

Academic Tutorial: Self Care Schedules



Wellbeing Tutorial

Session Length: 30mins-45mins

Aims:

- To discuss and define how the students see selfcare and improve their overall wellbeing by showing that it is as important as their academic timetabling. This should increase how well they can cope when working through challenging times and to realise that treating yourself with the same kindness that you'd show your friends matters.

Set Up:

You will need to use your base room and students to be sat as normal.

Equipment:

- 1 x [Self Care Schedule](#) per student
- 1 x [Self Care Brainstorming Sheet](#) resource per assigned category per group.
- Printer for resources
- Pens to fill in the resource pages.
- Optional—[Intro](#) and [Exit](#) Forms

Structure:

Session Introduction (10mins):

Begin by asking the students how they define self-care. We consider self-care as activities that people do intentionally to help to care for their mental, emotional, and physical wellbeing. Discuss how self-care can improve their resilience in difficult or stressful times then split the students into small groups.

Optional - ask students to complete a digital intro form.

Task 1 (15mins):

In each group allocate three of the following categories to brainstorm on resource sheets and to discuss:

“Physical movement,” “Relaxing activities,” “Rest,” “Creative Expression,” “Social interactions” & “Eating Healthy.” Be mindful to remove any categories if students in the class have specific difficulties such as eating disorders.

If a student may struggle with the activity, consider having some activities that you can allocate as a class into a category together first to help further understanding.

Task 2 (10mins):

Gather the groups together to discuss the different suggestions that have been brought up. Talk about if there are any new self-care activities that people hadn't thought of before during the discussion and if these can help you maintain a good College/Life balance when you begin to schedule your time incorporating wellbeing. Allow students to sit in their own regular seats for the next task.

Task 3 (10mins):

Tell the students that they will now be creating a self-care schedule for themselves based on their college timetable, incorporating some of the suggestions from earlier. Give the students the Weekly timetable resource where they can plan their college schedule and look at gaps where they could incorporate 15 minutes or more of selfcare, at least 3 times a week. Afterwards allow students to share if they would like to but encourage them all to support having more self-care time.

Optional - students will now be asked to complete a digital exit form for feedback on the session.