

Dear Pupils

When the country went into lockdown last spring, we set out some of the ways in which we can all maintain a sense of well-being. The circumstances are a little different as we enter 2021. We have the prospect of a vaccine, but not imminently. And while the weather will improve as we head out of the winter months it is pretty cold, wet and dark for most of us at the moment.

We have revisited the well-being document and revised it. We hope you will find it useful and informative. Please do share any ideas you yourselves have had over promoting well-being during this challenging time – we'd be delighted to hear from you.

Well-being

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease." [World Health Organisation]

At a time when Covid-19 is forcing us all to live and move and have our being in a very different way, we are committed to seeking the well-being of the dispersed Winchester community.

Well-being is the experience of health, happiness, and, in its wider meaning, prosperity. It includes having good mental health, a high sense of satisfaction, a sense of meaning or purpose, and the ability to manage stress.

To that end, this document shows you what is available as we try to provide as much as we can of our normal term-time offering. Acclimatising to new ways of doing things will take time, and our offerings will need to experiment with various methods of delivery. It will doubtless evolve over time. Your feedback will be crucial in this evolution, so please always feel able to communicate your ideas on how things could be improved or delivered in other ways.

Screen time, staying safe online and physical and mental health

The materials in this pack will help you to manage your life in lockdown. These tips are by no means comprehensive, but hopefully they give you a starting point:

Mental health

We all have 'mental health', and it is a core component of our all-round well-being.

One facet of maintaining good mental health that lockdowns make difficult is the ability to physically connect with others, our communities and the wider environment. Think about what you can do to keep these connections strong. Make time to check in with family and friends. Take advantage of the different things on offer within this pack. Stay creative. See if you can volunteer. Connect to nature by simply observing what is going on around you. Take time to reflect on what makes and keeps you satisfied, and do more of it. Try and establish a routine, but don't set yourself unrealistic goals. Above all, be kind to yourself: the NHS has many [tips for self-care](#).

If you are finding it hard to maintain good mental health, you might be interested in the following resources:

[Mind](#) – advice for everyone from charity Mind, which focusses on how to cope with self-isolation/staying at home.

NHS advice on [self-isolation](#) and [dealing with stress, anxiety or depression](#). You might try [NHS mental health apps](#) – the majority of which are free.

[BBC advice](#) on protecting your mental health.

Remember that your housemaster and the school’s pastoral network are here to help you.

Physical health

Mental health and physical health are closely linked.

Try and establish a good exercise routine as far as the rules allow – it can be as active as running, HIIT, or cycling; performing a stretching session; giving yourself regular breaks in which you get up and move; or simply going for a long walk. The important thing is that you allow yourself time away from work and screens, not that you set yourself a goal of running a marathon (although if you do that, well done!).

Looking after your mind helps, too: some people enjoy yoga and mindfulness as a way of combining brain and body, and apps like [Headspace](#) can be a good way of taking some time out for yourself.

Likewise, some people find it helpful to keep a journal or ‘gratitude diary’, where you reflect on something that you are grateful for.

Remember that physical health is more than just exercise, though that helps. Looking after your **diet** by eating healthily, **staying hydrated**, and practising good **sleep ‘hygiene’** (e.g by avoiding screens before bed) will all have physical and mental benefits. If you find your mind is busy before sleep, try writing down what is on your mind, or creating a ‘to do’ list for tomorrow.

Screen time and staying safe online

Inevitably, the current situation means that we are all spending more time on screens and online than we might like. Some tips to manage your screen time use and keep you feeling energised:

- Give yourself regular breaks, or set ‘no screen time’ times or areas (the dinner table, for example).
- Keep your eyes relaxed with the ‘20-20-20’ rule: for every 20 minutes you spend on a screen, look at something 20 feet away from you for a total of 20 seconds.
- Make sure you switch off well ahead of going to bed. You might try a ‘digital detox’ –no screens on a Sunday, for instance.
- Try and stay focussed on what you are meant to be doing when you’re using a screen, rather than multitasking or procrastinating. Use Airplane mode/put your phone in another room while you are working. If you need to, block out a time to reply to emails and messages, rather than having them distracting you continuously.
- Use a variety of resources when you can (could you revise using a textbook rather than OneNote, for instance?).
- Try and remember that there is a world outside social media, and that at its worst it can act to amplify cruelty and unkindness. If you aren’t sure about a platform, the NSPCC’s [‘Net Aware’](#) is a great resource. If you come across inappropriate content or behaviour, or feel unsafe online, then report it to safeguarding@wincoll.ac.uk

Contents

Pastoral and Remote Learning Support.....	3
Div Content	6
Music offer	8

Sports & Physical Activity offer.....	9
Drama offer.....	10
Design Technology.....	11

Pastoral and Remote Learning Support

Traditionally, pastoral care has meant:

- Healing: Helping people to overcome difficulties by restoring them to wholeness and by leading them to advance beyond their previous condition.
- Sustaining: Helping a hurting person to endure and to transcend a circumstance which seems intractable.
- Guiding: Assisting the perplexed to make confident choices between alternative courses of thought and action.
- Reconciling: Seeking to mend broken relationships between persons (and/or their god) through the practise of forgiveness and discipline.
- Nurturing: Enabling everyone to develop their potentialities, through the valleys, peaks, and plateaus of life.

How can we practise this pastoral care under these challenging conditions?

Isolation only has to be physical; we are all connected, and we will all be reliant on our online connection to provide ourselves with the human contact we all need. We would like to reassure you that we are all on hand to provide the pastoral support that you are used to at school, albeit via a different delivery.

You should feel able to contact your Housemaster, Assistant Housemaster, Tutor, Matron, Div Don or any other adult in the School. The best way to do this would be by e-mail in the first instance, and if necessary, to organise a phone or Teams call.

Mrs Karlene Cullen, Lead Nurse, will be available during normal working hours (0900 – 1700) to answer questions and provide advice and contacts relating to health and well-being.

Lead Nurse **Mrs Karlene Cullen** 01962 621228 wcmc@wincoll.ac.uk
kc1@wincoll.ac.uk

Mr Schofield and his team may be contacted for any Learning Support and Revision advice. Again, the best way to do this would be by e-mail in the first instance, and if necessary, to organise a phone or Skype call.

Head of Learning Support	Mr C Schofield	01962 621240	cs@wincoll.ac.uk
Learning Support	Mrs GF Cawse	01962 621377	gfc@wincoll.ac.uk
Learning Support Tutor	Mrs K Ahuja	01962 621377	ka@wincoll.ac.uk
Learning Support Tutor	Mrs KG White	01962 621377	kgw@wincoll.ac.uk
Mathematics Specialist	Mrs M Zampeta	01962 621377	mz@wincoll.ac.uk

Boys are also welcome to contact any of the following for advice:

Chaplaincy	
The Revd Justin White, College Chaplain:	01962 658055, jmw@wincoll.ac.uk

The Revd Ross Maidment, College Chaplain:	rjm2@wincoll.ac.uk
Mr Andrew Sparkes, Senior Lay Chaplain:	07833 645514, ajs@wincoll.ac.uk
Mr Liam Dunne, Roman Catholic Lay Chaplain:	07568 541924, lpfd@wincoll.ac.uk
Dr John Cullerne, Master in Charge of Faith Circles:	07796 792624, jpc@wincoll.ac.uk
Safeguarding	07436 588321, safeguarding@wincoll.ac.uk
Designated Safeguarding Lead, Mr Callum Barnes	01962 621179, cpb@wincoll.ac.uk
Deputy DSL, Mrs Georgina Dainton	01962 621404, gd@wincoll.ac.uk
Deputy DSL, Mrs Belén Lopez	01962 621179, mbi@wincoll.ac.uk
Confidential Pupil Counsellors	
Mrs Catherine Llewelyn	pupilcounsellor@wincoll.ac.uk
Mrs Sara Holland	
Mr Edward Magee	
Independent Listeners	
Mrs Elizabeth Webster	07793 076006, elizwebster99@gmail.com
Mr Mark Horner	07870 417991, mjhorner50@outlook.com

Additional online resources:

YOUNGmINDS

Excellence mental health advice

youngminds.org.uk

**NO
LIMITS**
Helping Young People
Help Themselves

Caring, supportive, confidential environments where young people can explore issues which are affecting their lives

nolimitshelp.org.uk
02380 224224
enquiries@nolimitshelp.org.uk

FRANK

Friendly, confidential drugs advice

Talktofrank.com
0800 776600

SAMARITANS

Confidential support anytime – about whatever’s getting to you

Samaritans.org
116 123
jo@samaritans.org

 Stonewall
Youth

Information and support for all young lesbian, gay, bi and trans people

Youngstonewall.org.uk
0800 050 2020

childline

Online, on the phone, anytime

Childline.org.uk
0800 1111
1-2-1-counsellor-chat

[@WinCollSafe](https://twitter.com/WinCollSafe)
[Twitter Feed](https://twitter.com/WinCollSafe)

Safeguarding information, advice, updates and events

[Twitter.com/WinCollSafe](https://twitter.com/WinCollSafe)
07436 588321
Safeguarding@wincoll.ac.uk

Div Content

JP Div will continue without interruption because of its special nature in delivering English. The JPs will have three contact and two non-contact hours per week; they get a midweek task on Tuesdays; and will have their normal Saturday Div tasks. They will do the planned Common Time syllabus: one of a choice of groupings of literary texts on love; sonnets in preparation for JP Recita (semi-final and final to take place at the beginning of Cloister Time); and creative writing.

MP and V Book Div will work as follows:

- MP will cover the period between c.1000 and c.1400, as planned.
- V Book will cover the period between c.1800 and c.1914 (examining nationalism, imperialism, and reaction and revolution), as planned.
- Divs will complete work in the slots in the week when they would normally meet – probably reading and annotating, listening to a podcast, watching a lecture, or taking notes from an audio-assisted Powerpoint presentation, and answering questions or preparing for a Teams seminar.
- Three times a week, the div will meet in a seminar to discuss the topic/work of the week. Div dons may be well advised to split their div/s into groups of five. This would make for good discussions. In time, boys could present to the group.
- This framework would also allow for pastoral work (checking the boys are ok and perhaps covering some PSHEE)
- Boys might have a novel for the term, or a collection of short stories, which they will read in their free time and can discuss in the Skype seminars.
- As usual, Dr Guymer will organize a weekly lecture schedule for the term (e.g., REJF on the Age of Exploration, JLD on the Copernican Revolution, MR on Holocaust Denial). Each week, the lecturer will upload their video lecture to the Div lecture channel in MS Stream. The boys will watch this in the usual lecture slot (Saturday morning).
- Every boy will do a written Div task per week, as usual, to be submitted on OneNote by 0845 on Monday morning.

VI Book Div As at present, VI Bk div dons will decide their own topics and materials, in discussion with the boys. The emphasis will remain on using those topics and materials to develop advanced writing, presentational and thinking skills. The boys will be given a varied menu of work to do in the hours allocated to Div, and dons should aim for a minimum of 3 of the 6 sessions to be seminars, possibly dividing into smaller groups as above. Some of those sessions will involve boys presenting to the group and traditional Div activities such as dramatic readings of plays together should continue. On average one of the six sessions should be devoted to discussion of current affairs.

Div tasks as at present will alternate between reading and written tasks and should be set early in the week to allow boys flexibility as to when they do them. Completion will be required by Monday morning, with submission on OneNote.

The VI2 boys will continue their EPQ work. They are in the research phase and will need to use this remote learning period for their online research, saving other elements (eg interviews, site visits, specialist library visits) in the hope of doing them at the end of lockdown.

All divs will have a Div book for each half, which should be chosen from works easily available on Kindle or by order from Amazon.

Art offer

How can one be an artist under extraordinary circumstances? Once more, the framework that lockdown presents for learning creates an exciting opportunity for boys and girls alike to think critically about working practices. Challenges which present restrictions or barriers will encourage fluid thinking, problem solving and a focus on what lies at the heart of the enquiry.

Boys studying Art on the timetable will be focussing on physical and digital drawing, collage processes, digital editing, animation, and film. Full access to the Adobe Creative Cloud has been provided to A-Level and GCSE groups, supporting the existing art curriculum and more pupils will have access soon.

Exhibitions:

You are all encouraged to spend more time visiting (online) our great collections in the UK at galleries such as Tate, RA, National Gallery, V&A.

We strongly recommend accessing the google arts and culture app which has a wealth of resources from virtual gallery tours, augmented reality features and Art games. See link below:

[Google Arts & Culture](#)

Drawing for all:

‘Engaging in arts activities can help to boost confidence and make us feel more engaged and resilient. Besides these benefits, art engagement also alleviates anxiety, depression and stress’
www.mentalhealth.org.uk

You do not need to be an expert to enjoy the benefits of drawing. Pick up a pen, pencil, paper, or sketchbook and get going! Follow the link below for some ideas to help get you started.

A drawing a day

Keeping a small sketchbook or working on any support you have available, aim to make a mark every day. This could be a 30 second squiggle or much more sustained response. Work from your imagination, your subconscious, or a specifically selected subject. Enjoy the physical process of mark making; developing hand to eye coordination is the key.

The link below provides six different activity ideas for daily drawing tasks, suitable for novices and experts alike.

https://winchestercollege-my.sharepoint.com/:w/g/personal/mpb_wincoll_ac_uk/EUtiFVfISBpAuhgzFe4A6_QBYnMjWwmSWY-ShfpNAO0-iA?e=gP6CDO

Music offer

Wherever possible, individual music lessons will continue remotely with your teacher(s). Please contact Mr Thomas (dst@wincoll.ac.uk) if you have any problems.

Here are some recommendations to keep you motivated, courtesy of 'The Strad' magazine:

ROUTINE: Being stuck at home for days on end can make us forget how valuable twenty-four hours are. Plan your day by listing how would like to spend your day and what you would like to achieve. Scheduling a fixed time slot(s) to practise, preferably the same time frame every day, will help keep you on track and make a habit of practising for the desired amount of time every day.

EXPLORE: Now's the time to finally learn that piece of music you've always wanted to play but have never had the time to! Enjoy discovering new works without the usual stress of having to prepare them for an exam. Ask your teacher for ideas.

GOALS: Create daily and weekly short term goals (i.e., what you want to practise, rehearse, record) as well as longer monthly goals (i.e. a new piece you want to learn, organizing an online concert) so that you don't lose sight of what you're working towards.

PURPOSE: Refresh your musical purposes. Take a step back and ask yourself questions such as 'What's my purpose of practising?', 'What am I trying to improve?', 'What am I preparing for?', 'What kind of musician am I?'. Again, your teacher will be happy to advise you.

INSPIRATION: Restriction of movement and the absence of live music can make the musical world feel distant and solitary. Stay inspired by watching performance videos of concerts and operas, listen to music, read, watch movies, go for long walks.

TEAM UP: Team up with a friend as your practice buddy. Listen to each other, share your goals and establish some common ones. You could even learn a new piece together, work on a duet or prepare for a virtual performance together.

LEARN: Take the opportunity to expand your musical horizons. Start a new instrument, learn how to use a musical app (e.g. Garageband), brush up on your music theory, or read about your favourite composer or performer.

PERFORMANCE: Make time to run through pieces for yourself whilst envisioning the performance atmosphere, put on a performance for your family at home, ask your friends to be virtual audience members, film yourself... anything to keep in touch with your performing-self.

If you have the opportunity to record yourself performing any music, please do send it to any of the Music Dons, who will be happy to give feedback. Particularly good examples may find their way to the school website.

There is even more free music available on the internet now than during the first lockdown last year, including orchestral and choral concerts, opera, chamber music, jazz and popular music. Visit the Music Department Firefly page (<https://wincoll.fireflycloud.net/music/listening-resources>) for a list of websites which have introduced free access, as well as lectures to watch and apps to download.

Sports & Physical Activity offer

Regular exercise has the double benefit of keeping us physically fit and mentally healthy. While we cannot replicate team sports at the moment, there is a lot you can do in the form of physical exercise, and this [Firefly link](#) contains some activities for you to enjoy while you are at home and while social contact is limited. Each week of Common Time will have a range of crossfit / weight training, running and flexibility sessions available and these can be found in the Teams link [Sport for Pupils During Lockdown Team](#). If you're keen to keep a record of your training the [Winchester College on Strava](#) Club is available and each week a 5k challenge will be set, starting this weekend.

With limited daylight and inclement weather, the extent of what you can do on Mondays, Wednesdays and Fridays is more restricted than normal, so it is important to maximise available time when you have it. Set yourself realistic goals and certainly aim to be active every Tuesday, Thursday and Saturday. Try not to let limitations regarding equipment and facilities negatively impact on your ability to stay active.

Your physical and mental wellbeing is important and will undoubtedly aid your cognitive and academic performance. A few tips for you to consider are:

- Stick to routines
- Try having a 10-15 minute walk before lessons start or during morning break so you have some fresh air before you sit in front of the screen
- On Mon, Wed, Fri you could look to do something at lunchtime, E.g.
 - 10-15 min walk / jog
 - Stretching / flexibility (see the yoga routines and library of stretches)
 - 10-15 minute mindfulness (Apps such as Headspace / Calm)
- Eat well and stay hydrated

I will be available at 2.15pm every Tuesday & Thursday on Teams to share the day's workout options and answer any questions you may have. Feel free to share any workouts or skills you're performing with me via email, Teams or on the sports twitter page @WinCollSports.

Drama offer

Online LAMDA lessons

Please contact your LAMDA teacher by email if you are interested in this. If you wish to start LAMDA lessons (in acting, public speaking, etc.), please contact Mr Baddeley (stb@wincoll.ac.uk).

Monologues every actor should learn

Do revisit this list of famous monologues, available on the Drama page on Firefly, and have a go at learning some/all of them: <https://wincoll.fireflycloud.net/college-societies-and-clubs/drama>

There will be an opportunity to perform these (or any other piece of your choosing) at our online monologue evening later in the term.

Vocal Skills

In order to keep your vocal skills going, try some of these exercises:

- [Breathing](#)
- [Resonance](#)
- [Opening up the voice](#)
- [Articulation](#)

Actors: something to watch

Actors with a bit of time on their hands might like to watch this excellent classical acting course by [John Barton: 'Playing Shakespeare'](#).

Online productions

[The Guardian](#) has a good summary of free and rentable online productions.

[Drama calendar: Common Time 2021](#)

Online monologue evening

(Date to be confirmed)

An evening to enjoy performing and listening to a variety of monologues. Open to anyone.

SROGUS

(Date to be confirmed)

A virtual SROGUS (Shakespeare and Orpheus Glee United Society) will meet via Teams.

Writing a script

MDH will once again provide tuition and guidance for those interesting in writing a play. Please email mdh@wincoll.ac.uk if you are interested. Resources are available on the Firefly Drama page.

Design Technology

Listening/Reading/Viewing

History of the World in 100 Objects – BBC Sounds Podcasts

<https://www.bbc.co.uk/programmes/articles/5KB52gmS1Hpsbv7DXn45QQN/a-history-of-the-world-in-100-objects-by-theme>

History of the World in 100 Objects by Neil MacGregor (2012)

Happy by Design: A Guide to Architecture and Mental Wellbeing by Ben Channon (2018)

The Toaster Project: Or A Heroic Attempt to Build a Simple Electric Appliance from Scratch by Thomas Thwaites (2012)

How It's Made – Series of short videos detailing how everyday items are made:

<https://www.youtube.com/channel/UCElt4nocnWDEnYJmov4zqyA/videos>

A few ways to keep your mind activity and creativity flowing:

3D Modelling

Download a 3D Computer Aided Design (CAD) package and follow tutorial or play around with the software to create your own designs.

The school has Student Licenses for SolidWorks:

http://www.solidworks.com/sw/education/SDL_form.html (Tick 'No' and insert code 9SDK2019. Version is 2019-2020)

Or

Google SketchUp:

<https://www.sketchup.com/>

Activities

The average person has about 60,000 thoughts in a day. A creative act such as crafting can help focus the mind, and has even been compared to meditation due to its calming effects on the brain and body.

Consider: A sketch a day? Sketch your surroundings, people, a household item?

Create a map of your area (or even the College) in the style of Harry Beck's iconic TFL Underground Map.

Try origami! Experiment and create using online tutorials.

Build an architectural model of your house/a new building using packaging waste.