

TOOLKIT



MyLife, MyFuture



Mental Health
Foundation



Good mental health for all



Our mission is to help people understand, protect and sustain their mental health.

Prevention is at the heart of what we do, because the best way to deal with a crisis is to prevent it from happening in the first place. We inform and influence the development of evidence-based mental health policy at national and local government level. In tandem, we help people to access information about the steps they can take to reduce their mental health risks and increase their resilience. We want to empower people to take action when problems are at an early stage. This work is informed by our long history of working directly with people living with or at risk of developing mental health problems.

The Mental Health Foundation is a UK charity that relies on public donations and grant funding to deliver and campaign for good mental health for all.

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About the authors

We are Tash, Amy and Juliet. Our backgrounds are in youth work and we have combined our personal and professional experiences to care for – and about – a group of young people.

Tash

Tash has worked with young people in care for the past 15 years, across both the voluntary and statutory sectors. She has held a variety of roles - including participation officer, youth worker, and mentor - and is now running a small youth-engagement company, Silver Lined Horizons, alongside other youth projects. She also finds time to coach an under-six football team every Sunday!

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Juliet

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Lastly, thanks to the five young people who made it to the end. Thank you for keeping us company for 18 months, and for keeping us up to date with what's going on with you. We learnt as much from you as we hope you learnt from us.

The views expressed in this report are those of the authors and not necessarily those of the Mental Health Foundation.

Who is the toolkit for?

We have written this toolkit for practitioners working with young people who are either in care or have been in care (for example youth workers, support workers, psychologists and teachers). We hope that they may find it helpful when thinking about setting up a group programme, or when looking for further inspiration for group activities if they're already delivering group work for young people.

Why have we written it?

As well as writing about how we set up the group, we have shared what we learned from the implementation process. We hope you will find this useful so you can learn from our experiences and feel encouraged to adopt our ethos, which encourages a relational approach to creating a safe environment where young people can talk about serious issues in a fun way.

This manual has been designed to be used alongside the toolkit, which has detailed sessions plans, exercises and activities that you can facilitate with the young people that come to your group. When we started this project and began to develop the programme, we found it fairly challenging to find relevant materials that were engaging, evidence-based and relevant to young people, so we spent a lot of time scouring various places for resources. We found loads of good stuff though, and so we have pulled these resources together for you in the toolkit.

Hello,

Our names are Eyram (14), Alfie (12), Vicky (13), Lewis (14) and Becky (13). This toolkit (and the manual) describes all the activities we have taken part in over the past 18 months. It's not just a list of activities though, it's got stuff about us in it too – our thoughts and ideas as to how you can run groups like ours.

We hope you find it useful. We also hope you like the pictures as these were done by us 😊.

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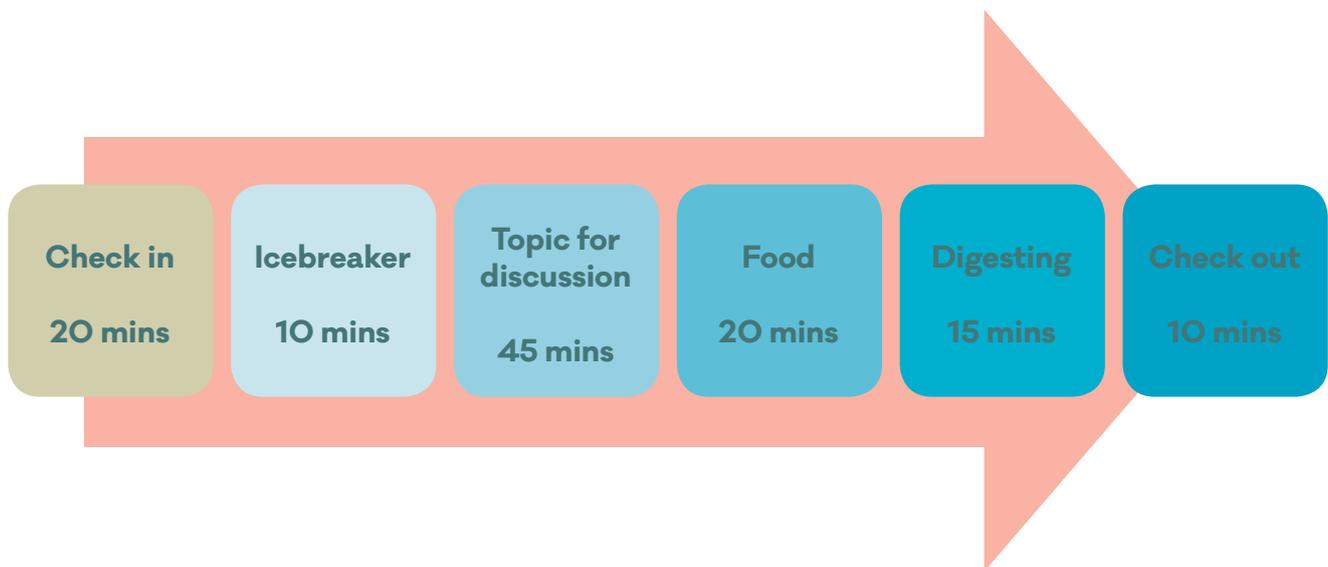
What is the purpose of this toolkit?



This toolkit provides helpful hints for practitioners working with young people, as well as ideas and activities that they can use in small-group work. The materials offer prompts for discussion on various topics and issues – some of which the young people may not have thought about before. They are taster sessions to get the conversation started. We've been careful not to include an overload of information – the sessions are a light exploration of the topic.

Reminder: What is the format of a session?

Throughout the 'My Life, My Future' programme, the weekly sessions followed a similar format (see below).



The toolkit is structured to provide a range of exercises relevant to the icebreaker exercises and the 19 identified key issues that underpin the programme – happiness, aspirations, social networks, identity, stereotyping and prejudice, respect, emotions, stress, managing anger, self-esteem, peer pressure, relationships, bullying, cyberbullying, introduction to grooming and child sexual exploitation, sleep, dreams, old age and reflections.



Planning a session

The toolkit outlines the various themes and session plans used throughout the programme, suggesting activities, discussion points, video clips, and anything else that will help you get the most out of your young people.

We put these plans together to help you make your sessions fun and informative, while provoking and inspiring conversations. We felt no need to reinvent the wheel, so have highlighted activities that may have been used elsewhere – perhaps in schools, online, or during similar courses. Having already run this programme, we have taken what we learnt to hone these plans and make them as engaging as possible. Here's what we now know:

- Not all the themes we initially chose were popular – in fact, some were unsettling for the young people, while others were deemed by them to be too educational, e.g. cyberbullying. However, some were of great interest as the topic was new to the young people and they were keen to find out more, e.g. anxiety, mental health. It can be difficult to find the right balance, but, fundamentally, we were keen to cover a variety of topics that could provoke and inspire.
- We recognised that we couldn't be experts in all of the themes covered, so were very honest when we didn't know the answer to something.
- We found that 'sandwiching' the deeper, more sensitive sessions (e.g. bullying and grooming) between the light-hearted ones, (e.g. aspirations and social media) worked best.
- The number of young people who showed up often varied from week to week. This made it difficult to plan activities. We quickly realised that the six young people who came regularly didn't like drama-based activities! But what if a budding Charlize Theron had shown up one week? It was important to take everybody's opinion into account, so we tried to overestimate the number of activities we'd need so that we could pick and choose.
- Some of the sessions ran for one week, whereas others ran over a few weeks. It was dependent on the response, where the conversation took us, and what the young people expressed that they wanted to do next.

Icebreakers



Energiser: Would you rather?

1. Would you rather always take a cold shower or always sleep an hour less?
2. Would you rather always have to say what is on your mind or never speak again?
3. Would you rather always lose or never play again?
4. Would you rather be 3 feet tall or 8 feet tall?
5. Would you rather tell your best friend a lie or tell your parents the truth?
6. Would you rather be hairy all over or completely bald?
7. Would you rather be the most popular person or the smartest person you know?
8. Would you rather be rich and ugly or poor and good-looking?
9. Would you rather give up your computer or your favourite pet?
10. Would you rather never use the internet again or never watch TV again?
11. Would you rather have loads of money and be lonely, or poor and really popular?



Run the gauntlet

Form two lines with participants facing each other. Have one person walk or skip in-between the two lines to 'run the gauntlet'. As the person does this, others pat them on the back, give them a high five or a hug, share kind words, or smile at them. Encourage the person to go through the gauntlet slowly and to listen to the words and gestures offered.

Expected outcome: Good feelings about themselves, feeling good about giving others compliments, increased self-esteem, group cohesion.

Alfie's version: As the young people walk through the line, say or show an emoji (on your phone or on picture cards) that describes their feelings or reminds them of the other person.

I prefer...

Ask everyone to stand up and begin moving in a circle in a clockwise direction. Now read out the statements below or make up your own relevant to the group. The young people should listen and, if they agree with the statement, keep walking in the clockwise direction. If they prefer the alternative choice, then they should turn and start walking in an anticlockwise circle. This should become chaotic as people will have to push past others to show their opinion.

1. I prefer plain chocolate to milk chocolate.
2. I prefer fresh fruit to pizza.
3. I prefer a bath to a shower.
4. I prefer Big Brother to The X Factor.
5. I prefer Nando's to McDonald's.
6. I prefer dogs to cats.
7. I prefer the snow to sunshine.
8. I prefer R&B to indie music.
9. I prefer to go with the minority as opposed to the majority.
10. I prefer silence to noise.

Review the activity by asking:

How does it feel to be 'different' and not go along with the crowd?
How can being confident help you to uphold your view?



Newspaper puzzle

Divide the young people into two teams and give each group a copy of the same newspaper. Ask them to spread the newspaper out in front of their team. Describe a particular advert, article, fact or picture from the paper. The group has to find it, rip it out and bring it to you. The first team to bring it over gets a point. Continue calling out items. The winning team is the one with the most points.

Pass the mystery object

Everyone stands in a circle. Explain that you are going to mime passing something to the first person, but you won't tell them what it is. They then pass it on to the next person and continue round the circle. After a few passes, introduce the next 'object' so that there are several things being passed round at the same time. At the end, ask people what they thought they were passing.

Examples of 'things' to pass are:

- A really smelly bin bag
- A heavy suitcase
- A cute puppy
- A sticky bun

Who am I?

Prepare a self-adhesive label or Post-It note for each young person in your group. Write on it the name of a well-known or famous person. This can be a historical character or current sportsperson, musician, TV personality, celebrity, etc. Have a good mix of men and women.

Keeping the names hidden, stick the labels or Post-It notes on the foreheads of everyone in the group. Each person takes a turn to ask questions to figure out their identity. For example: Am I alive? Am I female? Am I in a band? Only 'yes' or 'no' questions can be asked. If the answer is 'no', their turn is over. If the answer is 'yes', they can ask another question and keep going until they get a 'no', or they guess who they are. Keep playing until everyone has guessed or, if time is short, stop after the first few correct answers.



Name that chooon!

Get each young person to write down numbers 1-10 on a piece of paper. Play the first three seconds of 10 songs, pausing in-between each one. The young people have to name both the title and the artist of each song.

Soup recipe

Tell the young people that you need to make soup, but you don't know how and you don't have any food at home. Ask them what you need to do.

Write the steps on the board. What should you do first? Try to find steps that they miss (e.g. did you buy the necessary ingredients? Do you have a pot? Do you need to cut the vegetables?). Have them modify the steps that are written until you are confident that you could make soup based on their directions.

Getting to know you

Split the young people into two groups. Get each group to line up against opposite sides of the room. Ask each person to take off one shoe and make a pile of their team's shoes. Get each person from one team to come and select a random shoe from the other team's pile, and then find the person that the shoe belongs to.

Tell them that once they have found their match, they should ask a question that they've previously thought of. This will allow them to get to know each other a bit better. Make sure you don't allow too much time, but don't make it too short either – give both people a chance to answer the same question. Repeat the process with the other team's pile of shoes.



'Honey, I love you...'

The young people have to say, "Honey, I love you...but I just can't smile" to each other without smiling or laughing, and the responder has to say, "Honey, I love you too", also without smiling or laughing.

M&M's game

Open a bag of M&M's and get each person to grab some (Smarties would work too). Tell them not to eat them.

Assign a different meaning to each colour:

Blue = family
Green = school
Yellow = friends
Red = hobbies
Brown = music/movies

The number of M&M's they have in their hand is the number of facts they have to share. For example, if they have three blue ones, they would have to offer three facts about their family.

#Pictionary

The young people take it in turns to pick a word (see page 8 for handout) and then have to draw it out for the rest of the group to guess. If someone guesses, they take the word. The one with the most words wins.



Hash tag	Followers
Emoticons	Text
Instagram	LinkedIn
Online	Share
Profile	YouTube
iPhone	Facebook
Digital	App
Snap chat	Vlogging
Keyboard	Tag
Blog	Internet
Likes	Privacy
Twitter	Website
Friends	Google
Comment	WhatsApp
Social networking	Tweet



In the manner of the word

In advance, cut out the words below. Put the blue ones (emotions) into one bowl and the gold ones (actions) into another bowl.

Ask one person to leave the room while everyone else picks a piece of paper from each bowl (so each person has an emotion and an action), which they have to act out. When the person comes back into the room, they have to guess what everyone else is doing and in what manner.

Frustrated	Tidying your room
Fearful	Texting
Confident	Talking
Sad	Travelling
Amused	Doing your homework
Proud	Shopping
Stressed	Watching TV
Annoyed	Cooking
Bored	Exercising
Angry	Sleeping
Happy	Eating
Excited	Studying



Cross the line if...

- ✓ You are female
- ✓ You are under 12
- ✓ You like baked beans
- ✓ You know what you want to do when you leave school
- ✓ You are an only child
- ✓ You enjoy playing sports
- ✓ You prefer Coke to Pepsi
- ✓ You have smoked a cigarette
- ✓ You have felt lonely in the past three months
- ✓ You have been in love
- ✓ You are really quite shy but pretend that you're not
- ✓ You have ever had surgery
- ✓ Someone close to you has died
- ✓ You think that your anger might get you in trouble one day
- ✓ You support the death penalty in the USA
- ✓ You feel you could do with a hug right now... but don't want one from anyone in this room
- ✓ You think that marijuana should be legalised
- ✓ You think the drinking age should be lowered from 18 to 16
- ✓ You know someone who has been attacked
- ✓ You have cried in the last three months
- ✓ You have been the victim of racism
- ✓ You find that thoughts of food take up a lot of your day
- ✓ You think adults have no idea what young people have to go through these days
- ✓ You think the school day should be shorter
- ✓ You have been in a relationship and been hurt
- ✓ You wish you had more money
- ✓ You have low self-esteem
- ✓ You are going to miss people in this group when the project finishes
- ✓ You have been completely honest in this activity
- ✓ You are going to stay in touch with people from this group when the project finishes



The question web

You need to have a spool of string or wool for this game. Ask the young people to stand in a circle. Hold onto the end of the string/wool and throw the spool to one of the young people to catch. They then choose a question from 1-10 to answer. Holding the string, they then throw it to another member of the group.

Eventually, this creates a web, while everyone learns some interesting things about each other! At the end of the game, you could comment that we all played a part in creating this unique web and if one person were gone it would look different.

1. If you had a time machine that would work only once, what point in the future or in history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try to save?
4. If you could talk to any one person who is alive now, who would it be and why?
5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
6. If you were an animal, what would you be and why?
7. Do you have a pet? If not, what sort of pet would you like?
8. Name a gift you will never forget.
9. Name one thing you really like about yourself.
10. What's your favourite thing to do in the summer?

On the ball

Throw a ball or balloon around the room. Whoever catches it has to say what they're grateful for.

Banana surgery

Each team/pair is given a banana and asked to cut it into five equal sections. They are then given Sellotape, pins, string, rubber bands and toothpicks to try to put the banana back together again. It could get messy, but it will be a lot of fun!



Sleeping lions

One young person is named the lion catcher, and everyone else is a lion. The lions must lie completely still on the floor, pretending to be asleep. The lion catcher must walk around the room and attempt to wake up the lions, catching out anyone who moves or laughs. The last lion still 'asleep' (i.e. not moving) is the winner.

Wink murder

One young person plays detective and leaves the room. The rest of the group then chooses someone to be the 'wink murderer' (their role is to, one by one, 'kill off' the whole group by winking at individuals). When the detective comes back into the room, the wink murderer should begin winking at his/her victims. The detective has to guess who the killer is before the whole group is dead!

Spaghetti letters

Give a tin of opened spaghetti letters and a plate to each person or team. Allow the young people three minutes to make as many words (associated with the topic you are talking about) as they can on the plate. The winner/winning team will have made the most words (spelt correctly!).

Fear in a hat

Ask each young person to write down their personal fears anonymously on pieces of paper before putting them into a hat (or bowl). Pass the hat around the group and have each young person take out a piece of paper. In turn, they read the fear aloud to the group and explain how that person may feel. This is a reflective discussion, which can help the young people understand how feeling empathetic and having common fears may build trust within a team.



The sun shines on...

Get everyone to sit in a circle on chairs. Ask for a volunteer to stand in the middle, then remove their chair from the circle. The volunteer must say, "The sun shines on anyone who..." and then finish the sentence. They can say anything from, "... who watched EastEnders last night" to "... who has been on a plane". Everyone who falls into this category swaps seats. One person will be left in the middle and they must then repeat this process. You can't go back to the seat you have just come from. You can use this icebreaker to fit in with your session plan, e.g., "The sun shines on... anyone who has ever been bullied, sent a horrible text message, fallen out with a friend, etc."

Protect the egg

This activity can be done in pairs or individually. The young people are each given an egg and told to create a casing that would protect it if it were thrown or dropped. Items that can be used include: string, bubble wrap, tissue paper, Sellotape, card, paper and Blu-Tack. After the young people have made their cases, find somewhere (preferably outside) to test out the eggs. Either drop them from a height or throw them over something, like a wall.

Happiness

Session plan and handouts



What's the purpose of the session?

To explore what happiness is and what it means to young people. To look at how happy we are, how others can make us happy, and how we can make them happy.

What materials do I need?

- Bananas
- Knives to cut the bananas
- Sellotape
- Pins
- String
- Rubber bands
- Toothpicks
- Paper
- Pens
- Post-it notes
- Access to YouTube to show clips
- Jar
- Craft materials to decorate the jar



What's the session plan?

Feelings check-in

On arrival, play happy/jolly music (see below for suggestions) and have some happy thoughts or quotes displayed around the room.

Don't Stop Me Now – Queen
Happy – Pharrell Williams
Best Day of My Life – American Authors
What You Know – Two Door Cinema Club
Mr Blue Sky – Electric Light Orchestra
Walking on Sunshine – Katrina and the Waves
Wake Me Up Before You Go-Go – Wham!
T-Shirt Weather – Circa Waves

Go above and beyond with greeting the young people as they arrive to the session. Behave as if you are really happy to see them. Give them a high five, a whoop, etc. and watch how they react. Do they reciprocate or do they look embarrassed? Ask the young people how they felt about the big welcome.

Ask them: How are you feeling right now on a scale of 1-10? Did the music or the welcome do anything to make you feel better? Repeat this question at the end to see whether their happiness rating has improved or not.

You may then want to say something like this:

“As you may have guessed, the theme for today's session is all about happiness and whether some simple daily actions can have a positive impact on how happy we are and how happy we can make the people around us feel.”

Wall of happiness

On Post-it notes, ask the young people to write their own definition of happiness. Then have them stick theirs on a large piece of paper that's displayed.

Video clip: [What is happiness?](#)

Open up a discussion, asking for any thoughts on what was said on the video clip.



Relaxation exercise

Play calming music. Ask the young people to close their eyes and imagine a place where they were at their happiest. Were they alone or with others? Were they in an open space or somewhere smaller? Were they doing a specific activity or were they still?

Feeling it

Distribute Post-it notes to the young people and ask them to write down the answers to the following questions, then stick them on the Wall of happiness.

- What things make you feel down?
- What things make you feel good?

Then read through the answers with the young people.

Discussion points:

- Are there any common themes?
- How easy or difficult was it for the young people to think of answers?
- Why was this?
- Do they understand the impacts of feeling good and feeling down?

Bowled over

Get everyone to write down three things that make them feel happy or that they like about themselves. Put them in a bowl and read them out. Everyone has to guess which piece of 'happiness paper' belongs to which person.

Happy Pictionary

Divide the group into two teams. Put the words on the handout at the end of this section into a bowl and ask each team to draw out a word in turn. The groups have to guess what image is being drawn, and one point is awarded to the team that guesses right.



A little kindness goes a long way

Video clip: [The Science of Happiness - Calling to Say Thank You](#)

Video clip: [20 Random Acts of Kindness](#)

Discussion points:

- How did the clips make you feel?
- Do you think that you could do something similar? What sort of things might you do?

Positively kind game

Write everyone's name on a separate piece of paper and put it into a bowl. One by one, people should pick out a name and use three positive things/words to describe the person written down (e.g. this person has a very kind smile, this person is very clever, this person always looks out for everyone else). Everyone has to guess who the person is.

Perform an extra act of kindness each day for a week

This could be a compliment, a helping hand, a hug, a gift or something else. The act may be large or small and the recipient may not even be aware of it. Ideally, your acts of kindness should go beyond the kind things you already do on a regular basis. And, of course, the acts mustn't put you or others in danger!

Here are some ideas:

- Compliment one of your friends.
- Do the washing-up at home.
- Offer your seat to someone on the bus.
- Tell someone close to you that you really appreciate them.

Happiness jar

Get the young people to help decorate a jar with coloured pens and craft materials. Give them slips of paper to write down a few things that make them happy or get them feeling good. This could either be experiences, memories or actions (e.g. 'when playing football' or 'the time I went ice skating with the MLMF group').

Wordsearch

End the session with the wordsearch on the handout at the end of this section below. Give a prize to the person who finishes first!



Happy Pictionary

Food	Phones
Boys	Netflix
Sleep	Chocolate
Clothes	Make up
Shoes	Music
Television	Money
Shopping	Friends
Hobbies	Social media
Concerts	Celebrities
Fashion	Girls
Family	Video Games
YouTube	Reading



Happiness wordsearch

S U V M N S P E R Y V E N O Q
S A X D S I U Q D P F C K D V
X N T I E P R M A P Z S T R E
V L L I H T T V G A W T N Z J
G B O O S H A L A H M A E S O
T J R I G F E M M N Q T T C L
V I S I Z E I V I I A I N H L
A Z L H K F Z E B N R C O U Y
D E L L I R H T D U A T C F D
D J D Y P L E A S E D H H F N
D Y P E Q A Z Q H A I G A E R
L O S B T H K L C P H Z C D M
M E R R Y A K G P V R Y R X A
Y L E V I L L E Y O J Q O L C
P H R I M K R E H Q B C C V A

ANIMATED
BLISS
CHIPPER
CHUFFED
CONTENT

DELIGHT
ECSTATIC
ELATED
EUPHORIA
GLEE

HAPPY
JOLLY
JOY
LIVELY
MERRY

MIRTH
NIRVANA
PLEASED
SATISFIED
THRILLED

Aspirations

Session plan



ASPIRATIONS

What's the purpose of the session?

To get the young people thinking about what they may want to be in the future, as well as who they want to be.

What materials do I need?

- Access to YouTube to show clips
- Pens
- Magazines
- Large boards
- Scissors
- Glue
- Worksheet of words
- Postcards
- Scrapbook paper



What's the session plan?

Future, aspiration, success

Have the words 'future, aspiration, success' written in the middle of a large piece of paper for the young people to see clearly. Discuss what each of the words mean to the young people in the group. The words could be personal (e.g. 'success is owning my own car') or a definition (e.g. 'aspiration is a hope or ambition').

Get the young people to answer the following question:

If you knew you couldn't fail, what would you do?

Role Models

Play the following clip as a lead-in to the discussion below.

Video clip: [Martin Luther King - I Have a Dream](#)

Have the young people suggest who their role models are and why. Display a few images of inspiring people (perhaps choosing from the list below) and think about the characteristics that each person embodies, as well as how they reached their achievements.

- Usain Bolt
- Barack Obama
- Malala Yousafzai
- Oprah Winfrey
- Steve Jobs
- Nelson Mandela

Question the young people about not only what they want to *do* in the future, but also *who* they want to *be*.



Vision board

Give each young person a large board and ask them to create a vision board. Get them to look through magazines and choose words and images that inspire them. Encourage them to create a vision for each area of their life, e.g. family, school, friends. As they create their vision boards, get the young people to think about the following questions:

- Will you travel? Where would you like to go?
- What will your home look like? Where will you live?
- Will you be married, single or living with housemates?
- What job will you have?
- Will you go to university or college?
- Will you have children or pets?

Make the world awesome

Play this short video.

Video clip: [Kid President - How to Change the World](#)

And I quote...

Discuss with the young people what quotes are and how they may be used to help motivate us when things seem hard.

"Try not to become a person of success, but rather try to become a person of value." (Albert Einstein)

"Music isn't for the eyes, it's for the ears." (Adele)

"Some people feel the rain, others just get wet." (Bob Marley)

"Try to be the rainbow in someone's cloud." (Maya Angelou)

"No one can make you feel inferior without your consent." (Eleanor Roosevelt)

Get the young people to cut out words from magazines and newspapers to make their own inspirational quotes. These can then be stuck onto the back of a blank postcard and used for the next activity.



I hope to...

On the same postcard, get the young people to write down three things they would like to achieve by the end of the year. These things don't have to be practical, but could be something about who they might like to be by the end of the year. For example: 1. Get five GCSEs. 2. Be kinder. 3. Join a new club. Make sure that the young people address these postcards to themselves, then ask them to give them to you. Don't lose them! Depending on the length on the programme you are running, make sure you post these cards to them at the end of the year or at the end of the project.

Is there anything extra I could include in the session?

Refer the young people back to their journals and urge them to mark out milestones and significant achievements that contribute to their aspirations. Remind the young people that each journey starts with one step.

Social networks

Session plan and handout



What's the purpose of the session?

To discuss why the young people use social media and social networks, and to determine if they are using them safely.

What materials do I need?

- Social media logos
- Access to YouTube to show clips
- Tube of toothpaste



What's the Session Plan?

Social media channels

Have a selection of 15 to 20 up-to-date social media icons printed out. Split the group into teams. Get the young people to name each icon. Each team receives a point for answering correctly. A template is available on page 28.

Spread out the social media icons on the floor. Have the young people pick the ones that they use most often. Once everyone has chosen, ask them to stand up and tell the group why they use their chosen social media platform and what they like about it.

Discussion points

Have a discussion with the young people, using the following questions:

- How many of you use social media?
- How many friends have you got online and on which SNS (social networking sites)?
- What is good/bad about having friends on these different sites?
- Do you feel you actually know your online friends?
- How many of these friends have you actually met?
- What do you think are the advantages of online friends?

My digital footprint

Your digital footprint is the information that is available about you online. This information largely comes from what you or others have posted about you.

- What type of things do you think your digital footprint would tell us about you?
- Do you think that this information could affect your future?

Video clip: [Orange Digital Dirt -When your online behaviour affects you offline](#)



Making a Statement

Assign sides of the room to be:

'Yes, that's me' and
'No, that's definitely not me'.

Tell the young people that you are going to read out some statements (see below) and they will need to stand on the side that they agree with. As they take their stances, create a dialogue with them about why they have stood where they have.

Statements

- ✓ I am careful about what I post about myself online.
- ✓ I am careful about what I post about others online.
- ✓ I post pictures of myself in my school uniform.
- ✓ I never post pictures of my face online.
- ✓ I enjoy sharing my opinion – good or bad – about things or people online.
- ✓ I would feel really embarrassed if my mum or dad saw what I write on my profile.
- ✓ I worry about what others post about me online.
- ✓ I am very careful about what I send or text.
- ✓ I have never thought about my digital footprint before this.
- ✓ I don't have a social media profile.
- ✓ I have loads of friends online and I have never met or spoken to the majority of them.
- ✓ I feel more comfortable posting my opinions about people online than I would to their face.
- ✓ I have done or said something online that I wish I could take back.

After this activity, get some feedback by asking the young people:
How did this activity feel?

Online Versus Real Life

Video clip: [Can I be your friend](#)

Video clip: [Facebook in real life](#)

Video clip: [Social Networking in real life](#)

After showing these clips, ask the young people if they feel any differently about their online life. If so, how?



Privacy

Talk to the young people about the following things:

- What personal information is it important to keep safe/private online?
- How long does information stay online for?
- How can you ensure that your information is kept private?

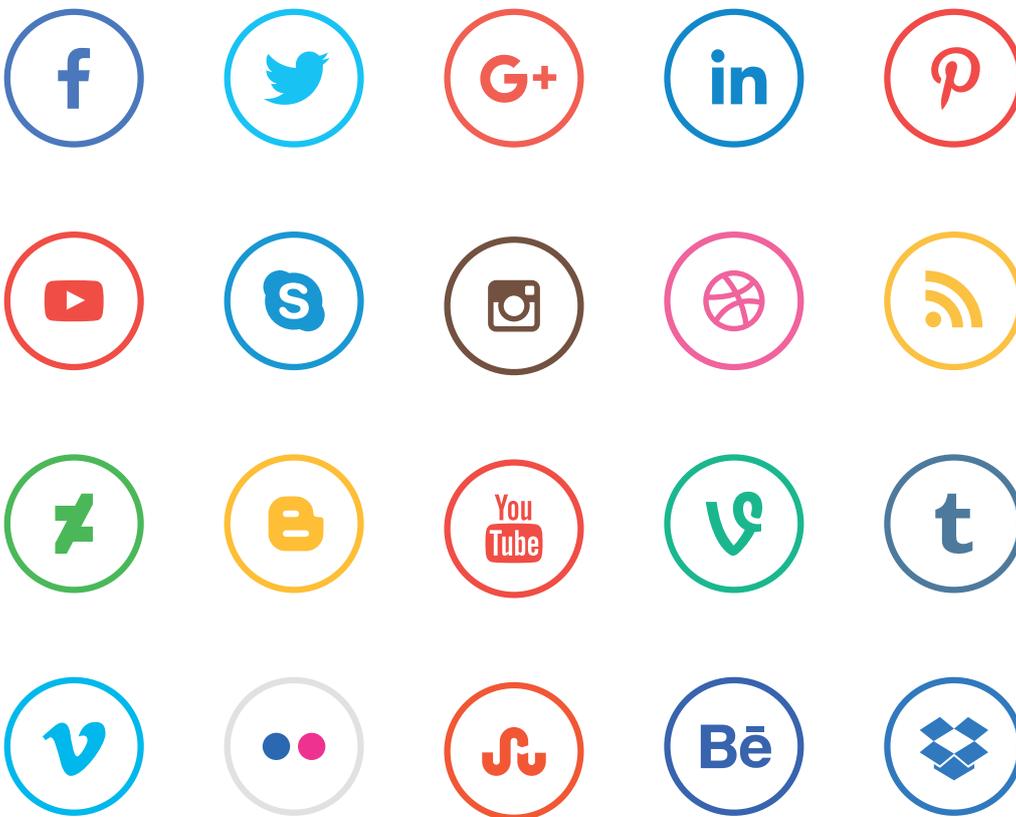
(Minty) fresh perspective

Give each young person a tube of toothpaste. Get them to squeeze out some toothpaste and then ask them to put it back into the tube. You can't! As on Facebook, once you post something, you can't take it back.

More information about young people staying safe online can be found at www.saferinternet.org.uk



Social media icons



Names

Session plan



What's the purpose of the session?

To get the young people to think about the origins of their name, and discuss what this means for their identity.

What materials do I need?

- Post-It notes
- Pens
- Large paper
- Decoupage/papier-mâché letters or air-drying clay
- Paints/stickers/glitter, etc. to decorate
- Paintbrushes
- Access to the internet or name book



What's the session plan?

What's in a name?

Find five famous names that everyone would know (for example, Beyoncé, Andy Murray, Drake, Sia, Rihanna, Obama, Hitler, etc). Ask the young people what they think of when they hear those names. Write their responses down on large pieces of paper.

After the discussion, workers should highlight that a name isn't just a name, it can carry a number of connotations, identities and meanings.

How do you feel about your name?

Ask the young people the following questions:

- Do you like your name?
- Do you have any nicknames?
- How important is your name to you?
- Were you named after anyone?
- Do you know where your name comes from? This could be your first name or surname

Research

To follow this discussion, use either of the websites below, or a name book purchased in advance, to research with the young people what their name means. Ask them to take turns at researching, and then discuss with them whether they think their names reflect them.

www.behindthename.com

www.ancestry.co.uk/learn/facts



Getting crafty

If you know the group of young people, you can prepare for this session in advance by buying decoupage/papier-mâché letters for the first letters of each of their names. They can decorate these letters, thinking about the things that make them who they are.

If you don't know the young people or they don't have regular attendance, you can arrange to bring in some clay (white air-drying clay works best). The young people can write their names into the clay, create a door sign, or mould the letters of their name. The clay takes four to five days to dry properly, so either bring them back in the next session or allow the young people to take them home to paint and decorate them – again, get them to think about the things that make them unique.

Is there anything extra I could include in the session?

Share the following three e-mail addresses, all used by the same person:

Prettygem@hotmail.com
GLSmith@stjosephscollege.ac.uk
GSmith@mentalhealth.org.uk

What can you tell about the person by looking at their email address?

- The person's name is probably Gemma L. Smith.
- The person is probably a girl/woman.
- The person probably attends a college called St Joseph's.
- The person probably works at the Mental Health Foundation

Discuss the fact that online names can reveal personal details, and highlight that it's important to stay safe online. More information can be found at www.kidsmart.org.uk.

Identity

Session plan



Activities have been adapted from Youth Workin' It: www.youthworkinit.com

What's the purpose of the session?

To explore the way young people feel about themselves and how they fit into their wider community.

What materials do I need?

- Blank paper
- Pens
- Paints
- Scissors
- Glue
- Sellotape
- Art materials e.g. felt, stickers
- Polaroid camera/individual photos of each young person
- Blank masks



What's the session plan?

Discussion

Begin with a discussion about why people act differently around certain people, or in different scenarios. It could be said that people 'wear masks'. Ask participants to think about the 'masks' they wear and how they change daily. Provoke thought about how they act at home, school, social events and around friends, boys, girls, strangers, teachers and others.

Mask decoration activity

Hand out the masks and have each young person decorate it in a way that best represents how he/she presents himself/herself most often.

Mask presentation

When everyone has finished, ask each young person to talk about their mask and explain to the group why they decorated it in such a way. If they have attached a lollypop stick to their mask, they can hold it up to their face when it's their turn to talk.

Who am I?

Video Clip: [What's your identity?](#)

Play this video clip to the group. Give each young person several sheets of paper and a pen, and have them write 'Who am I?' in the centre of each of the pages.

Ask them to construct a series of mind maps, where they write down who they perceive themselves to be in various areas of life. Get them to spend a few minutes on each of the following mind map topics:

Relationships

List all the different relationship roles they have, such as brother, son, grandson, nephew, student, employee, boyfriend, etc.

Cultural

List cultural aspects of their life like religion/faith, ethnicity, language, nationality, etc.



Likes

List their favourite activities, hobbies, music, sports, TV shows, etc.

Dislikes

List the activities, music, sports, TV shows, etc. that they don't care for.

Hopes

List things that they want to do in the future, such as jobs, how many kids they want, going skydiving, etc.

The more creative young people will prefer to visualise these rather than simply writing their answers down. Therefore, have coloured pens or pencils on hand so that they can draw/sketch/doodle their answers instead.

Discussion

Discuss the following question:

What would happen if we were all to take off our 'masks' and be our true selves?

Fan mail

Write the name of each young person at the top of a piece of paper. Put each piece of paper and a pen around the room randomly. Explain that everyone in the room needs to visit each piece of paper and, at the bottom of each piece, write something positive about the person whose name is at the top. It needs to be something thoughtful, if possible, rather than just 'nice' or 'cool hair'. Put on some music and let the group begin.

Once they have written their comment, they fold up the bottom of the paper to cover it. Each person does this and the paper gets folded up over each comment so that it's private between the writer and the receiver. Once everyone has finished, hand the papers back to the recipients for them to read and keep.



We think you are...

If you have any photos of the young people from prior sessions, this might be a good activity. On the back of the photos, write 'Who Are You?' at the top, then write 'You Are...' and list several positive statements and character traits about each young person. This is very similar to the fan mail activity listed above, only this time it's workers rather than their peers who are giving them the feedback. The back of the photo may read something like:

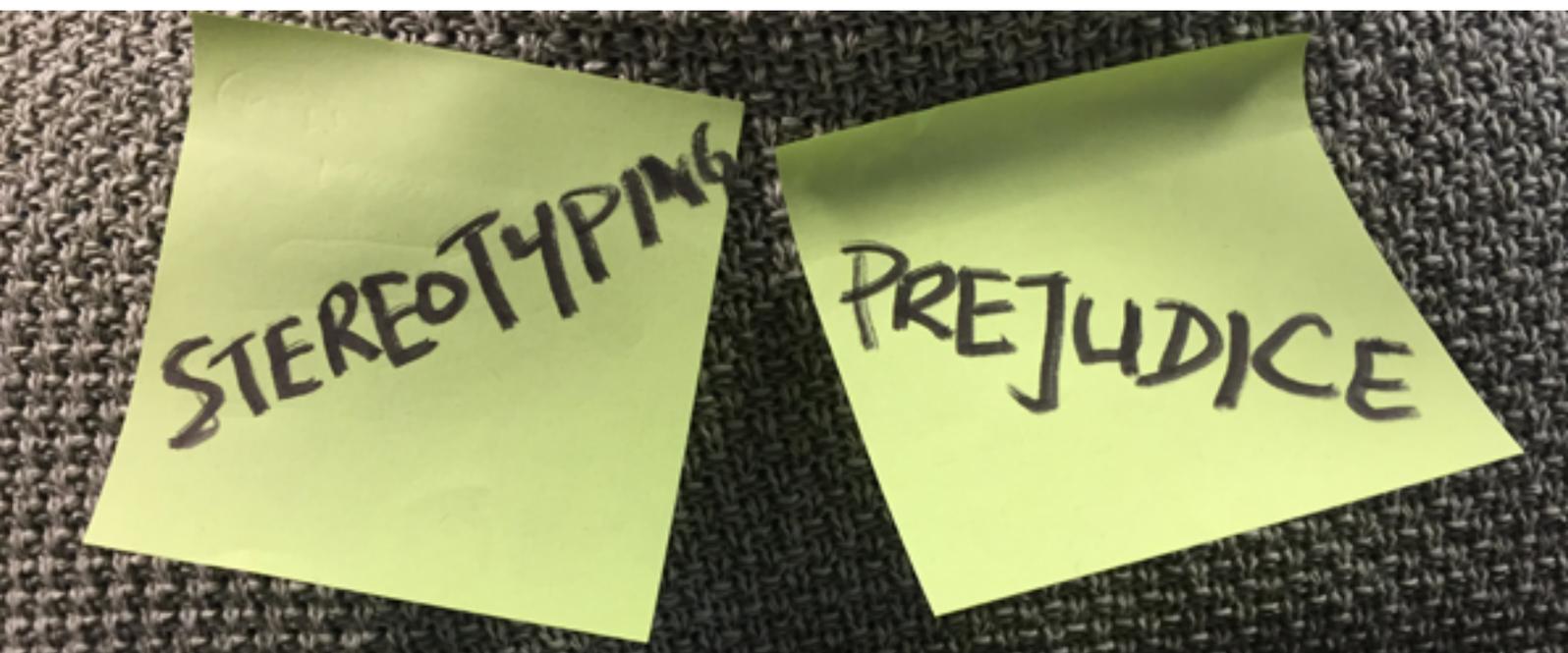
Who are you?

You are... [insert...generous, kind, always helping to tidy up, an encourager, a great singer]

At the end of the session, give each young person their photo to take home. Hopefully they'll treasure both this and their sheet of fan mail.

Stereotyping and prejudice

Session plan



What's the purpose of the session?

To explore what stereotyping and prejudice is and how it affects lives. The nature of this session is to engage in an open discussion about the use of stereotypes, and therefore personal views and experiences might be shared. Sensitivity is really important.

What materials do I need?

- Tins of spaghetti letters
- Plates
- Post-It notes
- Flipchart
- Access to YouTube to show clips
- Pens/markers/paint/craft materials
- Pre-prepared images of people you know personally with a description of who they are and what they do
- Selection of newspapers
- Paper/cardboard for placards



What's the session plan?

Putting people in a box

As a group, write words/draw pictures on Post-It notes that come into your mind when you hear the word 'stereotype'. Stick these onto a flipchart. Examples may include: labels, assumptions, biases and judgements.

Label individual sheets of paper with the following categories: teenagers, elderly, footballers, teachers, rappers, social workers, politicians, factory workers and bankers. Give the young people a selection of Post-It notes and ask them to write down stereotypes they are aware of regarding these categories. Get them to stick the Post-its on the relevant pieces of paper.

Allow time for the young people to look at everyone's responses and discuss the following:

How do you feel about the stereotypes written?

Now, as a group, brainstorm places where stereotypes are created and learnt. Write responses on the flipchart paper. Examples might include: family, school, media and culture.

Definitions

Share the following definitions with the young people.

Stereotype

A label given to a certain group of people as 'all the same' – for example, 'all young people who like maths are geeks'.

Prejudice

A judgement of someone based on what they look like or what group they belong to – for example, 'someone who always wears a hooded tracksuit is a chav'.



Stereotypes: Funny or Offensive?

Play this clip for the young people.

Video clip: [Family Guy Stereotypes](#)

Discuss the stereotypes on which the characters are based:

- What did you think about the clip? Encourage an honest discussion.
- Think about why some people find these characters so funny. Could they be offensive to some? Why?
- By laughing at some of these stereotypes, are people accepting some of the messages conveyed?

To continue the discussion, ask the young people the following questions:

- Has there been a time when you heard or saw somebody stereotyping another person or group of people?
- How did this make you feel?
- Has there been an occasion when you have felt stereotyped?
- How did this make you feel?

Who am I?

Before the session, you will need to have prepared at least 10 photos of people within your own work or family network (that you don't mind young people sharing their views about) with a short description of what they do and who they are. Keep the image and text descriptions separate. In pairs or small groups, ask the young people to match the description with the image. A description might read something like: 'I am married with two children. I am a car mechanic. In my spare time I enjoy watching football.'

Poster child

Working in small groups, get the young people to design a poster that answers this question: 'How do you think adults, society and the media label teenagers?' They will need to present their poster to the rest of the group after 10 minutes.



Current affairs

Ask the young people to look through some recent newspapers. Get them to highlight any evidence of prejudiced or stereotyped attitudes.

They should answer these questions:

- What is the prejudiced attitude?
- Who is the prejudice directed towards?
- Are these prejudiced attitudes based on any stereotypes?
- What labels are being made?
- How would you feel if you were treated in this way?

I am not a label

Finish by showing the following clip and then discussing the young people's ideas for challenging stereotypes and prejudice.

Video clip: [I Am NOT Black, You are NOT White](#)

Tell the young people that we have the power to not just be aware of the stereotypes we face in our lives, but also to challenge them.

That's not true because...

For this discussion-based activity, tell the young people that you are going to read out some statements that are widely believed by adults about teenagers. Ask them to combat each assumption with their own argument. Tell the young people to really think about their response, and then let you know how that assumption makes them feel.

- Teenagers don't know how to have a proper conversation anymore. All they do is use their phones all day.
- Exams were much harder in our day.
- Young drivers are responsible for the majority of accidents on Britain's roads these days.
- The majority of kids who live on estates have got ASBOs or are in some sort of gang.
- Young people don't have the first idea about politics.
- You are better off crossing the road if you see a group of young people in hoodies as they are more than likely in a gang.
- Young people don't even know how to write a proper sentence anymore, as all they do is cut and paste off the internet, or use text speak like LOL, ROFL, DNK, etc.

Respect

Session plan and handout



RESPECT

What's the purpose of the session?

To help the young people understand the importance of respect, and of taking responsibility for their own behaviour and attitudes.

What materials do I need?

- Access to YouTube to show clips
- Statement cards
- Paper
- Pens



What's the session plan?

What is respect?

Once the young people are settled, explain to them the theme of the session. Ask them:

- What does respect mean?
- Is it different to self-respect?
- Why is respecting yourself and others so important?

Continuum activity

Place three statement cards with 'Agree', 'Disagree' and 'Not Sure' around the room. Tell the young people that you are going to read out the statements below. The statements are not necessarily true, false, right or wrong but an opportunity to express an opinion. Invite them to support their positions, which should lead to an interesting discussion.

- When you show respect to someone, it shows that you care about their feelings.
- If someone is disrespectful to you, then you don't have to be respectful back.
- Rules don't need to be respected.
- You don't need to respect people who look or speak differently to you.
- People should earn respect - it's not their automatic right to be respected.
- You should treat people as you would like to be treated.
- To get respect, you have to make people afraid of you.
- If you're big and strong, people will respect you.
- Even if you disagree with someone, it is still important to show respect.
- Respecting adults means doing everything they tell you to do.
- Putting yourself in someone else's shoes will help you show respect for that person.
- Everybody deserves respect.
- If someone makes a mistake, it's important to let them know about it.



- Listening attentively to someone shows that you respect them.
- If you talk about your feelings, no one will respect you.
- Not treating people with respect is certain to affect their behaviour towards you.
- Being respectful means being polite and considerate.

Cupcake Debate

Video clip: [3-year-old Mateo Makes His Case for Cupcakes: "Linda, honey, just listen."](#)

Show this clip to the group and then ask: Do you think Mateo was being disrespectful to his mother by calling her Linda?

Chart activity

Make a chart with three separate headings: 'Friends', 'Parents' and 'Public'. A template is available on page 44. Ask the young people to suggest ways they can show respect to the people who play such large roles in their lives.

Write each suggestion under its appropriate heading. When the young people are out of ideas, ask them to discuss the part respect plays in each suggestion.

Extension

Using the same headings ('Friends', 'Parents' and 'Public'), think of some negative behaviours that show disrespect.

Ask the young people the following questions:

- How do you feel when you are disrespected?
- How are you likely to react to witnessing someone that you care about being disrespected?



A good sport?

There has been a sports match or tournament. The winner committed a terrible foul and then went on to win the match. The winner and loser are being interviewed together in the studio. Choose someone to be the interviewer, the winner and the loser. The remaining young people can be the audience. This should be done in a Jeremy Kyle style. Encourage the young people to have fun with this.

Take one

The winner ignores the loser and boasts about how it feels to have won. How does the loser cope with this?

Take two

The winner is obviously delighted to have won but mentions and praises what the loser did well. What difference does this make to the loser's attitude?

Take three

The interviewer shows little respect for the winner because of the way in which the match was won, but shows respect for the loser.

Sing-a-long

Play this classic song for the group and encourage them to join in if the mood takes them.

Video clip: [Respect by Aretha Franklin](#)

The importance of respect

Encourage the young people to design a poster, T-shirt or even a graffiti board, with the importance of respecting each other as the theme. This should then be displayed and serve as a reminder about how important respect is.

How would you act?

The young people could role-play a scenario that depicts a positive and negative ending to an everyday issue. They should be encouraged to think of a situation. A couple of scenarios could be: someone pushing in front of them or someone chatting really loudly through a film at the cinema.

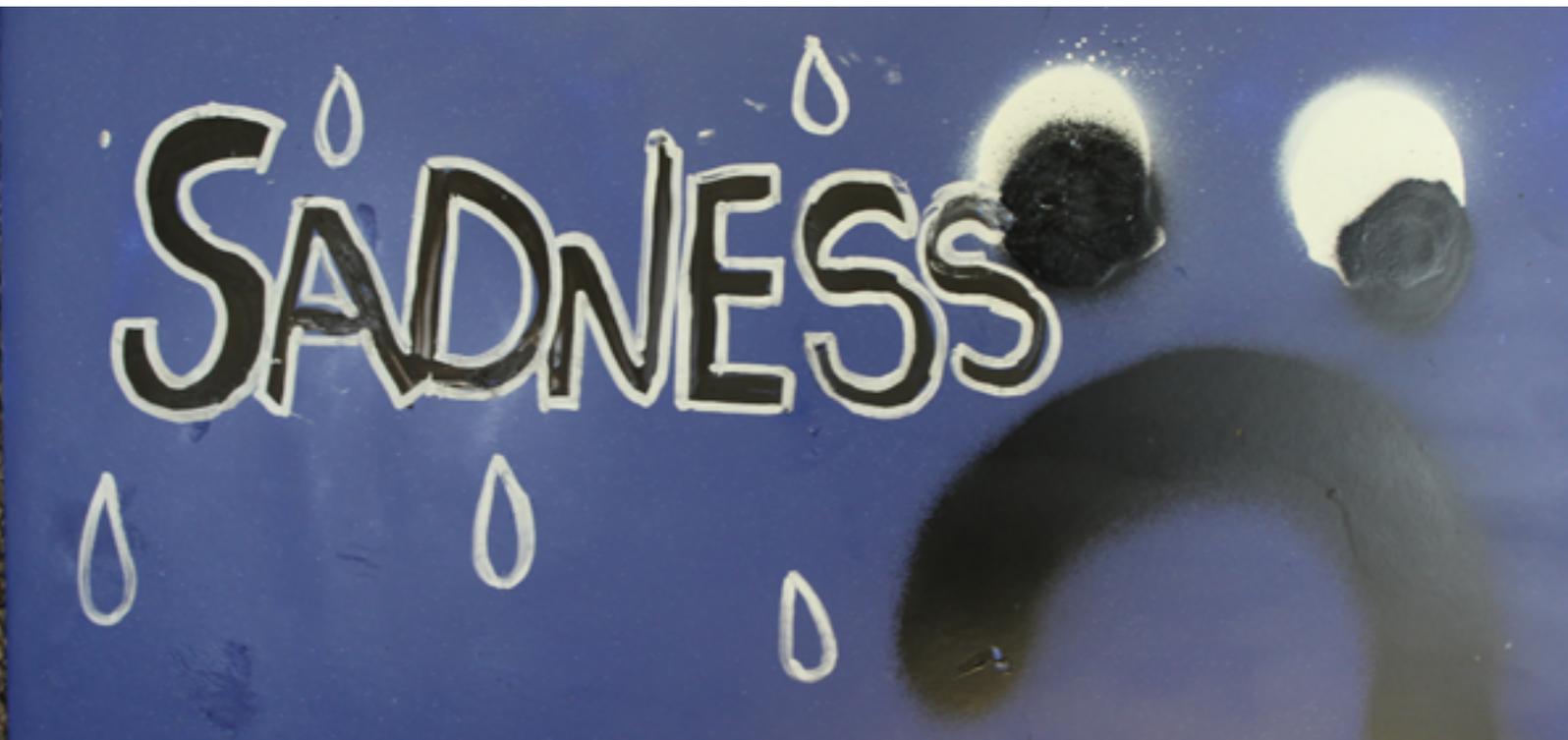


Chart activity

Friends	Parents	Public

Emotions

Session plan and handout



What's the purpose of the session?

To explore emotions and increase awareness of when they are felt

What materials do I need?

- Access to YouTube to show clip
- Emoji picture cards
- Pens
- Large paper
- Emotions template
- Iceberg template
- Emotions playlist
- Paints and paintbrushes
- Materials to make a den, e.g., fairy lights, sheets



What's the Session Plan?

What are emotions?

As an introduction to the session, watch the following clip.

Video clip: [Inside Out – Meeting The Emotions](#)

- Have any of you watched this film?
- Did any of you find it relatable
- What was that clip about?

Emotions, often called feelings, are what you feel on the inside when things happen. These might include: love, hate, anger, trust, joy, panic, fear and grief. Emotions are related to, but different from, mood. Emotions are specific reactions to a particular event that usually only last for a short period. Mood is a more general feeling (such as happiness, sadness, frustration, contentment or anxiety) that lasts for a longer time.

Look at the emoji picture cards that illustrate emotions/feelings.

- Which words describe **negative** feelings (feeling bad)?
- Which words describe **positive** feelings (feeling good)?

Separate the cards into two piles. Spread them out so everyone in the group can see. Ask the young people if they can think of any more emotions/feelings. Ask them to draw the emoji or write the word down, and add them to the piles.

Ask them which sort of feelings they like best.



Remember when...

Ask the young people to brainstorm ideas about a time when they felt these different emotions focusing on common triggers, thoughts, physical sensations and behaviours associated with them:

- Stressed
- Afraid
- Angry
- Anxious
- Embarrassed
- Excited
- Happy
- Proud
- Relaxed

The iceberg

Just as most of an iceberg is underwater, most of our emotions are kept hidden, too. It's been said that we only show 10% of our emotions. Even though you can't see the other 90%, they still govern how we behave.

So, what is under the water? Use the iceberg template and ask the young people to draw faces representing or write down the feelings that they display above and under the water.

In tune with your emotions

Before the session, collate a playlist of different types of music. Set up paint stations for each young person. Play 45 seconds of a song and ask them to paint a picture, or mime the feeling, that represents how the music makes them feel.

Give the young people between three and five minutes to complete each picture. Once the time is up, ask them to tell the group a little about what they have painted.

Discuss the following questions:

- How do these songs influence your mood?
- What songs help you to feel relaxed?
- What songs help you to feel active?
- If you could choose any song that makes you feel happy, what would you pick and why?



Safe space for emotions

Although we recognise that all emotions are valid, it doesn't mean we always show them. Ask the young people to name some safe spaces where they can share their emotions, e.g. online, a counselling group in school, this group. Also ask them where they hold back their emotions. Write down their answers on a large piece of paper, including details of apps or organisations, e.g. moodbug.me.

Making a den

This is an opportunity for the young people to create their very own safe space as a team. Encourage them to use the materials provided and to be imaginative with what's in the room. Ask the young people if they have ever made a den before. How was it creating this den? How did it feel being inside?

Emotions music playlist

The young people could collectively develop a playlist, including songs that evoke different emotions.

Asking for help

If the young people feel unsafe or scared, encourage them to ask for help. They can contact Childline at www.childline.org.uk or by calling 0800 1111.



The iceberg

Above water

Underwater

Stress

Session plan and handout



What's the purpose of the session?

To equip the young people with the necessary tools to identify and deal with stress, as it is a natural part of everybody's life.

What materials do I need?

- Access to YouTube to play clips
- Speakers
- Post-It notes
- Large paper
- Pens/pencils/paints/stickers
- Body template cut-out for each young person
- Large space for the young people to lie down comfortably
- Balloons
- Chocolates



What's the session plan?

What is stress?

As the young people arrive to the session, have some calming music playing in the background.

Audio clip: [Relaxation music](#)

Get everyone to stand up. Ask the young people to stay standing if they have felt stressed in the past month. Ask the young people to remain standing if they have felt stressed in the past fortnight. Continue this for a week, day, hour, minute (or until everyone has sat down).

Ask the young people if they can tell you what stress is. Once they have all answered, explain that most teens experience stress from various sources.

"Stress can be defined as the way you feel when you're under abnormal pressure"

The Mental Health Foundation, 2016

What causes stress?

Split the young people into groups and get them to mind-map what types of things they feel cause stress. See how many they can come up with.

Some factors they may include are:

- School work
- Revision for exams
- Family problems
- Falling out with friends



What are the effects of stress?

Explain that stress can affect different people in different ways. Stress can affect both your mind and your body. Have the young people talk about what some of the effects might be. Give them some Post-It notes and ask them to stick their ideas on the wall. They may include:

- Feeling tired
- Unable to sleep
- Loss of appetite
- Headaches

How do you cope with stress?

Give each young person a body template cut-out. Encourage them to think of a time when they felt stressed out in the past few weeks. Tell them to think back to that time, particularly how the stress made them feel.

Using the pens, pencils, paints and stickers, tell the young people to draw on their cut-outs, indicating where the stress was and how it made them feel. They can draw pictures, write words or use symbols. They may also want to use certain colours to emphasise the type of feeling, i.e., red for anger.

After a few minutes, ask the young people to stand up and present their body cut-out to the rest of the group – if they wish. Once they have all been given the opportunity to do so, ask them how they dealt with that particular stress at the time.

Deep-breathing relaxation exercise

Slow, calm, deep breathing can help us relax, manage stress, relieve anxiety and depression, and get a good night's sleep, among many other things. Breathing also helps to quiet the mind in preparation for meditation.

Tell the young people to find a space on the floor where they can lie on their back. Ensure that they are quite comfy and tell them that they will need to be quiet and calm for the next exercise. It is worth mentioning to the young people that they might laugh when doing this exercise and that's OK, just come back to the voice guiding them through and try to refocus. Then play this clip:

Audio clip: [Teens Reduce Stress and Lower Anger With Breathing Technique | Stress Free Kids](#)



Roleplay

Split the group into two. Give each group two of the scenarios in the handout at the end of this section. The young people need to read them, act them out if possible and then come up with a solution to the problem and a way of handling the stress.

At the end of exercise, ask for feedback by asking these questions: How was the activity? Could you identify with any of the scenarios?

Stress busters

Suggest the following things as ways to help with stress:

- Have a good breakfast
- Go for a good walk
- Laugh out loud
- Meet with friends
- Listen to music
- TALK ABOUT IT!

Ask the young people if they can think of any more.

Pop your stress

Give each young person a balloon. Ask them to blow it up and tie it. Tell them to write their current number one stressor on it. Tell the young people to put it to one side, and then get them to watch the following clip.

Video clip: [SoulPancake: Pop Your Problems - Super Soul Sunday - Oprah Winfrey Network](#)

After the young people have watched the clip, encourage them to pop their balloon.

Chocs away

At the end of the session, give each young person a chocolate as they leave and explain that they should eat it slowly, savour the moment, and enjoy the feel-good endorphins released in their brain.



Stress roleplay

Scenario 1

Candy is 16 years old. She has been having some problems with her boyfriend. She feels that he is always checking up on her and she says that he doesn't trust her. She is beginning to feel a lot of stress from the situation and this has started to affect her concentration at school – to the point where she isn't getting any of her work done. The teachers have noticed and have told her that they are going to call her parents in for a meeting, which is stressing her out even more.

Scenario 2

Tom is 14 years old. He has been nervous about walking home from school lately because he was approached by a gang the other day. They demanded his phone, but he managed to run off when he saw his dad's friend across the road. He is frightened to say anything in case the bullying gets worse. He is really tired because he can't sleep for the worry and he has started to go off his food.

Scenario 3

Angela is 13 years old. She feels like her dad is putting too much pressure on her to do well in school. She has been struggling lately and it's because she can't really see the board in class. She feels that she might need glasses but is afraid that this will make her a target for bullies. She has been trying to pretend everything is OK but she has been getting headaches and is really stressed about it all.

Scenario 4

Riley had an argument with his best mate over something really stupid. The thing is, since it happened, all his other friends have taken the side of his best mate. When he goes to speak to any of them, they walk away or seem distracted. Riley feels really alone at school and is upset about the argument. Riley's parents have noticed a change in him and keep asking him what is wrong. He hasn't told them but they are worried about him.

Anger

Session plan and handouts



What's the purpose of the session?

To explore how young people can manage their emotions, and to delve a little deeper into the feelings of anger.

What materials do I need?

- Access to YouTube to show clips
- Blank paper
- Paint
- Pens



What's the session plan?

Discussion points

Begin a light discussion with the young people, using the following questions:

- Can you remember the last time you were really angry?
- What happened?
- How did your body feel (e.g. were you shaking/hot/nauseous)?
- How did you deal with it?
- Do you feel like you dealt with it appropriately at the time?
- Once you had calmed down, did you feel differently?

Collate all feedback on a large piece of paper and encourage the young people to add to it as the discussion continues.

Trigger videos

Show the young people the following clips of people getting angry. (Watch them before, so you can be sure they will work for your group.)

Video Clip: [Falling Down-I want breakfast](#)

Video Clip: [Angriest contestant X factor on X Factor 2012](#)

Ask the young people about what they have just seen. Can they relate to either of the clips and do they think that they would have dealt with the situations differently? If so, how?

Show the following clip from the film Inside Out. If the young people have not seen the film, you can explain that the characters are 'emotions' in the people's head. The red man is 'anger'.

Video clip: [Pixar Inside Out- A Family Dinner Scene](#)

Scenarios

Cut up and laminate (if possible) all the scenarios on the handout at the end of this section. Select a young person to pick a scenario out of a bag/box and ask them to read it out to the wider group. Once they have finished, ask each member of the group for feedback.



What does your anger look like?

Either cut out lots of faces/bodies/hands/explosions/images from magazines or print-outs from the internet and ask the young people to create a character that represents anger; or

Give each young person a large piece of paper and ask them to show what anger looks like. They could tear the paper up into lots of tiny pieces or paint the whole sheet red. This exercise is a little more expression-based.

Lead a discussion about spotting the triggers of anger, asking the following questions:

- Do you recognise how to spot the signs that you are getting angry?
- What are they? Do you feel hot, feel like you want to cry, scream, swear, or feel like you want to become physical and punch walls, etc.?
- What usually happens when you lose your temper and what are the consequences?
- How do you think you might be able to spot the signs and stop getting so angry in the future (e.g. walk away, listen to music, count to 10, etc.)?

Stand in my shoes

Create two pairs of large footprints and tape them to the floor. Have one person stand on one set of footprints and act like someone in his or her life who makes them angry. Have another person stand on the other footprints and offer up ways they could show this person compassion.

As an alternative, you can choose stories from a local newspaper and have the young people talk about how showing compassion might have changed the outcome.

Get the young people to devise their own top three 'stay calm' tips. Suggest that if they feel angry in the future, they should think about these tips and try to apply at least one to how they are feeling as a way of calming down.



Deep breaths

This session may have ignited emotions. It is important to end on a positive note.

Play some calming music and ask the young people to concentrate on their breathing. Ask them to close their eyes, and take deep breaths in and out. Encourage them to think of their favourite place, maybe somewhere they like to go on holiday. Ask them to think of the sea: hear the waves and smell the seawater. Spend five minutes doing this exercise.



Angry scenarios

During assembly, the person sitting behind you punches you in the back. You try to tell the teacher, but they glare at you and tell you that you need to stay behind at the end. The person who punched you is laughing at you. What would you do, and what *should* you do?

You're excited about a friend's party and you have your outfit already sorted, but then they tell you that you aren't invited. Their parents said they can only invite a few people, and you aren't one of them. What would you do, and what *should* you do?

After school, you go to your room and find that your younger sibling has been going through your personal things. You have told them so many times not to go into your room – you have had it! You go running downstairs to them and they start laughing when you walk in. What would you do, and what *should* you do?

You're playing Xbox when your mum gets home from work. You have reached a crucial stage in the game and it has taken you the longest time to get there. Your mum comes into your room and turns off the power, then tells you to get on with your homework and stop playing silly games. You don't even have any homework! All your progress in the game is lost. What do you do, and what *should* you do?

It's pouring down with rain and you are at the bus stop. You can see the bus coming and you start looking for your bus pass. Unfortunately, as you are looking for it, the bus goes racing past you through a puddle, which goes all over you. You are so angry. The bus stops at the traffic lights. What do you do, and what *should* you do?

Someone you thought was a mate has spread a rumour about you. At lunch, you see them sitting with a bunch of friends. They're all looking at you and laughing. You feel angry and betrayed. What would you do, and what *should* you do?

You forgot to do an important assignment for school. You have to hand it in tomorrow or your teacher will stop you from going on the school trip to a theme park. You get home and eventually manage to get it done after working on the computer solidly for two hours. You then try to print it, but your sister comes along and presses a button that wipes all your work before you have a chance to save it. What do you do, and what *should* you do?

Self-esteem

Session plan



What's the purpose of the session?

To define what self-esteem is and to discuss ways in which the young people can boost their own self-esteem.

What materials do I need?

- A large space
- Jenga
- Blank paper
- Pens
- Access to YouTube to show clips



What's the session plan?

Feedback

Ask the young people how it feels to be 'different' and not go along with the crowd.

Pose the following questions:

- How can being confident help you to uphold your view?
- Would this be the same if you were standing up for your own values or beliefs?

What is self-esteem?

On a piece of paper, get the young people to draw or write down what influences their feelings about themselves (parents, family, friends, TV, magazines, etc.).

You may want to prompt discussion with the following definitions:

- How we value ourselves – our self-worth.
- Our attitude towards ourselves – how happy we are with the type of person we are.
- Our ability to manage difficult situations.
- Our confidence in our own abilities.
- How we see ourselves in our community and society – how we compare ourselves to others, and connect with those around us.



Celebrity quiz

1. Which celebrity said, "I struggle with low self-esteem all the time. I have so much wrong with me, it's unbelievable"? Was it: **Angelina Jolie**, Miley Cyrus or Ellie Goulding?
2. Which celebrity said, "When I was on stage with the Spice Girls, I thought people were there to see the other four and not me. And when I go out with my partner and people take pictures, I think, 'They're here to take his picture.'" **Victoria Beckham**
3. Who said, "My way probably won't work for most people, but the more I got naked, the more comfortable I got. I just had to face my fear. You always find something wrong, you always find something you're uncomfortable with and one thing turns to another and you get embarrassed and self-conscious about it – you feel like everyone can see what you see"? Was it: **Rihanna**, Madonna or Kim Kardashian?
4. Who said, "I still doubt myself every single day... what people believe is my self-confidence is actually my reaction to fear"? Was it: Robert Pattinson, **Will Smith** or Tom Hardy?
5. Which famous musician was told, "You ain't goin' nowhere, son. You ought to go back to drivin' a truck"? Was it: Noel Gallagher, **Elvis Presley** or Pharrell Williams?
6. Which famous comedian admitted that he suffers from periods of "intense self-loathing" and depression? Was it: Alan Carr, Michael McIntyre or **David Walliams**?

NB. The names in bold are the correct answers.

Trigger film

Show one of the video clips to prompt discussion.

Video clip: [Meet Yourself: A User's Guide to Building Self-Esteem: Niko Everett at TEDxYouth@BommerCanyon](#)

Video clip: [Dove Choose Beautiful | Women all over the world make a choice dove campaign for real beauty \(male version\)](#)



Are we all the same?

Give each young person five sweets. Ask them to examine them and choose the best one. Don't give them any information.

After a few minutes, have some of the young people explain how they chose the best one.

Now get the young people to relate the sweets to people: Are all the sweets the same on the inside? Are all people the same on the inside?

Instruct the young people to eat the sweets and then ask them whether all the sweets taste the same.

All about me

Have the young people fold a piece of paper in half lengthwise. On one side, ask them to list all the things that they like about themselves. On the opposite side, have them list all the things that they dislike about themselves. Ask the young people to compare the two lists.

- How did they find listing all the good qualities?
- How did they find listing all the not-so-good things?
- Is one list longer than the other? If so, why do they think this is the case?



A question of Jenga

Set up Jenga and get the young people to gather round the tower. Ask them to choose a number between 1 and 30. As they pull one piece out, they need to answer the question that correlates to their number.

1. Tell me one thing that makes you happy.
2. What is the first thing on your birthday list this year?
3. If you could change one thing that has happened in your life, what would it be?
4. What is your favourite song?
5. If you could drive any car, what would it be?
6. If you could go back in time and tell your 10-year-old self something, what would it be?
7. What is your happiest memory?
8. Who is your best friend and why?
9. What was the last thing to make you belly-laugh and why?
10. Would you rather read minds or know the future?
11. What was the hardest thing you had to do today?
12. What is your favourite book?
13. If you were granted three wishes, what would they be?
14. Something that is hard for me is...
15. Something I am really good at is...
16. My best quality is...
17. If you had a whole day to do whatever you wanted, what would you do?
18. If you could change one thing about yourself, what would it be?
19. What is the worst thing about getting older?
20. I sometimes worry about...
21. One thing that makes me really angry is...
22. One thing guaranteed to put me in a good mood is...
23. The thing that makes me stand out from other people is...
24. My friends would describe me as...
25. I wish I could be more confident in...
26. If I won loads of money and could donate some to a charity, I would pick...
27. If I could tell the government one thing, it would be...
28. If you could meet one famous person alive or dead, who would it be and why?
29. I would like to learn how to...
30. If I could say sorry to one person, it would be... Why?



Dear me – A letter to my 10-year-old self

Video clip: [Talk to Your 10 year Old Self](#)

Ask the young people to offer feedback about the video clip. Did it raise any questions for them?

Steps to improving your self-esteem: Conversation starters

1. **Write down things for which you are thankful.** Include your accomplishments, and your goals and dreams.
2. **Pretend that you are your best friend.** Step outside of your body and look at yourself through a loved one's eyes. What would that person say about you?
3. **Picture yourself as you want to be.** If you can bring yourself closer to the image of the person you'd like to be, it'll do wonders for your self-esteem. For example, if you've always wanted to be an organised person, start working towards that by making small changes. Try to accomplish one thing on your to-do list each day from now on. This small accomplishment brings you closer to being the organised person you picture in your mind.
4. **Say your name more often.** Volunteer your own name in every telephone call and whenever you meet someone new. By assigning value to your own name in communication, you are developing the habit of assigning value to yourself as a person.
5. **Walk with confidence.** (e.g. head held high, chest out).
6. **Accept a compliment.** When someone pays you a compliment, accept it with a simple, "Thank you". Don't make excuses for yourself.
7. **Use affirmative language.** When you talk to others about yourself, use positive language. What you say about yourself is subconsciously being recorded by others but, more importantly, it is being recorded by your own self-esteem.
8. **Look your best.** You can't like yourself inside if you don't like yourself outside. Make an effort to present yourself in the best possible way at all times. Feeling good about the way you look has a direct effect on your self-esteem. This doesn't mean changing your appearance, it just means being the best version of yourself.

Peer pressure

Session plan



What's the purpose of the session?

To begin to explore what peer pressure is, who suffers from it and how to challenge it.

What materials do I need?

- A large space
- Access to YouTube to show clips
- Blank paper
- Cut-out footsteps
- Bowl of sweets/biscuits



What's the session plan?

Who gets swayed?

Prepare a bowl of sweets/biscuits before the young people arrive and place them in a focal point in the room. Speak to at least one of the young people away from the group and ask them to help you by being the person who decides to eat some of the sweets/biscuits, and also encourages others to join them. This person should have some kudos within the group.

When the young people arrive, tell them that under no circumstances should they touch the sweets/biscuits. They are for a VIP who is arriving later. Tell the group that you are just going to get something and that you will be back in a minute. The identified young person should then begin trying to encourage the others to eat some of the sweets/biscuits, and should also eat some themselves. As they do so, they should say things like: "Come on, have one", "She'll never notice", etc.

When you get back in the room, ask:

- Did anyone eat any of the sweets/biscuits?
- Was anyone tempted?
- Did anyone encourage you to just sneak one while the others weren't looking?

Explain that the exercise was meant to demonstrate peer pressure. Peer pressure can be defined as: "pressure by a peer group to take a certain action, in order to be accepted as part of the group".

(Adapted from peer pressure lesson plan: http://web.wnlsd.ca/student_health/Tobacco/Lesson%20Plan%20Peer%20Pressure.pdf)



Discussion

Split the young people into small groups and ask them to discuss:

- Things a friend might ask you to do that may go against your beliefs or values.
- Different ways that friends may pressure you to do things that you don't want to do, e.g. threats to withhold friendship, start calling you names, threats of violence.
- How you could say "no" or get out of a situation without causing offence.
- Whether anything similar has ever happened to them before. If so, ask them to elaborate.

Who's in the driving seat?

Video clip: [The Peer Pressure Experiment. Part 1](#)

Ask the young people what they think about what you have just watched.

Acting up

This is an opportunity for the young people to act out the scenarios below, or they can discuss how they would react to them in small groups.

Scenarios:

- One of your friends wants you to exclude someone you get on with. They have told you that if you don't do what they say, they will stop talking to you.
- You are asked by a group of your mates to have a cigarette with them. You don't smoke. They have told you that nobody will find out.
- You are walking to the canteen when another pupil hands you a mobile phone. They tell you to put it in your bag as they don't want to get caught with it. You say you don't want anything to do with it, but they tell you that you have no choice and, if you don't do it, they will beat you up later.
- You have noticed that two of your mates have recently had tattoos done. Your parents have forbidden you from getting one. Your best mate has told you that if you don't get it done, it will mean that you are not loyal to your friends and they will never speak to you again.
- You walk into the toilets at break and see one of your friends



beating someone up. They see you and tell you that you have to punch the person, too. You don't want to but they have said that, if you don't, they will tell the teachers that it was you who did it.

Now bring everyone back together to discuss the following:

- How hard was the improvisation?
- Was it hard to say "no"?

Methods of dealing with peer pressure

It is often harder to suffer the effects of giving into peer pressure than it is to say "no" in the first instance. In small groups, create an anti-peer pressure logo or poster that highlights methods of dealing with peer pressure.

Trigger film

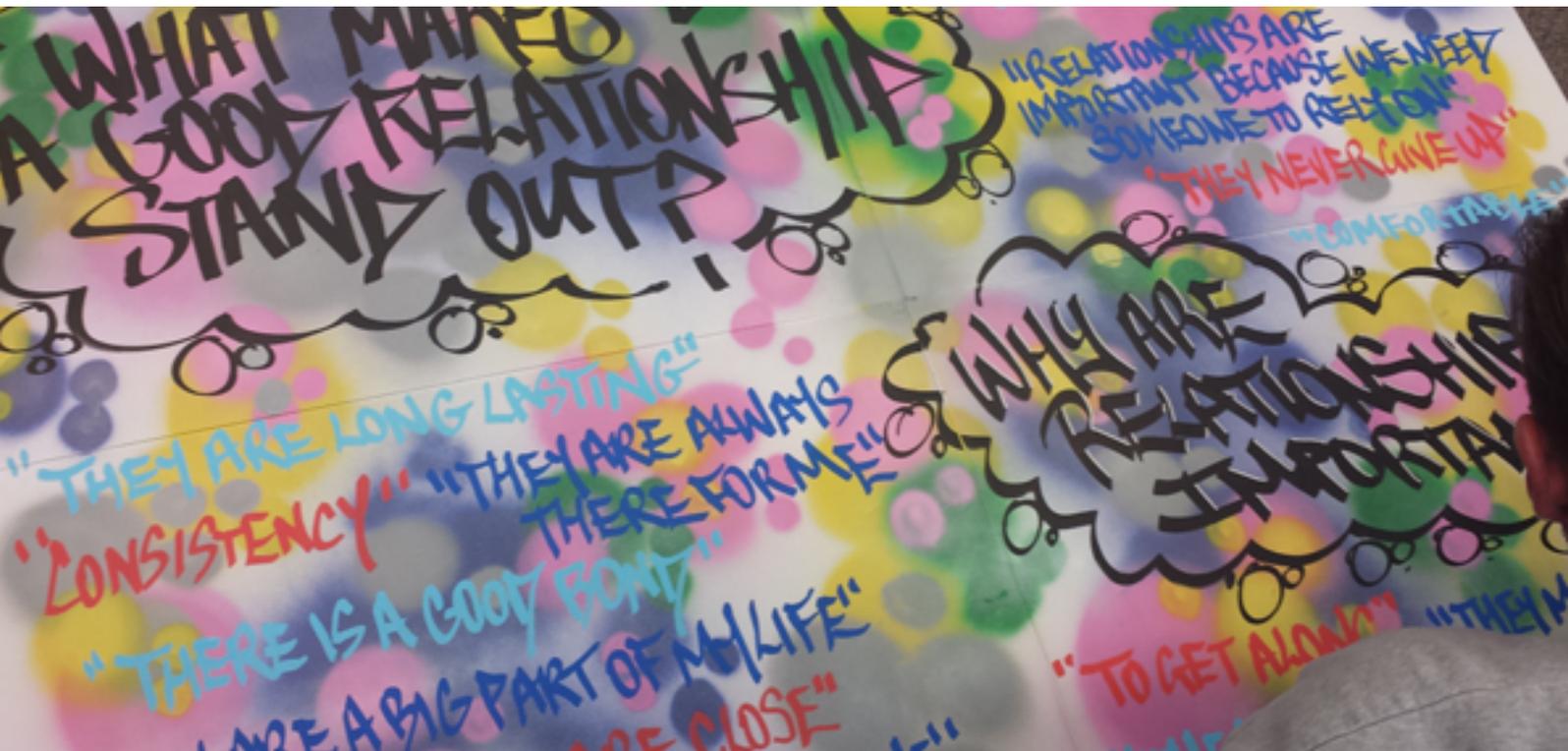
Use this clip to talk about not letting peer pressure dictate who you are and how you feel about yourself.

Video clip: [Accepting Yourself | Bente Koelink | TEDxYouth@BIS](#)

Bente Koelink, 14, was born in the Netherlands and was nine years old when she moved to Germany. 'Accepting yourself' has always been a topic close to Bente. She and other teens often doubt themselves over who they are and who they want to be. Peer pressure often complicates this problem. In her TEDx Talk, Bente asks, "How can one withstand peer pressure by accepting yourself?"

Relationships

Session plan



What's the purpose of the session?

To help the young people identify what healthy and unhealthy relationships look like.

What materials do I need?

- Post-It notes
- Pens
- Celebrity couple pictures
- Paper
- Access to YouTube to show clips



What's the session plan?

Types of relationships

When we think about relationships, what sort of things come to mind? Do you automatically think of the romantic relationship? There are different types of relationships that we will experience at some point in our lives. These are:

- Family relationships
- Friendships
- Casual relationships
- Romantic relationships
- Relationship breakdowns/conflict

Ask the young people to think of everyone they have a relationship with. Write them on Post-It notes and place them in one of the five categories.

What do all these relationships need in order to function? Encourage the young people to think about trust, respect, honesty, boundaries, communication and loyalty.

Celebrity couples

Hand out images of current celebrity couples and ask the young people to comment on their relationship by answering these questions:

- Who is the celebrity couple?
- Do you think that they are in a healthy or unhealthy relationship?
- Why or why not?



Mind mapping relationships

Split the young people into two groups. One group will focus on signs of a healthy relationship (e.g. good communication, respect, trust, honesty) and the other group will focus on signs of an unhealthy relationship (e.g. controlling, disrespectful, abusive). After five minutes, get the groups to swap their papers to see whether the other group has anything to add. Then ask them to return the paper to the original group.

Ask the young people for feedback by posing the following questions:

- Do you agree with all the suggestions on your sheet?
- Do you think that some healthy relationships also have elements of unhealthiness?
- If yes, what do you think about this, and does this mean that the relationship is bad?
- What can be done to turn an unhealthy relationship into a healthy one?

Finish the exercise by playing the following short clips:

Video Clip: [Why do some teens get into unhealthy relationships?](#)

Video Clip: [What do you think makes a healthy relationship?](#)

Then ask the following questions:

- What do you think about the clips you have watched?
- Do you know of anyone in an unhealthy relationship (don't give names)?
- What could you do to get out of an unhealthy relationship?



Message behind the music

Some of the music that we listen to conveys messages of healthy and unhealthy relationships. Some of these songs are so catchy that we don't even take a moment to actually listen to the lyrics. Tell the young people that they are going to look closely at the lyrics of and watch the videos for two popular songs in order to answer the following questions:

- Is it a healthy/unhealthy relationship?
- What is the song about?
- What evidence is there that points out what type of relationship it is?
- What is the message behind the song?
- Do you agree with these lyrics?
- Do you think the songs send out the right message to young people?
- Does it even matter?

Video clip: [Taylor Swift – Bad Blood](#)

Video clip: [Justin Bieber – What do you mean?](#)



Healthy versus unhealthy

Label one area of the room 'Healthy' and another side 'Unhealthy'. Then tell the young people that when you read out a statement, they should stand on the side that they believe to be true.

Statements

- Will has been helping his friend with his football skills so that it stops the other boys from calling him names during the match. He knows that his mate has been getting down about it and he doesn't like seeing him upset.
- Theo calls Andy names all the time because he is jealous of him.
- Eddie won't let his girlfriend attend college because he thinks that she will talk to other boys.
- Matt encourages Amy to go for the job even though it will mean they won't see each other as often.
- You say that you agree with your friend Sam, even though you really don't.
- Ellie feels safe to confide in her friend about what is happening at home because she trusts her, and vice versa.
- Jane constantly checks her boyfriend's phone and reads all his text messages.
- Susan decides to take a walk around the block as it calms her down and stops her from hitting her boyfriend.
- Juliet gives Tash a compliment when she gets a B in her homework.
- Jenny told her friend that boys might fancy her if she lost some weight and made more of an effort with her appearance.

Ask the young people to explain why they have stood where they have.

Pose this question for the young people to answer: If you found out that a friend of yours was in an unhealthy relationship and wanted out, what would you advise them?

Finish the session by telling the young people to remember:

- Healthy relationships are based on equality and respect.
- Unhealthy relationships are generally based on one person trying to control the other.



Offering help

Before the session, find out about any local organisations that can help with relationship concerns, and share the leaflets and web addresses. Two national services are below.

www.relate.org.uk

www.tender.org.uk

It will also be worth knowing details of local family planning clinics and, signposting the young people to them if the conversation leads to this during the session.

Bullying

Session plan



What's the purpose of the session?

To explore what bullying is, who bullies, and the effects it can have.

What materials do I need?

- A large space
- Access to YouTube to show clips
- Post-It notes
- Large pieces of paper
- Pens
- Paper plates



What's the session plan?

What is bullying?

Explain to the young people that this film is 45 minutes long and is going to lead them into the session.

Video clip: [Anti-bullying Film: Will You Kill Me Now?](#)

As a group, discuss the following and collect all ideas on a mind map:

- What was the film about?
- Was it realistic?
- How would you define bullying?

Definition

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bullying can mean many different things and young people have described it as:

- Being called names
- Being put down or humiliated
- Being teased
- Being pushed or pulled about
- Having money and other possessions taken or messed about with
- Having rumours spread about you
- Being ignored and left out
- Being hit, kicked or physically hurt
- Being threatened or intimidated

These things can happen at school or at home, but they can also happen online – via social networks like Facebook, for example.



Forms of bullying

Ask the young people if they know what the three main forms of bullying are and discuss.

- Physical bullying involves hitting, kicking and other types of physical harm including destruction of one's possessions
- Verbal bullying encompasses name-calling, teasing, intimidating and spreading hurtful rumours
- Cyber-bullying involves sending harassing, threatening and humiliating text messages, emails, posts, blogs, etc. as well as spreading hurtful rumours via the Internet and calling on the phone at inappropriate hours

Anti-Bullying Alliance (2013)

Why do some people bully?

Ask the young people why they think that some people may bully. Ask them to share their views with each other and then display them on your mind map.

Be careful not to condemn. Explain that bullying is a behaviour and that bullies aren't simply 'bad people'. Then explore some of the reasons for bullying below.

There are lots of different reasons why people become bullies. They may:

- Be having family problems
- Be being bullied themselves
- Be selfish or spoilt and always want to get their own way
- Have no friends and feel lonely
- Feel bad about themselves and want to make other people feel bad, too
- Be taking out their own frustration on others
- Feel insecure and unimportant – bullying gives them power.
- Have been bullied into joining a bully gang and have gone along with things just to keep on the bully's good side
- Not understand how bad the people being bullied feel



Outlining bullying

Ask a volunteer to lie down on a big piece of paper (or flip-chart paper stuck together) and draw around their body. Do this twice. Label one outline 'Victim' and the other 'Bully'.

Ask the young people to answer the following questions on Post-It notes. The answers to question 1 (for both victim and bully) should be placed around the outline of the bodies, and the answers to question 2 (for both victim and bully) should be placed inside the outlines.

Victim

1. Why are some people bullied?
2. How might someone who is bullied feel?

Bully

1. Why do some people bully?
2. How might a bully feel on the inside?

Ask the young people if there are any similarities between the victim and bully. Both may experience the same feelings as each other. Also stress that not all bullies are just 'nasty'. The bully may have underlying issues that need to be addressed, which is another reason to report any bullying.



The crinkle child

Before the session, draw an outline of a girl or a boy on an A4-sized piece of paper. Seat all the young people in a circle. Give the silhouette a name and make up a little backstory (e.g. "This is Leon. Leon has recently started a new school and is finding it really hard to make new friends. When the teacher isn't listening, the rest of the kids call him names").

Ask the young people individually to say some of the nasty things that might be being said to Leon. (Some of your group members may find it difficult to say nasty things – try not to pressure them into it but tell them they won't be judged, as it's just an exercise.)

As each young person says a nasty comment, crinkle up the silhouette, so that by the time you get to the last comment, the silhouette is in a ball. Ask the young people to tell you what they think has happened to Leon. Why is he scrunched up now? What do they think this means?

Now tell them that we need to un-scrunch Leon but we will have to use kind words. So repeat the process, with each young person saying something nice this time. As they do so, un-scrunch Leon, so that by the time you get to the last comment, the silhouette is un-scrunched.

Ask the young people whether Leon looks the same as before. If not, why? Then explain that, although Leon has been straightened out, he is no longer smooth. He is crinkled and the crinkles signify the unkind words he was called that he can't forget. They are like scars.

Explain that it is untrue to think that words are not powerful. Anyone who has ever been called horrible names will be able to easily recall the words and the hurt for years and years afterwards.

Keep the crinkle child on display to remind the young people that words are powerful and they do hurt.



The bullying continuum

Assign different areas of the room to be 'agree', 'disagree' and 'unsure'. Tell the young people that when you read out the statements below, they should stand in the relevant area. Get feedback from them about why they have chosen to agree or disagree.

1. Bullying is simply a part of growing up.
2. Victims of bullies should fight back and stop being pathetic.
3. Speaking out about bullying will just make the situation worse.
4. If you get bullied, it must be your fault somehow.
5. Sticks and stones may break my bones, but names will never hurt me.

Effects of bullying

Video clip: [To This Day Project - Shane Koyczan](#)

- Discuss how bullying may affect a victim later on in their life. Is it something that they can simply get over?
- Split the participants into groups and have them read 'My bullying story'. Once they have done this get them to answer the questions below on flip-chart paper.
- Once the task is completed, feed back their answers and, as a whole group, decide which responses would help the situation the most.



My bullying story

Read out the following scenario:

"I had started a new school and, after a few weeks, someone in my class told me about the local youth club and said I should go along. From the first week I went, there was a group that picked on me – some of them were in the year above me at school. They called me names. Even though most of the other members were alright with me, they wouldn't talk to me when any of this group were around – I think it was because they were scared that they would get picked on too.

"I tried to join in with things so that they would see that I was OK really, but they just ignored me if I tried to talk to them. Then they started doing things like kicking the balls at me on purpose when I walked past. There was a graffiti wall at the youth club and they started writing stuff about me and my family, saying that we were scrubbers. They made stuff up too, like that we'd been kicked out of our old house and that was the only reason we were in the area.

"After a couple of months, even though I'd made a few friends, I decided to stop going to the club. Nothing I was doing to make them like me was working – it just wasn't worth the hassle."

Questions

1. Do you think the victim did the right thing in not returning to the youth group?
2. What should the victim of the bullying do?
3. What would you have done if you had seen this happen?

Anti-bullying group pledge

Get the young people to state/write one thing that they will do as a result of what they have learnt today.

The plate game

There may be young people in the group who have not experienced bullying. Stick a paper plate on each person's back and everyone else has to write something on it about the person (it has to be nice!). Before the young people can read their paper plates, they are asked how it felt. This can be an example of how talking about people behind their backs can impact on you.

Extra support

Before the session, check out any local/telephone/online services that are available to support young people if they feel they are being bullied. Visit www.antibullyingalliance.org.uk to find out more.

Cyberbullying

Session plan



What's the purpose of the session?

To look at what cyberbullying is, what it involves, and the effects it can have.

What materials do I need?

- Access to YouTube to show clips
- Paper
- Pens



What's the session plan?

What is cyberbullying?

Ask the young people the following questions:

- What is a social network?
- How many can you name?
- Which ones are you on?
- Do you play games online? Which ones?
- Have you ever experienced or witnessed anyone being mean whilst playing?

Ask if they know what cyberbullying is and how it differs from bullying.

Definition

Cyberbullying occurs when the internet, e-mail or mobile phones are used to deliberately and repeatedly engage in hostile behaviour intended to harm or upset someone. Cyberbullying can result in those involved experiencing social, psychological and academic difficulties.

Cyberbullying can involve:

- Sending abusive texts or emails
- Posting unkind messages or inappropriate images on social-networking sites
- Tagging unflattering, private or offensive images with a person's name to discredit or hurt them
- Impersonating others online
- Excluding others online
- Hate sites
- Prank calls



Why cyberbully?

Ask the young people why they think someone might cyberbully, and get them to put their reasons on a mind map. Then get them to share their ideas. Their suggestions may include:

- It's anonymous.
- You can do it from anywhere, at any time, 24 hours a day.
- It has a wider audience and lots of people can get involved. People you may not even know can be targeted.

The effects of cyberbullying

- It can make you feel paranoid.
- It can make you feel that even your home is no longer safe.
- It can make you feel ashamed.
- It might make you scared to go on social-media sites as you don't know what you will find.
- It might make you reluctant to tell adults what's happening as you may fear that your laptop or iPad will be taken away.

The Megan Meier story

Play the following clip, then ask the questions below.

Video clip: [The Megan Meier story](#)

- Why did the cyberbullying start?
- Who were the cyberbullies?
- Do you think the case was taken seriously enough?
- What could Megan have done differently?



Facts and stats

Tell the young people that you are going to read out some statistics related to young people and cyberbullying.

- There were 7,296 counselling sessions with young people who talked to ChildLine about online bullying and safety in 2014. (Source: NSPCC (2015): [“Always there when I need you”: ChildLine review: what’s affected children in April 2014-March 2015.](#))
- 27% of young people have said something nasty to young people online. (2016 survey of 8,850 young people by [www.ditchthelabel.org](#))
- 60% of 13- to 18-year-olds have been asked for a sexual image or video of themselves online: <http://www.nspcc.org.uk/globalassets/documents/annual-reports/childline-review-under-pressure.pdf#sthash.HOyL5KL3.dpuf>
- 7 in 10 young people aged between 13 and 22 have been a victim of cyberbullying: <http://ditchthelabel.org/downloads/cyberbullying2013.pdf>

What do young people think about these statistics?

Joe’s story

Video clip: [Joe’s Story](#)

Play this short video and ask for the young people’s thoughts. If there’s time, explore the different characters’ points of view via the clips below and discuss.

Video clip: [The Teacher](#)

Video clip: [The Mum](#)

Video clip: [The Bystander - Rob](#)

Video clip: [The Target-Joe](#)



Think ahead

Show this clip as a warning for young people: be careful what you do online as it may come back to haunt you later.

Video clip: [When your online activity comes back to haunt you...](#)

Scenarios

Have the young people work either individually or in pairs. Give each person/pair a scenario from the handout at the end of this section. They will need to read them and then answer the questions or respond to the prompts. They will then need to share the scenario with the wider group and see what other people may have done in that situation.

Ways to keep yourself safe

Ask the young people for suggestions on how they can avoid/ combat cyberbullying. Check that they are aware of the following things.

1. Keep in mind that no message is completely private, including texts and e-mail. Your school and adult family members may be watching your online activity, and the police can recover all messages even if you delete them. If you are using the internet to embarrass, threaten, harass or hurt others, the chances are that you will be caught.
2. Be aware that many internet and mobile-phone service providers have rules about behaviour. If you break them, your account and every account in your home could be cancelled. If you break the law, you may also be reported to the police.
3. Never share private information about others and never say things that might make them feel unsafe or uncomfortable, even if you mean it as a joke.
4. Don't share personal or private information (like your full name, school name, home address, phone number and personal photos) in places online where strangers or people you don't trust can find them.
5. Don't tell anyone other than your parents/guardians your passwords and PINs. Not even your best friend! Your parents/guardians will trust you more if you are open with them, and if a serious problem occurs, they may need this information to help you.



Celebrities and cyberbullying

Read the following celebrity examples and ask young people to discuss them:

Caroline Flack

When the 32-year-old X Factor co-host Caroline Flack was dating 17-year-old One Direction's Harry Styles (for about four months), she had a barrage of hateful comments targeted at her on Twitter. She experienced constant harassment from Harry's fans online and even after trying to get the trolls to leave her alone, one sent her a threatening picture of herself holding a knife. This was obviously the last straw, and Caroline reported the abuse to the authorities.

Cheryl (Cole / Fernandez-Versini)

The English singer was the target of malicious abuse via Facebook and Twitter for over a year. The star claims that the comments were particularly brutal when they criticised her hair, looks, make-up and weight. What got to her more than the comments was the fact that they were made very openly and publicly, without thought to who was reading them.

Adele

After having a baby boy, singer Adele was expecting congratulations and well wishes. What she never expected were death threats and insults. As soon as the news of her baby broke, Twitter trolls heightened their activity and made jokes about her weight, took potshots about her suffering from post-natal depression and even made death threats to her newborn.



Cyberbullying scenarios

Scenario 1

You are sitting around the computer with a group of friends at a Friday-night sleepover when Emily asks, "Who don't we like? Who can we mess with?" Someone suggests Sarah, a girl with a physical disability that causes her to walk with a limp. For some time, Sarah has been trying to become part of your group, but has been excluded because some of the girls think she is weird. When you all discover that Sarah is online, Emily sets up a fictitious screen name and sends Sarah an IM that says, "Nice moves in gym class yesterday. Walk much?" You laugh along with the other girls and participate in more mean messages.

What are you really thinking?

Why do you think someone would choose to go along with bullying?

What should you have done in that situation?

Scenario 2

After a rehearsal for the school play, Jill remains in the hall by herself to practice dance moves, forgetting that the video camera is still on. The next day, you and a friend discover the video of Jill, which contains some silly and embarrassing footage. As a gag, you decide to create a fake YouTube page for Jill that contains some of the footage, and you invite the whole school to watch it. The video of Jill dancing becomes a school-wide joke, and people start to add visual and sound effects that make Jill look even funnier. Before long, the video begins to spread around the internet and Jill receives hundreds of harassing messages.

Give a positive and negative ending to this scenario.

Scenario 3

You are furious with your best friend after hearing that she went on a date with a boy she knows you have liked since year 9. You dig out an old photo of your friend from before she transferred to your school and before she lost three stone. You scan the picture into your computer and e-mail it to the boy with a message saying, "Just thought you should know what your girlfriend really looks like."

How do you think you will feel after you have sent it?

How do you think your best friend will be feeling?

What should you have done?



Scenario 4

Hanif is one of the only Muslim students at your school. On a day when the morning news includes a report of a terrorist attack in another country, a group surrounds Hanif after school, calling him a terrorist. You are part of a group of onlookers, who watch as the group starts pushing and slapping Hanif. At the suggestion of your friend, you video the attack on your phone and later spread it around the school via e-mail using an anonymous account.

What might be the negative and positive consequences of this?

Scenario 5

You have an account on a gaming site, where you like to play World of Warcraft with your online friends. One day your parents discover an e-mail from the site administrator indicating that the account will be terminated due to the posting of the following message: "I hate Hitler because he didn't finish the job – he should have killed all the Jews." At first you swear that you had nothing to do with the message, but later admit that you were encouraged to post it by another student, who has been calling you mean names and threatening to hurt you. You tell your parents that you figured it wouldn't hurt anyone to post the message and it might get the bully to finally leave you alone.

How do you think your parents might be feeling?

Do you think you did the right thing?

What should you have done about the bullying?

Scenario 6

You have a disagreement with one of your teammates during a match and the coach ends up sending you off for the remainder of the game. Afterwards, you are so peeved that you send an angry text to your teammate, blaming her/him for everything. She/he texts back, trying to explain their side of things, but this angers you further and you end up sending a series of nasty text messages, calling them mean names and even threatening to put them in their place if they even think about messing with you in the next game.

How do you think your teammate feels?

How might you feel once you've had time to think about what has happened?

Grooming and child sexual exploitation

Session plan



What's the purpose of the session?

To help young people understand what grooming is, and its subtleties. To raise awareness with young people about how to better spot the signs of grooming and inappropriate relationships.

What materials do I need?

- Access to YouTube to show clips (It is very important that you watch the video clips in full before showing them to the young people.)



What's the session plan?

Introduction to grooming and child sexual exploitation

Inform the young people of the sensitivity of the theme. Let them know that it is a safe space and that if they feel uncomfortable at any time, they can take time out. Highlight that nobody is under any pressure to talk about anything that makes them feel awkward, but emphasise that it is very important that they are aware of what is being discussed.

1. Introduce the topic by asking the young people what they know about the term 'grooming'. Take all suggestions before giving them the below definitions.

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

NSPCC, 2016

2. Ask the young people what the term 'child sexual exploitation' means before sharing the definition below.

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status.

NSPCC, 2016

Explain that sexual exploitation and grooming can happen to anyone (boys and girls), and that it can be really difficult to know if you're being exploited.



Trigger films

Show the following videos on what grooming and sexual exploitation can look like.

Video clip: [Tom's Story](#)

Discuss the video. Some young people may think that they would never be duped into something like this and it wouldn't happen to them. It is important to emphasise that they must always trust their instincts – when Tom got to the front door of the house, you could see that he felt uneasy, yet he still went in, even though he may have realised it wasn't a good idea. Explore the following questions with the young people.

- What were the things that Tom did that made him vulnerable?
- What should he have said/done?
- Why did Tom feel that he couldn't tell anyone about what had happened?
- What would you do to prevent yourself from getting into a similar situation?

Ensure that the young people understand that the internet is not a bad thing but that some adults may use it as a way to facilitate grooming.

Video clip: [Whitney's Story. The Sexual Exploitation of Children- Can you recognise the signs?](#)

Discuss the video, posing the following questions:

- Why do you think Whitney was targeted?
- Was the person doing the grooming as you imagined they would be, or were they much younger?
- Can anyone remember what Whitney was given by her groomer as a way of controlling her?
- What could you do to prevent yourself getting into a similar situation?



Scenarios

Discuss the following four scenarios in a large group and encourage the young people to answer the questions below.

Jody, who is 16, has been seeing Jack who is 18 for six months and has noticed some changes in his attitude towards her. He is always snapping at her and no longer buys her lovely clothes or takes her for nice meals. Last night she went over to his place and he became violent with her. He kept on asking her whether she really loved him and said that he was in a lot of trouble. When she asked why, he said that he had to borrow money to buy her all those lovely clothes and now the people want their money back. Jack tells Jody that she will have to sleep with his friends to raise the money. Jody really loves Jack and wants to make him happy.

- Should Jody do it?
- What are the risks for her?
- What should she think about doing now?

Michelle is having a hard time at home. Her parents recently got divorced and she has been struggling to deal with it. Michelle isn't sure whether she wants to live with her mum or her dad and feels torn. She has started truanting from school and has met an older guy. Well, he isn't that old – he's 19 and she's 14, so not that big a difference. Darren is really understanding and cheers Michelle up when she is feeling sad. Darren said that he is going to buy her an iPhone and Michelle is really excited. Darren has told her that this would have to be their secret, though.

- Why has Michelle been targeted by Darren?
- What do you think Darren will use as a tool to control Michelle?
- What should Michelle do, and why should she do this?



Mandy is being bullied on her estate. One day she gets into a fight and ends up being chased into the main road by a group of people. Her neighbour sees what's happening and steps in. He is well known on the estate and manages to scare them off for Mandy. She begins to cry on his shoulder, so he gives her a hug and tells her not to worry and that he will look after her. The neighbour then tells Mandy that she should come into his flat to calm down.

- What should Mandy do?
- How can she be sure that her neighbour is a safe adult?

David is 16 years old and hasn't spoken to his parents for eight weeks. He has been living with Brendon, who is never really home. Last week, Brendon called David and told him that he has a friend who would be popping over to collect something. Brendon told David that he needs to give his friend whatever he wants. When Brendon's friend arrives, he tells David that he wants to have sex with him or he will make him and Brendon homeless. David is frightened and doesn't know what to do. He hasn't come out as gay to his family yet and feels too ashamed to ask for help.

- What should David say to Brendon?
- What should David do to keep himself safe?



De-brief

Check in with the young people to see whether they have any questions about the session as it is very heavy. Use emoji picture cards to discuss their feelings. Ask the young people to reflect on what they have learnt/discussed in the session.

Signposting and resources

There are a number of organisations that can support young people and practitioners on this subject. Their details can be found below:

NSPCC: The Stop it Now! Freephone Helpline (0808 1000 900) is available from 9am-9pm Mondays to Thursdays, and from 9am-5pm Fridays. <http://www.stopitnow.org.uk>

CEOP Command: <https://www.ceop.police.uk>

NWG Network: <http://www.nwgnetwork.org>

Bwise2 Sexual Exploitation (2007) Barnardo's (London Councils): http://www.barnardos.org.uk/resources/research_and_publications/bwise2-sexual-exploitation/publication-view.jsp?pid=PUB-1263

Sleep and dream

Session plan and handouts



What's the purpose of the session?

To explore the importance of sleep, as well as the difficulty some people may have getting to sleep and how young people feel about their dreams.

What materials do I need?

- Access to YouTube to show clips
- Sleep quiz sheets
- Hot chocolate
- Post-It notes
- Pens
- Wire, tape, papier-mâché/plaster of Paris, beads, wool/string, paints, paintbrushes



What's the session plan?

Welcome

As the young people arrive, give out hot chocolate and encourage them to relax.

Discussion

Start off a discussion about how many hours of sleep everyone gets over the course of a night/day/week. The young people can work this out by answering these simple questions:

- What time do you go to sleep?
- What time do you wake up?
- How long does it usually take before you are fully asleep?

Write each person's name on a Post-It note. Stick them on the wall in order of who gets the most sleep and who gets the least sleep in the group.

Following this discussion, ask the young people these questions to see if they know the answers.

- How many hours of sleep is it recommended that teenagers get a night? **ANSWER: 8-9hours** (NHS website)
- How much of your life is spent sleeping? **ANSWER: A third**

Catching zzzs

Show this video and then discuss it afterwards.

Video clip: [What would happen if we didn't sleep?](#)

Now knowing these facts, ask the young people what happens when they don't get enough sleep. Ask them to describe individually how they feel, or what happens, when they don't get enough sleep – for example, "I get frustrated" or "I'm unable to concentrate".



Sleep quiz

Either as a group or individually, get the young people to fill out their answers to the quiz handout at the end of this section. The answers to the quiz are below. If you have access to the internet, the quiz can be found at www.proprofs.com/quiz-school/story.php?title=teen-sleep-quiz

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

Dropping off

As a group, brainstorm the techniques you may already use to help you sleep. Suggest that the young people could also introduce the following:

- Avoiding caffeine
- Avoiding alcohol
- Tidying up
- Reading a book
- Writing a diary
- Exercising
- Listening to music
- Colouring in/doing mindful colouring

Sleep cycle alarm clock app (free from the App Store)

This is a fun app that young people might enjoy using. It will analyse their sleep through the microphone and calculate when the best time to wake up is.



What do we dream about and why?

Below is a list of the most common dreams that people have. See if the young people can name them.

- Teeth falling out
- Being chased
- Unable to find a toilet
- Naked in public
- Unprepared for an exam
- Flying
- Falling
- Out of control vehicle
- Finding an unused room
- Being late

www.dreams.co.uk/sleep-matters-club/the-10-most-common-dreams-what-they-mean/

Normalise these dream types by saying that although they can seem distressing, they are actually incredibly common and aren't necessarily saying something particular about you. Go on to show this video, which suggests a number of possible reasons behind dreams:

Video clip: [Why do we dream? - Amy Adkins](#)

- We dream to fulfil our wishes.
- We dream to remember.
- We dream to forget.
- We dream to keep our brains working.
- We dream to rehearse.
- We dream to heal.
- We dream to solve problems.



Making dream catchers

Dream catchers were originally made by Native Americans. Handcrafted by elders in villages for newborns, the dream catcher would sit above the bed and was believed to bring pleasant dreams to the child.

1. Make the wire into a circle, using the tape to bring it together and secure it.
2. Then, using either papier-mâché or plaster of Paris, put it over the wire and leave to harden (this can take a couple of hours, so you may want to start this activity in the session prior to this one). Paint this if desired.
3. Use string or coloured wool to weave a spider-web design in the middle of the circle. You can add beads to the string to make it more decorative (this part will need the leader to demonstrate)

Talk with the young people about the difference between the dreams we have when we sleep, and the dreams that we hope to achieve in our lives. Encourage them to write some things they hope to achieve on small pieces of card and attach them to their dream catchers. To bring this session to a close, it might be nice to find a space to hang these dream catchers and allow the young people to spend some time looking at each other's.

Sleep music playlist

The young people could collectively develop a playlist, including songs that will help them fall asleep.

Resources

<https://www.mentalhealth.org.uk/publications/how-sleep-better>

<http://www.cci.health.wa.gov.au/docs/Info-sleep%20hygiene.pdf>



Sleep quiz

1. During sleep, your brain is inactive.
True / False
2. You can learn to function normally with two or three hours less sleep than your body actually needs per night.
True / False
3. Teens go to sleep and wake up later because they tend to be lazy.
True / False
4. Although you may not get enough sleep during the week, you can catch up on weekends and still get the sleep you need.
True / False
5. Boredom makes you feel sleepy, even if you have had enough sleep.
True / False
6. Resting in bed with your eyes closed will not satisfy your body's need for sleep.
True / False
7. Snoring is not harmful as long as it does not disturb others or wake you up.
True / False
8. Most people do not know when they are sleepy.
True / False
9. Turning up the radio, opening the window or turning on the air conditioning will help you stay awake while driving.
True / False
10. Sleep disorders are mainly due to worry or psychological problems.
True / False
11. Everyone dreams every night.
True / False
12. After being awake for 20 hours, you can be just as impaired as a drunk driver.
True / False

Old Age

Session plan



What's the purpose of the session?

It is an exploration into growing old

What materials do I need?

- Access to YouTube to show clips
- Mobile app downloaded and a device to use it
- Weights
- Earplugs
- Glasses



What's the session plan?

An age-old discussion

Begin a discussion with the young people using the questions below.

- What is the first thing that comes to mind when you think of 'old age'?
- Do you know many people who are 'old'? How would you describe those people?
- What do you think it means to be 'old'? Is this a scary thing or something you are looking forward to?
- How old is 'old'?

Collate all feedback on a large piece of paper and encourage the young people to add to it as the discussion continues.

An oldie but a goodie

Show the young people the following video clip.

Video clip: [Once we were young - Age Concern](#)

Discussion:

What is the hardest thing about being old and what is the best thing about being old?

Gather together images of people who have achieved things in their old age:

- The oldest person to win an Oscar was Jessica Tandy (aged 80).
- The oldest Prime Minister was Lord Palmerston (aged 71).
- The oldest person to visit the North Pole was Dorothy Hirsch (aged 89).
- The oldest woman to complete a marathon was Gladys Burrill (aged 92).
- The oldest person to travel in space was John Glenn (aged 77).

Old age is something to be celebrated! The elderly of today have obviously achieved great things in their lives.



Video clip: [McDonalds Advert, One Estate. Differences and Similarities.](#)

Discussion:

- What are the main differences between those who are elderly and yourself?
- How can we bridge the gap between those who are young and those who are old?
- (Make sure to write these ideas down and possibly look at carrying out some of these ideas at future sessions, e.g. volunteering at a nursing home for the elderly)

How will we look when we're older?

The young people can download the free 'Old Fart Booth' App individually onto their phones or, alternatively, it can be used on a shared iPad. One by one, they can take a picture of themselves; the app will morph this to make them look elderly.

Discuss the young people's reactions.

What does it feel like to be older?

- Sight – Ask the young people to read something out while they are wearing some strong-lensed glasses.
- Listening – Get the young people to wear earplugs and attempt to have a conversation with each other.
- Movement – Ask the young people to put on some wrist and ankle weights, then complete a simple task like making a cup of tea.

How do we now feel about the elderly?

Have a brief final discussion with the young people, looking over the different notes they have made throughout the discussions. Has their perception changed at all?

Note: Young people may become fearful in these conversations or become emotional when talking about elderly family members. Make sure enough time is spent discussing the positives of being old as well as the negatives.

Reflections – looking back

Session plan



REFLECTIONS

What's the purpose of the session?

To get the young people to reflect on the past year (of the project and their lives).

What materials do I need?

- String
- Bubble wrap
- Tissue paper
- Sellotape
- Card
- Blu-Tack
- Post-It notes
- Pens
- Paper
- Old magazines
- Photos
- Jam jars
- Glass paints
- PVA glue
- Scissors



What's the session plan?

Reflections/memories

Ask the young people what some of their best reflections/memories over the past year have been. Think about some collective memories of the group as well. Get them to write them on Post-it notes and stick them on the wall. Also, discuss how/where we record memories – e.g., Instagram, Facebook. You could use the 'Timehop' app.

Collage

Ask the young people to make an individual or collective collage of their best memory of the past year, using old magazines or photos from the project. They can choose to use a memory from their life outside the group or within the group. As they are creating their collage, get them to think about some questions (these could be printed out on large pieces of paper and displayed on the wall or floor):

- What made this memory so good?
- Was there anyone else involved in making this a good memory?

Tell me a story

Give each young person a piece of paper and have them write the first sentence of a fun memory. Tell them to fold it over and pass it to the next person. Ask them to write another sentence on this piece of paper. Carry on doing this until everyone has written on each person's paper. By the end of the game, you should have a number of good memories that create a 'story'.

Explain that some memories can be shared but some are just ours. We all have the capacity to have good things happen to us and it's important to remember those!



Journal time

Provide a range of craft materials for the young people to decorate their journal with. Include photos collected over the duration of the project or print photos downloaded from the young people's phones. Also, have a list of statements for the young people to complete in their journals.

- This year I hoped...
- This year I learnt...
- This year I felt...
- This year I was surprised by...
- This year I was inspired by...
- This year I didn't enjoy...
- This year I was most anxious about...

Memory jar

Give each young person a jam jar and encourage them to decorate it using tissue paper, PVA glue or glass paints. When decorated, give a small piece of paper to each young person and ask them to write a good memory on it, fold it up and put it in the jar. The aim is that, throughout the coming year, the young people will add good memories to the jar as they happen. They will then be able to look over them when the jar is full.

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Our mission is to help people understand, protect and sustain their mental health.

Prevention is at the heart of what we do, because the best way to deal with a crisis is to prevent it from happening in the first place.

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