



STRONGER MINDS

This pack contains activities and inspiration for teachers and facilitators who wish to improve emotional resilience and support the mental health of young people aged between 11 and 24.

The content of this resource was informed by a review of research into psychological and mental health resilience and a series of consultation events with young people. The activities were devised in workshops with 18 young people and 7 Youth Practitioners from Lambeth in South London who co-produced the learning resource

pack. The ethnicity of this group was diverse but mainly Black British young people from African, Afro-Caribbean or Dual Heritage backgrounds.

Each of the workshop participants was given an unlined notebook. Throughout the programme paints; brushes; colour pencils; charcoal and pens were available on the table. The value of keeping a journal was discussed and people were reminded that painting and drawing are also ways we can record our feelings as well as through writing.

Stronger Minds -Content

The structure has been created to help guide you through the content. It is not necessary to follow the numerical order of the content or to complete every activity. Different activities will work better in different settings and with different groups of young people.

This programme is intended to be preventative. It is not intended as a treatment for any mental health condition, although people who are managing a mental health condition may, like anyone else, benefit from learning about ways to support their wellbeing.

The Stronger Minds Partnership can deliver this programme to your setting.

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You can download copies of this pack from the Resiliencefoundry.com website.

Activities are described as 'main'; 'side'; or 'finisher'. Main activities could be the focus of a session. Side activities might be quicker and finishers can work well at the end of the session.



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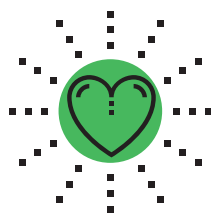
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Icon key



For facilitator use only



To be copied and handed out to workshop group

Icon can be found in top right corner of page



MOTIVATION

A great deal of research has been done on motivation. People who are motivated are more resilient than people who are not. People who are motivated in one area of their lives are likely to be more motivated generally. Motivation can originate internally or externally, but if it

is derived from a commitment to a genuine concern or interest, it has also been linked to a healthier and more fulfilling life. People who have suffered a severe trauma can find relief in distraction or in the worst of circumstances, a reason to keep going if they have a motivation.

1 Ikigai Activity Plan



This is a main activity which can be completed in one session.

Activity 1.1



Provide the group with some information about Ikigai – it is a traditional Japanese idea that everyone has a special reason to get up in the morning. When people know what that is, they are motivated, healthier, happier and live longer.

Distribute the Ikigai maps and divide the young people into pairs or small groups.

Resources

- Large A3 Ikigai map
- Smaller Ikigai maps to hand around

Activity 1.2



Talk about the different sections on the ikigai map and how we need to know about ourselves in order to be able to write in them.

Explain that we are going to use the questions to help us to fill in the boxes.

Resources

- Kigoma questions
- Ikigai map

Activity 1.3



Hand out the questions and tell the participants to take it in turn to ask each other, one at a time.

Activity 1.4



Variations:

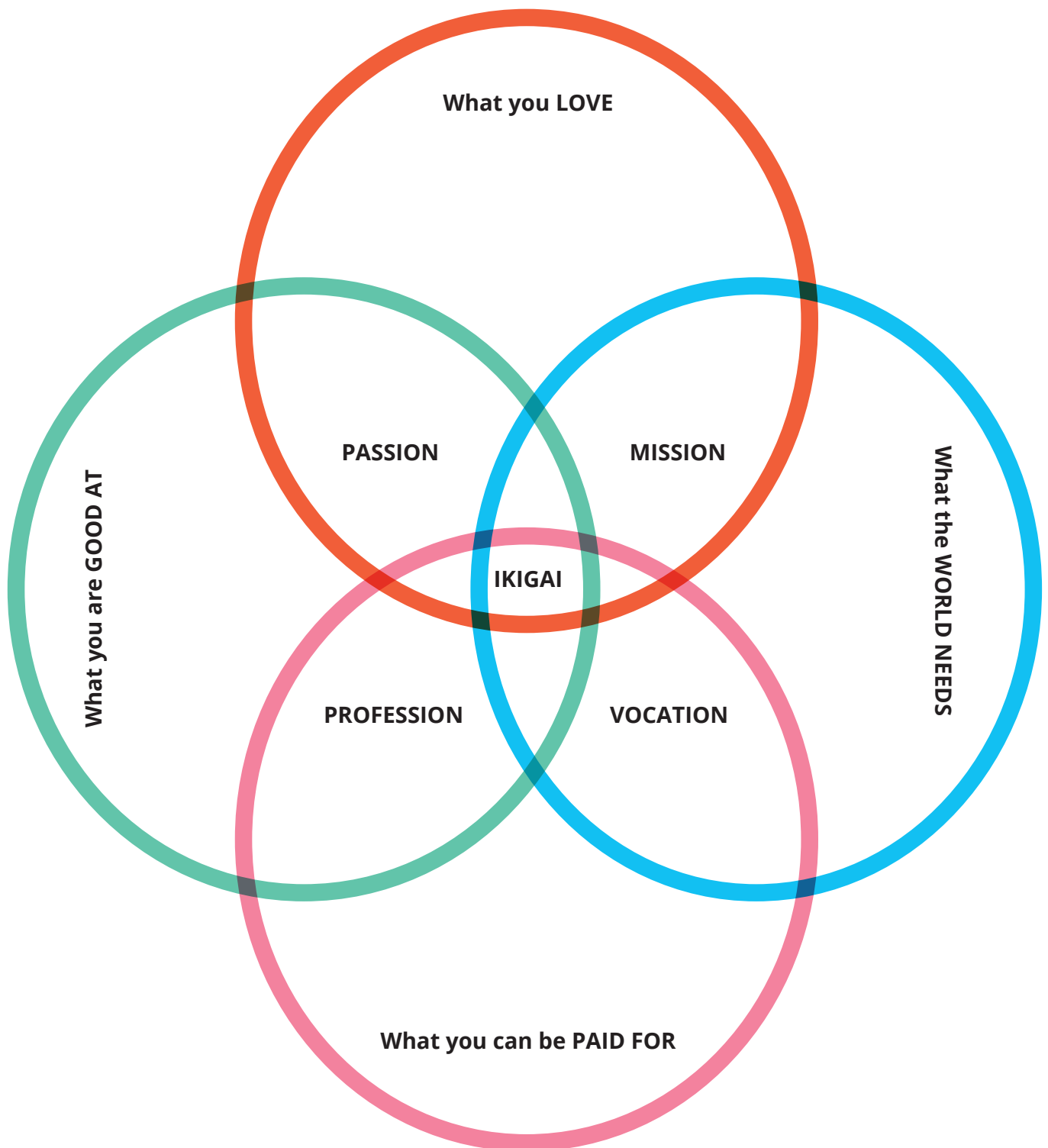
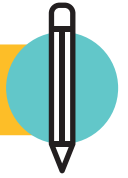
1. Using facilitated discussion, let everyone contribute to the large Ikigai map, section by section. Explain that it is OK not to know what you want to do when you are young, and many people who know what they want to do, change their minds later.
2. Let the young people complete their own Ikigai in discussion with each other.
3. Use magazines and art materials and get the young people to complete the map with pictures and colours which they can talk about later.

Learning outcomes

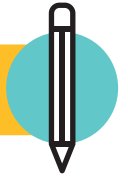
Self-awareness/self-knowledge

Help to identify a “Valued and Meaningful Cause”

Help to develop a “Problem Solving Approach”



Kigoma Questions for Ikigai



1. Who is the most inspirational famous person for you? Who is the most inspirational person you actually know? What is it about these people that inspires you?
2. Think about the people who know you and love you. What do they think you are good at?
3. What can you do without really trying? Is there something you do that seems to impress other people, even though you don't think it is a big deal?
4. If you learned that you were going to die in 5 years, what would you do?
5. If you won many millions on the lottery, what would you do with your time?
6. Is there a subject that fascinates you? What do you like to talk about?
7. When you were a child, how would you answer the question "What do you want to be when you grow up?"
8. What do you feel the most passionate about? Is there any work that needs to be done related to this?
9. Do you ever feel led towards a certain kind of work? As if you were put on earth to do something?
10. What difference do you want to make in the world? What legacy would you like to leave behind?
11. What would you like people to say about you after you die? How would you like to be remembered?
12. Is there a subject that you seem to know a lot about? What do people ask you for advice about?
13. When you have time for yourself, what do you really look forward with excitement to spending time on?
14. If you could choose to have a career in anything at all, where money and qualifications will be arranged for you, what would you choose to do?
15. If you were to take something around the world, a political idea, an invention, an activity or hobby or a cause, what would it be?
16. What is your happy place? What do you enjoy that you would like to share with others.
17. Do you have any knowledge or wisdom that you would like to share with the world?

2 Planning for a Positive Future Activity Plan



Use this as a finisher activity which could be delivered over several sessions. Consider reserving the final step for the last session.

Activity 2.1



Start with a blank flipchart entitled: “Things that I like to do”, ask people to contribute to a list and write down what people say.

This is about things people enjoy doing with their time.

Don't judge or filter, just write them even if they might seem a bit off key or possibly harmful.

Let people feedback about the things they have chosen.

Resources

- Flip chart and marker
- Individual planning sheets

Activity 2.2

Do a relaxation exercise tailored for the group.

After a relaxation exercise:

Create a guided fantasy about the future, where would you like to be in 10 years time. Imagine a perfect day in ten years and fill in all the details – where are you, who are you with, what are you wearing.

Bring people back into the room and ask if anyone would like to share goals that they have. Write down all the goals that are suggested.

Explain that research suggests that these fantasies alone will not help you reach your goals without planning.

Resources

- Flip chart and marker
- List of possible goals as a prompt

📌 You can break at this point but make sure that you keep any flipchart lists of goals to refer back to. Explain that we are going to learn more about planning next week.

Activity 2.3

Ask the participants to choose a goal to aim for.

Discuss: how you will know when you have reached your goal?

Resources

- Record responses around the measure: How people will know they have reached their goals

📌 You can break at this point but make sure that you keep any flipcharts to refer back to. Explain that we are going to learn more about planning next week. You can link this final section to the “Physical Health” session at the end of the programme.

Activity 2.4

Choose two different goals. Make a list of all the tasks required to reach the goals.

Resources

- Flip chart and marker
- List of previously identified possible goals

Activity 2.5

Demonstrate how we can use the “Planning Sheet” to show how to achieve goals. Go through each square on the table and talk about what you could put in it. Ask the young people for suggestions.

Activity 2.6

Commit to first actions! Explain that if you make a commitment in front of other people you are more likely to carry out the action.

Resources

- Use the “Planning Sheet” to record a deadline for first actions

Learning outcomes

- Understand how to use a planning tool
- Commitment to a meaningful cause
- Self Awareness



Possible Goals

Learn to: Swim, skate, speak French
Become a better parent
Get fit; lose weight
Get help to overcome a phobia
Learn to love yourself
Develop the courage to follow your instincts
Gain a qualification: Btech; AQA; degree; diploma; driving licence or anything else

How will I know when I have reached my goal?

Sometimes this is easy – If your goal is get a driving licence, then when you have your driving licence you will have reached your goal.

If your goal is to love yourself then you may need to think a bit more deeply about how you will know when you have reached it.

Define your Goal

Driving licence

I have my driving licence

Steps towards my goal:

Get photographs
Apply for a provisional licence
Save up or find money for lessons
Get driving lessons
Study for theory test
Make the time you need to practice
Take the test
If you fail you are one step closer
Get your driving licence

Define your goal

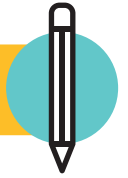
Love yourself

I care for myself emotionally
I take care of my health
I am true to myself, my values and principles
I accept myself
I feel strong
I am able to resist manipulation
I am comfortable in my skin
I believe in myself
I withstand criticism
I do things I enjoy and I let myself enjoy the things I do
I score myself 4 or more answering the question "How much do you love yourself out of 5?"

Steps towards my goal:

Be patient with yourself
Let yourself dream/imagine feeling good about yourself
Picture yourself in 10 years time
Make time to do the things you like to do
Surround yourself with the right people – positive energy
Avoid the wrong people – negative energy
Stand up for yourself even if it's scary the first time
Love yourself

Planning for a Positive Future Planning Sheet



Having hopes, aspirations and dreams are essential to mental health wellbeing. If we want to achieve our goals, we need to do more than just imagine, although that is a good place to start.

1. Write down your goal.

If our goal is to pass a test, then we might need a back-up plan in case we fail, so that this won't stop us. If our goal is more subtle or complicated, like 'being more confident' we might need detail.

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2. Write down how you will know you have reached your goal

Put in as much detail as you can. Talk it over with people, think about it. Then think about all the things you need to do to reach your goal. Write down everything, large or small.

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3. Write down all the steps you need to take to reach your goal

Work out exactly what you need to do for each step. You can put them in order later, sometimes it's easier to work backwards.

Sometimes it helps if you treat each step as a goal, and put it in a table with an end date.

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4. Make a time for each step.

Write down when you will have achieved this step. Sometimes you have to write 'ongoing' for things you have to do every day.

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3 Snakes and Ladders Activity Plan



This is a main activity to be delivered in one session.

You will need more time if you are working with a larger group, less if the group is small.

Activity 3.1



Hand out snakes and ladders maps and Risk Analysis "T"

Break into smaller groups of 4-6 if you have a very large group to begin with.

Resources

- Snakes and ladders game board A4 sheets
- Snakes and ladders questions
- Risk Analysis "T"

Activity 3.2



Either in small groups or all together, ask the participants to discuss the issues in life that help us move forward and hold us back, using the "Snakes and Ladders" questions.

Activity 3.3



Variation: You can get the young people to write them on the risk analysis "T", and then decide which are the big ones for the big ladders and snakes, and which are small.

OR: They can just write them on their snakes and ladders game board however they like.

Activity 3.4



Bring the group back together and ask them to contribute to a "group" snakes and ladders, to identify issues that affect young people.

Activity 3.5



Discuss whether there are ways to avoid or overcome our obstacles, and ways that we can maximise the benefits of our strengths and advantages.

Learning outcomes

- Identify obstacles and support
- Self awareness
- Realise that other people have similar difficulties and challenges

Snakes and Ladders Game



100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

Snakes and Ladders Risk Analysis "T"



Support
Advantages
Strengths

Vulnerabilities
Disadvantages
Weaknesses

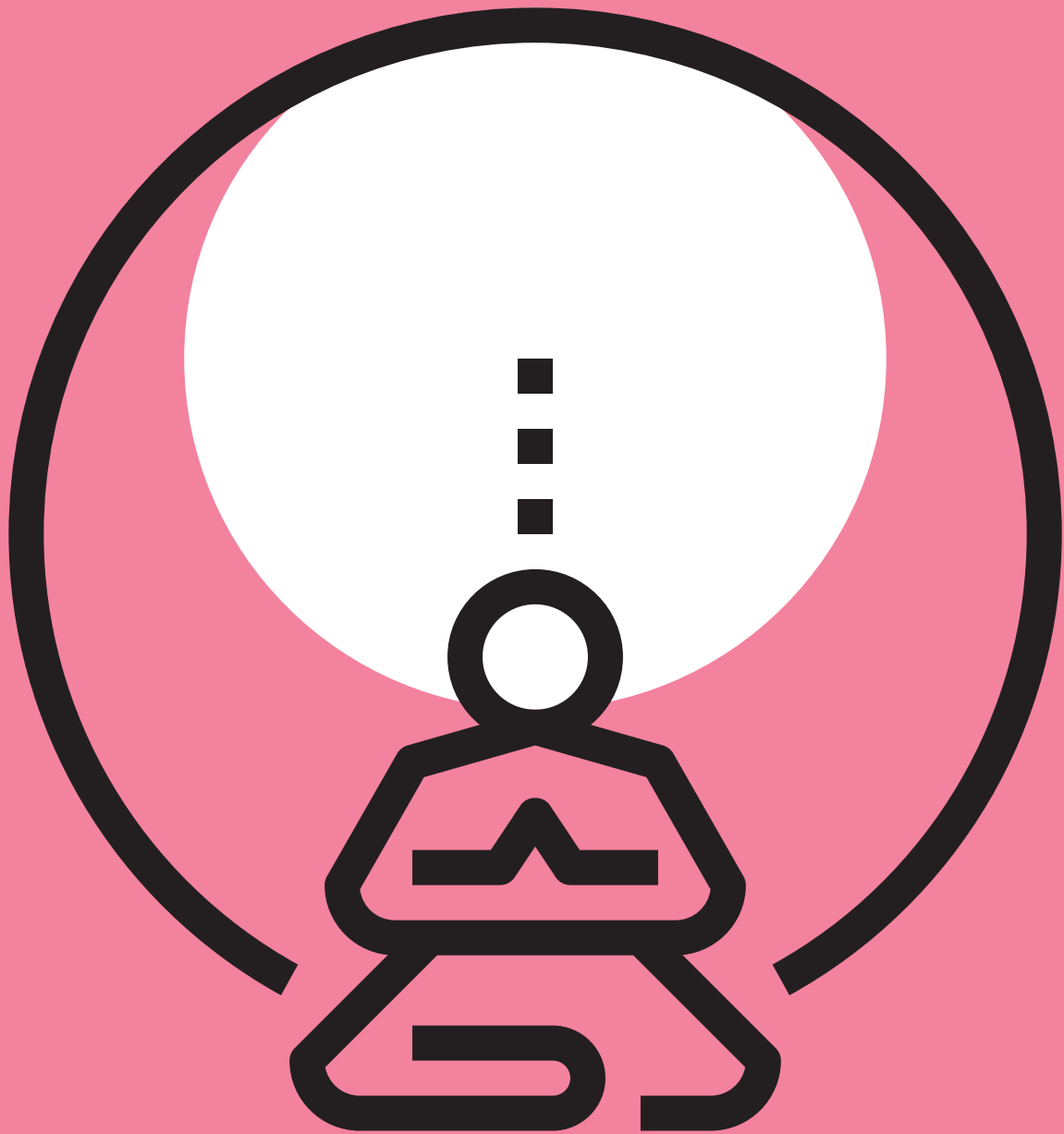
Horizontal dotted lines for writing in the Support/Advantages/Strengths column.

Horizontal dotted lines for writing in the Vulnerabilities/Disadvantages/Weaknesses column.

Snakes and Ladders Questions



1. Who is the one person that helps you the most?
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2. Do you think your family background is an asset or a liability?
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3. Who is/are your role model/s?
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4. Can you think of times when you have been lucky?
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5. Do you have any disabilities? Do you think that is a strength or a weakness?
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6. What would your best friends say you are really good at?
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7. Does your family think anything is holding you back?
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8. Can you think of choices that you have made that have helped you?
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9. Can you think of something that has held you back in your life?
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10. Do you think that you have experienced bad luck that has held you back in your life?
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11. Name 3 times when you have been helped by people?
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12. Think about where you would like to be in 5 years time. What will help you get there?
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13. What will hold you back?
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14. Have you ever been given something, a gift; advice or an idea, that has made a difference in your life?
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15. Can you remember a time when you asked for help and received it, even if it wasn't straight away or from the first person you asked ?
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FAITH, RELIGION AND SPIRITUALITY

People's beliefs provide a range of opportunities to strengthen their resilience, and people without religious or spiritual beliefs also benefit when they adopt similar habits and practices, for example mindfulness.

The exercises that follow provide an opportunity to explore the practices and habits of people who do not have religious or spiritual beliefs and celebrates the religious affiliations of those who do.

1 Listening Exercise Activity Plan



This is a main activity to be delivered in one session.

Activity 1.1



Create a safe space by reminding participants (and facilitators) that our primary obligation is to respect others' beliefs when they are different from our own. Spiritual beliefs don't need scientific validity. If necessary review ground rules.

Resources

- Possibly ground rules or if they have already been agreed, add to them or print out the relevant ground rule

Activity 1.2



Distribute information sheet. Ask the participants to read the list and share something that they have in their life. People can share from their religion if they have one, or choose something from the list.

Resources

- You don't have to be religious information sheet

Activity 1.3



Variation for a really large group: Break into smaller groups or pairs and ask them to record what each other say.

Activity 1.4



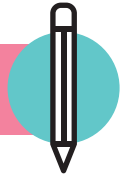
Facilitated discussion to draw out themes which are shared by people who have a religion and people who don't, and those which seem to be common across religions.

Learning outcomes

The range of benefits that can be derived from religious and spiritual beliefs including:

- Access community support
- Mindfulness/meditation/prayer
- Gratitude
- Forgiveness
- Finding your own values and beliefs
- Managing physical pain
- Giving Life Meaning

Listening Exercise and Information sheet



You don't have to be religious to get the following, but it helps:

Access community support:

Ways to get this are through involvement in local community organisations, evening classes, campaigning organisations; or political organisations and the democratic process.

Mindfulness/meditation/prayer:

These practices all have their origins in religion, but have a measurable impact on wellbeing by lowering blood pressure and boosting the immune system. Mindfulness meditation is a non-religious meditation practice which involves focussing on breathing to get the same benefits. Self hypnosis and deep relaxation have also been shown to have similar effects.

Gratitude:

A traditional part of many religions is to say prayers of gratitude at the beginning of a meal. A practice that has developed and has been shown in research to have positive impacts is to keep a gratitude diary where you write down things you are grateful for every day.

Finding your own values and beliefs:

All religions propose a set of values and beliefs and generally followers identify with some more strongly than others, for example abstinence from alcohol or non-violence.

Managing physical pain:

There has been some research that demonstrates that people can derive pain relief from contemplating images they consider to be holy or divine. The most effective ways to manage chronic or long term pain is a combination of breathing and relaxation techniques such as those practised in mindfulness.

Giving Life Meaning:

The importance of finding meaning in our lives appears frequently in writing about depression and recovery. Religion provides ready made meaning and purpose through beliefs but also through the development of philosophy.

Forgiveness/Mercy:

Some religions have values of forgiveness and mercy which helps us to let go of bad experiences in the past and move on.

Access to a greater wisdom:

Many religious people pray for guidance and support or trust in God. Being able to trust your intuition; your "gut" or that little voice in the back of your head has been shown to be a useful measure of self-confidence and self-determination.

2 Gratitude Activity Plan



This is a main activity to be delivered in one session.

Activity 2.1



Remind the participants that we are here to learn ways to feel good about ourselves and to feel good in general, and gratitude can help with this. To start the exercise each participant should give a score out of 5 about how they feel right now, with 1 being amazing and 5 being pretty bad. Write it down somewhere.

Resources

- Gratitude cards

Activity 2.2



When everyone has made a note of the score, share the information from the fact sheet, but adapt it to the group to make it easy to understand. Hand around the cards and ask people to think about whether they can share something that is written on their card. They can swap or change their card if they want to.

Resources

- Gratitude Fact sheet
- Activity Prompts

Activity 2.3



Go around the room and ask everyone to read and respond to the gratitude question on their card.

Activity 2.4

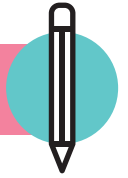


At the end of the exercise ask everyone, without looking at the score they wrote down, to give themselves another score and to notice if it's different. If it is different, then think about how you can incorporate gratitude into your life for your wellbeing, including by writing about it in a journal.

Learning outcomes

- Understand the value of gratitude to mental health resilience
- Have a way of measuring whether an activity improves our state of mind

Gratitude activity prompts for labels



Prompts:



1. Describe a memory you are grateful for.

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5. Tell us about someone who you are grateful to.

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2. Describe a place you are grateful for.

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6. Tell us about something small you are grateful for this week.

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3. Tell a story about something in yourself you are grateful for.

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7. Tell us about something small you are grateful for today.

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4. Tell us about someone that you are glad you have in your life.

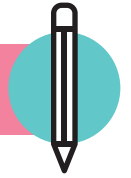
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8. Tell us about something unexpected that made you feel lucky.

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Gratitude and Well-Being Fact Sheet



Summary of research findings

(<http://emmons.faculty.ucdavis.edu/gratitude-and-well-being/>)

1. People who wrote down things they are grateful for in a journal every week also:
 - exercised more regularly,
 - reported fewer symptoms of illness,
 - felt better about their lives as a whole,
 - were more optimistic (Emmons & McCullough, 2003).
2. People who kept gratitude lists were more likely to have made progress toward important personal goals within two months.
3. A daily gratitude activity with young adults resulted in higher reported levels of the positive states of alertness, enthusiasm, determination, attentiveness and energy compared to talking about hassles or ways in which people thought they were better off than others.
4. Participants in the daily gratitude condition were more likely to report having helped someone with a personal problem or having offered emotional support to another.
5. In a sample of adults with an illness, a gratitude activity carried out over 21 days resulted in greater amounts of high energy, positive moods, a greater sense of feeling connected to others, more optimistic ratings of one's life, and better sleep quality.
6. Children who practised grateful thinking have more positive attitudes toward school and their families (Froh, Sefick, & Emmons, 2008).



MANAGING EMOTIONS

Being able to contain emotions and choose when and how to express them is connected to resilience, but also to other areas of success and achievement.

These activities look at ways of thinking that can increase or reduce our emotions, and techniques people have used that help them to cope with strong emotions in situations where we are expected to be able to manage our feelings.

1 Problem Solving Activity Plan



This is a main activity which needs to be delivered in one session. It involves reading.

Activity 1.1



Hand out “Managing Emotions Top Tips” and give the participants time to look through the document. Explain that all the content was downloaded from the internet and that the 3rd document gives advice about managing emotions at work, but many young people who aren’t yet working have said that they found the advice helpful.

Resources

- Managing Emotions Top Tips

Activity 1.2



Put the scenarios on folded up pieces of paper. Let the participants choose one each.

Resources

- “Top Tips Problem Solving”

Activity 1.3



Taking it in turn to read the scenario, then ask the group to identify the emotion/s.

Activity 1.4

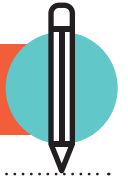


Ask the group for suggestions about how you can manage the emotion using the tips and advice – e.g. how can you think about it differently? Count to ten before you do anything. Sometimes being afraid is a sign that there is something wrong.

Learning outcomes

- Sources of help, e.g. resources are available on the internet
- There are a range of ways of managing different emotions

Problem Solving Scenarios



I went to school to get my exam results. I collected my envelope along with my friend. We went outside and opened our envelopes. My friend got better results in every subject than me, and I got a G in Maths.

How am I feeling?

I am out with my friends that I see every day and on the way I realise they are planning to rob a shop. I don't want to be involved.

How am I feeling?

I have realised that I really like one of my close friends and I don't know how they feel about me. If I say something I might change the friendship.

How am I feeling?

I am at a crowded party and somebody spilled rum and coke on my brand new white trainers.

How am I feeling?

I am on a crowded bus and the baby has just gone to sleep. Someone bumps the buggy as they go past.

How am I feeling?

I am waiting to pay for my shopping which is heavy and someone pushes in front of me. They stared right in my face.

How am I feeling?

My best friend whom I have known since I was five years old has just told me that they are gay.

How am I feeling?

All my friends are talking about going further in their relationships. Sometimes I know my partner also wants to, but I'm not sure.

How am I feeling?

My mum died last year and my friends keep telling me about things they are doing with their mums and things their mums are doing for them, like going on holiday together. I don't know how to tell them that I'm not ready to be hearing about things like that.

How am I feeling?

I was in a relationship and I had lot of issues and I hit my partner. My partner used to always stop me and calm me down. Now roles are reversed and my partner is hitting me.

How am I feeling?

My family threw me out when they found I was pregnant and now they won't have any contact with me. Sometimes I want someone to babysit my son but I always have to leave him with friends because I don't have contact with my family.

How am I feeling?

When I go out I get a lot of cold stares from people of my own age.

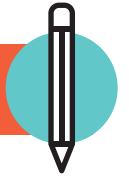
How am I feeling?

I was waiting at the bus stop and someone took my phone. Nobody helped me.

How am I feeling?



Problem Solving Managing Emotions Top Tips



Advice from the internet

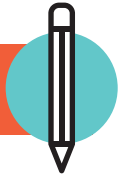
Huffington Post:

6 steps to managing emotions.

- 1. Don't react right away.** Reacting immediately to emotional triggers can be an immense mistake. It is guaranteed that you'll say or do something you'll later regret. Before refuting the trigger with your emotional argument, take a deep breath and stabilize the overwhelming impulse. Continue to breathe deeply for five minutes, feeling as your muscles untense and your heart rate returns to normal. As you become calmer, affirm to yourself that this is only temporary.
- 2. Ask for divine guidance.** Faith is our saving grace in our darkest moments. No matter your creed, developing a healthy relationship with the divine world will help you surmount your obstacles more easily. This is because when you believe in a higher force, you also believe in the power of divine intervention to show you what you must do, teach you why something is happening or even save you from a certain unwanted situation. When burdened with emotion, close your eyes, envision a positive solution to your problem, and ask the universe to illuminate the best path forward.
- 3. Find a healthy outlet.** Now that you've managed your emotion, you'll need to release it in a healthy way. Emotions should never be bottled up. Call or go see someone you trust and recount to them what happened. Hearing an opinion other than your own broadens your awareness. Keep a journal and transfer your emotions from your inner self onto the paper. Many people find it helpful to engage in aggressive exercises, such as kickboxing or martial arts, to discharge their feelings. Others meditate and chant to return to a tranquil state of being. Perform whatever activity is best-suited to you in order to liberate your being from pent-up sentiments.
- 4. See the bigger picture.** Every happening of our lives, whether good or bad, serves a higher purpose. Wisdom means being able to see past the moment and discern the greater meaning of any given situation. You may not understand it in the beginning, but as time goes by, you'll begin to see the bigger picture falling into perfect order. Even in the midst of an emotionally upsetting moment, trust that there exists an ultimate purpose which you will come to comprehend soon.
- 5. Replace your thoughts.** Negative emotions bind us to recurring negative thoughts, creating cycles of downright negative patterns. Whenever you are confronted with an emotion which is making you feel or think something bad, force it out of your mind and replace it with a different thought. Imagine the ideal resolution to your problem playing out, think about someone who makes you happy or remember an event that makes you smile.
- 6. Forgive your emotional triggers.** Your emotional triggers may be your best friend, your family members, yourself or all of the above. You may feel a sudden wave of anger when your friend "does that thing she does," or a stab of self-loathing when you remember something you could have done differently. But when you forgive, you detach. You detach from the resentment, the jealousy or the fury lingering within you. You allow people to be who they are without the need for escalating emotions. As you forgive, you will find yourself disassociating from the harsh feelings attached to your being.

http://www.huffingtonpost.com/dr-carmen-harra/controlling-your-emotions_b_3654326.html

Problem Solving Managing Emotions Top Tips



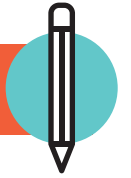
Psychology today:

5 ways to get your emotions under control

- 1. Select the situation.** Avoid circumstances that trigger unwanted emotions. If you know that you're most likely to get angry when you're in a hurry (and you become angry when others force you to wait), then don't leave things for the last minute. Get out of the house or office 10 minutes before you need to, and you won't be bothered so much by pedestrians, cars, or slow elevators. Similarly, if there's an acquaintance you find completely annoying, then figure out a way to keep from bumping into that person.
- 2. Modify the situation.** Perhaps the emotion you're trying to reduce is disappointment. You're always hoping, for example, to serve the "perfect" meal for friends and family, but invariably something goes wrong because you've aimed too high. Modify the situation by finding recipes that are within your range of ability so that you can pull off the meal. You may not be able to construct the ideal soufflé, but you manage a pretty good frittata.
- 3. Shift your attentional focus.** Let's say that you constantly feel inferior to the people around you who always look great. You're at the gym, and can't help but notice the regulars on the weight machines who manage to lift three times as much as you can. Drawn to them like a magnet, you can't help but watch with wonder and envy at what they're able to accomplish. Shifting your focus away from them and onto your fellow gym rats who pack less punch will help you feel more confident about your own abilities. Even better, focus on what you're doing, and in the process, you'll eventually gain some of the strength you desire.
- 4. Change your thoughts.** At the core of our deepest emotions are the beliefs that drive them. You feel sad when you believe you have lost something, anger when you decide that an important goal is thwarted, and happy anticipation when you believe something good is coming your way. By changing your thoughts you may not be able to change the situation but you can at least change the way you believe the situation is affecting you. In cognitive reappraisal, you replace the thoughts that lead to unhappiness with thoughts that lead instead to joy or at least contentment. People with social anxiety disorder may believe that they'll make fools of themselves in front of others for their social gaffes. They can be helped to relax by interventions that help them recognize that people don't judge them as harshly as they believe.
- 5. Change your response.** If all else fails, and you can't avoid, modify, shift your focus, or change your thoughts, and that emotion comes pouring out, the final step in emotion regulation is to get control of your response. Your heart may be beating out a steady drumroll of unpleasant sensations when you're made to be anxious or angry. Take deep breaths and perhaps close your eyes in order to calm yourself down. Similarly, if you can't stop laughing when everyone else seems serious or sad, gather your inner resources and force yourself at least to change your facial expression if not your mood.

<https://www.psychologytoday.com/blog/fulfillment-any-age/201502/5-ways-get-your-unwanted-emotions-under-control>

Problem Solving Managing Emotions Top Tips



Mindtools: Managing Your Emotions at Work

Frustration/Irritation

Frustration usually occurs when you feel stuck or trapped, or unable to move forward in some way. It could be caused by a colleague blocking your favorite project, a boss who is too disorganized to get to your meeting on time, or simply being on hold on the phone for a long time.

Whatever the reason, it's important to deal with feelings of frustration quickly, because they can easily lead to more negative emotions, such as anger.

Here are some suggestions for dealing with frustration:

Stop and evaluate – One of the best things you can do is mentally stop yourself, and look at the situation. Ask yourself why you feel frustrated. Write it down, and be specific. Then think of one positive thing about your current situation. For instance, if your boss is late for your meeting, then you have more time to prepare. Or, you could use this time to relax a little.

Find something positive about the situation – Thinking about a positive aspect of your situation often makes you look at things in a different way. This small change in your thinking can improve your mood. When it's people who are causing your frustration, they're probably not doing it deliberately to annoy you. And if it's a thing that's bothering you – well, it's certainly not personal! Don't get mad, just move on.

Remember the last time you felt frustrated – The last time you were frustrated about something, the situation probably worked out just fine after a while, right? Your feelings of frustration or irritation probably didn't do much to solve the problem then, which means they're not doing anything for you right now.

Worry/Nervousness

With all the fear and anxiety that comes with increasing numbers of layoffs, it's no wonder that many people worry about their jobs. But this worry can easily get out of control, if you allow it,

and this can impact not only your mental health, but also your productivity, and your willingness to take risks at work.

Try these tips to deal with worrying:

Don't surround yourself with worry and anxiety – For example, if co-workers gather in the break room to gossip and talk about job cuts, then don't go there and worry with everyone else. Worrying tends to lead to more worrying, and that isn't good for anyone.

Try deep-breathing exercises – This helps slow your breathing and your heart rate. Breathe in slowly for five seconds, then breathe out slowly for five seconds. Focus on your breathing, and nothing else. Do this at least five times. For more on this, read our article on Physical Relaxation Techniques .

Focus on how to improve the situation – If you fear being laid off, and you sit there and worry, that probably won't help you keep your job. Instead, why not brainstorm ways to bring in more business, and show how valuable you are to the company?

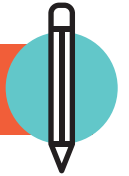
Write down your worries in a worry log – If you find that worries are churning around inside your mind, write them down in a notebook or "worry log," and then schedule a time to deal with them. Before that time, you can forget about these worries, knowing that you'll deal with them. When it comes to the time you've scheduled, conduct a proper risk analysis around these things, and take whatever actions are necessary to mitigate any risks.

When you're worried and nervous about something, it can dent your self-confidence. Read our article on Building Self-Confidence to make sure this doesn't happen. Also, don't let your worries get in the way of being appropriately assertive.

Anger/Aggravation

Out-of-control anger is perhaps the most destructive emotion that people experience in the workplace. It's also the emotion that most of us don't handle very well. If you have trouble managing your temper at work, then learning to control it is one of the best things you can do if you want to keep your job.

Problem Solving Managing Emotions Top Tips



Try these suggestions to control your anger:

Watch for early signs of anger – Only you know the danger signs when anger is building, so learn to recognize them when they begin. Stopping your anger early is key. Remember, you can choose how you react in a situation. Just because your first instinct is to become angry doesn't mean it's the correct response.

If you start to get angry, stop what you're doing – Close your eyes, and practise the deep-breathing exercise we described earlier. This interrupts your angry thoughts, and it helps put you back on a more positive path.

Picture yourself when you're angry – If you imagine how you look and behave while you're angry, it gives you some perspective on the situation. For instance, if you're about to shout at your co-worker, imagine how you would look. Is your face red? Are you waving your arms around? Would you want to work with someone like that? Probably not.

Dislike

We've probably all had to work with someone we don't like. But it's important to be professional, no matter what.

Here are some ideas for working with people you dislike:

Be respectful – If you have to work with someone you don't get along with, then it's time to set aside your pride and ego. Treat the person with courtesy and respect, as you would treat anyone else. Just because this person behaves in an unprofessional manner, that doesn't mean you should as well.

Be assertive – If the other person is rude and unprofessional, then firmly explain that you refuse to be treated that way, and calmly leave the situation. Remember, set the example.

Disappointment/Unhappiness

Dealing with disappointment or unhappiness at work can be difficult. Of all the emotions you might feel at work, these are the most likely to impact your productivity. If you've just suffered a

major disappointment, your energy will probably be low, you might be afraid to take another risk, and all of that may hold you back from achieving.

Here are some proactive steps you can take to cope with disappointment and unhappiness:

Look at your mindset – Take a moment to realize that things won't always go your way. If they did, life would be a straight road instead of one with hills and valleys, ups and downs, right? And it's the hills and valleys that often make life so interesting.

Adjust your goal – If you're disappointed that you didn't reach a goal, that doesn't mean the goal is no longer reachable. Keep the goal, but make a small change – for example, delay the deadline.

Record your thoughts – Write down exactly what is making you unhappy. Is it a co-worker? Is it your job? Do you have too much to do? Once you identify the problem, start brainstorming ways to solve it or work around it. Remember, you always have the power to change your situation.

Smile! – Strange as it may sound, forcing a smile – or even a grimace – onto your face can often make you feel happy (this is one of the strange ways in which we humans are “wired.”) Try it – you may be surprised!

Key Points

We all have to deal with negative emotions at work sometimes, and learning how to cope with these feelings is now more important than ever. After all, negative emotions can spread, and no one wants to be around a person who adds negativity to a group.

Know what causes your negative emotions, and which types of feelings you face most often. When those emotions begin to appear, immediately start your strategy to interrupt the cycle. The longer you wait, the harder it will be to pull yourself away from negative thinking.

https://www.mindtools.com/pages/article/newCDV_41.htm

2 Quiz Activity Plan



This activity is a side. It is paper based could be used in a classroom situation.

Activity 2.1



Make sure everyone has a pen and hand around the quiz.

Explain that there is a theory that everything we feel is because of what we think. Cognitive behavioural therapy, which is the most popular form of counselling in the NHS is based on this theory. Whether or not this is true, we can be certain that how we think influences the way we feel.

This means that we can change how we feel by consciously changing the thoughts we have.

Resources

- Quiz

Activity 2.2



Ask everyone to complete the last column of the quiz, by saying what feelings they would expect to have in this situation.

There are no right or wrong answers. One person's sad is another person's angry.

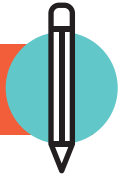
Explain that the final row is empty so that they can add their own story if they want to.

There are also two blank tables on the last page if they would like to suggest scenarios.

Learning outcomes

- Thoughts and feelings are connected and we can change our thoughts
- Aware of and able to name feelings
- Able to manage emotions through 'self talk'

Quiz – What’s the story



1. My friend walks past me in the corridor at school and blanks me. What’s the story?

My friend has hurt my feelings, I’m going to tell them about themself.

How do I feel?

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.....

I don’t have time for this nonsense, I’m going to avoid my friend.

How do I feel?

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This is not like them, I am going to find out if there is something wrong.

How do I feel?

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Maybe my friend didn’t see me.

How do I feel?

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2. I woke up in the morning with a heavy chest, a headache and a sore throat.

Oh no, I’ve got the flu. I’m not getting up. I’d better phone in/tell my mum I’m sick.

How do I feel?

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I feel bad. I always feel bad. I am always going to feel bad.

How do I feel?

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Maybe I have cancer. I will get sicker and sicker and then die.

How do I feel?

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I don’t know what this is but if I get up I will find out I’m either OK or need the day off.

How do I feel?

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.....

3. On my way out of the tube station someone grabs my phone out of my hand and runs away. What’s the story?

I must look like someone who won’t put up a fight. It’s my fault I was targeted.

How do I feel?

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I shouldn’t have had my phone in my hand coming out of the station. It’s my fault.

How do I feel?

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I have been the victim of a crime. This is not my fault. What do I need to do next.

How do I feel?

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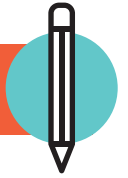
I have been the victim of a crime. How can I stop prevent this from happening again.

How do I feel?

.....

.....

Quiz – What’s the story



4. I went for an interview for a job. I have all the right qualifications and experience and I thought I answered the questions pretty well but I didn't get the job

There's something about me that people just don't like. No one will ever give me a break, it doesn't matter what I do.

How do I feel?

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I must have done something wrong at that interview. I need to try and understand what it was.

How do I feel?

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I am proud of myself for going through that even if I didn't get the job, and I know that as every interview brings me closer to getting a job.

How do I feel?

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You win some you lose some. I did my best. Their loss.

How do I feel?

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.....

5. My partner has told me they don't want to be in a relationship with me anymore.

I can't believe this is over. I don't know why but I always end up getting dumped. There must be something horrible about me that I don't see.

How do I feel?

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I should have seen the signs and made some changes. It's too late now there's nothing I can do and it's all my fault.

How do I feel?

.....

.....

What an idiot. They just let go of the best thing they could have had. When they realise their mistake I'll tell them they can't come back.

How do I feel?

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This is very sad and painful. I need to think about how to look after myself and keep people around me who love me until I feel better.

How do I feel?

.....

.....

6. I am tired today and I can't find any clothes to wear that look nice.

I'm ugly and horrible. I've always felt horrible and I always will. I can't change, and trying only makes me feel worse when I fail. I will never have nice things to wear.

How do I feel?

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Maybe I'm getting ill with something.

How do I feel?

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This is very sad and painful. I need to think about how to look after myself and keep people around me who love me until I feel better.

How do I feel?

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Oh for God's sake stop moaning and get to work.

How do I feel?

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3 Outside In Activity Plan



This could be a main activity. It is drama based and doesn't involve any reading or writing

Activity 3.1



Ask the participants to think of a scenario that they would be comfortable sharing where they experienced a number of strong emotions. Remind them not to share anything that might make them vulnerable because it is a bit raw or too revealing.

Activity 3.2



Break into smaller groups and ask them to choose one of the scenarios. They need to identify each of the emotions from the scenario and allocate one emotion to each member of their group.

Activity 3.3



Take each group in turn and let the emotions describe the scenario by talking about the event in a way which is consistent with the feeling they represent.

Activity 3.4



See if the participants can guess what emotions they are representing.

Learning outcomes

- Self awareness
- Ability to identify emotions

4 Rainbows of Emotions Activity Plan



This activity can be delivered in one session. It is drama based and doesn't involve any reading or writing.

Activity 4.1



Ask members of the group to share recent experiences where they felt strong emotions. Advise them not to share anything too personal as their scenario will be discussed in depth.

Activity 4.2



Select one scenario (although you can repeat the exercise) and explore the events in it in depth.

Activity 4.3



Get the group to identify all the different emotions that the person might have felt and give each emotion to a different person in the group to look after. Ask them to identify a key phrase to express that emotion. They can consult the person with the original scenario.

Activity 4.4



Ask each of the people looking after emotions, in turn, what do they need and negotiate a solution with them.

Activity 4.5



Ask the person with the original scenario if this has given them any ideas for managing their emotions.

Learning outcomes

- Ability to identify emotions
- Understand of how emotions are triggered
- Techniques for managing emotions



RELATIONSHIPS

In this section we consider all the relationships we might have in our overall social landscape as the amount of support we get from family and friends is important to our resilience. We have included one activity focused on healthy one to one relationships.

During the original consultation for this programme, young people wanted social media included. There is some evidence that social media is contributing to depression among young people and we have included activities to help critically assess the information people post on social media and the choices we have around how we present ourselves.

1 Image Captions Activity Plan



This is a main activity and should be delivered in one session.

Activity 1.1



Hand out the images – one page of photographs each.

Resources

- Printed images
- Pens/pencils

Activity 1.2



Ask the young people to complete a caption on each of the pictures that tells you something about what the picture is about.

Activity 1.3



Gather the images back in and compare the captions, demonstrate that different people see different things in the same image.

Activity 1.4

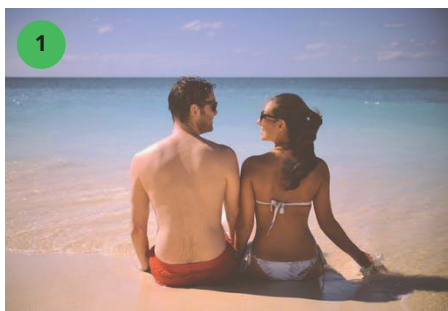


Facilitate a discussion about sharing images and whether they are seen by other people in the way you hope.

Learning outcomes

- What we see on the internet is open to interpretation
- The meaning of images can be manipulated easily

Image Captions Printed Images

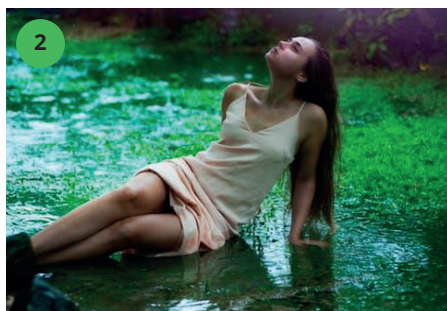


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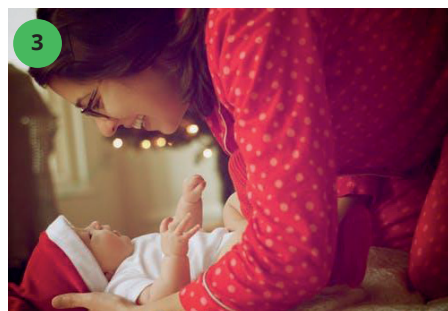


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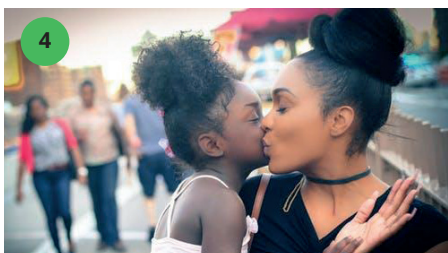


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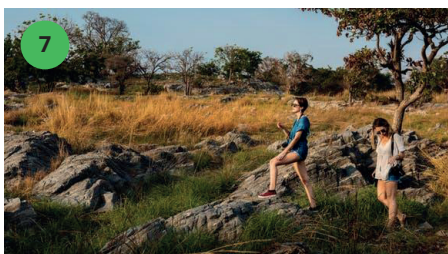


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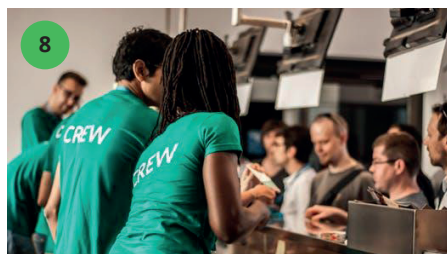


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2 Case Study Activity Plan



This activity is a side and should be delivered in one session.

Activity 2.1

Share the case study.

Resources

- Case study hand out

Activity 2.2

Stop it half way and ask the group how they think the story unfolds. Split in two groups and write an ending.

Activity 2.3

Facilitate a discussion about how social media impacts on relationships.

Ask if anyone has ever seen a reaction to something on social media that they thought was wrong.

Activity 2.4

Share how it really ended.

Activity 2.5

Ask the group if they plan to put images of their personal life/relationships on social media and whether they think they could be misinterpreted.

Learning outcomes

- Understand the power of social media for good and bad
- Understand how people will interpret what they see according to their own view of the world
- Understand the risks associated with social media

Case study



Part 1: Social Media

This couple appeared on social media, they had large followings, they both had careers which were helped by publicity. The woman was an artist or a model and the man had his own business. Maybe he was a celebrity Chef, maybe he was a designer just starting out...

They became aware of each through social media, met and started a relationship.

As their relationship grew so did their media presence. They posted updates about their relationship as a couple, and their following grew.

They posted about romantic dates, presents they gave each other, going on holiday together, meeting each other's families.

Then there was a period of silence.

⏏ stop here if you are going to ask the group to invent their own ending



Part two: Out takes

Their followers started asking why they were still posting without mentioning each other.

Eventually (after several weeks) the woman said that they had broken up.

Their followers asked a lot of questions and made a lot of suggestions about who might have cheated on who and/or why they broke up.

She alleged that for several months at the end of the relationship she had experienced abuse.

He completely denied that there had been any abuse.

3 Curate Yourself Activity Plan



This a main activity to be delivered in one session.

Activity 3.1



Introducing terms

Facilitate a discussion about social media. Ask if there is anyone in the room who doesn't have a "Social Media Presence". Explain that this means: an account where you share messages or images, like facebook; Instagram; snapchat etc.

Ask if anyone is aware of "LinkedIn" which is like Facebook, only for people to present their professional persona. These days people find jobs through Linked In and other social media platforms, but research seems to show that people get job offers from 2nd and 3rd degree contacts rather than people they know themselves. It's not who you know, it's who your contacts know. It is increasingly likely that employers will google our names to see if there is anything about us online, and if something comes up in google it will be considered public information.

Finally introduce the concept of the Curator of a museum or an art gallery. This is a real job done by real people. Their job is to design an exhibition and to choose what will be displayed in the exhibition to give people the best experience of an artist, a time in history or the findings of scientific research.

We are all now the curators of our own online presence. When people have coaching or career counselling, they are normally advised to do some work on their social media and internet presence.

Activity 3.2

Hand out the Curate Yourself T sheets and/or use a flip chart with a T drawn on it and say:

We are going to curate the social media presence of someone who looks like they are having a great life.

Their name is Fictiona Persona.

They go to a great school they have lots of friends, their parents have good jobs, they live in a nice house/flat, they go on amazing holidays.

Get the participants to help describe how they post this information. E.g. photos of their home, what kind of job do they think the parents have, what kind of pictures did they post of their holiday.

Resources

- Questions for Curate Yourself
- Curate Yourself "T" Sheet

Activity 3.3

What are they not posting?

Use the questions to help prompt the young people to suggest things that they are not putting online.

A quick and easy way to feel bad about yourself is by comparing how you feel on a bad day with how people you see on social media look in their carefully curated posts.

Activity 3.4

Make the point that it is illegal to post sexually explicit material without the consent of the people who are depicted. It is also illegal to post sexually explicit images of anyone under 18, regardless of whether they give consent. If material is posted about you in order to bully or harass you it will usually be possible to get it removed. If you are the person posting this kind of material it is increasingly likely that you will be prosecuted.

Activity 3.5

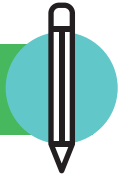
What are you going to do?

Facilitate a discussion with the group about how they see their social media presence and whether they will be making any changes now. You can do this by asking each individual person, or by asking the question to the group and waiting to see if anyone responds.

Learning outcomes

- Understand key terms: "Social Media Presence"; "Social networks" and "Curating an exhibition"
- Understand that what we see on the internet is not the whole story about other people's lives
- A quick and easy way to feel bad about yourself is by comparing how you feel on a bad day with how people you see on social media look in their carefully curated posts
- Understand that there are legal restrictions on the internet

Curate Yourself Questions



Positive Images for “Fictiona Persona”:

Who in their family has a good job? Mum? Dad?
Siblings? What are their Jobs?

What kind of photos of their home do they post?

What else do they post? Trips out? Friends?
Holidays? Restaurant meals?

What are they not posting?

What kind of bad news might Fictiona receive?
Will they post it?

What kind of secrets are their family hiding?
About their Dad or mum or other relatives? Will
they post about that?

Arguments. Setbacks. Failures. Ugly days. Times
when they cry in their room.

Everyone has these days. Very few people post
about it on social media.

4 Relationship Qualities Activity Plan



This activity is a side and can be delivered in one session.

Activity 4.1



Hand out the “Circles of Familiarity”.

Ask the young people to write down the names of all the people who are in their social domain, from people who are distant to people who are close to them. They can use different colours to represent the way they feel about that person.

Resources

- Relationship Qualities Map
- Pens and/or coloured felt tips

Activity 4.2



Explain that common sense and research show us that the more we care about other people, and the more other people care about us, the more resilient we are able to be.

In the worst situations, having one person who cares about us enough to check if we are OK can make a very big difference in how things turn out for us. And it doesn't even have to be the same person all the time.

Ask them to think of words that might describe what that relationship is like for them.

Look at the relationship words and words that belong to your relationships. Write them under the name of the person.

Activity 4.3

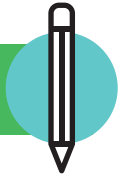


Facilitate a discussion about positive and negative relationships. Just like people, relationships are rarely all good or all bad.

Learning outcomes

- Understanding that relationships can help us and hold us back
- Sometimes we need to make decisions about who we want to spend time with

Relationship Qualities



Words to describe relationships

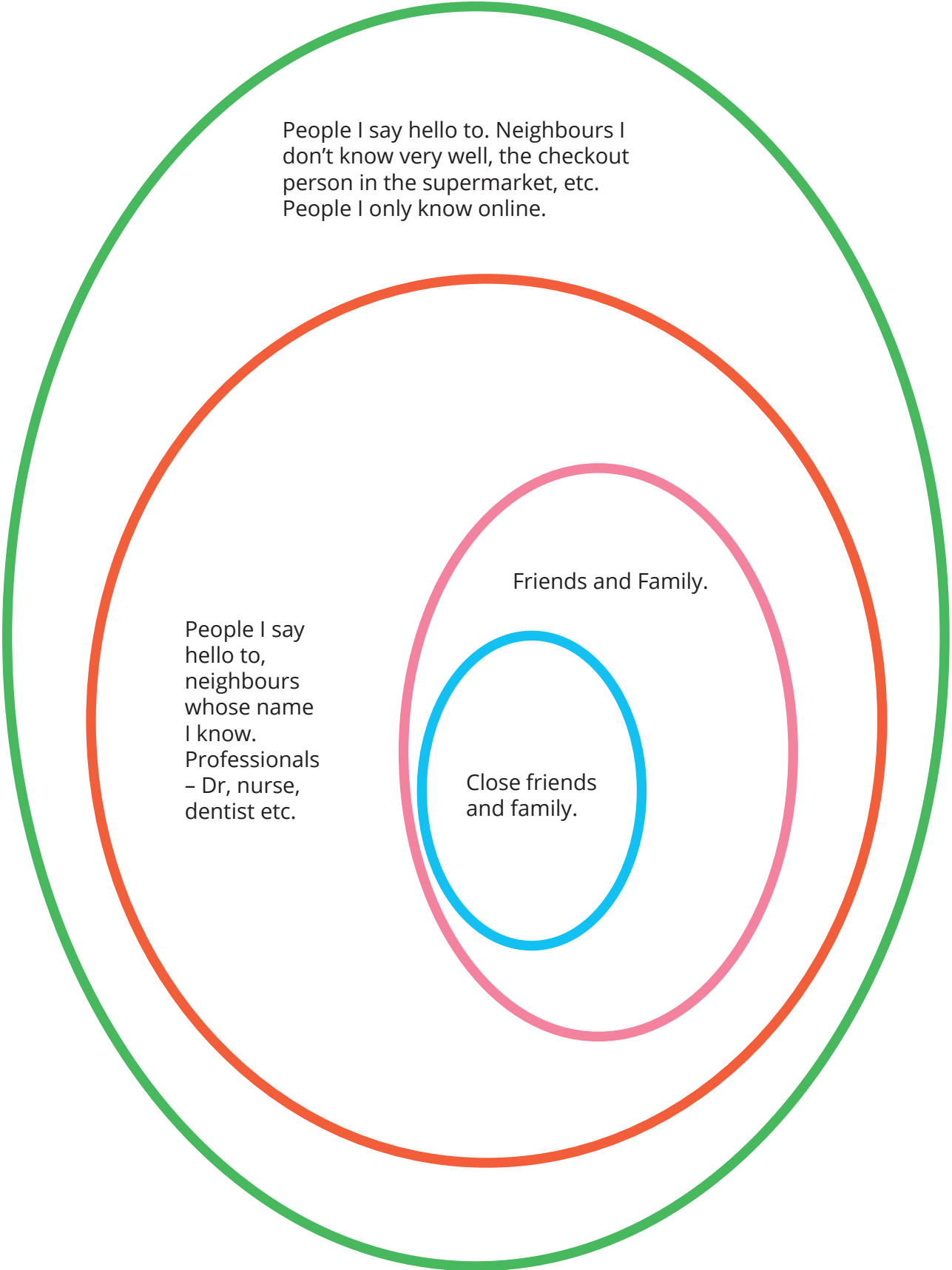
This relationship is:

Inspiring
Supportive
Unequal
Exploitative
Draining
Destructive
Loving
Frightening
Secure
Respectful
Instructive
Neglectful
Passionate
Healthy
Demanding
Narrow
Professional
Social
Personal
Sexual
Funny
Compulsive

This person is

Inspiring
Supportive
Demanding
Needy
Draining
Destructive
Manipulative
Loving
Frightening
Admirable
Wise
Neglectful
Passionate
Selfless
Selfish
Generous
Giving
Demanding
Focussed
Intelligent
Thoughtful
Powerful
Funny

Relationship Qualities Circles of Familiarity



5 Relationship Warning Signs Activity Plan



This is a main activity and needs to be delivered in one session.

Activity 5.1



Designate 3 separate table top areas with signs saying "End the relationship",

"Have a little understanding" or "Reserve".

Divide "Relationship Warning Signs" cards out to the participants.

Resources

- Three designated table top areas
- Relationship warning signs cards

Activity 5.2



Ask the participants to read the cards and then place them face up on one of the two tables.

At the same time, if anyone disagrees with the placement of a card they should pick it up and move it to the "reserve" table.

Activity 5.3



Take the cards from the reserve table and read from them one at a time.

Ask the participants who placed them on the "reserve" table why.

Lead a discussion with the participants and encourage them to reflect on what they think is unacceptable in a relationship.

Lead the discussion into considering the consequences of staying in an abusive relationship.

Activity 5.4



Hand out the sheet: "Things about my relationship that are good for me".

Ask if anyone disagrees with anything on the sheet.

Resources

- "Things about my relationship that are good for me"

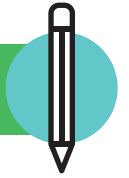
Learning outcomes

- Understand that relationships are complex
- Understand that warning signs accumulate and form a bigger picture
- Understand that people have different ideas of what makes a relationship bad
- Understand that staying in an abusive relationship has long term harmful effects
- Recognise features of a healthy relationship

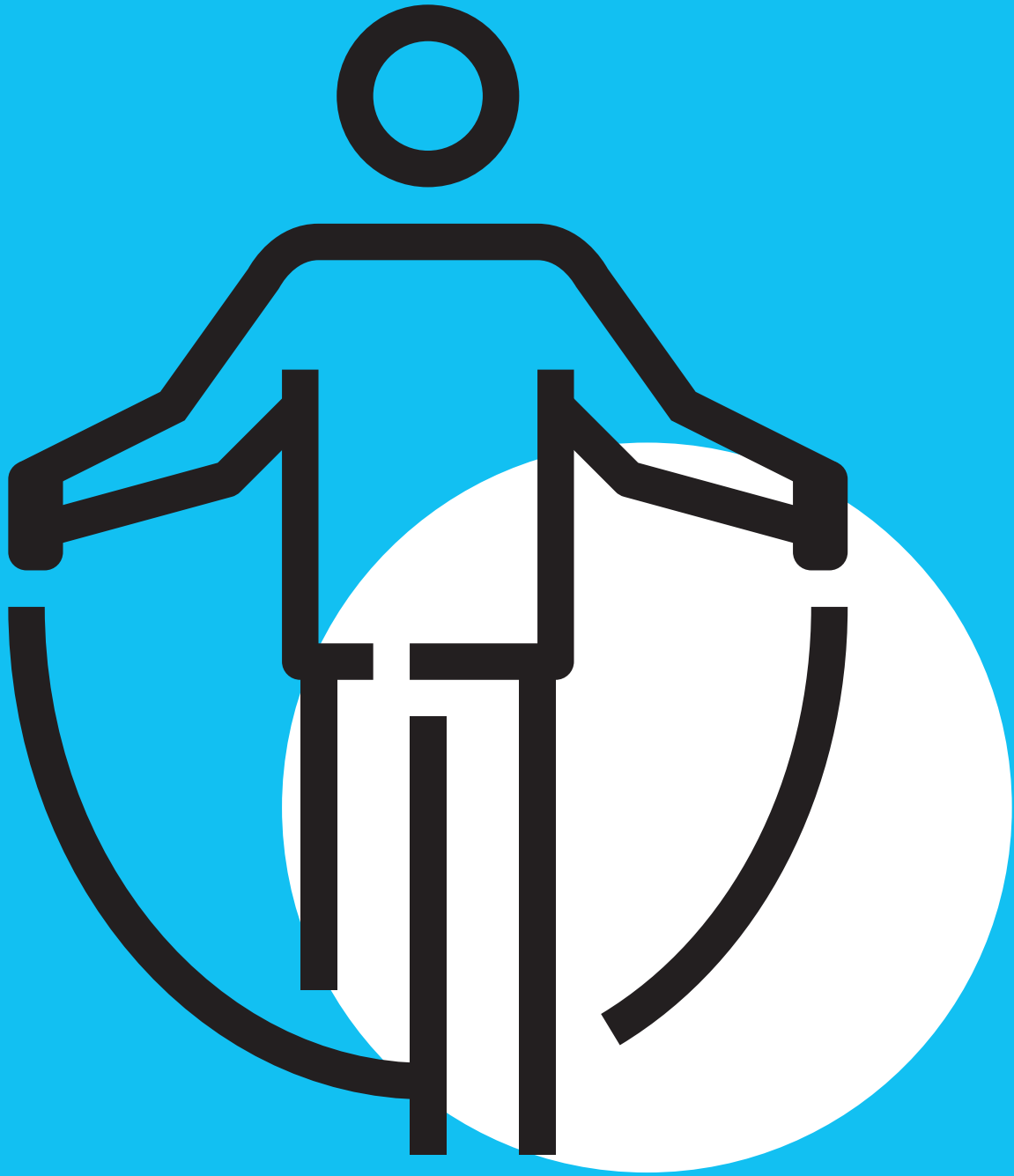
<p>Since you have been in your relationship, you have a lot less contact with your friends and family and your partner discourages you from seeing them.</p>	<p>Your partner undermines your intelligence and points out your mistakes a lot. They say you can't do things because you won't understand them.</p>	<p>Your partner won't take no for an answer.</p>
<p>Your partner lets you know that your relationship is conditional on your looks or the money you earn.</p>	<p>Your partner makes you self conscious about your body by pointing out your imperfections or calling you "fat".</p>	<p>Your relationship is on and off, and you don't feel secure in it.</p>
<p>Your partner takes risks such as driving too fast, and is dismissive when you say you are frightened.</p>	<p>Sometimes your partner expects you to do things which you believe are wrong or which are illegal or dishonest.</p>	<p>Since you have been in this relationship you feel that you are less confident and your self esteem is lower.</p>
<p>When you succeed at something your partner makes it seem very minor, or is not interested in it at all.</p>	<p>When you feel vulnerable or anxious about something you avoid telling your partner because you are not confident that they will support you.</p>	<p>When you disagree, your partner calls the relationship into question and says if you don't do things their way, they will leave you.</p>
<p>Your partner is not interested in the things that you care about, and is dismissive when you try to discuss them.</p>	<p>When you raise subjects which are important to you, your partner refuses to talk about them at all.</p>	<p>Sometimes you really don't want to go home because home is more stressful than work/school.</p>
<p>Your partner is unpredictable for example spends money from your joint account without agreeing this with you.</p>	<p>You are never sure if your partner is telling the truth and know that they have lied on numerous occasions.</p>	<p>Your partner occasionally disappears and cannot be contacted and doesn't see this as a problem.</p>
<p>You worry that if your partner loses their temper they might hurt you.</p>	<p>You would like to leave your relationship but you're not sure if you can.</p>	<p>When you argue it's about whose fault something is, rather than finding solutions.</p>

<p>You and your partner criticise each other a lot. You feel worn down by this.</p>	<p>You make excuses and lie for you partner when they let you down in front of other people.</p>	<p>You can't recall a time when your partner has given something up so that you could have something, you make the compromises.</p>
<p>You and your partner don't show affection to each other by smiling or kissing or hugging.</p>	<p>Your partner thinks they have higher status than you, that you should be grateful to be with them.</p>	<p>Your partner is distant, you don't feel close emotionally.</p>
<p>You envy other people's relationships. You have friends and colleagues that you would prefer to be in a relationship with.</p>	<p>Your partner drinks a lot or uses substances and wants you to do this too.</p>	<p>Your partner tells you what to wear, and gets angry if you wear something they don't like.</p>
<p>When your partner loses their temper or behaves badly, they tell you it's your fault, that you made them behave that way.</p>	<p>Your partner was really nice to you in the beginning of the relationship, but now you sometimes feel scared of them.</p>	<p>Your partner has been in trouble in the past for violence or for hurting animals.</p>
<p>You cannot agree to go somewhere, see someone or do something without your partner's agreement.</p>	<p>Your partner "barks" instructions at you and expects you to do what they tell you.</p>	<p>You partner tells stories that are humiliating or make you look stupid in public.</p>
<p>Your partner portrays themselves as devoted to you and creates an impression of your life that is very different from reality.</p>	<p>You have sex when your partner wants to, not because you want to.</p>	<p>Your partner has behaved very badly, but they are always so sorry afterwards and promise it will never happen again. But it does.</p>
<p>Your partner has told you that if you leave them they won't want to live anymore.</p>	<p>Your partner has very strong ideas about what a "real man" is and that a woman should be "feminine".</p>	<p>Your partner has turned friends and/or family members against you.</p>

Things about my relationship that are good for me



- My partner actively supports me to follow my dreams
- We accept that we both change
- My partner takes good care of me when I am ill
- When my partner lets me down they always apologise and bring me flowers and chocolate
- My partner puts up with my family when they are troublesome
- My partner tells me about things and communicates whether things are going right or wrong
- We trust each other's judgement
- My partner makes me laugh
- We agree on the things that matter the most to us
- I can be myself with my partner
- I feel secure in my relationship
- My partner always compliments me on my appearance
- My partner celebrates my success
- Whatever I tell my partner, I know they will support me
- I can talk to my partner about anything



PHYSICAL HEALTH

The two fundamental underpinning requirements for resilience are being able to care for yourself and being prepared to ask for and accept help when you need to.

There is a lot of material available to support activities with young people around their levels of exercise and diet, so we have included just one activity that will help young people to assess whether their lifestyle is healthy.

1 Health Quiz Activity Plan



This is a main activity which should be delivered in one session. It can be delivered alongside the last stage of "Planning for a positive future" (from the Motivation section) to support the participants to commit to an action around their health and well being. Please note, you will need to download and print diet and exercise information from the internet, see resources.

Activity 1.1



Ask the group what they understand about healthy lifestyles. Write their answers on a flipchart. If people say vague things like "Don't eat junk food", unpack it further to establish what qualifies as junk food and why is it unhealthy (i.e. not so much vitamins as fresh food).

Record their answers on a flip chart so that they can reflect on what they have said.

Resources

Fact sheets from the World Health Organisation and the NHS:

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/541231/CYP_infographic.pdf

Activity 1.2



Distribute a selection of fact sheets about the health benefits of exercise, rest and healthy eating. Explain small changes to your daily habits are more likely to be sustainable than big changes. Small changes make a big difference in time as they become habits. Ask if anyone can suggest fun ways to make our lifestyle healthier.

Resources

- Flip chart to write down suggestions

Activity 1.3



Complete the questionnaire and fill in the wheel of life. Ask the young people to identify areas where they would like to improve their score. Ask the young people what they could commit to realistically that would improve their score. For example a low score in diet can be improved by a commitment to eat one more portion of fruit or veg in a day. Is this realistic? There are plenty of suggestions and recommendations in the factsheets and online.

Activity 1.4

Variation: If you have been using the "Planning for a Positive Future Activity" throughout the programme, now is a good time to finish it with a commitment to a first step. Otherwise, throw it open to the group and ask if anyone wants to commit to a first step in front of the group.

Resources

- Possible use of "Planning Template"

Learning outcomes

- Understand what constitutes a "healthy lifestyle"
- Consider whether or not we need to make any changes to make our lifestyle healthy
- Learn to use a planning tool

Questions about your Physical Health



1. I eat at least 5 portions of fruit and veg every day.

True False
1 2 3 4 5 6 7 8 9 10

2. I exercise vigorously for at least 10 minutes every day – or 20 minutes every other day or 30 minutes 3 times a week.

True False
1 2 3 4 5 6 7 8 9 10

3. When I am worried about my health I make an appointment with my GP to talk about it.

True False
1 2 3 4 5 6 7 8 9 10

4. I make sure I get enough sleep and if I have a bad night, I catch up the next night.

True False
1 2 3 4 5 6 7 8 9 10

5. I like looking after myself. I know I can't do everything I want to if I don't eat right.

True False
1 2 3 4 5 6 7 8 9 10

6. I eat a good diet, low in saturated fats, sugar and starch, I avoid take-aways and fast food. I try to always eat food that is freshly cooked.

True False
1 2 3 4 5 6 7 8 9 10

7. I have at least one hobby/interest that involves me in physical activity: I go on long walks; swim; cycle; go to the gym; dance.

True False
1 2 3 4 5 6 7 8 9 10

8. I go for regular sexual health check ups (or I never have sex with a partner).

True False
1 2 3 4 5 6 7 8 9 10

9. I take regular breaks at work and relax at the weekend, I keep my work/life balance healthy.

True False
1 2 3 4 5 6 7 8 9 10

10. I find it easy to cut back on alcohol and the wrong kind of food if I think it is making me ill.

True False
1 2 3 4 5 6 7 8 9 10

Wheel of life



This wheel is used to get a picture of your lifestyle and how well you care for yourself. Please complete the Questionnaire about your physical health. Transfer each answer onto the Wheel by putting an **X** on the spoke of the wheel which corresponds to the number. Draw a line to join the "x's together.

Write your name here.....

