



# Health and Wellbeing

Multiple matching: wellbeing activities | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What small habit can improve a person's wellbeing?
2. Why do some health campaigns fail to change behaviour?
3. Should wellbeing activities be private or social?
4. How can schools support mental health without making students uncomfortable?

### Exercise 2 at a glance

Read four short descriptions. For each statement, choose the correct activity, A-D. One activity may be used more than once. Read the whole detail carefully before you choose.

## 2. Read for overall understanding

Read the four texts. Which activity would be easiest for students to use regularly? Give a reason.

### Small Changes

#### A Walk-and-talk club

Walk-and-talk club meets twice a week before school. Students walk around the playing field in pairs while discussing a light question chosen by the group. It is not a fitness test, and nobody records distance or speed. The club began when a counsellor noticed that some students found face-to-face conversations too intense. Walking side by side made talking easier. On rainy days, the club uses the covered corridor, although the route is shorter. Students who do not want to talk can still join and listen. Teachers say attendance is highest before exam periods.

#### B Sleep reset

Sleep reset is a four-week challenge for students who stay up too late. Participants do not have to share their exact bedtime with classmates. Instead, they choose one private target, such as putting their phone away earlier or keeping the same wake-up time at weekends. The school nurse explains how sleep affects concentration and mood, but the challenge avoids blaming students. Many participants discover that homework, gaming and family noise all affect their routine. At the end, students write one change that worked and one that was unrealistic. The most common successful change is charging phones outside the bedroom.

#### C Snack swap

Snack swap encourages students to try healthier break-time food. The canteen adds lower-sugar options next to the usual snacks rather than removing everything popular at once. Students vote on which new items should stay. The project started after a survey showed that many students skipped breakfast and then bought sugary drinks before lessons. It does not ban fast food brought from outside school, but teachers discuss energy levels and concentration in tutor time. Some students were surprised that the fruit yoghurt contained almost as much sugar as a cake, so labels are now displayed more clearly.

#### D Calm cards

Calm cards are small cards kept in classrooms for students who feel anxious or overwhelmed. Each card suggests a short action, such as breathing slowly, asking for a two-minute break or writing down the first step of a task. Students do not need to explain their feelings in front of the class. The idea came from students who said posters about mental health were easy to ignore. Cards are replaced every term because they become damaged or disappear into pencil cases. Teachers are trained to notice when a student needs more help than a card can provide. Staff review the activities each term because wellbeing support only works when students actually feel able to use it.

### 3. Strategy focus

#### Separate problem and solution

The same problem may appear in more than one text. Check exactly what action is used to deal with it.

### 4. Exam-style matching questions

For each statement, write the correct letter, A, B, C or D, on the line.

No.	Which activity...	A-D
1	is especially popular when students are under exam pressure	.....
2	keeps familiar food available while adding healthier alternatives	.....
3	replaced a less effective way of sharing wellbeing advice	.....
4	keeps personal targets private rather than shared with the class	.....
5	changed how information was shown after students misunderstood a product	.....
6	was designed partly because direct conversation could feel uncomfortable	.....
7	gives students discreet options when they feel anxious	.....
8	asks students to judge which change was not practical for them	.....
9	trains adults to recognise when a simple tool is not enough	.....

### 5. Vocabulary notebook

Underline five useful words or phrases. Check their meaning, then record them in your vocabulary notebook.

### 6. Follow-up tasks

1. Discussion: What might stop students from using each activity?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write advice for students who want to improve wellbeing during exam time.
4. Vocabulary: Circle words and phrases connected to stress, sleep, diet and healthy routines.

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## 2. Read for overall understanding

Suggested answer: Students' own answers, but they should refer to one or more details from the texts.

## 4. Exam-style matching questions

1. A
2. C
3. D
4. B
5. C
6. A
7. D
8. B
9. D

## Notes for checking

Learners should match the statement to the exact detail in the text.

An option may be used more than once.

If learners disagree, ask them to highlight and label the sentence that proves their answer.