

WELL-BEING FOR US



The UPRIGHT manual for teachers

The manual and supplementary materials are the core programme of the UPRIGHT project created ad hoc by experienced professionals on resilience and positive psychology.

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Contents

What is UPRIGHT?	6
How is WELL-BEING FOR US implemented in schools?	8

HOW TO USE THIS MANUAL	10
Presentation of the components	11
Rubrics	12
Presentation of the skills	13
A session with my students	13
Scheme	14
Recommendations	15
Practice: methodology to use exercises	16
Difficult questions and "No easy answers"	23
References	23
Glossary of icons	24

1 MINDFULNESS	28
Introductory questions	29
Illustration of the Component	29
This skill is useful, for example, when...	29
Why is important to train in Mindfulness?	30
What is Mindfulness?	30
How to train Mindfulness in UPRIGHT?	32
How can you train Mindfulness outside UPRIGHT?	32
References	33



UPRIGHT

2 COPING	34
Introductory questions	35
Illustration of the Component	35
Why is important to train in Coping?	35
What is Coping?	36
RUBRICS	38
References	38
a. Cognitive Behaviour Modification	40
b. Conflict Resolution	56
c. Assertiveness and Communication Strategies	70
d. Mental Health Literacy	86



3 EFFICACY	104
Introductory questions	105
Illustration of the Component	105
Why is important to train in Efficacy?	105
What is Efficacy?	106
RUBRIC	108
References	108
a. Self-efficacy	110
b. Growth Mindset	124
c. Emotional Resilience	136
d. Social Resilience	152
e. Leathership	166



4 SOCIAL AND EMOTIONAL LEARNING	180
Introductory questions	181
Illustration of the Component	181
Why is important to train in Social and Emotional Learning?	181
What is Social and Emotional Learning?	182
RUBRIC	184
References	184
a. Self-awareness	186
b. Self-management	200
c. Social Awareness	216
d. Relationship Skills	230
e. Responsible Decision-Making	242




UPRIGHT

What is UPRIGHT?

UPRIGHT is a scientifically tested psychoeducational resilience-based intervention based in schools, designed to promote the mental well-being and prevent mental disorders of adolescents. It uses a whole-school approach, involving adolescents, their families and the entire school community.

UPRIGHT was funded by the European Union's Horizon 2020 Research and Innovation programme under grant agreement No. 754919. UPRIGHT acronym stands for: "Universal Preventive Resilience Intervention Globally implemented in schools to improve and promote mental Health for Teenagers".

 The general objective is to promote mental well-being and prevent mental disorders by enhancing resilience among young people, through an integral approach including adolescents (12–14 years of age), their families and professionals in schools. UPRIGHT's researchers have developed a training programme comprising both theoretical and practical elements


Resilience as part of our lives

During adolescence, young people have the opportunity to learn diverse skills and strategies to help them to understand themselves, their families, their future and their societies. These skills should promote healthy methods of adaptation and play a crucial role in handling stress.

School and my role as a teacher

Schools provide a unique location to implement universal programs for promoting mental health and well-being. Resilience skills are relevant and meaningful for young people everywhere, and teachers play a role in helping their students explore them. UPRIGHT theory and practice are designed in a way that requires students, teachers, and families to play an active role in the process of learning. This enables them to develop or strength their resilience as part of their everyday lives.

Resilience skills are developed throughout childhood and adolescence; educational programmes can enhance or promote these skills. The adolescents who can count on at least one trustworthy and caring adult are better at overcoming adversities and developing good mental health than their less lucky peers. Therefore, their school and you as their teacher play a key role in the promotion of mental health and resilience of a large number of adolescents.

 You do not need to be an expert in resilience to teach these skills effectively. The UPRIGHT program will provide you with the resources and educational background of each topic. What you need is a personal inclination to explore and reflect on the importance of mental health and well-being in the future of your students, their families and even of your own. In other words, you may explore and develop your own resilience skills to help your students and their families to do it.

The teacher as a mentor in resilience

In UPRIGHT, the role of the teacher is to mentor students as they explore diverse resilience skills applied to concrete and relevant experiences in their lives. You are not required to supply all the answers but to show the willingness to learn together.

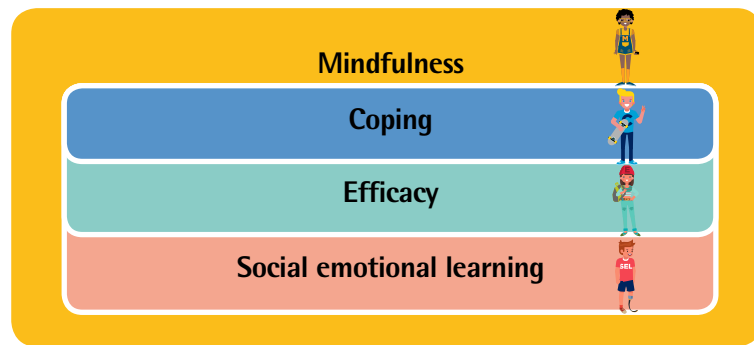
Since you will be a part of this learning process, you should prepare by asking yourself a few questions:

- What do I expect to achieve by learning about resilience?
Begin to identify some of the expectations of yourself and your students.
- What are my fears about this new topic and programme?
List some issues related to teaching the course that might make you anxious, and identify appropriate responses, or share them with your colleagues.

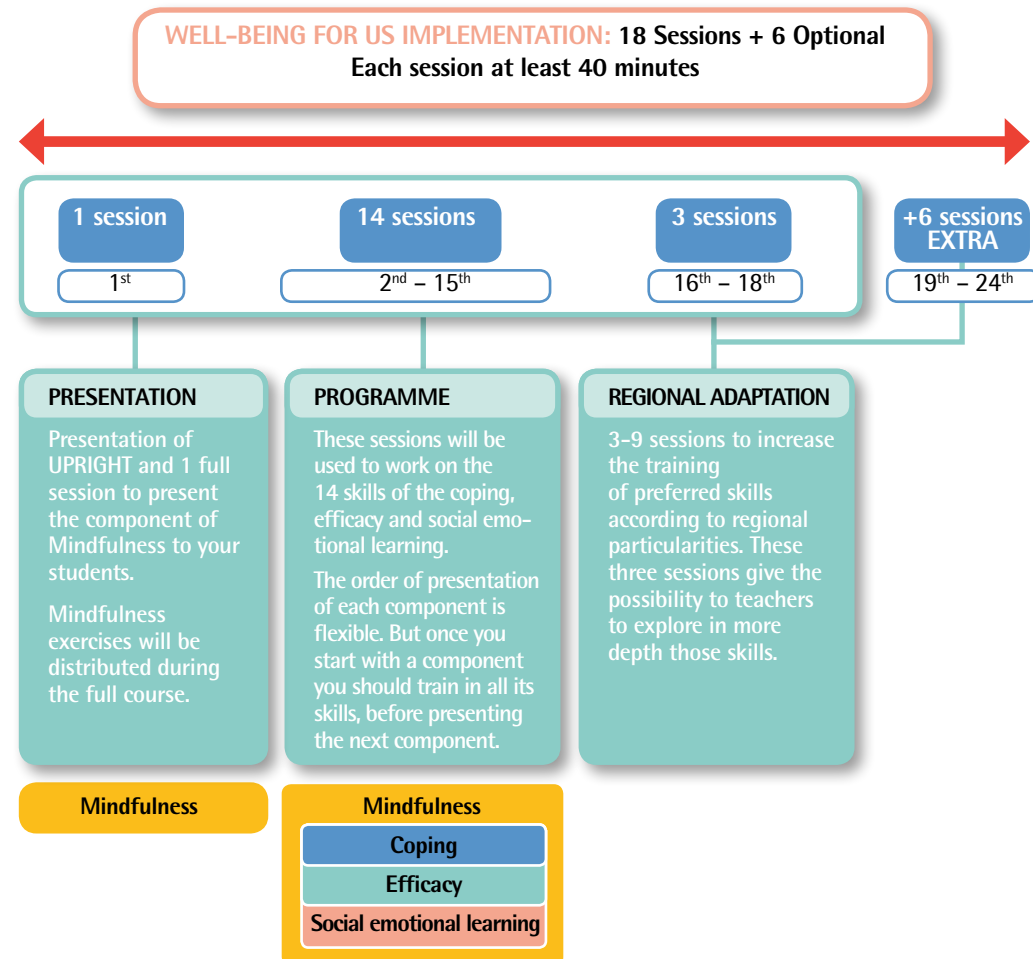
In the final section "No easy answers" you will find some advice about how to deal with potential difficult questions that may arise during the training programme.

How is WELL-BEING FOR US implemented in schools?

The UPRIGHT conceptual framework consists of four different components: mindfulness, coping, efficacy and social emotional learning, including a total of 18 skills. Therefore, the exercises to learn and practice mindfulness are distributed throughout the programme. In UPRIGHT, training of mindfulness is a continuing practice; it is a part of every session with your students.



WELL-BEING FOR US programme aims to be effective and also to be flexible to the different needs of each school. Therefore, WELL-BEING FOR US has defined a minimum number of sessions that must be carried out with the students in order to ensure effectiveness (18 sessions). Nonetheless, once the minimum number is covered, the WELL-BEING FOR US programme can be extended up to a maximum of 24 sessions with students, depending on the particular needs of each school.



Regional adaptation

Apart of the manual, you will find a regional adaptation chapter. This chapter is the result of collaboration between the UPRIGHT team developers and representative people from regions from 5 countries: Spain, Italy, Denmark, Iceland and Poland. The UPRIGHT team developers led face-to-face group sessions with adolescents, parents and teachers; and performed some surveys. We UPRIGHT developers wanted to explore your regional people knowledge of the subject, your their opinions, needs and expectations from a resilience programme such as UPRIGHT.

The regional adaptation chapter consists of three parts:

- (1) A list of resilience skills that adolescents from your these regions find meaningful and relevant to their everyday lives.
- (2) The main concerns of adolescents, parents and the school staff from your these regions region. These con- cerns are the elements of their personal and social development that are especially sensitive and relevant to the adolescence.
- (3) A list of the methods that teachers consider the most successful to use in the UPRIGHT sessions with adolescents in your these region.

The teacher could emphasise on these points in the final sessions (including, if possible, the extra sessions).

Special needs

Resilience is for all regardless any special need or ability. Adolescents with special needs may require support to be included in the activities of the programme. Here you have some tips for that:

- When planning the WELL-BEING FOR US sessions and selecting activities to be practiced, work together with the specific personnel dedicated to provide support to children or adolescents with special needs in your school. Make them participate in the organization. Thus, the programme will ensure the participation of adolescents with special needs.
- Be aware of those who might need additional support to participate. Take into account their particularities, and the way they can affect their participation in the sessions.
- Be flexible to adapt WELL-BEING FOR US activities to meet his or her special needs. For instance, they may need more time to do the activity, so time limitations may be less restrictive for them.
- Ask adolescents with special needs to suggest ideas, examples, or even modifications that respond to his or her special characteristics. For instance, some may need to do mindfulness in movement more frequently; examples of dilemmas with protagonists with special needs.

In some instances, adolescents' with migrant background might also need your attention. Be sure that they can receive the message of UPRIGHT despite language barriers and be aware of cultural differences regarding values or beliefs. For instance, you can ask all the students "what means well-being" in their hometowns or communities, neighbourhoods, or in the previous generation of their families. Then you could reflect with your class that wellbeing is for all, in different ways and meanings, but with the same goal of fulfilling our potential, goals and dreams.

Either if they have learning, socio-emotional, physical special needs, or a migrant background, it is important to engage them in the sessions. An engaged adolescent will show attention, curiosity, and passion about new learnings; they will be motivated, inquisitive or inspired by UPRIGHT.

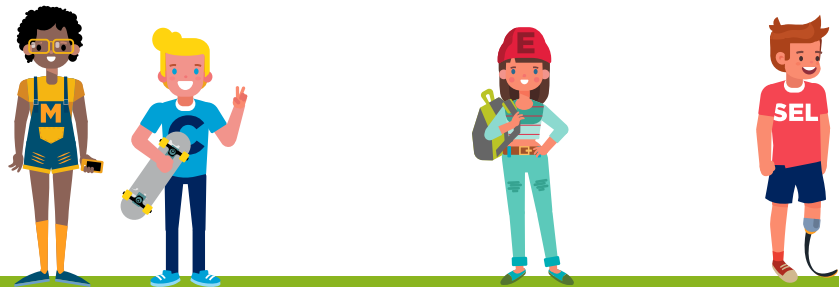


How to use this manual

This manual aims to provide the information necessary to work with students in order to promote mental well-being and prevent mental disorders by enhancing resilience.

The information has been divided in 4 components, including mindfulness, coping, efficacy and social emotional learning. Each component will have several skills to work in different sessions, except training of mindfulness that is a continuing practice in the WELL-BEING FOR US programme.

The order of presentation of each component is flexible. But once you start with a component you should train in all its skills, before presenting the next component.



1: Mindfulness	2: Coping	3: Efficacy	4: Social Emotional Learning
Observation	Cognitive Behaviour Modification	Self-efficacy	Self-awareness
Description	Conflict Resolution	Growth mindset	Self-management
Acting consciously	Assertiveness and communication strategies	Emotional resilience	Social awareness
Accepting without judging	Mental Health Literacy	Social resilience	Relationship skills
		Leadership	Responsible decision making

Presentation of the components

WELL-BEING FOR US manual provide you with a sequence of steps and supporting material for each session of components or skills.

You can modify the order of the steps, especially when you have repeated the same sequence several times. For instance, you can start with an exercise, a movie or a video and finish with the conceptual revision so that you incorporate their practical learnings with theory.

In each component chapter, you will find:

- Introductory questions**
These questions will raise your curiosity and encourage you to explore what you already know about the topic.
- Illustration of the component**
This is a short video prepared to introduce you to the basics of the concept. You may use this video in your student sessions.
- Why is important to train adolescents in this skill?**
Here, the importance of the component and its skills in the adolescent life is explained and how it can foster the well-being of young people.
- What is this component?**
Here, you will find the conceptual definition of the resilience component and its associated skills. We want you to have accurate information, so we have selected clear and short scientific explanations of the component and each of the specific skills.
- References**
These are the psychology or teaching materials quoted in the text. If you want to widen your knowledge of the topic, you can look for them in your local library.

Rubric

The rubrics are designed to raise your students' motivation and commitment with WELL-BEING FOR US.

You will find rubrics at the end of each component chapter, with specific learning outcomes for each component. The rubrics have four levels of learning outcomes, going from a simple understanding to a complex comprehension and use of the skills.

Present to your students the component chapter.

Show your students the rubric and ask them to choose a category (i.e. level or colour) that represents the level of mastery or learning they wish to reach.

- Encourage them to find a balance between challenging themselves and not stressing too much about it.
- Mention that this is a personal goal and that they will check if they have reached it at the end of the training or course.
- Ask them to write it in their notebook.

When you finish with the skills of this component, show your students the rubric and ask them to choose the category (level or colour) that describes their current understanding and use of these skills.

- Encourage them to recognize the trajectory of their learning process or the increase of their mastery, and/or to define new goals.

Remind your students that this training is not about grades and does not constitute a competition. Learning life skills is a different process for everyone. It is important that your students acquire motivation and open-minded attitude towards this learning process.

Presentation of the skills

In each skill chapter, you will find:

1. Theory section. This section will introduce you to the specific skill, based on its scientific understanding. A non-scientific description of the skill is also given to explain how this skill can be improved. This would help you to introduce this concept to your students (UPRIGHT videos, slides, links).
2. Practice section. Here you will find instructions for deploying the session. First, you will find questions to introduce the skill to the students ("Food for thought"), exercises (participatory learning methods) to explore the relevance of the skill to their lives (stories, dilemmas, quizzes, group work, etc.) and some links to the relevant materials. The description of the exercises includes the number of participants, materials and time needed as well as some debriefing messages for your students.
 - a. Mindfulness exercises. We have included a brief mindfulness exercise in each skill session.
 - b. Further learning: these are various options to give your students a chance to learn or practice resilience out of class. Here, you can find suggestions for movies or videos to watch at home, transfer exercises or homework tasks.

A session with my students

All sessions with your students will contain at least the following parts. You can modify the order of the steps, especially when you have repeated the same sequence several times.

1. Food for thought
2. Background information
3. Illustration of the skill
4. story for discussion and 5. dilemma (practice at least one)
6. Exercises (practice at least one)
7. Mindfulness exercise
8. Suggestions for movies
9. Transfer exercise
10. UPRIGHT at home

Materials to conduct a session

You will have several additional tools to help you teach the components and skills in resilience:

- **UPRIGHT videos:** section "Illustration of the..." (component/skill)
- Suggestions for movies/video clips
- **UPRIGHT slides:** available in the UPRIGHT website
- **Mindfulness audios:** available in Youtube links

Outline

BEFORE A SESSION

Read and understand the theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

SESSION




Read and understand the theory

Select the exercises you will use in the session

Collect all material you will need during the session

THEORY

- Information in the manual
- UPRIGHT videos
- UPRIGHT slides
- Mindfulness audios
- Videos / Links



PRACTICE

- Food for thought
- Group Discussion
- Dilemmas
- Role Playing
- Stories, photos, videos
- UPRIGHT notebook
- Writing, creative writing and reflecting
- Small groups
- Brainstorming
- Transfer exercise

Recommendations

Before a session

Before a session with your students, you need to review the concepts and exercises in each component and skill chapter. When you are familiar with the concepts, familiarize yourself with the exercises proposed for each session.

You have to decide in advance how many exercises you will use in your session. Consider the time available, your material resources, the preferences and interests of your students (the regional adaptation chapter might be helpful) and how confident you feel with the materials and exercises presented.

Reflect on your personal experiences in which you have used the skills of UPRIGHT. Sharing these experiences with your classroom generates rapport and empathy in learning processes with your students.

During a session

During a session, try to increase the motivation and build rapport among your students.

- To raise motivation: make clear to students why the skill is relevant in their life.
- To develop a climate of trust: encourage tolerance and respect towards each other. There are no wrong or right answers. Everyone needs to respect the opinions of others, whether we agree with them or not. All will be listened without interrupting the person talking.

Practice: methodology to use exercises

Below, you will find a description of different methodologies used in the WELL-BEING FOR US sessions.

Start of the session: recall previous session

Objectives

- Start the session.

Method

Begin by briefly recalling the previous sessions. You could ask your students:

- Have you had any further thoughts on what we covered in our previous session?
- How have you used the skills acquired in the last session?

Dealing with difficulties

- You might identify misconceptions or prejudices related to the previous or new topic. If that happens, it is probably best to just note it and suggest that the group revises this idea at the end of the session

Food for thought

Objectives

- To generate curiosity about the topic of the skill.

Method

Ask open-ended questions.

Dealing with difficulties

- Waiting 5-10 seconds will increase the number of students who volunteer to answer and will lead to longer, more complex answers. If students do not volunteer after 10 seconds have passed, rephrase the question.

Group Discussion

Objectives

- To develop discussion skills, i.e. listening, speaking and empathy.
- To exchange personal experiences.

Method

Set the following rules for students; you can remind them later if needed:

- Listen carefully to others and let them finish
- Feel free to disagree with the views of others, but treat them and their views with respect

For the group discussion:

- Provide a clear focus (e.g., question, photo, story, statement, video, etc.), the objective of the discussion and the desired outcome
- If they discuss in small groups, give them time to write down their thoughts; they are likely to be better prepared when it is their turn to speak
- Encourage students to join the discussion and acknowledge contributions
- Encourage them to talk to each other instead of directing all their comments at you
- Summarise the discussion by linking student contributions to the existing knowledge

Dealing with difficulties

- What if the discussion deals with sensitive, personal or family issues or to cultural beliefs and practices? You have to evaluate if the student may need other kind of support. If this is the case, offer him or her to talk in private and decide together how to proceed.
- If someone seems to confuse concepts or ideas, ask other students for their views but do it in a way that does not discourage the original speaker.
- If the students are reluctant to speak, remind them that the goal is to explore ideas and points of view, not to come up with correct answers.
- If the discussion becomes disorderly, remind students of the focus and/or rules.
- If a few students do most of the talking, call on other students to contribute

Dilemmas

Objectives

- Dilemmas introduce students to the complexities of making decisions. Conceptually, dilemmas are conflicts in which there are multiple, viable alternatives, each of which has advantages and disadvantages. The dilemma arises from the difficulty of weighing the consequences of various options, which complicates each choice.
- They are used to develop critical thinking and empathy when facing the challenges of adolescence, family and social life, and their own future.
- A dilemma cannot be avoided by not choosing because doing nothing is in itself a choice.

Method

Use the classroom space to 'play' with the dilemma. Reduce the dilemma options to 2 alternative responses, A and B. One wall of the room can be "Response/solution A" and the other "Response/solution B". Students stand in the middle of the classroom, you present the dilemma out loud, clap your hands and all the members of the group move either to the A' wall, or on the B' wall, according to their preference. They can also stay in between. Then you can ask the reasons why they were placed at the respective places. After a round of arguments, you can ask students to change position if they have changed their mind after listening to other perspectives.

- Why are you in that particular place between A and B?
- What is the likely outcome of each proposed action?
- How likely is it that the chosen option will cause worse problems in the long term?
- Are other persons involved? How would they be affected by your action?

Dealing with difficulties

- Sometimes, the complexities overwhelm the students. Acknowledge their frustration and find together the information that might help to make decisions.

Role Playing

Objectives

- Role-playing offers an opportunity to "step into the shoes" of someone else through dramatization.
- To make students aware of multiple perspectives in a given situation and empathise with the experiences of others.
- The students acting as the audience see a representation of a topic related to the relevant skill. This is a dynamic method and helps them to understand the problems to be solved.

Method

- Present the situation in context—give the location, time, circumstances and other background information—to help students in their role-playing.
- Help them to define each role. What does this person want and why? What is this person hoping to achieve?

For effective role-playing, follow these four steps:

1. Preparation. Allow sufficient time to discuss the situation or issue. Encourage students to explore the experiences, feelings and thoughts of each of the characters in the story.
2. Rehearsal. Let the students practise and avoid over-directing.
3. Performance. Guide the audience, ask questions or ask them to follow a particular character. In a Freeze-Frame mode, students stop the action at a crucial point and "freeze" into a group statue. Use it to analyse important points.
4. Conclusion. Encourage students to comment on and analyse the issues raised by the dramatization.

Dealing with difficulties

- As it is often entertaining, role-playing might obscure the seriousness of the issues. However, laughter can supply a psychological release. You may need to remind the students of the main theme of the activity.

Stories, photos, videos

Objectives

- To stimulate thinking and sharing using stories, photos and videos
- To help students to understand UPRIGHT concepts
- To provide a common experience as a springboard for discussion

Method

- Introduce the material by explaining its purpose and context

Dealing with difficulties

- Some stories, photos or videos may evoke emotional responses or reveal competing perspectives. Always give the students a chance to express their reactions and promote positive exchanges of ideas and experiences.
- Talk privately with students who seem to be having problems dealing with the feelings that the materials evoke.

UPRIGHT notebook

Objectives

- The notebook is a place where they can express their own ideas and make notes for themselves. This notebook is mainly for their own use, not for grading.
- Be a tool to take notes and resolve exercises during the training.

Method

- Ask students to keep all their writing for UPRIGHT in their notebook.

Dealing with difficulties

- If a student has difficulties in writing, encourage drawing or other creative means of expression.
- Remind that the student does not have to share her writing/drawing in public, if the student does not want to.

Writing, creative writing and reflecting

Objectives

- To give the students an opportunity to clarify their thoughts by putting them down in writing
- To record their thoughts before hearing the views of the group

Method

- When giving a written assignment, clearly state what the students are to write about and how the information is to be used. In class, specify the time available for the task.
- If a visual aid or questions are used, put them on display or distribute copies.

Dealing with difficulties

- If your students have difficulty writing, they can express their ideas in other ways, such as drawing or any other artistic expression (i.e., acting, singing, etc.). They can talk about the materials they produce.

Small Groups

Objectives

- To practise oral and written communication skills and cooperative problem-solving
- To assume leadership and responsibility and experience teamwork
- To share and develop ideas, hear new ideas and make decisions

Method

- Clearly state the task, time and expected outcomes. Identify and provide the resources needed
- Determine the size and type of group needed, depending on the purpose and desired outcome
- Form groups of students according to different criteria, depending on your purpose, e.g., by competence, experience, age, gender, whether they sit next to each other, etc.
- If needed, ask that certain responsibilities be established within the group, such as moderator, note-taker and reporter
- Determine the format for reporting the work of the group, e.g., oral presentation, drawing, diagram, freeze-frame, drama, etc.

Dealing with difficulties

- Clarify misunderstandings; if needed, write instructions on the board
- If members of a group are not able to reconcile their disagreements, work with them to arrive at a consensus or have the group present their conflicting points of view
- If some members try to dominate a group, reiterate the purpose of small-group work
- The success of small-group work depends on clear instructions, time available and imaginative and effective presentations to a larger group.

Brainstorming

Objectives

- Brainstorming encourages original thinking in an atmosphere of suspended judgement.
- To generate as many ideas as possible during a specified period.
- To compile many different ideas for discussion or to answer a question
- To encourage creativity

Method

- State the question or focus of the exercise and clarify any doubts before starting
- Ask your students to be open-minded about the comments of others (no judgements), and to add to ideas suggested by others
- Record all contributions
- Seek clarification for contributions that seem inappropriate (be sure to do this in a way that does not inhibit future contribution)
- At the conclusion of the exercise, review and summarise the list of shared ideas, or ask students to do it

Dealing with difficulties

- If responses of the students are unrelated to the topic, you can pause to define it more clearly before resuming.

Transfer Exercise

Objectives

- Closing up of the session.
- To draw conclusions after the training on the skill.
- To follow up the learning. To apply the learnings beyond the school and the classroom.

Method

- After completion of the exercises, a focused conclusion is recommended. It should be focused on 'what has emerged from the exercises' and the 'lessons they have been provided'. While this part should be focused, it should also be open in a way that the students gain a 'meta-perspective' while reflecting on the exercises.
- Key learning points are intended to make the students reflect on their own learning of the skill – and how they can transfer what is learned in class to other parts of their lives.

Dealing with difficulties

- If a student or a small group found the skill difficult to understand you may refer them to keep an active learning role by writing a short essay about the topic and presenting in the next session.
- If several students had difficulties with the session, you may repeat the training using different exercises.
- Homework is an option. Many of the exercises for the skills can also be used as homework.

Difficult questions and “No easy answers”

When learning about mental health and well-being, students are likely to raise questions that the teacher might find difficult to answer, not because of a lack of information but because simple answers are not always possible.

Keep in mind that many of the questions faced by you and your students are hotly debated among psychologists, researchers, educators and mental health experts everywhere. If an answer is not readily available, your role will be to facilitate the debate and exchange of ideas.

You may also help your students to find information that answers their questions. Such questions will allow you and your students to contribute your own experiences to the learning of resilience skills. It is important to acknowledge that the answers to some questions are complicated and to identify the resources that may help in exploring difficult questions.

It might be useful to designate a place where difficult questions raised by students can be recorded and displayed. Let us call it “No easy answers” space (maybe a corner of the room or a place in the student notebook). Even though these questions might not elicit an immediate response, possible answers might emerge at a later stage during WELL-BEING FOR US sessions. Check with your students the “No easy answers” space from time to time to see whether some of the questions can now be answered.

To create such “No easy answers” space you can:

- Acknowledge the questions that are difficult and have no immediate obvious answers
- Ask other students, individually or in small groups, to suggest responses
- Set limits to the amount of initial effort to be spent on such questions
- Identify the questions that will be addressed later in the programme
- Remember to review the questions in the “No easy answers” space from time to time
- These questions could be used as the basis for writing an essay or a group assignment

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Glossary of icons



Post-it. This icon represents reminders on key information. It also helps teachers to convey this complex information to adolescents.



A story for discussion. The information beside this icon needs to be debated in the classroom.



Link to videos/audios. The manual has an additional material for teachers to use during the sessions. Teacher can show videos and listen audios with the adolescents.



Instructions to properly conduct the sessions with the adolescents are provided inside this icon



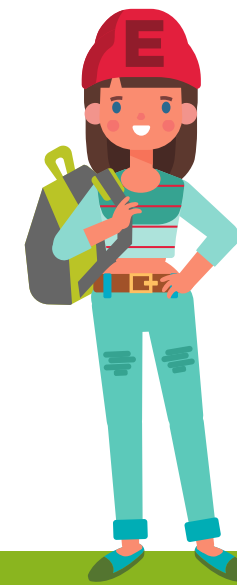
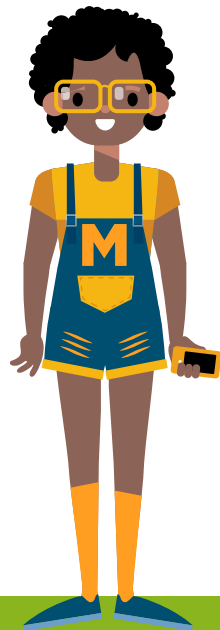
Welcome and introduction. Below this icon, teacher will find recommendations to start a session with the adolescents.



Establishing a rationale. Below this icon, specific instructions on how to deal with the skill before starting the practice are given.



This skill is useful, for example, when... It is provided an example of the daily life where this skill can be applicable and useful.



Mindfulness

OBSERVATION

DESCRIPTION

ACTING CONSCIOUSLY

ACCEPTING WITHOUT JUDGING

1

Coping

COGNITIVE-BEHAVIOUR
MODIFICATION

CONFLICT RESOLUTION

ASSERTIVENESS AND
COMMUNICATION STRATEGIES

MENTAL HEALTH LITERACY

2

Efficacy

SELF-EFFICACY

GROWTH MINDSET

EMOTIONAL RESILIENCE

SOCIAL RESILIENCE

LEADERSHIP

3

Social Emotional Learning

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AWARENESS

RELATIONSHIP SKILLS

RESPONSIBLE DECISION MAKING

4



MINDFULNESS



MINDFULNESS

"Wherever you go, there you are"

(Jon Kabat-Zinn)

Introductory questions

- Have you ever been reading and after one page you don't know what you just read?
- Or the teacher is talking and you just don't know what she/he said?
- What is the difference between brain and mind?
- How is it possible to train your brain like your body?
- Why should we train our mind?
- How do you pay attention?
- Have you ever laid in your bed and felt like your thoughts are jumping around and you can't sleep?
- What do you do to calm you down?

Illustration of the Component

- Watch this video about MINDFULNESS: <https://youtu.be/kHPKeIZB9zs>



This skill is useful, for example, when...



"You have conflicts via social media, or via instant messaging, or with your parents, and you react too quickly and say things without enough reflection."

"You are so busy in exams, using all the time your brain, and you are very much disconnected to what is going on in your body"

"When you are playing with a ball – if you pay attention then you might catch the ball, but if you are thinking about ice cream or something then you might not catch the ball"



1

Why is important to train in Mindfulness?

We often tend to spend a lot of time in our head. Sometimes making stories, true or false, thinking about the past or future, planning, setting goals, and so on. When we spend much time in our head we often get disconnected from our senses and from what is happening right now.

Mindfulness training is attention training where you train your attention to be where you want it to be when you want it.

Mindfulness training is like you are going on a date with yourself, getting to know how your mind works.

Research show that mindfulness can help you with:

- Getting to know yourself better
- Be more in charge
- Act more thoughtfully and less impulsively
- Reduce stress and increase well-being
- Increase good relationship to yourself and others
- Developing your brain more

What is Mindfulness?

Mindfulness is the awareness that arises from purposeful, non-judgmental attention, exerted at in the present moment.

We can then intentionally sustain that attention, to the best of our ability (Kabat-Zinn & Kabat-Zinn, 2014)

Mindfulness is a practice of carefully focusing attention, not a form of religion (Jon Kabat-Zinn)

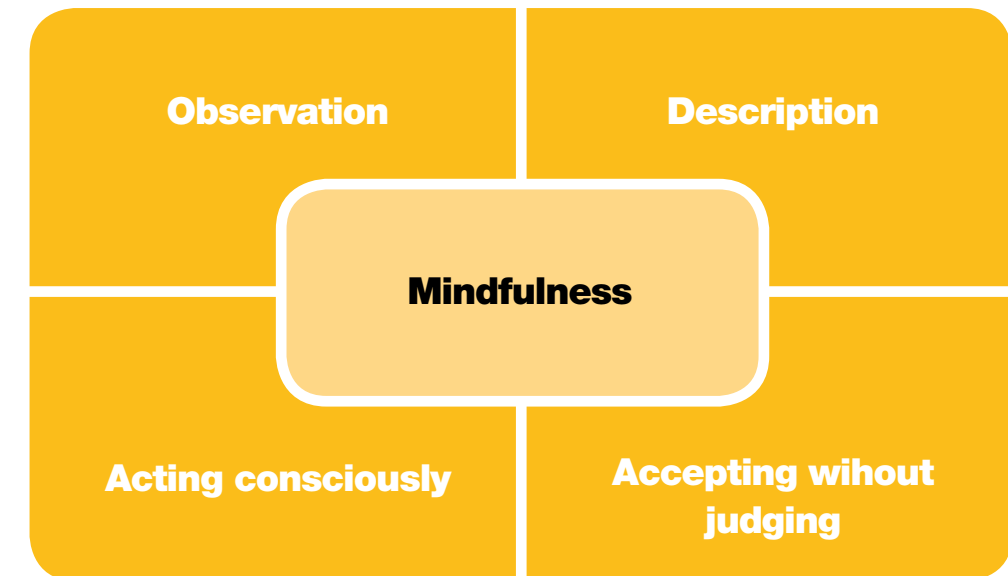
In other words, mindfulness means paying attention to what is going on now, both within us and around us, with kindness and curiosity. However, mindfulness is not just simple attention; it is connected to the heart. We connect with ourselves and the world around us with kindness and curiosity. You should approach life with a mind of a beginner as if you were seeing or experiencing it for the first time; let go of judgement as much as you can.

When you start paying attention in a mindful way, your relationship with the world changes, you see more, and you see more deeply. "Knowing what you are doing while you are doing it is the essence of the mindfulness practice" (Kabat-Zinn, 2004).

Mindfulness does not imply trying to get anywhere or feel anything special. You allow yourself to be where you already are, to become more familiar with your own experiences moment by moment. Each moment is a new beginning, a new opportunity to start over, to tune-in and to reconnect.

There is scientific evidence that mindfulness promotes the processes and outcomes that are the aims of the UPRIGHT programme. Mindfulness increases resilience, helps you to flourish and be at your best in many ways. For example, it increases self-knowledge, self-confidence and stress management and decreases anxiety and depression (Remple, 2012; Weare, 2012). Researches also shows that there are many benefits direct to learning such as improving reading and working memory, better concentration and less mind wandering (Mrazek, Franklin, Phillips, Baird, & Schooler, 2013). In addition it improves kindness to our self and others, our relationships benefits, more compassion and has positive affect on well-being in general (Williams & Penman, 2011).

By cultivating mindfulness, the following four skills are practised simultaneously:



Observation: When we spend much time "in our head", we often become disconnected from our senses. We eat, but we do not really taste or smell the food, we watch, but we do not really see, we hear but we are not listening, and so on; we act in an "autopilot" mode. However, when we focus on our daily life actions, our experiences become clearer and deeper. We can live more fully. Each ordinary day gives us many opportunities for learning mindfulness. When you start to train your attention, you notice that every moment is a new opportunity to experience ordinary things in a new way. For example, where is your attention when you brush your teeth? Are you already thinking about the school or work?, are you busy anticipating the events of the day? You might be totally unaware of how you brush your teeth, of the taste of the toothpaste, the temperature of water and how you move the brush in your mouth etc. Brushing your teeth is an excellent mindfulness exercise; you should try it next time.

Description: During the mindfulness training we are not attempting to change our thoughts or feelings. We are not trying to clear our mind or seek a specific mood or relaxation. We are simply training ourselves to see our thoughts more clearly, to be able to help ourselves. Thoughts come and go, and we cannot stop this process. However, we can train ourselves to choose which thoughts we are going to pay attention and which thoughts we are going to ignore. You could imagine that you stand at a bus station, and the passing buses are thoughts that come and go; you can choose which bus you are going to board and how far you are going to travel. As to other buses, you just let them go by. If you notice a thought like "Oh, I don't want to solve this math problem, I don't know why I am bothering with it. I don't understand a thing, I am terrible at maths". Some people might believe that this thought reflects the reality, and then why bother? Others will realise that thoughts are just thoughts, mental events that are not always trustworthy. Most people will admit that to be able to do the maths well, you need to spend time practising; practice is the key to success. They might experience the same thoughts but decide to respond to them differently. Similarly, it is human nature to be exposed to various feelings such as joy, sadness, nervousness, excitement, anger and fear; all these and many other feelings are natural and normal. Feelings come and go, but it is important to notice them to be able to choose your responses.

Acting consciously: Have you ever been so busy turning over some problems in your mind that you did not notice what you were doing at the time? The brain has a wonderful ability to switch from thought to thought; this can happen very quickly. For example, your phone buzzes, and suddenly your attention is only on that phone. You might forget what you had been doing a moment before and even where you are. While your attention is on texting on your phone, you do not notice what is happening around you. You are on autopilot and not aware. This can happen many times during the day, and you might even find that you are on autopilot most of your waking time. To control your life, you should be awake to the events around you and direct



your attention to what you want or need to do. This means abandoning the autopilot mode and increasing your awareness. Mindfulness can improve your concentration and help you to be successful in everything you do. However, the first step must be to wake up and leave the fast train running on autopilot. Choose your reactions.

Accepting without judging: We often spend a lot of time “in our heads”. We might be composing stories, true or false, thinking about the past or the future, planning, setting goals, etc. We tend to forget that our mind has two main modes, thinking and sensing, often named Doing and Being. Mindfulness training teaches us how to redirect our attention from thinking (Doing) to our senses (Being). In the Doing mode, we tend to judge, compare and analyse. In the Being mode, we can learn to use our senses to experience things as they truly are. Both modes are useful, but the Doing tends to take over. Then, we might be easily carried away by our thoughts; we are often unaware of where our attention is. Using the mindfulness training, we try to give the Being mode a bit more space. We want to experience our life as it happens, be more “here and now” (Segal, Teasdale & Williams, 2013).

How to train Mindfulness in UPRIGHT?

By practising mindfulness, you train yourself in aspects related to social-emotional learning, efficacy and coping (the other 3 components of UPRIGHT).

Mindfulness exercises are not compiled together and trained just at one session. Instead they are distributed in the different UPRIGHT skills. Thus, you will practice a mindfulness exercises in the training of every skill along the course.



How can you train Mindfulness outside UPRIGHT?

Mindfulness training is like any other training; the more you commit to it, the more you gain. We can train our mindfulness in two ways, using informal and formal practising.

The formal practice. You can decide to regularly dedicate some time to focus on a particular subject; it can be your breathing, body, thoughts or feelings. You might want to concentrate on your senses (hearing, smelling, tasting, touching or seeing). It is a good idea to start with short practice sessions and then increase their length; you can decide to do this for a few minutes, and then extend it up to 30 minutes once you have acquired some experience.

The informal practice is everything you do with a mindful awareness in your daily life. When you are reading, your full attention is engaged. Similarly, when are you doing sports, playing games, texting on your phone, walking or talking to friends, you pay full attention; you know what you are doing while you are doing it. If you do one thing at a time and you do not think about something else while doing it, your attention is here and now. If you find your mind wandering off, you should just notice it and kindly and firmly direct your attention back to where it belongs.

Both the formal and informal practising trains your attention and increases your self-awareness and the awareness of life around you.

When choosing the level for learning outcome, tell the students not to choose to easy a level for them, because then they will just be bored, but neither to choose a level too difficult for them, because then it will be too stressful for them. It is okay though to stretch yourself outside your comfort zone in order to learn more and to learn better.



COMPETENCE	I HAVE STARTED TO LEARN	I AM LEARNING	I CAN APPLY MY LEARNING	I CAN APPLY & EXPLAIN MY LEARNING
Mindfulness	I am aware, that mindfulness exists. After the UPRIGHT-lessons, I have tried to focus my attention during mindfulness exercises once or twice.	I have tried to focus my attention during mindfulness exercises more than a couple of times. After UPRIGHT-lessons, I know that mindfulness is to be present in the moment, and that mindfulness reduces stress and enhances mental health.	I have tried to focus my attention during mindfulness exercises several times. After UPRIGHT-lessons, I can focus my attention during mindfulness exercises and I am more present in the moment.	I can be mindful when needed. I can often focus my attention and be present in the moment in school and at home. After UPRIGHT-lessons, I can explain mindfulness to others.

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Kabat-Zinn, J. (2004). Full catastrophe living: How to cope with stress, pain and illness using mindfulness meditation. 2004. London: Piatkus Books.

Kabat-Zinn, J., Kabat-Zinn, M. (2014). Everyday blessings: the inner work of mindful parenting. Revised and updated. New York: Hachette Books.

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Weare, K. (2012), Evidence for the Impact of Mindfulness on Children and Young People. Mindfulness in Schools Project in association with the University of Exeter. Retrieved from <http://www.enhancementthemes.ac.uk/docs/documents/impact-of-mindfulness---katherine-weare.pdf>

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COPING

Rubric

- COGNITIVE-BEHAVIOUR MODIFICATION
- CONFLICT RESOLUTION
- ASSERTIVENESS AND COMMUNICATION STRATEGIES
- MENTAL HEALTH LITERACY



"I am not afraid of storms for I am learning how to sail my ship"

(Louisa May Alcott)

Introductory questions

- Have you ever heard of coping and coping strategies before?
- How do you normally manage a difficult situation?
- What kind of advice would you give a person in a difficult situation?

Illustration of the Component

- Watch this video about coping: <https://youtu.be/NOnFMUoB9m4>



Why is important to train in Coping?

During life, you will always encounter difficult situations and in order to cope with these situations in the best possible way, you need to develop adequate coping strategies.

Most teens experience more stress when they perceive a situation as dangerous, difficult, or painful and they do not have the resources to cope. Some sources of stress for teens might include:

- School demands and frustrations
- Negative thoughts and feelings about themselves
- Changes in the body
- Problems with friends and/or peers at school
- Unsafe living environment/neighborhood
- Separation or divorce of parents
- Chronic illness or severe problems in the family
- Death of a loved one
- Moving or changing schools
- Taking on too many activities or having too high expectations
- Family financial problems



2

What is Coping?

Coping is a complex process that can be defined as “constantly changing the cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person”

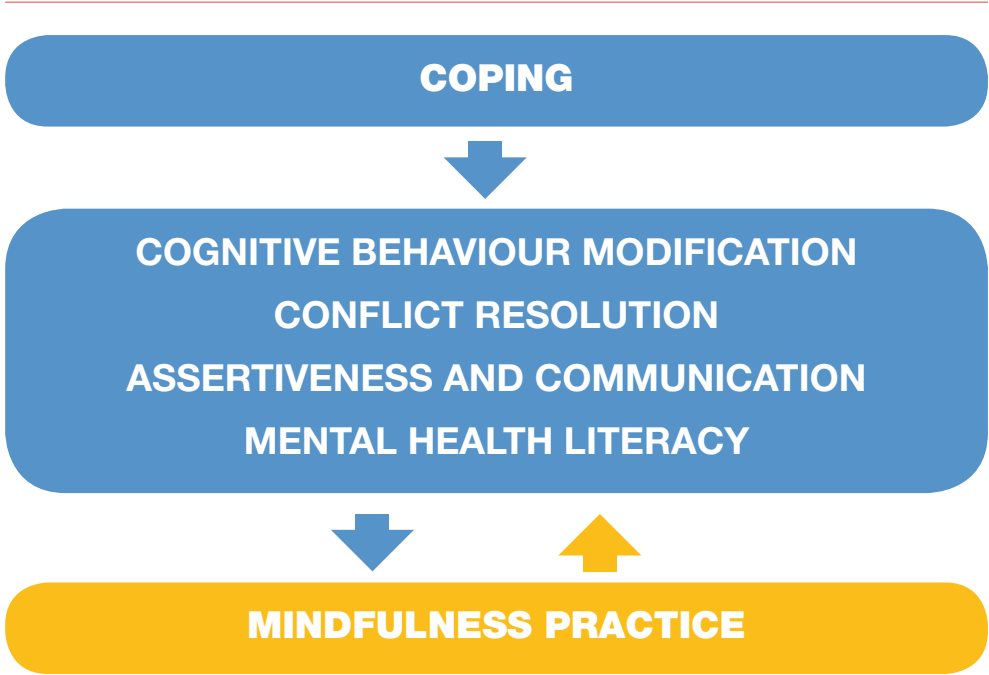
(Lazarus & Folkman, 1984).

This means that coping is a conscious effort to reduce stress; we can develop coping skills and coping strategies. Perceived control is an important factor in coping; having mastered difficult situations before and previous experiences of being able to cope affect our coping skills.

Coping is an attempt to cover, reduce or master a given psychological conflict, and there are many different ways to cope; they differ from person to person. Coping ability is an important part of health and well-being. Our environment can contribute to and promote our coping skills.

The first step in coping is the cognitive appraisal. Having appraised the situation, individuals can implement coping behaviours to reduce the distress or manage the problem. Increased use of problem-focused coping strategies has been related to an improved psychosocial adjustment in youth.

The coping-lessons consist of:



The **cognitive behavioural modification** is focused on understanding our own thoughts and feelings, finding a solution to the problem and changing the self-dialogue to more positive messaging to change our way of thinking and the behaviour.

Conflict resolution: Problems and conflicts are a central feature of adolescent life; this is often exaggerated in youth. First, it has to be understood that, in any conflict, both parties can win. Individuals are helped to focus on clear communication and problem-solving skills. Once the conflict is identified, all possible outcomes and the consequences of these outcomes are explored. Exercises focus on negotiation and mediation procedures and skills.

Assertiveness and communication strategies are designed to promote empathy and expressing thoughts and needs in a socially acceptable way and include basic active listening skills. Social skills for communication and assertiveness are taught. Assertiveness training helps to communicate in a direct, honest and appropriate manner.

Mental health literacy: Mental health literacy is defined as “knowledge and beliefs about mental disorders that aid their recognition, management or prevention” (Jorm et al., 1997). Mental health literacy consists of several components:

- The ability to recognise specific disorders (anxiety and depression).
- Knowledge and beliefs about risk factors and causes.
- Knowledge and beliefs about self-help interventions.
- Knowledge and beliefs about professional help available.



RUBRIC

Learning outcome for coping

When you have introduced Coping, you show them the following rubric.

Ask the students to choose a category in the rubric.

When choosing the level for learning outcome, tell the students not to choose too easy a level for them, because then they will just be bored, but neither to choose a too difficult level for them, because then it will be too stressful for them. It is okay though to stretch yourself outside your comfort zone in order to learn more and to learn better.

When you have finished all the skills relating to coping, return to this rubric. Let the students' mark their actual level for their learning outcome and let them compare this finishing result with their expectation of their own learning process and outcome from starting the coping-lessons.

References:

Lazarus R. S., Folkman S. (1984). Stress, Appraisal and Coping. New York: Springer

Jorm A. F. (1997). Mental health literacy: a survey of the public's ability to recognize mental disorders and their beliefs about the effectiveness of treatment. Medical Journal of Australia, 166, 182 - 186.

COPING



COMPETENCE	I HAVE STARTED TO LEARN	I AM LEARNING	I CAN APPLY MY LEARNING	I CAN APPLY & EXPLAIN MY LEARNING
Cognitive Behavioural Modification	I am aware that my thoughts sometimes are trapped and that is called a "thinking-trap". After UPRIGHT-lessons, I can describe at least one of my thinking traps.	I know the different types of "thinking-traps." After UPRIGHT-lessons, I can describe some strategies to apply, when thinking is trapped.	I am aware of my own "thinking-traps." After UPRIGHT-lessons, I understand how to deal with them in different situations.	I understand how "thinking-traps" affect actions. I understand how we can deal with them. After UPRIGHT-lessons, I can explain to others what to do, when their thoughts are trapped.
My goal				
My result				
Conflict Resolution	I am aware of different kinds of conflict. After UPRIGHT-lessons, I can describe at least one way to solve conflicts.	I know different types of conflicts and after UPRIGHT-lessons, I can describe some strategies to solve them	I am aware of my most frequent areas of conflict and after UPRIGHT-lessons, I understand how to try dealing with them.	I understand how to solve conflicts constructively even though I do not always manage to do so. After UPRIGHT-lessons, I can explain to others what to do in case of conflict situations.
My goal				
My result				
Communication Strategies	I am aware when communication is positive and when it is negative. After UPRIGHT-lessons, I can describe characteristics of a positive communication.	I can identify positive communication. After UPRIGHT-lessons, I can describe different kinds of responding in both negative and positive ways.	I am aware of my own communication style. After UPRIGHT-lessons, I understand different strategies to strengthen positive communication.	I understand how to communicate constructively and respond assertively. After UPRIGHT-lessons, I can explain to others what to do to improve communication.
My goal				
My result				
Mental Health	I am aware of the importance of mental health. After UPRIGHT-lessons, I can describe at least one element in anxiety and at least one element in depression.	After UPRIGHT-lessons, I can describe what anxiety and depression is. I know some of the warning signals and I can list some things to do to prevent anxiety and depression.	I am aware of my own mental health. After UPRIGHT-lessons, I understand different strategies to prevent feelings of anxiety and feelings of depression.	I understand the importance of mental health, and I know what you can do to prevent problems. After UPRIGHT-lessons, I can explain the differences between ordinary teenage problems and severe mental illness.
My goal				
My result				



a. Cognitive Behaviour Modification

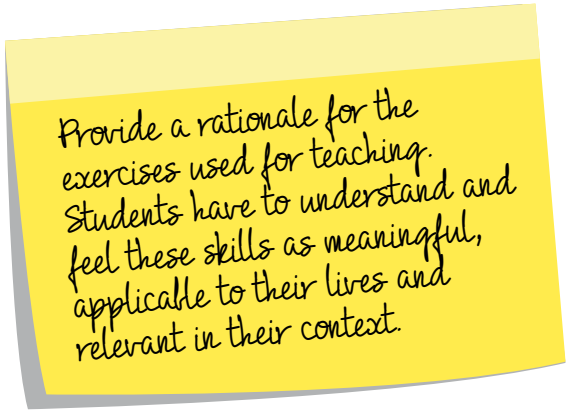
Learning to change your thoughts and behaviour

"What you think, you become"

(Buddha)



Theory



This skill is useful, for example, when...

- "Your thoughts are running wild or in circles, and you believe that nothing is possible"
- "You think that your assignments are too difficult"
- "When you are losing in a game by a big difference and you start thinking "I am bad at this" and you start feeling down"

What are the expected results of this session?

This session on Cognitive Behaviour Modification has been designed to help the students to identify their negative thoughts and their consequences on the emotions and behaviour, i.e. to develop a different way of thinking, with a positive impact on their feelings and actions.

The objectives are:

- To identify negative thought patterns and thinking traps.
- To reflect on the consequences of thoughts on both the emotions and behaviour.
- To learn strategies for changing thoughts to alter the emotions and behaviour.
- To demonstrate that changing emotions and behaviour can also change your thinking.

What is Cognitive Behaviour Modification?

Cognitive Behaviour Modification focuses on identifying dysfunctional thoughts to change the emotions and behaviour, including:

- 1) Understanding our own thoughts, feelings and actions.
- 2) When necessary, changing the way of thinking to affect the emotions and behaviour.
- 3) Realising that when the emotions and behaviour change, so do the thoughts.

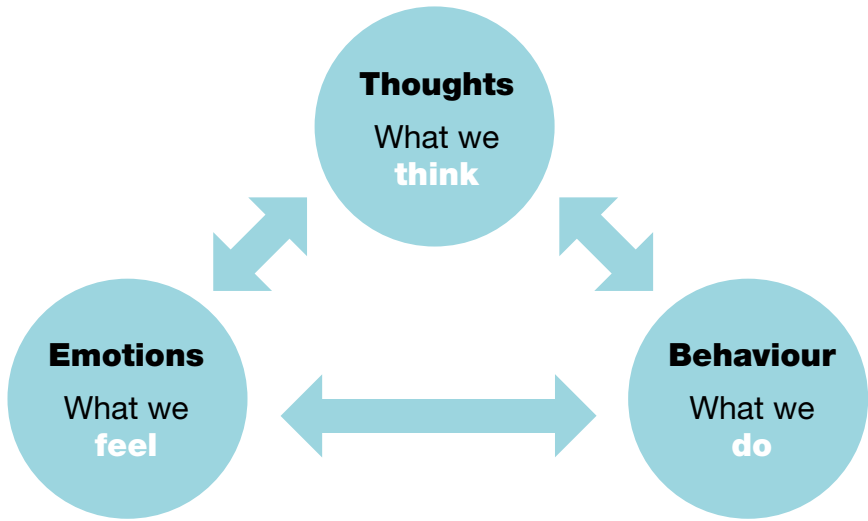
(McLeod, 2008)

According to Cognitive Behaviour Modification at any point in our daily life (A) we produce some thoughts (B), which will have consequences on our behaviour and emotions (C). For example, imagine that you were in a hurry in the morning and you spilt some chocolate milk on your shirt (A). You might think "I am so clumsy, so stupid, I can't do anything right" (B); then, you will become nervous, irritated and you will feel sad (C).

If you think instead, "Well, this can happen to anyone, I'll just change my shirt" (B), you will feel better about yourself, and you will stay calm (C).



Therefore, changing the way of thinking makes a difference in the way we experience life and affects our behaviour. However, it is important to note that altering the emotions and behaviour also changes our thinking because everything is connected.



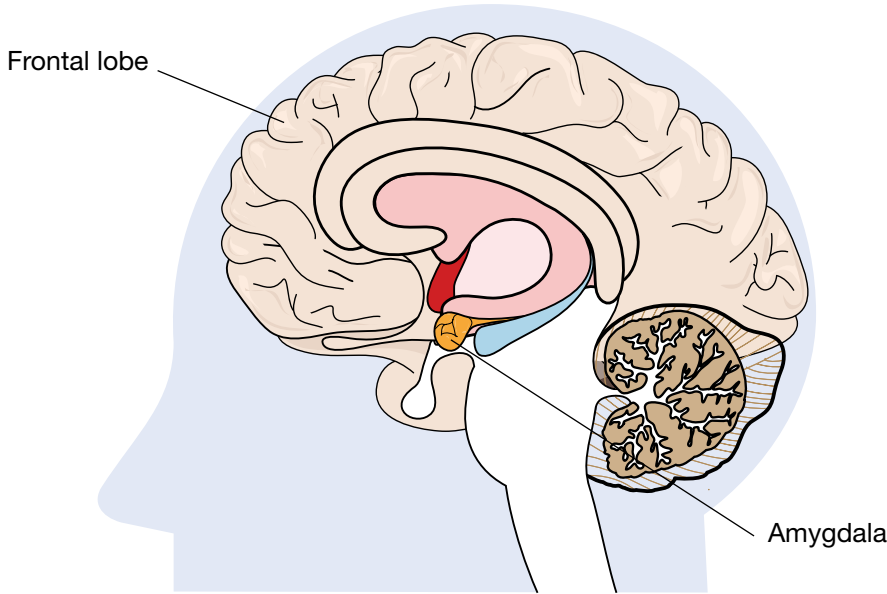
(Kidsmatter, n.d).

For example, imagine that you are facing an upcoming exam (A) and you think, "There's no way I am passing this test" (B). You will probably be nervous during your exam and, as a result, your performance will worsen (C). However, if you study hard and feel relaxed (C), you will probably think, "I can do this, I will pass" (B).

However, how do we produce those thoughts? Why do we experience thoughts that make us feel bad about ourselves and lead to undesirable outcomes?

Most of the time during our waking hours, we think about all sorts of things. We might believe that our thoughts mirror the world. However, in reality, they are based on what we pay attention to and do not reflect the information we ignore.

To understand attention, we need to understand how the brain works:

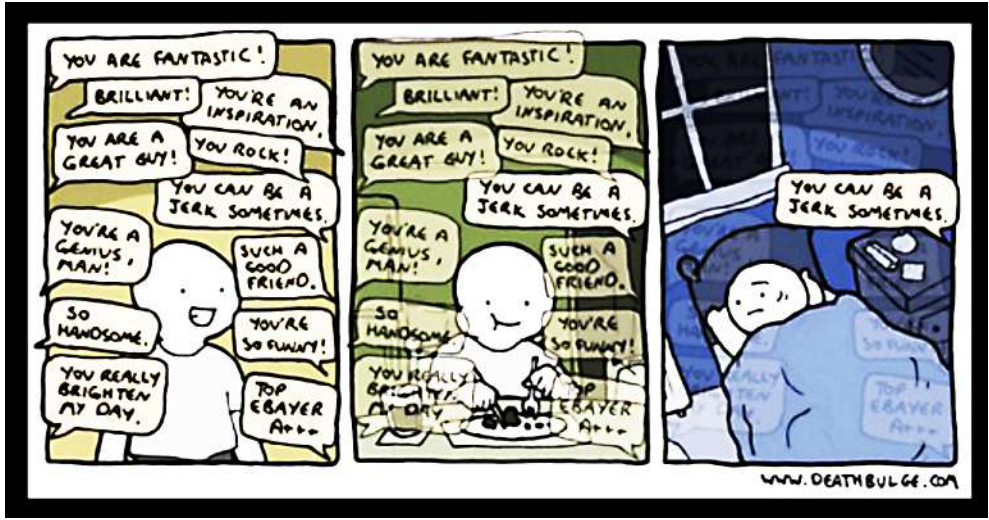


The amygdalae, located in the middle of the brain, are the 112 emergency center of the brain; they are activated in cases of danger. The frontal lobe of the brain, the "thinking brain" is the home of our cognition. When we are in danger —e.g. under life-threatening conditions—the emergency center takes over and the "thinking brain" shuts down. Normally, this is helpful because it makes it possible for us to react quickly and automatically without having to think about the best response. Sometimes, however, the emergency center of the brain is activated even though there is no real danger, e.g. before an exam, a presentation at school, etc. Although this may be an overreaction to minor stress, the thinking brain will be put on hold. It will be harder to think rationally and easier to be hijacked by our negative thoughts. Then, we focus automatically on the things that are wrong —or can go wrong —and ignore other information or possible outcomes. These negative thoughts, only reflect the negative aspects of the situation but ignore the rest of the information, are called 'thinking traps'.

The psychologists have categorised some commonly encountered thinking traps (AnxietyBC, n.d):

- a. Black or white: Thinking in extremes (very good or very bad) and not seeing the nuances in-between, e.g., "Nobody likes me" or "He always does that to me".
- b. Catastrophizing: Imagining the worst-case scenario.
For example, your reaction to getting a bad grade might be: "Now I will never go to university" and observing your parents quarrelling: "They are going to get a divorce".
- c. Fortune telling: You believe that you can predict the future, e.g., "No one is going to talk to me at the party".
- d. Mind reading: You believe that you know what others think and you assume it must be negative, e.g., "I know they are talking about me right now. They think I am fat".
- e. Negative filter: Focusing only on the negative without seeing any of the positive aspects or overemphasising a negative event, which might have been only a single episode.





DeathBulge (2013)

The thinking traps make us focus only on the problems, not on finding a solution. To find solutions to our problems, we need to use the “thinking brain” to change our thoughts.

There are several ways of changing your thinking, but the first step is always to become aware of your thoughts and observe how they affect you. Try imagining that your thoughts are like spotlights at a theatre, which only focus on certain objects on the stage. Your thought—or your spotlight—is what you pay attention to. When training and practising new thought patterns, you can take charge of the spotlight and point it in a different direction. When you choose to turn your spotlight towards certain things, this becomes part of your thoughts and behaviour during your daily life. Every moment of your life, you have an opportunity to decide where you will focus your spotlight, i.e. your attention. During a normal day, a lot of things compete for your attention. It is not always easy to control your thoughts because sometimes they come up automatically. However, if you practise, you will become better and better at being in charge of your thoughts—instead of your thoughts being in charge of you. Once you are aware of your negative thoughts, you can start changing them. With a little bit of exercise, you can shift your focus from “I cannot do it” to “It may be difficult, but I can try”.

The Cognitive Behaviour Modification focuses on the following aspects:

- Your thoughts affect your well-being.
- We have thoughts, but we are not our thoughts.
- Thoughts do not mirror the reality. They are often automatic.
- The way of thinking can be changed.
- We can affect our well-being if we are aware of our own thoughts and work to make them more constructive.

Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the “follow-up and opening activity for the next session”. Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

To help them understand Cognitive Behaviour Modification, you can explain to your students the consequences that our thoughts have on our emotions and behaviour, that is, how negative thought patterns lead to negative emotions and behaviour. Therefore, altering our thinking patterns will change the way we feel and act and vice versa: changing our emotions and behaviour can change the way we think.

You may also pose some questions about the importance of learning to channel the negative thoughts into more positive, constructive patterns by using specific, tangible cognitive behaviour modification skills. The discussion might be elicited from the students, or facilitated by the teachers.

The opening activity “Food for thought” gives you a good opportunity to present the rationale for the session.

1) Food for thought:

- Have you ever heard of Cognitive Behaviour Modification and changing your thinking?
- How do your thoughts affect your feelings and behaviour?
- How do your thoughts affect your well-being?
- Can you change your thoughts? How can you change them?

2) Background information:

Introduce Cognitive Behaviour Modification to the students, on the basis of the section “What is Cognitive Behaviour Modification?”

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos demonstrating and explaining the skill:

- Cognitive Behaviour Modification: <https://youtu.be/dluDzDK4UuA>



4) Cognitive Behaviour Modification

A story for discussion:

Read the story aloud in the class (teacher or student)

An old Cherokee chief tells his grandchild about life. He says to his grandchild:

"A war is being fought inside me. It is a terrible battle between two wolves.

One wolf is evil: It is angry and envious. It is greedy, supercilious and hurts other people. It lies and it is selfish, egoistic and arrogant.

The other wolf is good: It is happy, loveable and hopeful and has a peaceful mind. It is modest, friendly, generous and beneficent. It sticks to the truth and is empathic, compassionate and trustworthy.

The same battle goes on inside of you and inside all the other people."

The grandchild thinks about this for some time, and then asks her granddad: "Which wolf is going to win?"

The old chief answers: "The one you feed"

Cherokee Indian legend

5) Topics to be discussed in class

Objective:

Make groups of three persons. The objective of this exercise is to write down alternative thoughts and their consequences that would lead to a more positive behaviour.

Time:

Exercise: 5-15 min. Debriefing: 5-15 min.

Materials:

A notebook.

Anna is in the schoolyard. She notices that Sara and Sophie are playing a fun game. Anna asks if she can join them, but they answer: "Not right now. We are having so much fun right now – just the two us."

Anna thinks to herself: "They don't want to include me. They don't like me. I don't have any friends who like to be with me." Anna feels lonely and sad, and she walks quietly back to her class.

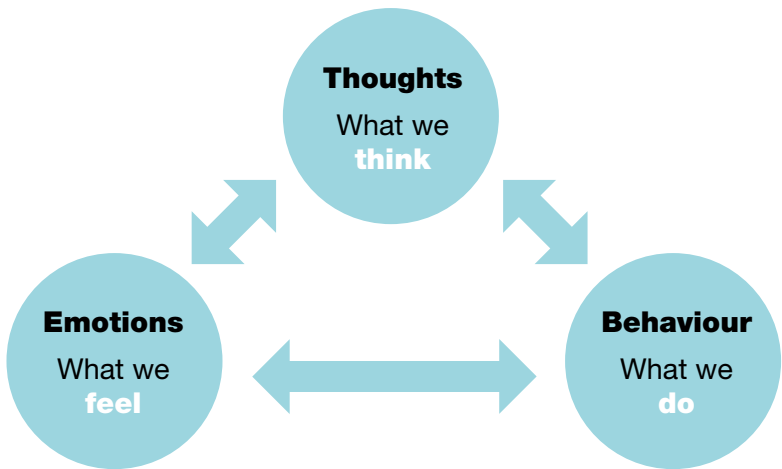
Discuss the following:

Which other thoughts could Anna think instead? (Try to think of several alternatives).

How would these thoughts have made her feel?

What would these thoughts have made her do?

Write the different thoughts, emotions and behavior into this model on the blackboard/ smartboard, and discuss what difference alternative thoughts can have on your well-being



Tange (2018)



6) Student exercises

Self-talk

Objective:

A strategy to enhance constructive self-talk is to become aware of the way we talk to ourselves

Time:

Exercise: 10–20 min Debriefing: 5–10 min.

Materials:

Paper, Post-it notes

Individually:

Think of a situation in which you experienced negative thoughts about yourself and talked to yourself in a bad, not constructive or unkind way.

Write your negative self-talk down on a piece of paper.

In groups of three:

1. Share your examples of negative self-talk.
2. Help each other come up with alternatives to the negative self-talk. Think of how you would talk to someone you care about, and apply this to your self.

Individually:

Decide on a couple of constructive and kind self-talk you can apply to yourself next time you talk to yourself unkindly. Write the alternatives on post-it notes and put them somewhere visible.

Suggestions for debriefing:

Discuss in class:

- When does negative self-talk usually appear?
- How can you train constructive self-talk in your everyday life?
- What do you do when constructive self-talk seems really hard to do?

Further suggestions:

Make examples of respectively negative and constructive self-talk and put it on the wall in the class.

Tange (2018)

Automatic thoughts

Objective:

A strategy to enhance constructive thinking is to be aware of your thoughts and try to look at them from outside. This is called meta-cognition.

Time:

Exercise: 5–15 min. Debriefing: 5–15 min.

Materials:

Paper and pen.

Most of the time it feels like you are one with your thoughts, – that you and your thoughts are one and the same. But a thought is a thought – it is not you.

Most of the time you have automatic thoughts. – You think of them automatically. But automatic thoughts might not be correct.

A lot of times these things are not at problem, but they can become a problem if:

- You are caught in a thinking trap.
- You are blaming or punishing yourself.
- You are anxious about something.
- You do not think you are good or perfect enough.
- You are caught up in self-criticism.
- You regret something.

Think of one of your own negative automatic thoughts and write it on a piece of paper

In groups of 3:

- Try to look at one of the negative automatic thoughts from outside and reflect on the thought by having a person in your group ask you:
- What do you think about your own thought?
- How do these thoughts affect you? – How does it make you feel?
- What do you think about thinking this way?

Suggestions for debriefing:

Discuss in class:

Sometimes, it is very helpful to hear that other people are struggling with the same thoughts. When you realise that others have similar unhelpful thoughts, the thoughts lose their grip and the pressure diminishes.

Further suggestions:

Write an essay on how to become aware of your automatic thoughts and how to separate your thoughts from yourself.

Tange (2018)



Thought detective – challenging thinking traps

Objective:

A strategy to enhance constructive thought patterns is to start arguing with your negative thoughts and see if they are realistic and accurate.

Time:

Exercise: 10-15 min. Debriefing: 10 min.

Materials:

None.

Think of an example of being stuck in a thinking trap (or a thought train going to the wrong place).

Now try to act like a detective by questioning your negative or unhelpful thoughts:

- Are they true?" Are there no exceptions?
- How likely is it that my thoughts become real (on a scale from 1 to 10)?
- What would an optimistic friend or your parents think or say to you?
- If your thoughts are correct, what is the worst-case scenario?
- Are there only negative sides to your thoughts or are there also some positive ones?
- How can you get the best out of it?

Suggestions for debriefing:

- Is it difficult/easy to be our own thought detective?
- Which arguments worked the best?
- When is it helpful to be a thought detective?
- How can you practice being a thought detective?

Practise saying: "Never mind, what is done is done". Try to let it go.

Tange (2016)

Trace your thoughts with Itoi Scoreboard

Objective:

A strategy to enhance constructive thought patterns is to create awareness of the ratio between positive and negative thoughts.

Time:

Exercise: All day. Debriefing: 10 min.

Materials:

A smartphone and the free app "Itoi Scoreboard"

Download the app "Itoi Scoreboard" onto your phone.

In this exercise, you need to focus on the frequency of positive constructive thoughts. This means that whenever you have a positive constructive thought you should enter it in the Scoreboard in the category "me". Whenever you have a negative thought, you score in the category "them".

During any day, you will have thousands of thoughts and you cannot score them. However, try it and see how many positive and negative thoughts you have been experiencing.

Reflect upon the following:

Do you have the same number of positive and negative thoughts?

Do you have more negative than positive thoughts?

Do you have more positive than negative thoughts?

Suggestions for debriefing:

Count the negative and positive thoughts reported by the students.

Reflect upon the results.

Further suggestions:

Continue using the Itoi Scoreboard for a week.

Holmgren, S. (2012). Blind confidence – the road to personal success. Denmark: People's Press



7) Mindfulness exercise:

The anchor

Objective:

A strategy to enhance mindfulness is to practise your attention with kindness and curiosity. Introduction of breathing as an anchor for attention, the place where you can always rest, step out of the autopilot mode and direct your attention when and where you want it to be.

Time:

Exercise 3-5 min, debriefing 5 min.

Materials:

A chair, one per student.

Stop for a moment. I invite you to imagine that you are all in your own bubbles. This means that you do not pay attention to the people around you; just give yourself and others some space. You can close your eyes or you can just look at something in front of you.

Now bring your attention to your breathing. Just observe your breathing as it is right now, with kindness and curiosity. You do not need to change it in any way. Just let the breath in and out.

If you like, you can put your hand on your stomach and note the sensations of each breath going in and out. Maybe you will notice a mild movement with every breath. If you are comfortable with it, you can close your eyes or you can just lower your gaze.

There is no right or wrong way to feel it, just breathe in and out; there is no need to control it in any way.

You can try to close one nostril with a finger and breathe through the other. Note your feelings. After a few breaths, change the nostril through which you are breathing. Just observe the sensation of breathing. Maybe you will notice warmth or cold, tingling or dryness.

Return to breathing through both nostrils; just breathe in and breathe out. If you notice that your mind wanders, do not worry; this is just what minds do. Observe where your mind wanders, what thoughts you are experiencing and then, bring your attention back to your breathing. Your breathing is your anchor to the present.

If your mind wanders more than once, bring it back every time. Repeat it as many times as you need. Practise this in silence

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything in your body: lightness, heaviness, tingling, cold, warmth or anything else? Do you remember any thoughts or feelings? Did you notice that your mind wandered?

Further suggestions:

In what way might it be useful to pay attention to your breathing? Can you think of any situations in which it would be helpful to anchor your attention to your breathing? Where and when might this exercise be helpful?

Jónsdóttir (2018)



8) Suggestions for movies/video clips

- Inside Out - Identify emotions:

Disney Pixar. (2015, May 27). Get to Know your "Inside Out" Emotions: Joy [Video file]. Retrieved from <https://www.youtube.com/watch?v=hIGF-Fkxbk0>



Disney Pixar. (2015, May 29). Get to Know your "Inside Out" Emotions: Disgust [Video file]. Retrieved from <https://www.youtube.com/watch?v=6D4oP8UJQ90>



Disney Pixar. (2015, May 30). Get to Know your "Inside Out" Emotions: Fear [Video file]. Retrieved from https://www.youtube.com/watch?v=85z4N_sHXJw



Disney Pixar. (2015, May 28). Get to Know your "Inside Out" Emotions: Anger [Video file]. Retrieved from <https://www.youtube.com/watch?v=-HQLg3ZwAs0>



Disney Pixar. (2015, May 31). Get to Know your "Inside Out" Emotions: Sadness [Video file]. Retrieved from https://www.youtube.com/watch?v=l8h_6uV7Yzs



- Train your ABC:

Powers, J. (2016). ABC (Thinking Traps, too) Video [Video file]. Retrieved from <https://vimeo.com/157306562>



- Challenge thinking traps: <https://www.youtube.com/watch?v=6nNTujmWpsc>

Reivich, K. (n.d.). 2.1 Thinking Traps Introduction [Video file]. Retrieved from <https://www.coursera.org/lecture/positive-psychology-resilience/2-1-thinking-traps-introduction-OC0na>



9) Transfer exercise

Objective:

To create a deep understanding of Cognitive Behaviour Modification and thought changing to be able to use the skill in new or different situations.

Time:

Exercise 5 min.

Materials:

The app ExplainEverything or a notebook.

Key Learning Points

- 1) What have you learned from this chapter on cognitive behaviour modification?
- 2) Which exercises were good and relevant to you?
- 3) How can you use this experience in other situations or settings?

Use the app ExplainEverything to show what you have learned from the lesson or write it down in your notebook.

Suggestions for debriefing:

Let the students show "Explain Everything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References

AnxietyBC. (n.d). Thinking traps [PDF file]. Retrieved from <https://www.anxietybc.com/sites/default/files/ThinkingTraps.pdf>

DeathBulge. (2013). Jerk [Cartoon file]. Retrieved from <http://deathbulge.com/comics/155>

Kidsmatter. (n.d). How thinking affects feelings. (2012). Retrieved from: <https://www.kidsmatter.edu.au/families/about-emotions/childrens-emotions/supporting-children%E2%80%99s-emotional-development-how-thinking>

McLeod, S. (2008). Cognitive Behavioral Therapy. Retrieved from: <https://www.simplypsychology.org/cognitive-therapy.html>



b. Conflict Resolution

Learning to solve problems and conflicts

"Peace is not the absence of conflict; it is the ability to handle conflict by peaceful means"

(Ronald Reagan)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When you have to study but have no notes"

"When you go with your parents to buy clothes and you have different opinions on what to buy"

"When you do not agree with your friends on which game to choose"

What are the expected results of this session?

This session has been designed to support and develop the ability of the students to solve problems and conflicts in a constructive way. The objectives are:

- To understand the meaning of conflict resolution and demonstrate how good problem-solving skills can help in times of conflict.
- To develop an awareness of strategies for solving problems and conflicts.

What is Conflict Resolution?

Conflicts occur in situations where the activities, feelings or intentions of the parties involved are incompatible. A constructive conflict resolution prevents negative consequences such as unacceptable behaviour or bullying at school

(WHO, 2003)

A conflict might involve a verbal confrontation or manifest itself via certain types of behaviour. Conflicts can be internal or external. Conflicts can emerge among the students, between students and teachers or other people from the immediate environment. The adopted mode of conflict resolution significantly affects the effectiveness of learning and the pro-social behaviours. Both the school and home environment are the places where many conflicts occur and can be successfully resolved. Learning to solve such clashes can improve the levels of cooperation, tolerance and the ability to compromise. Consequently, it may improve the quality of life. Importantly, it is not the conflict per se that causes problems but the way in which it is resolved.

Conflict is a natural phenomenon in any community, both common and inevitable. To reduce its negative aspects and identify the benefits, it is important to acknowledge its existence and handle it appropriately. Conflicts can have many positive outcomes for the individual or the society. The students who are able to resolve the conflicts adaptively are better at coping with stress and other adversities, show greater optimism, have high levels of self-esteem, and their social skills are well developed. They are more likely to be involved in school life and education-related activities, earn better grades, and they are more inquisitive and creative (Coleman, Deutsch, & Marcus, 2014). Constructive resolution of the conflicts brings benefits to the entire community, improving its cohesion and the interpersonal relations. Organisations capable of such conflict rectification function more efficiently and effectively, and the families become more cohesive and caring.

The process of learning to resolve conflicts constructively comprises four elements:

1: Understanding the character of conflict and its causes and identifying its possible benefits.

Students tend to have a negative approach to conflict. They see it from the perspective of anger, hostility and violence. This is why they need to learn to recognise and define conflict as a phenomenon. This can help in problem solving and bring positive results, such as happiness, peace and fulfilment of needs.

2: Choosing the right resolution strategy.

The students should focus on two questions: firstly, how to accomplish the objective, and secondly, how to maintain a good relationship with the other party. They can decide whether to withdraw from the conflict (abandoning the objective and the relationship), impose their will on the other party (accomplishing the objective and abandoning the relationship), adapt (abandoning the objective and maintaining the relationship), compromise (partially relinquish the objective and disturb the relationship) or negotiate (accomplish the objective and maintain the relationship).



3: The ability to prioritise

The students determine which problem should be solved first.

4: Negotiation to solve the problem

To reach a win-win agreement, it is necessary to use the so-called integrative negotiation (accomplishing the aims while maintaining or improving the relationship). The integrative negotiation procedure consists of six stages (Coleman, Deutsch, & Marcus, 2014):

1. Describe what you need, e.g. "I want to use the book now."

This stage requires good communication skills.

2. Describe what you feel, e.g. "I'm frustrated."

The other person must be able to understand your feelings, so try to use simple words.

3. Describe the reasons for your needs and feelings, e.g. "You've been using the book for an hour. If I cannot use it now, I will not be able to meet the deadline. It is frustrating that I have to wait for the book for so long."

This stage involves the expression of intent to cooperate, the ability to listen carefully, separate interests from positions and establish the difference between the positions before attempting to reach a compromise.

4. Assume the perspective of others; show your understanding of their needs, feelings and motivations, e.g. "I understand that you feel..."

This stage requires the ability to look at the problem from both perspectives and to understand the point of view of others.

5. Devise three plans of conflict resolution that will maximise mutual benefits.

At this stage, creative solutions to the conflict are developed.

6. Agree on one action plan and formalise the agreement with a handshake or another accepted gesture (high-five, etc.).

Choosing the right solution to the conflict maximises mutual benefits and strengthens the ability to solve the future conflicts constructively.

Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

You can explain to your students the negative consequences of weak problem-solving skills and the benefits of solving their problems and conflicts constructively. You may also pose leading questions about the importance of learning to use specific, tangible conflict-resolution skills. The discussion might be elicited from the students, or the teachers might facilitate it.

The opening activity "Food for thought" gives you a good opportunity to present the rationale for the session.

1) Food for thought:

- What is a conflict?
- What kinds of conflict do you know?
- Do you often participate in or witness conflict situations?
- What are the most common reasons for conflict?
- Which conflict resolution strategies do you know?
- What feelings/emotions accompany conflict?

2) Background information:

Introduce conflict resolution to the students, based on the section "What is conflict resolution?"

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skills

- Conflict resolution: <https://youtu.be/psJr4fwoqYI>



4) Conflict resolution

A story for discussion:



Bart and Paul used to be friends for many years. They went to the same class in the primary and secondary schools. Their paths diverged when they went to university; Paul chose history, which had always been his passion, while Bart decided to study mathematics. Although they studied different subjects, they kept in touch. One day, Paul asked Bart to lend him a significant sum of money. As it turned out, Paul was in serious financial problems. Without giving it a second thought, Bart lent him the money, and Paul promised to repay it on a certain day. Then, because they were both very busy, the two friends did not meet for some time.

One day Bart realised that the agreed date of repaying the debt had long passed. He got very angry with Paul and thought, "My best friend had stolen from me!" Bart could not understand why Paul behaved in this way; the longer he thought, the angrier he became, and in the end, he decided to take revenge. He wrote on Paul's social media profile an offensive message in which he called his former friend a thief. When Paul read the message, he felt sorry. He did not know what to do, so he also decided to post an insulting comment about Bart. The war went on, Bart and Paul kept writing insulting comments. Christine, a friend of both men, who had so far remained on the sidelines, decided to help her friends to solve the conflict. She organised a meeting and invited both Bart and Paul (of course, without telling them about each other's presence). When the former friends saw each other at the restaurant, they almost started fighting. Christine managed to calm them down and asked Paul why he did not repay his debt on time. He replied, "I forgot, I had so much to study that I even forgot about my grandma's birthday. If Bart had reminded me about the money, I would have paid it back immediately." Bart listened to this explanation and said, "Why did you not tell me right away? I thought that you had done it on purpose, that you wanted to cheat me!" In the end, the two friends buried the hatchet and forgot about the whole story.

Mazur, Królicka-Deregowska, & Czyz (2018)

5) Topics to be discussed in class

Failing to get what you want can be seen as weakness.

Seeking compromise can be mocked.

Looking for a win-win solution requires the involvement of both parties.

It is difficult to talk when the other party is shouting.

It is difficult to talk when somebody is laughing at you or does not want to talk.

Mazur, Królicka-Deregowska, & Czyz (2018)

6) Student exercises

Different kinds of conflicts

Objective:

A strategy to enhance conflict resolution: improve our understanding of the essence of conflict in a given environment.

Time:

Exercise 10 –15 min. Debriefing: 10 –15 min.

Materials:

A4 paper, whiteboard/flipchart, markers, pens.



General instructions for five groups: Give examples of the most common reasons for conflict between:

- Students (group 1)
- Students and teachers (group 2)
- Class and form teacher (group 3)
- Parents and teachers (group 4)
- Children and parents (group 5)

Each group should give up to three examples.

Write down all the examples of conflicts on the board. The class should agree on the most urgent conflict to be solved. The choice can be made by voting or by using a ranking of conflict urgency (Each student selects two most important conflicts, the teacher or a student marks the indications on the board. The conflict that receives the most indications will be analysed in the exercise "Analysis of conflicts").

Suggestions for debriefing:

Discuss in class:

- Why was this conflict chosen as the most important?
- Which factors determine the importance of a conflict?

Further suggestions:

Read all the different examples of conflicts aloud in the class and ask the students to raise their hand for every conflict they have experienced themselves.

Do the examples show the conflicts that most students experience? Are some of the examples unusual?



Scenariusz godziny wychowawczej. (n.d.). Retrieved from http://www.profesor.pl/mat/pd6/pd6_k_rogos_20050927_1.pdf



Approaches to conflicts

Objective:

A strategy to improve conflict resolution: discuss the most common conflict-resolution strategies.

Time:

Exercise: 15 min. Debriefing: 10–15 min.

Materials:

A large sheet of paper/flipchart, markers, A4 sheets.

The teacher or a student writes the five most common approaches to conflict resolution on the board:

- Domination (fighting)
- Submission (giving up)
- Avoidance
- Compromise
- Cooperation

Pair up with a partner.

Find an example for using each of the approaches to resolve a conflict situation.

Suggestions for debriefing:

Discuss in class which approaches work best and which ones students use most often.

Further suggestions:

Make a role play for an example of conflict and try to show the different approaches to conflict resolution.

Mazur, Królicka-Deregowska & Czyz (2018)

Analysis of conflicts

Objective:

A strategy to Improve conflict resolution: discuss the most common conflict resolution strategies.

Time:

Exercise: 15–20 min. Debriefing: 15–20 min.

Materials:

5 A1 sheets, markers (different colours: blue, red, green, black).

Get together in five groups.

Each group is randomly assigned one of the approaches to conflict resolution.

Use the example of the conflict situation chosen in the exercise "Different kinds of conflicts" and analyse the individual approaches using the table below:

Problem:	Way of solving:
Strong sides:	Weak sides:
Opportunity to solve the conflict:	Threats:

Suggestions for debriefing:

Let each group present their work in class.

Further suggestions:

Discuss the content of each table.

Scenariusz godziny wychowawczej. (n.d.).
Retrieved from http://www.profesor.pl/mat/pd6/pd6_k_rogos_20050927_1.pdf



I-message

Objective:

A strategy to improve conflict resolution: learn to formulate I-messages.

Time:

Exercise 15–20 min. Debriefing: 10–15 min.

Materials:

PowerPoint slide or printed copy of the exercise, paper/notebooks, pens.

I-message: You can talk about your emotions using I-messages. It is worth learning to talk about yourself. First of all, this form of communication leaves no room for ambiguity and misunderstanding. It is the simplest and most efficient way of expressing yourself. In the situations of conflict and tension, I-messages make it possible to avoid judgements and accusations that hinder reaching an agreement.

How to formulate I-messages:

- Be brief
- Use simple language
- Avoid trigger words: but, finally, at all, obviously
- Follow the "here and now" principle
- Never generalise
- Own your feelings

Formulating I-messages: 1. Description of feelings, 2. Specific description of the other person's behaviour, 3. Description of consequences for me, 4. Description of the expected behaviour, 5. Potential sanctions and consequences.

Example: "I am upset when you disturb me. I cannot focus. I would like you to give me 15 minutes to finish reading this chapter. Otherwise I will not be able to help you with your task."

Formulate I-messages for the following situations:

- 1) A classmate accuses you of cheating in a test and threatens to tell the teacher. You know this is not true. I-message:
- 2) The teacher is dissatisfied with your work. You do not agree. I-message:
- 3) Somebody disturbs you while you are reading. He keeps asking you questions. I-message:
- 4) Your parent thinks you have not been doing your chores. You do not think so. I-message:
- 5) You have agreed with a friend that you would both work on an assignment. He has not done his part. I-message:

Suggestions for debriefing:

Discuss in class:

1. Which stage of formulating the I-messages was the most difficult?
2. Is it easy to talk about your feelings?
3. What are we afraid of when we talk about our feelings?

Further suggestions:

Find examples in which this model is useful in solving conflicts in everyday life, e.g. at school, home or while playing with friends.

Sposoby wyrażania uczuć. (n.d.).

Retrieved from http://wiecejstem.us.edu.pl/sites/default/files/program_rozwojowy_kompetencje_spoleczne.pdf

Integrative negotiation model

Objective:

A strategy to improve conflict resolution: learn to use the integrative negotiation model.

Time:

Exercise 20–30 min. Debriefing: 10 min.

Materials:

Board/flipchart, markers.

Read aloud the following short story:

"Imagine that your class has won the competition for the most beautifully decorated classroom. The first prize is a voucher for a certain amount of money, which you as a class can spend on anything you want. Half of the class want to spend the money on a school trip, and the other half would prefer to buy new computers to use at school. Your task as a class is to negotiate how to best spend the money."

Divide the class into two groups.

Both teams come up with arguments to support their choice.

After that, the groups appoint the negotiating team (3 people), who will represent them in the next part of the exercise. It is necessary to prepare a negotiation plan following the integrative negotiation model, which should be displayed in a visible place:

1. Specify the needs of each group.
2. Describe the feelings of the group members resulting from the conflict.
3. Specify the reasons for their needs and the feelings.
4. Try to assume the other group's perspective, show understanding for the other group's perspective.
5. Come up with three plans of conflict resolution.
6. Choose one action plan, draw up an agreement (the agreement can be concluded verbally or, if the groups prefer it, in writing).

Appoint a secretary to write down on the board the needs, positions and feelings of both groups, and the solution proposals.

Discuss the course of the negotiation. Did the negotiation go according to plan? Did the negotiators behave politely?

Suggestions for debriefing:

Discuss in class:

Which behaviours contributed to solving the conflict, and which ones hindered it?

Further suggestions:

Write an essay at home on one of your own experiences in a conflict, using the integrative negotiation model.

Mazur, Królicka-Deregowska, & Czyz (2018)



7) Mindfulness exercise:

The anchor

Objective:

A strategy to enhance mindfulness: train your attention with kindness and curiosity. Introduction of breathing as an anchor for the attention, where you can always rest, step out of the autopilot mode and train the attention to be where you want it to be, when you want.

Time:

Exercise: 3–5 min. Debriefing: 5 min.

Materials:

A chair, one per student.

Stop for a moment. I invite you to imagine that you are all in your own bubbles. This means that you do not pay attention to the people around you; just give yourself and others some space. You can close your eyes or you can just look at something in front of you.

Now bring your attention to your breathing. Just observe your breathing as it is right now, with kindness and curiosity. You do not need to change it in any way. Just let the breath in and out.

If you like, you can put your hand on your stomach and note the sensations of each breath going in and out. Maybe you will notice a mild movement with every breath. If you are comfortable with it, you can close your eyes or you can just lower your gaze.

There is no right or wrong way to feel it, just breathe in and out; there is no need to control it in any way.

You can try to close one nostril with a finger and breathe through the other. Note your feelings. After a few breaths, change the nostril through which you are breathing. Just observe the sensation of breathing. Maybe you will notice warmth or cold, tingling or dryness.

Return to breathing through both nostrils; just breathe in and breathe out. If you notice that your mind wanders, do not worry; this is just what minds do. Observe where your mind wanders, what thoughts you are experiencing and then, bring your attention back to your breathing. Your breathing is your anchor to the present.

If your mind wanders more than once, bring it back every time. Repeat it as many times as you need. Practise this in silence.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything in your body: lightness, heaviness, tingling, cold, warmth or anything else? Do you remember any thoughts or feelings? Did you notice that your mind wandered?

Further suggestions:

In what way it might be useful to pay attention to your breathing? Can you think of any situations in which it would be helpful to anchor your attention to your breathing? Where and when this exercise might be helpful?

Jónsdóttir (2018)



8) Suggestions for films/videos clips

- Sesame Street. (2012, January 9). Robin Williams: Conflict [Youtube video]. Retrieved from: <https://www.youtube.com/watch?v=GI3e-OUnavQ> (available in all languages with subtitles)



- Brain Pop. (2017, August 23). Conflict resolution [Youtube video]. Retrieved from <https://www.youtube.com/watch?v=EABFICZJy8> (available in all languages with subtitles)



- CPP, Inc. (2014, March 5). Four Tips for Managing Conflict [Youtube video]. Retrieved from <https://www.youtube.com/watch?v=QJiJ95mHftE> (available in all languages with subtitles)



9) Transfer exercise

Objective:

To create a deep understanding of conflict resolution to be able to use the skill in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook.

Key learning points

- 1) What have you learned from the chapter on conflict resolution?
- 2) What exercises did you find good and relevant to you?
- 3) How can you use this learning in other situations or settings?

Use the app Explain Everything to show what you have learned from the lesson on conflict resolution or write it down in your notebook.

Suggestions for debriefing:

Let the students show the "Explain Everything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References:

Coleman, P. T., Deutsch, M. & Marcus, E. C. (Eds.). (2014). The handbook of conflict resolution. Theory and practice (3rd edition). San Francisco: Jossey-Bass, ISBN: 978-1-118-52686-6.

Johnson, D. W. & Johnson R. T. (2014). Conflict Resolution in Schools. In: Coleman, P. T., Deutsch, M. & Marcus, E. C. (Eds.). The handbook of conflict resolution. Theory and practice(3rd edition). Retrieved from: <https://media.wiley.com/assets/7241/03/c47-ConflictResolutioninSchools.pdf>

World Health Organization (2003). Adolescent Mental Health Promotion. Trainer's Guide on Dealing with Emotions. WHO. Regional Office for South-East Asia.



c. Assertiveness and Communication Strategies

Learning to listen and respond constructively

"Good communication is the bridge between confusion and clarity"

(Nat Turner)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When you disagree with someone, and you do not want to lose your temper"

"When you want to communicate with others the way you want them to communicate with you"

"When you need to listen to another person (for example, parents, or teachers) and be nice".

What are the expected results of this session?

The session on assertiveness and communication strategies has been designed to support the development of communications skills by both speaking and listening. It should help to express needs and ideas clearly and directly, in a respectful way. The objectives are:

- To understand the meaning of communication, to be aware of their own ways of communicating and those of other people
- To develop different strategies of good communication.

What is assertiveness and communication strategies?

The ability to present things in a clear, precise and meaningful way. Active listening is needed, as well as the ability to express your thoughts clearly to convey your own ideas and to motivate and convince others

Fullan, 2013

Assertive communication relies on the ability to express the positive and negative ideas and feelings in an open, honest and direct way. At the same time, this form of communication respect your rights and those of the others (Maisel, Gable, & Strachman, 2008).

Assertiveness is based on balance. You say what you need to say firmly, fairly and with empathy but you consider the needs and wants of others. Sometimes communication is not assertive and based on aggressiveness; you say what is in your own interest without considering the rights, needs or feelings of other people. Communication might also be passive; this happens when you do not clarify your needs and opinions and/or let others decide for you. To communicate assertively means:

- Saying what you think and feel without demeaning or hurting others.
- Communicating in an open-minded, honest and direct manner.
- Basing the communication on yourself; using "I" instead of "you", thus avoiding direct confrontation.
- Consistency in speech, body language and tone.
- Respecting others and still being able to set your own limits.







Within the framework of communication, it can be divided into four different styles:

Passive	Aggressive	Passive-aggressive	Assertive
You avoid expressing opinions and feelings	You express and advocate your own feelings and opinions, violating the rights of others	You are passive on the surface but expressing your anger in a subtle way	You clearly state your opinions and feelings and firmly advocate your rights and needs without violating the rights of others
You say too little too late	You say too much too quickly	You say nothing but think differently	You say the right thing at the right time
Feelings: You have feelings of fear, anxiety, guilt, fatigue or nervousness	Feelings: You have feelings of anger, rage, hate or hostility	Feelings: You avoid showing your true feelings	Feelings: You have feelings related to the situation and act upon them constructively
Verbal expression: Oh, it does not mean a thing If you don't mind Sorry	Verbal expression: Oh, you had better take care because.... What delusions do you have? Ridiculous Foolish	Verbal expression: Oh, I don't mind (but I do) It's okay (but it is not) Don't think of me (do)	Verbal expression: I think... I feel... I wish... What do you mean?
Body language You twist your hands. You bend your head. Your eyes are unfocused. Your voice is hesitant, insecure.	Body language You point with your fingers. You lean forward. You stare. You raise your voice.	Body language You mutter to yourself instead of confronting the issue. You use facial expressions that do not match your feelings. You use irony and sarcasm.	Body language You have a natural body posture. Your movements are relaxed. You maintain good eye contact. You use a strong, calm voice.

Andreasen, R. & Tange, N. (2014). Assertiv kommunikation. Presentation at Lederne, Denmark.

Communication is more than words. Our body language, facial expressions and tone of voice are all part of communication. In assertive communication, the words you say are in alignment with your feelings and your body language.

Shelly Gable (2004, 2006) has researched the significance of our response to others and to our mutual relationships. Her theory, called Active-Constructive Responding, states that our way of responding has a significant effect on our relationships. We can strengthen or weaken a relationship depending on whether our response is constructive or destructive, active or passive. In dialogues with others, we can respond in four different ways:

	ACTIVE	PASSIVE
CONSTRUCTIVE	Listening with engagement Good eye-contact Being present  Fantastic. I knew you could do it. Tell me about it	Low on energy Delayed response Quiet  Well, that is nice ... for you.
DESTRUCTIVE	Demears what is said Repellent Condescending  I don't believe you. Why would you do that?	Listening without paying real attention Avoid responding Ignoring the person speaking  Okay, keep going, I am listening (while doing something else)

Our self-perception is reinforced when we feel that others:

- **Understand us:** I understand what you say.
- **Approve of us:** I understand how you feel—even if I disagree.
- **Care for us:** I want what is best for you.

Although the active-constructive response looks easy in specific examples, it might be hard to achieve in practice.

In communicating with others, dialogue is often the chosen way. A dialogue means that two or more people communicate and the situation is characterised by open-mindedness, good will and collaboration. In a dialogue, we listen attentively to each other. We stay open and curious and want what is best for each other. To listen attentively and actively is an important component of communication.

Communication is paramount to the quality of our relationships. Having talked to us, the others can feel happier or sadder, or their mood might remain unchanged. Marcial Losada has investigated communications in groups. He concluded that similarly to the positivity ratio (we need more positive than negative emotions to thrive), we need more positive than negative statements in communication processes. For a well-functioning group, we need approximately 5 times more positive than negative statements. For an ordinary group, we need approximately twice as many positive as negative statements. In a dysfunctional group, only a third of the communication statements are positive (Losada, 2004)

To connect and communicate effectively, use of humour can be very helpful because it activates positive emotions and brings feelings of relatedness. To communicate using humour, you must have the ability to appreciate jokes and describe things in an amusing manner. An important issue to remember is that the sense of humour differs from person to person, from culture to culture and its expression varies widely, ranging from funny remarks and humorous statements to irony and sarcasm.



Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

To explain the need for communication strategies, you can describe the various challenges of communication. The importance of expressing yourself as clearly and constructively as possible and responding to other people expediently and appropriately should be emphasised. You may also pose some leading questions about the importance of learning to communicate well using specific, tangible communication strategies. Such a discussion might be elicited from the students or facilitated by the teachers.

The opening activity "Food for thought" gives a chance to present the rationale for the session.

1) Food for thought:

Introduce some opening questions for the class:

- What do you know about communication?
- What does good communication consist of?
- Have you ever failed to communicate with someone? If so, why or why not?

2) Background information:

Introduce communication strategies based on the section "What is assertiveness and communication strategies?"

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Link to videos showing and explaining the skills.

- Assertiveness and communication strategies: <https://youtu.be/82QKek-3BkY>



4) Communication strategies

A story for discussion: Bucket and dipper



Everyone can contribute to positive emotions and positive communication in class and in the entire school.

Imagine that we all have an invisible bucket. When your bucket is full, you feel happy, connected and full of energy. When your bucket is empty, you feel poorly and exhausted.

Imagine also that we all have an invisible dipper, which we can use to refill or empty the buckets of others. What fills a bucket is positive communication such as positive comments, active listening, paying attention, strength spotting. What takes away from the contents of buckets is negative communication such as bad comments, negative criticism and lack of attention.

When you fill the buckets, you and others find out how to communicate to create good days, good experiences and good relations.

Suggestions for debriefing:

Help the students understand the feelings created by the different styles of communication, emphasizing the positive and negative emotions.

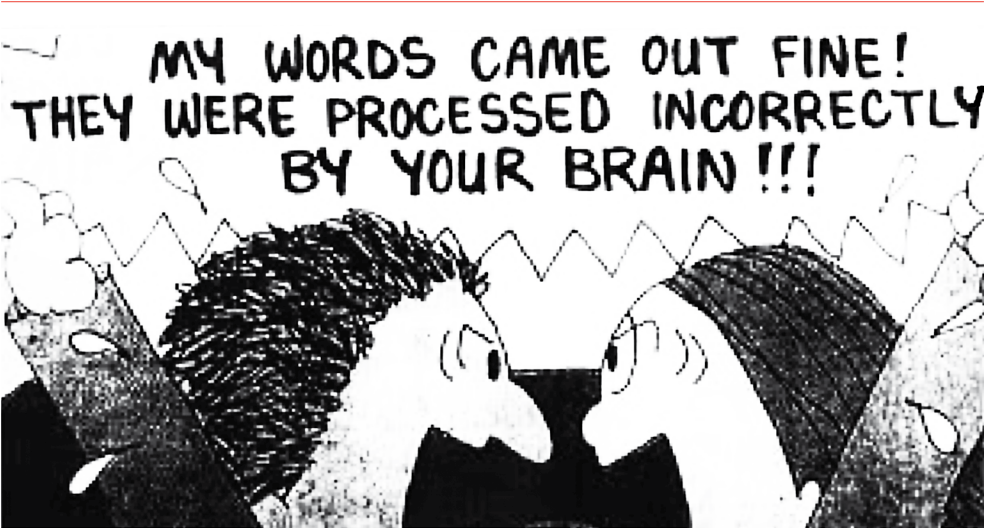
Further suggestions:

The "Inside Out" film would be a very interesting way of illustrating the emotions and the way we communicate our feelings.

Rath, T. & Clifton, D. O. (2004) How full is your bucket? New York: Gallup Press.



5) The dilemma to be discussed in class



6) Student exercises

Types of response

Objective:

A good strategy to enhance communication is to become aware of different communication styles.

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

Power Point slide showing different communication styles.

Form groups of 4 students - if possible. There must be at least one person to represent each of the four types of response. If there are fewer than four persons in a group, one of you may represent more than one type. If you are more than four persons in a group, you will just need to represent the same type of response.

- Choose someone to represent active-constructive response.
- Choose someone to represent active-destructive response.
- Choose someone to represent passive-constructive response.
- Choose someone to represent passive-destructive response.

Invent three cases or be inspired by the following examples. The participants must give a response that they feel would be the right one for the type they represent. Take one case at a time and let all the representatives suggest an answer according to type.

Case 1: A friend says, "I broke my record yesterday."

Case 2: A classmate says, "I don't understand the assignment."

Case 3: A parent says, "You have to do your homework."

Suggestions for debriefing:

Let one of the groups demonstrate their case in class and the rest of the students guess what kind of communication style is presented.

Further suggestions:

Discuss in class how often you use different response types without thinking. Ask them to give some examples.

Holmgren, Ledertoug, Paarup & Tidmand, (2019) The Battle against Boredom in Schools. Copenhagen.The Strength Academy.



A pocket full of beads

Objectives:

One strategy to enhance communication is to be conscious of how you communicate.

Time:

All day/all lesson.

Materials:

A large supply of small beads.

Fill your right-hand pocket with beads at the beginning of the day/lesson.

Every time you feel that you have contributed to positive communication, move a bead into your left-hand pocket.

At the end of the day, check how many times you have succeeded in supplying a positive communication input.

Suggestions for debriefing:

You may increase the complexity of the exercise by giving beads to other participants who make positive comments. This way, you will observe the communication between the others as well.

Further suggestions:

You may extend the exercise to a full week, including activities at school and at home.

Ledertoug, M.M. (2013): Motivation & Mastery. Master-thesis. DPU/Aarhus University, Denmark.

Active listening

Objectives:

Another strategy to enhance communication is to be a good active listener

Time:

Exercise: 10 min. Debriefing: 5 min

Materials:

None

Pair up with a partner.

In the first part of the exercise, you tell your partner about your last holiday. Your partner uses as many techniques for active listening as possible: smiling, nodding, humming, eye contact, etc.

Next, you tell your partner what you did last weekend. Your partner should try to avoid listening actively by avoiding eye contact, fiddling with something, turning his head away, being a bit restless, etc.

Then, you swap places and let your partner tell you some stories while you listen first very actively and then very passively.

Discuss how this made you feel.

Suggestions for debriefing:

Discuss in class how you can become better listener, both in contacts with friends and family, and try to put it into practice using everyday examples.

Further suggestions:

Discuss in class how you can improve your communication to make people listen to you, e.g., being enthusiastic, using body language, tone of voice, gestures and facial expressions, etc.

Boniwell, I. & Ryan, L. (2012). Personal Well-being lessons for secondary school. Positive psychology in action for 11 to 14 year olds. UK: Open University Press.



Bad Habits

Objectives:

To identify our bad habits and learn to be conscious of them.

Time:

Exercise 5 min. Debriefing 5 min.

Materials:

A copy of Bad Habit list, a notebook.

Below is the list of ten bad habits in listening.

Find a bad listening behaviour of which you might be guilty when communicating with others and write it in your notebook.

Be honest with yourself!

- I interrupt often or try to finish the sentences of others ...
- I jump to conclusions ...
- I am often too paternalistic and answer with advice, even when not requested ...
- I make up my mind before I have all the information ...
- I do not give any response ...
- I am impatient ...
- I lose my temper when I hear opinions with which I do not agree ...
- I try to change the subject to something that relates to my own experiences ...
- While the other person is speaking, I think more about my reply than of what he or she is saying ...

Suggestions for debriefing:

Consider your bad listening habits and choose one to focus on for the rest of the lesson.

Further suggestions:

Consider your bad listening habits and choose one to focus on for the rest of the day. Or make a list of good habits that we could employ to improve communication.

Garber, P.R. (2008). 50 Communication Activities, Icebreakers, and Exercises.
Retrieved from <https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf>

Real Life Ratio

Objectives:

Another strategy to enhance communication is to be aware of the positivity/negativity ratio

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

A recorded conversation, a movie clip or a news item.

Listen to a conversation, news item or a movie episode of your own choice (no longer than 5 minutes) and record all the positive and negative words below:

POSITIVE WORDS	NEGATIVE WORDS

Now, calculate the happiness ratio by dividing the number of positive words by the number of negative words. So, for example, if you have 10 positive words and 5 negative words, your happiness ratio will be 2:1

Suggestions for debriefing:

Try the same exercise with a different example of communication, e.g., another movie clip, conversation, news item. Do you get a different ratio between the positive and negative words?

Further suggestions:

Have a look at the results of your classmates. Are they different from yours? Why? Discuss it with others.

Boniwell, I. & Ryan, L. (2012). Personal Well-being lessons for secondary school.
Positive psychology in action for 11 to 14 year olds. UK: Open University Press.



7) Mindfulness exercise:

Shake it up—calm it down, body and breathing

Objective:

A strategy to enhance mindfulness: train yourself to be attentive, employing kindness and curiosity. Become aware of your body and breathing; then, sit mindfully and pay attention to your breathing and body.

Time:

Exercise 7- 10 min, debriefing 5 min.

Materials:

Chairs, one per student.

Stand up, with your chair behind you. Be careful not to be too close to the next person. Create your own bubble, giving you and the people around you sufficient space. Just look straight ahead and follow my guidance. Start by shaking your left hand 8 times, your right hand 8 times, your left foot 8 times and your right foot 8 times. Then shake your left hand 4 times, your right hand 4 times, your left foot 4 times and the right foot 4 times. Now shake twice your left hand, your right hand, your left and right foot. Repeat the same exercise, once for each hand and foot, then jump and clap your hands.

Sit down slowly and mindfully. Notice, to the best of your ability, how your body moves as you sit down, remaining in your own bubble; just be aware of yourself and your body.

While you are sitting, pay attention to your feet flat on the floor, your legs uncrossed and your spine straight. Imagine that you are sitting majestically like a mountain. The posture is strong but comfortable. Your intention is to be awake and aware. You can lower your gaze or allow your eyes to close if that feels comfortable.

Imagine that your attention is like a flashlight that you will use to examine your body and look at what you find there, with curiosity and kindness. You can start with moving the flashlight of attention to your feet. Then, include your feet and ankles. Are there any sensations that you notice there: the touch of your socks, heat or cold, or maybe nothing? If there are no sensations and you simply register a blank, this is just fine. You are not trying to make anything up or change anything; you are just paying attention to what is already there. Now, expand your attention to the lower legs... and then the knees... and the thighs. Thus, you are "holding onto" both your legs now, centering your awareness. Now, expand your attention again, up to the hips, the lower back and the lower abdomen. Then, gradually broadening your attention, move up the torso to your chest and the back, right up to your shoulders. Do you notice any physical sensation here?

Now, expand again to include your arms, your neck, face and your head until you are aware of your whole body. See if it is possible to allow the sensations in your body to remain just as they are, not trying to control or change anything. Just sit. Now, bring your awareness to the centre of the body, to the sensation of breathing. Notice that your breath moves in and out of the body. If you like, you can place your hand there for a few breaths and feel the abdomen rising and falling. Just breathe in and out. Do not try to control your breathing at all. When you notice that your mind wanders away from the breathing to thinking, planning, remembering or daydreaming, do not criticise yourself, simply notice where it goes and then gently bring back your attention to breathing. This is the only thing that you need to do: pay attention to your breathing.

Just come back to breathing whenever your mind wanders. Remember that breathing is always there, an anchor where you can attach your attention and bring you back to the present. It is always there, deep within you, a place of stillness and peace. Now, slowly emerge from the exercise and notice the people around you.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything in your body (lightness, heaviness, tingling, cold, warmth or anything else)? Any thoughts or feelings? Did you notice that your mind wandered?

Further suggestions:

Write down your experiences during this exercise. Did you notice your mind wonder, did you feel that your attention jumped from your body or breathing to something else? Where did it go? What did you do when you noticed that it had wandered away



Jónsdóttir (2018)

8) Suggestions for movies/video clips

- Inside out (2015):

Disney Pixar. (2014, December 11). Inside Out – Official US Trailer [Video file]. Retrieved from <https://www.youtube.com/watch?v=yRUazGQ3nSY>



- Active Listening (available in all languages using automatic translation):

SpunOut.ie. (2015, October 4). 6 Tips for Active Listening #LittleThings [Video file]. Retrieved from https://www.youtube.com/watch?v=oWe_ogA5YCU



- Active Listening (available in all languages using automatic translation):

Optimal Lifestyle. (2014, April 14). Active Listening. How to be a great listener [Video file]. Retrieved from https://www.youtube.com/watch?v=z_-rNd7h6z8



- Active-Constructive Responding (available only in English):

ksResiliencyCenter. (2013, May 30). Active Constructive Responding [Video file]. Retrieved from <https://www.youtube.com/watch?v=XI05ST5LLIQ>



- Example of assertive, aggressive and passive communication (available only in English):

Centerforconfidence. (2008, April 24). Assertiveness scenarios: 10 examples [Video file]. Retrieved from <https://www.youtube.com/watch?v=Ymm86c6DAF4>



9) Transfer exercise

Objective:

To create deep understanding of communication skills and strategies necessary to use the skills in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or a notebook.

Key Learning Points

- 1) What have you learned from this chapter on assertiveness and communication strategies?
- 2) What exercises did you find helpful and relevant to you?
- 3) How can you use what you have learned here in other situations or settings?

Use the app ExplainEverything and explain what you have learned from the lesson on communication skills or

Write it down in your notebook.

Suggestions for debriefing:

Let the students show "ExplainEverything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References

Andreasen, R. & Tange, N. (2014). Assertiv kommunikation. Presentation at Lederne, Denmark.

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Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228-245.

Gable, S. L., Gonzaga, G., & Strachman, A. (2006). Will you be there for me when things go right? Social Support for Positive Events. *Journal of Personality and Social Psychology*, 91, 904-917.

Losada, M., & Heaphy, E. (2004). The role of positivity and connectivity in the performance of business teams: A nonlinear dynamics model. *American Behavioural Scientist*, 47(6), 740-765.

Maisel, N., Gable, S. L., & Strachman, A. (2008) Responsive behaviours in good times and in bad. *Personal Relationships*, 15, 317-338. Retrieved from:

<https://www.impactfactory.com/library/assertive-communication-6-tips-effective-use>



d. Mental Health Literacy

Learning to recognise mental illness and act accordingly

"The only thing more exhausting than having a mental illness is pretending like you don't"

(Healthyplace.com)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"You feel sad, and you do not know if it is normal."

"You or someone close to you feels very sad or nervous and you would like to know how to help."

"You do not know what depression or anxiety is."

What are the expected results of this session?

This session has been designed to improve the understanding of mental health issues and the ability to face them appropriately. The objectives are:

- Understanding of mental health literacy.
- Recognising depression and anxiety disorders.
- Finding ways of preventing depression and anxiety.
- Developing an awareness of causes of depression or anxiety during adolescence.
- Obtaining the available professional help and searching for the mental health information.

What is mental health literacy?

Mental health literacy refers to the "knowledge and beliefs about mental disorders, which aid their recognition, management or prevention"

(Jorm et al., 1997).

In UPRIGHT we will focus on providing the information on anxiety and depression and strategies to cope, because these are two of the most common disorders during adolescence. Approximately half of the adolescents diagnosed with depression also suffer from anxiety disorder. A large European study (Polanczyk et al., 2015) assessing approximately 12,000 adolescents from 11 countries has estimated the prevalence of anxiety disorder in youths as 5.8%. They have also found some anxiety symptoms in 32%, depression in 10.5%, and some depression symptoms in 29.2% of the adolescent populations.

The basic knowledge of depression and anxiety disorders can help to respond appropriately to the symptoms of psychological distress. Most people know how to prevent flu, or how to take care of yourself when you have a fever. However, the methods to prevent depression or to treat anxiety are not commonly known. In this chapter, we will focus on the need for improved mental health literacy in the whole community.

Depression in adolescence

Depression is a mood disorder; it is characterised by prolonged periods of low-mood state. Even though not all teenagers experience depression in the same way, there are some common symptoms in most cases of depression.

Most of the symptoms are similar to those of depression in adults; however, some adolescents may appear angry or engage in risky behaviour, sometimes called "acting out". This disorder can be difficult to diagnose in young people because they often lack the vocabulary to express their feelings. For example, the teenagers developing depression are likely to use terms such as "stressed" rather than "depressed".

To differentiate between "normal low mood" and "depression", the following symptoms should be observed for at least 2 weeks, and they should be severe enough to affect the daily activities (ability to play, make friends, and complete schoolwork):

Is the teenager depressed or stressed? Symptoms of teen depression (Smith et al., 2018)



- Constant feelings of irritability, sadness or anger.
- Nothing seems fun anymore, and the teenager just does not see the point of trying.
- The teenager feels bad about himself/herself—worthless, guilty, or just “wrong” in some way.
- Problems with sleeping too much or not enough.
- Frequent and unexplained headaches, body pains, muscle tensions, upset stomach, digestive problems, dizziness.
- Extreme sensitivity to criticism. Depressed teenagers are overcome by feelings of worthlessness, making them extremely vulnerable to criticism, rejection and failure. This is a particular problem for “over-achievers”.
- Withdrawing from some, but not all, people. Depressed teenagers usually keep up at least some friendships. However, individuals with depression may socialise less than before, pull away from their parents, or start “hanging out” with a different group.
- Crying easily (even watching commercials).
- Gain or loss of weight without consciously trying to do it.
- Problems concentrating; the school grades may be plummeting as a result.
- Feeling helpless and hopeless.
- The teenager may have thoughts about death, dying or suicide (if this is true, the teenager should talk to someone right away!).

Causes of depression in adolescence (Smith et al., 2018)

- Chemical imbalance in the brain.
- Hormonal changes.
- Problems at home or school.
- Being bullied at school or online.
- High social media usage (teenagers tend to compare themselves unfavourably with their peers on social media, which promotes feelings of depression and isolation).
- Doubts about who you are and where you fit in.
- Family history of depression.
- Early childhood trauma, such as loss of a parent or physical or emotional abuse.

How to prevent teen depression (Smith et al., 2018)

- **Being well informed:** Knowing the warning signs and symptoms can help the adolescent to identify feelings of depression.
- **Doing exercise:** Exercise triggers biological changes (increasing endorphin levels), which can assist in improving the mood.
- **Connecting:** The teenager should be surrounded with trusted, positive people with whom he/she feels safe and comfortable in case she/he needs to confide.
- **Sleeping well:** Sleeping is essential for a healthy and balanced lifestyle.
- **Eating healthily:** The diet should be low in sugar, low in fat and processed foods, which can make one feel sluggish and tired. The teenagers should eat more fruit, vegetables and whole foods. They should drink plenty of water.
- **Understanding the negative thinking patterns:** The teenagers should learn about the effect of negative thoughts, and challenge themselves to acquire a more positive outlook.

Anxiety in adolescence

Anxiety is associated with the brain response to perceived danger, the stimuli that an organism attempts to avoid. Anxiety has a useful adaptive role when well balanced. Anxiety disorders are generally more common in adolescent girls than in boys.

What does anxiety feel like?

PHYSICAL SYMPTOMS OF ANXIETY

Common examples include:

- Chest pain or discomfort
- Stomach pain or discomfort, nausea
- Feeling dizzy, lightheaded or unsteady
- Feelings of foginess, as if everything were unreal, feelings of detachment from oneself
- Feeling very hot or cold
- Feeling a lump in the throat or choking
- Headaches
- Numbness or tingling
- Rapid heart rate
- Rapid breathing (hyperventilating), feeling short of breath or holding your breath
- Sweating
- Trembling or shaking

ANXIOUS THOUGHTS

Worries about a current situation or about some future event.

Examples:

- I'll fail my exam
- My Mom might forget to pick me after school
- My teacher will yell at me and students will laugh
- That dog might bite me
- The world is a dangerous place
- What if I fall off my bike and everyone laughs?
- What if I throw up at school?
- What if my Mom or Dad dies?

ANXIOUS BEHAVIOUR

Anxious teens avoid!

Avoidance means not doing things or refusing to go out. In situations with no real danger, avoidance makes it difficult to cope with challenges or to engage in age-appropriate activities.

Common examples include:

Difficulty in raising hand in class or reading aloud, excessive fear of making mistakes or desire to be “perfect” in appearance and in work projects, not getting routine injections or dentalwork, not going out with other children or having few friends because of social fears, not sleeping in his or her own bedroom or refusing to attend sleepovers, refusing to go to school for any number of reasons (e.g., exams, performances, bullying, difficult social situations), refusing to participate in sports, dances or other performance-related activities.

Experiencing for at least 3 months (Siegel & Dickstein, 2012):

- Excessive fear
- Avoidance of whatever is feared
- Anticipation and worry when expected to face whatever is feared
- Physical symptoms such as shortness of breath, palpitations, stomach ache, and dizziness
- Social withdrawal from both peers and activities

Youngsters may express their anxiety behaviourally, (for example crying, throwing tantrums, “freezing” or clinging) rather than verbally describe their fears.

Even though the above symptoms are common to all anxiety disorders, there are several known types of anxiety:

- Separation anxiety disorder (fear of separation from those to whom the individual is attached).
- Specific phobias (fear of specific objects or animals, e.g., spiders).
- Social phobia (fear of being embarrassed in social situations).
- Agoraphobia (fear because the environment is perceived unsafe).
- Panic disorder (People experience unexpected and repeated panic attacks. They become terrified that they might have more attacks. They fear that something bad will happen because of the attack [such as going crazy, losing control or dying]).
- Generalised anxiety disorder (excessive and uncontrollable worries about daily life events and activities).



Is anxiety normal during adolescence?

Although experiencing anxiety is acutely distressing, it happens to most adolescents and is typically transient.

Anxiety may start at any age. Most adolescents experience some anxiety related to fear of negative evaluation by their peers, their school performance, social competence and health issues. These fears are normal and are a part of the psychological development in the adolescence. However, the adults should look for help when anxiety symptoms presented by the teenagers are severe, persistent (more than 3 months) and interfere with their functioning at home, school or in peer encounters.

Causes of anxiety in adolescents (Helpguide.org, ND)

- People who are distressed and nervous in new situations and shy around unfamiliar people are particularly vulnerable to anxiety.
- Parental anxiety disorders: overall, children of parents with at least one anxiety disorder carry a substantially increased risk of acquiring such a disorder.
- Difficulty with peer relationships.
- Avoiding feared situations can maintain, continue or worsen the anxiety.
- Parental overprotection or parental rejection.
- Adverse experiences in childhood (e.g., loss of parents, divorce, physical and sexual abuse).
- Threatening events tend to precede anxiety disorder.

How to prevent teenager anxiety

- Obtain information about the feared situation or object.
- Use positive self-talk when faced with the feared situation.
- Practice relaxation techniques to control physical arousal.
- Practice mindfulness to control the focus of your attention.
- Disclose your fears to someone you trust.
- Believe that you can control, and shape your own life.

Practice**Welcome and introduction**

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?

**Establishing a rationale**

Explain to your students why the mental health literacy is important and describe the challenges in the treatment of mental illnesses (e.g., depression and anxiety) and their impact on the well-being of affected individuals. Even the basic knowledge of depression and anxiety disorders can help you to respond appropriately should you be faced with the symptoms of psychological distress. You may also pose leading questions about the importance of learning about mental health and mental illness using specific, tangible strategies. The discussion might be elicited from the students, or facilitated by the teachers.

The opening activity "Food for thought" gives a chance to present the rationale for the session.

1) Food for thought:

Introduce some opening questions to the class: "Raise your hand when the answer is YES".

- Do you know what the flu is? YES / NO
- Do you know what to do if you have the flu? YES / NO
- Do you know how to help if someone has the flu? YES / NO

State: "People generally know something about taking care of their physical health. However, if we ask you about other illness types such as ANXIETY or DEPRESSION, the picture might be different":

- Do you know what anxiety or depression is? YES / NO
- Do you know what to do if you suffer from anxiety or depression? YES / NO
- Do you know how to help if someone suffers from anxiety or depression? YES / NO

2) Background information:

Introduce the students to some mental health facts based on the section "What is mental health literacy".

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skill

Mental health literacy: <https://youtu.be/semiahbBpZl>



4) Mental health literacy

A story for discussion:

Depression can strike anyone at any time. Take me for example. I was a typical teenager at high school but I was struggling with my depression and anxiety. One day I found myself in tears and contemplating suicide. I felt very overwhelmed and alone. During this crisis, I managed to take a deep breath and contact a friend. I hadn't seen this friend in almost 12 months but something inside of me told me to reach out for support and that she would understand.

My beautiful friend stayed in contact with me as I told her how I was feeling. My anxiety tried to overpower me – it told me not to waste her time, not to get the help and support I needed. My friend told me she was coming to get me. She was coming to get me from the other side of town to take me back to her house for the weekend. I sent back messages asking her not to come, not to let me burden her with my problems. She came anyway.

She provided me with some much needed emotional support. She listened to me and she sat with me during my time of distress. At the time, I felt so overwhelmed by her love and support. I also felt surprised. Surprised that she honestly cares about me, more than I realised and surprised that she was willing to help. I also felt guilty. Guilty about confiding in her and having her come to me, to support me. This is false guilt – guilt fueled by my depression and anxiety.

The outcome from this recent crisis and the support from my friend has been very positive. I have managed to connect with my counsellor and my GP about what happened and our friendship is now stronger and more important than it has ever been.

Debriefing:

Discuss the story in the class. Reflect upon
What can you learn from it?

Beyond Blue Ltd. (2016). Personal stories ("Steph").
Retrieved from <https://www.beyondblue.org.au/who-does-it-affect/personal-stories/story/steph>

5) Dilemma to be discussed in class

1) You know that your friend has been depressed lately and he or she really wants you to stay over on Friday night to have someone to talk to. However, you have also been invited to a birthday party of another friend.

What do you do?

2) You know that your friend has an anxiety disorder, is afraid of social gatherings and prefers to be just with you. You have been invited to a birthday party and you are told that you are welcome to bring your friend along.

What do you do?

Ledertoug (2018)

6) Student exercises

Anxiety Quiz

Objective:

A strategy to enhance mental health literacy is to become aware of feelings of anxiety.

Time:

Exercise: 5 min. Debriefing 5-10 min.

Materials:

Paper or notebook

One of the common situations creating anxiety is taking tests or enrolling on new subjects or courses. Analysing such situations might improve your understanding of what it is to feel ANXIETY. Please, write down individually on a piece of paper (or in the notebook) YES or NO answers to these questions:

Have you ever felt like this during test?

- Do you feel like you are "going blank"? YES / NO
- Do you become frustrated? YES / NO
- Do you find yourself thinking, "I can't do this" or "I'm stupid"? YES / NO
- Do you feel like the room is closing in on you? YES / NO
- Do you feel your heart racing or find it difficult to breathe? YES / NO
- Do you suddenly "know" the answers after turning in the test? YES / NO
- Do you score/perform much worse than on your homework or papers? YES / NO

Have you ever asked yourself any of the following questions before starting a new subject/course?

- Who will be my new teacher, and what if s/he is "mean"? YES / NO
- Will I look stupid? YES / NO
- Whom will I be sitting next to? YES / NO
- What if the subject is too hard for me? YES / NO
- What if I cannot remember anything I learned last year? YES / NO
- What if something bad happens to mom or dad while I am at school? YES/ NO

Suggestions for debriefing:

This exercise is intended to familiarize students with the typical thoughts and emotions of anxiety. In this exercise we have used two situations that commonly generate anxiety. Each time the student answers yes to the question, it is an anxious answer. The purpose is merely to identify how and when anxiety appears in our daily lives. Anxiety is a very common event, and that's why we all have to learn to manage it.

Further suggestions:

Discuss with the group those feelings of anxiety before a test or before starting a new course. Let them talk about them in turns. Ask them to share their strategies to reduce anxiety feelings and thoughts.

Gilbert & Gilbert. (N.d.). Text anxiety.
Retrieved from: <https://www.heretohelp.bc.ca/sites/default/files/test-anxiety.pdf>



Group Discussion

Objective:

A strategy to improve the knowledge of mental health issues is to understand the meaning of mental health literacy.

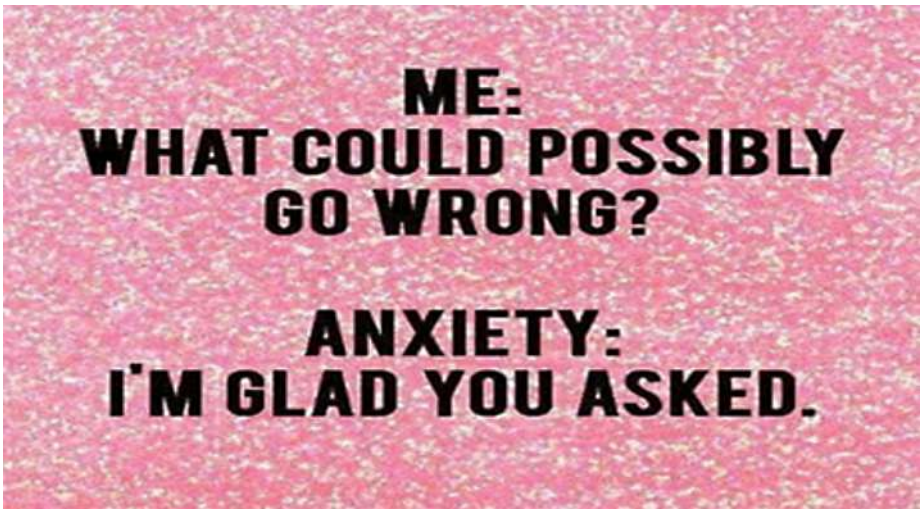
Time:

Exercise: 10 min. Debriefing 5-10 min.

Materials:

PowerPoint slide of the exercise

Form groups of 3-4 students and discuss the meaning of this joke



Suggestions for debriefing:

Discuss the solution in class:

This joke refers to the fact that the anxiety will always produce a negative response to any question you ask. It is advisable to know how to distinguish between a realistic response and an anxious response.

Further suggestions:

Discuss in class:

There are many jokes about mental illness. Maybe you know some. Are they funny? Why/why not?

Purple Clover. (2017, March 02). Me: What could possibly go wrong? Anxiety: I am glad you asked [Facebook status update]. Retrieved from: <https://www.facebook.com/purpleclvr/photos/a.375609882543951.1073741828.369508529820753/1719187524852840/?type=3&theater>

Video of anxiety:

Personal cases – automatic translation available in all languages

Objective:

A strategy to improve the knowledge of mental health issues is to understand the meaning of mental health literacy.

Time:

Video: 3 min. Exercise: 10 min. Debriefing 5-10 min.

Materials:

Internet access and screen.

Share this video in class (Subtitles available in all languages):

ReachOut Australia. (2016, March 26). About feeling stressed, anxious, worried or down.



Suggestions for debriefing:

Reflect on the movie clip. Do a pair share.

Further suggestions:

See more videos:

Anxiety Canadá. (N.d.). Anxiety Canada. Youth & young adult.



Depression quiz

Objective:

A strategy to improve the knowledge of mental health issues is to create awareness of feelings of depression.

Time:

Exercise: 5 min. Debriefing 5-10 min.

Materials:

Paper or notebook

Sometimes feelings of anxiety and depression come together.

Most people experience some of these feelings and associated behaviours at some time in their lives. Depression symptoms are more severe and more frequent than in anxiety and occur over prolonged periods.

Do you know what the typical feelings of DEPRESSION are?

A list of typical feelings experienced during depression is shown below.

Write down YES if you know about these feelings or NO if you do not.

- Losing interest and motivation to do things that used to be enjoyable. YES or NO
- Lack of interest in meeting people. YES or NO
- Difficulty in concentrating on schoolwork, leading to falling grades. YES or NO
- Tiredness aches and pains. YES or NO
- Difficulty in sleeping or sleeping more than usual. YES or NO
- Feeling more hungry or less hungry than normal. YES or NO
- Feeling useless, worthless and unloved. YES or NO
- Pessimistic thoughts about the future YES or NO
- Thoughts of death and acts of self-harm. YES or NO

Suggestions for debriefing:

Reflect upon:

- What do you do to pick yourself up when you are feeling a bit depressed?

Further suggestions:

Do you have any advice you would like to share?

Las Hayas (2018)

Cartoons: Depression

Objective:

A strategy to improve the knowledge of mental health issues is to become aware of the causes of depression or anxiety during adolescence

Time:

Exercise: 15 min. Debriefing 10 min.

Materials:

PowerPoint slide or copy of the exercise

Form groups of 3-4 students and discuss: What do these cartoons mean?



Suggestions for debriefing:

Discuss the solutions in class.

Solution for Picture 1:

When you are feeling depressed, it is common to look at those around you and think that they have everything sorted out and that you are the only one who does not get things right. However, we all have similar thoughts from time to time; this is normal. In other words, the reality is not always, what it seems. Such thoughts lead to feelings of inferiority common in depression.

Solution for Picture 2:

People who know little about depression often think that the sufferer somehow causes the disorder; it is their own fault, they brought it down on themselves, etc. They might even think that you want to be depressed! This is not true; depression is an illness. When you break your leg, you cannot walk; when you are depressed, you feel that you are incapable of doing many things. Depressed people are doing their best every day, trying to recover. Instead of criticising the sufferers; you should offer help, understanding and compassion.

Further suggestions:

Make your own cartoon demonstrating an aspect of mental illness

Mental Health America. [Gemma Correll] (2018, June 04) #mentalillnessfeelslike. Don't keep mental illness to yourself. There's power in sharing. Retrieved from: <http://www.mentalhealthamerica.net/feelslike>



Is your friend depressed?

Objective:

A strategy to improve the knowledge of mental health issues is to become aware of the available professional help and the ways to seek mental health information.

Time:

Exercise: 15 min. Debriefing 10 min.

Materials:

PowerPoint slide or copy of the exercise. App or paper for creating a mind map.

Find a partner to do a pair-share.
Your friend seems very low or troubled; you may suspect depression.
How do you know it is not just a passing phase or a bad mood?
Look for common warning signs of teenage depression:

- Your friend does not want to do the things that you both used to love.
- Your friend starts using alcohol, drugs, or hangs out with a bad crowd.
- Your friend stops going to classes and after-school activities.
- Your friend talks about being bad, ugly, stupid or worthless.
- Your friend starts talking about death or suicide.

Brainstorm on how you can help your friend and how else can he or she get help.

Smith MA, Robinson L, Segal J. Teenager's Guide to Depression.
(2018 June). Retrieved from: <https://www.helpguide.org/articles/depression/teenagers-guide-to-depression.htm>

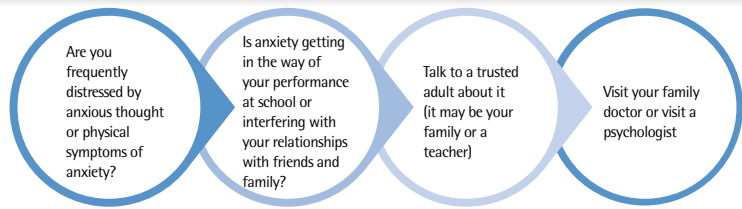
Suggestions for debriefing:

Discuss possible ways of helping your friend
Professional help available for anxiety and depression

- Family doctor. Paediatricians and primary-care doctors are not mental health professionals. However, some are trained to recognise the symptoms of mental health disorders and can help to distinguish between these and other health problems. They can make a referral to another doctor/mental health professional if such need arises.
- Psychologist. Psychotherapy helps by teaching new ways of thinking and behaving, and changing habits that may be contributing to depression. Therapy can help the adolescent understand and work through difficult relationships or situations that may be causing or worsening the depression. The treatments for depression and anxiety disorders include psychoeducation, relaxation techniques, exposure and systematic desensitisation and cognitive behaviour therapy.
- It takes time to get better. You could be going through a trauma associated with a particular situation. This might gradually improve if you have time to process your feelings (for example, grieving the death of a loved one or a difficult break-up). You might be just trying to adjust to your new environment (e.g. switching lockers to get away from a bully), or you might have other long-term mental health issues. Medication may also help, if needed (always under the supervision of your doctor). Depression is difficult to deal with and hard to treat; however, it is important to remember that, when treated, 80% of the sufferers recover.

Further suggestions:

Make a mind map of all the possible ways to help a friend in need. Show the following PowerPoint slide as an example.



What to do if you or one your friends feel depressed or anxious.
Self-help info: Visit specialized web pages: AnxietyBCyouth.com (N.d.). Retrieved from <http://youth.anxietybc.com/anxiety-101>

Las Hayas (2018)

Write a letter to explain depression

Objective:

A strategy to improve the knowledge of mental health issues is to become aware of the causes of depression or anxiety during adolescence.

Time:

Exercise: 15 min. Debriefing: 10 min.

Materials:

Copy of the exercise, paper or notebook, pen

Use the letter below and fill in the blanks. Choose from the options we have listed and create your own personal letter explaining depression:

Dear _____,

For the past (day/week/month/year/_____), I have been feeling (unlike myself/sad/angry/anxious/moody/agitated/lonely/hopeless/fearful/overwhelmed/ distracted/confused/stressed/empty/restless/unable to function or get out of bed/_____).

I have struggled with (changes in appetite/changes in weight/loss of interest in things I used to enjoy/ hearing things that were not there/seeing things that were not there/ feeling unsure if things are real or not real/ my brain playing tricks on me/ lack of energy/increased energy/ inability to concentrate/alcohol or drug use or abuse/self-harm/skipping meals/ overeating/overwhelming focus on weight or appearance/feeling worthless/ uncontrollable thoughts/guilt/paranoia/nightmares/bullying/not sleeping enough/sleeping too much/risky sexual behavior/overwhelming sadness/losing friends/unhealthy friendships/unexplained anger or rage/isolation/feeling detached from my body/feeling out of control/ thoughts of self-harm/cutting/thoughts of suicide/plans of suicide/abuse/sexual assault/death of a loved one/_____).

Telling you this makes me feel (nervous/anxious/hopeful/embarrassed/empowered/pro-active/mature/self-conscious/guilty/_____), but I'm telling you this because (I'm worried about myself/it is affecting my schoolwork/it is affecting my friendships/I am afraid/I don't want to feel like this/I don't know what to do/I don't have anyone else to talk to about this/I trust you/_____).

I would like to (talk to a doctor or therapist/talk to a guidance counselor/talk to my teachers/talk about this later/create a plan to get better/talk about this more/find a support group/_____) and I need your help.

Sincerely,

(Your name_____)

Suggestions for debriefing:

Reflect upon your own thoughts and emotions while writing the letter.

Further suggestions:

Consider to whom you would send this letter and why you chose this person.

Mental Health America. (2018). Time To Talk: Tips For Talking About Your Mental Health. [Report]. Retrieved from: <http://www.mentalhealthamerica.net/conditions/time-talk-tips-talking-about-your-mental-health>



7) Mindfulness exercise:

Shake it up—calm it down, body and breathing

Objective:

A strategy to enhance mindfulness: train yourself to be attentive, employing kindness and curiosity. Become aware of your body and breathing; then, sit mindfully and pay attention to your breathing and body.

Time:

Exercise 7- 10 min, debriefing 5 min.

Materials:

Chairs, one per student.

Stand up, with your chair behind you. Be careful not to be too close to the next person. Create your own bubble, giving you and the people around you sufficient space. Just look straight ahead and follow my guidance. Start by shaking your left hand 8 times, your right hand 8 times, your left foot 8 times and your right foot 8 times. Then shake your left hand 4 times, your right hand 4 times, your left foot 4 times and the right foot 4 times. Now shake twice your left hand, your right hand, your left and right foot. Repeat the same exercise, once for each hand and foot, then jump and clap your hands.

Sit down slowly and mindfully. Notice, to the best of your ability, how your body moves as you sit down, remaining in your own bubble; just be aware of yourself and your body.

While you are sitting, pay attention to your feet flat on the floor, your legs uncrossed and your spine straight. Imagine that you are sitting majestically like a mountain. The posture is strong but comfortable. Your intention is to be awake and aware. You can lower your gaze or allow your eyes to close if that feels comfortable.

Imagine that your attention is like a flashlight that you will use to examine your body and look at what you find there, with curiosity and kindness. You can start with moving the flashlight of attention to your feet. Then, include your feet and ankles. Are there any sensations that you notice there: the touch of your socks, heat or cold, or maybe nothing? If there are no sensations and you simply register a blank, this is just fine. You are not trying to make anything up or change anything; you are just paying attention to what is already there. Now, expand your attention to the lower legs... and then the knees... and the thighs. Thus, you are "holding onto" both your legs now, centering your awareness. Now, expand your attention again, up to the hips, the lower back and the lower abdomen. Then, gradually broadening your attention, move up the torso to your chest and the back, right up to your shoulders. Do you notice any physical sensation here?

Now, expand again to include your arms, your neck, face and your head until you are aware of your whole body. See if it is possible to allow the sensations in your body to remain just as they are, not trying to control or change anything. Just sit. Now, bring your awareness to the centre of the body, to the sensation of breathing. Notice that your breath moves in and out of the body. If you like, you can place your hand there for a few breaths and feel the abdomen rising and falling. Just breathe in and out. Do not try to control your breathing at all. When you notice that your mind wanders away from the breathing to thinking, planning, remembering or daydreaming, do not criticise yourself, simply notice where it goes and then gently bring back your attention to breathing. This is the only thing that you need to do: pay attention to your breathing.

Just come back to breathing whenever your mind wanders. Remember that breathing is always there, an anchor where you can attach your attention and bring you back to the present. It is always there, deep within you, a place of stillness and peace. Now, slowly emerge from the exercise and notice the people around you.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything in your body (lightness, heaviness, tingling, cold, warmth or anything else)? Any thoughts or feelings? Did you notice that your mind wandered?

Further suggestions:

Write down your experiences during this exercise. Did you notice your mind wonder, did you feel that your attention jumped from your body or breathing to something else? Where did it go? What did you do when you noticed that it had wandered away?



Jónsdóttir (2018)

8) Suggestions for movies/video clips

Videos of depression:

These videos illustrate depression using real examples, and short films.

Available with automatic subtitles in different languages:

- Reach Out Australia. (2013, February 20). Olivia's story.



- Mind, the mental health charity. (2014, October 8). Mental Health: In Our Own Words.



- TED-Ed. (2015, December 15). What is depression? - Helen M. Farrell.



- MHACentralCarolinas. (2016, April 27). Eliminando el Estigma Asociado con la Salud Mental.



Available in English only:

- Barking and Dagenham Council. (2017, February 1). Breaking the Stigma - A short film about mental health.



- Jack Innanen. (2015, April 7). Stronger Than Stigma | Mental Health Short Film.



Movies (trailer):

- Disney - Pixar. (2014, December 11). Inside Out - Official US Trailer.



9) Transfer exercise

Objective:

To create deep understanding of mental health issues to be able to use the skills in new or different situations

Time:

Exercise: 5 min

Materials:

The app ExplainEverything or the notebook

Key Learning Points

- 1) What have you learned from this chapter on mental health literacy?
 - 2) What exercises did you find good and relevant to you?
 - 3) How can you use what you have learnt in other situations or settings?
- Use the app ExplainEverything to describe what you have learned from the lesson on mental health literacy or write it down in your notebook.

Suggestions for debriefing:

Let the students show "ExplainEverything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

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3



EFFICACY

Rubric

- SELF-EFFICACY
- GROWTH MINDSET
- EMOTIONAL RESILIENCE
- SOCIAL RESILIENCE
- LEADERSHIP



"In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life"

(Albert Bandura)

Introductory questions

- Have you ever heard of efficacy before?
- Do you know what it means?
- What do you think it includes?

Illustration of the Component

- Watch this video about EFFICACY: <https://youtu.be/TjG6jurP6Yo>



Why is important to train in Efficacy?

Efficacy skills help you develop your mindset and you expectancies for yourself and it helps you become more resilient.

The UPRIGHT program for teaching efficacy will work to improve trust in own abilities, understand that effort is something valuable and worth it, bounce back from setbacks, be strong as a group and be able to influence and take responsibility in a group.



What is Efficacy?

Efficacy is defined as the ability to produce a desired or intended result. It is the competence of behavioural performance of an individual associated with his perception of performance capabilities

(Nugent, 2013)

The efficacy related skills consist of:



The UPRIGHT programme for teaching the efficacy consists of five key skills:

- **Self-efficacy** is the trust in our own abilities. According to Bandura (1997), it refers to the confidence of an individual in his ability to organise and execute a given course of action to accomplish a task. In the model proposed by this researcher, the expectations of personal efficacy are derived from four principal sources: the mastery experiences/performance accomplishments, vicarious experience/role-modelling, verbal persuasion and physiological states. Later, Maddux (2005) added the visualisation as the fifth principal source.
- **Growth mindset** means believing in the value of effort. According to Dweck (2006), there are two kinds of mindset, a growth mindset and a fixed mindset. We all have both mindsets, but in some of us, one of them is in dominance. A fixed mindset is characterised by the perception that the intelligence and skills are static and unchangeable. In contrast, the growth mindset assumes that the intelligence and skills can be developed.
- **Emotional resilience** is the ability to recover and bounce back from setbacks. It is the capacity to adapt to stressful situations and cope with the difficulties encountered in life. Such resilience does not eliminate stress or remove the problems, but it allows you to tackle or accept difficulties, live through adversity and move on with life.
- **Social resilience** means to be strong as a group in the face of common adversity. Social resilience means the capacity to work with others to achieve the common goals even in stressful situations.
- **Leadership:** Good leadership means the ability to exert influence and take responsibility for an effort to achieve the collective success. A person with leadership skills is good at arranging activities and projects and making sure that everything runs according to plan. Such a person should also be able to inspire others and possess interpersonal skills. Good leaders should demonstrate empathy and know how to place themselves in a particular context to maximise the competence and interest of the group (Linder & Ledertoug, 2014).



RUBRIC

Learning outcome for Efficacy

When you have introduced Efficacy – the core-component and the skills related to it to your students, you show them the following rubric. Ask the students to choose a category in the rubric.

When choosing the level for learning outcome, tell the students not to choose to easy a level for them, because then they will just be bored, but neither to choose a too difficult level for them, because then it will be too stressful for them. It is okay though to stretch yourself outside your comfort zone in order to learn more and to learn better.

When you have finished all the skills relating to efficacy, return to this rubric. Let the students' mark their actual level for their learning outcome and let them compare this finishing result with their expectation of their own learning process and outcome from starting the efficacy-lessons.

References:

Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY, US: W H Freeman/Times Books/ Henry Holt & Co.

Dweck, C.S. (2006). Mindset: The New Psychology of Success. New York: Ballantine Books

Linder, A. & Ledertoug, M.M. (2014). Livsduelighed og børns karakterstyrker. Dansk Psykologisk Forlag.

Maddux, J.E. (2005). Self- Efficacy – The Power of believing You Can. In S. J. Lopez & C. R. Snyder (Ed.), The Oxford Handbook of Positive Psychology (pp. 335-344). New York: Oxford University Press, Inc.

Nugent, P. (2013). "EFFICACY," retrieved from <https://psychologydictionary.org/efficacy/>

EFFICACY



COMPETENCE	I HAVE STARTED TO LEARN	I AM LEARNING	I CAN APPLY MY LEARNING	I CAN APPLY & EXPLAIN MY LEARNING
Self-efficacy	I am aware that my expectations to succeed affect my behaviour. After UPRIGHT-lessons, I can describe at least one strategy to improve self-efficacy.	I know the difference between high self-efficacy and low self-efficacy. After UPRIGHT-lessons, I can describe some strategies to use to raise self-efficacy.	I am aware of my own self-efficacy. After UPRIGHT-lessons, I understand which strategies to use to help me to meet my expectations.	I understand how self-efficacy affect actions. I understand how to improve self-efficacy. After UPRIGHT-lessons, I can explain to others how you can raise self-efficacy.
My goal				
My result				
Growth Mindset	I am aware of different kinds of mindset. After UPRIGHT-lessons, I can describe at least one feature for each mindset.	I know the different types of mindset – growth mindset and fixed mindset. After UPRIGHT-lessons, I can describe different strategies to expand your growth mindset.	I am aware of my personal mindset. After UPRIGHT-lessons, I understand how to apply a growth mindset, when I meet challenges.	I understand how mindset works and how to promote a growth mindset. After UPRIGHT lessons, I can explain to others what we can do to increase a growth mindset.
My goal				
My result				
Emotional Resilience	I am aware that you can be little or very resilient. After UPRIGHT-lessons, I can describe at least one thing to help you bounce back after adversity.	I can identify different important elements of emotional resilience. After UPRIGHT-lessons, I can describe strategies to improve emotional resilience.	I am aware of my own emotional resilience. After UPRIGHT-lessons, I understand different strategies to improve emotional resilience.	I understand what being resilient means and how to improve your own emotional resilience. After UPRIGHT-lessons, I can explain to others what to do to improve emotional resilience.
My goal				
My result				
Social Resilience	I am aware that we as a group can be little or very resilient. After UPRIGHT-lessons, I can describe at least one strategy to help us bounce back after adversity.	I can identify different important elements of social resilience. After UPRIGHT-lessons, I can describe strategies to improve our social resilience.	I am aware of our social resilience. After UPRIGHT-lessons, I understand different strategies to improve social resilience in groups and in class.	I understand what being social resilient means and how to improve our own social resilience. After UPRIGHT-lessons, I can explain to others what to do to improve social resilience.
My goal				
My result				
Leadership	I am aware of what it means to be a good leader and to take leadership. After UPRIGHT-lessons, I can describe at least one thing to improve leadership skills.	I can identify different important elements of good leadership skills. After UPRIGHT-lessons, I can describe different strategies to improve leadership skills.	I am aware of how and when to take leadership and how to show responsibility in group or class situations. After UPRIGHT-lessons, I understand how to move a group forward.	I understand what good leadership skills are and how to improve them. After UPRIGHT-lessons, I can explain the responsibilities of leadership, and skills needed to be in charge of a group.
My goal				
My result				



a. Self-efficacy

Learning strategies to trust in own abilities

"They can conquer
who believe they can"

(Virgil)

Theory

Reflect your
personal experiences
and learning
processes.

Provide a rationale for the
exercises used for teaching.
Students have to understand and
feel these skills as meaningful,
applicable to their lives and
relevant in their context.

This skill is useful, for example, when...

"When you have to stay at home alone for the first time, or cook your meal for the first time, and you need to be more independent and feel confident."

"When you feel insecure or shy because you think different from the rest of your group and you want to have the courage to stay true to who you really are."

"When you are going to start a new activity in which you don't have much experience, e.g. to stand on a stage, speak in public, or speak in a new language that you are learning."

What are the expected results of this session?

This session has been designed to support and develop self-efficacy of the students. The objectives are:

- To understand the meaning of self-efficacy and the way it affects our actions.
- To develop different strategies to improve self-efficacy.

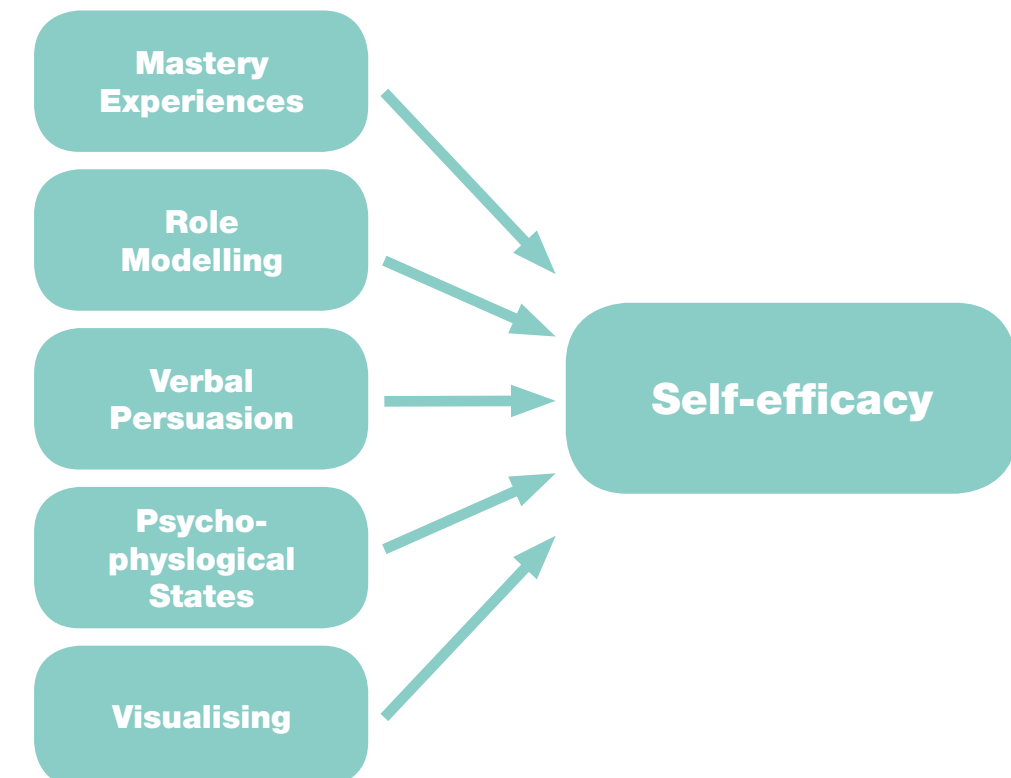
What is Self-efficacy?

Perceived self-efficacy is the belief that one can perform the behaviours that produce the outcomes. The main cause of behaviours is people's beliefs on their capabilities to produce desired effects by their own actions. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave

(Bandura, 1997)

Believing that you can accomplish what you desire is one of the most important ingredients—perhaps the most important one—in the recipe for success. In other words, self-efficacy means having positive expectations in your ability to successfully master a given task. Encouraging the strategies leading to such mastery experiences is vital. A person with a high level of self-efficacy will approach exercises and assignments as challenges and will make an effort to reach the goal, often showing strong ambition. People with a low level of self-efficacy doubts on their own abilities and try to avoid difficult tasks, often demonstrating (unnecessarily) little ambition. One tends to give up in the face of difficulties. We might display high levels of self-efficacy in some areas and low self-efficacy in other areas of life. However, we can use our strategies from an area of high self-efficacy to support those of low self-efficacy.

The strategies to create self-efficacy are shown below (Bandura, 1997; Maddux, 2005)



Mastery experiences (or performance accomplishments) affect our own view of our abilities. Successful attempts at control that we can attribute to our own efforts will strengthen self-efficacy. If we succeed in some tasks, we are more likely to try again, while failing will make us more reluctant to do so.

It is important that the teachers match the assignments with the competences of the student to create opportunities for achieving mastery. If the assignment is too difficult, the student might give up too easily. If it is too simple, he might assume that success comes easily and he will not learn how to face difficult situations. Mastery experiences have a strong impact on self-efficacy beliefs.

Role modelling (or vicarious experiences) can inspire people to perform a task by imitation after observing someone else conduct a similar task or successfully handle a difficult situation. Observing people of the age or background similar to ours succeed strengthens our belief in our own ability to master similar activities.

It is important that the teachers provide role models that are not far-away icons or idols but real people who can show the way in the right direction.

Verbal persuasion can encourage us and convince us to perform a task, by augmenting the level of trust in our own abilities. Constructive feedback is important for maintaining a sense of self-efficacy; it may help us to overcome self-doubt.

The teachers should encourage the students and supply useful and constructive feedback to show the students their trust and support.

Psycho-physiological states such as moods, emotions, physical reactions and stress levels can affect our faith in our personal abilities. Negative states (e.g. feeling nervous) might lead us to doubt and, therefore, reduce our self-efficacy. Positive states (e.g. feeling confident), leading to a sense of enthusiasm, will increase our self-efficacy. The way that we interpret and evaluate our emotional states is important in the development of self-efficacy. Some states and emotions can be interpreted as both negative and positive, e.g. arousal can cause nervousness, but it can also trigger feelings of enthusiasm.

Teachers should build a good learning environment in the classroom by reducing stress-related factors and inducing positive emotions; this will help to create a good foundation for developing self-efficacy.

Visualising means imagining ourselves succeed before undertaking the task. The brain can be prepared for the actual performance by such visualisation. Just by closing our eyes and having a mental conversation with ourselves guiding us to our goal, we increase the chances of success in our real-life activities.

The visualisation techniques can be used to encourage the students to believe in themselves.

The level of self-efficacy affects cognition, motivation and emotions.

Cognition means conscious thinking. Schools often focus on learning outcome and goal setting. Every goal-setting process is affected by the experiences of the students and their evaluation of their own capabilities and competences, which, in turn, will affect their actual achievements.

Motivation is regulated by the expectations of success. These expectations are essential for people to become courageous and enterprising in their goal setting. They also affect the degree of perseverance and the amount of effort a student is willing to put into a given task, and how easily a student bounce back after setbacks.

Emotions are also affected by the level of self-efficacy. A feeling of being in control and having confidence in our ability to handle stress reduces anxiety and negative thoughts. Such feelings boost self-efficacy. The sensation of losing control raises the levels of stress, anxiety and negative thinking, thus reducing self-efficacy.

Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the “follow-up and opening activity for the next session”. Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

To explain self-efficacy you can describe the need for it in order to take action and succeed with these actions. We can develop strategies to improve our self-efficacy and thereby raise our possibility for mastering and succeeding. You may also pose some leading questions about the importance of self-efficacy using specific, tangible strategies. It might be elicited from the students or facilitated by the teachers.

The opening activity “Food for thought” is a possibility to present the rationale for the session.

1) Food for thought:

Introduce some opening questions in the class:

- How do you feel when you are about to learn something new or something difficult?
- Do you feel confident? Do you feel doubtful?
- Do you trust your ability to succeed?

2) Background information:

Introduce self-efficacy to the students, based on the section “What is self-efficacy?”. The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skill:

- Self-efficacy: <https://youtu.be/z8bNsNXOCKs>



4) Self-efficacy

A story for discussion: The Little Steam Engine

"Read aloud the following story:

A little steam engine had a long train of cars to pull. She went along very well till she came to a steep hill. But then, no matter how hard she tried, she could not move the long train of cars. She pulled and she pulled. She puffed and she puffed. She backed and started off again. Choo! Choo! But no! the cars would not go up the hill. At last she left the train and started up the track alone. Do you think she had stopped working? No, indeed! She was going for help. "Surely I can find someone to help me," she thought. Over the hill and up the track went the little steam engine. Choo, choo! Choo, choo! Choo, choo! Choo, choo! Pretty soon she saw a big steam engine standing on a side track. He looked very big and strong. Running alongside, she looked up and said: "Will you help me over the hill with my train of cars? It is so long and heavy I can't get it over." The big steam engine looked down at the little steam engine. Then he said: "Don't you see that I am through my day's work? I have been rubbed and scoured ready for my next run. No, I cannot help you," The little steam engine was sorry, but she went on, Choo, choo! Choo, choo! Choo, choo! Choo, choo! Soon she came to a second big steam engine standing on a side track. He was puffing and puffing, as if he were tired.

That big steam engine may help me," thought the little steam engine. She ran alongside and asked: "Will you help me bring my train of cars over the hill? It is so long and so heavy that I can't get it over." The second big steam engine answered: "I have just come in from a long, long run. Don't you see how tired I am? Can't you get some other engine to help you this time? "I'll try," said the little steam engine, and off she went. Choo, choo! Choo, choo! Choo, choo! After a while she came to a little steam engine just like herself. She ran alongside and said: "Will you help me over the hill with my train of cars? It is so long and so heavy that I can't get it over." "Yes, indeed!" said this little steam engine. "I'll be glad to help you, if I can." So the little steam engines started back to where the train of cars had been standing. Both little steam engines went to the head of the train, one behind the other. Puff, puff! Chug, choo! Off they started! Slowly the cars began to move. Slowly they climbed the steep hill. As they climbed, each little steam engine began to sing: "I-think-I-can! I-think-I-can! I-think-I-can! I-think-I-can! I-think-I-can! I-think-I-can! I think I can - I think I can - I think I can - I think I can--" And they did! Very soon they were over the hill and going down the other side. Now they were on the plain again; and the little steam engine could pull her train herself. So she thanked the little engine who had come to help her, and said good-bye. And she went merrily on her way, singing: "I-thought-I-could! I-thought-I-could! I-thought-I-could! I-thought-I-could! I thought I could - I thought I could - I thought I could - I thought I could I thought I could --"

Debriefing:

Discuss the story in the class. Reflect upon

What can you learn from it?

Briana's playroom. Bedtime Stories (2018, August 13)
Retrieved from: http://ah_coo.tripod.com/engine_that_could.htm.

A story for discussion: The Fight Song

Objective:

A strategy to enhance self-efficacy: is to observe the behaviour of others and the consequences of their behaviour.

Time:

The exercise: 5–15 min. Debriefing: 5–15 min.

Materials:

The text and YouTube video of the song. Lyrics in English and in your language.

Instructions: First, watch the YouTube video.

YouTube Video of "Fight Song" with lyrics in English:

Rachel Platten. (2014, June 27). Rachel Platten - Fight Song (Official Lyric Video) [Video file].

Retrieved from <https://www.youtube.com/watch?v=LVxon65u3tA>

Next, read the story. Finally, read the story again while you listen to the song.

Rachel Platten had a dream: she wanted to be a professional singer and songwriter. For 12 years, she tried to make her dream come true. She wrote a lot of songs, but none of them was a big hit. She travelled from city to city and sang in clubs, but sometimes there were only 20 people in the audience. She made CDs of her music, but she did not sell many.

"Maybe", Rachel thought, "I should give up". She was tired of driving around the country in her mom's old car. She was tired of singing in clubs from 1 a.m. to 4 a.m. She was tired of eating cold cereal for dinner. She was 32 years old. Most of her friends had jobs, houses and children. What did she have? She had 120 songs, which nobody wanted to hear.

Rachel had to make a decision. Should she give up, or should she keep trying? For a year, she thought it over. She decided to keep trying. "I'll keep singing", she decided, "even if only five people come to hear me. I'll keep writing songs, even if I never have a hit." She wrote a song about her decision. "I don't really care if nobody else believes", she wrote in the song, "because I've still got a lot of fight left in me." She called the song "Fight Song".

"Fight Song" was a big hit. A few months later, she sang the song in a concert. There were 50,000 people in the audience.

After the song became a hit, thousands of people wrote to Rachel. They emailed, sent letters and wrote on Twitter and Facebook. Your song helped me when I was going through chemotherapy for cancer...when I lost my job...when I didn't have money to pay the rent...when I went through a divorce...when I had postpartum depression...when I moved to a new city...when I got hurt in a car accident. Everybody's story was different, but they were all the same in one way: Rachel's song helped them through a difficult time.

Rachel Platten wrote the "Fight Song" to help herself, but the song has helped thousands—maybe millions—of other people, too. Now it is not just Rachel's fight song. It is everybody's fight song.

Debriefing:

Discuss the story in the class. Reflect upon

What can you learn from it?

Heyer, S. (2015). "Fight Song": The Story Behind the Song [Text file].
Retrieved from <https://sandraheyersongs.com/stories/the-story-behind-fight-song/>



5) The dilemma to be discussed in class

Self-efficacy is fuelled by our expectations.

I cheated in the maths paper yesterday. I was nervous, but I ended up copying a few sums from Lucy, who was sitting next to me. If everyone is doing it, why shouldn't I? It was just a matter of a few marks. After all, I didn't copy the entire paper.

Debriefing:

What do you think of this? Do you think that copying may affect your level of self-efficacy?

Las Hayas (2018)

6) Student exercises

Mastery experiences: star moments.
Awareness of your mastery experience

Objective:

A strategy to enhance self-efficacy: is to become aware of your previous mastery experiences.

Time:

The exercise: 5–15 min. Debriefing: 5–15 min.

Materials:

A notebook, Post-it, a piece of paper.

Instructions: When you look back at one of your mastery experiences—a time when you mastered an activity—it brings you joy and gives you energy and courage to strive for more of such experiences.

Close your eyes and think about something you have managed to do at school that made you feel good.

Open your eyes and write a few keywords on a Post-it note.

Find a partner and tell him or her about your star moment.

Afterwards listen to your partner talking about his or her star moment.

Reflect on it in your notebook:

How did it feel to dwell on one of your star moments in school?

Suggestions for debriefing:

Elaborate on the last question: How can your past mastery experiences help you to fuel the next ones?

Further suggestions:

Find another star moments, e.g.

- A mastery experience at home, in your leisure time, with your friends or with your family.
- A time when you achieved/did something that was hard to do.
- Something that you have achieved today or this week.

Linder, A. & Ledertoug, M.M. (2014) Livsduelighed og børns karakterstyrker. København: Dansk Psykologisk Forlag

Role modelling: recall

Objective:

A strategy to enhance self-efficacy is to be inspired by friends, peers or family who have mastered difficult tasks or situations.

Time:

The exercise: 5–15 min. Debriefing: 5–15 min.

Materials:

A notebook, Post-it, a piece of paper.

Recall a situation when you or someone close to you overcame an obstacle and mastered a difficult situation.

How does that person behave? What do they do differently? Have you ever behaved in a similar way?

Remember this precedent when you are faced with a similar situation.

Write it down in your notebook.

Suggestions for debriefing:

Elaborate on the questions below.

- How can you best learn from yourself/others? What are your strategies to learn from yourself/others?
- What can you do to be inspired by yourself/others?
- How can you apply to yourself what you/others have done?

Further suggestions:

The exercise might be easier for the students if you give them some examples.

- Tell them how you have struggled with something and found inspiration by observing how others cope in a similar situation.

Give an example to which the students can relate and consider relevant (e.g. making a presentation, being home alone etc.). Ask the class to think of ways to overcome the difficulties described in the example.

Polly, S. & Britton, K.H. (2015). Character Strengths matter. How to live a full life. USA: Positive Psychology News, LLC



Verbal persuasion: Using quotes as an inspiration to raise self-efficacy

Objective:

A strategy to enhance self-efficacy is to use verbal persuasion. In this exercise, the students find inspiration from verbal persuasion, using quotes.

Time:

The exercise: 15–30 min. Debriefing: 5–10 min.

Materials:

Chairs, in groups of 3–4.

Instructions: The teacher prepares the quotes on cards before the lesson.

Place yourself in a group with three other students.

Pick two of the following quotes.

Discuss them in your group.

Explain your quotes to the class.

Quotes:

- A dream is just a dream. A goal is a dream with a deadline (Harvey Mackay).
- A person is not finished when he is defeated. He is finished when he quits. (Richard Nixon)
- A setback is an opportunity to begin again more intelligently (Henry Ford).
- Behold the turtle. He makes progress only when he sticks his neck out. (Jack Conant)
- Better to get a stiff neck from aiming too high than a hunch back from aiming too low. (Jacques Chancel).
- Failures are like skinned knees....painful but superficial. They heal quickly. (Ross Perot)
- Genius is 1 percent inspiration and 99 percent perspiration. (Thomas Edison)
- He who risks and fails can be forgiven. He who never risks and never fails is a failure in his whole being. (Paul Tillich)
- Losers visualise the penalties of failure. Winners visualise the rewards of success. (Rob Gilbert)
- Success depends on your backbone, not your wishbone. (Anonymous)
- The best angle from which to approach any problem is the "try-angle". (Anonymous)

Suggestions for debriefing:

Elaborate: How can these quotes help you to enhance your own self-efficacy?

Further suggestions:

Let the students choose one of the quotes and write a short essay on how this quote can help to enhance his/her self-efficacy.

McGrath, H., & Noble, T. (2011).

BOUNCE BACK! A Wellbeing and Resilience Program. Melbourne: Pearson Education.

Psycho-physiological states: A reappraisal

Objective:

A strategy to enhance self-efficacy is to be aware of your physiological state and consciously try to boost the positive states.

Time:

The exercise: 10–15 min. Debriefing: 10 min.

Materials:

App Mind Map or A3-size paper.

Individual activity

Imagine that you have to perform an activity that you are good at in public.

What activity is it?

Would your heartbeat raise the minutes before performing the activity?

Why do you think that your heart beats faster?

What type of thought may help you to be more confident:

"My heart is beating because I'm very nervous, I'm very nervous, I'm very nervous. I don't know if I am going to be able to do it!"

Versus

"My heart is beating fast because I'm very motivated to do this exercise well, and I don't want to get confused. That's why my heart's beating fast. My heart is helping me to get the level of energy that I need to perform my best!"

Which is the interpretation that would increase your confidence? Why?

Group discussion

Discuss your opinions in groups of three people.

Suggestions for debriefing:

Discuss in class:

- How does it feel to be in a positive psycho-physiological state?
- What happens in your body? In your mind?
- What happens when we increase the positive state level?
- How does it feel to be in a negative psycho-physiological state?
- What happens in your body? In your mind?

Further suggestions:

Discuss in class:

- What can we do as a class to reduce negative states? And increase positive states?

Las Hayas (2018)



Visualisation: You can do it

Objective:

A strategy to enhance self-efficacy: is to visualize that you can actually do it or that you have already mastered doing it.

Time:

The exercise: 5–15 min. Debriefing: 5–15 min.

Materials:

A chair

Sit down in a chair, with your back straight. Close your eyes. Think of a highly specific goal you want to achieve.

Now imagine the future.

You have already achieved your goal. Try to hold a mental picture of it as if it were happening to you right now.

Imagine the scene in as much detail as possible.

Engage in your visualisation as many of your senses as you can.

- Who is with you?
- Which emotions are you experiencing right now?
- What are you wearing?
- Is there a smell in the air?
- What can you hear?
- What is your environment?

What would be your first step towards achieving this goal? When are you going to take this step: today, tomorrow?

Suggestions for debriefing:

Elaborate:

- How can the visualisation techniques help you to enhance your own self-efficacy?

Further suggestions:

Discussion in class:

Think of situations in which visualisation techniques would be helpful

- At school
- At home

In your leisure time

LeVan, A. (2009). Seeing is believing: The power of visualization [Text file].

Retrieved from <https://www.psychologytoday.com/us/blog/flourish/200912/seeing-is-believing-the-power-visualization>

7) Mindfulness exercise:

Sounds and thoughts

Objective:

A strategy to enhance mindfulness: increase awareness of sounds and thoughts; just see things as they are, without becoming attached to what you notice. Sounds come and go, thoughts come and go, thoughts are just thoughts and not always true.

Time:

Exercise 5 to 7 min, debriefing 5 min.

Materials:

Chairs, one per student.

I invite you to imagine that you are in your own bubble, which means you do not pay attention to the people around you; just give yourself and others some space. If you are comfortable with it, you can close your eyes or you can just let them rest on something in front of you.

Now, bring the focus of your attention to your hearing. Open up to the sounds, sounds outside this room, sounds inside it, sounds close to your body. See if you can notice the sounds just as they are, you might even imagine that you are a recorder and just really feel the raw sensation of sounds, the pitch, loudness and rhythm. Just as if you were hearing for the first time, be interested in what you notice.

Maybe you notice how easily the distractions come, how easily the sounds can create a story. If you notice this, try to step out of it again and just hear them as they come and go. Some sounds are easily hidden by other more prominent sounds; notice if there are silent spaces between sounds.

Be aware how sounds just come, stay for a while and then go.

Now let the sounds fade into the background and bring your awareness to your mind. What is happening there? Do you notice any thoughts? Maybe thoughts about what you are doing now or what you are going to do. Try not to judge specific thoughts as good or bad. Just notice them as they are, maybe they are joyful thoughts, disturbing or neutral. Just notice them and let go of them. As if you were standing and watching them come and go.

There is no need to try to control or change your thoughts. Just let them come and go on their own, just as you did with sounds. See if you can approach them like the sounds, just notice when they come and go like clouds passing across the sky: your mind is like the sky, your thoughts are like the clouds, sometimes large, sometimes small, sometimes dark, sometimes light. But the sky remains.

Maybe you can imagine that your thoughts are written in the clouds as they pass by or maybe not. Some go by fast, others go slowly and then disperse.

Maybe you will find you attention jumping into the cloud and being carried away with the thoughts. Even making stories of them. If you notice that happen, you simply see where your attention is, step out of it and see if you can just watch the thoughts come and go again.

Remember that it is always possible to come back to your breathing and the sense of your body, as an anchor to stabilise your awareness in the present moment, before returning, if you choose, and just watching the thoughts come and go.

Now see if you can let go of the thoughts and turn your attention to your breathing. Just notice your breathing now. Stay with it for a while; you can even count your inhalations and exhalations for a few moments.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice any thoughts? Did you notice that your mind was caught up with some thoughts and was carried away? Were you able to imagine that you just watch your thoughts as clouds? Where do you think that your thoughts come from? Did you notice that some thoughts affected your body or emotions? Do you think all of your thoughts were true? Why is that?

Further suggestions:

If you noticed any thoughts, you could draw some clouds and write down some of the thoughts you noticed. For each thought, could you try to find one word that would describe it well enough?



Jónsdóttir (2018)



8) Suggestions for movies/video clips

- The Karate Kid (2010):
Sony Pictures Entertainment. (2010, January 4). Watch the Official THE KARATE KID Trailer in HD [Video file]. Retrieved from <https://www.youtube.com/watch?v=2SmmxvHLsKk>



9) Transfer exercise

Objective:

To create a deep understanding of the self-efficacy skills to be able to use them in new or different situations

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or a notebook.

Key learning points

- 1) What have you learned from this chapter on self-efficacy??
- 2) Which exercises did you find good and relevant to you?
- 3) How can you use what you have learned here in other situations or settings?

Use the app ExplainEverything to show what you have learned from this lesson or write it down in your notebook

Suggestions for debriefing:

Let the students show the results of "ExplainEverything" on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References:

- Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY, US: W H Freeman/Times Books/ Henry Holt & Co
- Maddux, J. E. (2005). Self- Efficacy – The Power of believing You Can. In S. J. Lopez and C.R. Snyder (Ed.), The Oxford Handbook of Positive Psychology. Oxford University Press



b. Growth Mindset

Learning to believe in effort

"Strive for progress,
not perfection"

(Anonymous)

Theory

Reflect your
personal experiences
and learning
processes.

Provide a rationale for the
exercises used for teaching.
Students have to understand and
feel these skills as meaningful,
applicable to their lives and
relevant in their context.

This skill is useful, for example, when...

"When you are doing sports, or music and you need to achieve higher goals."

"When you fail an exam, but you need to keep trying."

"When you start thinking of giving up on a task because it is hard for you".

What are the expected results of this session?

This session has been designed to support and develop growth-mindset of the students. The objectives are:

- To understand the meaning of growth-mindset and the way it affects our actions.
- To develop different strategies to improve growth-mindset.

What is growth mindset?

In a fixed mindset, people believe that their basic abilities, their intelligence and their talents are just fixed, inborn traits. This conviction makes them set their goals only with these innate, often limited, talents in mind. They expect to succeed, never to fail. In a growth mindset, people believe that their talents and abilities can be developed, provided they put in sufficient effort, and they are taught well and remain confident. They do not necessarily think that everyone can achieve the same goals, but they believe that everyone can improve if they work at it

(Dweck, 2012)

Fixed mindset	Characteristics	Growth mindset
The traits that you are born with. Set in stone.	Skills and intelligence.	The traits that can always be improved and developed.
Performance focus: To keep up appearances.	Main concern.	Process focus: To keep learning/improving.
Something you do when you are not good enough.	Effort.	Something you do as an important part of learning.
Give up or resign.	Challenges.	Try harder.
Take it personally.	Feedback.	Use it to learn.
Try to avoid making mistakes.	Mistakes.	Treat them as learning opportunities.

Dweck (2012)

Growth mindset

Having a growth mindset means that you know that your talents and abilities can be developed. This means that you are not afraid of taking on challenges and trying new things. Even though you might not be good at something in the beginning, you know that you can improve if you try. You know that your effort is the essential and only path towards mastery.

People with a growth mindset understand that failures are a part of life and present opportunities to learn and to improve. When frustrated, such individuals do not give up easily; they keep trying, or they find other ways to solve the problem. They like to challenge themselves and stretch their limits, and they are inspired by seeing how the others do it. They regard feedback as useful, as something to learn from and as a way to identify the areas in need of improvement.



People with a growth mindset accept that they cannot get things right every time, they know that they have to learn. Their attitude is "I have not learned it—yet". They are focused on their development and learning, not preoccupied with what other people might think.

Fixed mindset

Having a fixed mindset means that you believe that you are either good at something or you are not. When you fail, you believe that the cause of failure is your lack of ability. When faced with setbacks or frustrations, you are likely to give up because you do not think you can improve or learn. You are easily discouraged and blame either yourself or others instead of accepting that all things are difficult before they become easy.

A fixed mindset is often accompanied by a desire to look good in the eyes of others, to appear successful or smart. This preoccupation often means that you avoid challenges because you are afraid of looking like a failure. You prefer to stick to what you know and what you can do.

A fixed mindset often needs praise to feel valued. You take criticism personally, and you might feel threatened when others succeed.

Both mindsets for everyone

People do not have just a growth mindset or a fixed mindset—we all have both mindsets. However, most of us have a tendency towards either a growth mindset or a fixed mindset (depending on the context). For example, you can have a fixed mindset at school and a growth mindset when doing sports. You can have a growth mindset in maths and a fixed mindset in English. Most of the time you have a mixture of both, e.g., 2/3 of a growth mindset and 1/3 of a fixed mindset. This ratio changes depending on different factors: Are you under much pressure? How secure, safe and comfortable do you feel with your classmates? Do you like the teacher? Are you in a good mood? Did you sleep well?

Cultivating primarily a growth mindset in students can be difficult:

- Simply telling the students to acquire a growth mindset can backfire because they might react negatively to being told how to think. Presenting scientific and practical explanation of the workings of intelligence and the evidence that the brain can develop has been demonstrated to be more effective.
- Reiterating the message "just try harder" can be counterproductive. Students need to understand why they should put in the effort and how to deploy it.
- Fostering a culture of a growth mindset in practice is important.

Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

Here, you can talk to your students about the challenges of learning and explain that being prepared to fail is an important aspect of making progress. You may also pose leading questions about the importance of shifting the mindset using specific, tangible strategies. The discussion might be elicited from the students, or facilitated by the teachers.

The opening activity "Food for thought" is a good opportunity to present the rationale for the session.

1) Food for thought:

Pose some opening questions in class:

- What do you know about mindsets?

How much do you agree with these statements?

- "You can learn new things, but you cannot really change your basic intelligence".
- "Your intelligence is something that you cannot change very much".

2) Background information:

Introduce the growth mindset to the students, based on the section "What is growth mindset?" PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skill:

- Growth mindset: https://youtu.be/m_KbZenTJ-w



4) Growth Mindset

A story for discussion: the elephant mindset

A man was passing a group of elephants. He suddenly stopped, confused by the fact that these huge creatures were held by only a rope tied to their legs. It was obvious that they could break the ropes but for some reason, they did not. He saw the trainer nearby and asked why these beautiful, magnificent animals just stood there and did not attempt to get away.

"Well", the trainer said, "when they are very young and much smaller we use the same rope to tie them, and at that age, it is enough to hold them. As they grow up, they are conditioned to believe that they cannot break away. They believe the rope can still hold them, so they never try to break free." He was amazed. These animals could break free from their bonds but because they believed that they could not, they were stuck right where they were. These powerful, gigantic creatures had their actual abilities constrained by the limitations of their past.

Like the elephants, many of us go through life holding on to the belief that we cannot do certain things, simply because we have failed to do it once. Many of us refuse to attempt to do anything new and challenging because of our mindset.

Author unknown

5) Topics to be discussed in class

Is it always good to try harder?
Can you try too hard?
What can you do instead of just trying harder?

Tange (2018)

6) Student exercises

Self-talk

Objective:

A strategy to enhance growth mindset is to support and nurture it using self-talk. Whenever the students are engaged in a difficult activity, let them answer the questions below.

Time:

Individually: 2–5 minutes, when involved in a difficult task.

In groups: 5–15 min.

Materials:

A copy of the power point slide

Choose the questions/statements that you find most relevant whenever you are involved in an activity that you find demanding, hard, difficult or tough (this can be homework, sports, etc.)

1. Things to say to yourself while you are engaged in a difficult task:

- I worked hard on that part.
- I have all these skills, I just need to be able to _____
- I have gotten this far, I am not stopping now.
- When I can do _____, I will know that I have understood it.

2. Things to ask yourself after completing the activity:

- What did I learn by doing this?
- What did I tell myself while completing the activity?
- Which of my mistakes taught me something new?
- How can I apply this learning when completing other challenging tasks?
- Before, I could not _____. Now, I can _____.
- Based on what I learned from this, next time I am going to _____.
- One thing I found about myself as a learner was _____.

Further suggestions:

- 1) Keep a diary: Write down your answers for 1–2 weeks.
- 2) Whenever you are involved in a difficult assignment, reflect on the above questions.

Suggestions for debriefing:

In groups: Reflect on the findings recorded in your diary/during a difficult assignment.

Reach Out Australia. (n.d.). Embracing the "F" word [Report file]. Retrieved from: http://about.au.reachout.com/wp-content/uploads/2015/08/ReachOut_Embracing-the-F-Word_Web.pdf



Exploring mindsets

Objective:

To become aware of everyday mindset examples.

Time:

5–10 min. in groups. 5–10 min. in plenary

Materials:

Paper, notebooks or phone.

Make groups of 2–3 students

Write down as many everyday examples as possible of fixed mindset and growth mindset.

Discuss in plenary:

Each group present 1–3 examples of each mindset and explain why they think these are good examples of the mindsets.

Suggestions for debriefing:

- How can we support our “growth mindset”?
 - What can we do ourselves?
 - What can others (friends, peers, parents, families, teachers, structures, rules) do?
- Are there times when a growth mindset is more important than others?
- Can there be any drawbacks or downsides about having a growth mindset?

Further suggestions:

Hang the matrix on the wall in your class. Refer to it when you encounter situations with fixed or growth mindset.

Tange, 2019

From fixed to growth mindset

Objective:

A strategy to enhance growth mindset is to detect the “fixed voices” and “growth voices” in your mind and practise reacting to these voices in a suitable way.

Time:

The exercise: 10–20 min. Debriefing: 5–10 min.

Materials:

A copy of the PowerPoint slide.

We can practice going from fixed to growth mindset by following these steps:

1. Detect the fixed voices

Examples of fixed voices can be if you tell yourself things like “I will be a failure if I do not succeed in this”, “I probably cannot do this, so I will not try” or if you start criticising yourself: “I am bad at this. I am disappointed with myself. I did not succeed, and the others can see that I am a failure”.

2. Acknowledge that you have a choice

You can choose how you respond to fixed voices. You can accept them and say to yourself “Yes – I am really bad at this” OR you can try, practise, ask for help, try other strategies, try something new, etc.

3. Notice and support the growth voice

Acknowledge that things are not easy in the beginning—not for anyone. Other people have also tried when things were not working out for them: “I might not be able to do it YET but, given time, I can learn to do it”. It is important to focus on learning rather than performance.

4. Act on growth voice

Become aware of what you gain by using a growth mindset. Acknowledge what you miss by adopting a fixed mindset: You miss opportunities for learning. You feel hindered, inhibited or obstructed because you do not believe that you can succeed. You criticise yourself (and others) when you fail. You lose heart when faced with challenges.

Form groups of 2–4 students.

Choose an example of a fixed voice that you all recognise. Reflect on this with the above 4 steps in mind: How can you detect the fixed voice? How can you acknowledge that you have a choice? How do you notice and support your growth voice? – and how do you act on it?

Suggestions for debriefing:

Each group present the strategies for 1) detecting, 2) acknowledging choice, 3) supporting growth voices and 4) acting on growth voices.

Discuss these in class.

Further suggestions:

Be aware of the growth and fixed mindset in class in general.

Tange (2016) Dweck, C. S. (2012).

Mindset: How you can fulfil your potential. New York: Ballantine books.



Different kinds of praise

Objective:

A strategy to enhance growth mindset is to discover that there are different kinds of praises: praising intelligence/talent and praising effort/process, which support either fixed or growth mindsets.

Time:

The exercise: 10–15 min. Debriefing: 10 min.

Materials:

Paper or notebook, pen.

Make groups of 4 students.

Split each group into two subgroups of two.

The subgroups each have 3–5 minutes to prepare two types of praises for each person in the other subgroup:

- One type of praise focuses on what the person IS. – His or her talent.
- The other type of praise focuses on what the person DOES. – His or her action or effort

Share the praises with each other and discuss how they make you feel and if there are differences in the way they make you feel.

Suggestions for debriefing:

Discuss in class:

- When and where do we often praise people for their talent?
- How can we get better at praising effort instead of praising talent?

Further suggestions:

Look for the two different kinds of praises throughout the day/week.

Tell your parents to praise you for effort instead of talent.

Tange (2019)

7) Mindfulness exercise:

Sounds and thoughts

Objective:

A strategy to enhance mindfulness is to increase awareness of sounds and thoughts; just see things as they are, without becoming attached to what you notice. Sounds come and go, thoughts come and go, thoughts are just thoughts and not always true.

Time:

Exercise 5 to 7 min, debriefing 5 min.

Materials:

Chairs, one per student.

I invite you to imagine that you are in your own bubble, which means you do not pay attention to the people around you; just give yourself and others some space. If you are comfortable with it, you can close your eyes or you can just let them rest on something in front of you.

Now, bring the focus of your attention to your hearing. Open up to the sounds, sounds outside this room, sounds inside it, sounds close to your body. See if you can notice the sounds just as they are, you might even imagine that you are a recorder and just really feel the raw sensation of sounds, the pitch, loudness and rhythm. Just as if you were hearing for the first time, be interested in what you notice.

Maybe you notice how easily the distractions come, how easily the sounds can create a story. If you notice this, try to step out of it again and just hear them as they come and go. Some sounds are easily hidden by other more prominent sounds; notice if there are silent spaces between sounds.

Be aware how sounds just come, stay for a while and then go.

Now let the sounds fade into the background and bring your awareness to your mind. What is happening there? Do you notice any thoughts? Maybe thoughts about what you are doing now or what you are going to do. Try not to judge specific thoughts as good or bad. Just notice them as they are, maybe they are joyful thoughts, disturbing or neutral. Just notice them and let go of them. As if you were standing and watching them come and go.

There is no need to try to control or change your thoughts. Just let them come and go on their own, just as you did with sounds. See if you can approach them like the sounds, just notice when they come and go like clouds passing across the sky: your mind is like the sky, your thoughts are like the clouds, sometimes large, sometimes small, sometimes dark, sometimes light. But the sky remains.

Maybe you can imagine that your thoughts are written in the clouds as they pass by or maybe not. Some go by fast, others go slowly and then disperse.

Maybe you will find your attention jumping into the cloud and being carried away with the thoughts. Even making stories of them. If you notice that happen, you simply see where your attention is, step out of it and see if you can just watch the thoughts come and go again.

Remember that it is always possible to come back to your breathing and the sense of your body, as an anchor to stabilise your awareness in the present moment, before returning, if you choose, and just watching the thoughts come and go.

Now see if you can let go of the thoughts and turn your attention to your breathing. Just notice your breathing now. Stay with it for a while; you can even count your inhalations and exhalations for a few moments.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice any thoughts? Did you notice that your mind was caught up with some thoughts and was carried away? Were you able to imagine that you just watch your thoughts as clouds? Where do you think that your thoughts come from? Did you notice that some thoughts affected your body or emotions? Do you think all of your thoughts were true? Why is that?

Further suggestions:

If you noticed any thoughts, you could draw some clouds and write down some of the thoughts you noticed. For each thought, could you try to find one word that would describe it well enough?

Tell your parents to praise you for effort instead of talent.

Jónsdóttir (2018)



8) Suggestions for movies/video clips

- Forrest Gump (1994):
Paramount Pictures. (2014, July 29). Forrest Gump IMAX Trailer [Video file]. Retrieved from https://www.youtube.com/watch?v=921V_LwMd1Q (Available in English)
- Sing (2016):
Universal Studios. (n.d.). ¡Canta! [Video file]. Retrieved from <http://www.canta-lapelicula.es/videos> (Available in Spanish)
- Brave (2012):
Disney Pixar. (2011, November 16). Brave Trailer [Video file]. Retrieved from https://www.youtube.com/watch?v=TEHWDA_6e3M (Available in English)
- Mindsets Explained:
Sprouts. (2016, April 15). Growth Mindset vs. Fixed Mindset [Video file]. Retrieved from https://www.youtube.com/watch?v=KUWn_TJTrnU (available in all languages)
- Neuroplasticity:
Sentis. (2012, November 6). Neuroplasticity [Video file]. Retrieved from <https://www.youtube.com/watch?v=ELpfYCZa87g> (available in all languages by automatic translation)
- What Is Growth Mindset:
Khan Academy. (2014, August 19). The Growth Mindset [Video file]. Retrieved from <https://www.youtube.com/watch?v=wh0OS4MrN3E> (available in all languages by automatic translation)
- The difference between fixed & growth mindset:
MindsetKit. (n.d.). What is growth mindset? [Video file]. Retrieved from <https://www.mindsetkit.org/topics/about-growth-mindset/what-is-growth-mindset> (Available only in English. Includes transcription)
- Growing your mind (available in all languages by automatic translation):
Khan Academy. (2014, August 19). Growing your mind [Video file]. Retrieved from <https://www.youtube.com/watch?v=WtKJrB5rOKs>

9) Transfer exercise

Objective:

To create a deep understanding of growth-mindset to be able to use the skill in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook.

Key learning points

- 1) What have you learned from the chapter on growth mindset?
- 2) What exercises did you find good and relevant to you?
- 3) How can you use this learning in other situations or settings?

Use the app ExplainEverything to show what you have learned from the lesson on growth mindset or write it down in your notebook.

Suggestions for debriefing:

Let the students show "ExplainEverything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References:

- Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.
- Dweck, C. S. (2012). Mindset: How you can fulfil your potential. New York: Ballantine books.



c. Emotional Resilience

Learning how to bounce back from setbacks

"Life is like a box of chocolates – you never know what you are gonna get"

(*'Forrest Gump'* film)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When you move from one school to another, and you have to start anew."

"When you start living with other people, and respect different rules."

What are the expected results of this session?

The session has been designed to support and develop the ability of the students to bounce back and cope well in times of adversity. The objectives are:

- To understand the meaning of emotional resilience.
- To develop an awareness of strategies for coping with setbacks and overcoming difficulties.

What is emotional resilience?

There are many different definitions of resilience, but they all refer to the capacity of the individual to overcome odds and demonstrate the personal strengths needed to cope with some kind of hardship or adversity

(Noble & McGrath, 2013)

We all go through hard times in life. In some cases, we just experience slight difficulties or are faced with disappointments. However, we might also have to deal with vital challenges or crises. Confronting such challenges might help us to grow stronger and gain new skills to cope with adversity. We learn how to bounce back and become more resilient. Students with optimal levels of well-being and resilience enjoy good mental and physical health, are more resistant to stress and achieve good academic performance (McGrath & Noble, 2011). We do not know when we will be faced with challenging events, but we do know that there are ways and strategies to help in tackling adversity. Our ratio of positive to negative emotions (A), our hopes and optimism (B) and our explanatory styles (C) are all important factors for bouncing back after setbacks.

A) Positive emotions

In 2009, *Positivity* was published; the book is a synthesis of Fredrickson's ground-breaking research on positive emotions. She has shown that we can create well-being by focusing on positive emotions and use them to overcome negative emotions. We all experience negative events to some extent; when that happens, we are often flooded by negative emotions such as grumpiness, anger, sadness and sorrow. This affects our thoughts, feelings, relationships and judgment. Negative emotions launch a focused, narrow-minded and intolerant mindset, which may be compared to a tunnel vision. The negative emotions are our warning signals that not everything is as it should be; they are vital to us and can even mean the difference between life and death.

Fredrickson's research (2009, 2013) has been focused on the effect of positive emotions on our well-being and health. The Broaden-and-Build Theory developed by Fredrickson states that positive emotions have an invigorating and lasting effect on our personal resources. Such emotions change the way in which our brain works and develop our thought and action repertory by generating a cone vision, expanding our field of vision and attention. The research focuses on 10 positive emotions; joy, interest, gratitude, serenity, hope, pride, amusement, inspiration, awe and love (Fredrickson, 2009). The last emotion, love, may be seen as a superior emotion since it can encompass the rest.





In the wake of negative events, positive emotions may reduce the effect of the preceding negative emotions and broaden our perspective to see more options and more solutions. The Theory of the Upward Spiral is an extension of the Broaden-and-Build Theory. When positive emotions prevail, we build up our resources. This is somewhat like depositing positive emotions in the bank to be withdrawn later, and this brings us dividends in the form of still more positive emotions. This creates an upward spiral; positive emotions earn interest, generating more such emotions. Our experiences with positive and negative emotions affect our feelings and thoughts; they may become self-fulfilling prophecies and trigger either a positive upward spiral or a negative downward spiral.

The research on positive and negative emotions has shown that well-being requires a prevalence of positive emotions. This is called the positivity ratio. As humans, we have been equipped with a negativity bias to ensure our survival, and we keep an eye on anything that threatens us. When negative emotions prevail, we develop a tunnel vision, which helps us to face acute and difficult situations. However, experiencing such emotions frequently and for prolonged periods negatively affects our well-being and stops us from thriving. When positive emotions prevail, we thrive, develop and flourish (Holmgren, Ledertoug, Paarup, & Tidmand, 2019).

- Prevalence of negative emotions ==> failure to thrive
- Equal levels of negative and positive emotions ==> failure to thrive
- Prevalence of positive emotions ==> well-being
- Strong predominance of positive emotions ==> development and flourishing

B) Hope and optimism

Our positivity ratio is an important factor in dealing with setbacks and creating resilience. It also affects the way we look at the future, whether we are optimistic and hope for the best or pessimistic and lack hope. A good strategy to raise resilience is to boost the levels of hope and optimism. Snyder (2002) explains hope as a positive motivational state that is based on an interactively derived sense of successful agency (goal-directed energy) and pathways (planning to meet goals).

Lopez (2013) distinguishes between hope and optimism. Optimism is the belief that the future will be better than the present; you wish for it and you dream about it. However, optimism exists more in your mindset than in your actions. Hope is the belief that the future will be better than the present, coupled with the belief that you have the power to make it so.

Hope is created by merging four different elements:

- 1) Willpower: Goals that are valuable but uncertain provide direction and an endpoint for hopeful thinking.
- 2) Waypower: Pathways reflects mental routes that we take to achieve our desired goals and our perceived ability to create these routes.
- 3) Agency thinking refers to the motivation to pursue our goals.
- 4) Barriers prevent the attainment of our goals; when we encounter a barrier, we can either give up or use our pathway thinking to create new routes.

You can be either hopeful or lack hope. Very hopeful persons can change the outcomes, because they stretch their own capabilities to the limit, seemingly achieving impossible results. When faced with a setback, a person with high hopes finds new energy and new means to reach a goal; a person lacking hope needs more time to recover and gain the courage to try again.

How we think of the future and what we hope for affects the way we live our lives (Lopez 2013). Hope is a key characteristic of a successful student; it fuels persistence and perseverance and acts as a buffer against setbacks. It is important to remember that hope can be learned, and that hopeful people can help spread it to others.

As a teacher you can support the development of hope by (Lopez 2013; University of Minnesota, 2013):

- Being a role model, i.e. showing high hopes yourself.
- Highlighting hope in stories and actions.
- Helping students to find other role models to "borrow" hope.
- Helping them to understand the correlation between the way they think, hope and their future life.
- Encouraging the students to find different strategies to reach their goals.

C) Explanatory styles

Hope and optimism are strongly affected by our explanatory style—the way we explain success or a failure. The way we talk about ourselves and our experiences of success and failure affect our explanatory style; it is important to understand this to help the students effectively.

Seligman (1998) defines an explanatory style as the manner in which you habitually explain to yourself the reasons for your experiences.

Our explanatory style is based on three different styles:

1. Permanence: Events are perceived as temporary or permanent.
2. Pervasiveness: Events are perceived as global (all-pervasive) or specific (confined to one area of life).
3. Personalisation: Events are caused internally or externally.

All the explanatory styles have an optimistic and a pessimistic side.

1) A permanent explanatory style is associated with the perception of time:

The pessimistic style:

"It is always happening to me" or "I am never lucky".

The optimistic style:

"Sometimes I fail" or "Lately, I have had some trouble".

A permanent pessimistic style can lead to learned helplessness. The people using this style feel that nothing beneficial ever happens to them and all the events in their life are always to their disadvantage. They need a very long (unlimited) time to get back on track. The permanent optimistic style leads to perseverance; the people employing it will try again or try harder to succeed. A temporary pessimistic and a permanent optimistic explanatory style are necessary to improve resilience.



2) A pervasive explanatory style is associated with the perception of space

The pessimistic style:

"If I cannot solve this math problem, I will probably fail physics as well".

The optimistic style:

"My English teacher does not see my progress".

The explanatory style related to pervasiveness and space assumes that an actual event might spread to other subjects or situations or only affects the specific event. In the latter case, the individual has an opportunity to bounce back from setbacks.

To create resilience, it is important to employ a specific pessimistic style and a more pervasive optimistic explanatory style.

3) A personalised explanatory style relates to the perception of causality:

The pessimistic style:

"I am just too stupid to understand this (internal cause)".

"The teacher is too stupid to teach this subject in an understandable manner (external cause)".

The optimistic style:

"When I try harder, I will manage (internal cause)".

"If I ask the teacher to explain it to me again, I will probably understand it (external cause)".

A pessimistic personalised explanatory style with internal cause leads to low self-esteem and a feeling of lack of control, while an optimistic personalised explanatory style boosts self-esteem and increases a feeling of control.

Types of explanatory style:

	GOOD SITUATION	BAD SITUATION
OPTIMISTIC	<ul style="list-style-type: none">• Permanent• Pervasive• Personal (internal)	<ul style="list-style-type: none">• Temporary• Specific• External cause
PESSIMISTIC	<ul style="list-style-type: none">• Temporary• Specific• External cause	<ul style="list-style-type: none">• Permanent• Pervasive• Personal (internal)

(Peterson, 2006)

As a teacher, you can encourage the students to use the optimistic explanatory style by (Manger, 2009):

- Helping them to set realistic goals. Split difficult tasks into smaller undertakings, setting achievable milestones.
- Training in good problem-solving strategies.
- Highlighting the correlation between good strategies and finding good solutions.
- Praising and appreciating their effort. Emphasise the progress achieved by taking responsibility.
- Providing feedback to help the students to navigate.

Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

You can explain to your students the importance of emotional resilience in coping with challenges and difficulties. Mastering this skill can help at any time of life but particularly during adolescence when setbacks are often the rule rather than the exception. Emotional resilience is crucial in dealing with such challenges effectively. You may also pose leading questions about the importance of learning to respond constructively to setbacks and overcoming difficulties using specific, tangible emotional resilience skills. The discussion might be elicited from the students, or facilitated by the teachers.

It is important to explain that being emotionally resilient does not mean that you are tough enough not to break under any kind of pressure. Sometimes, the circumstances will change, and you will not need to adapt and overcome all possible disadvantageous situations. However, being emotionally resilient means being able to cope and bounce back in most situations.

The opening activity "Food for thought" gives an opportunity to present the rationale for the session.

1) Food for thought:

- What do you know about resilience?
- What is your reaction to setbacks?
- How do you normally deal with difficult situations?
- How easy is it for you to pick yourself up again?

2) Background information:

Introduce emotional resilience to the students, based on the section "What is emotional resilience?"

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skill:

- Emotional resilience: https://youtu.be/e_bHmEYnktU



4) Emotional resilience

A story for discussion



Listen to the song "Stronger" on YouTube:

Kelly Clarkson. (2011, December 14). Kelly Clarkson – Stronger (What Doesn't Kill You) [Video file]. Retrieved from <https://www.youtube.com/watch?v=Xn676-flQ7I>

Afterwards, read the lyrics aloud in class (teacher or student)

Discuss the content.

You know the bed feels warmer – sleeping here alone
You know I dream in colour – and do the things I want
You think you got the best of me – think you had the last laugh
but you think that everything good is gone – think you left me broken down
Thinking I'd come running back – baby you don't know me, cause you're dead wrong
What doesn't kill you makes you stronger – stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter – footsteps even lighter
Doesn't mean I'm over cause you're gone
What doesn't kill you makes you stronger – stronger
Just me, myself and I
What doesn't kill you, makes you stronger – stand a little taller
Doesn't mean I'm lonely when I'm alone
You heard that I was starting over with someone new
But told you I was moving on over you
You don't think that I'd come back – I'd come back swinging
You try to break me but you see what doesn't kill you
Makes you stronger – stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter – footsteps even lighter
Doesn't mean I'm over cause you're gone
What doesn't kill you makes you stronger – stronger
Just me, myself and I
What doesn't kill you, makes you stronger – stand a little taller.
Doesn't mean I'm lonely when I'm alone
Thanks to you, I got a new thing started – thanks to you I'm not broken hearted
Thanks to you I'm finally thinking about me.
You know in the end the day you left was just my beginning – in the end.
What doesn't kill you makes you stronger...

Clarkson, K. (2011) Stronger.

5) Topics to be discussed in class

In many cultures, it is a custom to mourn for a year when you lose someone close to you.
How can you mourn a loss and at the same time recover from it?
Is it possible to set a certain time for grieving? Why? Why not?

Ledertoug (2018)

6) Student exercises

Positivity ratio

Objective:

A strategy to enhance resilience is to learn how to raise the level of positive emotions.

Time:

Exercise: 10 min. Debriefing: 30 min.

Materials:

Tablet/computer or A4 paper, coloured pens and various magazines



Consider your own positivity ratio.

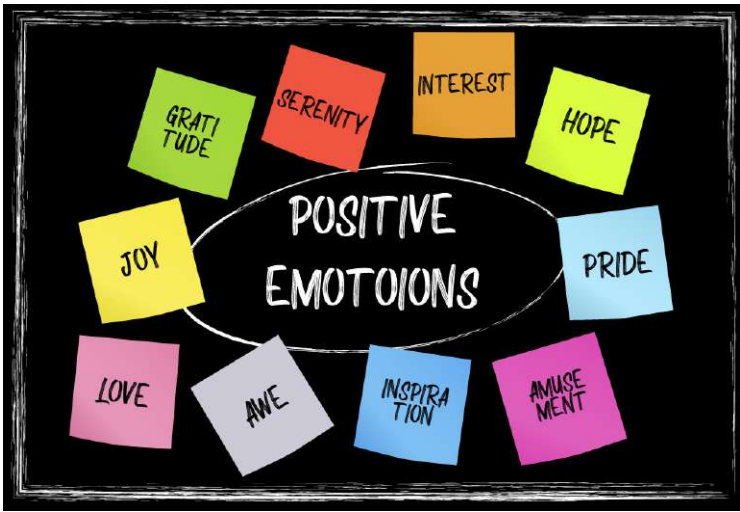
Do you have more positive than negative emotions during the day?

Do you experience the same number of positive emotions as negative emotions?

Do you have more negative than positive emotions?

No matter how many positive emotions you experience, you can always raise your level of such emotions.

One way to do so is to create a positive portfolio for one of the emotions that are most important to you. Choose one of the positive emotions from the picture below and create a portfolio, either on your tablet/computer using photos or pictures from the internet or using paper, coloured pens and cuttings from magazines. Use the pictures, drawings, photos, sentences, etc. that improve your mood when you look at them or think about them. Return to your portfolio as often as you need.



Suggestions for debriefing:

Let the students create posters for all 10 positive emotions and hang them in the classroom.

Further suggestions:

Ask the students to write an essay or make a podcast about one chosen positive emotion.



Fredrickson, B. (2009) Positivity. Top-notch research reveals the 3 to 1 ratio that will change your life. New York: Three Rivers Press



The mood list

Objective:

A strategy to enhance resilience: is to learn how to improve your mood.

Time:

Exercise: 10 min. Debriefing: 10 min.

Materials:

Notebook and pencil.

Make a list of three to five things that put you in a bad mood at school, and then make another list of three to five things that put you in a good mood.

Bad mood

- 1:
- 2:
- 3:
- 4:
- 5:

Good mood

- 1:
- 2:
- 3:
- 4:
- 5:

When you have finished your list, raise your hand and find a partner. First, tell your partner what is on your bad-mood list, and then, what is on your good-mood list.

Ask your partner for another good mood activity on his/her list and complete your list.

Change the roles and listen to your partner, and then, give him or her an example of something else that creates a good mood.

Suggestions for debriefing:

Ask the whole class to write their good- and bad-mood activities lists on the blackboard or smartboard.

What can you learn from the lists?

Further suggestions:

Choose a thing or two from the good-mood lists to focus on for the next few days in class.

Holmgren, Ledertoug, Paarup & Tidmand, (2019) The Battle against Boredom in Schools. Copenhagen. The Strength Academy

Using hope to reach my goal

Objective:

A strategy to enhance resilience: is to work proactively on creating more hope. As this exercise is complex, the teacher can show his/her own model to lead the students.

Time:

Exercise 10 min. Debriefing 10 min.

Materials:

Copy of the exercise or notebook and pencil.

In the model below, you start by stating a goal and write it in the right column.

Then, you think of possible pathways to reach your goal (at least three pathways). Write them in the left column.

In the column for barriers, you write all the things that could possibly prevent you from succeeding.

For each barrier, give a strategy to overcome it in the next column.

My pathways	My barriers	My strategies to overcome barriers	My goal

Suggestions for debriefing:

Discuss in class the possible barriers preventing them from reaching their goals. Let the students share their strategies to overcome barriers.

Further suggestions:

Discuss the different strategies for overcoming the obstacles and barriers.

Lopez, S.J. (2013). Making hope happen. Create the future you want for yourself and others. New York: Atria Paperback



Finding the will

Objective:

A strategy to enhance resilience: is to learn how to boost your willpower and how to borrow hope from someone else.

Time:

Exercise: 10 min. Debriefing: 10 min.

Materials:

Smartphones or pen and paper.

Find a partner and interview each other using pen and paper or smartphones.

Ask the following questions:

If things get tough or do not go according to plan,

how can you find the energy to move towards your goal?

Why would you keep going?

Which of your characteristics would help you to keep going?

Is there a person who can borrow you hope?

Suggestions for debriefing:

Discuss in class:

Are there any differences between the strategies for an adult and for a teenager?

Further suggestions:

Find the strategies that you thought were the best among those presented in the interviews. Interview the teacher. The students might also practise at home, with other adults, to find new strategies to learn.

Boniwell, I. & Ryan, L. (2012). Personal Well-being lessons for secondary school. Positive psychology in action for 11 to 14 year olds. UK: Open University Press.

The dream catcher

Objective:

A strategy to enhance resilience is to create hope for the future.

Time:

Exercise: 20 min. Debriefing: 10 min.

Materials:

Paper, coloured pens, cuttings from magazines, photos, feathers and strings.

Make a dream-catcher.

You can make a dream-catcher using a computer or tablet and print it afterwards, or you can use colorful paper, feathers, strings, etc.

Write down your biggest dream in the middle of the dream-catcher.

You can also attach pictures or drawings to illustrate your dream.

If everything were possible, what would you wish for?

What could you do to make it happen?

Suggestions for debriefing:

Decorate the classroom using all the dream-catchers.

Further suggestions:

Share the dreams with each other.

Lopez, S.J. (2013). Making hope happen. Create the future you want for yourself and others. New York: Atria Paperback



Explanatory styles

Objective:

A strategy to enhance resilience is to become aware of your explanatory style. Let the students know that the first thing they must do is to become aware of their explanatory style so they can change it if necessary.

Repeat a brief explanation of the different styles.

Time:

Exercise: 10 min. Debriefing: 10 min.

Materials:

Copy of the exercise or notebook and pencil

Julia made a presentation in class. It went awful and she was very upset about it.

She kept thinking about how to explain the experience to her parents.

For each of her attempt to explain the experiences, she uses different explanatory styles. She came up with the six different explanations below.

Look at her different explanations and try to figure out if the explanation is **pessimistic or optimistic?**

Also, consider if the explanation is **permanent** (always/never or sometimes), **pervasive** (everything/something) and **personal** (internal/external).

You can make this exercise on your own or discuss it with a partner.

1) I am a terrible presenter. I do not know the right way to make a speech.

Explanatory style: _____

2) Well, these things just happen sometimes. No big deal. I will try to make a better presentation next time.

Explanatory style: _____

3) The computer broke down in the middle of everything and I could not show my presentation.

Explanatory style: _____

4) This presentation went awful. I just know I will never be able to do presentations in maths either.

Explanatory style: _____

5) I always know exactly what to say before the presentation and then I forget everything.

Explanatory style: _____

6) I will never let it happen to me again. Next time I will prepare even better.

Explanatory style: _____

Which explanatory style would you use?

Suggestions for debriefing:

Discuss in class the examples of explanatory styles.

Further suggestions:

Discuss in class how you can help each other by using more optimistic explanatory styles.

Ledertoug (2019)

7) Mindfulness exercise:

The anchor

Objective:

A strategy to enhance mindfulness is to train your attention with kindness and curiosity. Introduction of breathing as an anchor for the attention, where you can always rest, step out of the autopilot mode and train your attention to be when and where you want it to be.

Time:

Exercise 3–5 min, debriefing 5 min.

Materials:

Chairs, one per student.

Stop for a moment. I invite you to imagine that you are all in your own bubbles. This means that you do not pay attention to the people around you; just give yourself and others some space. You can close your eyes or you can just look at something in front of you.

Now bring your attention to your breathing. Just observe your breathing as it is right now, with kindness and curiosity. You do not need to change it in any way. Just let the breath in and out.

If you like, you can put your hand on your stomach and note the sensations of each breath going in and out. Maybe you will notice a mild movement with every breath. If you are comfortable with it, you can close your eyes or you can just lower your gaze.

There is no right or wrong way to feel it, just breathe in and out; there is no need to control it in any way.

You can try to close one nostril with a finger and breathe through the other. Note your feelings. After a few breaths, change the nostril through which you are breathing. Just observe the sensation of breathing. Maybe you will notice warmth or cold, tingling or dryness.

Return to breathing through both nostrils; just breathe in and breathe out. If you notice that your mind wanders, do not worry; this is just what minds do. Observe where your mind wanders, what thoughts you are experiencing and then, bring your attention back to your breathing. Your breathing is your anchor to the present.

If your mind wanders more than once, bring it back every time. Repeat it as many times as you need. Practise this in silence. Remember that your breathing is always there when you want to step out of the autopilot mode and calm down. Just be.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything in your body? Lightness, heaviness, tingling, cold, warmth or anything else? Any thoughts or feelings? Did you notice that your mind wandered?

Further suggestions:

How does it help to pay attention to your breathing? Can you see any situations in which it would be helpful to anchor your attention to your breathing? Where and when would it be helpful to use this exercise?

Jónsdóttir (2018)



8) Suggestions for movies/video clips

- Cast Away (2000):20th Century Fox. (2015, March 5). Cast Away | #TBT Trailer | 20th Century FOX [Video file]. Retrieved from <https://www.youtube.com/watch?v=4tVklCz2jcl> (Available only in English)



- Axa PPP Healthcare. (2017, February 2). What is resilience? [Video file]. Retrieved from <https://www.youtube.com/watch?v=gcbTmw1Y48I> (Available only in English)



- Black Dog Institute. (2016, May 2). Building personal resilience [Video file]. Retrieved from <https://www.youtube.com/watch?v=pS5H7VfkuPk> (Available in all languages via automatic subtitles)



9) Transfer exercise

Objective:

To create a deep understanding of resilience to be able to use the skill in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook.

Key learning points

- 1) What have you learned from the chapter on emotional resilience?
- 2) What exercises did you find good and relevant to you?
- 3) How can you use this learning in other situations or settings?

Use the app ExplainEverything to show what you have learned from the lesson on resilience or write it down in your notebook.

Suggestions for debriefing:

Let the students show "ExplainEverything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References:

- Fredrickson, B. (2009). Positivity: Top-Notch Research Reveals the Upward Spiral That Will Change Your Life. New York. Three Rivers press
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- Noble, T., & McGrath, H. (2013). Well-being and resilience in education. In S. A. David, I. Boniwell & A. Conley Ayers (Ed.), The Oxford handbook of happiness. UK: Oxford University press.
- McGrath, H. & Noble, T. (2011). BOUNCE BACK! A Wellbeing and Resilience Program. Melbourne: Pearson Education.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press, Inc.
- Seligman, M. (1998). Learned Optimism. New York: Pocket Books.
- Snyder, C. R. (2002). Hope Theory. Rainbows in the mind. Psychological Inquiry, Vol. 13, No. 4, pp. 249-275.



d. Social Resilience

Learning to be strong as a group

"Use pain as a stepping-stone,
not a campground"

(Alan Cohen)

Theory

Reflect your
personal experiences
and learning
processes.

Provide a rationale for the
exercises used for teaching.
Students have to understand and
feel these skills as meaningful,
applicable to their lives and
relevant in their context.

This skill is useful, for example, when...

"When you participate in a group sport and you need to collaborate all together."

"When the group has a problem and you are asked to help."

What are the expected results of this session?

The session has been designed to support and develop the social resilience skills of the students. It should help them to function in various social settings and cope with adversity as a group. The objectives are:

- To understand the meaning of social resilience. Social resilience is the crucial aspect of human relations under adverse circumstances.
- To examine the capacity of the students to engage in different social settings and their role in initiating positive social interactions.
- To develop an awareness of their abilities and formulate practical plans and tips for self-empowerment and helping others.
- To instigate flexible and accurate responses to setbacks and teach them to overcome difficulties as a group.

What is social resilience?

Social resilience is the capacity to engage with others, strengthening the existing and developing new social relationships. This approach can transform adversity into a collective growth experience

(Cacioppo, Reis, & Zautra, 2011).

Individual resilience exploits the capacity of an individual. Social resilience employs the capacity of individuals and groups to work with others to achieve the desired goals.

Social resilience is multilevel and relies on:

- Characteristic personal ways of relating to others (e.g., agreeableness, trustworthiness, fairness; compassion, humility, generosity, openness).
- Interpersonal resources and abilities (e.g., sharing, attentive listening, perceiving others accurately and empathically, communicating care and respect for others, responsiveness to the needs of others, compassion and forgiveness).
- Collective resources and capacities (e.g., group identity, centrality, cohesiveness, tolerance, openness, rules of governance).

Social resilience relies on the capacity and motivation to perceive others accurately and empathically. The ability to see others through the same lens as we view ourselves and to respond to them in a supportive manner is a cornerstone of social relations. To be socially resilient, you need to understand how other people perceive the diverse experiences and situations in life. Successful coordination of activities requires shared perspectives and common goals. A strong awareness of and concern for the needs of other people promotes positive interpersonal bonds (Cacioppo et al., 2011).

Personal resources that advance social resilience include:

- Capacity and motivation to perceive others accurately and empathically.
- Feeling connected to other individuals and collectives.
- Communicating care and respect for others.
- Values that promote the welfare of self and others.
- Ability to respond appropriately and contingently to social problems.
- Expressing social emotions appropriately and effectively.
- Trust.
- Tolerance and openness.

(Cacioppo et al., 2011)

Please note that you will not be teaching your students to internalise all these resources; the goal is to understand and identify such resources and practise their use.



Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

To understand the need for social resilience, it is important to be aware of social challenges during the period of adolescence. You may pose questions about the significance of learning how to overcome difficulties as a group using specific, tangible skills. You could also ask the students about the adverse effects of not using such skills

Explain to your students that being socially resilient does not mean pretending that everything is just fine. What it does mean is being able to solve the problems in their relationships with others. Such problems can be solved successfully by collaborating with others; this should be based on constructive, team-oriented problem-solving strategies (Cacioppo et al., 2011).

The opening activity "Food for thought" is a good opportunity to present the rationale for the session.

1) Food for thought:

Pose some opening questions to the class.

- Do you know something about social resilience? What do you think it means?
- How can social resilience skills be applied in everyday lives?
- What can advance social resilience?
- Could you describe a specific difficult situation in which social resilience might be helpful?

2) Background information:

Introduce social resilience to the students, based on the section "What is social resilience?"

3) Illustration of the skill

Link to videos showing and explaining the skills

- Social resilience: <https://youtu.be/-XxbVRkbARE>



4) Social resilience

A story for discussion: The Miracle Season



Caroline "Line" Found is the star volleyball player of the Iowa City West High School Volleyball Team and is well loved by the members of the community. With Line as the captain, the Trojans have remained undefeated. Everyone has high hopes that the City West team will win the championship again, especially against their long-time rival, City High. During a party at her house, Line decides to sneak away secretly to visit her mother at the hospital, where she is being treated for cancer. That night, Line is killed in a moped accident, leaving the entire community in mourning.

Even though the school and community are still in shock after Line's death, the Trojans' coach, Kathy Bresnahan, continues to hold volleyball practice. She directly approaches Line's best friend, Kelley, encouraging her to return because Line would have wanted them to continue. Kelley refuses, but Bresnahan persists until Kelley agrees. After it is revealed that City West has lost their most recent match due to forfeit, Kelley encourages the entire school to continue for Line's sake.

City West struggles during their practices and loses their first game badly, still discouraged by Line's death. Bresnahan begins to run the team through gruelling drills until the best player is identified. When Kelley succeeds, Bresnahan names her the new captain of the team. As the weeks go by, the team becomes motivated to win the state championship for Line and they begin to win their games. Bresnahan informs the team they need to win all their remaining games to be eligible for the state championship. The Trojans win their next fourteen games, giving them a chance to win the championship. Before the state tournament begins, Kelley receives a gift from Line's father, Ernie, which encourages her not to play or be like Line, but to "live like Line." At the state tournament, the Trojans win the quarter-final game with ease, but struggle to win in the semi-final. They move on to the championship, and have to face the City High, who are the favourites. City High takes the lead early in the game, but the West team manages to tie the game until the fifth and final set. They capture the state championship again. As the crowd cheers, Sweet Caroline is played in honour of Line and Kelley holds Line's picture up, high and proud.

The miracle season. In Wikipedia. Retrieved June 13, 2018 from https://en.wikipedia.org/wiki/The_Miracle_Season

5) The dilemma to be discussed in class

Divide the class into two teams and present a case:

As in the case of City West High School Volleyball Team, you and your classmates are competing in a school tournament (sports, or other fields) but you have lost the most talented of your team mates. Some of you would withdraw your team from the competition and prepare better for the next year, and some of you will continue in the tournament.

What would you do in each case? What are the advantages or disadvantages of each position? How could you build social resilience in each case?

Hjemdal, Morote, Anyan (2018)



6) Student exercises

Social resilience

Objective:

A strategy to enhance social resilience: is to understand the meaning of resilience.

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

Post-it notes, pens.

Divide the students into groups, 4–6 students per group.

Reflect upon:

- What do you understand by the term “social resilience”?
- Share your understanding with your group members.
- Discuss and agree on a shared understanding of social resilience and write it on a Post-it note placed on the board/window/wall. Give concrete examples that may help you to explain your ideas (e.g. situations where you can identify the collective resilience of a group).
- Share all these conclusions with others in the class.

Suggestions for debriefing:

Examine the common themes associated with the science of social resilience, apparent in the exercise.

Further suggestions:

Share in class: Examples of social resilience experiences.

Hjemdal, Morote, Anyan (2018)

Maria's story

Objective:

A strategy to enhance social resilience: raise the awareness of this skill.

Time:

Exercise: 20 min. Debriefing: 10 min.

Materials:

The Resilience Sheet A

Students work in groups of 3 – 4. One of the students reads the following story aloud. Afterwards, you fill out the Resilience Sheet A together.

Maria was eleven when she moved to the United States with her mother and three older brothers to escape the political unrest and economic hardship of the Dominican Republic. They left behind Maria's primary caregiver, her grandmother, and a large extended family. The family crowded into a one-bedroom apartment in a neighborhood heavily populated by Dominicans in New York City until a friend of Maria's mother found an old friend who helped them move into a decent apartment. Maria, who knew very little English, was enrolled in English as a Second Language class, and soon gained sufficient mastery of the language, when she made new friends. These students were also learning to speak English, just like Maria. Maria and the other kids showed respect and acceptance to each others who also came from different places with diverse cultural backgrounds. They helped each other to learn the new language and presentation skills. At the end of the group work presentations, Maria and her classmates did their presentations and they were full of gratitude to her group. Maria showed her trust and belief in the group members and promised cooperation in the future group tasks. The quality of English spoken by Maria and her friends improved tremendously.

Suggestions for debriefing:

Each group nominates one person to present their responses to the whole class after completing Resilience Sheet A.

Further suggestions:

Discuss in class: What does Maria's story tell you about social resilience?

Berger, R. (2008). Fostering post-traumatic growth in adolescent immigrants. In L. Liebenberg & M. Ungar (Eds.), Resilience in action: Working with youth across cultures and contexts (pp. 87–110). Toronto: University of Toronto Press.



Resilience Sheet A

Read the following questions.	Write down your thoughts and responses to the questions.
<p>1. The adversity Maria faced was...</p> <p>Think about this:</p> <p>Resilience is the ability to withstand, deal with and recover from difficult situations. Describe the adversities or difficult situations that Maria and her new friends faced in the story.</p>	
<p>2. What helped Maria and her new friends to do well despite her difficult situation?</p> <p>Think about this:</p> <p>Each person has choices to make, resources they can turn to, the strengths they draw upon or insights they can apply. However, when they join forces, these strengths may increase and grow to achieve a collective or shared goal. Can you see the social resilience in this story?</p>	<p>To answer this, describe some of the resources introduced in this session that can also be found in Maria's story.</p>
<p>3. What happened in the life of Maria that might not have occurred without social resilience shown in the story?</p> <p>Think about this:</p> <p>Stories of resilience show turning points where something shifts, new and unexpected opportunities are found, or known opportunities are strengthened.</p>	

My own social resilience

Objective:

A strategy to enhance social resilience: identify our capacity to engage in social settings and our roles in initiating positive social interactions.

Time:

Exercise: 15 min. Debriefing: 10 min.

Materials:

The Resilience Sheet B

Form groups of 2–4 students.

Reflect upon your own experiences of social resilience.

Use your reflections to fill the Resilience Sheet B.

Suggestions for debriefing:

Discuss in class:

What have you learned about your own social resilience?

Further suggestions:

Write a short essay about an experience of social resilience.

Hjemdal, Morote, Anyan (2018)



Read the following questions.	To answer the questions, write down your thoughts here. There are no right or wrong responses.
4. Describe an adversity or difficult situations that you faced together as a group (i.e. class, sport team, arts club, etc.).	
<p>5. What helped you and your group to do well despite the difficult situations you faced?</p> <p>Think about this:</p> <p>Each group has choices to make, resources that they turn to, strengths they draw upon or insights they can apply.</p> <p>Describe the resources that help you and your group (team, club, etc.) to overcome difficult</p> <ul style="list-style-type: none"> • As a family • At your school • In your community 	<p>At your school</p> <p>In your community</p>
6. Describe how one or more of your social resilience resources (in your family, school or community) helped you to overcome a specific difficult situation.	To answer this, describe specific difficult situations and specific resource and how you used the resource to overcome the difficult situation together



Objective:

A strategy to enhance social resilience: improve working as a team

Time:

Exercise: 10–15 min. Debriefing: 5 min.

Materials:

3–5 balloons.

Form a big circle, standing shoulder to shoulder.

In a moment, the balloons will enter your circle.

It is your job as a team to make sure that all balloons stay in the air. The balloons are not allowed to touch the floor.

While you play, pay attention to each other. Work as a team. Take care of each other.

How long can you keep the balloons in the air?

Suggestions for debriefing:

Try the same exercise while holding hands

Further suggestions:

Discuss in class how good teamwork can make the class more social resilient?

Red Barnet & Save the Children Denmark. (2016). Stærke sammen. Et læringsforløb til mellemtrinnet, der styrker klassefællesskabet og det enkelte barn. Retrieved from <https://redbarnet.dk/media/3680/stærke-sammen.pdf>

Toxic Waste

Objective:

A strategy to enhance social resilience: think flexibly and accurately when responding to setbacks and overcoming difficulties as a group.

Time:

Exercise: 5 + 15–20 min. Debriefing: 5–10 min.

Materials:

1 big bucket, 1 small bucket, 1 long rope, 1 peg, 1 elastic cord/bicycle tube, 8 shorter ropes, water to represent toxic waste.

Preparation: Cordon off an area of 10 x 10 m using a long rope. In the middle of the area, place the small bucket containing "toxic waste" (i.e. water). Place the big bucket outside the marked area (the further away you place it, the more difficult is the exercise). The big bucket symbolises a neutralisation area. The inside of the cordoned-off area is very toxic and the consequences of touching it could be fatal. You need to transport the toxic waste in the small bucket to the neutralisation area for destruction. If do not manage to neutralise the waste within a given timeframe, it will explode and destroy the Earth.

- Choose a student to lead the task.

You have 5 minutes to get ready (preparation phase). In this phase, you can all speak freely. Make sure that everyone knows the plan and that you always have the information needed.

As soon as you start working on the removal of the toxic waste, only the person chosen to lead the work is allowed to speak. THE REST OF YOU (THE STUDENTS) ARE ONLY ALLOWED TO DO EXACTLY WHAT THEY ARE TOLD TO DO and you are only allowed to say YES or NO.

You have all the materials available for the exercise

Rules:

You must not step into the toxic area.

If you spill some toxic waste, the person closest to you dies and is not allowed to participate anymore.

Exercise: You now have 15 (20) minutes to save the Earth.

Suggestions for debriefing:

Discuss in class:

- How did you solve the problem?
- How did you share the different tasks?
- How did it work?
- Is it possible to solve the toxic waste problem on your own?
- Did you rely on each other?
- What did you do best?
- What do you need to do to improve as a group?

Further suggestions:

Further discussion:

- How did it feel to receive instructions from a student-leader?
- How did it feel to be in charge of all the students?

Samarbejdsøvelser. (n.d.). Retrieved from <http://www.ishoj.dk/sites/default/files/files/Samarbejdsøvelser.pdf>

7) Mindfulness exercise:

Body scan

Objective:

Train your body awareness and attention with kindness and curiosity.

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

Chairs, one per student (and/or mattresses, if possible).

In this exercise, you will sit in your chair but at home, you can choose to lie down. You are going to pay close attention to your body. You could try to imagine that your attention is like a torch, which you point at your body to scan it firmly but with an attitude of kindness and curiosity. In this practice, we are not trying to get anywhere or strive to achieve anything special. The intention is simply to give some time to each region of your body to see what is already here.

I invite you to imagine that you are in your own bubble; you don't pay attention to the people around you, just give yourself and others some space. You can close your eyes or you can just let them rest on something in front of you.

Sit comfortably, with your feet on the floor, hands in your lap or on the table, your head balanced and your back straight but not too tense. Make your body rest like a majestic mountain. Start by bringing your attention to the sensations of your breathing. Feel your breathing right now; you don't need to change it, just sense it as it is. Follow a few breaths as best you can. Just breathe in and breathe out.

Now bring your awareness to your body and move the torchlight of attention to your feet, both left and right. Are there any sensations that you notice there? Can you feel the soles of your feet? Can you feel your toes? Your heels? Do you sense the touch of the socks? Do you notice any other sensations? Warmth, coolness, tingling or tightness? If do not notice anything, that is also fine; you are not making anything up, just sensing things as they are.

Now, move your torchlight of attention to your ankles, to your legs, calves, shins and knees. Do not think about your knees but sense what is there if you can (if anything at all). Then, move your attention to your thighs and all the way up to the hips. Can you feel how your chair is supporting you while you are resting there like a majestic mountain?

Can you sense your back, starting with the lower back and all the way up to your shoulders? Just notice how your back feels. Now, move your torchlight to your belly; can you notice how your belly moves with your breathing? Can you hold your attention there for a moment? If you notice that your mind wanders away, don't worry, that is just how minds work. The only thing that you need to do is to move your attention kindly back where you want it to be, i.e. your belly, for the time being.

Now bring your awareness to your shoulders. How are your shoulders? Then move it from the shoulders to your fingers, wrists, arms and back to the shoulders again. Up to your neck and to your face. Then, to your chin, cheeks, eyes, your forehead and your ears. Broaden your awareness to your head as a whole, as it rests there.

On the next inhalation, see if you can imagine that your breath flows all the way down to the toes and back, as if your whole body were breathing. Bring your torchlight of attention to your breathing as best you can.

And now, just allow yourself to sit there, let yourself be just as you are. Complete and whole.

Resting in your awareness, moment by moment

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything in your body as you did this exercise?

Further suggestions:

Try this as a "beditation" (meditation in bed) when you wake up in the morning. Just lie there for a few minutes, feel your breathing and move your torchlight of attention through your body, from your head to toes and back again. Start your day with full awareness.



Jónsdóttir (2018)



8) Suggestions for movies/video clips

Unbroken (2014): Unbroken: Path to redemption. (2018, June 28).
Unbroken: Path To Redemption Official Trailer [Video file]. Retrieved from https://www.youtube.com/watch?time_continue=8&v=66aOpcEchZk



Coach Carter (2005): Peliculas de Youtube. (2012, May 12). Coach Carter – Trailer [Video file]. Retrieved from <https://www.youtube.com/watch?v=znyAnWUYf2g>



Miracle (2004): Peliculas de Youtube. (2012, February 9). Miracle [Video file]. Retrieved from <https://www.youtube.com/watch?v=v64ofT1rGOw>



Remember the Titans (2000): Peliculas de Youtube. (2012, January 13).Remember the Titans [Video file]. Retrieved from <https://www.youtube.com/watch?v=ThTD7u5z9hw>



9) Transfer exercise

Objective:

To create a deep understanding of social resilience to be able to use the skill in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook.

Key learning points

- 1) What have you learned from this chapter on social resilience?
- 2) What exercises did you find good and relevant to you?
- 3) How can you use this learning in other situations or settings?

Use the app ExplainEverything to show what you have learned from the lesson on social resilience or write it down in your notebook.

Suggestions for debriefing:

Let the students show "ExplainEverything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References:

Cacioppo, J. T., Reis, H. T., & Zautra, A. J. (2011). Social resilience: The value of social fitness with an application to the military. American psychologist, 66(1), 43.



e . Leadership

Learning to influence others and to take responsibility

"A leader is one who knows the way, goes the way and shows the way"

(John C. Maxwell)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When you are named the class/school president."

"When you are taking care of younger siblings at home."

"When you're doing a group's project and see that it is going bad; you decide to take the lead and make it go well and fix it."

What are the expected results of this session?

The session has been designed to teach the students how to take charge, influence other people and carry the responsibility. The objectives are:

- To understand the meaning of leadership, the ways of practising this skill and helping others to do it.
- To understand the role of the students in initiating positive changes, however small, in their school communities, employing their sense of belongingness.
- To develop their self-awareness and awareness of their abilities, formulate practical plans and tips for self-empowerment and helping others.

What is leadership?

Leadership involves integrated constellation of cognitive and temperament attributes that foster an orientation toward influencing and helping others, directing and motivating their actions toward collective achievements

(Peterson & Seligman, 2004).

Individuals with such a predisposition manage their own activities and the activities of others. The quality of leadership depends on the separate and joint effects of leader attributes, follower attributes and contextual or situational constraints. Leadership as a personal quality reflects the motivation and capacity to seek out, attain and successfully carry out leadership roles. However, the practice of leadership can be distinguished from leadership as a personal quality (Peterson & Seligman, 2004). The practice of leadership includes teaching the skills needed to improve the character strength. This is the type of leadership considered in this chapter (for the UPRIGHT programme).

Leadership as a practice includes:

- Defining, establishing, identifying or translating a direction for a collective action to be executed by peers or followers.
- Facilitating or enabling the collective processes that lead to achieving these purposes (Zaccaro & Klimoski, 2001).

Leadership as a practice does not just involve personal qualities but a whole set of behavioural activities and skills. This changes the traditional view of leadership and leader effectiveness as a personal quality or individual disposition (Peterson & Seligman, 2004). Thus, anyone can improve their learnt leadership skills because they involve behavioural activities, skills that can be taught and not just innate attributes.

Who is a leader?

A leader is a member of a group who motivates and encourages the group to get things done. A good leader maintains positive relationships within the group, mainly by organising group activities and following them through (Peterson & Seligman, 2004). In simple terms, a leader is anyone who directs group activities and sets the course by inspiring group members to work towards a collective success.

A leader should:

- Convince the group members to do what they should do.
- Help and influence others positively by directing and motivating their actions.
- Create and preserve good relationships and morale in the group.



Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

You can explain to your students the impact of influencing other people and the consequent responsibility. You may also pose leading questions about the importance of leadership skills and disadvantages of not using such skills. The discussion could be elicited from the students or facilitated by the teachers. The opening activity "Food for thought" is a good opportunity to present the rationale for the session

1) Food for thought:

Introduce some opening questions for the class:

- What do you know about leadership skills?
- How can leadership skills be applied to everyday lives?
- Could you describe the characteristics or qualities of a good leader?
- Could you describe a situation in which you acted as a leader?

2) Background information:

Introduce leadership to the students, based on the section "What is leadership?"

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skill:

- Leadership: <https://youtu.be/CthgcxSO00s>



4) Leadership

A story for discussion:



Read the following story aloud in class:

John is a twelve-year-old boy who arrived in a new city with his parents. John was enrolled in the only community school in the city. The community school had dwindled to a small number of students; many children stayed out of the school because it did not have good facilities. The school building was very old, in need of repair and modernisation, and the seats in the classrooms were broken. John made friends with Anna, George and Sarah who were all in the same grade as John. John was fond of browsing the Internet and read about a "GoFundMe" campaign that raised funds to support the victims of a tsunami. He shared the idea of raising funds with his friends and they set up a website to collect money to renovate their classroom. Soon, the friends formed a group called "YouthUp" to popularise their fundraising on social media networks. In a few months, they raised so much money that they not only renovated their classroom, but also several other classrooms and buildings in the community school. This changed the look of the school and demonstrated a new sense of school community and inclusion. The YouthUp group became famous all over the city and organised extra-curricular activities with other students, with support from the teachers and staff. The community school improved all its indicators, the attendance increased, student performance improved and the number of students increased. The school acquired a new morale and climate. New students enrolled on the word of their friends who were already in the school. YouthUp soon signed on many students who helped to promote youth empowerment and achievement in the school and throughout the community. Perhaps the most important leadership quality of John was that he insisted that the new spirit and climate at his school was not to be attributed solely to his efforts but to the contribution, spirit and vitality of the YouthUp group and everyone else in the school. John is an example of leadership as a positive human quality.

Peterson, C., & Seligman, M. E. (2004). Character strengths and virtues: A handbook and classification. Oxford: Oxford University Press.

5) The dilemma to be discussed in class

Divide the class into two teams.

One team is supporting John to take the full credit for the success caused by his leadership

The other team is supporting John to share the credit with everyone in the YouthUp group.

Each team has 3 minutes to work on the arguments to support their point of view.

When you are ready, you have five minutes to debate whether John should have taken the whole credit for the changes in the community school brought about by successful fundraising. Or was John right to share the credit with everyone in YouthUp' for contributing to the change?

Debriefing:

Remember that positive leadership will value and recognise the participation of each member of the group.

Hjemdal, Morote & Anyan (2018)



6) Student exercises

Implementation of John’s story

Objective:

A strategy to enhance leadership skills is to understand the meaning of leadership, the ways of practising the skill and helping others to practise it.

Time:

Exercise: 15 min. Debriefing: 5 min.

Materials:

The story of John and Leadership Record Sheet A

Form groups of 4–6 students

Each group reads the story about John and provides responses for the Leadership Skill Record Sheet A together.

Each group nominates one person to present their responses. Remember that there are no wrong or right answers.

After the presentations, you can transfer the Leadership Skill Record Sheet of the group to your own sheets to take them home.

Suggestions for debriefing:

Discuss in class:

- How did you choose the person to present the group responses?

Further suggestions:

What were your thoughts and emotions while you were choosing the leader of the group (e.g., disappointment, pride, nervousness, relief, joy)

Hjemdal, Morote & Anyan (2018)df

Leadership Skill Record Sheet A

Read the following questions	As a group, write down your thoughts on each subject.
1. What do you like about John as a leader?	
2. What aspects of John as a leader would you appreciate if these were your own attributes (or those of a friend)? Each student contributes one aspect.	
3. How did John influence positively other people in the school?	
4. How did John maintain good relationships and morale among the teachers?	
5. How did John inspire the improvements to his new community school?	

Your leadership skills

Objective:

A strategy to enhance leadership skills is to develop conscious awareness of yourselves and your abilities and create practical plans and tips for self-empowerment and helping others

Time:

Exercise: 15 min. Debriefing: 5 min.

Materials:

The story of John and the Leadership Record Sheet B.

Reflect upon your own leadership skills.

Use your reflections to fill the Leadership Skill Record Sheet B.

Hjemdal, Morote & Anyan (2018)

Leadership Skill Record Sheet B

Read the following questions	Write down your thoughts on each question (there are no right or wrong responses)
1. Do you think that you are a leader? <ul style="list-style-type: none">• If yes, what do you like about yourself as a leader?• If not, what skills would you like to learn and practise to become a leader?	
2. Have you positively influenced other people in your life and how? Give examples	
3. How did you maintain good relationships with other people	
4. Have you inspired or can you inspire improvements in the lives of others and how?	
5. Would you like to test some of the qualities of John as a leader in your interactions with family and friends? <ul style="list-style-type: none">• Which of those qualities have you employed in your interactions with family members or friends since the session ended (before the next session)?	

The Amazing Spiderman show

Objective:
A strategy to enhance leadership skills is to understand the meaning of leadership, the ways of practising the skill and helping others to practise it.

Time:
Exercise: 10 min. Debriefing: 5 min.

Materials:
Show the exercise as a PowerPoint slide.

Choose a student among you to be the leader in the exercise.

The leader has to select students who will attend the Amazing Spiderman show. Only five students are admitted at a time, but there are more than five students in the class.

How is s/he going to manage the selection process so everyone can see the show?

Note how s/he

- Defines a way or method to carry out this selection process (preferably based on dialogue and agreements).
- Communicates the decision to time the selections, one group after another.
- Ensures that good relations are maintained.
- Convinces others to wait patiently for their turn.

Suggestions for debriefing:
Discuss in class:

- How did it feel to be the student-leader in charge of the selection-process?
- How did it feel to be placed in different groups? First, second, last?

Further suggestions:
Discuss in class:

- Propose 5 keywords describing a good leader.

Hjemdal, Morote & Anyan (2018)

Simon says

Objective:

A strategy to enhance leadership skills is to develop conscious awareness of leadership and the ways to practise the skill

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

None

Choose a student as your leader.

He or she stands in front of the class and says:

"Simon says, 'you shall jump up and down'".

The leader chooses different activities for the class. However, they only have to do it if the leader remembers to say, "Simon says", at the beginning of each sentence. Try using different speeds.

If the leader does not say, "Simon says", you do not follow the orders.

If you obey an order without the phrase, Simon says at first, you have to leave the game.

When 10 students are out of the game, you choose a new leader and start over again.

Suggestions for debriefing:

Discuss in class:

- How easy/hard was it for you to follow orders?

Further suggestions:

Discuss in class:

- The difference between being in charge of games (in class or during breaks) and being in charge of assignments in class.

Ledertoug (2018)

Vision, mission and planning

Objective:

A strategy to enhance leadership skills is to understand your role in initiating a positive change, however small, in your school community, through a sense of belongingness.

Time:

Exercise: 20 min. Debriefing: 5 min.

Materials:

Large paper sheets, markers

Leaders must have a vision to persuade others to follow them.

Form groups of 4–5 students.

Imagine that you are the new team of school leaders at your school.

Brainstorm on your ideas for a:

Vision: The ability to think about or plan the future with imagination and wisdom.

Mission: Any important task or duty that is assigned, allotted, or self-imposed.

Planning: Deciding on the actions necessary to achieve a desired goal.

Make a poster showing your vision and mission statements and the ways to put them into practice.

Suggestions for debriefing:

Make a poster exhibition in class and share your ideas.

Further suggestions:

Invite your school leader to your poster exhibition and let him or her tell you about the current vision, mission and planning for the school.

Ledertoug (2018)



7) Mindfulness exercise:

Body scan

Objective:

Train your body awareness and attention with kindness and curiosity.

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

Chairs, one per student (if possible, also some mattresses).

In this exercise, you sit in your chair but at home, you can also choose to lie down. You are going to pay close attention to your body. You could try to imagine that your attention is like a torch, which you point at your body and scan it firmly but with attitude of kindness and curiosity. In this practise, we are not trying to get anywhere or strive to achieve anything special. The intention is simply to give some time to each region of your body to see what is already here.

I invite you to imagine that you all are in your own bubble; you don't pay attention to the people around you, just give yourself and others some space. You can close your eyes or you can just let them rest on something in front of you.

Sit comfortably, with your feet on the floor, hands in your lap or on the table, your head balanced and your back straight but not too tight. Make your body rest like a majestic mountain. Start by bringing your attention to the sensations of your breathing. Feel your breathing right now; you don't need to change it, just sense it as it is. Follow few breaths as best you can. Just breathe in and breathe out.

Now bring your awareness to your body and move the torchlight of attention to your feet, both left and right. Are there any sensations that you notice there? Can you feel the bottoms of your feet? Can you feel your toes? Your heels? Do you sense the touch of the socks? Do you notice any other sensations? Warmth, coolness, tingling or tightness? If do not notice anything, that is also fine, you are not making anything up, just sensing things as they are.

Now move your torchlight of attention to your ankles, to your legs, calves, shins and knees. Do not think about your knees but sense what is there if you can (if anything at all). Then, move your attention to the thighs and all the way up to the hips. Can you feel how your chair is supporting you, resting there like a majestic mountain?

Can you sense your back, starting with the lower back and all the way up to your shoulders? Just notice how your back feels. Now, move your torchlight to the belly; can you notice how your belly moves with your breathing? Can you hold your attention there for a moment? If you notice that your mind wanders away, don't worry, that is just how minds work. The only thing that you need to do is to move your attention kindly back where you want it to be, i.e. the belly for the time being.

Now bring your awareness to your shoulders. How are your shoulders? Then move from the shoulders to your fingers, wrist, arms and back to the shoulders again. Up to your neck and to your face. Then, to your chin, your cheeks, your eyes, your forehead and to your ears. Broaden your awareness to your head as a whole, as it rests there. On next inhalation, see if you can imagine that your breath flows all the way down to the toes and back, as if your whole body were breathing. Bring your torchlight of attention to your breathing as best you can.

And now, just allow yourself to sit there, let yourself be just as you are. Complete and whole. Resting in awareness, moment by moment.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything about your body as you did this exercise?

Further suggestions:

Try this as a "meditation" (meditation in bed) when you wake up in the morning. Just lie there for a few minutes, feel your breathing and move your torchlight of attention through your body, from your head to toes and back again. Start your day with full awareness.



Jónsdóttir (2018)

8) Suggestions for movies/video clips

- Wave (2008):
IFC Films. (2011, October 13). WAVE Official Trailer [Video file]. Retrieved from <https://www.youtube.com/watch?v=W9drpWLmtOc>



- Mandela (2013):
Pathé Distribution. (n.d.). Mandela : un long chemin vers la liberté [Video file]. Retrieved from <http://www.pathefilms.com/film/mandela>



- The Lion King (1994):
Disney Movies. (2017, July 17). The Lion King | Trailer [Video file]. Retrieved from https://www.youtube.com/watch?v=zx3LT_G3clA



9) Transfer exercise

Objective:

To create a deep understanding of leadership skills to be able to use them in new or different situations

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook

Key learning points

- 1) What have you learned from this chapter on leadership?
- 2) Which exercises did you find good and relevant to you?
- 3) How can you use what you have learned here in other situations or settings?

Use the app ExplainEverything to show what you have learned from this lesson or write it down in your notebook.

Suggestions for debriefing:

Let the students show the results of "ExplainEverything" on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the students' training at home.

References:

Peterson, C., & Seligman, M. E. (2004). Character strengths and virtues: A handbook and classification. Oxford: Oxford University Press.

Zaccaro, S. J., & Klimoski, R. J. (2001). The nature of organizational leadership: Understanding the performance imperatives confronting today's leaders. San Francisco: Jossey-Bass.





SOCIAL EMOTIONAL LEARNING

Rubric

- a. SELF-AWARENESS
- b. SELF-MANAGEMENT
- c. SOCIAL AWARENESS
- d. RELATIONSHIP SKILLS
- e. RESPONSIBLE DECISION MAKING

4
SOCIAL AND EMOTIONAL LEARNING

“Educating the mind without education of the heart is no education at all”

(Aristotle)

Introductory questions

- Have you ever heard of social emotional learning before?
- Do you know what social learning means?
- Do you know what emotional learning means?
- What do you think it includes?

Illustration of the Component

- Watch this video about SOCIAL AND EMOTIONAL LEARNING: <https://youtu.be/dn6eV5IHf7c>



Why is important to train Social and Emotional Learning?

Social and Emotional Learning skills helps you improve:

- your own well-being
- your own learning
- relations with other people

What is Social and Emotional Learning?

Social and emotional learning (SEL) is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions

Collaborative for Academic, Social, and Emotional Learning – CASEL, n.d.

It is the process of acquiring core competencies to handle intrapersonal and interpersonal situations constructively.

Research shows that SEL not only improves the rate of success but also increases prosocial behaviours, e.g. kindness, sharing and empathy, improves student attitude toward school, and reduces depression and stress among students (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

In recent years, the focus on SEL in schools has strengthened. Partly due to reports of positive associations between SEL and academic performance, and partly due to increasing interest in integral education (including academic and psychosocial skills).

SEL skills and strategies to improve these skills are important in all aspects of life; this is not just for adolescents as teachers, students and parents can all benefit.

The SEL components are shown below.



The SEL lessons consists of:

- **Self-awareness—knowing yourself**—is the ability to accurately recognise your own emotions, thoughts, values and their effect on behaviour. It includes a precise assessment of your own strengths and limitations, using a positive mindset and relying on well-grounded confidence and realistic optimism. High levels of self-awareness require the ability to understand how thoughts, feelings and actions are interconnected
- **Self-management —self-regulation**—is the ability to successfully regulate our own emotions, thoughts and behaviours in different situations. This includes the effective stress management, controlling our impulses and motivating ourselves. It also refers to the capacity for autonomous self-regulation (Deci & Ryan, 1985). Self-management promotes well-being throughout the whole lifespan, including physical, emotional and social well-being and educational achievement.
- **Social awareness** is the ability to take the perspective of the others and empathise with them, including people from diverse backgrounds and cultures. It is also the ability to recognise the family, school and community resources and support. Being socially aware means being aware of your environment and being able to interpret accurately the emotions of the people with whom you interact. Social awareness is also considered a part of emotional intelligence.
- **Relationship skills** give you the ability to establish and maintain healthy and rewarding relationships with different individuals and groups. Having good relationship skills means that you can communicate clearly, listen well and cooperate with others. You should also be able to resist inappropriate social pressures, negotiate constructively and seek or offer help when needed. Human beings need close relationships that include stable interactions over long periods. It is the quality of relationships, and not their number, that improves our well-being most strongly.
- **Responsible decision-making** is the ability to make autonomous choices and engage in social interactions based on ethical standards, safety concerns and social norms. This must be based on a realistic evaluation of consequences, taking into account the well-being of oneself and others. Decision-making is the process of making choices from possible alternatives. To make the best and most constructive choices, the decisions should be defined and alternative solutions generated, anticipating the consequences. The process should include the evaluation based on previous experiences.



RUBRIC

Learning outcome for Social and Emotional Learning

When you have introduced Social and Emotional Learning core-component to your students, you show them the following rubric. Ask the students to choose a category in the rubric.

When choosing the level for learning outcome, tell the students not to choose to easy a level for them, because then they will just be bored, but neither to choose a too difficult level for them, because then it will be too stressful for them. It is okay though to stretch yourself outside your comfort zone in order to learn more and to learn better.

When you have finished all the skills relating to Social and Emotional Learning, return to this rubric. Let the students' mark their actual level for their learning outcome and let them compare this finishing result with their expectation of their own learning process and outcome from starting the Social and Emotional Learning -lessons.

References:

Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.) What is SEL?. Retrieved from <https://casel.org/what-is-sel/>

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child development, 82(1), 405-432.

Deci, E., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum Press.

SOCIAL AND EMOTIONAL LEARNING



COMPETENCE	I HAVE STARTED TO LEARN	I AM LEARNING	I CAN APPLY MY LEARNING	I CAN APPLY & EXPLAIN MY LEARNING
Self-awareness	I can name at least 5 of my strengths. After UPRIGHT-lessons, I can describe at least one strategy to put strengths at play.	I know how to look for strengths in others and myself. After UPRIGHT-lessons, I can describe some strategies to improve the use of strengths.	I am aware of my own strengths and the way to use strengths to improve success in assignments. After UPRIGHT-lessons, I understand which strengths-strategies I can use to improve my learning and my well-being.	I understand how the application of strengths affects feelings and actions. I also understand how to improve strengths-application. After UPRIGHT-lessons, I can explain to others what to do to put strengths at play.
My goal				
My result				
Self-management	I am aware of different types of motivation. After UPRIGHT-lessons, I can describe intrinsic and extrinsic motivation.	I know the different types of motivation and the motivation-continuum. After UPRIGHT-lessons, I can describe different strategies to improve motivation.	I am aware of my own motivation in different situations. After UPRIGHT-lessons, I understand how to improve my motivation when needed.	I understand how motivation works and how to promote intrinsic motivation. After UPRIGHT lessons, I can explain to others what to do to increase their motivation.
My goal				
My result				
Social Awareness	I am aware of people around me. After UPRIGHT-lessons, I can describe at least one action to take to raise social awareness.	I can identify different important elements of social awareness. After UPRIGHT-lessons, I can describe strategies to improve social awareness.	I am aware of my own social awareness and the effect on people. After UPRIGHT-lessons, I understand different strategies to improve social awareness in class.	I understand what social awareness means and how to improve it. After UPRIGHT-lessons, I can explain to others what to do to improve social awareness.
My goal				
My result				
Relationship skills	I am aware of the importance of relations. After UPRIGHT-lessons, I can describe at least one thing to improve friendships and good relations in class.	I can identify different important elements of relationship skills. After UPRIGHT-lessons, I can describe strategies to improve our good relationship.	I am aware of my relations and the way to build and maintain friendships. After UPRIGHT-lessons, I understand different strategies to improve relations in groups and in class.	I understand the importance of good relationship skills. I know how to improve relationships, and how to build and maintain good relations. After UPRIGHT-lessons, I can explain to others what we can do to improve relationships.
My goal				
My result				
Responsible Decision Making	I am aware of what it means to make good choices. After UPRIGHT-lessons, I can describe at least one action to improve responsible decision-making.	I can identify different important elements of responsible decision-making. After UPRIGHT-lessons, I can describe different strategies to improve decision-making.	I am aware of how and when I need to make responsible decisions. After UPRIGHT-lessons, I understand how my decisions effect my immediate actions and the possible outcome	I understand what responsible decision-making is and how to improve my choices. After UPRIGHT-lessons, I can explain the strategies of responsible decision-making to others.
My goal				
My result				



a. Self-awareness

Learning to recognise your own emotions, thoughts and values

"Each of us has much more hidden inside us than we have had a chance to explore"

(Muhammad Yunus)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When you go shopping and you feel emotionally exhausted because you do not know what trouser you want to buy for yourself."

"When somebody asks you, 'Tell me more about yourself, who you are, how are you different from another person?' And you don't know what to say."

What are the expected results of this session?

- This session has been designed to support and develop the awareness of the strengths and resources of the students and to show them how these attributes can be used in their lives. The objectives are:
- To understand the meaning of self-awareness (knowing yourself).
 - To help the students identify and become aware of their own strengths and resources and those of other people.
 - To develop a strength-based mindset and tools to improve the use of these strengths.

What is self-awareness?

Self-awareness represents the capacity of becoming the object of one's own attention. In this state one actively identifies, processes, and stores information about the self

(Morin, 2011)

Self-awareness is the ability to recognise your own emotions, thoughts and values and understanding how they affect your behaviour. It is the ability to assess your strengths and limitations accurately.

Knowing your own resources and your strengths and weaknesses can help you to navigate in life. Our emotions and our thoughts affect the way we evaluate ourselves. The more we are aware of our resources, the easier it is to put them to good use.

The following picture shows a model of different human resources.

Knowing yourself



Intelligence is the ability to acquire and apply knowledge and skills and was earlier believed to be set in stone. Traditionally, intelligence has been measured using the intelligence quotient (IQ). You could be below normal intelligence (IQ less than 90), have average intelligence (IQ of 90 to 110), above-normal intelligence (with IQ higher than 110) or maybe even show superior intelligence (IQ above 130) (measured according to the Wechsler Intelligence Scale for Children (WISC) by Wechsler, 1949/2014). However, nowadays, it is accepted that our intelligence is dynamic. An American researcher Carol Dweck (2006) has challenged the common belief that intelligent people are born gifted. Her theory of growth and fixed mindset (see the chapter on mindset) states that we can evolve, depending on the mindset, effort and environmental support. The popular definitions of intelligence emphasise the aspects such as the memory and ability to solve cognitive problems. However, they do not explain the cognitive ability fully. They do not take into account the “interpersonal intelligence” (the ability to understand intentions, motivations and desires of other people) or “intrapersonal intelligence” (the capacity to understand yourself, to appreciate your feelings, fears and motivations).

Talent is a natural ability to be good at something, especially without being taught; talents are the gifts we are handed at birth (Howe, Davidson, & Sloboda, 1998). They are associated with inherited family characteristics; however, if we do not handle them correctly, they can outlive their usefulness or even be wasted.

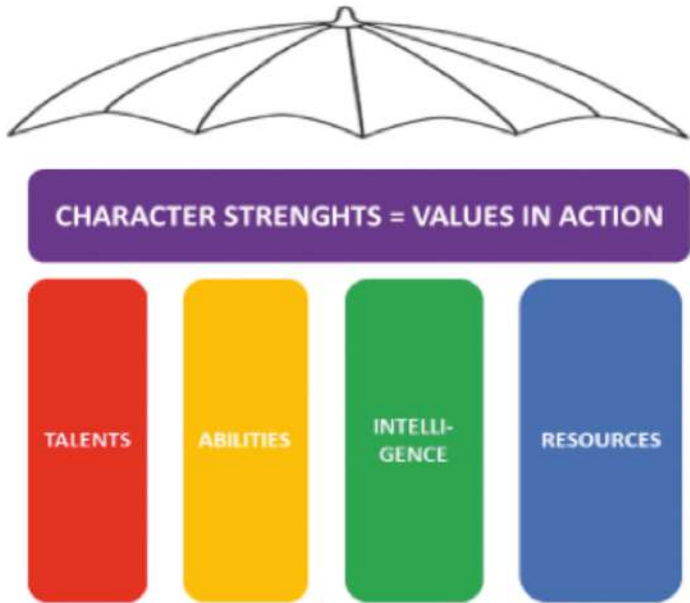
Abilities are the means or skills to do something. Our abilities can be trained at any time in life and are affected by our efforts to improve them.

Values are the degrees of importance we apportion to things or actions. They help us to determine which course of action to follow to find the best way to live. Our values can change, but they are strongly affected by cultural virtues, which are considered relatively stable (Seligman, & Peterson, 2004).

Character strengths are defined as positive traits reflected by thoughts, feelings and behaviour. Character strengths are our values in action. Their degree varies between different individuals; such differences can be measured (Park, Peterson, & Seligman, 2004).

Weakness is the state or quality of being weak, lack of strength, firmness or vigour or a slight fault or defect (Rust, Diessner, & Reade, 2009).

Apart from using our own resources, we can also obtain outside support (from family, friends, teachers, neighbours, etc.).



It is important to realise that each person possesses all the characteristics (Intelligence, talents, abilities, character-strengths and resources) and that they can all be improved. The way we feel about ourselves and think and talk about ourselves can be changed by becoming more self-aware.

As we have already mentioned, the character strengths are our values in action (Seligman, & Peterson, 2004). They can be seen as an umbrella term; our character strengths run across various domains and affect our talents, abilities, intelligence and resources. For example, if perseverance is one of your top character strengths it will affect your talent for ballet, your abilities for multiplication skills, your success in learning and your resources (as you will show strong willpower and will not give up your relations).

To know yourself well, a good starting point might be focusing on your character strengths.

According to a British researcher Alex Linley (2008), only approximately one-third of people have any meaningful understanding of their strengths. Using our strengths is the smallest thing that we can do to make the biggest difference. Character strengths are relatively stable personality traits and specifically our top 5 character strengths are considered the royal road to optimal thriving (Linley, 2008). It has been shown that using your strengths boosts the levels of joy, satisfaction and engagement, and augments the achievements and success in goal-attainment (Donaldson, Dollwet & Rao, 2015; Fredrickson, 2009; Linley, 2008).

Becoming aware of your own character strengths, to explore them and to apply them at school and in everyday life will positively affect your emotions and thoughts. It will improve your well-being and your learning attainments.

At VIA Institute of Character webpage (<https://www.viacharacter.org/survey/account/register>) adults and children from the age of 10 can take a free survey to assess their strength profile.



Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

Here, you can explain the importance of individual strengths and the role of these attributes in leading a joyful, satisfied and engaged life, allowing people to thrive and achieve their goals (Fredrickson, 2009; Linley, 2008). You may also pose leading questions about learning to use your own strengths and to see such strengths in others, using specific, tangible strength-tools. The discussion might be elicited from the students, or facilitated by the teachers. The opening activity 'Food for thought' is an opportunity to present the rationale for the session.

1) Food for thought:

Introduce some opening questions to the class:

- Do you know what self-awareness means?
- How well do you know yourself?
- Are you aware of your strengths? Your weaknesses?
- How many of you can name at least 5 strengths? Talents? Skills?

2) Background information:

Introduce self-awareness (knowing yourself) to the students, based on the section "What is self-awareness?"

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skill:

- Self awareness: <https://youtu.be/u0MJPKTG5Zg>



4) Self-awareness

Putting your strength at play – a true story



Nadia is a 12-year-old girl. She has ADHD and every day she is at school, she has a really tough time trying to fit in and do what the teachers ask her to do. Nadia hates school as it makes her feel worthless and wrong.

The teacher tells her:

"Nadia, please concentrate – use a little perseverance".

"Nadia, please remain seated in your chair – use a little self-control"

However, perseverance and self-control are not at all among Nadia's' top-strength. Actually, they are among her lesser strength. Everyday Nadia feels like Sisyphus – from the Greek myths – who is forced to roll an immense boulder up a hill only for it to roll down when it nears the top, repeating this action for eternity.

After the Christmas holidays, a new teacher is appointed to Nadia's' class. The teacher observes Nadia for a few weeks and one day after class, she asks Nadia to stay after class.

"I have a special project for you", the teacher says. We are going to raise some chickens in the yard just outside the classroom. I would like you to be in charge of it"

Surprised Nadia asks the teacher; "Why me? I do not normally do very well in school"

The teacher tells Nadia; "I see so many strength in you. We need to put these strengths much more into play in school. We will use your curiosity to learn more about bringing up chickens. We will use your creativity to build a chicken coop. We will use your kindness and love to handle and take care of the chickens".

Seeing the strengths in Nadia and not just her weaknesses and giving the top strengths an opportunity to be put at play in school started a transformation. Nadia started to look forward to school in the morning.

Suggestion for debriefing:

Discuss with the class the moral of this story. Moral: Your weaknesses can become your greatest virtue in some situations.

Highlight: Boosting your strengths to make up for your weaknesses. Apart of the weaknesses, what strengths did Nadia have?

Further suggestions:

Let the student give examples from their own life on how to turn a weakness into a strength.

Ledertoug (2019)



5) The dilemma to be discussed in class



What does this photo say about self-awareness?
For better? (high self-awareness?)
For worse? (too high self-awareness?)

6) Student exercises

The “good at/bad at” list

Objective:

A strategy to enhance self-awareness is to become aware of your strengths and weaknesses.

Time:

Exercise: 5 min. Debriefing: 5 min.

Materials:

A copy of the exercise or a notebook.

Write down at least 5 things you are good at and as many of your weaknesses as you can:

I am good at	I am bad at

Suggestions for debriefing:

Discuss in class: Was it easy to name 5 things that you are good at? Was it easy to name 5 things that you are bad at?

If you feel that one of the tasks was easier than the other, can you explain why?

Further suggestions:

- Make a “word cloud” of all the things you are good at <http://www.wordle.net/>
- Make a list of the strengths of the students’ of which they were not aware.

Boniwell, I. & Ryan, L. (2012).
Personal Well-being lessons for secondary school. Positive psychology in action
for 11 to 14 year olds. UK: Open University Press.

The strength profile

Objective:

A strategy to enhance self-awareness is to become aware of your character strengths and learn how to use them.

Time:

Exercise: 10–15 min. Debriefing: 5 min.

Materials:

A copy of student strength profile from <http://www.viacharacter.org> or a picture of the strengths. Paper and crayons.

If you made a strength profile at <http://www.viacharacter.org>, have a look at the ranking of the 24 strengths. If you did not make one, have a look at the 24 character-strengths below and rank them to fit you best.

What are your top strengths?



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Now, have a look at your strength profile. Some strengths we use too little and some, we use too much. We need to moderate some of them depending on the situation and marshal some of the others to use them better. It is like a volume-control: sometimes you need to turn it up, sometimes to turn it down or maybe just tune it in a bit more.

Looking at your strength profile, for which strengths do you need:

To turn up the volume?

To turn down the volume?

To make an adjustment?

To tune in?

Create a picture of a volume control and add the strengths in the right places.

Suggestions for debriefing:

Share your picture with a partner and tell him or her about it. Listen to your partner.

Further suggestions:

Make a matrix of the strengths of all students in the class and hang it in the classroom.

Which strengths are the most common top strengths?

Which strengths are often among the lesser strengths?

- We must learn how to manage our strengths in a coordinated way, just like the instruments playing in a music band. A piece of music can become a mess if the instruments are not coordinated or can be a beautiful melody if they play in harmony

Ledertoug, M.M. (2016). Styrk Skolen. København: Dansk Psykologisk Forlag.



Put a price on yourself

Objectives:

A strategy to improve self-awareness is to acknowledge your human resources. Setting a price on each of them can be a useful way to make comparisons with other students.

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

A notebook

Forget everything about modesty and humility because we are going shopping. Find a minimum of 10 "quality purchases" (your assets) with a sales-description, showing what you most like about yourself.

Make the sales-description as a receipt from a shop.

Thank you for visiting

Polite.....	3,00
Responsible.....	5,95
Independent.....	7,50
Cooperative.....	12,50
Creative.....	9,95
Engaged.....	6,50
Diligent.....	4,95
Thoughtful.....	3,50
Active.....	7,50
Concentrated.....	10,95

Suggestions for debriefing:

Discuss in class: What was on your list? What was not on your list?

Further suggestions:

Take photos of all the individual lists and make it into a class collage.

Fisker, H. (2003). Learning by Helle Fisker, Denmark.

The confidence quiz

Objectives:

A strategy to improve self-awareness is to become aware of your confidence.

Time:

Exercise: 10–15 min. Debriefing: 5 min.

Materials:

Paper and pen or smartphone.

Find a partner. Use either paper and pen or a smartphone to record the interview. Ask your partner the 15 questions below and "reality-check" his or her levels of confidence. Afterwards, swap places and let him or her interview you in the same way.

- 1) Do you think positively about yourself and others?
- 2) Do you worry about your confidence levels?
- 3) Are you able to relax and do nothing without feeling guilty?
- 4) Do you consider yourself lucky?
- 5) If a friend makes you feel upset or angry, can you deal with these emotions by speaking directly to that friend?
- 6) Can you be assertive in most situations?
- 7) Do you regularly try out new things, even if they scare you?
- 8) Do you control how much TV you watch?
- 9) Are the activities in which you take part chosen by you?
- 10) Can you go to a party on your own?
- 11) Can you enter a room full of strangers without feeling uncomfortable?
- 12) If you went to a fancy dress party and found that you were the only one wearing a costume, would you laugh it off?
- 13) Do your friends encourage you to challenge yourself?
- 14) Do your friends boost your confidence?
- 15) Do you view the future with excitement?

Suggestions for debriefing:

Ask your partner what he or she learned about himself/herself.

Further suggestions:

Discuss with your partner: What actions can you take to build up your confidence?

Boniwell, I. & Ryan, L. (2012). Personal Well-being lessons for secondary school. Positive psychology in action for 11 to 14 year olds. UK: Open University Press.



Strengths spotting

Objectives:

A strategy to improve self-awareness is to recognise your own strengths and those of the others and become aware of how other people see you.

Time:

Exercise: 20–25 min. Debriefing: 5 min

Materials:

A piece of paper and a pen for each student.

The teacher gives you a couple of examples of expressing your appreciation of others e.g.,

I appreciate your sense of humour.

I appreciate your willingness to help.

The students place their chairs in a circle and sit down, each with a piece of paper and a pencil.

Write down your name at the top of the paper.

On a signal from the teacher, you hand over your piece of paper to the person on your left-hand side. You take the piece of paper from the person on your right-hand side. You write down on this paper a sentence describing what you appreciate in that person (you have 1 minute to do it).

I appreciate...

Hand this piece of paper to the person on your left and take the sheet from your right hand-side neighbour.

Again, you write, "I appreciate..." to tell that person what you appreciate about him or her.

You continue until you receive your own piece of paper.

Have a look at the paper.

What do your classmates appreciate about you?

Allow yourself to savour the moment.

Suggestions for debriefing:

Discuss in class: How does it make you feel to appreciate others and to be appreciated by your classmates?

Further suggestions:

Reflect on: The appreciation of which of your features made you most happy or proud? Have you learned anything new about your strengths?

Holmgren, Ledertoug, Paarup Et Tidmand, (2019) The Battle against Boredom in Schools. Copenhagen. The Strength Academy

7) Mindfulness exercise:

Loving-Kindness Meditation

Objective:

Increase kindness and compassion for yourself and others. Increase the awareness that no matter who we are or where we live, we all want to be healthy and happy. Nurture positive feelings and be aware that both giving and receiving kindness tends to make us happier.

Time:

Exercise: 7–10 min, debriefing: 5 min.

Materials:

Chairs, one per student

This is a Loving-Kindness meditation. In this practice, you are cultivating a sense of kindness towards yourself and others. Remember that we all want to be happy and healthy. So take some time to wish yourself well and then extend this kindness to others. Start with just sitting and notice your breathing as it is now. If you feel comfortable with it, you can close your eyes or you can just rest your eyes on something in front of you. You can place your hand on your heart and see how that feels. You can keep your hand there throughout the practice or rest it in your lap.

When you are ready, bring kindness and friendship to yourself by silently saying:

May I be happy, may I be healthy, may I be able to handle difficulty, may I enjoy life.

Take your time and repeat these sentences again, silently.

Maybe you think it feels strange to send messages to yourself but don't worry about that, you don't have to feel anything special, just repeat these sentences:

May I be happy, may I be healthy, may I be able to handle difficulty, may I enjoy life.

Now, send some kind thoughts to others. Is there someone to whom you would like to send good wishes? This might be someone about whom you care, someone in this class or someone whom you hardly know. Send that person kind thoughts: May you be happy, may you be healthy, may you be able to handle difficulty and may you enjoy life as best you can.

Now bring to your mind all the students in this class and send them kind thoughts. As you send them your kind wishes, remember that you are one of them, so you are also receiving these kind wishes: May we all be happy, healthy and enjoy life as best we can.

You can even send out such thoughts to all the humans of this planet: people who live in peace or war, are rich or poor. We all share the wish of happiness and health.

May we all be happy, healthy and enjoy life as best we can.

Now return to your breathing. Just follow your breathing as best you can. Allow yourself to be just as you are. Let others be just as they are.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything about your body as you did this exercise? Why do you think it is important to send kind thoughts to yourself and others? What other good wishes do you have for yourself or others?

Further suggestions:







Write down the good wishes you have for yourself. Maybe you want to add some wishes other than those used in this practice. Then, you can write down the wishes for the people about whom you care and end with the wishes for the world: people, animals and the rest of the nature.

What do you feel when you think about others wishing you happiness

Jónsdóttir (2018)



8) Suggestions for movies/video clips

- The Mighty (1998)
Miramax. (n.d.). The Mighty [Text file]. Retrieved from <https://www.miramax.com/movie/the-mighty/>
 
- The Pursuit of Happiness (2006)
Sony Pictures Entertainment. (2006). The Pursuit Of Happiness [Text file]. Retrieved from <http://www.sonypictures.com/movies/thepursuitofhappyness/>
 
- Norman (2010)
IMDb.com. (n.d.). Norman [Video file]. Retrieved from https://www.imdb.com/title/tt1247683/videooplayer/vi3884949273?ref_=tt_ov_vi
 

9) Transfer exercise

Objective:

To create a deep understanding of self-awareness to be able to use the skills in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook.

Key learning points

- 1) What have you learned from the chapter on self-awareness?
- 2) What exercises did you find good and relevant to you?
- 3) How can you use what you have learned in other situations or settings?

Use the app ExplainEverything to show what you have learned from the lesson on self-awareness skills or write it down in your notebook

Suggestions for debriefing:

Let the students show the "Explain Everything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the students' training at home.

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b. Self-management

Learning to control emotions, thoughts and behaviour

"We are what we repeatedly do. Excellence, then, is not an act, but a habit"

(Will Durant)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When you are playing a football match and you are holding back your emotions for too long and, suddenly you feel hot-tempered, and explode with a bad answer that later you regret, and feel unsatisfied with."

"When you are having stomach aches due to feelings."

"When you are supposed to do your homework but you want to do something else like playing with friends or watching Netflix."

What are the expected results of this session?

This session has been designed to help the students to learn self-management at school and in their out-of-school life. The objectives are:

- To understand the meaning of self-management and to find the best ways of managing.
- To learn how to control and motivate yourself.
- To develop different strategies of self-management and stress-management so you can thrive and learn.

What is self-management?

Being able to master or deal with problems rather than relinquish them to others

(Johnston, Rogerson, Macijauskiene, Blaževičienė, Cholewka, 2014)

In the UPRIGHT programme, self-management refers to:

- The ability to control your own emotions, thoughts and behaviour successfully in different situations.
- Effectively managing stress and controlling impulses.
- Motivating yourself.

1) The ability to control your own emotions, thoughts and behaviour successfully in different situations

In the skill chapter "Cognitive behaviour modification. Changing your thinking", you are shown some training methods to control your emotions, thoughts, and behaviour. These aspects will not be included in this chapter.

2) Managing stress and controlling impulses effectively

There are many techniques to control the level of stress, including using some physical and psychological stress relievers.

Physical stress relievers:

- Sufficient amount of sleep.
- Exercise.
- Taking breaks and resting, on your own or with others (friends, family).
- Healthy eating habits.
- Breathing exercises.

Psychological stress relievers:

- Meditation or mindfulness, are included in all the lessons of the UPRIGHT programme.
- Being aware of energy sources. Make sure that you fill up your "tank of energy" for your everyday activities.
- Social support: good relationships and friends.
- Planning how to use your time.

Stress relievers can be fast acting or have a long-term effect.

Breathing exercises, which help to calm down the metabolism of the body after the stress response is triggered, are fast relievers. Becoming aware of your own thoughts also acts as a stress reliever (see the chapter on cognitive behavioural modification).

Developing healthy habits like exercising, sleeping enough, regular meditation, using social support, having fun structuring your day and taking rest breaks are some of the long-term stress relievers.



3) Motivating oneself

Motivation can be defined as “the process whereby goal-directed activities are instigated and sustained” (Cook, & Artino, 2016).

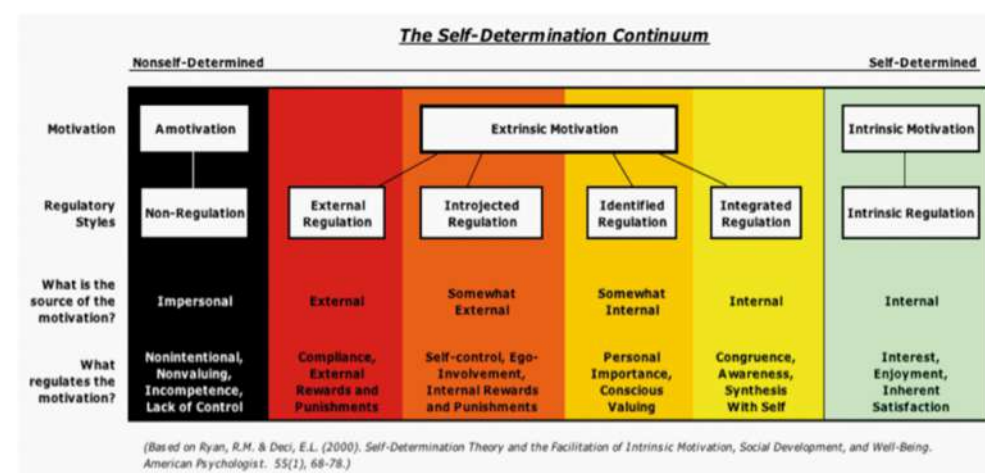
Analysing the motivation means focusing on the reasons for acting in certain ways. There are several different theories explaining motivation. Behaviourists, like B.F. Skinner, argue that people respond to stimuli (Skinner, 1953). The term “carrot and stick” illustrates the fact that people can be motivated by punishment (a stick) or reward (carrot).



Behaviourists have been criticised for looking only at the external re-enforcement and not considering the internal motivation. A humanistic psychologist Abraham Maslow has developed a motivation theory, centred on five internal basic human needs known as Maslow's Hierarchy of Needs. A later theory of motivation, which includes both internal and external factors, supported by solid empirical evidence, is the Self-Determination Theory (SDT), originally developed by Edward Deci & Richard Ryan (Deci & Ryan, 2000). According to SDT, there are two types of motivation:

- 1) controlled/extrinsic and
- 2) autonomous/intrinsic.

Ryan & Deci have described a motivation continuum from the extrinsic to intrinsic motivation



Ryan, & Deci, (2000b)

Autonomous /intrinsic motivation is at play when you have a choice and do something because you want to (“wantivation”) rather than because you have to do it (“mustivation”). Here, autonomous does not mean “independent of others”. For example, you normally stop at the red light because you choose to endorse the opinion that it is a good idea to stop when the light is red.

Controlled/extrinsic motivation makes you do something because you feel pressurised, forced or obliged to do it. (Ryan & Deci, 2002).

When people are driven by autonomous motivation, they are likely to feel more engaged and display their pleasure and interest. They also tend to be involved in high-quality relationships, and they are better at adapting, enduring and persevering—while thriving in their life.

When people are compelled by controlled motivation, they do not function and thrive at the same level; they do not learn well, they cut corners and curtail their activities as soon as they can.

The autonomous motivation can be reduced by threats, punishment, pressurising for certain results by giving the expected rewards that appear very important and depend on accomplishing the task.

This type of motivation can be supported by giving a choice, acknowledging the feelings, showing interest, avoiding too much pressure and giving verbal and unexpected rewards.

The autonomous motivation can also be increased by supporting the three needs, which according to SDT are fundamental for all human beings: Autonomy, Relatedness and Competence.

To support autonomy you need to have a choice concerning (Pink, 2011):

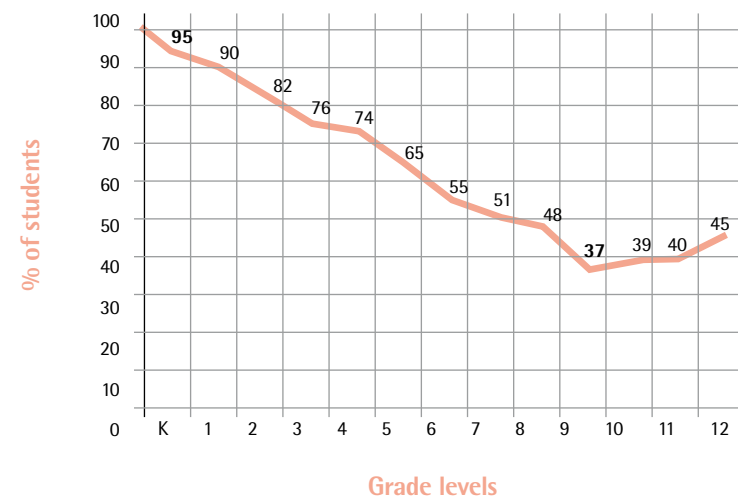
- Task; a choice between several possibilities e.g. write an essay on a, b or c.
- Technique; a choice between several methods e.g. make a power point presentation, do a podcast.
- Time; a choice of timeframe e.g. use all math lessons for a week.
- Team; a choice between individual, pair, group work and whom to work with.

To support competence you need to match the challenge with your competences e.g. if history is difficult for you to understand, your assignment needs to be easier, if you are very good at doing math, you need more difficult assignments.

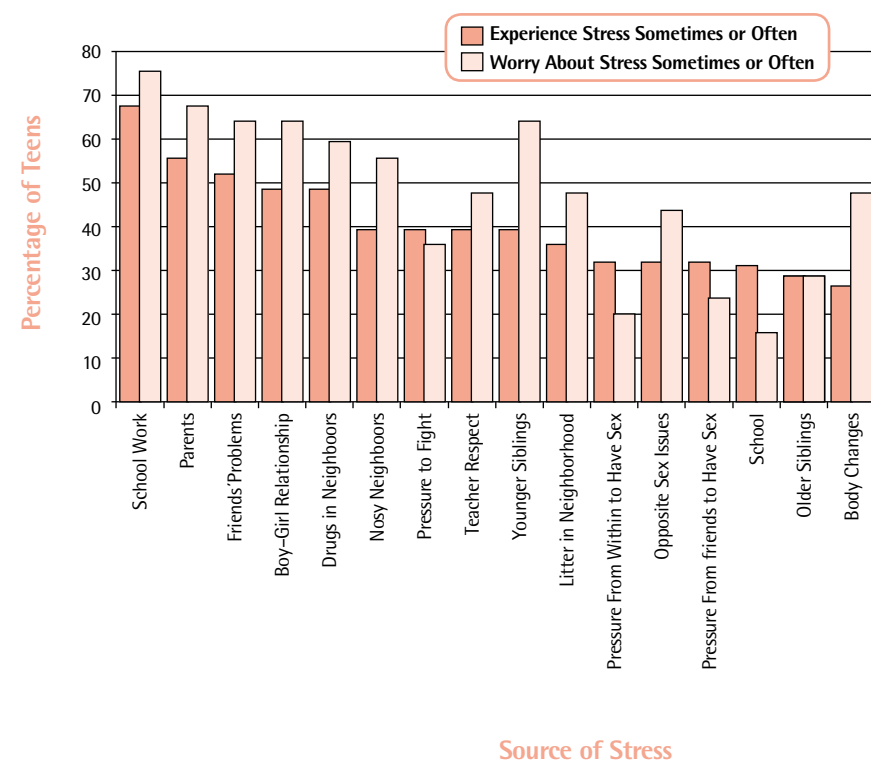
To support relatedness you need to feel safe, connected and included by your teachers and your classmates e.g. make social events in class and outside class to make everyone feel welcome in the group of students.

It has been shown that student engagement decreases between the start and the end of the schooling, with an accompanying increase in the levels of boredom. Feeling bored for a few minutes from time to time might be healthy and ignites creativity. Feeling bored often or over prolonged periods affects your well-being, learning ability and might harm your mental health (Holmgren, Ledertoug, Paarup & Tidmand, 2019)



Student engagement

Many teenagers feel stressed during adolescence, and their well-being and learning ability diminish (Chandra & Batada, 2006)

**Practice****Welcome and introduction**

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?

**Establishing a rationale**

You can explain to your students the importance of good self-management for learning and prospering in their lives. You may also pose leading questions about improving self-management using specific, tangible strategies. The discussion might be elicited from the students or facilitated by the teachers. The opening activity "Food for thought" is an opportunity to present the rationale for the session.

1) Food for thought:

Introduce some opening questions to the class:

- What does self-management mean to you?
- Do you know what to do to reduce stress in your life?
- Do you know what to do to motivate yourself?

2) Background information:

Introducing self-management to the students, based on the section "What is self-management?"

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Link to videos showing and explaining the skills:

- Self-management: <https://youtu.be/79Vlr48czwl>



4) Self-management

A story for discussion: 10 inspirational quotes from Jim Carrey's commencement address to Maharishi University of Management, class of 2014.

Read aloud or watch the YouTube clip (Full 26 minutes video):

- Maharishi University of Management. (2014, May 30). Full Speech: Jim Carrey's Commencement Address at the 2014 MUM Graduation (EN, FR, ES, RU, GR, ...). [Video file].
- All too often, I see people settle for less and give up on their dreams. As I progressed from grade school through high school I lost belief in what most of my teachers said, "you can become anything you want; dreams can come true". I started to believe that it was a bunch of BS and everyone is limited by their situation, politics, people, and other external influences. However, as I've grown older (and perhaps wiser) I have come to fully believe in that statement and that you make your own path. You truly can become anything you want. Dreams can really come true.

Christopher Gardner (Will Smith in "The Pursuit of Happiness") said it best, "You got a dream ... you gotta protect it. People can't do something themselves, they wanna tell you, 'you can't do it'. If you want something, go get it. Period". Announce your vision, your request to the universe, work towards it and it will come to life. Never be afraid of aiming high. I'm a firm believer in "ask and you shall receive", combine that with willing it to be and anything is possible. Dreams can come true.

10) "Your job is not to figure out how it's going to happen for you, but to open the door in your head and when the doors open in real life, just walk through it. Don't worry if you miss your cue. There will always be another door opening. They keep opening".

9) "Your need for acceptance can make you invisible in this world. Don't let anything stand in the way of the light that shines through this form. Risk being seen in all of your glory".

8) "Why not take a chance on faith? Not religion, but faith. Not hope, but faith. I don't believe in hope. Hope is a beggar. Hope walks through the fire and faith leaps over it".

7) "You can spend your whole life imagining ghosts and worrying about the pathway to the future but all there will ever be is what's happening here and the decisions we make in this moment".

6) "I learned many great lessons from my father, not the least of which was that you can fail at what you don't want, so you might as well take a chance on doing what you love".

5) "I'm making a conscious choice to see challenges as beneficial so that I can deal with them in the most productive way".

4) "I can tell you from experience, the effect you have on others is the most valuable currency there is".

3) "As far as I can tell, it's just about letting the universe know what you want and working toward it while letting go of how it might come to pass".

2) "You will only ever have two choices: love or fear. Choose love and don't ever let fear turn you against your playful heart".

1) "So many of us choose our path out of fear disguised as practicality. What we really want seems impossibly out of reach and ridiculous to expect, so we never dare to ask the universe for it. I'm saying, I'm the proof that you can ask the universe for it".

Suggestion for debriefing:

Ask the students to divide themselves into two groups, one for people who believe in this argument, and the other one for those who do not (join the group with fewer people), and ask them to share the arguments of their choice.

Further suggestions:

Propose the messages that we can employ to motivate ourselves in pursuing a dream, a desire or an important objective.

Tange (2016)

5) Dilemma to be discussed in class

You should only have to do things you are enthusiastic about

Suggestions for debriefing:

Ask the students to interpret the sentence, and discuss its interpretation.

6) Student exercises

My motivation

Objective:

A strategy to enhance self-management is to become aware of your own motivation and the ways to change it.

Time:

Exercise: 15 min or more. Debriefing: 10 min.

Materials:

A copy of the table.

	Extrinsic	Introjected	Identified	Integrated	Intrinsic
	Carrot and stick. To avoid punishment or to obtain reward.	Someone else would want me to. Keep my conscience good.	I can see that it is good and useful to me.	It has become a part of who I am.	I do it because it is fun and I love to do it.
Sport			30%	40%	20%
Homework		25%	50%	25%	
Cleaning my room	40%	30%	30%		
Hanging out with friends			20%	20%	60%

Make your own table, using some activities from your everyday life, and estimate the percentages of motivation (as in the example above).

We know that people thrive when they feel autonomously motivated. We also know that our autonomous motivation can be changed, e.g. by supporting the three basic needs (autonomy, competence, relatedness).

Think of the ways in which you (and others) can influence your motivation for different things. This is not an easy task. It might take time and you might have to review it yourself or with your teachers, trainers, best friend, parents, siblings, your grandparents, etc.

Suggestions for debriefing:

Reflect upon the ways to increase your motivation for doing the things that need to be done in your life.

Further suggestions:

Discuss in class:
Advice and strategies to improve motivation.

Tange (2016)



Five actions to develop self-regulation**Objectives:**

A strategy to improve self-management is to learn to regulate and control yourself.

Time:

Exercise: 10 min in class and a week of monitoring. Debriefing: 10 min.

Materials:

Notebook and pen.

Reflect upon a habit of yours that you would like to change. Choose a guideline from the below list to match your needs. Monitor yourself for a week and comment in your notebook on your success in self-regulation.

1. Monitor and eliminate distractions such as phone, TV and Internet for a week.
2. Eliminate objects of temptation: when dieting, do not keep junk food around; when abstaining from alcohol, do not join parties; when cutting back on shopping, leave credit cards or money at home; when trying to get fit, avoid the couch. Ask others to respect the removal of tempting items and to encourage your positive lifestyle changes.
3. Next time you get upset, try to control your emotions and focus on positive aspects of the situation. Become aware of the degree to which you can control your feelings and reactions.
4. Carefully create routines that you can follow systematically. Make minor adjustments, as needed, but keep the core elements intact.
5. Pay close attention to your biological clock. Handle your most important tasks when you are most alert.

Suggestions for debriefing:

Ask the students to show their action plans and the results after a week of monitoring.

Further suggestions:

Make a list of self-regulation subjects chosen by the students. Have you learned anything.

Rashid, T. (2015) Ways to Use VIA Character Strengths. In S. Polly & K. Britton (Eds.), Character Strengths Matter. How to live a full life. Positive Psychology News, LLC

Control your urges and desires**Objective:**

A strategy to enhance self-management is to control your urges and desires instead of letting them control you.

Time:

Exercise: Introduction: 5 min. Time for execution: all day. Debriefing in class: 10 min.

Materials:

Sweets for the exercise

It is fun and it feels good to do what you feel like.

However, if you do that all the time, it can become a problem, e.g.:

- If you use all your money on impulse purchases.
- If you fight when you are angry.
- If you want to eat junk food, sweets or drink soft drinks most of the time.
- If you want to spend all your time gaming or using social media.

To train yourself in self-regulation you can use sweets as an example:

- Collect the sweets from the teacher in the morning
- Place them on your table.
- Leave the sweet there all day!

If you can control your urge all day, you will get more sweets. If you cannot control your urge and eat the sweets during the day, you will only get the sweets in the morning.

Repeat the exercise several times with other things/activities that you would like to control and see if you can improve.

Suggestions for debriefing:

Discuss in class:

- What was easy/difficult and why?
- What are the ways to make it less difficult?
- Why is it important to be able to control your urges and desires?
- What can happen if you are not able to control them?

Further suggestions:

Watch the marshmallow test:

- Igniter Media. (n.d.) The Marshmallow Test | Igniter Media | Church Video. Retrieved from https://youtu.be/QX_oy9614HQ

Ledertoug & Tange (2018)



Eat the elephant**Objectives:**

A strategy to improve self-management is to avoid stress by making the task (e.g. assignments) easier to manage.

Time:

Exercise: 10 min in class/a week outside class. Debriefing: 10 min.

Materials:

Pen and paper or notebook.

Reflect upon your goals.

1. Choose a goal you want to achieve. Divide your goal into short-term partial goals (eating an elephant bite by bite). Make a plan for one of your partial goals. Write down what it takes and when it should be done:

The overall goal	Partial goals	Deadline for each partial goal	Achieved (Yes/No)

2. Commit yourself to your goal: Write down what you have decided to do and by when. Hang this somewhere, so you and others can see your commitment – and so you will not forget your planned actions. You can write it in your calendar as well.
3. Be flexible: If the unforeseen should happen, try to be open to new opportunities. When one door closes, another, typically, opens.

Suggestions for debriefing:

Discuss in pairs or in class:

- How did it work?
- Did anything need to be changed to suit your needs?

Further suggestions:

- Try out this exercise whenever you are to do a substantial assignment.
- This video could be useful for explaining how to set your goals:
- Freedom Kigdom. (2017, August 8). How to set SMART goals. Retrieved from <https://www.youtube.com/watch?v=wGbmAH4mBPA>

Tange (2017)

Plan B**Objectives:**

A strategy to enhance self-management: is to avoid stress by making a Plan B.

Time:

The exercise: 5–15 min. Debriefing: 5–15 min.

Materials:

Coloured pens and a notebook.

Choose a scenario:

Scenario 1:

You are working on an assignment on the computer, and suddenly the computer breaks down.

- What is your Plan B? Brainstorm on ideas and write them down (3 minutes).
- What would someone else do? Ask people in your class. Team up with a buddy. Swop buddy every 2 minutes. Write down the ideas of each buddy. (6–8 minutes).

Scenario 2:

You are out with friends and you miss the last bus home.

- What is your Plan B? Brainstorm on ideas and write them down (3 minutes).
- What would someone else do? Ask people in your class. Team up with a buddy. Swop buddy every 2 minutes. Write down the ideas of each buddy. (6–8 minutes).

Suggestions for debriefing:

Discuss in class:

- How can having a Plan B lower the perceived stress?
- How can you get better at making such plans?

Further suggestions:

- Find situations where a Plan B would be helpful.

Reivich, K., & Shatte, A. (2012). Wellbeing@School. Building Resiliency In Young People. Retrieved from <https://positivepsychologyprogram.com/wp-content/uploads/2017/06/Building-Resiliency-in-Young-people-Resource-2013.pdf/>



7) Mindfulness exercise:**Loving-Kindness Meditation****Objective:**

Increase kindness and compassion for yourself and others. Increase the awareness that no matter who we are or where we live, we all want to be healthy and happy. Nurture positive feelings and be aware that both giving and receiving kindness tends to make us happier.

Time:

Exercise: 7–10 min, debriefing: 5 min.

Materials:

Chairs, one per student.

This is a Loving-Kindness meditation. In this practice, you are cultivating a sense of kindness towards yourself and others. Remember that we all want to be happy and healthy. So take some time to wish yourself well and then extend this kindness to others. Start with just sitting and notice your breathing as it is now. If you feel comfortable with it, you can close your eyes or you can just rest your eyes on something in front of you. You can place your hand on your heart and see how that feels. You can keep your hand there throughout the practice or rest it in your lap.

When you are ready, bring kindness and friendship to yourself by silently saying:

May I be happy, may I be healthy, may I be able to handle difficulty, may I enjoy life.

Take your time and repeat these sentences again, silently.

Maybe you think it feels strange to send messages to yourself but don't worry about that, you don't have to feel anything special, just repeat these sentences:

May I be happy, may I be healthy, may I be able to handle difficulty, may I enjoy life.

Now, send some kind thoughts to others. Is there someone to whom you would like to send good wishes? This might be someone about whom you care, someone in this class or someone whom you hardly know. Send that person kind thoughts: May you be happy, may you be healthy, may you be able to handle difficulty and may you enjoy life as best you can.

Now bring to your mind all the students in this class and send them kind thoughts. As you send them your kind wishes, remember that you are one of them, so you are also receiving these kind wishes: May we all be happy, healthy and enjoy life as best we can.

You can even send out such thoughts to all the humans of this planet: people who live in peace or war, are rich or poor. We all share the wish of happiness and health.

May we all be happy, healthy and enjoy life as best we can.

Now return to your breathing. Just follow your breathing as best you can. Allow yourself to be just as you are. Let others be just as they are.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything about your body as you did this exercise? Why do you think it is important to send kind thoughts to yourself and others? What other good wishes do you have for yourself or others?

Further suggestions:

Write down the good wishes you have for yourself. Maybe you want to add some wishes other than those used in this practice. Then, you can write down the wishes for the people about whom you care and end with the wishes for the world: people, animals and the rest of the nature.

What do you feel when you think about others wishing you happiness?



Jónsdóttir (2018)

8) Suggestions for movies/video clips

Self Determination Theory; The three needs are explained in these videos:

- Camp Stomping Ground. (2014, October 17). What is Self Determination Theory? [Video file]. Retrieved from <http://selfdeterminationtheory.org/youtube-video-yet-another-application-sdt/> (available in English)



- Opposite Direction. (2017, May 17). Self Determination Theory [Video file]. Retrieved from <https://www.youtube.com/watch?v=BUr42fXD6TY>



Movies:

- Dangerous Minds (1995)
IMDb. (n.d.). Dangerous Minds (1995). Mentas peligrosas [Text file]. Retrieved from https://www.imdb.com/title/tt0112792/?ref_=ttmi_tt



- Good Will Hunting (1997)
Miramax. (2015, January 14). Good Will Hunting | Official Trailer (HD) Robin Williams, Matt Damon, Ben Affleck | MIRAMAX [Video file]. Retrieved from <https://www.youtube.com/watch?v=ReU1IbL-Q8&list=PLHLYMMYCqjiw97bTRgbQQ1c5pfxEA5mQ>



- Invictus (2009)
Warner Bros. Pictures. (2009, November 17). Invictus [Video file]. Retrieved from <https://www.youtube.com/watch?v=YNsm8uka6B4>



- Pay it forward (2000)
Warner Bros. (2014, July 8). Pay It Forward - Trailer #f2 [Video file]. Retrieved from <https://www.youtube.com/watch?v=37M4rM3Whh4>



8) Transfer exercise

Objective:

To create deep understanding of self-management to be able to use the skills in new or different situations

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook.

Key learning points

- 1) What have you learned from the chapter on self-management?
- 2) What exercises did you find good and relevant for you?
- 3) How can you use this skill in other situations or settings?

Use the app ExplainEverything to show what you have learned from the lesson on self-management or write it down in your notebook.

Suggestions for debriefing:

Let the students show the "Explain Everything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References:

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Cook, D. A., & Artino, A. R. (2016). Motivation to learn: an overview of contemporary theories. Medical Education, 50(10), 997–1014. <http://doi.org/10.1111/medu.13074>.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11, 227–268.

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Holmgren, Ledertoug, Paarup & Tidmand, (2019) The Battle against Boredom in Schools. Copenhagen. The Strength Academy.

Johnston, B., Rogerson, L., Macijauskiene, J., Blaževičienė, A., & Cholewka, P. (2014). An exploration of self-management support in the context of palliative nursing: a modified concept analysis. BMC nursing, 13(1), 21.

Pink, D. (2009). Drive - The Surprising Truth About What Motivates Us. New York: Riverhead Books.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American psychologist, 55(1), 68.

Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismic-dialectical perspective. In E. L. Deci & R. M. Ryan (Eds.), Handbook of self-determination research (pp. 3–33). Rochester, NY, US: University of Rochester Press.

Skinner, B. F. (1953). Science and human behavior. New York: The Macmillan Company.



c. Social Awareness

Learning to be aware of others
and to include them

"Do unto others as you would
have them do unto you"

(The Bible, Luke 6:31)

Theory

Reflect your
personal experiences
and learning
processes.

Provide a rationale for the
exercises used for teaching.
Students have to understand and
feel these skills as meaningful,
applicable to their lives and
relevant in their context.

This skill is useful, for example, when...

"When you have to design the rules for a new game and you need to make it also playable for people who are blind, or they use a wheelchair to move around."

"When you need to find your place in a group, and you realize that everyone is different."

"When you need to communicate respectfully with others different to you."

What are the expected results of this session?

This session on social awareness has been designed to teach the students to pay attention to each other, include each other and create a sense of belonging. The objectives are:

- To understand the meaning of social awareness, to be appraised of the ways that people pay attention to and include each other.
- To develop different strategies of social awareness to improve relationships and build strong class and school communities.

What is social awareness?

The ability to take the perspective of others and empathise with them, including those from different backgrounds and cultures. Social awareness refers to the ability to understand the social and ethical norms of behaviour and to recognise the family, school, and community support resources. This involves inclusion, i.e. embracing the diversity within each community

(Collaborative for Academic, Social, and Emotional Learning (CASEL), 2018)

Most important aspects of social awareness are empathy, interpersonal intelligence and emotional intelligence.

Empathy is the capacity to understand and feel the experiences of other people within their frame of reference, i.e., the capacity to place oneself in the position of another (Bellet & Maloney, 1991).

This includes:

- Being observant and curious about others: Watch and wonder—how are they feeling?
- Using active listening: Think about what a person says. Ask follow-up question to understand and acknowledge that person.
- Opening-up: See things through the eyes of others. Discover shared communality. Stop labelling people.

Watch a video on empathy (RSA, 2013).

- The RSA. (2013. Dec. 10). Brené Brown on Empathy. Retrieved from: <https://www.youtube.com/watch?v=1Ewgu369Jw>



Interpersonal intelligence is sensitivity to the moods, feelings, temperaments and motivations of others (Gardner, 1983).

Emotional intelligence is the capability to recognise your own emotions and those of the others. You should recognise different feelings and label them appropriately, use emotional information to guide your thinking and behaviour, and adjust your emotions to adapt to different environments or to achieve your goals (Coleman, 2008).

- Interpret non-verbal communication.
- Be interested in other people and their thoughts.
- Be willing to know and understand others.
- Be aware of your own attitude.

Essentials:

- Remember that your emotions and those of other people are different.
- Be aware that the empathy is a skill that can be practised.
- Empathy is different from sympathy.

A strategy to improve your social awareness is active listening (Rogers, 1951). See also the chapter on communication strategies.

- Maintain eye contact with a person while he or she is speaking. This shows that you are paying complete attention to what they have to say. It also prevents you from drifting away into your own thoughts.
- Make the effort of really listening instead of fading in and out of your own dream world.
- Try to repeat to yourself, silently, what the other person has just said to improve your understanding of the conversation.
- Do not interrupt people speaking to you. Not only is it insulting, but you will miss the important information.
- Do not be judgmental while people are talking. Wondering how to respond to their points blocks your attention and diminishes your understanding.
- After the other person stops talking, repeat what they have stated (in your own words) so that they know you have been listening and trying to understand their points. Clarify any doubts by asking questions.
- One effective way to pay attention and understand what the other person is saying is to supply appropriate feedback. This might involve verbal methods (saying 'uh huh' or 'OK') and a positive body language (nodding your head, smiling).

Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the "follow-up and opening activity for the next session". Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

You should explain to your students the importance of belonging to a group and the need to feel included. You may also pose some questions about the significance of paying attention and practising inclusion using specific, tangible strategies. The discussion might be elicited from the students, or facilitated by the teachers. The opening activity "Food for thought" is an opportunity to present the rationale for the session.

1) Food for thought:

Introduce some opening questions:

- What do you know of social awareness?
- What are the important steps you should take to become more emotionally intelligent and more aware of others?
- How socially aware do you consider yourself, on a 1–10 scale?
- Why is social awareness important for mental health and resilience?

2) Background information:

Introduce the concept of social awareness to the students, based on the section "What is social awareness?"

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Links to videos showing and explaining the skills:

- <https://youtu.be/WgfbHFnpV44>



4) Social awareness**Pay it forward**

Pay it forward is a movie based on a novel by Catherine Ryan Hyde. In the movie, Trevor starts in 7th grade in a school in Las Vegas, Nevada. His social studies teacher Eugene Simonet gives the class an assignment to devise and put into action a plan that will change the world for the better. Trevor's plan is a charitable program based on the networking of good deeds. He calls his plan "pay it forward", which means the recipient of a favor does a favor for three others rather than paying the favor back. However, it needs to be a favor that the recipients cannot complete themselves.

The opening scene in the film shows one of the later favors in the "pay it forward" tree, in which a man gives a car to Los Angeles journalist Chris Chandler. As the film proceeds, Chris traces the chain of favors back to its origin as Trevor's school project. Chris identifies Trevor as the originator of "pay it forward" and conducts a recorded interview in which Trevor describes his hopes and concerns for the project.

Trevor starts by doing a favor for three people, asking each of them to "pay the favor forward" by doing favors for three other people, and so on. This creates a branching tree of good deeds. In the end of the movie, Trevor notices his friend, Adam, being bullied by gangster-like children. Trevor pays it forward to Adam by fighting the bullies. One of the bullies takes a switchblade out of his pocket and stabs Trevor in the abdomen. The bullies run away and Trevor is taken to the hospital, where he dies from his injuries.

The story about Trevor was reported on television and started a movement "Pay it forward" based on his actions and how it is now spreading across the world. In the real world, the movie "Pay it forward" actually manage to start a trend of people doing kind deeds for each other.

Watch trailer at: <https://www.youtube.com/watch?v=TIZDDACt8Nw>

Pay It Forward (film). (2021, September 27). In Wikipedia. [https://en.wikipedia.org/wiki/Pay_It_Forward_\(film\)](https://en.wikipedia.org/wiki/Pay_It_Forward_(film))

5) The dilemma to be discussed in class

In your class, there is a new student, coming from another country. You know he has been insulted because of his physical appearance, his culture, language and his religion. He is nice to you, but you also get on well with the students who bully him.

Tange, (2018)

6) Student exercises**Act out our emotions****Objective:**

A strategy to enhance social awareness is to be able to recognising how others feel.

Time:

Exercise: 5–15 min. Debriefing: 5–15 min.

Materials:

Different expressions (or emojis), e.g. from Appendix A or B

There are at least 10 universal expressions, but there is a long list of different emotions. To acquire social awareness, it is essential to be able to recognise emotions of other people.

Form groups of 3 students.

One of the students chooses an emotion and acts it out (using his face and body).

The other students try to guess the emotion.

Take turns acting out and guessing the emotions.

Suggestions for debriefing:

Discuss in class

- Which facial and bodily expressions show the different emotions?
- Do we sometimes try to hide our feelings? Why? Is that good or bad?
- Are body language and facial expressions important for social awareness?

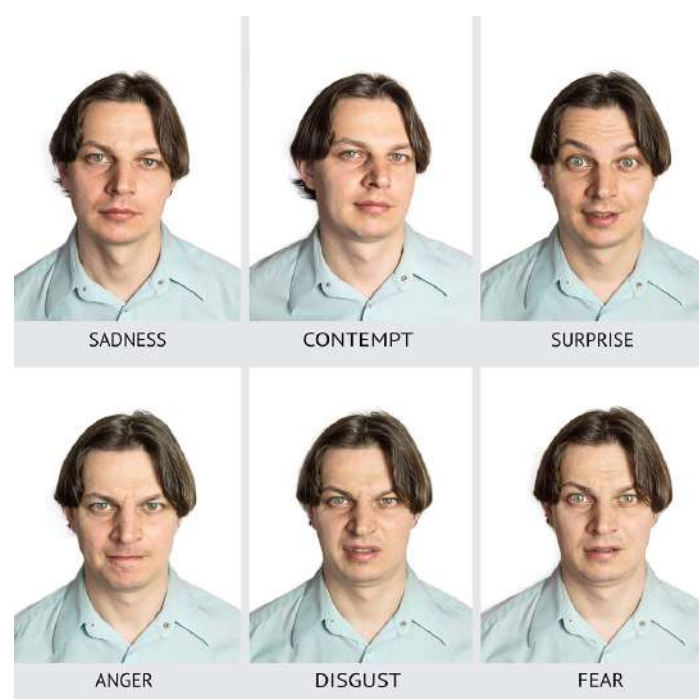
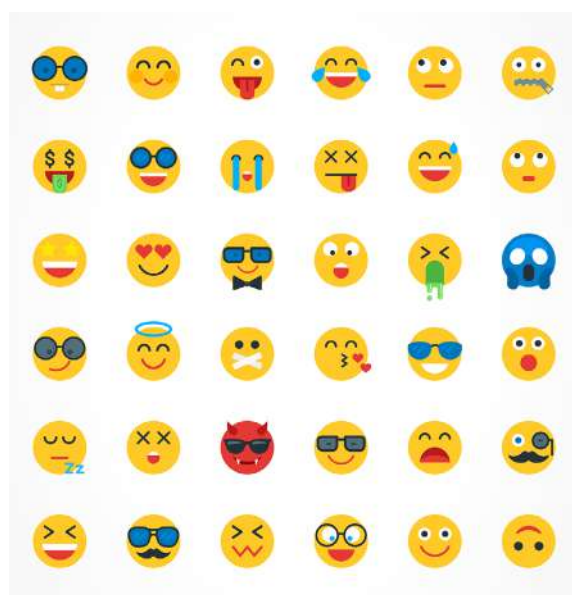
Further suggestions:

Have a look at your phone and your messages.

- Which are the emojis that you use most?
- Which are the emojis that you receive most often?

Reivich, K., & Shatte, A. (2012). Wellbeing@School. Building Resiliency In Young People [Text file]. Retrieved from: <https://positivepsychologyprogram.com/wp-content/uploads/2017/06/Building-Resiliency-in-Young-people-Resource-2013.pdf>



Appendix A:**Appendix B:****The emotions of other people****Objective:**

A strategy to enhance social awareness is to understand that others can have emotions different from yours, even under the same circumstances.

Time:

Exercise: 5–15 min. Debriefing: 10–20 min.

Materials:

Pens in different colours, paper or notebook.

1) Choose one of the scenarios listed below.

Think of one of your friends and choose the emotion that person would be experiencing if:

- A) Your friend were bullied on the social media website
- B) Your friend were bullied in the school yard
- C) Your friend's grandmother passed away
- D) Your friend failed a test or an exam

Using a different pen colour, describe how you could show empathy to that person. What would it look like, sound like, feel like?

2) Create your own scenario and label the emotions following the same procedure.

Write it down on a piece of paper or in your notebook.

Suggestions for debriefing:

Discuss in class

- How do we know if our guesses about the feelings of another person are correct? How can we make sure?
- In which situations is empathy most relevant and needed?
- Are there any situations in which empathy is not relevant?
- How can you practise being empathic to people who are not like you? What would you gain from trying?

Further suggestions:

The exercise can also be used as a group exercise.

Reivich, K., & Shatte, A. (2012). Wellbeing@School. Building Resiliency In Young People [Text file]. Retrieved from: <https://positivepsychologyprogram.com/wp-content/uploads/2017/06/Building-Resiliency-in-Young-people-Resource-2013.pdf>



Performing good deeds

Objective:
A strategy to enhance social awareness is to pay attention to the needs of others

Time:
Exercise: 5 min (+ all day). Debriefing: 10 min.

Materials:
Notebook and pen.

Raise your awareness of the needs of other people.
Decide on 5 good deeds that you will do at your school today, e.g. hold the door for someone, pick up some garbage for someone, buy lunch or a snack for a hungry friend, lend a pen to a person who lost his pens, etc.
Write it down in your notebook:

- 1)
- 2)
- 3)
- 4)
- 5)

Suggestions for debriefing:
Do a pair-share:

- How did you experience raising your social awareness today?

Further suggestions:

- Give each other advice on other ways of improving social awareness.

Vejborg, L. (2015). Lykkelig som bare pokker. København. Styrkeakademiet.

Robin Hood

Objective:
A strategy to enhance social awareness is to focus on the people or groups in need.

Time:
Exercise 30 min. Debriefing: 15 min.

Materials:
Large sheet of paper, pens in different colours

In England, Robin Hood has been a symbol of fairness and social awareness for hundreds of years.
Robin Hood fought against the Normans to free the poor Saxons.
If Robin Hood lived today, for whom would he fight? In our society, who are the people treated unfairly, to whom we are not paying enough attention?
Form groups of 3-4 students.
Discuss: What would Robin Hood do? Whom would he help today?
Make a big poster together as if you were all Robin Hoods:
Towards whom would you turn your social awareness? Why?
State your reasons on the poster and make drawings or insert photos to illustrate your cause.

Suggestions for debriefing:
Make a poster exhibition in class.

Further suggestions:
Make a presentation of your cause: Why does this cause need our social awareness.

Proctor, C. & Eades, J.F. (2011). Strengths Gym – Build and Exercise Your Strengths. Positive Psychology Research Centre.



Inclusion**Objective:**

A strategy to enhance social awareness is to be aware of the ways in which you and other people can pay attention to each other and include each other.

Time:

Exercise: 15 min. Debriefing: 10 min.

Materials:

Carton/cardboard and markers.

In a school, a class has placed a welcome sign on their classroom door:

**In this class, we speak 9 different languages.
We welcome everyone.**

The sign shows social awareness of ethnicity, of different languages and the ways to include everyone by making them feel welcomed.

In pairs (or in groups of 3 to 4 students), make a sign for your classroom door to welcome others.

Suggestions for debriefing:

Put all the different signs on the door.

Further suggestions:

Discuss in class:

- Do all these signs represent our class?

Ledertoug (2018)

7) Mindfulness exercise:**Loving-Kindness Meditation****Objective:**

Increase kindness and compassion for yourself and others. Increase the awareness that no matter who we are or where we live, we all want to be healthy and happy. Nurture positive feelings and be aware that both giving and receiving kindness tends to make us happier.

Time:

Exercise: 7–10 min, debriefing: 5 min.

Materials:

Chairs, one per student.

This is a Loving-Kindness meditation. In this practice, you are cultivating a sense of kindness towards yourself and others. Remember that we all want to be happy and healthy. So take some time to wish yourself well and then extend this kindness to others. Start with just sitting and notice your breathing as it is now. If you feel comfortable with it, you can close your eyes or you can just rest your eyes on something in front of you. You can place your hand on your heart and see how that feels. You can keep your hand there throughout the practice or rest it in your lap.

When you are ready, bring kindness and friendship to yourself by silently saying:

May I be happy, may I be healthy, may I be able to handle difficulty, may I enjoy life.

Take your time and repeat these sentences again, silently.

Maybe you think it feels strange to send messages to yourself but don't worry about that, you don't have to feel anything special, just repeat these sentences:

May I be happy, may I be healthy, may I be able to handle difficulty, may I enjoy life.

Now, send some kind thoughts to others. Is there someone to whom you would like to send good wishes? This might be someone about whom you care, someone in this class or someone whom you hardly know. Send that person kind thoughts: May you be happy, may you be healthy, may you be able to handle difficulty and may you enjoy life as best you can.

Now bring to your mind all the students in this class and send them kind thoughts. As you send them your kind wishes, remember that you are one of them, so you are also receiving these kind wishes: May we all be happy, healthy and enjoy life as best we can.

You can even send out such thoughts to all the humans of this planet: people who live in peace or war, are rich or poor. We all share the wish of happiness and health.

May we all be happy, healthy and enjoy life as best we can.

Now return to your breathing. Just follow your breathing as best you can. Allow yourself to be just as you are. Let others be just as they are.

Suggestions for debriefing:

What did you notice? What was it that you experienced? Did you notice anything in your body while doing this exercise? Why do you think it is important to send kind thoughts to ourselves and others? What other good wishes do you have for yourself or others?

Further suggestions:

Write down the good wishes you want to convey to yourself. Maybe you want to add some wishes, other than those we used in this practice. Then, you can write down the wishes for the people about whom you care and end with writing down the wishes for the world, people, animals and the rest of the nature.

Jónsdóttir (2018)



8) Suggestions for movies/video clips

- The Blind Side (2009). IMDb. (n.d.). The Blind Side [Video file]. Retrieved from <https://www.imdb.com/videoplayer/vi2369061401>



- Patch Adams (1998). Universal Studios. (1999). <https://www.patchadams.com/>



- Lifehacker. (2017, February 3). The Importance of Empathy [Video file]. Retrieved from <https://www.youtube.com/watch?v=UzPMMSKfKZQ>



- Psych2Go. (2017, August 27). 7 Signs of Emotional Intelligence: Which of these do you possess? [Video file]. Retrieved from <https://www.youtube.com/watch?v=wUdfblJEAY8>



- Edarabia. (2016, November 22). 4 Activities to Develop Children's Social & Emotional Intelligence [Video file].

9) Transfer exercise**Objective:**

To create a deep understanding of social awareness to be able to use the skills in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or your notebook.

Key learning points

- 1) What have you learned from the chapter on social awareness?
- 2) What exercises did you find good or relevant to you?
- 3) How can you use this learning in other situations or settings?

Use the app ExplainEverything and explain what you have learned from the lesson on social awareness or write it down in your notebook

Suggestions for debriefing:

Let some of the students show "Explain Everything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the students' training at home.

References:

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- Rogers, C. R. & Farson, R.E. (2015). *Active Listening*. Martino Fine Books
- Rogers, C. R. (1951). *Client-centered therapy; its current practice, implications, and theory*. Oxford, England: Houghton Mifflin.
- The RSA. (2013, December 10). Brené Brown on Empathy [Video file]. Retrieved from <https://www.youtube.com/watch?v=1Evwgu369Jw>



d. Relationship Skills

Learning to establish and maintain friendships and relationships

"The human mind is social"

(Roy Baumeister)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When you are feeling anxious because of a WhatsApp conversation and you need to find the correct way to say things."

"When you need to make friends and keep them."

"When someone's pet dies, and to know how to treat him/her empathically."

What are the expected results of this session?

This session has been designed to support and develop the relationships and relationship skills of the students. The objectives are:

- To understand the meaning of relationships and to become aware of the ways people relate to each other.
- To develop relationship skills in order to improve relations with others.

What are relationship skills?

The ability to understand and manage people, to act wisely in human relations

(Thorndike, 1920)

The ability, skills, tools, knowledge and understanding to create, communicate, evolve, grow, trust and maintain a relationship

(Definition.net, 2018)

The human being is naturally inclined to form attachments. Human babies are highly dependent on the care of their parents. They form emotional bonds and interact with the caregivers using smiles, other facial expressions, sounds and body language. From the very beginning of their life, they communicate their feelings and needs. Relationship skills are crucial for engaging in positive interactions. Its development is determined by our experiences with other people. The role of positive relationships in life cannot be overstated; the need of connectedness with other people is a deeply embedded human feature (Baumeister & Leary, 1995).

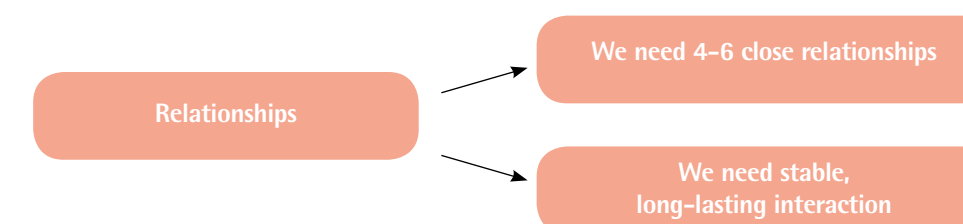
Good relationships and feelings of belonging are associated with being a valuable part of the community. We aspire to be in contact with other people, to care for them and to be cared for ourselves. We strive to build and maintain positive relationships and to create emotional and personal ties between us (Ryan & Deci, 2000).

The "belongingness" hypothesis suggests that human beings have an almost universal need to form and maintain relationships; to be an accepted member of a group gives strong survival and reproductive benefits. The hypothesis also states that humans have a pervasive drive to form and maintain at least a minimum number of lasting, positive and significant interpersonal relationships. Satisfying this drive involves fulfilling two criteria (Baumeister & Leary, 1995):

- First, there is a need for frequent, pleasant interactions with a few other people.
- Second, these interactions must take place in the context of a temporally stable and enduring framework of affective concern for each other's welfare.

When our need for relatedness is met, our well-being, empathy, performance, engagement, persistence and the number of positive emotions are often affected in positive ways (Klinge, 2017; Holmgren, Ledertoug, Paarup, & Tidmand, 2019).

In order to thrive, most people need roughly four to six other people who care about you, to whom you can talk, and the feelings should be reciprocated (Norrish, 2015)



Relationships are dynamic, and it is always possible to change their quality because every interaction has a potential to create new experiences for each other. The important factor is the cumulative effect of such interactions on the quality of the relationship. The quality of our relationship affects:

- Our motivation for taking care of the other.
- Our interpretation of the actions of the other.
- Our indulgence and tolerance of the other.

(Klinge, 2017)

To improve our relationship skills, to establish and maintain good relationships and friendships, we need to focus on integrity, caring and congeniality.

(Degges-White, 2015)

- Traits of integrity include trustworthiness, honesty, being dependable, loyal and trusting.
- Traits of caring include empathy, being non-judgmental, having good listening skills and being supportive.
- Traits of congeniality include self-confidence, the ability to see the humour in life and being fun to be around.

All kinds of relations and relationship skills can be seen in schools. Every morning, when we enter the school, we bring along relationship skills acquired in the family and the outside world. At school, there are some already formed relationships between the school management and the teachers, between the teachers, teachers and students and among the students themselves.

As a teacher, you need relationship skills to motivate the students to learn and look after their well-being.

It is part of your job to establish and maintain relations with your students and support the relationships between them.

You can try to ask yourself:

- What is your relationship with each of your students and with the class in general?
- What do you do to establish and maintain these relationships?
- How can you improve them?

There are many types of relationships in schools; however, in this chapter, we focus specifically on the relationships between the students. We will look at the methods of establishing and maintaining relationships between peers.

Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the “follow-up and opening activity for the next session”. Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

You should explain the importance of relationships to our well-being and happiness. You may also pose some leading questions about the importance of learning to relate well to each other using specific, tangible strategies. The discussion might be elicited from the students, or facilitated by the teachers. The opening activity “Food for thought” offers an opportunity to present the rationale for this session.

1) Food for thought:

Introduce some opening questions:

- What does relationship skill mean to you?
- Which relationships are most important to you?
- What are the characteristics of a good friend?
- What do you do to be a good friend?

2) Background information:

Introduce relationship skills to the students, based on the section “What are relationship skills”.

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Link to videos showing and explaining the skills

- Relationship Skills: https://youtu.be/6lpKJ_5CrL0



4) Relationship skills

A story for discussion: The Two Friends

Two friends were walking across a desert. While they were walking, they got into an ugly argument and became angry; one of them slapped the face of the other. The one who was slapped, although he felt hurt, did not say anything but quietly wrote in the sand: "I feel hurt because today my friend hit me in the face".

They resumed walking and kept walking until they came across an oasis. They decided to take a swim in the lake. While they were swimming, the one who had been slapped started drowning. The other friend came to his rescue and saved him. The boy who was rescued wrote on a stone,

"Today I was saved by my best friend".

The other asked him:

"Why did you write in the sand when I slapped you, but you wrote on the stone when I saved you?"

His friend replied that it is better to write in the sand when your friend hurts you, as it will be gone with the wind, but write on a stone when your friend does something good, so that it will last forever.

Anthony De Mello (1982) The Song of the Bird. Image Books.

5) The dilemma to be discussed in class

Several friends of yours are talking, saying some rather unpleasant things about another friend. Some of what they are saying is true, but then, sometimes, those things are true about you too. "Hey", someone says, calling your name, "You have not said anything? What do you think? You agree with us, don't you?"

A group of students decides to have a sleepover party this Friday.

They are discussing whom to invite,
just a few good friends from the class or
everyone in the class.

What would you do in your class?

Ledertoug (2018)

6) Student exercises

The social network

Objective:

A strategy to enhance relationship skills: become aware of the way we are connected to each other

Time:

Exercise: 5 min. Debriefing: 5 min.

Materials:

A ball of red yarn.

The students should be standing somewhere in the classroom. Allow some space between them.

The teacher throws a big red ball of red yarn to one of the students. The student holds on to one end of the yarn and throws the ball to a student standing at least 5 feet away (skipping the student next to him or her).

The student who catches the ball holds on to the thread and throws the ball to another student.

Remember to hold on to the thread while throwing the ball of yarn.

Everyone needs to catch and throw the ball of yarn at least twice.

This exercise shows how we all are connected even though some of us do not normally cooperate or spend time together at school or outside the school.

Discuss in class:

- What was your experience in this exercise?
- What did you notice about the relations?
- How did you make contact with the student to whom you threw the ball of yarn?
- Did you make eye contact?
- Did you smile?
- Did you make sure to get everyone involved?
- How can we strengthen the relationships in the class?

Suggestions for debriefing:

Included in the exercise

Further suggestions:

Discuss in class: What kind of activities can be organised during the breaks to include all of you?

Holmgren, Ledertoug, Paarup & Tidmand, (2019) The Battle against Boredom in Schools. Copenhagen. The Strength Academy.



What can we do to keep our friends?**Objectives:**

A strategy to enhance relationship skills: become aware of how to be a good friend.

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

Blackboard and chalk or smartboard and markers.

Find a partner.

Discuss with your partner:

What can you do to take care of your friendships?

Name at least three things you can do.

What should you not do, so you do not lose your friend?

Name at least three things you should not do.

Agree upon one important thing necessary to be a good friend.

Write it on the blackboard to share with the class.

Suggestions for debriefing:

Ask the students for stories about classmates being good friends and let them share their stories.

Further suggestions:

Ask the students to make a poster (to hang in the classroom) with collection of important characteristics of a good friend.

Partnership for Children (n.d.) Zippy's Friends Programme.

Retrieved from <http://www.partnershipforchildren.org.uk/programmes/zippy-s-friends.html>

Our class at its best**Objectives:**

A strategy to enhance relationship skills: paying attention to our own part in a relationship.

Time:

Exercise: 10 min. Debriefing: 5–10 min.

Materials:

Notebook or tablet/computer.

Reflect upon:

What is especially good about this class?

When do we feel good?

How can you take part in improving our class?

Write it down in your notebook.

Suggestions for debriefing:

Let a few students voluntarily read their considerations aloud.

Discuss the different answers in class.

Further suggestions:

Plan an activity to make the class feel good and set the time for its execution.

Dam, I. (2015). Du bli'r hvad du tænker. København: Styrkeakademiet.

Feeling rejected or accepted**Objectives:**

A strategy to enhance relationship skills: learn the importance of including others and find out about the effects of exclusion.

Time:

Exercise: 10 min. Debriefing: 10 min.

Materials:

None.

Form a circle, holding hands.

One volunteer leaves the circle and walks around outside it, trying to get back in (no physical force to be applied).

You do not let the volunteer student join your circle again. You ignore him or her.

The volunteer student now asks politely to be included in the circle.

You decide whether to let the student join you or not.

Let another volunteer student try.

After the exercise, discuss in class:

- How does it feel to be excluded?
- How does it feel to be included?
- How does it feel to be the person in charge of including or excluding someone?

What can you do better as individuals and as a class?

Suggestions for debriefing:

Included in the exercise.

Further suggestions:

Discuss in class:

Pursuing your out-of-school activities, when is it OK to do it in a small group?

When do you include or exclude someone?

Partnership for Children (n.d.) Zippy's Friends Programme.

Retrieved from <http://www.partnershipforchildren.org.uk/programmes/zippy-s-friends.html>



Great balls of fire**Objectives:**

A strategy to enhance relationship skills: improve the cooperation in class.

Time:

Exercise: 5–10 min. Debriefing: 5 min.

Materials:

A soft ball.

Before the exercise, the teacher gives each student a number between 1 and 24 (or as many numbers as necessary). It is important that the numbers are randomly assigned and not in a specific order.

The students form a circle.

The teacher starts the timer.

As fast as possible, the students

Throw the ball from number 1 to number 2 to number.....24 (or whatever is the largest number).

- Every student must touch the ball.
- If you drop the ball, you start all over again.
- You have three rounds to get the best possible result (the shortest time).

After Round 1:

Is it possible to do it in half of the time?

What do you need to do?

After Round 2:

Is it possible to reduce the time to less than 10 seconds?

Suggestions for debriefing:

Discuss in class:

What strengths did you see at play in this exercise (e.g., joy, teamwork, leadership, creativity)?

Further suggestions:

How can you use the inspiration from this exercise to improve the teamwork in other exercises?

Boniwell, I. & Ryan, L. (2012). Personal Well-being lessons for secondary school. Positive psychology in action for 11 to 14 year olds. UK: Open University Press.

**7) Mindfulness exercise:
Shift gears – mindful walking****Objective:**

Train body awareness and attention with kindness and curiosity by connecting with your body while walking, with full attention, at various speeds.

Time:

Exercise: 10 min. Debriefing: 5 min.

Materials:

Preferably a spacious room. It can be done in a circle but also walking 1 to 2 meters back and forth or just walking in place.

Start by standing strong and still like a mountain. I invite you to imagine that you are all in your own bubbles, which means that you do not pay attention to the people around you. Just give yourself and others some space. Bring your awareness to your breath as it flows naturally in and out of your body. Note how it feels just to stand there, how your feet are touching the ground and how the muscles in your body are working to hold you up and prevent you from losing your balance. As you stand there, you can move the torchlight of your attention from your feet up to your head. Notice your knees, hips, belly, back, arms and head.

Now we are going to walk in slow motion. Start by lifting one foot off the ground and move it forward with full awareness. Maybe you notice how the weight goes over to the other foot and how the weight returns to the first foot as soon as you put it down. Note the feeling of touching the floor. Slowly start to place the other foot in front and keep full attention on your body. Walk slowly, step by step. When you have taken five to ten steps or so, stop and stand still. Notice the feeling of your body and mind now. What is the weather pattern inside you now, how are you? Is it calm or is it stormy or somewhere between? Slowly turn around and walk back in slow motion. Then stop, observe your breathing and the weather within you. Now we are going to play a bit and walk at a different speed. You could imagine that you are shifting gears like while driving a car. Start with the 1st gear, walk a few steps in slow motion. Then shift to the 2nd gear, walk a bit faster but keep full attention to your body. Then, shift to the 3rd gear and give it a little more speed, with full awareness. Then, go all the way up to the 5th gear; now you are walking very fast, almost running. Keep full attention on your body and notice how it feels now. Then stop and stand still like a mountain. How is your body? How is your mind? What kind of weather is within you, still or stormy or somewhere between? Stand there for a few moments, with full awareness. Now slowly walk back to your seat, keeping full attention on your body all the way, and sit down as slowly as you can. Pay full attention to how your body feels right now. When you are in your seat, direct your torchlight of attention to your breathing. As best you can, follow your breathing and count five inhalations and five exhalations. Just sit still and breathe for a moment. Remember that your breathing is always there when you want to step out of the autopilot and calm down. Just be.

Jónsdóttir (2018)



8) Suggestions for movies/video clips

- Harry Potter and the Sorcerer's Stone (2001). Warner Bros. (2014, July 8). Harry Potter and the Sorcerer's Stone [Video file]. Retrieved from <https://www.youtube.com/watch?v=EG37G--drDs> (Available in English)



9) Transfer exercise

Objective:

To create a deep understanding of relationship skills to be able to use them in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or a notebook.

Key Learning Points

- 1) What have you learned from the chapter on relationship skills?
- 2) Which exercises did you find good and relevant to you?
- 3) How can you use these skills in other situations or settings?

Use the app ExplainEverything to report what you have learned from the lesson on relationship skills or write it down in your notebook.

Suggestions for debriefing:

Let the students show their results in "Explain Everything" on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the training at home.

References:

Baumeister, R. F., & Leary, M. R. (1995). The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation. *Psychological Bulletin*, 117(3), 497-529.

Definitions & Translations. (2018, August 14). Relationship skills [Text file]. Retrieved from <https://www.definitions.net/definition/relationship+skills>

Degges-White, S. (2015). The 13 Essential Traits of Good Friends [Text file]. Retrieved from <https://www.psychologytoday.com/us/blog/lifetime-connections/201503/the-13-essential-traits-good-friends>.

Holmgren, Ledertoug, Paarup & Tidmand, (2019) The Battle against Boredom in Schools. Copenhagen. The Strength Academy.

Klinge, L. (2017). Lærerens relationskompetence. København. Dafolo Forlag

Norrish, J.M. (2015). Positive Education. The Geelong Grammar School Journey. London. Oxford University Press

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Thorndike, E.L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.



e. Responsible Decision-Making

Learning to make good constructive Choices

"I make all my own decisions, and I take full responsibility"

(Kanye West)

Theory

Reflect your personal experiences and learning processes.

Provide a rationale for the exercises used for teaching. Students have to understand and feel these skills as meaningful, applicable to their lives and relevant in their context.

This skill is useful, for example, when...

"When someone is bullied, and you need to know what to do."

"When you have not done your homework, or your own room or chores at home."

"When you have to choose whether you will join a football team despite it means you won't be seeing your friends that often."

What are the expected results of this session?

- This session has been designed to support and develop the ability to make good constructive choices and take full responsibility for these choices. The objectives are:
- To be able to identify responsible decisions.
 - To be able to identify the barriers to good decision-making.
 - To be able to rate the quality of the decisions.
 - To develop strategies, including steps to be taken to make good decisions.

What is responsible decision-making?

Decision-making means selecting the most convenient alternative among the available choices, to fulfil a particular need

(Harris, 2012)

The chapter on responsible decision-making deals with the issue of training teenagers to make responsible choices. Like everyone else, the teenagers have to make decisions that affect them personally—personal decisions—or affect other people—social decisions (Güçray, 1996).

Is decision-making the same as problem-solving? In the latter process, we focus on solving the problem successfully. In the former, we focus on reaching decisions, on choosing. The decision made might not resolve the problem, and yet be a good decision. For example, you might decide to prepare yourself for a test and to study all week because you would like to do well. Eventually, you do not succeed to the extent you would have liked; even so, the decisions were good.

The human brain continues to mature well into the early twenties. During this period, the decision-making part of the brain is still developing, and the adolescent is still learning to control his or her impulses. Teenagers, especially younger teenagers, might be less capable of understanding the consequences of their behaviour.

While the process of making decisions is similar for males and females, male adolescents tend to perceive more positive outcomes, while females tend to be more risk-averse.

Then, what is a responsible decision?

A responsible choice is a good decision that takes into consideration:

Ethics

Safety concerns

Social norms and laws

The realistic evaluation of consequences of various actions

The well-being of yourself and others

Keelin, Schoemaker & Spetzler (2009)



Ethics: This term refers to well-founded standards of right (e.g. being honest, compassionate and loyal) and wrong (e.g. rape, stealing, murder, assault, slander and fraud) behaviour that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness or specific virtues.

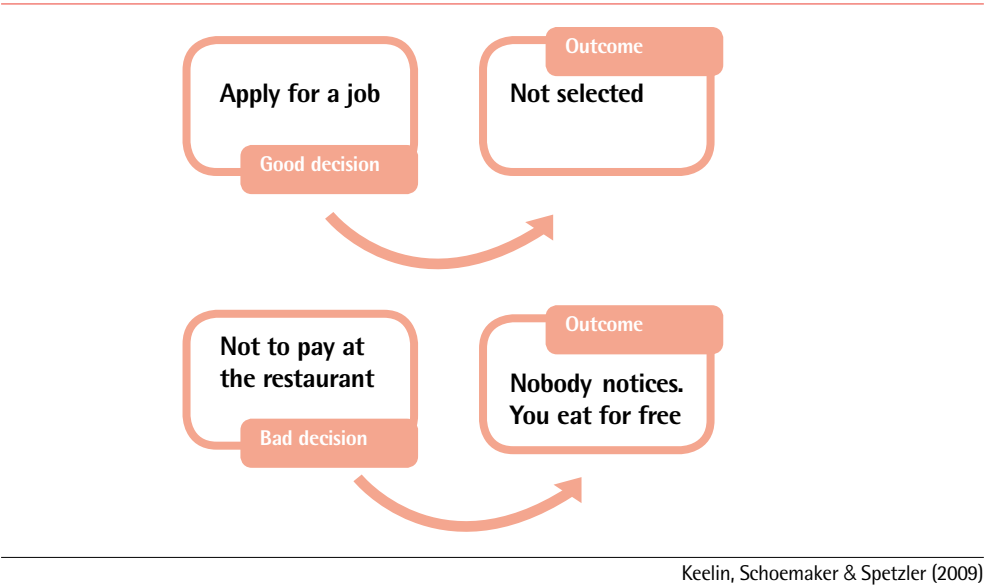
Safety concerns: Decisions that protect from or are unlikely to cause danger, risk or injury to oneself, others or the environment. Teenagers do not always think about long-term consequences, and they sometimes want to do things that put their safety and well-being at risk.

Social norms and laws: A responsible choice is a decision that is in accordance with the social norms and is legal. Social norms are the rules of acceptable conduct in a given group or society. Any behaviour that is outside these norms is considered abnormal. It should be noted that these rules are not laws; they are social obligations, which can vary between different countries. For example, although handshakes between men and women are common in most Western countries, in certain parts of the world such a gesture would be considered an inappropriate contact between the sexes.

A realistic evaluation of the consequences of various actions: Adolescents should learn that there are boundaries that they should not cross, and if they do, they are likely to hurt themselves and others. They need to develop the understanding of the consequences of their actions—consequences of decisions—such as success, struggle, failure, lessons learnt or weaknesses.

The well-being of yourself and others: Decision-making has to protect your own positive emotional and health status and that of the others.

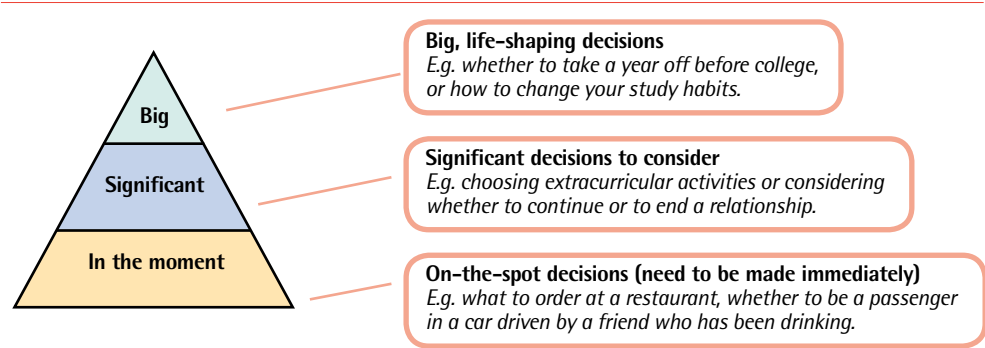
The quality of a decision depends on how we make it and not on its outcome. You may make a good decision and not get the expected outcome, and vice versa



Good decisions do not guarantee good outcomes, but—on average—consistently better decisions lead to consistently better outcomes.

Taking decisions

Types of decisions:



Keelin, Schoemaker & Spetzler (2009)

Making decisions is part of our life. We have to make decisions constantly. In the example below, the basic steps necessary for making a good decision are shown.

1. Thinking of possible options.
2. Evaluating the options.
3. Choosing a strategy for making the decision, trying it and reviewing how it works.

Example: Steps to decide what to have for breakfast:

Decision steps	Steps	Options
1. Identify decision	<ul style="list-style-type: none">What to have for breakfast	Choice may be based on: <ul style="list-style-type: none">What do i feel like?What looks good?What's healthy?
2. Think of options	<ul style="list-style-type: none">Cereal – sweetened, processed or natural, unsweetenedToast – with jam or vegemiteFruit – fresh or cooked in syrupMilk – plain or flavoured	Options may be limited by: <ul style="list-style-type: none">What's availableWhat am I used toWhat am I are willing to tryChoice parent/carer allows
3. Evaluate options	<ul style="list-style-type: none">Sweetened cereal tastes better bur is not so healthyPlain milk is healthier but child doesn't like the taste	Consider the relevance of things like: <ul style="list-style-type: none">Pleasure (taste)What's quick and easyWhat's healthiest
4. Choose a strategy, try it and check how it works	For example: <ul style="list-style-type: none">Try and compare tasteChoose what's quickest... orCompare listed ingredients for nutritional value	How good was your decision? <ul style="list-style-type: none">Did you enjoy breakfast?Did you achieve goals (eg for being quick, for healthy eating)?How will you decide next time

Commonwealth of Australia (n.d.)



Graphic

- Follow norms established for the discussion
- Actively participate in group decision-making process
- Generate alternative ideas and solutions
- Demonstrate the “good of the group”, going beyond your self-interest for the good of the group
- Ask “why” and “what if” questions

Good decisions

To measure the quality of a decision, rate on a scale from 0 (lowest quality) to 100 (high quality) the 6 aspects of any decision (shown below). Each aspect should be considered from both intellectual (head) and emotional (heart) perspectives; the decision should make sense and feel right.



Keelin, Schoemaker & Spetzler (2009)

A) Helpful frame: zoom in on the decision

To frame the decision, respond to these three questions:

1. Purpose—what do you want to accomplish by this decision?
2. Scope—what should you include in and exclude from the decision?
3. Perspective—what is your point of view? Are there other ways to approach it? How might the others approach it?

B) Clear values: what we really care about

Values are what we care about—our wants, needs, likes and dislikes.

Frequently, we find decisions difficult to make because none of the options can satisfy all our values.

Such decisions involve trade-offs; we need to define which values are most important in the particular case.

There are several traps to avoid:

- Over-emphasising the short-term benefit (e.g., buy it now because it is cheap) and playing down the long-term effect (e.g., too much credit-card debt).
- Not taking into account the effect of our decision on others.
- Not knowing what we truly want.

C) Creative alternatives: there is usually a better way

An alternative is one of the possible courses of action available. Without alternatives, we cannot make a decision.

Good alternatives are (1) under our control, (2) significantly different from each other, (3) potentially attractive and (4) achievable.

The quality of a decision is limited by the alternatives we consider—we cannot choose an alternative we have not thought of. Many people assume that they have few or no alternatives. Yet, there usually are many more alternatives than appear at first glance. Sometimes, we do not like the immediately apparent alternatives. We need to talk to and brainstorm with friends whose experience and judgment we respect. We can also make wish lists or do anything else to stimulate our creativity so we can envision alternative ways to address the problem.

D) Useful Information: possible outcomes and their probabilities

Useful information is anything we know, would like to know or should know that might influence our decision-making but is not under our control. This includes:

- Factual information from the past.
- Judgments about current or future situations.

Obtaining such information could help us to anticipate the consequences of our choice. Too many decisions are based on wrong or incomplete information. Consciously considering the need for information and gathering useful and credible information before we act is essential to good decision-making.

The traps to avoid are:

- Laziness or reluctance to find out.
- “The things I know that are not so”. (Yogi Berra).
- Wishful thinking: “Because I want it, it will happen”.
- Assuming that the future will be just like the past.
- Avoiding uncertainty.
- Ignoring things that I do not understand.
- Getting swamped with too much information.



E) Sound reasoning: does it make sense? Can I explain the rationale?

Reasoning is the process of combining alternatives, information and values to arrive at a decision. It completes the sentence: "I am choosing this alternative because..."

Choosing an alternative just because it feels right is not sufficient for making an important decision. Sound reasoning requires an explanation or rationale. To give a rationale, you can use a list of pros and cons for each alternative, decision and probability trees, influence diagrams, computer/spreadsheet models or simulation. For example, we can say that we are choosing an alternative because it involves less risk and is better for the people we care about than the other alternatives available. To back up this choice, we can describe the considered alternatives, information taken into account (including risks), values and trade-offs and the method for combining all these aspects to arrive at the final choice.

Poor reasoning leads to poor decisions.

Traps to avoid:

- Ignoring other possibilities, "It will not happen to me".
- Assuming no uncertainty in potential outcomes.
- Misinterpretation of facts and information.
- Ignoring information, alternatives, or values.
- Relying on irrelevant information (e.g. sunk costs, regrets).
- Wishful thinking, "Because I want it, it will happen".
- Doing what I know how to do and ignoring something difficult but important.
- Making logical errors.
- Paralysis by analysis". This is typical for the people who cannot make a decision because they become immersed in never-ending over-analysing. When you aspire to something perfect, you do not achieve anything tangible.

F) Commitment to follow-through: executing decisions makes them real

The commitment to follow the decision through means that we are determined to execute our decision and can do so purposefully. If we are half-hearted about our commitment, our engagement is diminished, and we might not achieve the best results.

Traps to avoid:

- Making a "mental commitment" but separately deciding not to put in the necessary effort to follow it through.
- Not dealing with obstacles that get in the way.
- Procrastination.
- Half-hearted commitment.

G) Enemies of good decisions

Enemies of good, conscious decision-making are:

Bias: The tendency to seek information that confirms our own beliefs, and to disregard the information to the contrary.

Peer pressure: People tend to follow their peers. They change their own attitudes, values or behavior to conform to those of the peer group or an individual.

Not recognising the opportunities for decision-making.

Going with the flow: letting others take control of your life.

Strong feelings can cloud clear thinking. When an adolescent is frightened, angry or overwhelmed by negative feelings, the chances of making a good decision are reduced. In these cases, it is better to postpone making a decision until the person in question calms down.

Keelin, Schoemaker & Spetzler (2009)



Practice



Welcome and introduction

The teacher begins by briefly recalling the previous sessions, highlighting potential continuity from the “follow-up and opening activity for the next session”. Use the two related segments to recall the previous session.

Review.

- How have the things progressed since the previous session?
- How have you used the skills acquired in the last session?

Reactions and opinions—a reflection on the previous session.

- Have you had any further thoughts on what we covered in our previous session?
- After giving it a thought, what were your reactions to our last session? If you found yourself in a similar situation, what would you do? Can you describe this, giving an example?



Establishing a rationale

You can explain to your students the importance and effects of making good constructive choices and taking full responsibility for the choices you make. Adolescence is an important period, in which decision-making skills are developed, and vital decisions need to be made. The choices made during this period may have a lifelong impact on the health, the career and social acceptance of a person. You may pose leading questions about these aspects and the importance of learning to be responsible in decision-making by using specific, tangible strategies. The discussion might be elicited from the students or facilitated by the teachers. The opening activity “Food for thought” offers an opportunity to present the rationale for the session.

1) Food for thought:

Introduce some opening questions for the class:

- What do you know about responsible decision-making?
- What do you think of the expression, “Adolescents are like incomplete cars: all gas, no brakes?”
- What do you think of the expression, “If you choose not to decide, you still have made a choice?”
- What do you think of the expression, “The heart has its reasons of which the reason knows nothing. We know the truth, not only by the reason but also by the heart?”

2) Background information:

Introduce responsible decision-making to the students, based on the section “What is responsible decision-making?”

The PowerPoint slides related to the chapter might be of help.

3) Illustration of the skill

Link to videos showing and explaining the skills

- Responsible Decision Making: <https://www.youtube.com/watch?v=YygfneJ133s>



4) Responsible decision making

A story for discussion: The Story of a Girl



Read the story aloud

Once upon a time, there was a beautiful, full-of-life, blond-haired, blue-eyed baby girl. She grew up happy, loving music, frogs and everything about water. She had good friends, loved family time, and talked about her dreams of the future with hope. The girl developed her talents and got wonderful grades at school. She was smart—as smart as a girl could be. But much of this changed by the time she became a teenager. And by the time she was in 7th grade, she was miserable. She dreaded school. Her friendships were a mess, and she was making really poor choices. She could hardly get up in the mornings for her joy was fading. When it was time for her 8th year to begin, she loaded up her new backpack, shrugged her shoulders, wiped away a tear and went back for another year of the same drama...the same frustrations...and even worse decisions. The end.

Sometimes it is possible to rewrite a story: We start exactly as in the first story, but we take a different turn in the middle.

She dreaded school. Her friendships were a mess, and she was making really poor choices. She could hardly get up in the mornings for her joy was fading. And that is when she made a brave decision. The young girl decided to spend extra time on a few classes so that she could do better at school. She decided to sign up for tennis and yoga-classes, and she met some new friends there. She decided to quit bad eating habits and to avoid alcohol and smoking. And it changed her life. She felt alive and responsible for the decisions that she was making in her life.

Debriefing:

Now imagine that you are that girl. Which story do you pick for your life?



Cannon, T. (2018). Using Story to Inspire Your Teen's Decisions. Retrieved from <http://www.gatherandgrow.co/using-story-inspire-teens-decisions/>

5) The dilemma to be discussed in class

At the entrance to a concert, you see a sign that says, “We have the right to refuse admission”. You see the doorman refuse access to a person of a different ethnicity. You know, perhaps because your teachers or parents have explained it to you, that it is illegal to use the right of admission to justify racist, xenophobic attitudes or any kind of discrimination on ideological, religious or other grounds.

What would you do? Face the doorman or not intervene because you are not personally affected?

Suppose that the group of friends with whom you were there decided to go to the concert after the incident even though a person of a different ethnicity had been barred from entering. What would you do? Go in? Go home alone? Go home? Go to the police to report the incident? Go in because you think that people of other races should not be admitted?

Dilemas morales y éticos. Inmigración y racismo. (2010). Retrieved from <http://gomezramos.blogspot.com/2010/01/dilemas-morales-y-eticos-inmigracion-y.html>



6) Student exercises

Types of responsible choices

Objective:

A strategy to enhance responsible decion-making is to identify the attributes of a responsible decision.

Time:

Exercise: 15 min. Debriefing: 5 min.

Materials:

Paper and pen.

Form groups of 3–4 students and discuss the following situation:

Jon lives in an apartment, and he chooses to play loud music late at night in his room. His parents have told him not to do it.

Is Jon's choice responsible? Why/why not?

Write down your reflections on a piece of paper.

A responsible choice is a good decision that takes into consideration:

Ethics

Safety concerns

Social norms and laws

The realistic evaluation of consequences of various actions

The well-being of yourself and others

Keelin, Schoemaker & Spetzler (2009)

Suggestions for debriefing:

Discuss the the reflections of the students in class. Add the following considerations. if not mentioned by the students:

- 1) Jon's choice is not ethical. To be ethical, a decision has to:
 - Produce the most good and do the least harm.
 - Respect the rights of all who have a stake in it.
 - Treat people equally and fairly.
 - Serve the community as a whole, not just some of its members.
 - Make you act as the sort of person you would like to be.

Jon's decision is not ethical because it harms others (family and neighbors), does not respect their rights, treats people unequally (he is putting himself first), does not serve the community as a whole and does not make him act as the person that he would like to become.

- 2) His decision is not safe because playing very loud music might prevent people from attending to an important phonecall or even damage their hearing.
- 3) The decision does not follow social norms. People are expected to maintain silence during the night so others can sleep or rest.
- 4) Jon's choice contravened his parents' rules. As a consequence, his parents will reprimand him. The neighbors will dislike Jon because he disturbs them late at night.
- 5) Jon's choice affects negatively the well-being of others. At night, people do not like to be disturbed by loud noises.

Further suggestions:

Discuss in class: to what extent do you agree with the consequences of Jon's decision-making?

Las Hayas (2018)

Practical example

Role-play: How to make a good decision?

Objectives:

A strategy to enhance responsible decision-making is to develop strategies for define the steps that should be followed to make good decisions.

Time:

Exercise: 10 min. Debriefing: 10 min.

Materials:

A copy of the PowerPoint slide and Appendix A.

Ask participants to read the script below. Find 2 volunteers in class that want to play the role of Mike and Grandma. Let them play the scene (role-play) in front of the class.

See appendix A below

Suggestions for debriefing:

Do a pair-share:

Do you recognise yourself in Mike's story?

Further suggestions:

Let the students make up their own case and perform a new role-play, similar to Mike's story.



Appendix A

Speaker	Conversation (role-play students)	Steps (Teacher/Class intervention)
Mike:	"I didn't manage to do my homework. Will you write me a note, so I don't have to stay in at lunchtime to do it?"	
Grandma:	"Let's think about this problem, so we can work out the best solution. What can you think of?"	Identifies it as a problem to be solved.
Mike:	"You could say I was sick".	
Grandma:	"Can you think of other ways to solve this problem?"	Prompts for options.
Mike:	"I could stay at home to do it and bring it to school the next day".	
Grandma:	"Really? Do you have any other ideas?"	Prompts for more options.
Mike:	"I could try to get up early and get it done before school".	
Grandma:	"That sounds like a possibility. Any more ideas?"	
Mike:	"No".	
Grandma:	"Okay, let's think through what's good and not-so-good about the solutions you've suggested. Which one shall we think about first?"	Asks Mike to evaluate options.
Mike:	"I could stay at home, but then I will miss sports, and I'm supposed to be on the team. Will you write me a note, Grandma?"	
Grandma:	"So staying at home may not be such a good idea, I agree. Do you think it would be fair for me to write a note? Do you think i t would be honest to say that you were sick?"	Reinforces good thinking. Proposes values to consider.
Mike:	"Not really. I guess I can try getting up early to do it. What if I don't have enough time?"	
Grandma:	"Getting up early to get your homework done sounds like a very responsible decision to me. I could wake you up in the morning to make sure you have time".	Encourages and supports responsibility.
Mike:	"Okay. Will you wake me up at 6:30 then?"	
Grandma:	"It's a deal. I'll even get your breakfast for you!"	Reinforces good decision-making.

Commonwealth of Australia. (n.d.). Kidsmatter. Making decisions [Text file]. Retrieved from <https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/making-decisions>

Group decisions

Objective:
A strategy to enhance responsible decision-making is to define the steps necessary to make good decisions.

Time:
Exercise: 10 min. Debriefing: 5 min.

Materials:
A copy of the PowerPoint slide.

Following these steps, in groups of 6 people, make a responsible decision about

What equipment/resource to buy for the school?

Remember to use these steps when you are working with others to make a responsible decision.

- Actively participate in group decision-making process.
- Generate alternative ideas and solutions.
- Demonstrate that they are for "the good of the group": going beyond your self-interest for the good of the group.
- Ask "why" and "what if" questions.

What do you decide?

Suggestions for debriefing:

Discuss in the group:

How easy was it to reach a good, responsible decision?

Further suggestions:

Did you all manage to follow the steps proposed for group decisions?

Rate the quality of the decision above based on the 6 aspects of decisions (helpful frame, clear values, creative alternatives, useful information, sound reasoning, and commitment to follow through).

Las Hayas (2018)





The decision quality (DQ) checklist. How good would this decision be if I were to make it now?

Objective:

A strategy to enhance responsible decision-making is to rate the quality of the decisions.

Time:

Exercise: 5–10 min. Debriefing: 10 min.

Materials:

Notebook and pen.



Before making a decision, we can rate its quality by assigning a score to each of the six aspects, on a scale of 0 to 100%. One hundred percent is not perfection; it is the point where additional improvement is not worth the effort or the cost of delay. The lowest score determines the overall quality of the decision. Going through the process of addressing the current state of each aspect will help to identify where an additional effort will be likely to improve the decision.

Rate the quality of the following decisions and write down the score in your notebook.

- 1) You are having a snack just before a difficult test at school. You eat some biscuits and a chocolate bar and have an "energizer" drink.
- 2) One of your friends is home alone. You invite some people to a party using Facebook, but you forget to ask the parents for permission.
- 3) You see some very nice shoes on the Internet. It is a site that you have not seen before, but the price is fantastic, so you buy them.

Suggestions for debriefing:

Do a pair-share:

- What are your scores for the three decisions?
- Why did you rate them like this?

Further suggestions:

Share in class:

- Are the differences between your ratings/scores small or large?

Las Hayas & Ledertoug (2018)

The case of Bernard

Objective:

A strategy to enhance responsible decision-making is to reflect upon good and bad decisions.

Time:

Exercise: 5 min. Debriefing: 5 min.

Materials:

A copy of the case.

Find a partner.

Read the following case, and identify the different occasions on which Bernard, the main character, had an opportunity to make a conscious decision but did not do it.

"Bernard is a 16-year-old youth expelled from school. When asked how and why he was expelled, he replied, "So, I am in the yard and this guy pulls up next to me and looks at me funny. So I pull over, he pulls over, and I knock him down. I run off, he calls the cops, the cops arrest me, and now I am here".

Suggestions for debriefing:

Rate Bernard's decisions on the The decision quality (DQ) checklist from the last exercise?

Further suggestions:

Rewrite the story so Bernard only makes good, constructive, responsible choices.

Keelin, T., Schoemaker, P., and Spetzler, C. (2009). Decision quality. The fundamentals of making good decisions. Retrieved from <https://www.decisioneducation.org/decision-chain-frame>



7) Mindfulness exercise:

Hear it all – mindful listening

Objective:

Listening and speaking mindfully to one another.

Time:

5 min. Debriefing: 5 min.

Materials:

Bell or clock to mark the time.

Split the students into groups, with two people in each group (person A and person B). Each person has one minute for listening and one minute for talking. The teacher uses a bell to mark when the minute is over, when they should switch the roles.

A starts by talking about what he or she noticed in the past exercise (one minute).

B listens very carefully and pays full attention to what A is saying. If A has not so much to say they can just be in silent until the bell rings after one minute.

Then they switch, and B talks about what he or she noticed during the exercise and A listens for one minute.

After that, they talk in normal way about their experience, for a minute. Then, the teacher asks the whole class to discuss it.

Suggestions for debriefing:

Was there anything that they noticed during listening time? Did they find this hard or easy? Did they notice desire to talk when they were listening? In what situations can mindful listening be helpful?

Further suggestions:

Depending on the exercise that you are discussing, the teacher can ask B to repeat what he heard A say (before B is allowed to talk of his impressions). Then, let B talk and A listen and repeat what he heard.



8) Suggestions for movies/video clips

- Billy Elliot (2000): BBC Films. (n.d.). Billy Elliot [Video Trailer]. Retrieved from https://www.bbc.co.uk/bbcfilms/film/billy_elliot (Available only in English):



Jónsdóttir (2018)

9) Transfer exercise

Objective:

To create a deep understanding of responsible decision-making to use the skills in new or different situations.

Time:

Exercise: 5 min.

Materials:

The app ExplainEverything or the notebook.

Key learning points

- 1) What have you learned from the chapter on responsible decision-making?
- 2) What exercises did you find good and relevant to you?
- 3) How can you use this learning in other situations or settings?

Suggestions for debriefing:

Let the students show "ExplainEverything" results on the smartboard in class or read a few of the key learning points aloud.

Is it time to administer the rubric?

Remember that after completing all skills of a component, you should use the rubric for the component to help the students in the evaluation of their learning results.

10) UPRIGHT at home

Many of the exercises related to the chapter can also be a part of the students' training at home.

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Keelin, T., Schoemaker, P., and Spetzler, C. (2009). Decision quality. The fundamentals of making good decisions. Retrieved from <https://www.decisioneducation.org/decision-chain-frame>

Commonwealth of Australia. (n.d.). Kidsmatter. Making decisions [Text file]. Retrieved from <https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/making-decisions>



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