathy	Happiness	Loyalty	Rigor	Temperance
Accuracy	Contribution	Enjoyment	Hard Work	Making a difference	Security	Thankfulness
Achievement	Control	Enthusiasm	Health	Mastery	Self-actualization	Thoroughness
Adventurousness	Cooperation	Equality	Helping Society	Merit	Self-control	Thoughtfulness
Altruism	Correctness	Excellence	Holiness	Obedience	Selflessness	Timeliness
Ambition	Courtesy	Excitement	Honesty	Openness	Self-reliance	Tolerance
Assertiveness	Creativity	Expertise	Humility	Order	Sensitivity	Traditionalism
Balance	Curiosity	Exploration	Independence	Originality	Serenity	Trustworthiness
Being the best	Decisiveness	Expressiveness	Ingenuity	Perfection	Service	Truth-seeking
Belonging	Dependability	Fairness	Inner Harmony	Positivity	Shrewdness	Understanding
Boldness	Determination	Faith	Inquisitiveness	Practicality	Simplicity	Uniqueness
Calmness	Devoutness	Fidelity	Insightfulness	Preparedness	Soundness	Unity
Carefulness	Diligence	Fitness	Intelligence	Professionalism	Speed	Usefulness
Challenge	Discipline	Fluency	Intellectual	Prudence	Spontaneity	Vision
Cheerfulness	Discretion	Focus	Status	Quality-orientation	Stability	Vitality
Clear-mindedness	Diversity	Freedom	Intuition	Reliability	Strategic	
Commitment	Dynamism	Fun	Joy	Resourcefulness	Strength	
Community	Economy	Generosity	Justice	Restraint	Structure	
Compassion	Effectiveness	Goodness	Leadership	Results-oriented	Success	
Competitiveness	Efficiency	Grace	Legacy		Support	
Consistency	Elegance	Growth	Love		Teamwork	

## **Week 1**

### **Personal Resources**



1. Dig through some old photos and find 1 photo that sticks out to you and brings back happy memories. If you can't access photos, try using songs. Immerse yourself in that time - the people who were with you, the sights, the sounds the smells.
2. Put yourself, as best you can, back to that moment and using the word set again, choose 5 words that you feel most resonate with you. Prioritise these 5 words in order of importance to you and write what they mean to you.

Don't use a dictionary!

Accountability	Contentment	Empathy	Happiness	Loyalty	Rigor	Temperance
Accuracy	Contribution	Enjoyment	Hard Work	Making a difference	Security	Thankfulness
Achievement	Control	Enthusiasm	Health	Mastery	Self-actualization	Thoroughness
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## **Week 1**

### **Personal Resources**



3. Compare this list of words with the last list you created. Are they different? Are they the same?
4. Take the 10 words, re-prioritise them and choose the 3 that you feel most strongly about

## **Week 1**

### **Personal Resources**



Qualities are attributes we naturally have and we use them to benefit our life and work.

1. Think about a time when you had to work as a team, when you were growing up. A geography field trip, lost in the car with your friends, a team sport. Note who was there and what part you all played in the group. How did you help the team succeed?

2. If you could interview your friends and ask them the question, "in three words, describe me" - what would they say?

3. On the world stage who do you admire and why?

Group all the thinking together and note if there are similarities, common themes and words.

## **Week 1**

### **Personal Resources**



Passion gives us energy, it makes us feel good but it is short lived. It's important to identify the things that make our lives bright. Passion is about what we do, not why we do it. Passions can be selfish and self-indulgent and that's ok!

4. When you are on your own and no one is looking what is it you do?

5. You have 24 hours, the world is open to you:

- Where do you want to wake up?
- What do you have for breakfast?
- What activities fill your morning?
- Where is lunch and what do you have?
- How do you spend your afternoon and where?
- What does the evening look like

6. Take your answers and overlay them onto your day-to-day life – can you make them achievable but not lose the spirit and essence?



## **Week 2**

### **Purpose**



Purpose is a big concept – a big question – "What are you here to do?" so let's boil it down.

We are here for who knows how long and during this time we do things. Some things are important and other things aren't important. The important things bring you happiness and meaning, the unimportant things kill time. Discovering one's 'purpose' in life essentially comes down to finding those one or two things that are bigger than yourself, and bigger than those around you. It's not about some great achievement, but merely finding a way to spend your limited amount of time well. Finding purpose takes energy and reflection.

## **Week 2**

### **Purpose**



A great way to start to find your purpose is by asking yourself the following questions:

1. What do you love doing?
2. What are your qualities?
3. What can you be paid for?
4. What do you get passionate about?

We'll give you some activities to help you find your answers.

## **Week 2**

### **Purpose**



Using your notebook record your answers to the following questions:

1. What do you love doing?

Need some tips to help your thinking? Try these activities:

- Think back to your childhood. If it helps look through old photos or listen to music which remind you of that time. What did you love doing or thinking about when you were a child? Don't just look at the function, think about behind it - why did you like climbing trees or playing video games?
- Thinking about you now, what makes you lose track of time or forget to eat? When are you completely and utterly immersed in a task, oblivious to the world, focused only on your own progress and what's going on right here and now?
- If you were asked to present to a room full of people, which topic would you choose?

## **Week 2**

### **Purpose**



2. What are your qualities?

Need some tips to help your thinking? Try these activities:

- Make a list of the things people ask your help for
- What role do you play with your friends? What role do you play with your family? Are they different?
- Note down the 3 things you did well
- Choose 3 people that know you really well and ask them to name the things they like about you
- Over the next week notice and record in your book any compliments that you receive from others

## Week 2

### Purpose



### 3. What can you be paid for?

The global coronavirus pandemic has shown what society values and the skills that it pays for can change over time - and sometimes very quickly! Perhaps the most valuable skill any of us can have is the ability to adapt to change.

Need some tips to help your thinking? Try these activities:

- Take your answers to questions 1 and 2. Highlight any areas which you could be paid for
- Notice any patterns and themes
- List any business ideas or professions which could link to these, trying not to limit the possibilities. For example being a good listener might include: counsellor, solicitor, social worker, customer service advisor, mediator, air traffic controller, psychologist, detective, sound engineer

## **Week 2**

### **Purpose**

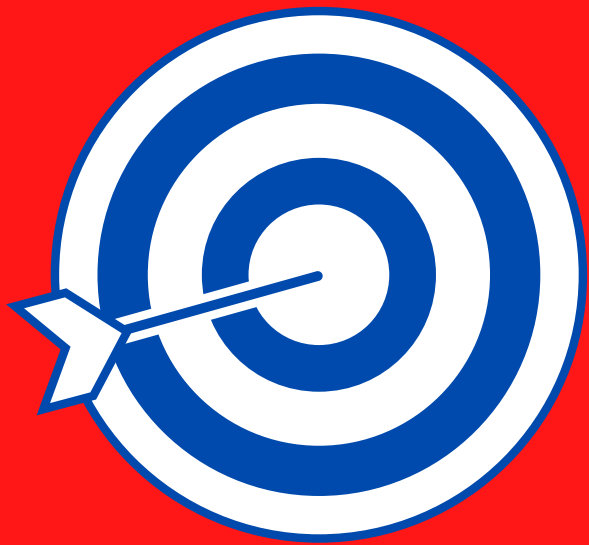


4. What do you get passionate about?

Need some tips to help your thinking? Ask yourself the following questions, think about times in your life when you've felt so passionately about something you just weren't able to hold it in!

- What moves you to action?
- What charities or causes would you give money to?
- Where or for what are you most likely to volunteer your time?
- What do you argue about?
- What causes have you signed a petition for?
- What stalls attract you at Fresher's Fair?

## Week 2 Purpose



By putting your answers to the 4 key questions into the boxes below you should be able to have a great idea about what links these 4 areas together and what sits in the middle of it all - your purpose. Need more help? See the next page...

What do you love doing?

What are your qualities?

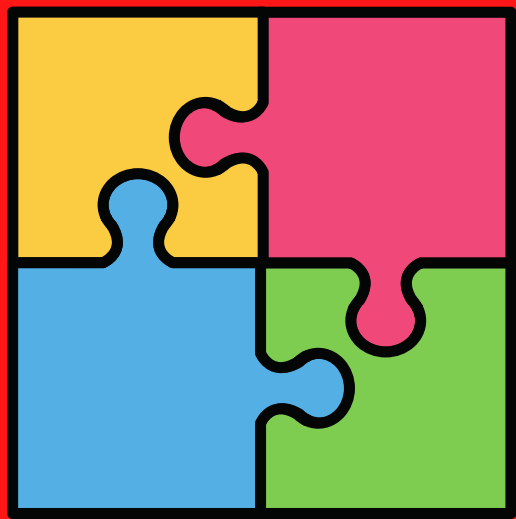
What is your purpose?

What can you be paid  
for?

What are you passionate  
about?

## **Week 2**

### **Purpose**



It may help to pick a verb which resonates with you.

Here are some examples:

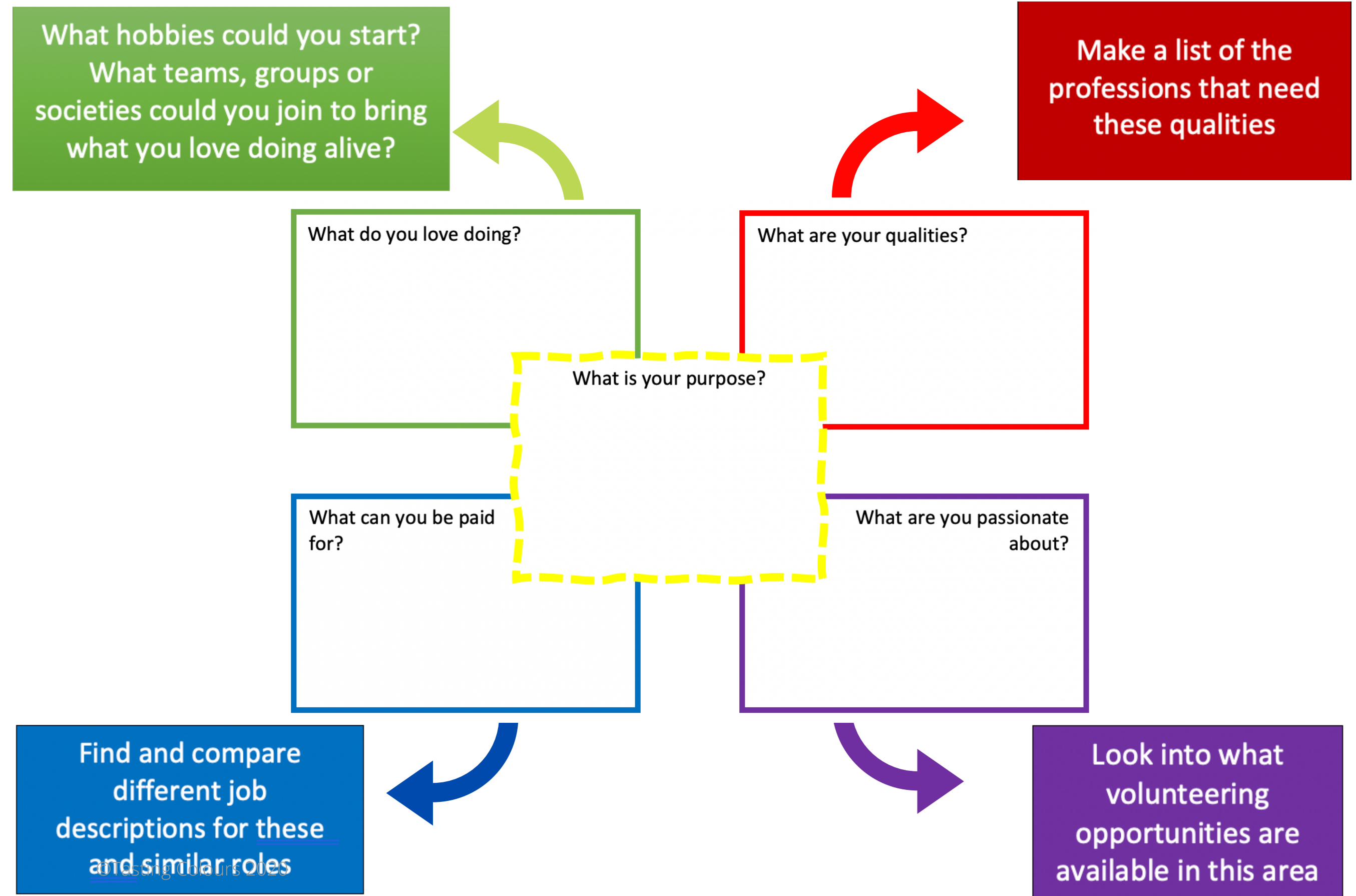
- to serve
- to create
- to delight
- to nourish
- to provide
- to teach
- to heal
- to connect
- to build



## Week 2 Purpose



Now that you've filled in the grid, complete the activities in each of the coloured boxes to bring your purpose into everyday life.



## **Week 3**

### **Functional Tools**



Now you have taken stock of where you are now, identified your personal resources and found your sense of purpose, the following activities will provide you with some functional tools which will help you keep these things alive and relevant in your every day life.

## **Week 3**

### **Functional Tools**



Imagine that it's your first year after you have finished university. Take 15 minutes to have some fun and think about where you would like to be:

- Where are you living?
- How much money do you have?
- Are you going into an office every day or are you outside?
- At the end of a normal day, you are chatting to a friend, when asked – “What difference did you make today?” what is your response?

Draw a timeline between now and then and write the 10 things you will need to do make it a reality

Next to each thing, think about how you will know when you have achieved it

## **Week 3**

### **Functional Tools**



Watch this video:

<https://youtu.be/vjG698U2Mvo>

If we follow our plan too closely we can lose sight of other opportunities and interesting things

During the next week do something differently – walk a different way, drive a new route, speak to someone new and make a note of what you learnt by being open to new situations

## **Week 3**

### **Functional Tools**



Balance plays an important role in our wellbeing. We need to balance our time with the things that we have to do and the things that make us happy.

Make a list of all the ways you spend your time:

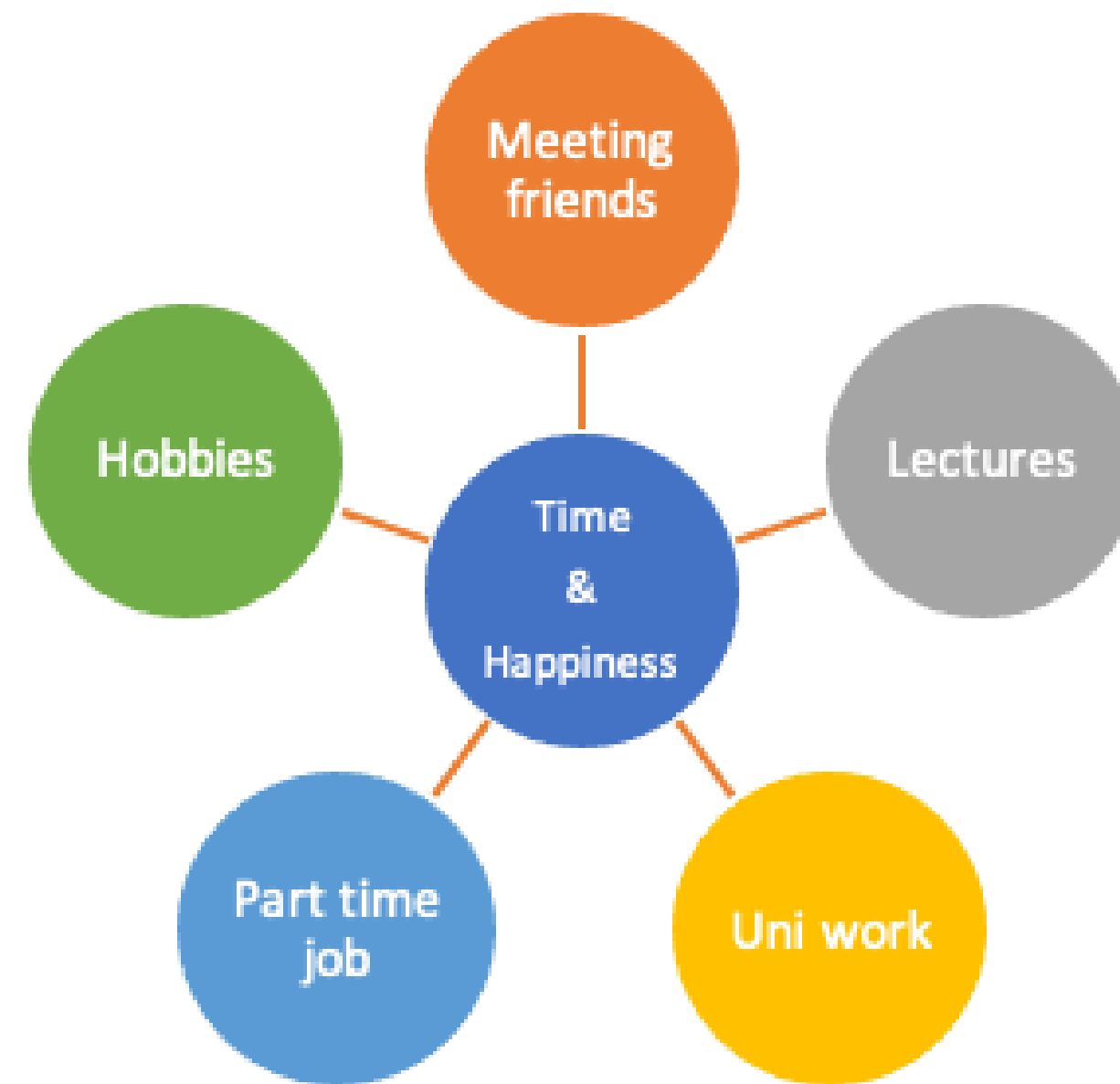
- Meeting friends
- Lectures
- Seeing family
- Part time job
- Hobbies

## Week 3

### Functional Tools



Place them all on a spider diagram like the one shown here:



## Week 3

### Functional Tools



Take the total number of activities (5 in this case) and give them each a number to represent how happy they each make you (1 being the happiest) eg: meeting with friends 1, hobbies 2, lectures 3, uni work 4, part time jobs 5

Next, using the same number system give them each number to represent how much time you spend doing them (1 being the most) eg: uni work 1, lectures 2, part-time job 3, hobbies 4, meeting with friends 5)

Then compare the scores - are there any imbalances? In this example, meeting with friends and hobbies make us most happy and we spend the least time doing them

If there are differences that you would like to address, how could you change the status quo? In this case, a commitment could be made to start work an hour earlier so it can be finished an hour earlier and the time can be spent with friends

## **Week 3**

### **Functional Tools**



Using the same formula as before, create another diagram to resolve an issue.

Think of a situation where there is tension – with your family, group of friends or flatmates

Name each person on your diagram and use the scales as follows:

- Who is frustrating you the most?
- How much effort and time are you putting into each person?

Check for imbalances and if you want to address them, think through a simple plan



## Week 3

# The 5 Ways to Wellbeing



## Take notice

1. Each morning, when you wake up, lie for a minute or two being aware of the sounds you hear. Listen to the sounds inside - your breathing, a ticking clock, the people you live with moving about; and to the outside - traffic, people, birds, the wind or rain.
2. Walk , cycle or drive a different route to work/uni/the shops and notice 3 things of interest.
3. Take a photo of the view from your window every day this week. Note what's different - the weather, the pattern of light, the sky?

## Week 3

# The 5 Ways to Wellbeing



## Give

4. Give something to someone today and every day this week - kind words, a compliment, a smile. Give time to help someone: directions, opening doors. Try making a playlist for a friend or family member of their favourite songs, or leave a note for a flatmate to say why they're great to live with.

Note them in your book.

5. In the same way over the next week 'collect' 5 kindnesses others give to you.

## Week 3

# The 5 Ways to Wellbeing



## Learning

Over the next week:

1. Read news from a different source
2. Listen to a different radio station. Make a note in you book about how you found it. Did you enjoy it? Will you try listening again? Why?
3. Visit a museum or an art gallery, in person or virtually:

<https://www.nationalgallery.org.uk/visiting/virtual-tours>

<https://britishmuseum.withgoogle.com/>

## Week 3

# The 5 Ways to Wellbeing



### Active

4. Close the door, play your favourite music and dance for 5 minutes.
5. Put your comfy shoes on and get walking/running/jogging. Just put one foot in front of the other and go. Just for fun – remove targets.
6. Over the next week take the stairs rather than the lift whenever you can.
7. Look into trying a sport or activity you've never tried before - pilates, water aerobics, badminton, hola-hooping, geo-caching - the world is your oyster!

## Week 3

# The 5 Ways to Wellbeing



## Connect

1. Phone an old friend
2. Speak to someone you've never spoken to - it could be a neighbour, a fellow student or someone who serves you in a shop.
3. Learn the name of someone you didn't know before.
4. Share a meal with someone. Make brunch for a friend, organise a movie night with popcorn and snacks, or suggest a bring and share picnic with the people you live with



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.