



Bounce Forward Healthy Minds





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The remainder of the Teacher Guide is set out in order of the lessons as described in the 'overview' on page 9.

There is a divider page with the element title and then the teaching resources. These can also be found in the accompanying Student Handbook.

There is a separate Student Handbook for each element of Healthy Minds. It has been designed so that you can print off individual worksheets or an entire handbook.

All teacher notes and guidance are included in the 'notes section' of the accompanying PowerPoint.

Introduction to Healthy Minds

Congratulations on starting your Healthy Minds journey!

Bounce Forward Healthy Minds is a sequenced curriculum for year 7 to year 11. It is evidenced-based so you can be confident with the content which has been designed so you can easily adapt it for your students.

The thread that binds the curriculum together is a set of eight resilience skills and five resilience competencies. These skills and competencies will be developed over the course of the whole Healthy Minds journey through exploration of different topic areas making it meaningful to students and engaging to teach.

The conceptual framework that underpins Healthy Minds is based on adolescent and neurological development and takes a spiral approach so that learning builds and strengthens overtime.

Bounce Forward Healthy Minds creates safe and supportive conditions for students to explore and develop the skills needed to navigate life and the changes that are rapidly evolving in the 21st century.

This unique model develops psychological fitness (mental resilience and emotional wellbeing), in school, in lessons that sit alongside academic subjects. Taught regularly (at least once a week or once a fortnight), by professionally trained teachers.

Mental resilience and emotional wellbeing, in the context of this curriculum, means having the knowledge, skills and ability to feel good and function well in everyday life and the capacity to cope, even thrive, when things get tough. It does not mean being happy all the time because real life is much messier than that.

Students tell us that the skills developed in Healthy Minds lessons help them:

- Identify needlessly damaging unhelpful, negative thoughts
- Set rules in relationships as they understand what's not ok
- Stick up for themselves, take responsibility for their feelings and actions rather than blame others
- Cope with feeling anxious
- Have a set of techniques that help in the moment
- Recognise and be able to support friends who are 'going under'

In teaching Bounce Forward Healthy Minds you will be equipping students with tools for living. They make for better students, parents, neighbours, colleagues and friends.

Introduction continued ...

The lessons are designed to be delivered in order, and in conjunction with professional training where the skills covered will have been explored in-depth. This approach is proven to improve the quality of the teaching and learning outcomes. The Bounce Forward Healthy Minds package includes professional training and recorded webinars.

You can find an overview of the Bounce Forward Healthy Minds curriculum on page 9.

You can find a full list of learning outcomes mapped to Relationships and Health Education requirements within the members area.

Read the full evaluation and impact report [here](#).

Contact us to find out about achieving the Bounce Forward Healthy Minds Kitemark.

Each lesson is designed to give you flexibility on timing. Our advice is to allow enough time for each learning section so that students have time to engage and absorb the learning and so it feels punchy.

The Student Handbook is a place for students to make notes, complete the activities, and offers a space to reflect on learning. You can use this to help measure if the learning outcome has been achieved.

The Bounce Forward Healthy Minds package provides access to the BounceTogether measurement platform. If you are unsure please talk to us to find out who from your school has been connected with the onboarding process.

The Healthy Minds lessons are provided electronically with teacher notes embedded in the PowerPoint.

Please note that the videos included within the materials:

- are, or have been, available to the public or were either published, broadcast, or posted on YouTube,
- are for use within the classroom in educational settings and for educational purposes only, and
- are only used in the course of instruction and for instructional purposes within an educational setting for educational purposes.



Teacher guidance



Teaching and Learning Environment

You will set up a **Safe Learning Agreement** in the first lesson of each new block. This is important as it will set out the guidelines for how the class will work together. You should follow the school guidelines and use your intuition and judgment, and your role as a teacher should include developing the agreement.

Small everyday examples

It is essential to create suitable boundaries for class discussions. The lessons have been written to encourage the use of small, everyday situations to learn the skills. You can encourage and model this in the questions you ask and the examples that you choose to share. The lessons are interactive, and there will be many opportunities for you to redirect the conversation. The Safe Learning Agreement can be referred to when the discussion is heading in an unhelpful direction.

Inclusion

Each class will be unique. Some students will be quieter than others in the discussions, which does not necessarily mean they are not engaged or learning. You will want to check that everyone is involved in the exercises through pairs, groups or individually. If you have an unusually quiet class, you can adapt the activities to allow for more individual work, but the overall aim is to create connection and discussion. It is essential to recognise that individuals engage with this material in different ways and at different times.

Group respect

The aim is for open, respectful discussion and debate. The class will need time to feel comfortable to express authentic, personal views as they learn and discover together that we can agree to disagree, and that is healthy.



Guidance continued

Confidentiality

There should be a shared agreement about confidentiality, ensuring that individuals know the lessons are not about solving individual personal problems and no one will be asked to share anything that makes them uncomfortable. It is hoped the learning is shared beyond the class, but that can be achieved without disclosing specific or personal information – also see discussion of problems below. The limits of confidentiality should also be made clear. The class need to recognise where there is concern about the risk to their safety or the safety of others, and then appropriate action will be taken. Please refer to the school Safeguarding and Child Protection Policy for a procedure.

Discussion of problems

Upfront, agree on the type of situations or problems that are appropriate for discussion and the things that are not, is vital to maintain a safe space. The purpose is to build learning, rather than to solve individual problems. The sessions are not therapy or counselling. The best way to learn is to use small everyday difficult situations that are common for the age group, at least to begin with. Using 'real' examples will allow for richer understanding, but always recognising the purpose is on learning, not solving the problem. It would not be appropriate to discuss any severe issues where someone's safety is/or could be compromised. The skills can be applied to more complex situations as an understanding of the skills develops over the lessons, but examples shared in the group should not extend to severe issues. It is essential to be clear how the group might seek support outside of the lessons.

Group respect

The aim is for open, respectful discussion and debate. The class will need time to feel comfortable to express authentic, personal views as they learn and discover together that we can agree to disagree, and that is healthy.

Self disclosure

Allowing students to be honest and open is critical. As they are learning, guide them to focus on small events from everyday life rather than large or complex situations that will not be appropriate for disclosure in the group. Monitor stories that are shared in the lesson, balancing authentic expressions of their viewpoints and the delicate nature of the material. If a student is disclosing too much, stop the conversation. Explain that you can pick this up one to one with the student later.

Prepare your personal stories in advance, avoid topics that are too emotionally charged, and manage crossing boundaries to keep the learning environment safe.

Ground rules ideas

Openness

We will be open and honest, as we discuss general situations. We will not put anyone 'on the spot'.

Non-judgemental

It is okay for us to disagree with another person's point of view, and we will not judge, make fun of, or put anybody down. We can 'challenge the opinion, not the person'.

Listen to others

We will listen to each others point of view with respect and not interrupt each other.

Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

Ask questions

We know that there are no stupid questions. We do not ask questions to try to embarrass anyone else deliberately.

Keep conversations in the room

We feel safe discussing general issues in this lesson as we know our teacher will not repeat what is said unless they think we or someone else are at risk, in which case they will follow the school's safeguarding policy.

Language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is we will ask our teacher.

Seek help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.



Reinforce these

Communication skills

The key to building mental resilience and emotional wellbeing is being able to communicate. Encourage and praise when individuals and groups can express what they have learnt and explain how what they have learnt is going to be useful in real life situations.

Resilience competencies

These underpin the learning and summarise the behaviour that is encouraged and built through learning and using the skills.

Self awareness and compassion

Understanding of self, knowing what is 'normal' or usual for me. Being kind and having compassion for self and others.

Flexible and realistic thinking

Open and curious to different perspectives, looking for evidence to problem solve effectively, wedded to reality.

Human connection

Connected to others, willingness to reach out, have empathy and care for others knowing that will increase personal happiness.

Self regulation

Understanding the impact and range of emotions we can feel. Impulse control, calm and focused.

Hope and optimism

The belief that the realistic goal can be met, thinking optimistically, focused and upbeat.



Healthy Minds Timetable

All lessons in each element of Healthy Minds is structured to achieve the learning outcomes through

- skill introduction
- skill development through practice
- skill discussion, individual, group and whole class

Everything you need, resources wise, is provided as part of the package. There is a lot! Please contact us if you are unsure. We are here to help!

Year 7

- Bounce Forward Resilience Skills - 6 lessons
- Bounce Forward Intentional Stillness - 4 lessons | Curated with Kate Kane
- Social Media Investigated (Media Navigator) - 6 lessons
- Drug education – Download FREE resources [here](#)

Year 8

- Resilience Revisited and Assertive Communication – 6 lessons
- From School to Life – 9 lessons
- Social Media Investigated (Media Influences) – 8 lessons
- Drug education – Download FREE resources [here](#)

Year 9

- Physical Resilience - 5 lessons | Curated with the Harry Kane Foundation
- Drug education – Year 9/ S9 | Alcohol Education Trust
- Mental Illness Investigated – 7 lessons
- Resilient Romantic Relationships – 8 lessons

Year 10

- Resilient Decisions – 6 lessons
- Drug Education – 7 lessons Year 10/ S4 | Alcohol Education Trust

Year 11

- Resilient Learners – 5 lessons
- Drug Education - Year 11+/ S5+ | Alcohol Education Trust
- Energy and Strengths - 2 lessons

[Click here to find out about the Papalona audios that are included in Healthy Minds](#)

About Bounce Forward

Bounce Forward is a charity (number: 1170591) that are the experts in delivering practical training for adults and providing high quality teaching materials to develop the psychological fitness of young people.

Founded in 2009, Bounce Forward (formerly How to Thrive) was incubated in its early years within Hertfordshire County Council and became an independent charity in 2016. In 2019, we transformed our approach, working intensively with educators, psychologists, academics and young people to deliver practical, relevant and flexible solutions.

Our core principles:

- Psychological fitness combines mental resilience and emotional wellbeing, key attributes needed for success in the 21st century.
- Sound research, theory and evidence informs everything we do.
- We teach skills and strategies that work in the real world.
- The adults matter: their role is vital in helping children and young people to be psychologically healthy.
- The personal development of young people is as important in society as academics.

Create the conditions for a radically re-imagined 21st century where young people drive the change towards more helpful and less harmful behaviour.

It is hoped that this curriculum teaches essential skills that young people can use and build overtime. Like any skill worth having, young people need reminding of them as their circumstances change. Given that adolescence is a time of potential challenges, we encourage as much reinforcement as possible so students can develop in-depth knowledge of the resilience skills.

Contact us for further advice and questions:

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Healthy Minds Foundation Resilience Lessons

Year 7 Scenarios and Teaching Resources

Resilience lessons overview

Each lesson is structured to achieve the learning outcomes through:

- skill introduction
- skill development through practice and activities
- skill discussion, individual, group and whole class

Below is an overview of the resources provided for each module to help with lesson planning. The worksheets are also collated in order in the Student Handbook.

Lesson 1

Materials for the 'what is resilience' activity

- paper, drawing materials, magazines cutouts, space for human sculpture

The activity has lots of options - see notes within the ppt.

Lesson 2

- ABC activating events
- ABC analysis worksheets

Lesson 3

- Find the gremlin beliefs worksheet

Lesson 4

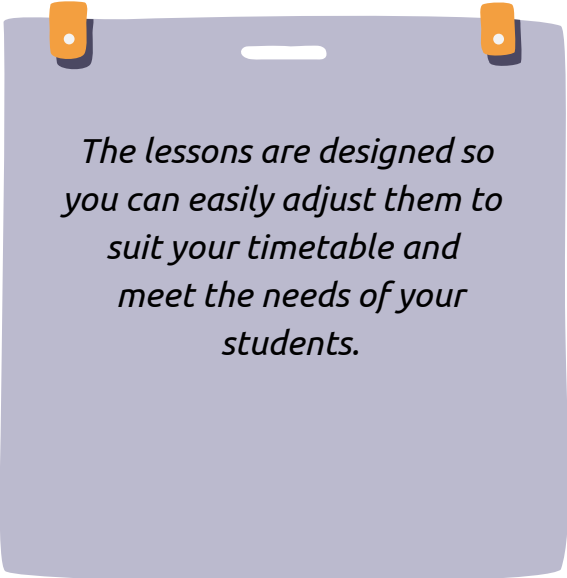
- Magnifying glass worksheet

Lesson 5

- WoBbLe activating events
- WoBbLe worksheet
- Calm ideas handout

Lesson 6

- Resilience review quiz
- What have I learnt about myself worksheet
- Large sheets of paper, pens to create resilience mind maps



The lessons are designed so you can easily adjust them to suit your timetable and meet the needs of your students.

Calm and focus lesson 2

At the start of each lessons there will be a calm and focus activity.

Remember this is an opportunity to develop the muscle. It's about giving different things a go and building up awareness overtime.

Use any reaction as a learning opportunity, rather than them not liking it or misbehaving.

Breathing

Read the instruction with a calm and clear voice. Aim for this practice to last no more than 1 minute.

“Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As your eyes close, pay attention to your breath. As you pay attention, start to focus on breathing slowly and deeply, in through your nose - and gently out through your mouth. Breathe in through your nose - and out through your mouth. Notice how your stomach or chest rises as you breathe in and falls as you breathe out. If your mind starts to wander, don't worry, that's normal, just notice it and then bring your attention back to the breath. Breathing in through your nose - and out through your mouth.”

Allow there to be 10 – 15 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.

Ask for a few views on the practice. It's perfectly normal for some students to prefer it more than others. It takes time first to learn the practice and then to feel comfortable with it. Not everyone will like it equally.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).



Scenario Lesson Two

The scenario's are written in a playscript format so that the students can be involved in the delivery. Any introduction is included in the '**notes section**' of the PowerPoint slide. The script is included in the **Student Handbook**.

Lesson 2

This scenario is about Sophia and Aiden. Sophia is Aiden's neighbour and friend. She is in Year 9 – so older than Aiden and goes to the same secondary school that Aiden has just joined. She has agreed to walk with Aiden but is a bit late and they have missed the bus.

Sophia: We might as well head back home.

Aiden: What do you mean? I have got to get to school.

Sophie: Yes, but the next bus is not for another 45 minutes and it's going to rain so we might as well wait at home.

Aiden: We can't do that – we have to wait here in case another bus comes, or maybe someone who can give us a lift.

Sophie: Don't worry – we have plenty of time. You won't be late for school, trust me I've done this a thousand times before.

Aiden (angry & shouting): I told my mum I couldn't rely on you. I can't be late it's only my 3rd week. You are going to get me into trouble.

Sophie (upset): That's a mean thing to say. I said you won't be late. You can't wait here by yourself as I promised your mum I'd look after you. I wish I'd never said I would walk with you.



ABC personal example

Prepare a personal ABC that can be shared with the class.
Think about how to craft it so that it clearly explain the A, the B and the C.
Choose something 'everyday' and not anything too personal.
Read it out to yourself in advance to hear how it sounds.

Write your Activating Event here

Write the Beliefs that you had - at the time - about the Activating Event

Write the Consequences that your beliefs led to

A **B** **C**

Calm exercise lesson 3

Last time we talked about the role of positive emotion being really helpful for action because when we are in a relaxed state of mind, our brain is connected and primed for learning, better for our health, helps us to make friends and reach our goals. We all need more positive emotion in our lives.

1. Read the instruction with a calm and clear voice. Aim for this practice to last no more than 1 minute.
2. "Today we are going to use the breathing exercise to focus on something that can make us feel happy. I want you to think of something that you enjoy doing, or somewhere you feel relaxed and safe." Allow a few moments in silence to think of something.
3. If you need prompts: being in a warm bubble bath, cuddling your pet, or chilling with friends.

"Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As you do so, bring the image of the place into your mind. Make it vivid in your mind, bring it to life. Now gently take your attention to your breathing. As you pay attention, focus on breathing slowly and deeply. In through your nose - and gently out through your mouth. Breath in through your nose - and out through your mouth. Now, as you continue breathing, slowly and deeply, bring the image of your happy, safe place back into your mind. Experience being there right now, in your mind, calm, relaxed, safe and happy."

4. Allow there to be 10 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.

5. Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).



Scenario lesson 3

Lesson 3

Teacher to read: This scenario is about Joseph and Zachary. They have been friends since they started primary school and are also in the same form in secondary. Recently Joseph had a falling out with Ruby and he isn't friends with her anymore. Zachary always waits for Joseph before going out to the playground at lunch. Today Zachary hasn't waited and Joseph sees him already playing with Ruby. Zachary sees him and waves.

Joseph (talking to himself): Omg I can't believe he is playing with her after she was unkind to me.

Zachary calls out: Hey Joseph, come on we are getting a team together for a kick around.

Joseph: Come here a minute

Zachary: Hey, what's up? You come to play?

Joseph: Ruby hates me, you know she was so unkind to me the other day. She won't want me to play.

Zachary: Oh! that's all forgotten. It was only a misunderstanding. Come on, lets go.

Joseph: I can't believe you. I thought you were my friend. Am I just supposed to forget that she laughed at me and called me an idiot?

Zachary: Of course not. She actually wants to say sorry. She'd had a bad day and she knows she shouldn't have taken it out on you.



Scenario lesson 3

Lesson 3 scenario continued

Joseph: What and you think I should just accept that? You have no idea how she made me feel and in front of everyone. She is just a nasty person. I am not playing with her ever again and I can't believe you want to either.

Zachary: Oh come on mate, give her a chance. It was a one off and I'm sure she won't be like that again. Besides she's joining our team so you will have to play with her in PE.

Joseph: I hate this school and everyone in it. I'm going to get lunch on my own.

Zachary: Don't be like that. I'm totally your friend, but you've got to lighten up a bit. I am not going to not be friends with Ruby because of that one thing. I know she wasn't nice, but she's not like most of the time. She just gets a bit grumpy and can say the wrong thing.

Joseph: Well I'm not playing with her and that's that. See you later maybe.



Find the gremlin beliefs

teacher version

English oral test results

Ali: How did you get on in the test?

Jake: I really messed up all my words. **I was so bad, its embarassing (ME) I don't think I'll ever be able to speak in front of people. (ALWAYS)**

Picking teams

James: **Our team is useless. (THEM & ALWAYS) None of them will take it seriously (THEM)** and we will lose.

Josh: This is going to be so hard. **I am rubbish at sport (always) and I am going to let everyone down. (ME)**

Party invitation

Brittany: **She is so mean not to invite me. (THEM) I never get invited to anything. (ALWAYS)**

Nbushi: I don't think that Mia or Arlo have been invited. You are coming to my party aren't you?

Homework

Saannvi: I have so much homework its ridiculous. **I will never get it done even if I work all night. (ALWAYS)**

Amelia: I know, **they give us too much. (THEM)**



Find the gremlin beliefs

teacher version

School play

Lena: I've got the main part in the school play. **I'm never going to remember my lines.** (ME)

Logan: **I never get picked** (ALWAYS) because **they think I'm too shy** (THEM) but I **can't say anything because I will look silly.** (ME)

Unfair

Honey: I am not allowed to walk to town on my own. Its so unfair. **My parents treat me like a baby.** (THEM)

Moxie: I can't wait until I am grown up **it's so boring being young.** (ALWAYS)

Lost jumper

Willow: I can't find my PE Kit **Im such a loser.** (ME) **Mum is going to be so mad.** (THEM)

Hallie (Willow's sister): Ha ha! You are going to bed early, no games, no TV, no fun!

Home school

Lucy: **It was brilliant in Covid** (ALWAYS) and we didn't have to go to school or learn anything.

Finny it's alright for you. **I got so behind** (ME) and **I am never going to catch up now.** (ALWAYS)



Calm exercise lesson 4

- Read the instruction with a calm and clear voice. Aim for this practice to last no more than 1 minute.

“Sit comfortably in an upright position, notice where your body is connected to your chair and that your feet have contact with the ground. Allow the weight of your body to be held by the seat. Close your eyes or lower your gaze and bring your attention to your breathing. Breathe slowly in through the nose - and gently out through the mouth. Then again breathe slowly in through the nose - and gently out through the mouth, and one more time breathe slowly in through the nose - and gently out through the mouth. If your mind wanders, just notice it and then bring your attention back to the breath.”

“Now move all your attention to your feet. What do you notice? Are they fizzing? Do they feel hot? How do your feet feel against your sock, shoe, the ground? We are going to stay here for 30 – 40 seconds – keeping all your focus on your feet. Remember, if your mind wanders, just notice it and then bring your attention back to your feet and what is happening there.”

- Allow there to be 20 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.
- Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).



Scenario lesson 4

Lesson 4

Teacher to read: This scenario is about Ava and Mia. They are sisters and on an a family holiday at the seaside. They have been given some money to use in the arcade and be responsible with to buy tokens for the rides in the theme park. They have been at the arcade for around 30 minutes and Mia goes to get some money from her bag and notices the money is gone.

Mia: Oh no! My money has gone. Someone has pinched it.

Ava: Oh no did you leave it on show?

Mia: No of course I didn't. I had it in my bag and zipped up.

Ava: When do you think it went missing?

Mia: How do I know, you ask the most stupid questions. If I knew that it wouldn't be gone.

Ava: Ok, I'm only trying to help. You might have dropped it let's have a look.

Mia: Fine, but it will be pointless its gone.

Stop here for a class discussion



Scenario lesson 4

Lesson 4 continued

We suggest that the teacher read the next section to keep the story flowing.

Narrator: Mia and Ava have very different approaches to the situation.

Ava: Let's stay calm and investigate this.

Mia: THERE'S THE THIEF! GET HIM!!

Ava: What are you doing, Mia!? Why do you think it's him?

Mia: Because he was standing by us earlier. I saw him. He must have opened my bag and taken the money.

Ava: Mia, you can't just go accusing someone without thinking it through, or having any evidence. You've jumped to a conclusion before considering all of the information.

Mia: Oh, ... look I'm telling you it's him.

Ava: Let's look at this and see what evidence we have. Things aren't always as they first seem. There are often details lurking beneath the obvious.

Narrator: Ava walks around the arcade and talks to a couple of people. After, what seemed like forever, she came back.

Mia: You haven't found the money, have you? You've taken ages too. I knew it, I knew I'd never get my money back. I'm going to be in so much trouble when mum and dad find out and I can't have any more fun. What a nightmare!



Scenario lesson 4

Lesson 4 continued

Ava: You should think more optimistically Mia. There is still hope. It is essential to carefully consider all the evidence in these situations.

First of all, I investigated by talking to people who were in and around the area we've been in whilst we've been here. Then I went and asked the lady working in the booth who gives out the tokens and she told me that person you tried to accuse only came in a few minutes ago, so he wouldn't have had time.

I carefully considered the evidence. I retraced our steps. We've not been in here long so I went to the different arcade machines we've been on. Then I remembered we went to the grabbing machine, where we tried to win a teddy and so I thought you might have dropped it there.

Mia: Wait, you mean you've found it?

Ava: Wait, let me finish, you're too quick to jump in. Was it a thief I was looking for, or had you simply dropped the money or your purse? Then I remembered a clue, you went to the toilet after we played the grab machine because you got so excited, so I checked in there and...

Mia: Of course! It was in the toilet...

Ava: Again, slow down. Let me explain. You see, I thought to imagine the complete opposite of what we thought originally. Rather than someone stealing the money, you had in fact lost it. Then I discovered there is a lost property area where people can hand in lost items. There is also CCTV in here, and the lady asked the manager to take a look; she showed me you going into the toilet, but also coming out and using your money to play the pinball machine. The CCTV also showed you putting your bag on the floor and your purse fell out. When you finished playing you picked your bag up but not the purse. A kind boy, who played it after handed it to lost property.

So it wasn't stolen at all. If we slow down and look for evidence, consider the possibilities and be flexible in our thinking - rather than jump to conclusions - that's what makes it possible to get a good outcome.

Mia: Thanks Ava! I am so lucky you were with me.

Scenario lesson 5

Lesson 5

Teacher to read: This scenario is about Kai wanting to join a racing club. His dad is not keen on the idea as he thinks it is dangerous.

Kai: Here are all the details about the club I've been telling you about. It's going to be so good especially now I have my bike all sorted.

Kai's dad: I haven't agreed that you can join yet.

Kai: What do you mean?

Kai's dad: I am just not happy about it. It can be really dangerous. I don't want you to get hurt, what if something happens to you?

Kai: Why do you always get so stressed whenever I want to do something different? You always say I can't because you are worried about me. I am not a baby anymore? Do you really think that something bad will happen?

Kai's dad: Yes, you could get knocked off your bike, and break bones or even worse. You are still small and not as big as the other kids that will be there.

Kai: Ok, let's WoBbLe this for a minute.

Kai's dad: WoBbLe it?

Kai: Yeah WoBbLe, it is a skill for assessing situations. You need WoBbLe in your life, dad!



WoBbLe example

Kai's dads **worst case thinking**

- It will be fast and he'll get hurt
- He'll be so badly injured it will effect him for life
- He won't be able to go to school
- He won't be able to do things normal teenagers can do
- He will spend the rest of his life lonely and jobless

Now, switch our thinking to the best case scenario – catastrophising in a positive way!

Kai's dads **best case thinking:**

- He will be amazing
- He will be spotted by agents who will sign him up
- He'll be educated in the best place while he trains
- He will win national and international competitions
- He'll be the first world champion at his age

Next, consider the most likely scenario – the middle ground. More balanced and likely to be more accurate thinking.

Most Likely thinking:

- He will be taught how to ride safely
- He will have some accidents
- He will learn and get better
- He will enjoy himself





Healthy Minds Media Navigator Lessons

Year 7 Scenarios and Teaching Resources



Social media investigated

Introduction

Social Media Investigated is a series of lessons designed to build media literacy in a way that young people can recognise the similarities and differences between the online world and the physical world.

It thoroughly delivers all the statutory requirements including:

- the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),
- how people may curate a specific image of their life online,
- over-reliance on online relationships (including social media),
- the risks related to online gambling,
- how advertising and information is targeted at them,
- how to be a discerning consumer of information online,
- how to identify harmful behaviours online, how to report, or find support, if they have been affected by those behaviours.

Technology is integrated into our everyday life and young people do not know a world without information, literally at their fingertips. The way we engage with media, including social media, is evolving at great pace and it's important that we engage and teach young people to access, analyse, and create media in the context of their lived experience. In the context of these materials, media literacy means to access, analyse and create media.

Social Media Investigated brings together 2 elements, **Media Navigator**, designed to be taught in year 7 and **Media Influences** designed for year 8. Each can be taught as a standalone lessons and adapted for older age groups, but the evidence is based on them being taught as part of the broad Healthy Minds suite. Where learning is developmental and reinforced over time.

Continued professional development

Included within the Healthy Minds pack is a webinar that acts as a way to reconnect with the Bounce Forward team and provide additional support for teaching Social Media Investigated.

Resilience skills reinforcement

The resilience skills taught act as both the foundation to Healthy Minds learning and the thread that holds the whole together. There are opportunities throughout to reinforce and build on the skills. This is further explained in the supporting CPD webinar that is provided as part of the Healthy Minds package. Below offers some examples for Social Media Investigated.

Opportunity	Skill Reinforcement
A student interprets a media example and states their interpretation as fact truth.	Remind the students of the ABC model and the ways our Bs can feel 'true' but may mean we are missing information. It may also be useful to return to the discussion about how different people have different Bs about the same A.
A student describes a bad situation that has been triggered by social media.	Remind them that this is an example of ABC, where the Activating Event (AE) is on-line.
A student describes a reaction (emotional or behavioural) to something that has happened through social media that hasn't helped them.	This is an unhelpful 'C' (consequence). They can use ABC to understand how their Bs influenced this?
A student describes a posting they have made on social media that got them into trouble.	This is behaviour, a C. What could they have done differently using the resilience skills? Answers might include calming down, focusing, reframing the gremlin beliefs.
A student describes a time when they didn't like something that was being said on a social media site and they thought the worst would happen.	Use the WoBbLe skill. Put the situation into perspective to help problem solve.
A student describes a time when looking at someone else's life through social media made them feel bad about themselves.	Ask them to reflect on their Bs and remind them that their thinking may not be accurate. In some cases it's likely that the media is encouraging inaccurate thinking and isn't presenting the reality.

Media navigator overview

Below is an overview of the lessons and resources required to help with lesson planning. The Media Navigator PowerPoint provides detailed 'teacher' notes and all media examples are already embedded. There is a Student Handbook to support the learning activity sheets listed below.

Lesson 1: Introduction to media literacy and social media

- Media Bingo
- Media Literacy Concepts
- Home Activity

Lesson 2: Fantasy and reality

- Agree/Disagree Statements for Teacher
- Agree and Disagree signs to put on wall
- Home Activity

Lesson 3: Advantages and disadvantages of social media and setting boundaries

- Social Media Scenario Sheet
- Home Activity

Lesson 4: Benefits of social media

- Home Activity

Lesson 5: Creating on-line identity maps

- Large white sheets of paper (ideally A1)
- Markers, pens and pencils

Lesson 6: Presenting identity maps

- Sticky notes
- A timer



Media navigator lesson 1

Media bingo

This person can read music	This person prefers to FaceTime rather than send a message	This person has family members or friends who do not know how to use email	This person can speak more than one language	This person knows the lyrics of a song taught by his/her grandparents
This person can easily go without any screen time for a whole day	This person can name 3 stereotypes about young people	This person knows how to create and upload content to the Internet	This person knows how to edit videos	This person can explain what a social influencer is
This person enjoys listening to podcasts	This person has a social media name different from the name they use in school	FREE SPACE	This person has their own computer	This person plays a musical instrument
This person reads books outside of school	This person has written a blog	This person has watched YouTube today or yesterday	This person uses a mobile phone as the main way to access the Internet	This person can remember his/her phone number
This person is interested in the news and catches up on it everyday	This person loves reality TV	This person uses an app his/her parents are not aware of	This person can name a story they read from childhood	This person plays video games everyday

Media navigator lesson 1

Home activity

Select a TV or magazine media example. Answer the questions below. Name of media example you deconstructed:

Who is the target audience in this media example? (Be specific.)	What is the text (the main message) in this media example?	What are the untold stories (what information is left out of the message)?

Media navigator lesson 2

Agree and disagree statements

- I like to watch TV to relax.
- I am not affected by media messages.
- I get hooked into a reality TV series.
- I see stereotypes in the media all the time.
- People should question the messages they receive.
- I think reality television reflects reality most of the time.
- Books are more accurate to real life than TV.
- I prefer to talk to someone face to face rather than message them.
- I trust social media platforms to keep my information private.
- I have a choice about the way media impacts on my life.
- I feel safer online than I do offline.
- I have never regretted posting anything online.
- I think people on reality TV shows should just take any criticism they receive. What I post online represents who I really am in life.
- My friendships are affected by social media.



Media navigator lesson 2

Home activity

Select a media example. This could be any type of advertisement (from TV, App, radio, magazine, or billboard) or a television show. Answer the questions below.

Name of media example you deconstructed:

What elements of reality were in this media example? What is true in what you saw? (This could be the price of an item or an expert on a television show who spoke facts that can be proven.)	What elements of fantasy were in this media example?	Did you look up any information to find out what was true? If so, what did you find?

Media navigator lesson 3

Below is a sample of how the advantages and disadvantages might be populated:

Advantages	Disadvantages
It allows people to connect with one another, keep in touch with family and friends, and develop new or existing connections with others online.	Cyber-bullying and trolling can occur and cause emotional damage to others.
It allows connection and helps users to feel less isolated. Social media users may have contact with other people who can relate to their own ideas and beliefs. They may connect with others that share similar experiences to feel less alone in their own life situation.	People can be taken advantage of more easily online. Individuals can deceive each other and cause harm, physically and/or emotionally.
Social media can support people by giving people access to things they would not encounter in their area or country.	People or companies are scammed more easily on-line. Money or personal information can be shared or sold.
It allows people to access important information, including information on health, the environment, jobs or educational opportunities	Social media is not private, and we do not always think about the consequences. Once something is shared on a social media platform it can come back and hurt us personally or others now or in the future. For example, chances of getting a job, or getting into a college or university.
We learn technical skills using social media that are useful in school and the workplace.	Information may be fake but seem real. Fake news travels 6 x faster than true news.
It is entertaining and fun, and can be relaxing.	It can cause some people to feel left out or isolated. For example, when not invited to a party and then seeing pictures. We can feel less adequate as other people's lives seem more interesting, fun and exciting.
We can express who we are easily through writing, information sharing, and/or artistic elements using social media.	It occupies a lot of time and takes away time from more important or more meaningful things we could be doing offline.

Media navigator lesson 3

Social media scenarios

The scenarios are provided in a random order. Many are intentionally vague to spark discussion and debate among the students. Some may not be directly relevant to the students' experiences right now, but they will still have opinions on them.

- Posts that he/she is going to a party. Includes exactly when and where it is happening. Posts a funny picture of his/her cat.
- Posts that he/she is angry with a friend because of a message the friend sent online, and screen shots the friend's comment for all to see.
- Posts negative opinions that he/she wouldn't say to anyone face to face.
- Posts a positive quote or message for the day.
- Sends a flirty video that is only sent to the intended recipient.
- Plays an online game with a stranger and chats with them during the game about school life.
- Posts a recent family picture from a sibling's birthday party.
- Posts a joke about a teacher for his/her friends to see.
- Spends more time with friends on-line than face to face.
- Argues with someone online about comments they do not agree on.
- Posts a flirty selfie (picture of a person by that person).

Media navigator lesson 3

Home activity

How can your current or future social media activity affect your goals and aspirations for the future or how you want to be when you are older?

You can focus your response on things you have posted (if you use social media) that you might reconsider posting or deleting in the future. You can also focus on ways you have used or would like to use social media in positive ways that can help you with your future education, hobby, or career goals.

Media navigator lesson 4

Social media guideline examples

- Use social media to connect with others and learn something.
- Only friend people online that you want to communicate with and who won't cause negative drama in your life or the life of someone you care about.
- Aim to always be kind.
- Don't share anything that you would not be happy letting your parents/grandparents see.
- Share only what you are comfortable sharing.
- Be anonymous for the right reasons (for example, when you need to keep yourself safe from strangers following you online or when you are seeking advice about a personal issue and want to keep it private).
- Do not be anonymous to deceive someone or bully someone.
- Be supportive to your friends, family members, and acquaintances.
- Review the words, pictures, images carefully before you share them.
- If you think something might be offensive or inappropriate, don't share it.
- If you are feeling angry or upset wait before you share anything.
- Seek different perspectives by sourcing information from different places.
- Be open to different opinions and respect that not everyone is going to agree.
- Have fun with social media platforms!

Media navigator lesson 4

Home activity

Interview a family member or friend, someone that uses social media. Let them know their responses (but not their name) will be shared with your class.

What social media platforms do you use?

What do you think others would say about you solely based on what you share online? What would they say about the kind of person you are and what your interests are?

Is there anything you would want to change about your online identity? Anything you want to share more or less online? If so, why?

Media navigator lesson 5

What to include on my identity map

- Where you live now and any places you have lived in the past
- Your family
- Your hobbies and interests
- The things you care about, that are important to you
- Your future goals regarding education, lifestyle and career
- The ways you communicate online now
- The types of media you will use in the future to help meet your goals in life.
- The way you would like others to see you online

Optional things to include are: family traditions, things of cultural importance, significant events that have impacted on your life, friends.



Healthy Minds Resilience Revisited Lessons

Year 8 Scenarios and Teaching Resources



Resilience revisited

The resilience skills and competencies are the central thread that connects the Healthy Minds teaching and learning outcomes and creates the short and long term outcomes.

Like all good habits, we need reminding of them and given that adolescence is a time of continued change, it's vital young people are reminded of them. Research supports boosting resilience by reinforcing the skills using different, relevant topics so young people experience the transferability and usefulness of the skills to overcome setbacks and be the best version of themselves.

New students

Some students may not have completed previous Healthy Minds lessons; for example, if they are new to the school. Be mindful of them throughout, giving more support or pairing them with someone who has. If lots of students are new to the skills, you may want to consider providing some extra lessons, so they can gain a basic understanding of the skills.

Continued professional development

Included within the Healthy Minds pack is a webinar that acts as a way to reconnect with the Bounce Forward team, refresh your knowledge, in particular about teaching Big Sticky Beliefs.

Representative examples

The range of different examples and scenarios are intended to be representative and relevant to students as they move through secondary school. It is important that your students can relate to the materials, so do consider ways to tweak them so they talk directly to your students. We do not recommend wholesale changes, and suggest you remain thoughtful about the intended learning outcomes, but changing names, location and scenarios can ensure all your students 'see themselves' and therefore feel represented within the lessons.

Resilience revisited overview

Below is an overview of the lessons and resources required to help with lesson planning. The Resilience Revisited powerpoint provides detailed 'teacher' notes and any videos used are already embedded. There is a Student Handbook to support the learning activity sheets listed below.

Lesson 1: Revisit the skills of resilience

- Calm and focus activity
- Resilience quiz answers for teacher
- Skills of Resilience Handout
- ABC Worksheet

Lesson 2: Optimistic thinking

- Gratitude activity
- Guess the beliefs activating events
- Optimistic alternatives worksheet

Lesson 3: WoBbLe

- Distraction activity
- Calm and focus ideas
- WoBbLe activating events
- Recovery position

Lesson 4: Assertive communication

- Take 5 activity
- Communication styles worksheet
- Communication styles worksheet (populated)
- Assertive communication technique

Lesson 5: Moving on

- Calm and music activity
- Confirmation bias gremlin worksheet
- Confirmation bias - ways to overcome
- Using resilience skills

Lesson 6: Empathy and resilience planning

- Empathy worksheet
- Empathy activating events worksheet
- What have I learnt about myself
- Benefits of resilience

Calm and focus lesson 1

At the start of each lessons there will be a calm and focus activity.

Remember this is an opportunity to develop the muscle. It's about giving different things a go and building up awareness overtime.

Use any reaction as a learning opportunity, rather than them not liking it or misbehaving.

Breathing

Read out the introduction.

In the previous resilience lessons, we practised different ways of being calm, the skill Harnessing our Emotions. We learnt there are benefits of spending time being calm as a tool to help us be resilient. Some of you may already be spending a few minutes each day practising calming or breathing techniques. We are going to practise one we did in the previous resilience lessons as a reminder.

Read out the following instructions with a calm and clear voice. Aim for this practice to last **no more than 1 minute**.

"Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As your eyes close, pay attention to your breath. As you pay attention, start to focus on breathing slowly and deeply, in through your nose - and gently out through your mouth. Breathe in through your nose -and out through your mouth. Notice how your stomach or chest rises as you breathe in and falls as you breathe out. If your mind starts to wander, don't worry, that's normal, just notice it and then bring your attention back to the breath. Breathing in through your nose - and out through your mouth."

Allow there to be 10 – 15 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.

Ask for a few views on the practice. It's perfectly normal for some students to prefer it more than others. It takes time first to learn the practice and then to feel comfortable with it. Not everyone will like it equally.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).

Resilience quiz lesson 1

Questions & answers

Q: Is this statement true or false? 'If we change our Beliefs about a situation, we can potentially change the Consequences.'

A: TRUE.

Q: What does the A in the ABC skill stand for?

A: Activating Event. Something has happened. Who, What. Where. When - the facts of the situation

Q: What is a good calming or focusing skill, and when is it good to use?

A: Counting, breathing, mental games, visualisation. Good to use when our emotions are too strong, or when things get too much, and we need to focus on something else for a bit.

Q: What are the names of the Gremlin Beliefs?

A: Me, Them, Always, Catastrophise.

Q: How do the Gremlin Beliefs affect our thinking?

A: The 'me' makes me think it's my fault/responsibility, the 'them' makes me think it's nothing to do with me and the 'always' that it's never going to change so can make me want to give up.)

Q: How can we change the Belief 'I always get it wrong'?

A: Notice the Gremlin Beliefs, Always and then ask ourselves if it is 'always'. Change it to 'not always' and 'I have made a mistake this time'.

Q: Is this statement true or false? 'Resilience is the ability to be happy in all situations nomatter how bad they seem.'

A: FALSE – ignoring the reality and pretending everything is ok is not resilience.



Resilience quiz lesson 2

Questions & answers continued

Q: What is the WoBbLe skill? When would we use it?

A: We balance our Beliefs by first listing the worst case (it's in our mind anyway), then the best case (this can be harder to do but the best case MUST be as good as the worst case was bad) and then the most likely. We use it when we are catastrophising about what is going to happen next. Making the situation worse than it really is in our minds.

Q: Is this statement true or false? 'Sometimes breathing and slowing down can help us to remain calm when we are distressed.'

A: TRUE.

Q: What is the difference between optimism and pessimism?

A: Optimism is the ability to focus on the good things or think more positively about the outcome. It is wedded to reality - so it is NOT about ignoring the reality of a difficult situation, but optimism is about making a choice to focus on the possible good and/or the things that are in my control.

Pessimism is focusing on the bad and not being able to see any possible good outcome. Pessimistic thinking is more likely to make us give up and stop.



Calm and focus lesson 2

Gratitude

Read out the following instructions with a calm and clear voice. Aim for this practice to last **no more than 1 minute**.

Today we are going to use breathing to focus on something that we are grateful for. I want you to think of something or someone in school that you are grateful to know or do. Allow a few moments in silence to think of something.

Note: If you need prompts, a friend, a teacher, an activity.

"Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As you do bring the image of what you can be grateful for into your mind. Make it vivid in your mind, take yourself right there in your mind. Now gently guide your attention to your breathing. As you pay attention, focus on breathing slowly and deeply. In through your nose - and gently out through your mouth. Breathe in through your nose - and out through your mouth. Now, as you continue breathing, slowly and deeply, bring the image back into your mind. Experience being with the person, or the activity, in your mind, happy, grateful and peaceful."

Allow there to be 10 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.

Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).



Guess the beliefs activating events



GROUNDING

Ben has arranged to meet his friends, but at the last minute, his parents say he can't go.



VERBAL ABUSE

On the way home from school someone shouts something horrible at Emma.



WRONG ANSWER

The teacher asks Arthur a question in class, and he gets the answer wrong. Everyone laughs.



BETTER PRESENT

Camilo's parents give his brother a present for his birthday that he had asked for but didn't get on his birthday last month.



TEST RESULTS

Amini came last in the class test that she had worked really hard for.



PARENTS ARGUING

Misha's parents are arguing while she is watching her favourite TV show.

Optimistic alternatives worksheet

Activating event (what actually happened - who, what, where, when)

Beliefs at the time

More optimistic beliefs

Consequences (what you felt and what you did)

How might your consequences change as a result of more optimistic beliefs?

Calm and focus lesson 3

Distraction

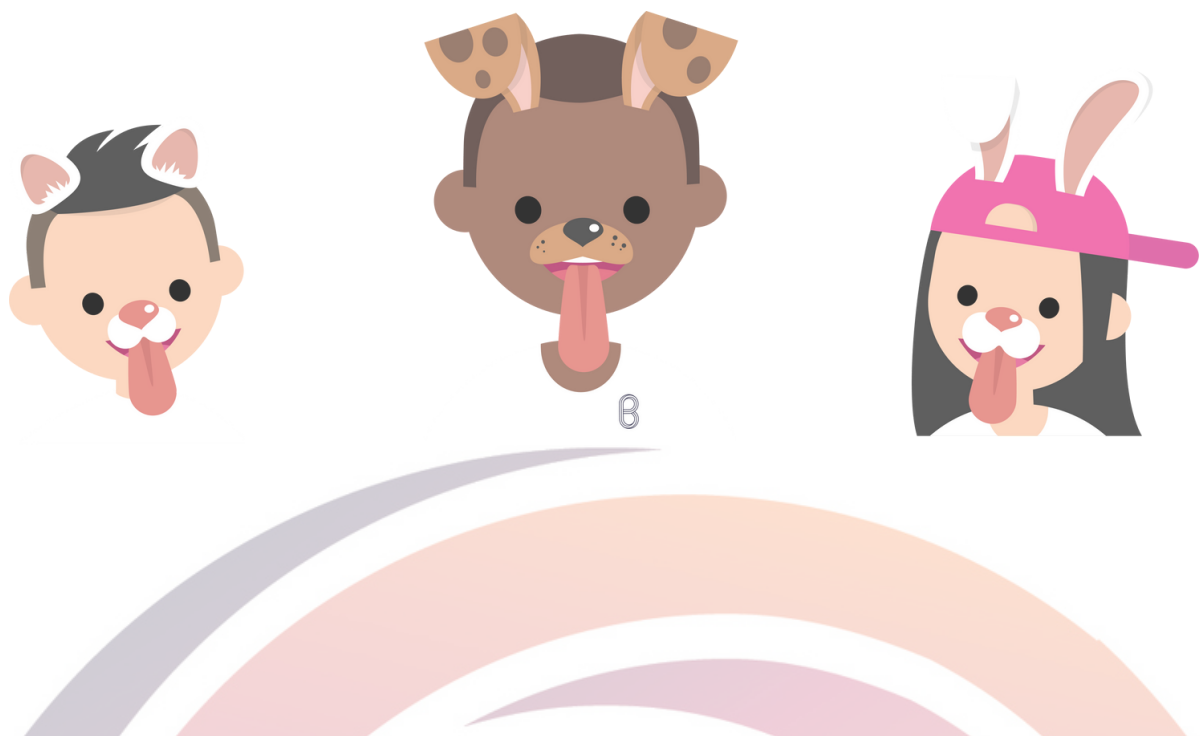
Read out the following instructions with a calm and clear voice. Aim for this practice to last no more than 1 minute.

"Today we are going to practise a distraction technique. Distraction can be useful when you want to get away from the situation, but you can't physically leave, or you are overthinking something, and you need a distraction.

On your own, think of an animal beginning with A, then B, and so on for as many as you can until I say stop. See how far through the alphabet you can get."

Leave students thinking for a few minutes and then ask for views on the practice and ask for other distraction ideas.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies.



WoBbLe activating events



IMPORTANT TEST

You have an important test in one hour. It's really, really important to you and you want/need to do well. You start to think that you have forgotten everything.



PLANE JOURNEY

You are travelling by plane on a family holiday. You are sitting in the airport, and you start to worry about the plane crashing.



LOST NECKLACE

You were allowed to wear a new necklace to school that you had been given as a gift for your birthday. You are sitting in a lesson and realise it is no longer around your neck.



LOST DOG

You have taken your neighbour's dog out for a walk and let him off the lead in a big field. He dashed off. You have been calling him but can't see him.



Cut out and give to groups

Calm and focus lesson 4

Take 5

Read out the following instructions with a calm and clear voice. As you read out the instruction, show the practice with your hand so everyone can see.

“Today we are going to practise **Take 5**, a simple technique you can use anywhere at any time.”

“Sit upright in your chair, get comfortable. Now stretch out your left or right hand. Look at your hand and stretch it out like a star, pulling the tips of your fingers as far out as they can. Don’t overstretch your hand but just as much as feels comfortable. Notice what you feel in your hand right now. Wiggle your fingers only very slightly and notice what you feel there right now.”

“Now imagine the finger of your other hand is a pointer and you are going to trace, slow and steady around the outside of your hand. Hold your pointer at base of your wrist next to your thumb. Now start to slowly trace up to the top of your thumb, pause at the top and then trace your pointer down the other side of your thumb. Now trace up slowly the side of your second finger, pause at the top and then down the other side.”

“Now we are going to add some breathing. Take your pointer back to the wrist next to your thumb. Remember to take it slow and steady. This time as you trace up to the top of your thumb breathe in through your nose, pause at the top and then as you trace down, breathe out through your mouth. As you trace slowly up to the top of your second finger breathe in through your nose, pause at the top and then trace down to the bottom and breathe out through your mouth. Continue to trace all five fingers, taking five slow and steady breaths. Move your pointer up to the top, pause then down to the bottom, breathing in through your nose as you trace up and out through your mouth as you trace down. “

Ask students:

- How would you describe your emotions when you were doing Take 5?
- Are they calmer?
- Their views on the practice?
- When might they find the exercise useful?



Communication styles worksheet

Passive Communication

Avoids expressing opinions or feelings either verbally or non verbally.

Benefits

- Don't get involved in unnecessary arguments.
- Willing to go along with others' ideas.
- Happy to let others take the lead.

Drawbacks

- Do not respond to hurtful situations.
- Allow grievances to build up.
- When tolerance level is reached, prone to explosive outbursts.
- After the outburst, they feel shame, guilt and confusion, so they return to being passive.

Beliefs that might drive this style?

- I'm not as good as others.
- I don't care about this.
- I'm scared.

Behaviours

- Speak softly or not at all.
- No eye contact.
- Slumped body posture.

Aggressive Communication

Expresses feelings and opinions in a way that is verbally and/or physically abusive

Benefits

- Make a stand for the things they believe to be right.
- Decisive and direct (in an emergency).

Drawbacks

- Threatening and rude to others.
- Do not listen to others.
- Generate fear and hatred.
- Not respected because they don't respect others.

Beliefs that might drive this style?

- It's my responsibility.
- Backing down is a weakness.
- If I don't protect you/me/them, no one will.

Behaviours

- Does not listen to others.
- Interrupts, is impulsive and reactive.
- Shouts and uses insulting language.

Assertive Communication

Clear, calm and confident expression in a way that values themselves and other people

Benefits

- Clear expression of views to solve problems.
- Respectful of others and self.
- Take control in a fair and controlled way.

Drawbacks

- Potential to not act quickly enough in an emergency that needs more a aggressive style.

Beliefs that might drive this style?

- We are equal.
- I respect myself and I respect others.
- I can problem solve more effectively if I communicate my view clearly.

Behaviours

- Use 'I' Statements.
- Speak in a clear, calm and thoughtful way
- Confident tone of voice and body language.
- Good eye contact.

Calm and focus lesson 5

Calm and Music

Ask who likes listening to music, what they like about it, where and how they listen and what they listen to?

Most of us enjoy music for different things. Sometimes we use it to have fun, like dancing at a party, or to pass the time, like travelling to school. We listen using headphones on our own, or through a speaker with others. Music is both a personal thing and a shared experience. Some people also use music to help calm down and relax.

Read out the following instructions with a calm and clear voice.

“Today we are going to listen to some relaxing music. We are going to switch off everything else in our minds and truly listen to the music, feeling calm and imagining for a moment that we can drift off to sleep. We are not going to sleep, but we are going to get as relaxed as we can for a few minutes while we listen to music.” “As the music starts, you can close your eyes or lower your gaze to tune in and listen to the music and if you want you can rest your head on your hands on the desk in front of you.”

Play the video and stop it at 1 minute 40 seconds.

“Now slowly bring yourself back into the room, have a little stretch. Roll your shoulders and stretch your arms.”

Take a few views on the practice.

Note: If students notice their mind is busy rather than slowing down, acknowledge that it is normal and explain that it can take time to practise calming our thoughts. Remind them of some of the other exercises, like the **Take 5** activity from the last lesson.

Explain that relaxing music can be an excellent tool for stress relief, inner peace, mindfulness and sleeping. Some people use music for meditation, rest, sleep and study. Other people do not find it useful, and some people don't open their minds to try it in the first place – this links to what we are going to talk about in this lesson.



Confirmation bias

Ways to overcome the confirmation bias

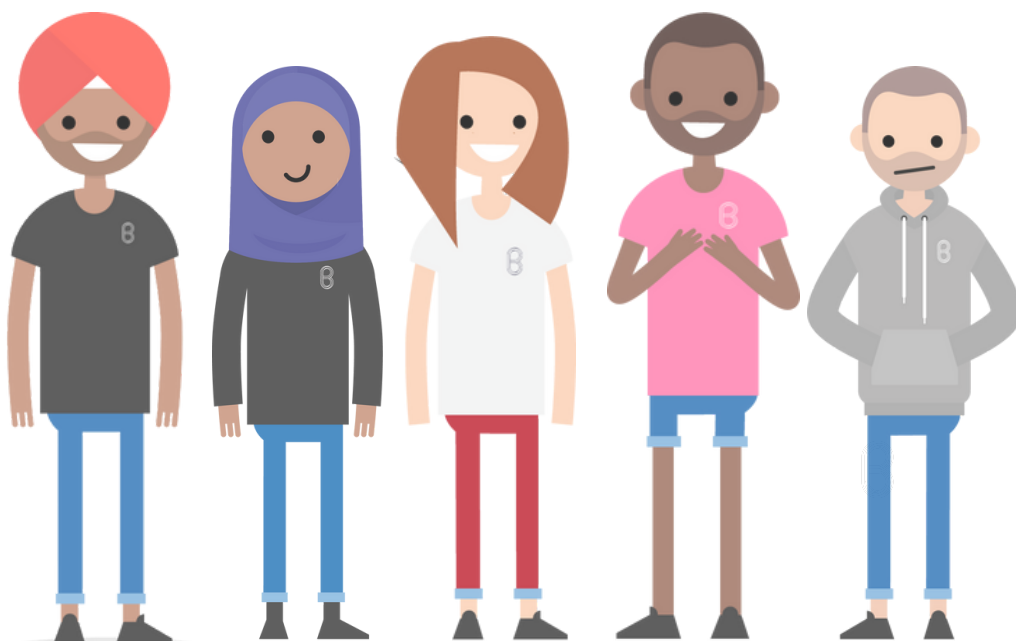
- Imagine the opposite of what we believe to be true and then look for evidence (Look hard)
- Think of at least one reason why the Belief might be wrong
- Ask other people what they think (people who are not involved)
- Ask other people what they think (people who are not involved)
- Write the possible reasons down as a list
- Put yourself in the other person's shoes
- Be open, curious and willing to see what you are missing



Benefits of resilience

Summary of the key reasons to keep building resilience

- When we can control our emotions, we communicate better because we are calm.
- Identifying the Beliefs that drive emotions allows us to explain what we are thinking and feeling more clearly.
- When we are calm, confident and clear, we can communicate assertively, and that will help our relationships with others.
- When we understand our emotions, we can understand and empathise with others and how they might be feeling.
- When we recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.





Healthy Minds From School to Life

Year 8 Scenarios and Teaching Resources



From school to life

At Bounce Forward we believe that it is the accumulation of small everyday behaviours that shape a life course trajectory. Our future potential is linked to what we believe is possible to achieve. The belief we have is tangible because it's based on the skills and strategies we use and the actions we take to become the person we hope for in the future.

Having the time and space to consider "who I am?" and connect that question with "where am I going?" is important in terms of adolescent development. Adolescence is the transition from childhood to adulthood. During the adolescent years there is major developmental processes at work. These include adaptation in the realms of physical, cognitive, social and emotional development. Social context influences development so that a stage for one individual may represent something quite different to that which would be experienced by someone else.

A child's level of life satisfaction is a huge indicator to their outcomes as an adult. How satisfied a child feels with their life leaves a long arm to adult outcomes including work, relationships, earning potential and health. Children in the UK are ranked 69th out of 72 countries for life satisfaction in 2022. Schools are considered crucial spaces for development, particularly through adolescence, a period in which long term attitudes towards personal wellbeing and life choices are formed.

From School to Life has been developed to create connections between the present day, and the future. It is underpinned by the idea that the future is formed by being able to visualise oneself in the future and then by identifying everyday actions that can act as a roadmap to desired futures.

From School to Life lessons respond to three main areas:

1. Attaining future aspirations.
2. The link between school work, current action and future aspirations.
3. Understanding that difficulty is normal, to be expected and that it can be overcome.

Continued professional development

Included within the Healthy Minds pack is a webinar that acts as a way to reconnect with the Bounce Forward approach and prepare you to teach From School to Life.

The original name of From School to Life is Schools to Jobs In School Programme, was developed at the University of Michigan, Institute for Social Research, by Daphna Oyserman. © 2012 Daphna Oyserman, University of Michigan
This version called From School to Life was adapted from the original Schools to Job in School Programme by Bounce Forward, with consent of the author Daphna Oyserman.

From school to life overview

Below is an overview of the lessons and resources required to help with lesson planning. The From School to Life powerpoint provides detailed 'teacher' notes and any videos used are already embedded. There is a Student Handbook to support the learning activity resources listed below.

Lesson 1: Being part of a group & my adult self

- Images in the four domains of life
- My adult self worksheet
- My learning record

Lesson 2: Positive & negative role models

- Future me worksheets
- My learning record

Lesson 3: Bucket list & timelines

- Bucket list ideas
- Timeline worksheet
- My learning record

Lesson 4: Timelines continued

- My learning record

Lesson 5: Actions

- Actions worksheet

Lesson 6: Possible selves boards

- Ideas page
- Poster boards

Lesson 7: Pathways to the future

- Ideas page
- Poster boards

Lesson 8: Solving everyday problems

- Puzzle worksheet
- Maths class problem
- My learning record

Lesson 9: Looking forward

- Helpful/Unhelpful review sheet

Group activity lesson 1

Choose an activity

Choose at least one to create a sense that the class can achieve things together.

Non-verbal line up task

Line up from the earliest to latest birthday in the year, BUT without talking. You need to find a way to communicate with each other so that you end up in a line with the person whose birthday is nearest to January 1st at the far left of the line and the person with the nearest birthday to 31st December at the far right of the line.

Note: If needed, give non-verbal hints, on what to do. Once the students are in a final order, ask each to say his or her day and month born to check if the line is in the right order.

Congratulations! You have showed some excellent non-verbal communication skills. This exercise shows that the class can work together on problems and it highlights the communication skills you have.

Things We Share

Ask the class to stand up. If possible, move the tables to the side of the room to create some space. Explain that the class need to stand together based on those they share the following with:

- Favourite ice cream flavour
- Type or colour of shoes
- Number of siblings in the household
- Month of birth
- Like or dislike Marmite
- Place of birth
- Length of hair
- Scared of spiders

Reinforce that we all share some things with other people and that there can be things we do not share with others and that makes us unique.



Adult goals lesson 2

Examples

In order to get a good job, we need training to learn the relevant skills and information needed for the job. How easy is to learn new things? It can be difficult. We have to work hard every day, as we do in school. It's the same when training for a job. Even if we have the right qualifications, there will still be specific things to learn for most jobs. What helps us when we are working hard training? Family, friends, perhaps our community groups.

As we get older our friendships and relationships are extended. We meet new people through work, where we live, and through our lifestyle choices and the community groups we belong to. How else might our relationships change? If we have a family.

What community groups are you linked to? Why is being connected to the communities' where we live important? Living in a nice area requires contributions from the community Neighbourhood Watch, picking up litter and looking after elderly neighbours for example. Lifestyles, particular chosen activities, require people from the community to contribute, such as local football coaches or dance instructors. Link this to how they give back to others and the importance of that to the wider society.

Note: It's possible that some students will not have thought about themselves in this way. Where possible connect the pictures of themselves (their vision of themselves in the future) from lesson 1.

Note: Students will return to this activity in Resilient Relationships so keep copies or take pictures where possible.



Timelines lesson 3

Descriptions

What is a timeline?

A timeline is a series of events in order over a period of time.

What is a personal timeline to the future?

The main difference is that a timeline to the future is not as easy to predict. We can't be certain about what will happen in the future.

What is a fork in the road ahead?

A fork in the road ahead is the choices we make. One choice leads us along one path and another choice lead's us along another. Life presents us all with choices along the way.

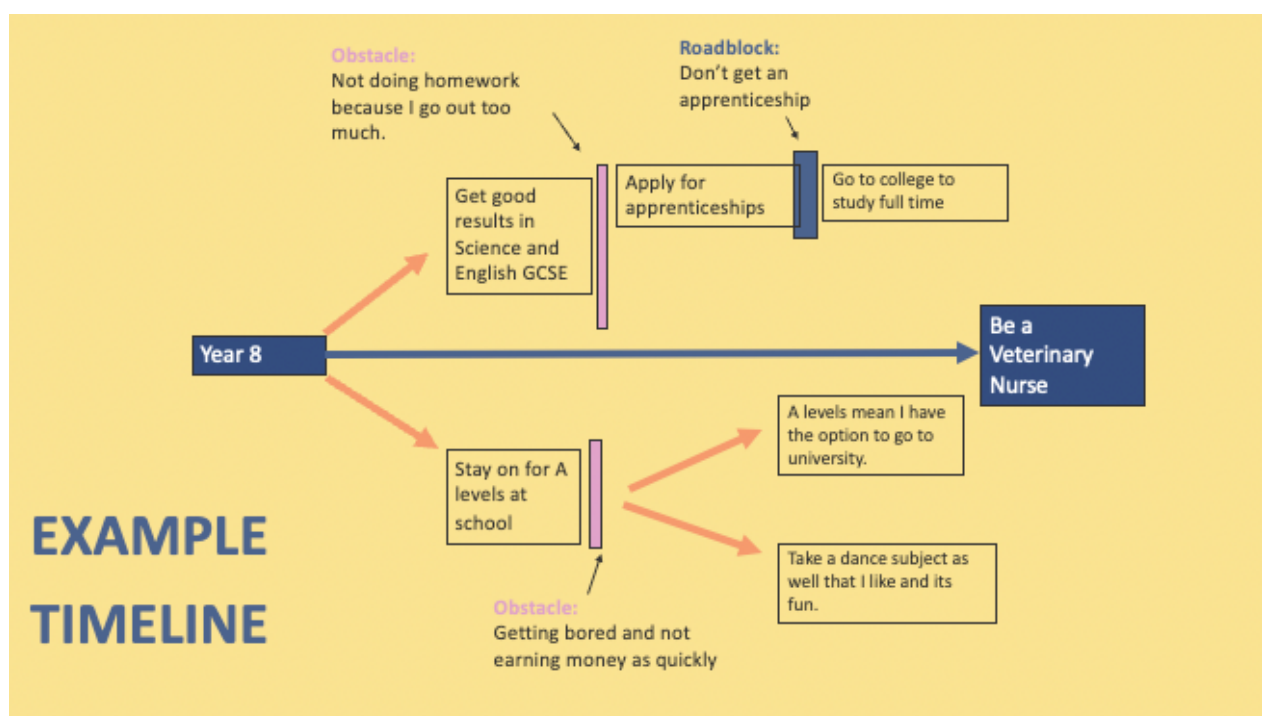
For example: subject choices, whether to go to college, university or a workplace apprenticeship.

What is an obstacle?

An obstacle is something that gets in our way that we can find an alternative to get around it or over it or through it.

What is a roadblock?

A roadblock is something that stops us in our tracks and is out of our control.



Poster boards lesson 6

Poster board summary

The boards are used in the next three lessons. The aim is to get students thinking forward to focus on what 'I' need to do right now.

In **Lesson Six** they imagine themselves in one years-time.

In **Lesson Seven** they think about themselves as adults.

- Step One: Identify positive possible selves
- Step Two: Identify negative possible selves

Possible Selves Stickers are included and a mix of:

- Positive possible selves – what they want to be like.
- Negative possible selves – what they want to avoid becoming or doing.
- Step Three: Identify the things they are doing now that will help them reach their positive possible selves and avoid the negative.
- Step Four: Identify the things they could be doing to help them reach their positive possible selves and avoid the negative.

Strategy stickers are included and a mix of:

- Things they are or could be doing to help them achieve the positive
- Things they are or could be doing they want to avoid
- Blank stickers are also provided.

Students should be encouraged to look through all the stickers before adding them to the relevant place on the poster board.

Red pen = things I am doing right now.

Blue pen = things I could be doing.

- Step Five: Identify specific actions (discussed in Lesson Five) that will help them stay on track. These can be written under the strategy selected.

The same process is followed in **Lesson Seven** for adult possible selves, to complete the poster board.

Poster boards lesson 6

Poster board

NEXT YEAR SELVES

STRATEGIES
red = I am doing this now
blue = I could do this

ADULT SELVES

Expected		Expected
To-be-avoided		To-be-avoided

Possible selves stickers

Being a good student	Getting good grades	Being able to manage school work
Learning more skills	Being good at sports and activities	Playing in the band
Being popular/friends like me	Making new friends	Having a boy/ girlfriend
Doing well in year 9	Being well-liked	Being smarter
Having people who like me	Having fun/doing fun things	Having a good relationship with my parents
Having a good relationship with teachers	Being a nicer person	Being a more mature person
Being a more confident person	Having a part-time job	Failing in school
Not procrastinating	Being kicked out of school	Being in trouble at school
Being a 'class clown'	Feeling confused in class	Getting bad grades

Possible selves stickers

Being in a gang	Being a 'dummy'	Being lazy
Being a drug dealer	Getting into fights	Being bad
Getting talked about	Taking Drugs	Having problems socially
Being a bully	Being picked on	Being lonely
Becoming pregnant/father- ing a child	Being excluded from activities	Being unattractive
Being disliked by the teachers	Being shy	Fighting with parents
Having problems with parents		

Strategy stickers

Asking adults/parents for advice and instruction	Getting an education	Learning about possibilities
Reminding myself of my abilities	Watching and learning from others	Staying away from the wrong people
Respecting myself and others	Taking on responsibility	Not getting in trouble with the law
Learning and practicing healthy habits	Studying	Doing my homework
Participating in class	Coming to class on time	Putting in all my effort (not just getting by)
Going to after school programs	Practising my sport/music/art	Paying attention in class
Listening to teachers	Not talking back to teachers	Going to the library to read/check out books
Following directions in class	Having a regular schedule	Not staying up too late
Eating regular meals not a lot of junk food	Managing my time	Not watching too much TV

Strategy stickers

Trying to talk with parents/telling parents my concerns	Listening to parents	Talking with others
Starting conversations	Smiling more	Following rules at home
Being polite/well mannered	Won't listen to rumours ('he said' 'she said')	Working with my parents to compromise
Do what you know is right/not following the crowd	Participating in church/community activities	Ignoring negative comments
Obedying the law	Staying away from drugs, trouble makers, the wrong people	Volunteering my time
Thinking as accurately and flexibly as possible	Staying calm	Starting assignments the day I get them
Being focused		

Adult possible selves stickers

lesson 7

Having a good job	Have a profession	Earning a living
Getting paid/Being able to pay bills	Professionally successful	A hardworking person
Going to college	Being a provider for my family	Being a good/moral person
Being an independent person	Being a responsible person	Being a volunteer
Being involved in the community	Belonging to community civic organisations	Being a member of my church
Being a good husband/wife	Being a good mother/father	Having friends
Being a parent	Having a good relationship with my family	Having a nice lifestyle
Being involved in crime	Being in jail	Being on drugs
Selling drugs	Having problematic family relations	Being an abusive parent or spouse

Adult possible selves stickers

Getting certified in a chosen field	Still living at home with parents	Lonely, not having friends
Being homeless	Being poor/can't earn a living	Being jobless
Being an alcoholic	Being on welfare	Not able to provide for my family
Not able to have the things I want	Looking old	Being unattractive
Being ill		

Strategy stickers

Asking adults/parents for advice and instruction	Getting an education	Learning about possibilities
Reminding myself of my abilities	Watching and learning from others	Staying away from the wrong people
Respecting myself and others	Taking on responsibility	Not getting in trouble with the law
Learning and practicing healthy habits	Studying	Doing my homework
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Being focused		

Grid and solution lesson 8

Put known characteristics about each person as they come out of the information provided for puzzle 1. The key is to write out what subject each could **not** possibly be teaching to help you find the solution.

	Maths	Art	Science
Smith			
Garcia			
O'Leary			

The art teacher is an only child and taught the least number of years (write it in, maybe it will help?)

	Maths	Art (only child, taught least years)	Science
Smith			
Garcia			
O'Leary			

Ms. Garcia is married but this piece of information is irrelevant to solving the problem. What is relevant is that Ms. Smith has a brother, so that means she cannot be the Art teacher since we already know that the art teacher is an only child, mark N for Art for Smith. Ms. Garcia taught more years than the maths teacher so she is not the maths teacher and cannot be the art teacher either (since the Art teacher taught the least years), mark N for Art and for Math for Garcia, so she must be the Science teacher, mark Y.

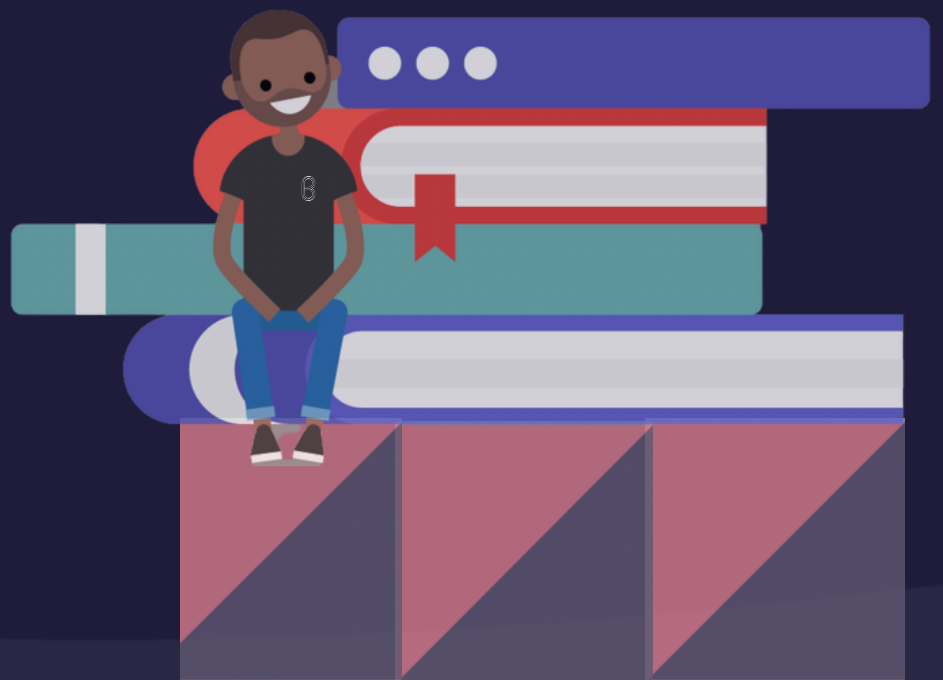
	Maths	Art (only child, taught least years)	Science
Smith		N	
Garcia	N	N	Y
O'Leary			

If Ms. Garcia and Ms. Smith do not teach Art, the Art teacher must Ms. O'Leary and then the Maths teacher must be Ms. Smith.

	Maths	Art (only child, taught least years)	Science
Smith (has a brother)	Y	N	N
Garcia (taught more years than math teacher) so cannot to art either)	N	N	Y
O'Leary	N	Y	

Maths class possible questions

- Does it matter what grade you get or only that you pass?
- Is it important for you to stay in this set? Why or why not?
- What do you think is best for you to achieve your best grades right now?
- What do you think is best for your future beyond school?
- What are you going to do to improve, if you decide that you want to stay in this set?
- Is there someone you should talk to about this? Why or why not?
- Are there books or places to get information to help me improve?
- Should you discuss this problem with your teacher, or someone else in school? Why or why not?
- Should you let your parents know? Why or why not?
- **Decision: What should you do?**



Healthy Minds Media Influences Lessons

Year 8 Scenarios and Teaching Resources



Media influences overview

There is an introduction to Social Media Investigated on pages 25 & 26 of this guide.

Below is an overview of the lessons and resources required to help with lesson planning. The Media Influences PowerPoint provides detailed 'teacher' notes and all media examples are already embedded. Please be aware that the media examples have been chosen to draw out the learning outcomes, and some deliberately chosen not from the current day. If you do change the example, please be thoughtful that it matches the desired learning outcomes.

There is a Student Handbook to support the learning activity sheets listed below.

Lesson 1: Introduction to media literacy and social media

- Media Literacy Concepts
- Home Activity

Lesson 2: Media and gender constructions

- Gender Box Worksheets
- Home Activity

Lesson 3: Media and body image

- Home Activity

Lesson 4: Media, health & food marketing

- Food & Exercise Activity
- Home Activity

Lesson 5: Media, health & the marketing of addiction

- Quiz
- Home Activity

Lesson 6: Media & decision making

- Writing Exercise
- Home Activity
- Take Actions Ideas

Lesson 7 & 8: Creating & presenting media

- Creating Counter Adverts Top Tips

Media navigator recap

Media Navigator helped us to:

- Define media literacy and identify text and subtext in media examples
- Recognise the characteristics of social media versus traditional media
- Identify the difference between reality and fantasy in various types of media
- Recognise the untold stories of reality television
- Identify the advantages and disadvantages of social media
- Share experiences and stories of boundary setting or crossing boundaries online
- Explore the positives of using social media and how it impacts how we receive, alter, and share information
- Create their own guidelines for using social media in a positive way
- Discuss how media can be used to build community, find support, and decrease isolation
- Describe our online identity and how I want to be thought of by others online
- Communicate how social media forms part of my identity now and in the future
- Identify that we have different ideas and identities and use social media in different ways



Media literacy

Introduction

Media literacy is a set of skills that anyone can learn. Just as literacy is the ability to read and write, media literacy refers to the ability to access, analyse, and create media messages of all kinds.

These are essential skills as we need to be able to navigate and make sense of the messages that bombard us every day, and to express ourselves using a variety of media tools and technologies. These may include social media applications, television, films, radio, songs, books, billboards, advertising, marketing, video, online gaming, websites.

When we are more media literate we can understand and unpick the complex messages we receive and make more informed choices in our everyday decisions.

Media literacy skills can help all of us to:

- Understand how media messages create meaning
- Identify who created a particular media message and for what purpose
- Recognise what the media maker wants us to believe, think, feel, or do
- Recognise bias, misinformation, and lies
- Discover the part of the story that's not being told
- Evaluate media messages based on our own experiences, beliefs, and values
- Create and distribute our own media messages
- Become advocates for change in our media system

Learning about Media literacy is valuable both in and outside of the classroom. The goal is:

1. To increase critical thinking skills for media analysis specifically, and more broadly extend them to society as a whole to influence the culture.
2. To enable people to be active and kind as players in our media culture so that we draw in the benefits and avoid, as much as possible, the disadvantages.

The **Media Literacy Concepts** (in the Student Handbook) are organised into three levels: Basic, Intermediate, and Advanced. Basic concepts focus on how media affect us. Intermediate concepts examine more closely how we create meaning from media messages. Advanced concepts examine the interaction of media and society, and the role of media literacy in bringing about change. You can decide how much/little you wish to use based on time and the class.

Exploring gender representation

Read out the roles and ask students to raise their hand if we are more likely to see a male or a female in the roles on TV and in the media. Make a note of the gender of the majority response for each role.

Doctor Nurse Receptionist in a hospital Manager of a large business Builder Scientist Child Minder Astronaut Teacher	Gardener Administrator Headteacher Prime Minister Cleaner Delivery driver Carer Electrician Football coach Journalist	Stonemason Supermarket Assistant Supermarket Manger Architect Bank Clerk Bank Manager Designer Funeral Director Estate Agent Video Director
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Media navigator recap

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- Discuss how media can be used to build community, find support, and decrease isolation
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- Communicate how social media forms part of my identity now and in the future
- Identify that we have different ideas and identities and use social media in different ways



Gender box activity

Supporting notes for be a man

What does it mean to be a man? Be as detailed as possible.

- It is important to understand we are not saying these meanings are our actual opinions. They can be thought of as societal beliefs of what it means to be a man.
- Examples: shown in the box - next page

Is this what all men are like, all of the time?

- No, this is a construct that society has created.

Where do we get these messages about being a man from?

- Family, media, videos, books, school, friends, religious setting (church, mosque for example), community

What names do boys and men get called when they don't fit into this box?

- Examples in the box - next page.

Note: Students may have used these terms before and may feel guilty or embarrassed. The purpose of these lessons is to explore this and think about how to treat others in the context of gender moving forward.

Has anyone in here ever heard these words before or maybe even said these words?

- Most of us will have and mostly we may not even be thinking about what they actually mean when we use them. But words can hurt and we need think carefully about how we are hurting or impacting others with certain language.

If we looked these words up in a dictionary what do they actually mean?

- Wimp - a weak and cowardly or unadventurous person
- Weak - lacking power or influence
- Sus – not to be trusted, suspicious
- Bi - an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender
- Girl – female
- Fag - a tiring or unwelcome task or name for a homosexual
- Gay – light-hearted and carefree or homosexual
- Homo – homosexual - a man who has a romantic and/or sexual orientation towards men. It is also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian
- Loser - a person or thing that loses or has lost something, especially a game or contest
- Sissy - a person regarded as effeminate or cowardly

The subtext for these names is about being inferior, not a man.

What might others do to men and boys who don't fit into this box?

- Examples in box - next page.

What might others do to them?

- Examples in the box - next page.

Gender boxes example

Names	Be a man	Others might
		Might do themselves
Wimp Girl Gay Loser Poof Sissy	• be strong • be muscular • be athletic • like sport • don't cry • have sex and lots of sex (with women only) • like cars • know how to fix things • be the breadwinner in the family • don't talk about your feelings unless you are expressing anger • eat meat • drink beer	• beat them up physically • verbally abuse them • ignore them • bully them • don't pick them for sports teams • murder them • take drugs • run away • hurt themselves physically • become isolated • fight/get aggressive • commit suicide



Gender box activity

Supporting notes for act like a lady

What does it mean to act like a lady? Be as detailed as possible.

- Examples in the box - next page.

Note: It is important to reiterate that these are not necessarily our opinions, but the idea of acting like a woman in society.

What differences do you notice between the Be-a-Man and the Act-Like-a-Lady descriptions?

The 'rules' in the 'Act Like a Lady' box and the descriptions refer more to physical appearance, rather than what girls or women do. It's also a longer list for women.

Is this what all women and girls are like, all of the time?

- No, this is a construct that society has created.

What names do girls and women get called when they don't fit into this box?

- Examples in the box - next page.

What might others do to girls and women have if they don't fit into this box?

- Examples in box - next page.

What might they do to themselves?

- Examples in the box - next page.

Gender boxes worksheet

bitch slut whore pig cow fat tomboy	Act like a lady • be skinny • have long hair • perfect nails/eyebrows • wear makeup • wear dresses or skirts (but not too short) - wear pink • have manners (legs crossed), no bodily functions of any kind	• beat up physically • verbally abused • ignored • forced to play sports • pressured to bully others • sexually assaulted • murdered
	• smile • be nice and gentle • cook, clean, do laundry • don't have a lot of sex and if they do only have sex with their husband or long term partner • smell good • diet or don't eat too much	• hurt themselves physically • become isolated • eating disorder • get plastic surgery • take drugs • run away • commit suicide



Body image scenarios

Lesson 3

You hear students commenting that another student is unattractive because his/her hair is too "frizzy". What would you do or say?

You hear students in the toilet commenting on a female student and calling her "butters" because of how she is dressed that day. What would you do or say?

A small male student doesn't get picked to join the class team and someone laughs and says "no one wants you because you are too fat and unfit" What would you do or say?

You hear students making fun of a male student, ridiculing the way he looks and sounds and calling him "gay". What would you do or say?

You hear your friends discussing how another person's teeth are so "disgusting" and "yellow". What would you do or say?

You and your friend are on the bus and witness a boy being bullied because of the way they look, by a group of older girls. What would you do or say?

You find out that students in your class are keeping a list ranking each person and assigning them numbers based on their "hotness". They tell you that the students they think are really ugly get a low score. What would you do or say?

Your friend tells you she has sent a picture of herself in just her underwear to a boy she has only just met to get feedback on how her body needs to change. What would you do or say?

Your friend says she wants to get plastic surgery because her nose is wonky. She turn's 16 in a few weeks and she says she has an appointment booked without her parents knowing and she wants you to go with her. What would you do or say?

At lunch time, you see students from your class laughing at a student because they are wearing old trainers. What would you do or say?

You hear some of your male classmates talking about a female student, saying she is ugly and looks like a "lesbian". What would you do or say?



Cut out and give to groups

Body image scenarios

Lesson 3

You hear students commenting that another student is unattractive because his/her hair is too "frizzy". What would you do or say?

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Cut out and give to groups

Quiz lesson 5

Rules

Teams will compete against each other to see who can gain the most points from the quiz. The teacher will read a question or statement, and if a member of a team knows the answer, they should raise their hand. The first person to put their hand up will have the opportunity to answer.

At this point they must not consult team members.

If they answer correctly the team receives a point.

If they answer incorrectly the team is deducted 1 point.

If they answer incorrectly then it gets offered out to the other teams to attempt the answer.

The same scoring applies.

If no one answers correctly - read out the answer.

Quiz

1. Media literacy is the ability to _____, analyse, and create media. (access)
2. Name two items in the gender box for men.
3. Define subtext. (Subtext is the hidden or underlying message.)
4. Women have been represented more on _____. (physical appearance, looks, beauty)
5. Name three media concepts. (Refer to the Media Concepts)
6. Define text. (It is what we can actually see, read, or hear in a piece of media)
7. Name two positives and two negatives of how the media represent gender. (Your own judgement)
8. True or False. It is easy to always make healthy choices. (False, sometimes it is not easy and it can be confusing due to the way products are marketed and techniques used by companies.)
9. What is considered a healthy plate of food? ($\frac{1}{2}$ fruits and veggies, $\frac{1}{4}$ whole grains, $\frac{1}{4}$ lean protein).
10. It takes approximately _____ minutes of running or _____ minutes of walking to burn 240kcal. (45 mins walking, 25 mins running)
11. Why is media literacy important? (Answers will vary. For example, media literacy allows us to think critically about the messages all around us. It is important to understand our media because it's part of our everyday lives and it can influence how we think, feel and behave.)

Useful information lesson 5

The Advertising Standards Authority (ASA) is the UK's independent regulator of advertising across all media. They apply the Advertising Codes, which are written by the Committees of Advertising Practice (CAP). Here are some rules about advertising and children.

- Advertisements that are suitable for older children but could distress younger children must be sensitively scheduled.
- Advertisements must not condone, encourage or unreasonably feature behaviour that could be dangerous for children to emulate. Advertisements must not implicitly or explicitly discredit established safety guidelines. Advertisements must not condone, encourage or feature children going off alone or with strangers. (This rule is not intended to prevent advertisements that inform children about dangers or risks associated with potentially harmful behaviour.)
- Advertisements must not condone or encourage practices that are detrimental to children's health.
- Advertisements must not condone or encourage bullying.
- Advertisements must not take advantage of children's inexperience, credulity or sense of loyalty. Advertisements for products or services of interest to children must not be likely to mislead; for example, by exaggerating the features of a product or service in a way that could lead to children having unrealistic expectations of that product or service.

Note: For more information on <https://www.asa.org.uk>

Take action ideas lesson 6

Ideas

1. **Use your voice** Speaking up is one of the most powerful things you can do especially if it's to the right people. Contact the local MP. Tell them to commit to action. Contact the brands that influence the market and find out more about them. It's not just about speaking to the people in charge. Talk to your friends, teachers, other year groups, other schools and get them to make positive changes too. Speak up, speak to everyone, and make your voice heard.
2. **Be informed** One of the best things you can do is to keep yourself informed – the more you know the better. It leaves you better equipped to have those conversations with your friends and family and the people you want to influence. Get yourself clued up on the facts, stay up to date with recent news on the world, to work out what you can do.
3. **Listen to different voices** Don't rely fully on technology, talk to people face to face. Seek different perspectives. Source your information from different places. Find information that opposes what you believe to be true and really listen to their viewpoint.
4. **Consider your own behaviour** What changes can you make right now? Consider the pros and cons for the short and long term. Can you practice the change you want to see?
5. **Consider how you are persuaded** Think about the last thing you bought or was brought for you, did you really need it? What influenced you to want it?
6. **Find ways to donate** There are lots of ways to 'give'. Volunteer your time to a local cause, become a member of a national cause, take on a challenge, or encourage your family and friends to donate by setting up a birthday fundraiser to give to your cause.
7. **Make a pledge** Make a pledge to make a change in your own life and join a global movement of people fighting to be the change you want to see.



Healthy Minds Physical Resilience Lessons

Year 9 Scenarios and Teaching Resources



HARRY KANE

F O U N D A T I O N

**These lessons were designed in 2023
curated with Harry Kane**

Physical Resilience overview

In 2023 Bounce Forward and the Harry Kane Foundation formed a partnership. The shared mission is to inspire and transform a generations thinking about mental health.

The Physical Resilience lessons are inspired and co-authored with Harry Kane, and endorsed by experts in the field. The lessons feature insight and video appearances from Harry's personal experience and perspective as an elite athlete.

Below is an overview of the lessons and resources required to help with lesson planning. The Physical Resilience lesson PowerPoint provides detailed 'teacher' notes and resources are already embedded.

There is a Student Handbook to support the learning activity that includes the items listed below. Any additional information, that will aid your teaching, is included in this guide.

Lesson 1: Exercise and mental health

- Different Exercise Groups Worksheet
- ABC and Gremlins
- Challenging Beliefs
- Finding Alternatives
- Harry Kane Top Tips
- Home Activity
- My Learning Record

Lesson 2: Nutrition and mental health

- Harry Kane Case Study
- Harry Top Tips
- Mental Strength Nutrition Charter
- Home Activity
- My Learning Record

Lesson 3: Sleep and the adolescent brain

- My Sleep Routine
- Home Activity
- My Learning Record

Lesson 4: Facts and common beliefs about sleep

- Common Sleep Issues
- Reframing Worksheet

Lesson 5: Sleep routines

- My Sleep Routines
- My Learning Record

Harnessing emotions lesson 1

In the previous Healthy Minds lessons, we have practised different calming, focusing, and distraction techniques, developing the ability to harness our emotions.

There are benefits to spending time in what we can think of as *Intentional stillness*; making a choice to be still as a tool to help us be resilient. Some of you may already be spending a few minutes or more each day practising the techniques.

Note: Remember this is an opportunity to develop the muscle. It's about giving different things a go and building up awareness overtime. Use any reaction as a learning opportunity, rather than them not liking it or misbehaving.

Read out the following instructions with a calm and clear voice. Aim for this practice to last **no more than 2 minutes**.

"This breathing exercise is also sometimes called belly breathing or abdominal breathing.

Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As you do place one hand on your chest and the other on your stomach. Now let's take a slow deep breath, in through our nose and out through our nose, as you do pay attention to which hand moves. Next, I would like you to try and see if you can get the stomach hand to move the most. Lets take a slow, deep breathe in through the nose, pause 1, 2, 3, now exhale out through your nose, slowly for a count of 1, 2, 3, 4, 5,.

Now I am going to stay silent and allow you to do that again a few times on your own. This time as you do, imagine your stomach as a balloon, expanding and shrinking as you breath in slowly and deeply, in and out through your nose."

Allow there to be a full minute with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.

Ask for a few views on the practice. It's perfectly normal for some students to prefer it more than others. It takes time first to learn the practice and then to feel comfortable with it. Not everyone will like it equally.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).

ABC and gremlins

The ABC helps us understand that there is a link between what I think and how I feel and behave.

A

Activating event: Something happens. It could be a challenge, a trigger or a positive event. Just the facts, who, what, where and when.

B

Beliefs: The thoughts in my head in THAT specific moment. What I say to myself about what has caused the activating event, or the implications of it.

C

Consequence: How I feel and how I behave right then and there. How I feel is the emotion/s that I experience and the behaviour is what other people would see me doing right there and then.

Gremlins are a way of identifying the habits that can get in the way of being able to think flexibly and realistically about the situation.



Me Gremlin Beliefs: When I tell myself that the situation is totally my fault or my responsibility.



Them Gremlin Beliefs: When I tell myself that the situation is nothing to do with me at all. It's either someone or something else's fault or responsibility.



Always Gremlin Beliefs: When I tell myself that the situation is permanent, unchangeable, and will last forever.

Harry Kane advice

The reasons why doing a warmup is important:

- Provides optimal performance and prevents injury
- Improves muscle power and strength
- Activates and prepares muscles for the activity ahead
- Increases body temperature and blood flow
- Enhances muscle flexibility and joint mobility
- Improves reaction time and coordination

The reasons why doing a cooldown is important:

- Helps with recovery
- Reduces heart rate and blood pressure gradually
- Enhances blood flow for nutrient delivery and removal of waste products from muscles
- Prevents muscle soreness and stiffness
- Reduces the risk of post-exercise injuries
- Allows muscles to gradually return to their resting state

Harry Kane case study

If I stop paying attention to what I eat, I notice that it has an effect on both my physical and mental wellbeing. There are various ways in which these have impact:

- **Fatigue:** Ignoring the quality of the food we eat can lead to deficiencies in the essential nutrients that our bodies need.
- **Weight gain:** This can lead to various health issues and obesity.
- **Muscle injury:** Not eating the right vitamins and nutrients can lead to muscles not repairing correctly, leading to injury.
- **Lack of energy and concentration:** This can reduce my productivity, energy and fitness levels, and overall mental performance. I need to make sure I am at the top of my game every match and training session I take part in, and how I fuel my body plays a huge part.

Harnessing emotions lesson 2

There are benefits to spending time in what we can think of as *Intentional stillness*; making a choice to be still as a tool to help us be resilient. Some of you may already be spending a few minutes or more each day practising the techniques.

Note: Remember this is an opportunity to develop the muscle. It's about giving different things a go and building up awareness overtime. Use any reaction as a learning opportunity, rather than them not liking it or misbehaving.

Read out the following instructions with a calm and clear voice. Aim for this practice to last **no more than 2 minutes**.

"This breathing exercise is also sometimes called humming breathing.

Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As you do place your forefingers on the tragus cartilage (the floppy bit) that partially covers your ear canal. Inhale 1, 2, 3 and gently press your fingers into the cartilage as you exhale.

Keeping your mouth closed, make a loud humming sound."

Do this in a guided way, together as a class and then allow 1 -2 minutes for individual practice.

Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).

Harry Kane

Good to remember

What you fuel your body with matters for how well you can do normal day to day tasks and activities.

What you eat will effect how well you can concentrate, your mood and your energy levels.

Blood sugar level dropping can make you feel tired and bad-tempered.

Dehydration, not drinking enough water, can affect mood, energy levels and the ability to concentrate.

Our brains needs healthy fats to keep working well. They are found in things such as olive oil, rapeseed oil, nuts, seeds, oily fish, avocados, milk and eggs.

Trans fats that are often found in processed or packaged foods can be bad for your mood as well as heart health.

Whole grains, fruits and vegetables contain the vitamins and minerals your brain and body need to stay well.

Protein contains an amino acid that your brain uses to help regulate your mood.

Gut health can reflect how you're feeling: it can speed up or slow down if you're stressed. Healthy food for your gut includes fruit, vegetables, beans and probiotics.

Caffeine can affect your mood. It can cause sleep problems, especially if drunk close to bedtime, and some people find it makes them irritable and anxious too. Caffeine is found in coffee, tea, cola, energy drinks and chocolate.

Eating a healthy diet can be achieved on a budget and healthy food can be prepared quickly and easily using simple recipes that are freely available.



Harnessing emotions lesson 3

There are benefits to spending time in what we can think of as *Intentional stillness*. Making a choice to be still as a tool to help us be resilient.

Note: Remember this is an opportunity to develop the muscle. It's about giving different things a go and building up awareness overtime. Use any reaction as a learning opportunity, rather than them not liking it or misbehaving.

Read out the following instructions with a calm and clear voice. Aim for this practice to last **no more than 2 minutes**.

“Not all stillness involves breathing or silence. We can be intentionally ‘in the moment’ as we connect with others.”

Connection

Pair up students

They each have 1 minute – you will time them and then they swap over.

The connection is to share something they love to do. To talk about it in a focused way. Including:

- What do they like about?
- Where do they do it?
- With who?
- What is the best thing about it?

The student listening should be present, engaged, maintain good eye contact, and show their interest.

They need to listen for the key reasons this person loves this. What does it tell them about them that they didn't already know?

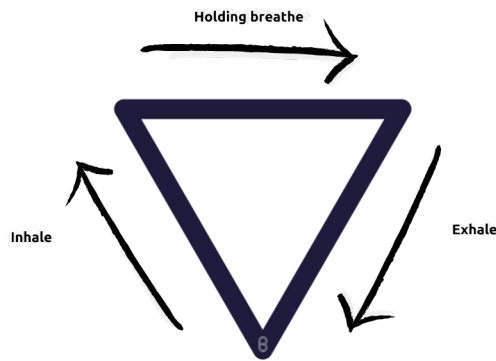
Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).

Harnessing emotions lesson 4

Five count breathing

Use the image, also on slide 4 of the lesson PPT, to demonstrate what students can focus on in their mind during this practise.



Use the triangle to help with the timing of the breathing. On each inhale visualise a line moving upward and to the left. Then they hold their breath, as they visualise a line going straight across from left to right. As their breath out, they visualise the line moving down and to the left, coming back to the point where they began.

Read the instruction in a clear, calm voice.

“Get comfortable, feeling present in your seat. I invite you to close your eyes or lower your gaze. Begin by breathing in through your nose slowly and fully for a count of five, 1, 2, 3, 4, 5, visualising moving up the line on the left of the triangle.

Gently hold your breath for the same count of five, 1, 2, 3, 4, 5, visualising moving across the straight line of the triangle from left to right.

Finally, begin to slowly breathe out for a full count of five, 1, 2, 3, 4, 5, visualising moving back down the other side of the triangle coming back to the point where you started as you count 5.”

Take them through this one more time, and then invite them to bring their attention back into the room.

Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).

Harnessing emotions lesson 5

Muscle relaxation - linked to sleep

In this relaxation technique, the focus is on slowly tensing and then relaxing each muscle group. This technique is a great way to pay attention to what our bodies feel like when they are fully relaxed.

Note: Students may well fall asleep during this practice. Be kind as you bring them back into the room and allow them to stretch and maybe get up and move a little.

Read the instruction in a clear, calm voice.

"Get comfortable, feeling present in your seat. I invite you to close your eyes or lower your gaze. Now, we are going to slowly tense and relax our muscles and focus on the difference, so we become more aware of the physical sensations.

Let's begin by taking a gentle yet deep breath in through your nose and out through your mouth. I now invite you to start by tensing the muscles in your toes, gently pull them in so they grip the inside of your sock or shoe, now as you breathe out through your mouth, relax the muscles. Now let's try that again and this time we are going to hold the tense for a count of 4, breathing in, 1, 2, 3, 4 while tensing the muscles in our toes and now realising them for a count of five, 1, 2, 3, 4, 5 and relaxing your toes. Breathe in through your nose 1, 2, 3, 4 and out through your mouth, 1, 2, 3, 4, 5.

Now let's move that same idea into the hands. This time I invite you to tense the muscles in your hands, gently making a fist with your hands. Don't tense so hard to hurt yourself, but notice your fingertips on the palm of your hand, and breathe in holding that grip for a count of 1, 2, 3, 4, and then breathe out, relaxing the hand for a count of five, 1, 2, 3, 4, 5. One final time let's breathe in through your nose 1, 2, 3, 4 and out through your mouth, 1, 2, 3, 4, 5."

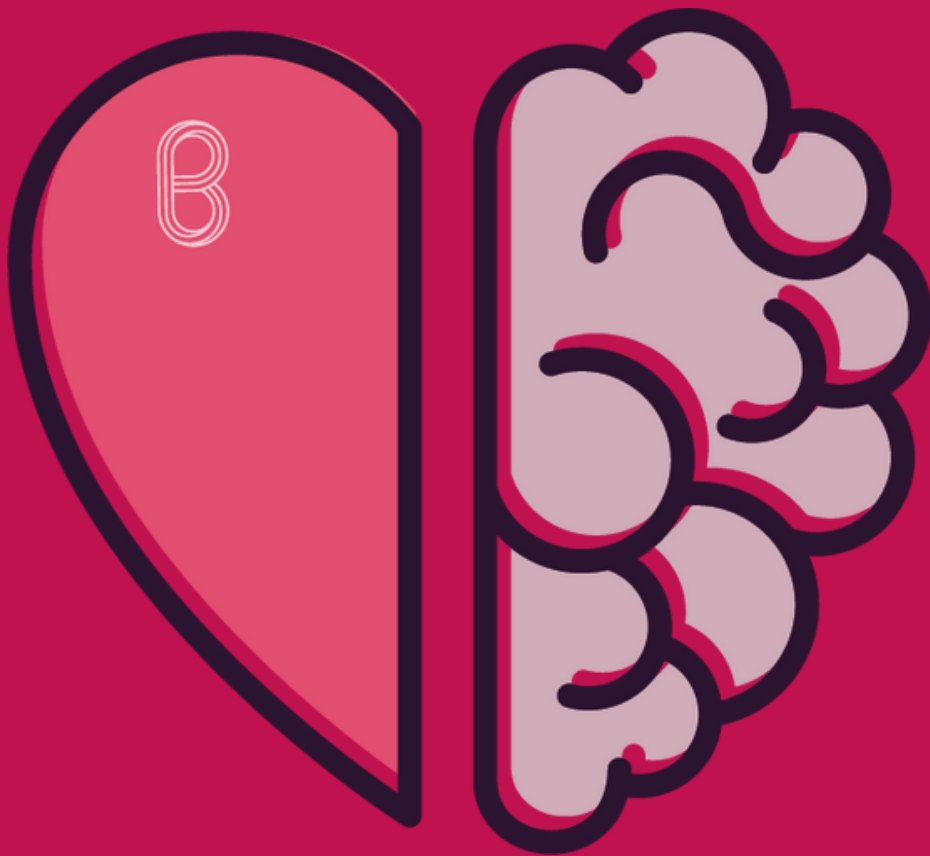
Ask for a few views on the practice.

Explain that some people use this idea as a way to relax before going to sleep. Working from top to bottom or bottom to top of the body, gently tensing then fully relaxing each part before moving onto the next. By the time you have gone right the way through, your body feels totally relaxed.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).

Healthy Minds Mental Illness Investigated Lessons

**Year 9
Scenarios and Teaching
Resources**



Mental illness investigated

overview

Below is an overview of the lessons and resources required to help with lesson planning. The Mental Illness Investigated PowerPoint provides detailed 'teacher' notes and resources are already embedded. Please be aware that the materials have been carefully designed to keep the learning engaging and safe. There is a supporting CPD webinar that accompanies this element.

There is a Student Handbook to support the learning activity sheets listed below.

Lesson 1: Defining mental health

- Sources of Support
- Worried About a Friend
- Mindmap

Lesson 2: The science of mental illness

- Case Study's x 4
- Exploring Brain Function x 2
- In Your Own Words Worksheet

Lesson 3: Understanding mental illness

- Mindmap
- A Day in the Life of x 2

Lesson 4: Mental illness: triggers, protective factors & promoting wellbeing

- Triggers & protective Factors
- Five Ways to wellbeing x 2

Lesson 5: Mental illness: spotting& supporting

- Mindmap
- Recognise the Warning Signs Worksheet
- What Next Worksheet
- Top Tips for Talking to a Friend Worksheet

Lesson 6: Healthy coping strategies

- Mindmap
- Healthy Coping Strategies Handout x 4
- Ideas to Try Worksheet x 2

Lesson 7: Reducing mental health stigma

- Explaining to an Alien Worksheet
- Video Questions Worksheet
- Addressing Mental Health Stigma x 2
- Our Class Charter Worksheet
- Looking Back and Forwards Worksheet

Addison case study

Addison is 15-years old. Being 15 isn't easy but he's lucky to have an older brother who he gets on really well with, parents who are pretty easy-going, and a group of really good friends. In the last year, there have been times when he's felt on top of the world, and other times when he's felt like the world was on top of him.



The highlight of his year so far has probably been being selected to represent his county in athletics. He'd worked really hard to earn his place on the team but never thought he'd be good enough. The day he found out, he felt amazing. He has to train really hard – it's tiring but he really enjoys it and it keeps him really fit. How well he does in the various competitions always directly impacts on his mood. He won a bronze medal recently – and his parents were watching – he felt he might burst with pride. He was especially glad because a few weeks earlier he had been really struggling with a knee injury which knocked his results, his confidence and his ability to train.



Spending so much time training has meant that some of his friendships have suffered as he doesn't have as much time for his mates as he used to. This has caused some resentment and for a while he felt like he'd lost all his friends forever when they got fed up, froze him out and completely stopped including him in stuff. He felt really lonely – but he managed to patch things up after a few weeks and now he's trying to strike a better balance between his training and time with his friends.



His gran is currently very unwell which is playing on his mind and he's got exams coming up which he's not at all sure he's prepared for. He's very worried about the future at the moment and keeps having bad dreams about failing his exams and never being able to get a job. But when he's on the athletics field training or competing he seems to forget all his other worries and life feels good.



Mental illnesses & behaviours

Anxiety page 1

What is anxiety?

Anxiety is a word we use to describe feelings of unease, worry and fear. It incorporates both the emotions and the physical sensations we might experience when we are worried or nervous about something. Although we usually find it unpleasant, anxiety is related to the 'fight or flight' response – our normal biological reaction to feeling threatened. Because anxiety is a normal human experience, it's sometimes hard to know when it's becoming a problem for you – but if your feelings of anxiety are very strong, or last for a long time, it can be overwhelming.

The most common anxiety disorders are:

- **Generalised anxiety disorder (GAD)** – general, sustained feelings of anxiousness and fear not linked to one specific cause.
- **Panic disorder** – sufferers experience regular panic attacks not related to one specific cause.
- **Obsessive-compulsive disorder (OCD)** – obsessive-compulsive disorder is a diagnosis given when anxiety leads someone to experience both:
 1. obsessions – unwelcome thoughts, images, urges or doubts that repeatedly appear in the sufferer's mind
 2. compulsions – repetitive activities that the sufferer feels they have to do
- **Phobias** – an intense fear of something, even when that thing is very unlikely to be dangerous.
- **Post-traumatic stress disorder (PTSD)** – strong feelings of anxiety after experiencing or witnessing something traumatic. PTSD can cause flashbacks or nightmares about the traumatic event.

Mental illnesses & behaviours

Anxiety page 2

What are the symptoms of anxiety?

If you experience anxiety, you might find that you identify with some of the physical and psychological sensations in the table below. Anxiety can feel different for different people, so you might also experience other kinds of feelings, which aren't listed here.

Physical sensations

- nausea (feeling sick)
- tense muscles and headaches
- pins and needles
- feeling light-headed or dizzy
- faster breathing
- sweating or hot flushes
- a fast, thumping or irregular heart beat raised
- blood pressure
- difficulty sleeping
- needing the toilet more frequently, or less frequently
- churning in the pit of your stomach
- you might experience a panic attack

Psychological sensations

- feeling tense, nervous and on edge
- having a sense of dread, or fearing the worst
- feeling like the world is speeding up or slowing down
- feeling like other people can see you're anxious and are looking at you
- feeling your mind is really busy with thoughts
- dwelling on negative experiences, or thinking over a situation again and again (this is called rumination)
- feeling restless and not being able to concentrate
- feeling numb

What causes anxiety?

It's hard to know why some people experience anxiety as a mental ill-health problem and others don't. If you worry more than others it could also just feel like part of your personality – or it could be a mixture of these things. Sometimes you might not know why you feel anxious at all, and it might not seem to have any obvious cause.

There are many situations which can trigger anxious thoughts and feelings, for example:

- Moving to a new class
- Sitting a test or exam that is really important to them
- Going into hospital
- Arguing with friends
- The loss of a loved one
- Parental separation

For most people these anxious thoughts and feelings resolve. However, for others, they may persist and require professional support to help overcome them.

Mental illnesses & behaviours

Anxiety page 3

How can anxiety be treated?

The most common treatments for anxiety and panic disorders are:

Talking treatments – counselling or therapy to understand the causes of anxiety and find strategies to manage it. There are lots of different types of talking treatments available, but the most commonly prescribed talking treatment for anxiety is cognitive behavioural therapy (CBT), because there is reliable evidence that it can be effective.

CBT is a particular type of talking treatment which aims to identify connections between thoughts, feelings and behaviour, and help the sufferer develop practical skills to manage these more positively. We have been learning about the link between thoughts, feelings and behaviour in the resilience lessons in Healthy Minds. This is the same basis of CBT without the 'therapy' part.

Self-help resources – Self-help resources are tools that have been developed by health care professionals for sufferers to use by themselves, and can be helpful in managing anxiety. They can be in the form of workbooks or computer programmes, such as Fear Fighter. Fear Fighter is a computer-based CBT (CCBT) programme for treating anxiety, panic and phobias, which is freely available on prescription through the NHS.

Medication – Medication is sometimes prescribed alongside talking treatments. Medication cannot tackle the cause of anxiety but it can help to relieve the symptoms which can be important to enable sufferers to access treatment or continue with daily life. The most commonly prescribed medications are:

- **Antidepressants** which can help people to feel calmer. There are many different types and it's common to need to try a couple of different types to find out what works best.
- **Beta-Blockers** which can treat some of the physical symptoms of anxiety and help us to feel calmer.
- **Tranquilisers** which are a short term measure for helping to manage the physical symptoms of especially debilitating anxiety or panic.

Where can I find out more?

Anxiety UK

tel: 03444 775 774

text: 07537 416 905

web: anxietyuk.org.uk

Support, help and information for those with anxiety disorders.

Mental illnesses & behaviours

Depression page 1

What is depression?

People often use the term depressed to mean feeling down or sad, but for most people these feelings pass relatively quickly. When these feelings persist over weeks or months, and when they have an impact on someone's ability to carry on with normal activities like going to school, then they may be given a clinical diagnosis of depression.

What are the symptoms of depression?

The symptoms are different for different people but there are some more common symptoms including:

Feelings

- Low-spirited for much of the time, every day
- Restless and agitated becomes tearful easily
- Numb, empty and full of despair
- Isolated and unable to relate to other people
- Unusually irritable or impatient
- Finds no pleasure in life or things they usually enjoy
- Feels helpless

Behaviour

- Not doing activities they usually enjoy
- Avoiding social events
- Cut themselves off from others and can't ask for help
- Self-harming
- Finds it difficult to speak

Thoughts

- Difficulty remembering things
- Finds it hard to concentrate or make decisions
- Blames themselves a lot and feels guilty about things
- No self-confidence or self-esteem
- Having a lot of negative thoughts
- The future seems bleak
- Has been thinking about suicide

Physical symptoms

- Sleeping more or less than usual
- Feeling tired with no energy
- Eating more or less than usual
- Physical aches and pains with no obvious physical cause

Mental illnesses & behaviours

Depression page 2

What causes it?

There are many different things that can trigger depression such as traumatic events or bereavement. Sometimes there is a physical cause such as hormonal imbalance or a physical condition which affects the brain or nervous system. Some people are more predisposed to depression,

if there is a history of it in the family – for these people it's especially important to focus on positive wellbeing and developing healthy coping mechanisms. Sometimes there is no trigger at all and depression can come seemingly from nowhere and for no definable reason.

How might depression impact on daily life?

People who are depressed may become increasingly isolated and spend more time at home. They may stop participating in activities they once enjoyed and find it generally hard to motivate themselves to do things. Getting up and washed and

dressed can feel almost impossible. Depression can result in people feeling constantly hungry or losing their appetite completely. Likewise, some people find that they can barely sleep at all, whilst others are constantly tired and sleep far more than before.

How might depression be treated?

The National Institute for Health and Clinical Excellence (NICE) guidelines on the treatment of depression recommend:

- **active monitoring** – this is for mild depression and means keeping an eye on you while waiting to see if your depression goes away without treatment, which mild depression often does
- **cognitive behaviour therapy (CBT)** – this helps sufferers to identify and change negative thoughts and feelings affecting their behaviour. CBT can be accessed in different ways including self-help books, computerised CBT for mild depression or a series of sessions with a therapist for more severe depression
- **mindfulness-based cognitive therapy** – an approach to wellbeing that involves accepting life, and living and paying attention to the present moment. This is usually done in small groups.

Mental illnesses & behaviours

Depression page 3

- **behavioural activation** – makes you look at the simple everyday tasks you may be avoiding and start doing them. Activity helps you to feel better, and once you have conquered some everyday tasks, you may feel ready to tackle some bigger ones.
- **other forms of counselling or therapy.**
- **medication** – antidepressant drugs work on brain chemicals to lift your mood. It often takes between two to six weeks before the drugs take effect. They don't cure depression, but they can make you feel better so that you may feel able to take action to deal with the problems causing your depression. Medication may be recommended in combination with therapy for severe depression, but not for mild to moderate depression unless other treatments have not helped. This should be combined with therapy.
- **exercise** – regular exercise can be very effective lifting mood and regulating appetite and sleep. Physical activity also stimulates chemicals in the brain called endorphins, which can help sufferers to feel better.

Where can I find out more?

Depression Alliance

web: depressionalliance.org

Information, support and self-help groups

Depression UK

web: depressionuk.org

A self-help organisation made up of individuals and local groups.

Students against depression

web: studentsagainstdepression.org

Information and resources for young people with depression.

Mental illnesses & behaviours

Eating disorders page 1

What are eating disorders?

People with eating disorders use food or exercise as a way of managing difficult thoughts, feelings or experiences.

What are the symptoms of eating disorders?

Eating disorders can take many forms – and many people move between the different types of behaviours during the course of their illness. There are three main types of eating disorder:

Binge Eating Disorder – large amounts of food are eaten in a short period of time. Binge eating disorder results in weight gain and whilst sufferers may try hard to control their diet and lifestyle outside of their binges, they often report feeling completely out of control when they are bingeing. The weight gain associated with binge eating disorder can lead to physical complications such as diabetes, heart disease and cancer.

Bulimia Nervosa – describes a cycle of consuming large quantities of food and then taking measures to remove that food from the body or to burn it off through exercise or restriction of further food intake. Many people with Bulimia do not change in weight, though in other cases weight can be seen to fluctuate. Some purging behaviours are very dangerous and can result in fits or fainting or liver or kidney damage.

Anorexia Nervosa – food intake is severely restricted and / or a large amount of exercise is taken. Weight loss is a key symptom and many sufferers are very underweight.

Eating disorders are often seen alongside other difficulties such as self-harm, depression and anxiety. Regardless of the type of eating disorder, sufferers tend to suffer from very low self-esteem, negative self-image and feelings of intense distress.

The weight loss associated with anorexia can result in physical health complications such as low blood pressure, fits, fainting, problems with the internal organs and brittle bones.

Mental illnesses & behaviours

Eating disorders page 2

What causes them?

There are a wide range of reasons why someone might develop an eating disorder. They can affect anyone and sufferers are often very good at keeping their symptoms hidden. Some people may be more likely to develop an eating disorder than other people, if there is a family history for example or if they have suffered abuse or trauma, but for some people there might be no clear cause at all, or the underlying reasons may be complex and confusing.

How might eating disorders impact on daily life?

Having an eating disorder can make many normal situations difficult as sufferers may not feel comfortable eating or drinking in front of other people, so there may be situations they avoid, or there may be secretive behaviours associated with bingeing or purging. Many people with eating disorders also struggle with associated anxiety or depression (see anxiety and depression above).

How can eating disorders be treated?

Treatment types for eating disorders vary according to the type and the severity of the condition. Talking therapies are a common and effective treatment. Two effective types are cognitive behavioural therapy (CBT), which helps sufferers to identify and change negative thoughts and feelings affecting their behaviour, and dialectical behaviour therapy (DBT), which can help sufferers to feel more aware of their emotions and accepting of themselves.

Medication is sometimes prescribed, especially for people with binge eating disorder or bulimia. This is often with the aim of treating underlying depression or anxiety.

If the issues have been going on for a long time, the symptoms are very severe or there is a dangerous impact on physical health, then admission to an inpatient clinic might be advised. Sometimes this will be a children's unit, sometimes a general psychiatric unit and sometimes an eating disorders specialist unit.

Where can I find out more?

Beat

helpline: 0808 801 0711

web: b-eat.co.uk

Offers information on eating disorders and runs a supportive online community.

Beat also provides a directory of support services at helpfinder.b-eat.co.uk

Mental illnesses & behaviours

Self-harm page 1

What is self-harm?

Self-harm describes any way in which someone might hurt themselves or put themselves at risk in response to, or in order to manage overwhelming thoughts, feelings or experiences. Self-harm is not a mental illness and for many people it is a way of coping with the stresses of daily life, for others it is a way of managing the thoughts and feelings caused by or underlying other conditions such as depression and anxiety.

What causes it?

People self-harm for a variety of different reasons; for some people this is a temporary means of coping with a temporary situation, whilst for others it becomes a longer term coping mechanism. What people who self-harm tend to have in common is that they are trying to cope with overwhelming thoughts and feelings and have not yet learnt a healthier way of coping which works consistently and effectively.

How might self-harm impact on daily life?

Self-harm can be a very isolating and secretive activity which some people feel ashamed of or embarrassed about, or they may be worried that they'll be teased, bullied or accused of attention seeking. This can cause people who self-harm to

become increasingly isolated. People with self-harm injuries or scars will often try to keep them hidden, wearing long sleeves even in warm weather and avoiding situations where other people might see their injuries such as PE, sleep overs or shopping trips.

How can self-harm be treated?

The most common treatments for self-harm are talking therapies or support groups. In recovery, people who self-harm will often focus a lot on learning when and why they self-harm and finding ways to avoid the urge to self-harm, distract from the need to self-harm or learn to manage and respond to difficult feelings in healthier ways.

Two types of talking therapy that are found to help people who self-harm are cognitive behavioural therapy (CBT) which helps sufferers to identify and change negative thoughts and feelings affecting their behaviour, and dialectical behaviour therapy (DBT) which can help sufferers to feel more aware of their emotions and accepting of themselves. If there is underlying depression, anxiety or another mental illness, it's important to seek treatment for this also.

Mental illnesses & behaviours

Self-harm page 2

Where can I find out more?

Harmless

web: harmless.org.uk

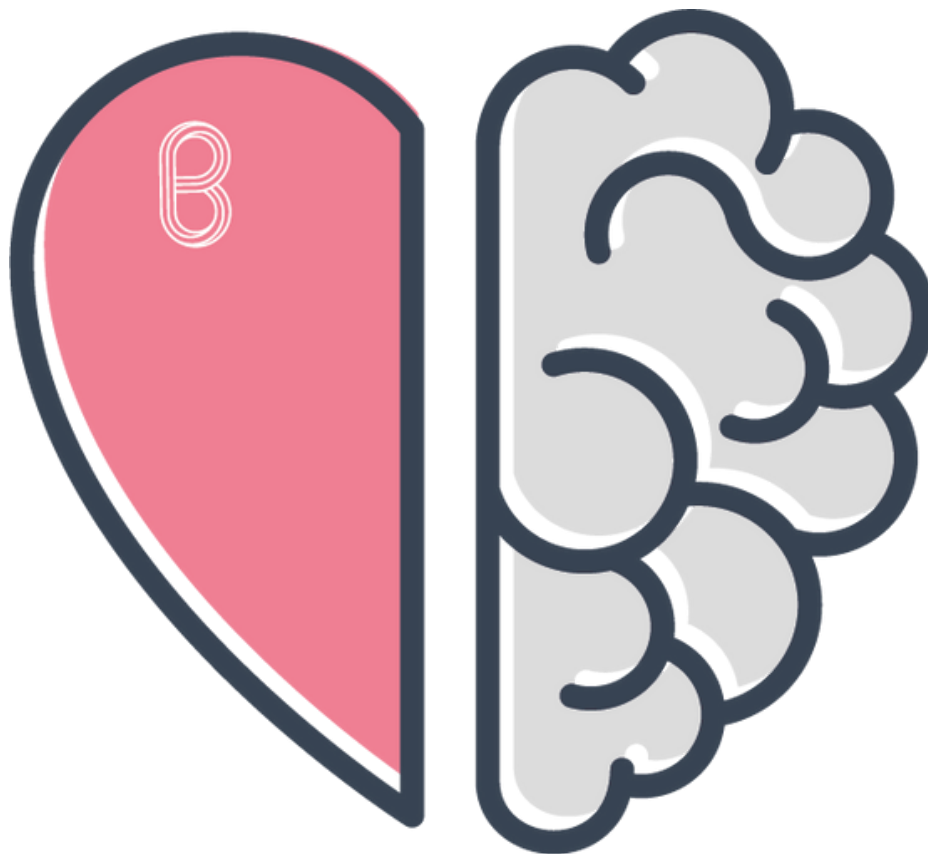
User-led organisation for people who self-harm, friends and families.

Selfharm UK

helpline: 0800 622 6000

web: selfharm.co.uk

Survivor-led organisation for people who self-harm, friends and families.



Fact or fiction cards

Lesson 4

People with
depression
always eat more
than they used to

You can't tell how
stressed someone
is from their
self-harm injuries

Depression isn't a
real illness

Depression
always needs
treatment to get
better

Antidepressants
make depression
go away

People with
depression just
need to snap
out of it

If your
parents have a
mental illness,
so will you

You can't tell if
someone has an
eating disorder
by looking at
them



Cut out and give to groups

Fact or fiction cards

Lesson 4

Talking about
these issues
only makes
them worse

Eating disorders
are just a teenage
phase

Boys get eating
disorders too

Anxiety will get
better over time

Someone with
anxiety should
avoid situations
that cause stress

Self-harming is
attention seeking

People who
self-harm are
suicidal

Self-harm is a
mental illness



Cut out and give to groups

Fact or fiction explanatory notes

Lesson 4

People with depression eat more than they used to

People with depression may eat more or less than they used to. This is a common symptom but not something that all sufferers experience.

Depression isn't a real illness

Many people mistakenly believe that depression is defined as a weakness of character or mere sadness. But depression is a complex mental illness that has psychological, social, and biological origins.

Depression always needs treatment to get better

Depression is a mental illness that can be treated in multiple ways, including medication and psychotherapy, and it should not be considered normal unhappiness or simply ignored. Whilst there are many things that sufferers can do to improve their own mental wellbeing, it is always advisable to seek the support and guidance of a doctor if you think you may be depressed.

Antidepressants make depression go away

Luckily, depression is a treatable disorder, but antidepressants alone are not typically enough. While these drugs have the ability to alter brain chemistry and fix deep-rooted biological problems, the treatment for depression may also include psychotherapy.

The solution to depression is not as easy as popping a pill, which may take as long as six weeks to kick in. Talking therapy along with medication is often added to the treatment process.

People with depression just need to snap out of it

Depression is a serious health condition, and no one chooses to be depressed. People mistakenly think that depression is merely a result of a person wallowing in their grief or sadness and can be cured by thinking positively and making a change in one's attitude. Depression is not a sign of weakness, laziness, or self-pity. It is a medical condition, arising from errors in brain chemistry, function, and structure due to environmental or biological factors.

If your parents have a mental illness, so will you

If there is a family history of mental illness then you may be a little more likely to have a mental health condition than other people. However, understanding this risk means that you can take extra steps to keep yourself mentally healthy.

Talking about these issues only makes them worse

It's a common misconception that discussing depression, anxiety, self-harm or eating disorders merely reinforces destructive feelings and keeps a person focused on the negative. However, being alone with your thoughts is much more harmful. Having a supportive, reliable, and non-judgmental listener can be a key part of recovery.

You can't tell if someone has an eating disorder by looking at them

Eating disorders are serious and potentially life threatening mental illnesses; they are not a lifestyle choice or a diet gone 'too far'. A person with an eating disorder experiences severe disturbances in their behaviour around eating, exercising and related self harm because of

Fact or fiction explanatory notes

Lesson 4

because of distortions in their thoughts and emotions. Their behaviours around food and exercise may result in them being overweight, underweight or a healthy weight.

Eating disorders are just a teenage phase

An eating disorder is a serious mental illness. It is not a phase and it will not be resolved without treatment and support. Eating disorders can affect people of any age, though the highest numbers are seen in teenagers.

Boys get eating disorders too

Eating disorders can affect anyone. They occur:

- Across all cultural and socio-economic backgrounds
- Amongst people of all ages, from children to the elderly
- Regardless of gender

Population studies have suggested that males make up approximately 25% of people with anorexia nervosa or bulimia nervosa and 40% of people with binge eating disorder.

Someone with anxiety should avoid situations that cause stress

Avoiding stress might seem like a good way to reduce anxiety, but it's not as easy as it sounds. For one thing, life is full of stressful, unexpected situations, not all of which are going to cause anxiety for people with an anxiety disorders. Always avoiding the things that cause anxiety - like crowds of people, bridges, or spiders - just reinforces the disorder. Effective anxiety treatment usually involves gradually

and safely exposing the sufferer to the source of their anxiety so that they can learn to cope with it, not avoid it. Resilience skills can help.

Anxiety will get better over time

Anxiety is very treatable, but in many cases, it is difficult to overcome without professional support. Many sufferers wait as long as ten years before seeking treatment, assuming their condition will improve.

Self-harming is attention seeking

Self-harming is often very private and personal with sufferers going to great lengths to hide their injuries. The attention that self-harming does bring is often negative and doesn't help to relieve distress.

People who self-harm are suicidal

People who self-harm aren't usually trying to kill themselves. For many it's a coping mechanism used to survive – not die.

Self-harm is a mental illness

Whilst many people suffering from mental illnesses such as depression, anxiety and eating disorders turn to self-harm to manage their feelings, there are many people who self-harm who are not mentally ill. Self-harm is an unhealthy coping mechanism rather than a mental illness.

You can't tell how stressed someone is from their self-harm injuries

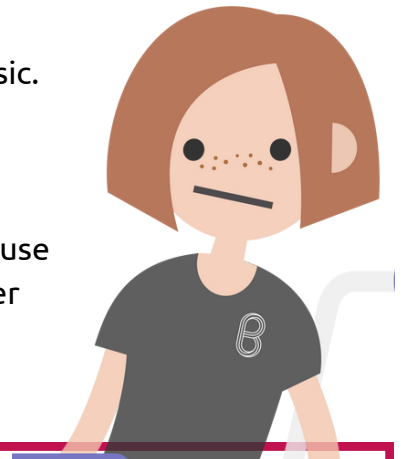
Sometimes relatively minor self-harm injuries might happen in response to major distress or trauma whilst sometimes the opposite is true. You cannot judge someone's distress based on the extent of their injuries. Anyone who self-harms deserves respect and support and never judgement based on their injuries.

Lesson 6

Andi case study

14-year-old Andi has been having a difficult time at home lately. She has been in foster care for the past 18-months but can't seem to settle. She has been placed with three different families so far and it seems likely that her most recent placement might break down. She's always struggled with more academic subjects, although she has previously shown quite a flair for art and music. But lately her enthusiasm has waned and her results with it.

She has been in trouble at school for being late to lessons and skipping PE. She doesn't really have any friends at school because she's moved school so many times, but there is a group of older kids she hangs around with in town. She drinks with them sometimes if she's feeling really down.



What triggers and risk factors can you identify?

What thoughts and feelings might Andi be experiencing in a typical school day?

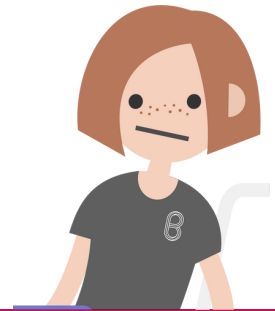
Lesson 6

Andi action plan

Write an action plan for Andi. It might help to think about:

- Changes she could make
- Things she could try to avoid
- Specific ideas for responding in a healthy way to any unhelpful emotions identified.

For example four things Andi could try when she is feeling



Action plan for Andi

Lesson 6

Goldin case study

15-year-old Goldin is not a natural sportsman, but this year he has been putting his all into the football team. He has been attending every practice and keeping his fitness up by frequently visiting the gym between practices.

The slightly chubby looks that earned him the nickname 'Podge' in Year 9 are a thing of the past and instead Goldin is looking increasingly muscular and is getting attention from the girls – though he doesn't seem interested at all, preferring to shy away from the attention and work out in the gym during his lunch breaks and after school.

Goldin lives with his younger brother and his mum. She is very supportive of Goldin and his brother but isn't always able to attend parents' evenings as she works long hours to support the family, so Goldin ends up doing a lot to support his brother.



What triggers and risk factors can you identify?

What thoughts and feelings might Andi be experiencing in a typical school day?

Lesson 6

Goldin action plan

Write an action plan for Goldin. It might help to think about:

- Changes he could make
- Things he could try to avoid
- Specific ideas for responding in a healthy way to any unhelpful emotions identified.

For example four things Goldin could try when feeling



Action plan for Goldin

Lesson 6

Zane case study

14-year-old Zane is a model student. He works very hard at everything he does and excels academically. He is usually top of the class and is disappointed even to come second. He always submits his homework on time and it is clear that he dedicates a lot of time to his studies.

Zane has recently been fasting for Ramadan and decided to show his dedication to his faith by fasting beyond the end of Ramadan. He has his parents' full support on this: they are very proud of Zane's dedication to his faith. In fact, his parents play a huge role in his life. They are very encouraging of his academic achievements too and tell him that he can achieve anything he wants to if he works hard enough.

Zane is well liked by his classmates, though he seems more withdrawn in class than usual and has taken to spending many of his lunchtimes in the library alone. His ambition is to study veterinary science and he understands that to achieve his goal he must work very hard.

What triggers and risk factors can you identify?

What thoughts and feelings might Andi be experiencing in a typical school day?

Lesson 6

Zane action plan

Write an action plan for Zane. It might help to think about:

- Changes he could make
- Things he could try to avoid
- Specific ideas for responding in a healthy way to any unhelpful emotions identified.

For example four things Zane could try when feeling



Action plan for Zane

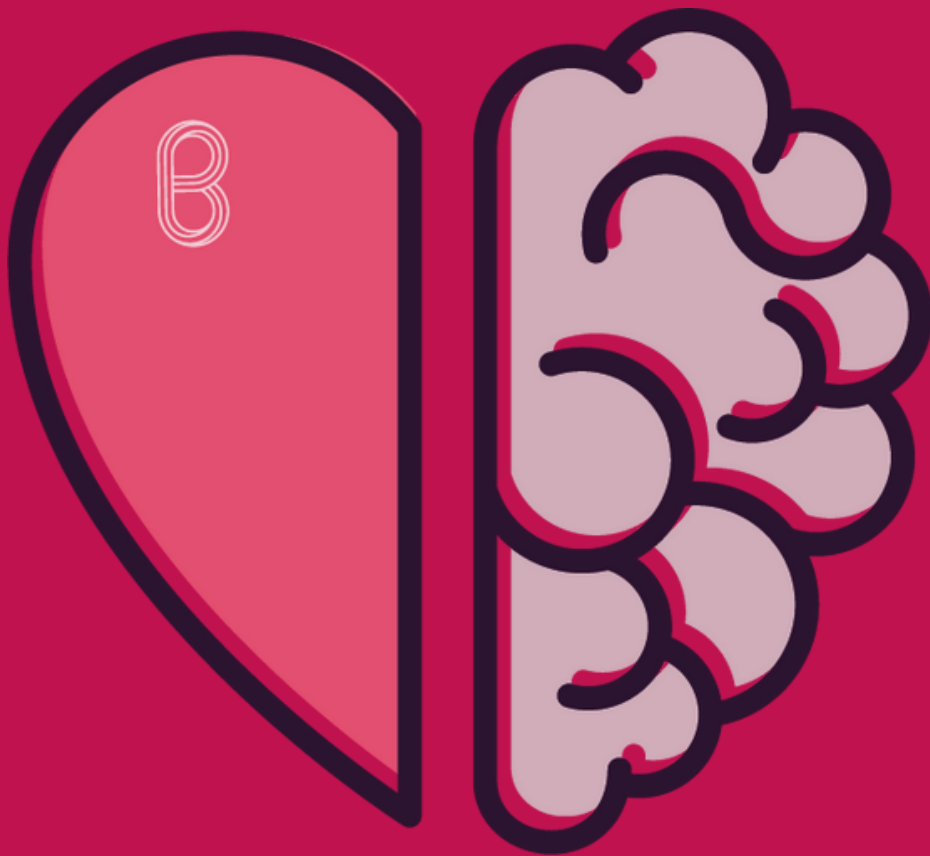
Mental illness investigated acknowledgements

Mental Illness Investigated was developed by Bounce Forward in partnership with the PSHE Association – the national association for improving the quality of Personal, Social, Health and Economic (PSHE) education. For more information about the PSHE Association or to become a member, visit www.pshe-association.org.uk.

We offer thanks to Dr Pooky Knightsmith and the professionals, teachers and students involved in the development and ongoing updates of the materials.

The resource was developed with funding from the Education Endowment Foundation as part of the Healthy Minds Research Project.

The impact of Healthy Minds was reported in July 2022 and found to have a positive impact on attendance, fixed term exclusions, behaviour, as well as health and wellbeing. The report can be accessed [here](#).



Healthy Minds Resilient Relationships

Year 9 Scenarios and Teaching Resources



Resilient relationships

The resilience skills and competencies are the central thread that connect the Healthy Minds teaching and learning outcomes, and create the short and long term outcomes.

Like all good habits, we need reminding of them, and given that adolescence is a time of continued change, it's vital young people are reminded of them. Research supports boosting resilience by reinforcing the skills using different, relevant topics so young people experience the transferability and usefulness of the skills to overcome setbacks and be the best version of themselves.

Relationships education

Relationships and Sex Education (RSE) and Health Education became a statutory requirement in September 2020. Please ask Bounce Forward for the mapping document for Healthy Minds against the requirement.

To embrace the challenges of creating a happy and successful adult life, young people need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy and resilience.

The Healthy Minds suite provides high quality, evidence-based and age-appropriate teaching and learning to meet these requirements and so children are prepared for the opportunities, responsibilities and experiences of adult life.

Continued professional development

Included within the Healthy Minds pack is a webinar that is important to understand how to teach Big Sticky Beliefs. **It is really important for anyone teaching** these lessons to have watched both the foundation CPD and the CPD relevant to Big Sticky Beliefs.

Representative examples

The range of different examples and scenarios are intended to be representative and relevant to students as they move through secondary school. It is important that your students can relate to the materials, so do consider ways to tweak them so they talk directly to your students. We do not recommend wholesale changes, and suggest you remain thoughtful about the intended learning outcomes, but changing names, location and scenarios can ensure all your students 'see themselves' and therefore feel represented within the lessons.

Resilient relationships overview

Below is an overview of the lessons and resources required to help with lesson planning. The Resilient Relationships powerpoint provides detailed 'teacher' notes and any videos used are already embedded. There is a Student Handbook to support the learning activity sheets listed below.

Lesson 1: Resilient relationships

- Healthy versus unhealthy relationships worksheet
- Relationships true or false worksheet
- Build a relationship

Lesson 2: Healthy boundaries

- Setting healthy boundaries
- Assertive communication technique
- Principles of smart love
- Signs of abusive relationships
- Sources of support
- Worried about a friend

Lesson 3: Relationship characteristics and parental responsibility

- Relationships quiz worksheet
- How much does a baby cost
- Considerations before having a baby worksheet

Lesson 4: Big sticky beliefs& relationships

- Dennis
- Jenny's ABC

Lesson 5: Identifying BSBs

- Bodhi's BSBs
- What questions

Lesson 6: BSBs and human connection

- Confirmation bias
- Moving BSBs

Lesson 7: BSBs & Planning for the future

- BSBs and my future

Home activity sheets and My learning record for each lesson.

Harnessing emotions exercise

lesson 1

Read out the introduction.

In the previous Healthy Minds lessons, we practised different calming, focusing, and distraction techniques, developing the ability to harness our emotions. We learnt that there are benefits of spending time in what we can think of as strong silence; making a choice to be still as a tool to help us be resilient. Some of you may already be spending a few minutes each day practising the techniques. Today we are going to practise one from a previous lesson that you may well remember, lets see.

- Read out the instruction with a calm and clear voice. Aim for this practice to last no more than 1 minute.

“Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As you do, pay attention to your breath. As you pay attention, start to focus on breathing slowly and deeply, in through your nose - and gently out through your mouth. Breathe in through your nose -and out through your mouth. Notice how your stomach or chest rises as you breathe in and falls as you breathe out. If your mind starts to wander, don't worry, that's normal, just notice it and then bring your attention back to the breath. Breathing in through your nose - and out through your mouth.”

- Allow there to be 10 – 15 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.
- Ask for a few views on the practice. It's perfectly normal for some students to prefer it more than others. It takes time first to learn the practice and then to feel comfortable with it. Not everyone will like it equally.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).



Human knot exercise lesson 1

Split the class into groups of 6 – 10.

- These lessons are all about relationships and human connections, and we are going to try a fun activity to explore the word 'connections'.
- Ask the groups to stand in a circle and raise their right hand in the air. Then they are to take hold of the hand of someone else in the group, making sure not to choose someone directly to their right or their left. Now do the same with the left hand making sure they take hold of the hand of someone new. So, each student is holding hands with two different students and the group is in a human knot.
- Now ask the groups to untie the knot, without letting go of each other's hands. They will need to work together, be mindful so nobody gets hurt, communicate and work as a team. They may need to step over and under each other to untie the knot. The aim is for them to be back to a circle. It may be that some students are now facing a different way.
- Ask for some feedback on the activity
- Make the link back to healthy human connections that require, communication, flexibility, following rules, caring for other people and working together to solve disagreements.

Note: Click [here](#) to see an example of this activity in action.



Beliefs that help and hinder examples

Friendships		
Helpful	• It's good to have friends • To have a friend you need to be a friend • Friends respect one another • Friends value being open minded and honest with each other • My friends are important to me	• Friends accept each other for who they are • You can be friends with different people • I value my friendships • Time with friends is time well spent
Hinder	• Friends always agree on everything, otherwise they are not real friends • You can't rely or trust other people • It's better to lie than upset them • You can only have one friend at a time • If you don't see each other every day you are not true friends	• Being unkind to a friend is ok • Friends change who they are as a person to stay friends • True friends only like the same things • Friends dare each other to do risky things
Romantic relationships		
Helpful	• Relationships are equal and no one person is in charge • Consent can be given and taken back at any time • Romantic partners don't try and change each other to stay together • You should encourage each other to spend time with friends	• Respect is important • There should be more fun than arguments in a relationship • Building trust takes time • Relationships build over time • Not all romantic relationships will last
Hinder	• If you love each other you need to be with each other 24/7 • One person is in charge • It's good to make the other person jealous • If they love me they should do as I say regardless	• Being attracted to each other is the only important thing • If it doesn't feel as hot as it did when we first met, love is gone • I must stay with this person because other people like them • It doesn't matter that my long term friends don't like them

Relationships true or false worksheet

Test your relationship smart	True or false?
There is probably only one person meant for you.	False: While you are not attracted to just anyone, there is more than one person in the world who you could be attracted to, and could have a good relationship with.
Breaking up should be done slowly so you don't hurt the other person too much.	False: To go slowly only drags out the pain. It is better to be honest and make a clean break than give false hope. You don't have to be mean about it. Remember the Assertive Communication Technique.
If you feel the chemistry (intense attraction) it is probably love.	False: Chemistry may get things started, but real love is based on knowledge of many aspects of a person. Love is not just based on feelings.
If you find the right person you will be happy.	True and false: It is true that people's life satisfaction increases when they find a long term partner, someone they can share their lives with. However, that doesn't necessarily mean living happily ever after. No-one else can magically make you happy, or give you a sense of meaning and purpose, ultimately that comes from you. You have to develop these for yourself, and then work together to keep the relationship healthy and happy.
Opposites attract.	True and false: People are attracted to each other for all sorts of reasons, some based on opposites and some on similarities. Both of these include respect and value for each other and important for relationships.
Happy couples don't argue as much as less happy couples.	False: Research on adult couples shows that happy and less happy couples can argue. Arguments can be healthy if they lead to resolving problems and handling conflicts constructively to ensure a good outcome. Caution to teenagers: Your romantic relationships should be mostly fun. If there is more fighting and arguing than there is laughter and fun, it's a sign that the relationship (or friendship) isn't worth it.
On average, people have one serious romance before they find someone they want to commit to.	False: On average, people can have several romances (crushes, as well as short and longer term relationships) before finding someone they want to commit to.
Committing to one person means spending every moment of every day with them.	False: Making a commitment to be with someone (for the shorter or longer term), doesn't mean giving up everything else. Healthy relationships recognise the benefits of staying true to who we are as individuals and being together for the shared experience.

Harnessing emotions exercise

lesson 2

Read out the introduction.

Each of us has unique qualities and strengths that we don't often share or can feel embarrassed to be proud of. Talking and sharing the good things that happen in our lives not only helps us feel good when we are sharing, is it also proven to help us build the optimistic muscle – which is key to our resilience.

In this activity you will each think of something 'good' that happened recently. It can be something you did for someone, or something you achieved, or something good that someone else did for you. Once you have that in your mind, think about describing it to someone because that is what we are going to do now.

- Allow a few minutes for students to think of their 'good thing'.

Explain that students are going to have 90 seconds – (you will use a timer) – to share the good thing with a partner. They need to explain it in detail. They will use lots of words –or as many as they can. The partner is going to listen in, really listen to the words used to describe the good thing.

- As they listen, they will try and imagine what it felt like and think about some positive words to say at the end. For example, that would have made me feel proud or happy, or you really worked hard, or you thought about others.
- When prompted (by you) they tell their partner what they thought when they were listening.

Then they will swap over and do it again so the other person tells their good thing.

At the end share how the energy felt in the room.

Ask students to call out the emotion they are feeling now, which may be positive or negative.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).

Smart love scenarios

Lesson 2

We are serious about school, but like to party and have fun too. And, we can really talk - she's one of the most interesting girls I've ever met.

My partner respects my values about drugs. They have really messed up my family. Even though there are a lot of opportunities to do drugs, I'm not going there.

Having sex means a lot to him. He's probably thinking it means we will be together forever. My values on sex are, get what you can when you can.

I value my self-control and honesty, but my boyfriend lives for the moment. He's impulsive and never thinks about how his actions hurt and affect others.

I'm happy with our level of physical affection and am not ready to go further. My partner tells me everyone's doing it and I'm weird. Maybe I should just get over it and have sex.

My friends say it's cool to be bisexual. I'm not sure what I am, but I have lots of time to figure it out when I'm older.

My buddies talk, calling girls "hoes" and stuff. I wouldn't use that language around my girl. I respect her too much. Besides, she wouldn't put up with guys talking to her that way.

My partner gets aggressive and slaps me when angry. It hurts me, but I know my partner has a rough background that causes them to act that way.



Cut out and give to groups

Healthy debate distraction

exercise lesson 3

Read out the introduction.

Today we are going to distract ourselves by having a healthy debate about a sensitive topic – consent.

Sometimes when we are caught up in our world and the day to day gripes, it's easy to forget there are things bigger than us. The world around us has lots of different things going on and so it's good to distract ourselves from the day to day worries by paying attention to the bigger questions about life.

Consent is a really important part of sexual contact – it's how we know that both people want to do it and are enjoying it. If consent isn't given then it's sexual assault or rape, and consent is important in any kind of sexual activity. It's more than just verbally saying yes or no; it's also about paying attention to who you're with and seeing how they are reacting to you.

Understanding consent might sound confusing, but it's actually really simple.

I am going to read out some statements and we are going to debate them.

Remember this is a distraction activity and remember the **safe learning agreement** as we offer our different perspectives. I should say up front that when it comes to consent there is a right and wrong!

The statements are on the PowerPoint side.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 8).

Relationships quiz worksheet

Relationship type	Write as many things as you know about this type of relationship
Legally married	In England marriage is when 2 people (aged 16 and above) make a legal commitment to be partners for life. Note: 16 and 17 year olds require a parent or guardian's permission or they can apply to the court for permission. You can only be married to one person. You cannot marry certain members of your family, eg. siblings. In England 2 people of either sex can legally marry. Marriage must be freely entered into by both parties. Forced marriage is against the law. Marriages must be held at a registered building and conducted by someone who is authorised, and with a registrar to be legally recognised. The legal protections for civil partnerships are very similar to marriage, for example: • have automatic parental rights over their children • have a legal duty to financially support each other and their children • can claim tax allowances aimed at married couples People choose to make this commitment for different reasons: • they have chosen to remain committed • they believe marriage provides stability for a family • they want additional legal rights and protections • marriage is important in their religion, culture or tradition
Civil partnership	This is an alternative legal arrangement to marriage. It is an option for anyone who is in a couple relationship, regardless of their sex or sexual orientation. The rules for age, notifying the Register Office, and registering the partnership are the same as for marriage. The legal protections for civil partnerships are very similar to marriage, and also include: • have the right to their partner's assets when they die without paying inheritance tax • inherit at least part of their partner's estate if the person who died doesn't leave a will, under the rules of intestacy
Cohabitation	Cohabiting is when 2 people live together. Cohabiting people do not get: • the same legal duty to financially support each other as people in a marriage, for example • an automatic right to inherit their partner's assets • tax allowances that married couples get Cohabiting couples can set up a legal 'cohabitation agreement', which covers issues such as how a couple shares their assets and what should happen if the relationship ends.

Hannah activating event

lesson 4

Activating event

Hannah was out with Tom last night and got home later than she was supposed to because she lost her purse at the cinema and spent ages looking for it.

It took ages because she didn't ask the staff at the cinema for help.

She didn't tell her parents why she was late, and they have grounded her for a week.

Read out a random mixture of the beliefs below.

Note: They are ordered here for you, but read them out randomly.

There might be disagreement in the class about which is which, that is fine. The point is that **Gremlin Beliefs** are usually directly about the **Activating Event**, either what's caused it or the implications of it. **BSBs** are bigger and not necessarily directly linked to the **Activating Event** or don't seem like they are.

Big Sticky Beliefs

- People can't be trusted.
- Asking for help is a sign of weakness.
- The world is a dangerous place.
- Good things happen to good people.

Gremlin Beliefs

- Tom will think I am an idiot for losing my purse.
- My parents hate me.
- I lose everything.
- I'm not going to be allowed out this weekend.
- I always mess it up!

Note: The goal here isn't to identify which of the **Beliefs** are accurate or helpful, but to understand that some **Beliefs** are big and sticky and not directly about the **Activating Event**.

Harnessing emotions exercise

Take 5 lesson 6

Read out the instruction with a calm and clear voice.

As you read out the instruction, show the practice with your hand clearly so everyone can see.

“Today we are going to practise **Take 5**, that you may remember from previous lessons. Sit upright in your chair, get comfortable. Now stretch out your left or right hand. Look at your hand and stretch it out like a star, pulling the tips of your fingers as far out as they can. Don’t overstretch your hand but just as much as feels comfortable. Notice what you feel in your hand right now. Wiggle your fingers only very slightly and notice what you feel there right now.

Now imagine the finger of your other hand is a pointer and you are going to trace, slow and steady around the outside of your hand. Hold your pointer at base of your wrist next to your thumb. Now start to slowly trace up to the top of your thumb, pause at the top and then trace your pointer down the other side of your thumb. Now trace up slowly the side of your second finger, pause at the top and then down the other side.

Now we are going to add some breathing. Take your pointer back to the wrist next to your thumb. Remember to take it slow and steady. This time as you trace up to the top of your thumb breathe in through your nose, pause at the top and then as your trace down, breathe out through your mouth. As you trace slowly up to the top of your second finger, breathe in through your nose, pause at the top and then trace down to the bottom and breathe out through your mouth. Continue to trace all five fingers, taking five slow and steady breaths. Move your pointer up to the top, pause then down to the bottom, breathing in through your nose as you trace up and out through your mouth as you trace down.”

Ask students for views on the practice. How they feel? Are they calmer? When might they find the exercise useful?

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).

Activating events

Lesson 6

BSBs of the character

Lucas is really worried about his exam, but Ava (his girlfriend) wants to meet up. She says they haven't seen each other properly for ages.

Education is everything

People should be kind and not upset each other

Harper is a good footballer and has recently been signed for Manchester City. Her best friend Aiden has recently been dropped from the school team.

Its a dog eat, dog eat world

Boys get all the breaks in football

Savannah has been dumped by her girlfriend. It's been something she has worried would happen for a while and has been trying really hard to stay together.

I am not worthy

Breakups are a sign you are a horrible person



Cut out and give to groups



Healthy Minds Resilient Decisions

Year 10 Scenarios and Teaching Resources



Resilient decisions

The resilience skills and competencies are the central thread that connect the Healthy Minds teaching and learning outcomes and create the short and long term outcomes.

Like all good habits, we need reminding of them particularly through adolescence, which is a time of developmental and psychological change. Trust in the research that supports the benefits of reinforcing the skills to boost and build resilience.

Adolescence is also a time when young people really start to build their sense of self, and are increasingly independently. It is a time when they begin to play a more active role in the world around them.

Differences can be viewed as a negative or as a strength. At Bounce Forward we really encourage you to create the sense that we are all human beings aiming to make our way in the world. Whatever start we have had in life, we have something to offer and share. When it comes to being able to make effective decisions, deciding what to do for the best, there is just no right or wrong. Mental resilience and emotional well-being - having a healthy mind, being psychologically fit - are all enablers for sound decision making.

At Bounce Forward we ask to focus your role as teachers during Resilient Decisions to build students self awareness, to develop and strengthen their personal use of the skills, to encourage their growth and self efficacy to be agents for change in a way that is in the best interests of humanity. Oh, and have some fun along the way!

Representative examples

The range of different examples and scenarios are intended to be representative and relevant to students as they move through secondary school. It is important that your students can relate to the materials, so do consider ways to tweak them so they talk directly to your students. We do not recommend wholesale changes, and suggest you remain thoughtful about the intended learning outcomes, but changing names, location and scenarios can ensure all your students 'see themselves' and therefore feel represented within the lessons.

Resilient decisions overview

Below is an overview of the lessons and resources required to help with lesson planning. The Resilient Decisions PowerPoint provides detailed 'teacher' notes and any videos used are already embedded. There is a Student Handbook to support the learning activity sheets listed below.

Calm, focus or distraction

By now you and your students will be well versed in techniques, so we have included a place slide within the PPT in each lesson to choose an activity of your choice. Refer back to your previous materials if you need a reminder.

Lesson 1: Ambiguity, complexity & independent thinking

- My learning record
- Home activity

Lesson 2: Assessing risk & opportunity

- My learning record
- Hotseat handout
- Home activity

Lesson 3: Assertive communication in decision making

- My learning record
- Home activity

Lesson 4: Decision making in romantic relationships

- Have sex or not to have sex
- Signs of an abusive relationship
- My learning record
- Home activity

Lesson 5: Review how we make decisions

- My learning record for Resilient Decisions

Dilemmas



TROLLING

Susrita has just become friends with Monica and a few of her friends. Monica told her that she didn't like the new girl (Georgia) in her school because she got with her ex boyfriend. Susrita goes on social media and starts to write mean messages about Georgia. Monica feels grateful for her protection but feels bad for Georgia. Susrita starts to get angry with Monica for not supporting the posts. What should Monica do?



LOVE TRIANGLE

Jake fancies Lily in his class at school. He wants to ask her out, but he's really nervous about getting rejected. Then Lily writes him a message saying that she is interested in his best friend Bill, and she asks if Jake could find out whether Bill likes her too. Jake knows that Bill really likes Lily too. What should Jake do?



NUDE

Jonaïd has been messaging Sonya for a few weeks now. Jade is friends with both of them. Jade walks into form and Jonaïd and some of his friends are looking at his phone and laughing. Jade looks over one of their shoulders and sees a picture of Sonya naked. Jonaïd notices and says that if she tells Sonya, he won't be her friend anymore and will post the pictures of Sonya online. What should Jade do?



BABY SITTING

Family friends have asked Mo to babysit. They are both going to an important business meal and asked him a few weeks ago. Mo said yes, but a few days before the night, his friend asks him if he wants to go see a band he loves. He really wants to go and won't get another chance. He knows his family friends won't have another option and his parents will be angry. What should Mo do?



Cut out and give to groups

Harnessing emotions

mindful moment lesson 1

Read out the introduction.

Sit comfortably and as you do take a few deep breaths. I am going to read a poem called The Road Not Taken by Robert Frost. As you listen to the words, take slow deep breaths and try and put all your focus on the words of the poem.

I am going to invite you to close your eyes or lower your gaze. As I am reading the poem take slow, steady breaths, in through your nose and out through your mouth. Focus on the words of the poem and continue to breathe slow and steady.

Read the poem in a calm and clear voice.

"Two roads diverged in a yellow wood, and sorry I could not travel both, and be one traveller, long I stood, and looked down one as far as I could, to where it bent in the undergrowth.

Then took the other, as just as fair, and having perhaps the better claim, because it was grassy and wanted wear; Though as for that the passing there, had worn them really about the same.

And both that morning equally lay, in leaves no step had trodden black, oh, I kept the first for another day! Yet knowing how way leads on to way, I doubted if I should ever come back. I shall be telling this with a sigh.

Somewhere ages and ages hence, two roads diverged in a wood, and I, I took the one less travelled by, and that has made all the difference."

Now gently bring yourself back into the room. Roll your shoulders.

Take a few comments on the practice and how simple practice like this can help us to calm our minds, relax and focus us so we can then decide what to do next.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).

Activating events



NIGHT OUT

Georgia and Ella are a romantic couple and have been together for over 2 years. Georgia wants to go out with her friends.

Ella doesn't want to go because she doesn't know anyone and doesn't want to spend the evening with people she doesn't know. Ella must tell Georgia that she doesn't want to go and then decide whether to negotiate.



ARGUMENTS

Nicole's mum and dad are separated and do not get on at all. Every time her dad comes to pick her up there is an argument between them about anything and everything. Her dad is then annoyed and can drive angrily. Nicole should use the technique to tell her parents how she feels and negotiate with them for a solution.



TOO OLD?

Essie has been messaging with someone for sometime, but is very secretive about it. Her friend, Abid thinks the person is much older than

Essie. Essie can be easily led and recently she has not been her usual self. Abid is worried and wants to use the technique to talk to Essie and then decide what to do next.



ALCOHOL

Lauren has a sleepover at Pavi's house with a few friends. She hears that one of Pavi's friends is going to bring a lot of alcohol with her. Lauren knows her dad wouldn't want this to happen and does not want to hide it from him. Lauren should use the technique to talk to either her dad or to Pavi and decide whether to negotiate.



Cut out and give to groups

Yes, no, not sure

lesson 4

Questions

The questions will potentially raise some sensitive debate and conversations; be sure to remind the class about the **Safe Learning Agreement**.

Read out to the class

We are not going to be sharing any personal examples where these questions might be relevant to them personally. The debate should be based purely on an overall general perspective.

So a student would **NOT** say but "I know [name of person] and they are"
They would keep it general and say "Based on what I am aware of, I would say"

- Go out with someone romantically who is 5 or more years older than you?
- Stay with someone who thinks being rough is fun?
- Watch porn to learn about sex?
- Trust an adult you don't know because they seem friendly?
- Hit a child to get them to behave?
- Speak up if you know someone is being forced to do something they don't want to?
- Physically hold someone down or against the wall?
- Campaign against abortion.
- Report something to the police to help with their enquiries.

Note: Use process praise to reward them for being open to different opinions and being able to hold a healthy and mature debate on complex and sensitive subject matter.



Healthy Minds Resilient Learners

Year 11 Scenarios and Teaching Resources

Resilient learners overview

Below is an overview of the lessons and resources required to help with lesson planning. The Resilient Learners PowerPoint provides detailed 'teacher' notes and any videos used are already embedded. There is a Student Handbook to support the learning activity sheets listed below.

Calm, focus or distraction

By now you and your students will be well versed in techniques, so we have included a place slide within the PPT in each lesson to choose an activity of your choice. Refer back to your previous materials if you need a reminder.

Lesson 1: Barriers to success

- Large blank paper
- Learning timeline worksheet
- Learning action plan - me at my learning best

Lesson 2: Learning priority & strategies

- Pair and share worksheet
- Learning action plan - capabilities

Lesson 3: Learning mindsets

- Different mindsets worksheet
- My growth mindsets worksheet
- Learning action plan - fixed or growth mindset

Lesson 4: Dealing with anxiety

- WoBbLe worksheet
- Learning action plan - overcoming anxiety

Lesson 5: Action planning

- Learning action plan

Lesson 6: Emotions, energy & performance

- Energy grid cards
- Calming techniques handout
- Taking control worksheet

Lesson 7: Strengths

- Strengths descriptor cards
- Resilience skill reminder tool

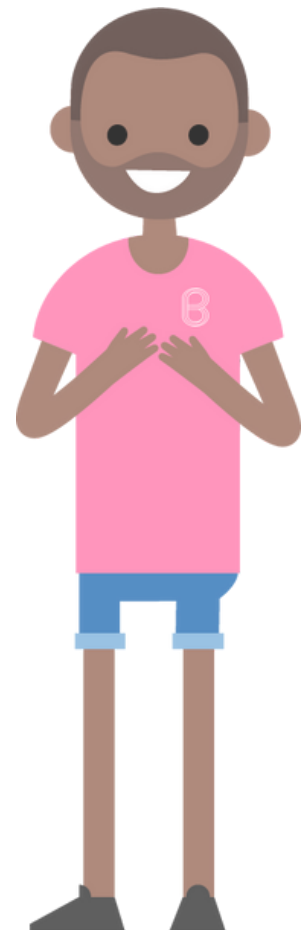
Student ambassadors

Bounce Forward has designed the strengths lesson from the evidence that suggests personal strengths offer a better place from which to build and develop.

If we start with what we are good at, and use those attributes to help us in our everyday lives, we are more likely to respond more effectively to setbacks, make the most of opportunities and thrive.

Think about ways that these young adults can become 'strengths champions', perhaps with younger students, run a staff session, or take the learning into the community.

If they do please let us know (info@bounceforward.com) as we would love to share such a good news story.

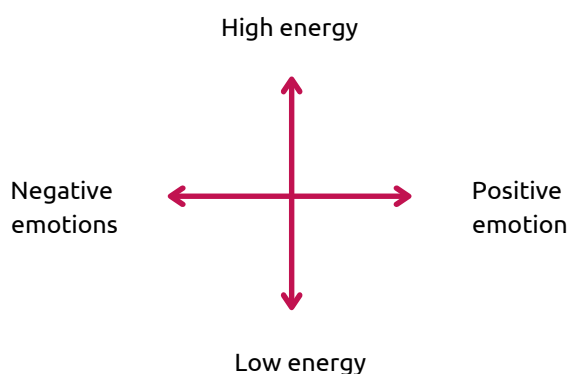


Energy grid instructions

Read out the introduction.

We are going to explore a model used in sports psychology that helps athletes be at their peak performance at just the right time. The model is just as useful for everyday life, when we have a lot going on, like taking exams, and for being at our best when we need to be.

Tape two axis with masking tape on the floor and place the four title cards as shown below.



Next distribute the 'emotion' cards randomly to the students.

Students need to place their emotion cards on the grid based on whether the emotion is high energy or low energy and whether the emotion is positive or negative.

For example:

- Feeling frustration is a high energy and negative emotion so would be placed in the quadrant on the top left-hand side
- Feeling sad is a low energy and negative emotion so would be placed in the quadrant on the left-hand side.

Encourage conversation about where emotions are placed and discuss if any need to be moved.

Note: Make sure no emotions are placed on the axis lines. They should be within a quadrant. Any that are placed on a line is an opportunity to discuss. Why have you placed it here? What do others think? Help students think about where they should be placed using the feeling.

For example, if we are feeling frustrated is that high energy or low energy and is it a negative emotion or positive emotion.

Energy grid instructions

Continued

Slide 5 in the PowerPoint deck is provided to guide you where they should be placed.

Once all the cards are placed on the energy grid:

Read Aloud: This framework is used by sports psychologists to help athletes prepare to be at their peak and ready for competition. Let's look at each quadrant in turn:

Thriving Quadrant This is the high-performance quadrant that we call thriving. This is where athletes need to be at the time of the competition. In their peak performance - high energy and positive emotion, ready to compete at their best.

Survival Quadrant This is the survival quadrant, needed to push oneself out of the 'comfort zone', so useful when wanting to extend ones capacity, learn something new, get better, stronger, fitter. Ask what sorts of situations might drive athletes into the survival quadrant? (For example when they are injured, when they are up against the very best, when they have gone up a level).

Recovery Quadrant This is the quadrant for mental and physical recovery. This space is extremely important for being in the thriving quadrant at the peak performance times. Sports psychologists argue that in order to be in the thriving quadrant at peak performance moments we must spend time in recovery. Doing things that are low energy and positive emotions. Allowing our bodies and minds to recover and prepare. Recovery also helps keep us out or move out of the final quadrant.

Burnout Quadrant The burnout quadrant is low energy, negative emotion. What sorts of situations may happen where it might be appropriate to be in this quadrant? (For example, after bereavement or an extensive challenging period.) However, experiencing negative, low energy feelings too much of the time should be a flag to take some time in recovery. It's a reminder that we haven't been prioritising recovery.

Which quadrant do you think is best for coming out of burnout? Recovery, and if we do not know what recovery is for us, then it is much harder to think about once we are already in burnout. Sports psychologists work with athletes so they know, really know what recovery is. Ask what sorts of things might recovery be for you?

Calming & focus ideas



Take Notice

Lie on the floor in a way that is comfortable. Close your eyes or find a neutral point to focus on.

Put one hand on the middle of your belly and the other on your heart. Notice what you can feel. Are there any differences? Does one hand feel hotter than the other? Notice your heart beating.

Now focus on your belly. Notice how it rises and falls. Next take 5 - 10 deep, long breaths, in and out. With each breath slow it down a little more until you are breathing deeply and slowly. Notice your heart beating slower.



VISUALISE IMAGERY

Imagine a soothing place, scene or an experience. Somewhere you feel safe and calm, warm and fuzzy. Create a really clear image and go there in your mind.

Now bring your other senses in. What can you smell? What can you feel? What can you hear? What can you see/touch? Enjoy your visit to your imaginary place. Next time you go there put some soothing music on.



MENTAL GAMES

Say the alphabet backwards.

List all the films you have watched, this month, year or have ever watched.

Come up with as many words as you can from your first (middle) and last name.



DISTRACTION

Write down all the countries you can think of and then find them on a map.

Look around you how many things can you see that are green.

Close your eyes, or lower your gaze and listen, really listen. What can you hear near you? What can you hear further away?

MUSCLE RELAXATION

This exercise will teach you to recognise and reduce muscle tension. You can relieve tension in any part of your body just by tensing and relaxing each muscle in turn.

Sitting in a comfortable chair close your eyes and concentrate on your breathing. Slowly breath in through your nose and out through your mouth.

Make a fist, squeezing your hand tightly. Hold this for a few seconds, noticing the tension. Slowly open your fingers and feel the difference – notice the tension leaving.

Your hand is much lighter and relaxed. Savour and enjoy this feeling.

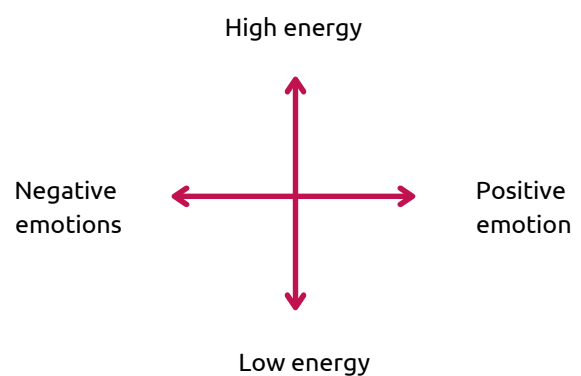
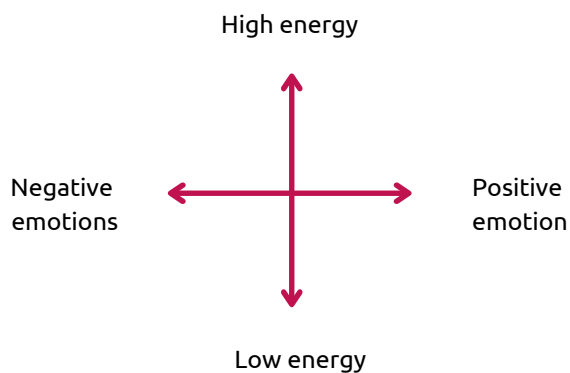
Note: If you have any physical injuries or conditions that may cause muscle pain, don't tense the muscle in that area.

Taking control worksheet

Think about where you have been on the grid in the last week. It doesn't have to be exact.

Write in the percentage of your time that you have been spending in each of the four quadrants.

In the second axis write in the amount of time you would like to be spending in each of the four quadrants.



List five things that for you are recovery, or you think could be recovery for you.

- 1.
- 2.
- 3.
- 4.
- 5.

List five actions that you will take to help you take control of where you are on the grid that will work for you.

- 1.
- 2.
- 3.
- 4.
- 5.



Strengths instructions

Explain that the study of human strengths started in early 2000s, when scientists studied the character of human beings more scientifically. The work involved a total of 55 distinguished scientists over many years.

The work resulted in a set of 24 positive traits (or strengths) that human beings value in each another. They are all traits that are admired. A personal strengths test was devised to help people work out what their unique strengths are, and more than 15 million people across the world have taken the test.

Spread the **Strengths Descriptors Cards** across a table and ask students to look at the strengths and their descriptions. Ask them to think about the ones they think might be their top strengths.

Explain that each individual strength is valued equally. It's not that some are valued more than others.

Next share the survey link so students can access and complete the FREE survey.

<https://www.viacharacter.org/survey/account/register>

Ask students NOT to share the results with each other at this stage.

Notes: The survey is completely free. There is a paid version but you do not need it for the purpose here.

Students under 18 should take the young persons version. They will be asked to enter an email address and state their age. As long as they tick the box to not be contacted they won't be.

The survey will provide statements and students choose how much it is like them or not.

The survey should take no longer than 10 -15 minutes. Students shouldn't deliberate over every statement but choose based on their initial response. If they want to go back later they can take the survey again when they have more time, but the survey is designed to be completed fairly quickly.

When they have gone through all statements, the survey will produce a unique list of strengths from 1- 24. We are interested in the top 5.

The strengths lower down the list are NOT their weaknesses. They are just not as naturally their strengths.

SKILLS OF RESILIENCE

REMINDER TOOL



HARNESSING EMOTIONS

We have a range of emotions – positive and negative that are telling us something.

When our emotions are too strong, we are not able to think clearly.

We can calm and control our emotions with simple techniques.

- Breathing, muscle relaxation & mindfulness
- Distraction, focus & mental games
- Talking, sharing & seeking the perspective of others
- Visualisation, creating a safe space in one's mind



NOTICING THE GREMLINS

The link between how we think, feel and behave.

Activating event

The facts of the situation. Who, what, when and where.

Beliefs (where gremlins live) Our thoughts in that moment. These explain the causes of the AE or what might happen as a result of the AE.

Consequences

The emotion, what we feel right then and there, and the action (or sometimes inaction), what we do right then and there.

ABC helps us notice if the way we think is pessimistic or optimistic.

Me Gremlin Belief

Misses how others or circumstance might have contributed

Them Gremlin Belief

Misses how 'I' contributed or what is in my control

Always Gremlin Belief

Fixed, will never change



BIG STICKY BELIEFS

Our big ideas about how the world should be and people should behave.

Sometimes we are not aware they are 'in play' in an **Activating Event**, and so we can over- react or not understand why we are feeling the way we are.

Identify Big Sticky Beliefs using 'What' questions:

- **What** is the most upsetting part of that for me?
- **What** does that mean to me?
- **What** is the worst part of that for me?
- Assuming that is true, **what** makes that so upsetting to me?

SKILLS OF RESILIENCE

REMINDER TOOL



REFRAMING THE GREMLINS

Gremlin Beliefs are missing important information that mean we get stuck.

We can Reframe our Gremlin Beliefs by looking **hard** for evidence.

Asking questions to create a full, more optimistic and realistic understanding of the situation.

Me Gremlin Belief - ask yourself:

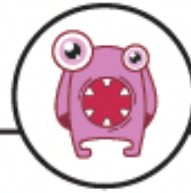
What, or who, else might have contributed?

Them Gremlin Belief - ask yourself:

How did I contribute? Even if I did nothing, if I was there, I was involved in some way.

Always Gremlin Belief - ask yourself:

How long will this last? What aspects of my life doesn't this effect?



WoBbLe

(KEEPING PERSPECTIVE)

Managing Catastrophising Gremlin Beliefs that are snowballing in our mind.

First list the **Worst Case** Beliefs, then the **Best Case** Beliefs to balance our thinking so we can think about the **Most Likely** - and then plan how to deal with the Most Likely.



MOVING ON

Thinking flexibly and realistically.

Changing Gremlin Beliefs and creating new ways of behaving and moving forward.

It is being able to **communicate assertively** to explain what is going on for you and having compassion and empathy for other people, being prepared to compromise.

Understanding that if you don't like how you are feeling or behaving, then you can move forward by changing how you think.



ASSERTIVE COMMUNICATION

Describe the problem - just the facts.

Explain - why it's a problem for you and own how you feel.

Fair and clear exchange - what you will do as well as what you would like the other person to do.

Explain - how the change will help you and be prepared to negotiate.

SKILLS OF RESILIENCE

REMINDER TOOL



MANAGING THE MOMENT

Making the skills work for you as things happen, right then and there.

This is your **personal resilience** and the choices you make about when and how to use the skills.

The more you practise using the skills in different situations, the more personal they will become.

The more you use them, the bigger the muscle you create so that you can overcome even the bigger setbacks and thrive in life.



PLAYING TO STRENGTHS

Be the best version of yourself.

You will not always get everything right, and that is ok. Write your strengths below as a reminder of how unique and amazing you are.

Make a promise to spread kindness to others which sometimes means dialling down your strengths and putting others first.

My Strengths

My Promise to be Kind

