



Waves for Change Curriculum Overview

The Waves for Change Curriculum is made up of 11 sessions, running across 17 weeks. The curriculum is split into three clear phases. The learning is progressive, which means each session builds on the previous one - which is why we want our participants to attend as many sessions as possible, so they can fully benefit from our programme and we can have a real impact!

Phase 1: Build healthy relationships by mastering trust and empathy (and being bananas!)

Phase 2: Develop skills to cope with stress by mastering deep breathing, meditation, and a deeper understanding of your strengths

Phase 3: Prepare to be independent by identifying how and where you will use these skills in your day to day life

Lesson: Orientation

Getting to know each other, and W4C! We inform children which day they will attend, how many sessions they will attend, and what their W4C pathway will look like.

It's important children know what they are signing up for, what they can expect from W4C, and what is expected of them. It's important children know what they are signing up for, what they can expect from W4C, and what is expected of them.

Children know which day they attend on, how many sessions they can attend, how long a W4C course lasts, what happens if they don't attend, and what happens when they graduate. We start to build rapport between the children and coaches.

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Lesson: Immersion

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Theme: Mastering Trust and Empathy (Building Positive Relationships)

Which behaviour are we teaching? This is the first time we'll enter the ocean as a W4C community, together. This is a chance to practice being bananas, by practicing communicating (both talking and listening), respecting each other's feelings, and looking after themselves and each other.

Learning Outcome: Children understand the banana culture. They learn to communicate about how they feel, to respect each other's feelings no matter what, and to protect each other from harm by not pushing people out of their comfort zone.

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the

Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Immersion (20 minutes)

1. Introduce and describe the activity for today:
 - a. "Today we're going to learn how to be bananas. Being bananas means to respect, protect, and communicate with, each other and ourselves. At Waves for Change and at home, we always try to be bananas. Today we're going to get in the water for the first time! We're all going to hold hands and keep each other safe. This means we need to communicate with each other about how we feel, and respect each other's feelings. When one person wants to turn back, we all turn back!"
 - b. "We will stand in a long line on the beach. We will hold hands, and take five steps forward. After five steps, ask the person next to you: are you ok? If everyone is ok, we will take another five steps forward, and then check in again! If anyone is not ok, we will all turn back together, so no one gets left behind."
 - c. "Once we have gone up to our waists in the water, we will turn around and come back to the beach together, and check in how everyone is doing."
2. Form a long line on the beach. Mentors should stand at either end of the line, and in between the children.



3. Slowly walk into the water, taking five steps then pausing to check on each other by asking “Are you ok?”. Take another five steps, and then check in with each other again. Once you are waist deep for the smallest child, stop and turn around, and walk back to the beach together.

4. On the beach, ask everyone how they are feeling. Encourage them to share their feelings! If anyone is scared, assign a coach or another child to be their special partner and walk next to them.

Explain that they will do the activity again, to keep practising being bananas.

5. Repeat the exercise three times, so the participants can master being bananas by looking after each other and communicating.

Activity 3: Debrief (Learning through reflection) (15 minutes)

1. Sit in a circle, with mentors in between the children. A mentor should start the debrief with the following statement:

“Supporting each other means communicating with each other, listening to each other, and respecting each other.”

2. Ask the following questions:

- a. What was it like being in the water together?
- b. What did we do to respect each other’s feelings in the water?
- c. If we can do this in the water, what can we do to respect the feelings of our friends and family at home?

3. Close the debrief by summarising what the children learnt today:

- Today we learnt to look after each other and respect each other’s feelings.
- We learnt about what it means to be bananas!

Activity 4: Free time

Children surf or swim, while coaches observe them and praise them when they use the new skills or be bananas.

Close the session with a Banana Kilo!

Key behaviours to encourage during the activity and free time – if you see this, throw a BANANA sign and use TLC to praise the behaviour:

- Looking out for each other, checking their friends feel safe in the water (communicating).
- Moving together, not putting pressure on each other to go too far or too fast (respecting).
- Leaving nobody behind, and moving together as one (protecting).
- Encouraging each other and celebrating each other’s success (being BANANAS!).



Lesson: Water Skills

Theme: Mastering Trust and Empathy (Building Positive Relationships)

Which behaviours are we teaching? Positive behaviours, such as communication, trust, and empathy, which help form supportive and healthy peer-relations and create a safe space.

Learning Outcome: Children attempt a challenging new task (swimming) and ask for help when they need it. Children recognise their own, and each other's, efforts.

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

- a. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
- b. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
- c. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Water Skills (20 minutes)

1. Reflect on the previous session with the children. Ask them: "Do you remember what we did last week? What did you learn? Did anyone use the skills at home? Can you share with us?"

2. Describe what will happen today:

- a. "Today we are going to practice ducking under a wave, which is one of the easiest ways to deal with a big wave coming towards you. First can everyone take a deep breath in, and hold it for five seconds? Let's practice together! Breath in, and hold. 1, 2, 3, 4, 5. Well done! Let's try again."
- b. "We will stand in a long line on the beach. We will hold hands, and take 10 steps forward. After 10 steps, ask the person next to you: are you ok? If everyone is ok, we will take another 10 steps forward, and then check in again! If anyone is not ok, we will all turn back together, so no one gets left behind."
- c. "When we are all in the water up to our waists, we are going to go into the water together as a group, and practice holding our breath under the water. Remember, under the water, keep your mouth closed and don't breathe in through your nose. If you want, you can breathe out through your nose - this will stop water getting in."

3. Form a long line on the beach, or a few small lines if you have divided your class into smaller groups. Mentors should stand at either end of the line, and in between the children.

4. Slowly walk into the water, taking 10 steps then pausing to check on each other by asking "Are you ok?"



Take another 10 steps, and then check in with each other again.

5. When you are deep enough, but where everyone can still stand comfortably, let go of each others' hands so no-one can pull each other under the water.

6. When everyone is ready, duck under a small wave at the same time. Do this for three waves, offering praise and support. If there are children who are too scared, they can practice bending their knees and getting the water up to their neck. Remember, praise everyone's effort and supporting each other!

7. Return to the beach and sit in a circle. Check in as a group, to see how everyone is feeling, and to remind the children what to do.

8. Repeat the activity, giving everyone a chance to practice the key behaviours again.

Activity 3: Debrief (Learning through reflection) (15 minutes)

1. Sit in a circle, with mentors in between the children. A mentor should start the debrief with the following statement:

"Supporting each other means communicating with each other, listening to each other, and respecting each other."

2. Ask the following questions:

a. What was it like being in the water together?

b. What did we do to respect each other's feelings in the water?

c. If we can do this in the water, what can we do to respect the feelings of our friends and family at home?

3. Close the debrief by summarising what the children learnt today:

Today we learnt to look after each other and respect each other's feelings. We practiced being banana's, looking after each other, and trying new things!

Activity 4: Free time

Children surf or swim, while coaches observe them and praise them when they use the new skills or be bananas.

Close the activity with a Banana Kilo!

Key behaviours to encourage during the activity and free time – if you see this, throw a BANANA sign and use TLC to praise the behaviour:

- Looking out for each other, checking their friends feel safe in the water (communicating).
- Moving together, not putting pressure on each other to go too far or too fast (respecting).
- Leaving nobody behind, and moving together as one (protecting).
- Encouraging each other and celebrating each other's success (being BANANAS!).

Key tips for mentors



Be aware that learning to swim is hard and putting one's face in the water can feel unnatural. Make sure children feel safe by being focused, aware, patient and supportive.



Lesson: Pair Floating

Theme: Building healthy relationships

Which behaviour are we teaching? In this session, we're practicing building trust and empathy, as well as using the Take 5 breathing activity to calm down in stressful situations. We're continuing to be bananas, by teaching each other a new skill and looking after each other in the water.

Learning outcome: We learn to listen to each other and to help each other feel safe and supported, so we can relax!

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Pair Floating (20 minutes)

1. Introduce and describe the activity for today:

- a. "Today we're going to learn how to float. Our bodies float because there is air in them, just like a balloon. To fill up with air, we need to breathe deeply, just like we do when we do the Take 5. When we are feeling stressed in the water, we can breathe deeply to calm down. If you see your partner is stressed, remind them to keep breathing, slowly and calmly, just like we practiced on the beach!"
- b. "Today we will support each other in the water, so we can float. It's important to ask for help when we need it. We will be in pairs, and look after each other by being bananas. How can be bananas in the water? We can be bananas by listening to each other, by keeping each other safe in the water, and by respecting our partners feelings."

2. Demonstrate how to float:

- a. "Stretch your arms out to the side and open your legs like a star shape. Keep the rest of your body straight but relaxed."
- b. "Breathe deeply and slowly, in a relaxed way, just like when we do the Take 5. If it's ok with you, your partner will stand beside you and place their hand on your back, to make sure you don't sink. When you become relaxed and full of air, you'll float!"

3. Encourage the pairs to be bananas to each other:

- a. "Always ask your partner before you hold them, as this respects their body."



b. "When you are the coach, check in with your partner and ask if they are ok. Listen to their answers. If they are not ok, remind them to breathe to calm down, and talk with them in a calm, relaxing voice."

c. "Stay with them - it's important no-one gets left alone!"

d. "Celebrate each other's efforts and achievements!"

4. Place children in pairs and enter the water together. Mentors must be in the water with the children, assisting and praising using TLC.

5. Mentors should observe and make sure pairs stick together and support each other to float.

6. After everyone has had a turn practicing to float, bring everyone back to the beach. On the beach, ask everyone how they are feeling. Encourage them to share their feelings! If anyone is scared, assign a coach or another child to be their special partner and assist them. Explain that they will do the activity again, to keep practising being bananas and using our breathing to calm down.

7. Repeat the exercise twice, so the participants can master being bananas by looking after each other and communicating.

Activity 3: Debrief (Learning through reflection) (15 minutes)

1. Sit in a circle, with mentors in between the children. A mentor should start the debrief with the following statement:

"Supporting each other means communicating with each other, listening to each other, and respecting each other."

2. Ask the following questions:

a. What was it like being in the water together?

b. What did we do to respect each other's feelings in the water? What did we do to calm down when we were feeling stressed or nervous?

c. If we can do this in the water, what can we do to respect the feelings of our friends and family at home? What can we do when we are feeling anxious or scared, or when someone we know is feeling that way?

3. Close the debrief by summarising what the children learnt today:

- We learnt to relax our bodies
- We learnt to trust each other
- We learnt to protect each other
- We say how we feel and ask for help
- We listen to each other and respect each other

Activity 4: Free Time

Children surf or swim, while coaches observe them and praise them when they use the new skills or be bananas.



Key Behaviours to Encourage

- Looking out for each other, checking their friends feel safe in the water.
- Taking time to communicate with each other.
- Encouraging each other and celebrating each other's success.
- Using the Take 5 to calm themselves and/or their partner down.

Key tips for mentors

The learning doesn't stop once the exercise is done. As a mentor, your job is to recognise whenever a child shows these behaviours in and out of the water. When you see a child show an example of one of the behaviours above, use TLC - tell it, label it, celebrate it!



Lesson: Pair Surfing

Theme: Building healthy relationships

Which behaviour are we teaching? Today we are going to share a surfboard and teach each other to surf. We will practice helping each other catch waves, keep each other safe, and celebrate each other's attempts!

We're continuing to be bananas, by teaching each other a new skill and looking after each other in the water.

Learning Outcome: We will learn how to share equipment, help each other, and celebrate each other's success (which includes trying).

Activity 1: Energiser and Take 5

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Pair Surfing

1. Describe what will happen today:

"Today we're going to learn to surf! First, the coaches will show you how; then, you're going to teach each other! You're going to help each other catch waves, stay safe, and get lots of good rides."

2. Mentors should demonstrate how to help each other catch a wave.
 - d. The learner should lie on the board, with their toes on the tail of the board.
 - e. The coach should push their learner into a foamie (white water) wave.
 - f. While the learner is on the wave, the coach must watch them, shout praise for them, and make sure they are safe - and then help their learner to catch another wave!
3. Divide the group into pairs, and explain that they will take turns to help each other catch five waves each.
4. Encourage the pairs to be bananas to each other:
 - a. "When you are the coach, check in with your partner and ask if they are ok. Listen to their answers. If they are not ok, remind them to breathe to calm down, and talk with them in a calm, relaxing voice."



b. "Stay with your partner - it's important no-one gets left alone!"

5. Place children in pairs and enter the water together. Mentors must be in the water with the children, assisting and praising using TLC.

6. Mentors should observe and make sure pairs stick together and support each other to float.

7. After everyone has helped each other catch five waves, bring everyone back to the beach. On the beach, ask everyone how they are feeling. Encourage them to share their feelings! Explain that they will do the activity again, to keep practising being bananas and looking after each other.

8. Repeat the exercise twice, so the participants can master being bananas by looking after each other and celebrating each other.

Activity 3: Debrief (Learning through reflection) (15 minutes)

1. Sit in a circle, with mentors in between in children.

2. A mentor starts the debrief with the following statement:

"When we teach each other to surf, we support and look after each other."

3. Ask the following questions:

a. What was it like teaching each other to surf today?

b. What did we do to support each other in the water?

c. If we can support each other in the water, what can we do to support our friends and family at home?

4. Close the session by summarising what has been covered:

- We learnt to surf
- We learnt to keep trying
- We encouraged each other
- We kept each other safe

Activity 4: Free Time

Children surf or swim, while coaches observe them and praise them when they use the new skills or be bananas.

Key Behaviours to Encourage

- Looking out for each other, checking their friends feel safe in the water.
- Not teasing or laughing at each other.
- Encouraging each other and celebrating each other's success.
- Sharing their boards equally.
- Sticking together in the water (not abandoning their partner!).



Key tip for mentors

Surfing for the first time can be both frightening and exhilarating. Encourage children to be excited (feel the stoke) but also to keep calm and not panic. Remember: everyone learns at their own pace, and it is important to praise every attempt!



Lesson: Take 5 Meditation

Theme: Building coping skills and independence

Which behaviour are we teaching? Today we are teaching kids how to meditate on the beach, using a simple breathing technique. We will lie in a circle and slowly breathe in and out, whilst listening to our thoughts and feelings. We will practice using this awareness to manage our emotions and actions.

Learning Outcome: Children show awareness of their own feelings and thoughts, and demonstrate that they can control their reactions to these feelings and thoughts.

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Taking 5 (15 minutes)

1. Describe what will happen today:

“We often think that all our feelings are in our head. But what about the rest of our body? Meditation is a way to calm down our heads and bodies that has been used for thousands of years. When we are calm we can do things better. Today we are going to learn to meditate to calm down when we feel stressed, angry or scared.”

2. Arrange children in a wide circle, with a lot of space between them. If you have a large group of children, split them into smaller groups, with at least one mentor per group.
3. Ask the children to sit or lie on their backs in a relaxed, comfortable way.
4. Ask the children to close their eyes.
5. Ask them to squeeze their whole body very tight and then slowly release their muscles and relax from their toes to their fingers to their head.
6. Begin a slow breathing exercise, breathing in for four seconds through the nose, and out for four seconds through the mouth.
7. As the children get into a rhythm, ask the following questions in a soft and clear voice, pausing between each statement to give the children a time to think:



- d. "Notice your breathing. Can you feel your chest rise when you breathe in? And fall when you breathe out? Breathe slowly and deeply."
- e. "Listen to all the sounds around you. What can you hear? Listen deeply - what else can you hear? Can you tell whether things are far away or close?"
- f. "Now notice your breathing again. Breathe in and out, slow and calm."
- g. "What does your body feel? Does the ground feel soft or hard? Can you feel the wind?"
- h. "Think about what you are feeling. Just name the feeling. Don't worry about the feeling - just notice it and name it."
- i. "Now go back to noticing your breathing. Whenever you get distracted, don't worry - just bring your focus back to your breathing."

Activity 3: Free surf

1. Explain to children that they can use the Take 5 to calm down, and make better decisions. For example, when someone hurts them, instead of hitting or shouting back, they can take a few seconds to breathe deeply and calm down. Remember to use the term "Take 5" every time you talk about the breathing activity. Mentors should share examples from their own lives about how and when they use the Take 5.

2. Explain to the children:

Sometimes we can use the Take 5 when we are in the water. When we wipe out and we're underwater, we can stay calm by slowly counting in our head. Instead of panicking, we realize we are only under water for five seconds and we know we can hold our breathe that long!

3. Allow children to have a free surf/swim. Ask them to stop every so often while they are surfing and focus on their breathing for a few seconds.

4. Children surf or swim, while coaches observe them and praise them when they use the Take 5.

Activity 4: Debrief (15 minutes)

1. Sit in a circle, with mentors in between the children.

2. A mentor starts the debrief with the following statement:

"Today we learnt how to Take 5, to help us manage our feelings and actions."

8. Ask the following questions:

a. What was it like Taking 5 today?

b. What did we do to Take 5 today?

c. If we can calm down in the water, what can we do to calm down at home or school?

3. Close the session by summarising what has been covered:

- We learnt to Take 5, which can help us calm down, relax, and feel focused.
- We learnt to be aware of how we feel, so we know when to Take 5.



Key Behaviours to Encourage

- Self-control and self-awareness.
- Calming themselves down.
- First pausing before reacting.

Key tip for mentors

Being quiet and pausing - to do meditation and focused breathing - is difficult at first for children who are constantly surrounded by noise, fear, tension and strong emotions. Be patient. Remember it is a life skill that you want them to develop as a habit.



Lesson: Take 5 and Check-in With Yourself

Theme: Building coping skills and independence

Which behaviours are we teaching? Sometimes, surfing can be scary. Today, we're going to talk about feelings and checking-in with ourselves. When we know what we're feeling, we know if we can cope by ourselves, or if we need to ask for help.

Learning Outcome: Children understand what they are feeling and if they need to ask for help.

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Checking in With Yourself (10 minutes)

1. Describe what will happen today:
 - d. "Today we're going to practice surfing by ourselves. Sometimes when we surf, things get scary. Like falling off your board when you paddle through a big wave. First, we're going to learn how to understand our feelings, to work out if we are in control or out of control, and when to ask for help."
2. Pair the children up.
3. Ask each of the following questions, one by one, allowing the children time to talk to each other about each question.
 - a. How is everyone feeling about going surfing alone for the first time?
 - b. Is anyone excited? What does it feel like to be excited?
 - c. Does anyone feel anxious? What does it feel like to be anxious?
 - d. What other feelings do people have?
 - e. Does anybody want to be helped today?
1. Coaches need to note who needs help, and assist them in the water.
4. Head into the water and finish with this statement: If anybody feels anxious in the water, remember to ask for help!

Activity 3: Free surf (20 minutes)



5. Children surf or swim, while coaches observe them and praise them when they use the Take 5 to calm down and when they ask for help.

Activity 4: Debrief (Learning through reflection) (15 minutes)

1. Sit in a circle, with mentors in between in children.

2. A mentor starts the debrief with the following statement:

“When we are feeling anxious or unsure, we can use the Take 5 to calm down, and we can ask for help.”

3. Ask the following questions:

a. What was it like being aware of your feelings today?

b. What did we do when we needed help in the water?

c. If we can ask our coaches and friends for help in the water, who can we ask for help at home or school?

4. Close the session by summarising what has been covered:

- Today, we learnt how to know what we are feeling, and what to do about those feelings.
- We practiced asking for help when we need it.

Key Behaviours to Encourage

- Identifying feelings.
- Making a plan about whether to Take 5 or ask for help, and looking after oneself.
- Using techniques to calm down.

Key tip for mentors

Wipeouts can feel very frightening. Encourage children to use the Take 5 to calm down, and ask for help when they need it. When they ask for help, listen to them and respond as best as you can to their needs.



Lesson: Building My Power Hand

Theme: Building coping skills and independence

Which behaviour are we teaching? Today our children will practice to recognize their strengths. This can help them feel positive, and strong, which can help them deal with stress and challenges. We will do a breathing meditation and children will count their strengths out on their fingers as they breath.

Learning Outcome: Children are able to identify their strengths, and can share positive thoughts about themselves with the group.

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Building our Power Hand (15 minutes)

1. Describe what will happen today.
 - d. "Do you remember we learnt how to use breathing to calm ourselves down? Today we are going to breathe, and as we breathe we are going to think about all the things we're good at and that we like about ourselves."
 - e. Mentors should give one or two examples of their own strengths.
2. If you have a big group of children, divide the group into smaller groups, each with a mentor.
3. Each group and mentor should sit in a circle. The mentor will lead the group in a Take 5 breathing activity, taking three deep breathes in and out with eyes closed.
4. As the children continue to breathe, guide them through the following steps:
 - a. Trace the outline of their one hand with the index finger of their other hand.
 - b. As they get to the tip of each finger, ask them to think of a strength of theirs - something they are good at, or like about themselves.
 - c. When they think of these things, they should gently pinch the top of their finger. Pinching the finger as you think about a good thoughts helps it stick in your brain!



d. As they breathe, remind the children that it's ok if they can't think of five strengths - they just need to try think of as many as they can, for now.

5. Once they finish breathing, ask if any children would like to share an example of their strengths with the group.

6. Repeat the activity, and ask the children to think of at least one more strength they thought of the first time.

Activity 3: Free surf (20 minutes)

Children free surf or swim. Before they go into the water, ask them to stop every so often while they are surfing and think about all the things they are good at! Coaches should be in the water engaging with kids and praising them as they catch good waves, try new things, and/or are bananas to each other.

Activity 4: Debrief (Learning through reflection) (15 minutes)

1. Sit in a circle, with mentors in between in children.

2. A mentor starts the debrief with the following statement:

“When we name our strengths, we can feel strong and good about ourselves.”

3. Ask the following questions:

a. What was it like building your Power Hand today?

b. What did we do to build our Power Hand?

c. How can building our Power Hand help us at home, or at school?

4. Close the session by summarising what has been covered:

- We learnt how to name our strengths.
- We learnt how to use our power hand to feel strong and good about ourselves.
- We listened, shared, and respected each other's strengths.

Key Behaviours to Encourage

- Taking it slow and getting into a rhythm of breathing deeply.
- Identifying their strengths.
- Identifying where they could use this tool at home.
- Being bananas and celebrating each other's strengths as well as their own.

Key tip for mentors

Children see mentors as role models. Don't be afraid to share your own Power Hand with them. They will take things more seriously if they see caring adults doing the same activity.



Lesson: Building my Power Anchor

Theme: Building coping skills and independence

Which behaviours are we teaching? Anchoring is a tool for linking positive feelings - like those we experience at the programme - with a physical object, which we can then keep with us to feel strong and positive. We will create anchors (our "Power Objects") to take home which we can use to remind us of everything we learn, do, and feel at the programme.

Learning Outcome: Children have a special object that they will take home to remind them of the beach, their new friends, meditating, and all their strengths!

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Making our Power Objects (20 minutes)

1. Describe what will happen today:

"Today we are going to look at other ways of being calm and strong. We are going to find some special objects that remind us of the beach and Waves for Change. We're going to hold these tight while we breathe and think about all the things that make us feel good and strong. Then, we're going to take these objects home with us, so we can be strong at home!"

2. Ask the children to take a short beach walk and collect beach objects, such as shells or stones. Mentors should walk with the children, to keep them safe and supervised and to model the activity.
3. Find a quiet spot and sit in a circle with the children, with mentors in between the children.
4. Hand out a piece of fishing line or thread to each child. Ask them to tie their object onto the fishing wire. Once finished, tie the end so it forms a necklace. If you don't have fishing line or thread, it's ok to skip this step.
5. Ask the children to hold their Power Object tight and lie back in the sand.
6. Lead a Take 5 breathing activity for a few minutes to calm the children.
7. As they lie and breathe, ask them to squeeze their necklace tight, and feel their object. As they do so ask them the following questions (they don't need to answer out loud):



- a. Think about how you feel at the beach, with Waves for Change.
 - b. Focus on a good moment you have had at the programme. What was happening when you felt this way? What were you doing, and who were you with?
 - c. Now think of other good times at Waves for Change. As you think of them, remember to keep breathing calmly, and gently squeeze your Power Anchor.
 - d. Think of your strengths you named last week. Focus on them tightly, while you breathe.
8. Slowly let the children open their eyes and sit up.
 9. Share as a mentor what your positive feelings are at Waves for Change, and how these memories can help you in life.

Activity 3: Debriefing (Learning through reflection) (15 minutes)

1. Sit in a circle, with mentors in between children.
2. A mentor starts the debrief with the following statement:
“Today we built Power Anchors so that when we are at home, we have something to remind us of the beach and all the good feelings we experience here.”
3. Ask the following questions:
 1. What was it like building your Power Object today?
 2. Can anyone tell me what they think of when they hold their power object?
 3. How do you think your power objects can help you at home?
4. Close the session by summarising what has been covered:
 - We thought of things, people and places that make us happy.
 - We learnt how good memories can help us when life are difficult.
 - We made Power Anchors to keep us calm. They can remind us of good time - of the beach, our friends and surfing.

Activity 4: Free time

Children surf or swim, while coaches observe them and praise them when they use the new skills or be bananas. Ask them to stop every so often while they are surfing and think about all the good feelings they are having! Mentors should be in the water engaging with kids and praising them as they catch good waves.

Key Behaviours to Encourage

- Remembering and identifying happy times and places, and people who care about them.
- Being able to understand they can use memories to calm themselves down.

Key tip for mentors



Children need to be able to feel happy and playful, and forget their worries and anxiety. They need an escape - emotionally and physically. Try to help them feel free, happy and safe, and to experience childlike joy.



Lesson: My Mantra – ‘I Will’

Theme: Building coping skills, independence, and healthy relationships

Which behaviours are we teaching: Today we share stories about how we are using the new skills we've learnt at Waves for Change to help us in our everyday lives. We start building a mantra of things we will do everyday to help us feel positive and happy.

Learning Outcome: Children reflect on what they have learnt, and share examples of how they are using their new skills to cope with challenges in everyday life. Each child develops a list of five things they will do everyday to help themselves, their friends and their families.

Preparation for mentors:

1. Think of your life before Waves for Change, and then think of your life now. What has changed?
2. Think of the new skills you have learnt both in surfing and through mentoring. How do you use these in your life? How they have helped you?
3. Choose a real examples of when you use the skills you have learnt in everyday life and how they have helped you. For example, talk about how you use breathing to calm down when you get scared in the water, and in your daily life.

Activity 1: Energiser and Take 5 (15 minutes)

Start your surf therapy session with a warm up, a take 5, and a check in.

1. Mentors and children do some form of fun physical activity, to warm up their bodies, release stress from the day, and improve their fitness. This can be a run, strength training, swimming activity, and/or stretches.
2. Run a Take 5 breathing activity. One mentor should lead the activity, supported by the other mentors. Guide the children to take a deep breath in through their nose for four counts, then out through the mouth for four counts. Repeat five times.
3. Check in with children and mentors, by asking how they feel after the activity. Mentors should share their feelings too, to model identifying feelings for the children. The goal here is for children to identify the Take 5 activity as a way to calm down, which they can use at home, in the community, or in school.

Activity 2: Reflecting and Setting Intentions (20 minutes)

1. Describe what will happen today:

“Can you remember your very first session at Waves for Change? How did you feel? And the first times that you floated and surfed? We have learnt a lot from our sessions. Not just about swimming and surfing, but also about how to look after other people, and how to look after ourselves. Today we are going to think back about what we have learnt and how we can use this in our lives.”

2. Find a quiet spot on the beach and sit in a circle.

3. A mentor will start by sharing an example of how they've used a skill they've learnt at Waves for Change to help them in their everyday life.



4. Encourage children to share examples of how they are using their new skills to improve their everyday lives. Don't ask every child; just take a few examples, to check everyone understand.

5. Divide into small groups, with at least one mentor per group.

6. Provide pencils and paper to the children. Ask them to write down five statements, starting with "I will...",

They should finish the sentence or statement by saying how they will act in life going forward using the skills they have learnt at Waves for Change.

d. If any children are nervous about writing, you can offer to write for them.

7. Here are some examples

a. I will always listen to my friends and not ask them to do things they don't want to.

b. I will always take five breathes when I feel myself getting angry.

c. I will be bananas with my friends and family.

8. Once each group has written down their answers, come back together in a big group so everyone can share and learn from each other.

Activity 4: Free time

Children surf or swim, while coaches observe them and praise them when they use the new skills or be bananas. Mentors should be in the water engaging with kids and praising them as they catch good waves.

Key Behaviours to Encourage

- Identifying what they have learnt.
- Identifying how they can use what they have learnt in daily life.
- Recognising how they have developed or grown.
- Sharing their experiences, thoughts and feelings.

Key tip for mentors

When you are debriefing, listen out for all the different things kids should have learnt whilst at Waves for

Change. Try to cover as many as you can, such as:

- Being BANANAS at the beach and at home
- Asking for help or Taking 5 when you don't feel in control
- Looking after each other by respecting feelings and not putting pressure on someone to do something.
- Staying calm when you are frightened
- Breathing to give yourself time to think before you act



- Naming your feelings and thoughts
- Checking-in with yourself
- Making time to meditate
- Using special objects to remind yourself of your good points and special places
- Remembering good things when you feel sad or anxious