



Well being: being well.  
Helping gifted young  
people to live their  
best lives.

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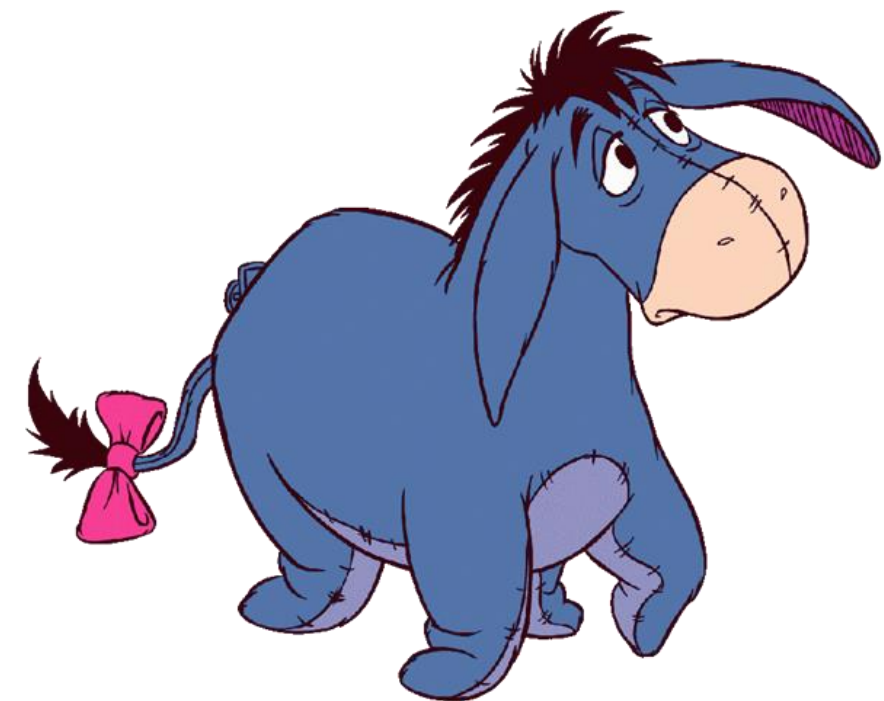


Self-Check

What is  
well-being?



What is  
well-being?



Break out room activity: 5 mins

Share your stories.

What did well-being look like in a gifted learner you have worked with?

# Well being and gifted young people/children

- Giftedness impacts on wellbeing.
- (some) gifted young people are better adjusted, manage themselves better, are emotionally secure and confidence.
- (some) gifted young people are more likely to have fears, anxieties, concern about the world and the people in it
- Wellness is impacted by the type of giftedness, the environmental fit and personal characteristics.

What matters is what we do. Let's talk about that now.



# Physical well being



Fitness  
Strength  
Balance  
Activity  
Skills  
Agility  
Flexibility  
Asynchrony

What are the  
indicators of it  
not being OK?

Physical  
well being



**Offer options for sport:** individual, Orienteering, bushwalking, obstacle courses, dog-walking, croquet

**Make it a challenge:** set goals, measure distance

**Teach skills:** coach, train, focus

**Help others:** older people, people with disabilities

**Know the facts:** how fast heart goes, how long a stride is. Keep charts



Physical  
well being



**Understand nutrition:** Learn to cook healthy meals, learn about different national foods

**Rest:** create sleep supportive environment – rest if not sleep

**Help to relax:** yoga, meditation, stillness

**Create outdoor places** for sitting and doing; use recycled materials

**Use the parks** for adventure.

# Emotional wellbeing



Confidence  
Self esteem  
Adaptive  
Resilience  
Self-  
regulation  
Open  
minded  
curious

What are the  
indicators of it  
not being OK?

Emotional  
wellbeing



**Talk** about emotions – develop  
shorthand for recognising them

**Listen** and extend conversation

**Model** reflection around emotions

Help develop **belonging**

**Facilitate** interactions

**Role play** difficult situations; use  
drama and symbols

**Rituals** as patterns of behaviour

Make time for play

Emotional  
wellbeing



**Use props:** Have puppets or masks to help

**Make personal spaces** – allow for time alone

**Use journals** (drawing, stickers, colour)

**Teach failure** – win at games sometimes

Smile; make eye contact

**Slow things down;** wonder

# Social wellbeing



Interaction

Connection

Communication

Seeks help

Offers help

Notices others

Enjoys company

Collaborates

Leads

What are the  
indicators of not  
being OK?

Social  
wellbeing



**Practice** interacting in normal and difficult situations

**Game playing:** win & lose

**Welcome** mixed age groups

Join groups/teams

**Practice** greetings and farewells

**Talk** about difficult time

**Volunteer** to achieve goals

**Teach/talk** about bullying

Listen

Take up people watching



# Social wellbeing



**Model social ‘well-ness’** –  
respect, questions

**Appreciate** others – thank you,  
notice good things

**Self-care** – value self

**Model** responsibility and valuing  
of others

**Encourage** charitable activity

**Develop and practice** skills to deal  
with conflict

# Spiritual well-being



Wonders and is  
curious

Feels purpose  
and meaning in  
life

Connects to art,  
music, nature

Positive view

Peaceful

What are the  
indicators of not  
being OK?

# Spiritual well-being



**Explore** big ideas

**Meet** different people

**Model** gratitude – gratitude  
journals, notes, cards

**Encourage** generosity and giving

**Ask** questions

**Make time** to wonder, to observe

**Spend time** in nature

**Learn** about belief systems

# Spiritual well-being



**Practice meditation** and relaxation

**Find tactile objects,** sensory objects to hold

**Read biographies** of people who make a difference

**Visit churches** or places of worship

**View art** from many countries and traditions

Break out room activity: 5 -6 mins (4 groups)

Pick one domain of wellness

Share your ideas about how you would support wellness in this domain

# Supporting Well-being: final points

- Remember, gifted children and young people are children and young people – no matter how clever sometimes they need to be kids
- Humour – kind, gentle – is core to well-being – laughing with others and at self.
- Playfulness is a sign of well-being – encourage it and celebrate the creative and surprising capacity of everyone
- Acceptance of individuality and quirkiness opens the way for self acceptance and care



You're strong, you're brave, you're clever.

