Academic Resilience
Beating the odds for better results

The Resilient Classroom

A Resource Pack for Tutor Groups
and
Pastoral School Staff

Written by Sam Taylor, Angie Hart

And Hove Park School

Published by BOND and YoungMinds
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Developed in partnership with
YOUNGMINDS
The voice for young people's mental health and wellbeing
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University of Brighton
Community University Partnership Programme

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Acknowledgements

Jim Roberts and Hove Park Heads of Year

Jim Roberts is Deputy Head at Hove Park School leading on Behaviour and Inclusion. He has experience in a range of secondary schools including those making rapid improvements in student behaviour and achievement. He has been instrumental in extending the scope and impact of tutor time at Hove Park and promoting the development of this resource.

There were five Year Heads who contributed a significant amount of time and energy to this Resource. They were; Clare Simpson, Marco Gallucci, Lesley Ruggles, Mark Streeter, Emma Satterly. Their knowledge and expertise working with large year groups across a split site school has been invaluable to developing the resource. They provided creative ideas and tested the resilience activities to ensure they were appropriate for the classroom.

The students
Ten students from Hove Park School participated in decision making and consultation focus group that helped in the creation, design and development of this resource**.**
Their names are: Isha, Barbara, Daniel, Fred, Alex, Tahmid, Louise, Tom, Helen and Abi.

Lisa Williams
Lisa is a school governor and parent at Hove Park School. In her professional life, Lisa has worked in the field of children's mental health for many years at a national and local level. As Chair of the Behaviour and Support governance committee she works with the senior leadership team at Hove Park School on improving how the school identifies and supports particularly disadvantaged or challenged students, including the development of this resource.

Sam Taylor
Sam has worked closely with Hove Park heads of year and students to write this resource. Sam is a school counsellor, youth worker and mental health trainer. She uses and draws on ideas from the Resilience Framework in her work with young people. With a group of young people Sam has written a resilience guide for parents available from www.boingboing.org.uk.

Angie Hart
This resource has been written with Professor Angie Hart using her ideas about resilience. Angie works at University of Brighton and is the co-director of boing boing, a not-for-profit community interest company dedicated to using resilience ideas in child and family mental health.

Art in Mind
Handouts drawn and designed by young people from Art in Mind. Art in Mind is a youth led art project which campaigns and raises awareness of mental health issues. For examples of their art work go to http://www.artinmind.co.uk

Chris Dune (volunteer for Art in Mind) formatted and designed photocopiable Handouts.

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About the resource

This resilience resource was created and developed to provide practical help for tutors and other pastoral staff and is suitable for use in the tutor group setting. It supports the tutor group structure and helps build relationships between tutors and students. Students and heads of years have been involved, through consultation and participation, in providing useful and appropriate exercises.

The resource provides activities tutors can use in tutor time sessions to promote and encourage students to feel more resilient. The activities are based on the Resilience Framework, developed by Professor Angie Hart *et al* (see below) to help children cope with day-to-day situations where they need to develop more resilience. By encouraging tutor group students to try out these activities we are hoping that students may be able to better cope with the challenging aspects of school and day-to-day life.

Aim

The aim of this resource is to provide tutors with an informative and practical resource which will support them in their role in building student resilience. It will help them:

- achieve positive relationships with students
- build understanding and knowledge of students' individual strengths and challenges, hopes and aspirations
- support students to develop resilience in a way which is appropriate to their individual circumstances.

How the resource was created

Heads of years, assistant heads of years and students from Hove Park School in Brighton and Hove have worked with Sam Taylor and Angie Hart from the University of Brighton to develop and create this resource. It draws on the Resilience Framework evidence base created by Professor Angie Hart.

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How to use this resource

This training resource includes:

- **Guidance notes on how to use the activities**
- **Photocopiable Handouts for students**

Each exercise includes a list of materials you will need, in addition to the materials provided in this resource. This will include a whiteboard, flipchart, iPads, pens and paper for participants to use. Some sessions will require relevant equipment to show internet and video clips.

The resource covers the Resilience Framework's five components: Basics, Belonging, Learning, Coping and Core Self. Depending on the students in your group, you may want to focus on one of the components or cover them all in some way. Feel free to mix up exercises as you want. The material is designed to be flexible so you can adapt it to your needs. Don't be afraid to mix and match.

Who can deliver the resources activities?

- Any tutor or teacher can deliver this resource
- It is best to fully understand the basic concepts of the Resilience Framework and its five components.
- This resource provides a brief outline of the Resilience Framework. If you want further information read:

Hart, A. Blincow, D. with Thomas, H. (2007) Resilient Therapy. Hove: Routledge.

Aumann, K & Hart, A. (2009) Helping Children with Complex Needs Bounce Back. London: Jessica Kingsley

Alternatively you could visit www.boingboing.org.uk for information about resilience research, resources and information.

Timings

- Most exercises only take the length of one tutor time session (about 20 minutes).
- Some are extended to two or three tutor sessions. For each activity there is an expansion activity and a suggestion for how to look at the issue one-to-one.

Students say...

All activities have been tested on students and they have given feedback on a student's possible response, reaction and how they might feel while they are taking part in and completing the activities. Students have highlighted possible areas of vulnerability or sensitivity around certain activities.

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Resilience Framework

What do we mean by resilience?

There are many different definitions of resilience. Resilience research has identified actions that can be taken to enable students to achieve good outcomes against the odds. We define **academic resilience** as students achieving good educational outcomes despite adversity. This resource should ideally form part of a whole school community approach to help vulnerable young people do better than their circumstances might have predicted.

Resilience Framework

Professor Angie Hart and collaborators have been looking at resilience theory and exploring how it can be applied in practice to help children and young people withstand and recover from stressful life challenges. Angie and others have come up with the Resilience Framework that helps translate resilience theory into practice.

The Resilience Framework (adapted from Hart, Blincow and Thomas, 2007) is a way of working with children and young people that offers a framework for finding the best ways of helping young people to get through when life is particularly tough. This resilience approach puts theory into practice so that young people, teachers and parents can use the method in their daily lives. It is an evidence-based and user-friendly way of working with children and young people. The Resilience Framework takes its inspiration from resilience theories, research and practice experience. It highlights the ordinary things that can be done to promote resilience for children living with complexity. We will tell you more about this in the next section: The Resilience Framework

The activities in this resource are structured and shaped by the Resilience Framework. This identifies five areas of a young person's life that need to be addressed in order to support the building of resilience. These are summarised below but you can click on the headings to jump straight to a more in depth look at how structures in the classroom can respond to these needs.

- **Basics**
- **Belonging**
- **Learning**
- **Coping**
- **Core self**

Within each area there is a range of activities that can help students build resilience. The framework is a box of pick-and-mix ideas. The different areas of the Resilience Framework are not designed to be used as a step-by-step guide one after the other, but rather can be called upon when needed and several can be used at the same time.

What the evidence says…

Basics

- In order for students to feel more resilient, basic structures need to be put in place such as good enough housing (in this context translated as a safe and comfortable school and tutor room), enough sleep (students who have slept well will feel more

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alert and motivated to learn) and healthy diet (can improve behaviour, mood, ability to learn).
- If these basic structures are in place then students will feel a greater sense of security and peace of mind and can better deal with the challenges of school life.
- Although some of these improvements may seem beyond the reach of 'school duty' and are linked to family life and social circumstances they can still be addressed through taking an interest or exploring sensitively with students and could make significant changes to your student's wellbeing and enhance their ability to learn.

Belonging

- Belonging is an important aspect of resilience-building. When a student has good relationships in their life, and they belong to a group that accept them as they are, this helps create a good sense of self and identity.
- Tutors can help by trying to encourage good relationships with friends, teachers and other members of staff.
- It is important that students have somewhere they feel they belong (clubs, activities and favourite places in school) and that they meet people who are good influences, who can help them make sense of where they have come from and their place in the world.
- It is really important for the student to find something they are good at, an activity or a talent, a way of expressing themselves, whether it's sport, music, writing, helping out in the library... it can be almost anything. The important thing is that being part of a group where they do or talk this activity can have a positive effect.

Learning

- Learning is a fundamental part of the student being able to function successfully in the world.
- Helping your students to develop talents, interests and life skills, encouraging them to learn how to cope, how to express their emotions, understand boundaries and have aspirations, are crucial parts of helping them become more resilient.
- Helping your student have life plans, visions and getting organised allows them to develop new skills that are an essential part of them increasing their learning.

Coping

- Coping helps the student build up a particular set of skills to help them with the challenges of everyday life.
- Encouraging the student to cope helps them develop a sense of bravery, an ability to solve problems, to stand up for their own views and beliefs, foster interests and make themselves feel better.

Core self

- Core self focuses on the importance of the student understanding of who they are and their own personal strengths.
- Encouraging the student to put themselves in other people's shoes and be sensitive to how to other people feel can help raise awareness of how *they* feel and how their behaviour can affect other people's feelings.
- It is important to help them be self-aware and take responsibility for themselves and their behaviour towards others while at the same time believing in them.
- Help them try out different things and they might find something they are talented at.

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Basics

In order to encourage your students to be more resilient it is important that some basic structures are put in place.

Good enough housing
Never underestimate the impact the class environment can have on a student's ability to learn, cope and feel resilient. Try and make the classroom and the wider school environment safe, accessible, comfortable and welcoming. Encourage students to gain ownership over their tutor room and make their tutor room a sanctuary.

Enough money to live
Helping students understand the value of money and how money can make a difference to a student's quality of life. Managing money is a skill which students are often not taught. Understanding and being able to cope with budgeting can help students cope better with stress and increase their levels of resilience.

Being safe
As a tutor one of your roles is to encourage your students to feel safe and learn to manage the risks of being in school and the big wide world. Encouraging them to identify where they feel safe and unsafe and looking at ways this can be changed can help a student feel more resilient.

Transports and access to places and things
Travelling to and from school can be a good or bad experience. If the student's experience is bad then it can affect their school day, their ability to learn and concentrate as well as to cope with the challenges of being in school. As a tutor helping students to look at how their travelling experience could be improved and strategies on how they could make their journey better can help students feel more resilient.

Healthy diet
Food is very important to a student's wellbeing. It can affect their moods, behaviours and their ability to learn. Encouraging students to explore their eating habits can help them change their beliefs about food and can increase their resilience and wellbeing.

Exercise and fresh air
Students today spend more time doing inactive things like playing computer games, texting and watching TV. Regular exercise and being out in the fresh air can improve their mood, help them forget about the stresses of school and build a sense of achievement.

Enough sleep
Students often do not get enough sleep and find it hard to relax. Encouraging students to think about why sleep and relaxation is important can help them see that it can affect the way they feel, their ability to learn and cope with stress and has an impact on their levels of resilience.

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Basics

Play and leisure

Play and leisure is an essential part of growing up. Access to open spaces, free play and leisure opportunities help improve students' wellbeing. It enriches their development in all sorts of ways: socially, physically, intellectually, culturally and emotionally.

Being free from prejudice and discrimination

Encourage students to discuss what prejudice is and discrimination and what are the effects are on a person who has been bullied. Encourage them to explore how they could cope and deal with situations where they are experiencing prejudice and discrimination.

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Belonging

Find somewhere for the child to belong
It is important to help improve your students' sense of belonging and help them to identify a safe place or group where they can go when they are feeling vulnerable. Encourage them to have the right people in place to support them so that they feel protected.

Help them understand their place in the world
Value and welcome every student in your tutor group and encourage them to develop their own individuality and explore their diversity. Encourage students to understand their roots and why it is important to identify where they have come from.

Tap into good influences
Help students identify what qualities make a good friendship. Explore with them how positive role models can make a difference to someone's life. Encourage a student to think about developing a relationship with a role model. This could be someone the student already knows like a teacher, club organiser or an older student.

Keep relationships going
Help students to consider why it is important to have good relationships and why it is important to maintain them. Keeping relationships going can help students have a sense of stability and constancy in their lives and this in turn will help them feel more resilient.

The more healthy relationships the better
It is important to help students increase the number of good influences in their lives so they outweigh the bad ones. Encourage students to identify what makes a good relationship and whether they could develop those qualities themselves so that they could then have better healthy relationships.

Take what you can from relationships where there is some hope
Help students to positively expand their network of friends. Students need to consider different types of friendships and relationships that meet different needs. Encourage students to see that relationships are not just about building friendships – relationships can be built through activities or events which can lead to something good.

Get together people you can count on
Help students to identify people who can help and support them and be a network of support. Encourage students to think about how their network of support could help them cope when they are going through a hard time.

Belonging involves responsibilities and obligations too
Students who have appropriate roles and responsibilities, including running errands and doing odd jobs, have a chance of developing positive self-esteem and a sense of being able to make their own mark on what happen in the world. Helping students identify their responsibilities and obligations can make them feel a sense of belonging.

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Focus on good times and places
It is important to encourage students to remember the good events that have happened and to revisit them. They are a reminder that, despite the difficult things, there are lots of good things too. ‘Bottling up’ good experiences can help students reconnect to people in their lives who have had some degree of healthy relationship with them. Helping students visualise and picture a favourite memory or place can help students feel safe, calm and more resilient.

Make sense of where the child has come from
Help your students to understand where they have come from. Encourage your students to understand their history and share who they think they are, what their good bits are and how they see the world.

Predict a good experience of someone or something new
Help students take a risk and try new things. Encourage students to set a challenge that will give them a good experience. Get them to plan it do it and review it and this will help them identify what works well and not so well.

Make friends and mix with other children
Even if a student has quite a few negative relationships in their life, forming just one new positive relationship can be powerful. Help students in your tutor group to find out more about what they like doing, their interests and activities. Encourage students to think about someone in their tutor group who might have a similar interest to them and could end up being a good friend.

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Learning

Make school life work as much as possible
A positive school offers a stable environment for learning how to get along with adults and other young people and finding out about established or accepted social ways of behaving – which in turn contributes to academic learning skills. As a tutor encourage students to consider how they could make their school life better and what things they need to do to ensure they have a good experience while at school.

Map out career or life plan
Helping students have a view to the future can help set them up for eventually mapping out a meaningful adult life. Encourage students to think ahead and to have a strong sense of purpose in regards to school work and their life at school.

Help students to organise themselves
Encourage students to have structure in their lives as it can help their school life run more smoothly. Help students identify how they can be more organised and how being organised can help them feel more resilient.

Highlight achievements
Taking notice of your students' successes, strengths, talents and interests will build their resilience and confidence. Help students to notice and feel good about what they have achieved. Encourage them to use what they have achieved as a way of helping them cope with stress and adversity.

Develop life skills
Developing life skills is about teaching students the necessary skills for living. Successfully teaching life skills relies on breaking things down into small parts and encouraging students to try out something new. Developing life skills is about relating learning to real life and then setting students a challenge so that they try and develop that life skill.

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Coping

Understand boundaries and keep within them
It is important to help students learn about setting and keeping to limits. Setting boundaries can help students feel safe. Students need routine and structure to feel safe. Boundaries are clear rules that tell people have to behave. Encourage students to explore what boundaries are, why people have boundaries and why some people's boundaries are different from other people's.

Being brave
Being brave invites us to help children face their uncomfortable, scared feelings, and to actively work with them. Being brave enables us to experience that, and to confront our personal power, instead of passively relying on other people to sort everything out. Encourage students to explore what being brave means to them, ways that they could feel braver and how this could make them feel more resilient.

Solving problems
Problem-solving is a learned skill. Helping students focus on one problem at a time can help them avoid getting overwhelmed with the size of the problem. As a tutor encourage students to assess the type and size of a problem, what they need to do in order to resolve it and how they might work out who can help if necessary.

Rose-tinted glasses
Putting on rose-tinted glasses is an idea to put a resilient spin on things. It is about looking at bad things that have happened and adding a positive twist to them. This idea is about deliberately adopting a stance that helps make sense of something from the past in a positive way. It offers another view for the student to make sense of an event and develop a more adaptive view of their lives. Sometimes it is about managing life rather than changing it.

Fostering their interests
Helping students develop their favourite interest can give them opportunities to feel that they can succeed and as a result their self-esteem improves and they can have fun. The quality of their life improves. Succeeding helps students feel they have control of their lives which makes them happier and as a result stronger and more able to deal with difficulties that come their way. This can be an area where as a tutor you notice the things students do well and where they show real talent and creativity at managing difficulties.

Calming and self-soothing
Encourage students to notice when, where and why they are feeling upset. Try to get them to notice and understand why they are feeling stressed and ways that can help them feel more relaxed.

Remember tomorrow is another day
Helping students to remember that tomorrow is another day helps students find a solid place to stand and not feel overwhelmed by the stresses and challenges of a school day. Encouraging students to let go of worries can help students feel that their problems are more solvable and enables them to feel more resilient.

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Lean on others when necessary
Encourage students to lean on others and trust that others can help and support them when needed. It is important to encourage students to identify who to go to when they need support.

Have a laugh
Encouraging students to have fun and have laugh can help them feel stronger and able to cope with life's challenges.

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Core self

Instil a sense of hope
Hope helps students hold on to the possibility of change and the anticipation and wish that tomorrow will be better. When hope is present it can make the most difficult challenges feel manageable and survivable. As a tutor encourage students to have aspirations and dreams about what would make school a better place.

Teach the child to understand other people's feelings
It is important that students can understand and be aware of other people's feeling. It helps them get along with other students, to care about others and to feel confident and happy in other people's company.

Help the child to know her/himself
In order for students to know themselves they need to feel good about themselves from the inside. Helping students feel good from the inside is about encouraging them to learn about themselves while being accepting of the fact that there are bits that they may need to change. Students who have a strong sense of themselves often have more confidence and higher self-esteem. They can manage situations more successfully because things are less overwhelming when they have some idea of the way they feel and why.

Help the child take responsibility for her/himself
Help your students build their capacity to take responsibility for themselves. By knowing themselves they can see that they have a relationship to the things and people around them and can influence this, rather than assuming things happen *to them*. Help them know their own sense of usefulness and personal power. Grabbing hold of daily opportunities to help them control situations and understand they have the power to make choices and decisions in their life helps them see they can take control of their lives rather than life happening to them.

Foster their talents
Build qualities and develop the good points students already have, maximising their influence. By fostering their talents we give them a chance to understand more about their abilities. Often students are good at things they don't notice or they don't value. Doing fun stuff and fostering talent is a way to begin to experience some choice in life, a sense of achievement and competence.

Using tried and tested treatments for specific problems
Encourage students never to be scared of getting support for specific problems. Support that may be available is mentoring, counselling, anger management, teenage pregnancy support, drugs and alcohol support etc. This support can help students cope with the challenges and stresses of growing up.

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Section One

Basics

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Basics:	**Good Enough Housing**
Exercise:	**1A**
Approximate time:	**Five tutor time sessions (one week project) 5 x 20 mins**
Materials:	**A3 paper/pen**
Aim/outcome:	**For students to explore how to make their tutor room comfortable, welcoming and safe**

Explanation
The purpose of this exercise is for students to explore how they could create their ideal tutor room.

- In groups of four, ask them to draw a design of how they could make their tutor room more comfortable.

Points they might consider: lighting, heating, furniture, flooring, colours, wall covering.

- When they have finished ask the students to discuss their ideas with the rest of class and see if there is anything practical they could implement. Suggest they draw or list all the things that can be changed. Is there anything from their design they could use to make their tutor room more comfortable, welcoming and safe?
- Ask them if there is a way they could make their tutor room different from other tutor rooms.
- Consider the practical ideas of how they might implement their ideas over the next three or four tutor sessions.

Expansion activity

- Using old pieces of junk cardboard and materials small groups can make a 3D design of the tutor room.
- In the second 20 minute tutor time draw the design.
- In the third and fourth 20 minute tutor times make the design using a shoe box.
- In the fifth 20 minute tutor time show their design to the rest of the class.

One-to-one
Discuss with student whether they feel safe in their tutor room. How they could make their tutor room better?

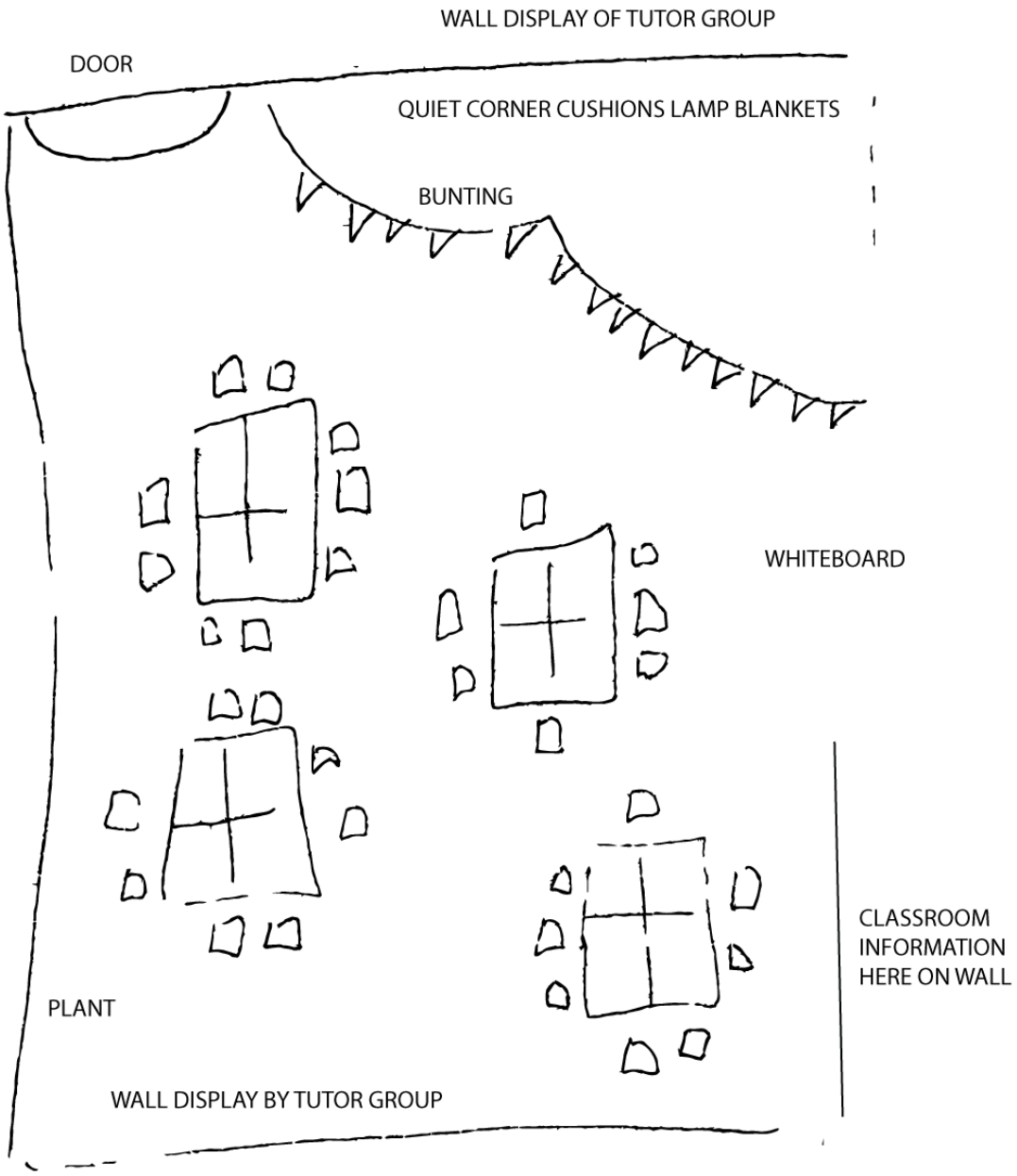
Students say:
Allow students to think of wild ideas and be fun and creative. Then ask them to consider how these ideas could be practical and realistic and look at small changes that can be made to the tutor room. The main aim of this exercise is to encourage students to gain ownership of their room and tutor group. Bear in mind that all students should feel included and supported while completing this exercise. The idea of the exercise is that they feel welcome and safe in their tutor group.

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The Resilient Tutor Group

Basics: Good Enough Housing

Exercise 1A: How to make your tutor room your own safe space



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Basics:	**Good Enough Housing**
Exercise	**1B**
Approximate time:	**20 minute tutor time session**
Materials:	**string, triangles of material, felt tips, stapler or shields/mandalas**
Aim/outcome:	**To introduce the idea of the tutor room as a safe space which students share a sense of ownership and responsibility.**

Explanation

- Ask students to make a bunting decoration to hang in the front of their class tutor room.
- Suggest that each piece of bunting represents how each individual student in their tutor group is are part of the group and that everyone is a valued and equal member of the group.
- Ask students how they think they could make their tutor room a safer space.
- Show students how to make bunting by decorating the square pieces of cloth which are folded in half, hung over a long piece of string to make triangles and then stabled. Decoration could include their name, hobbies, sports, favourite things and their own unique designs.

Expansion activity

Ask the class how they would further like to decorate their tutor room either by creating a shields or mandalas – see included examples

One-to-one

Ask students how they would make their tutor class room a better and more comfortable space. To also consider how the tutor classroom has an effect on how the student learns?

Students say:

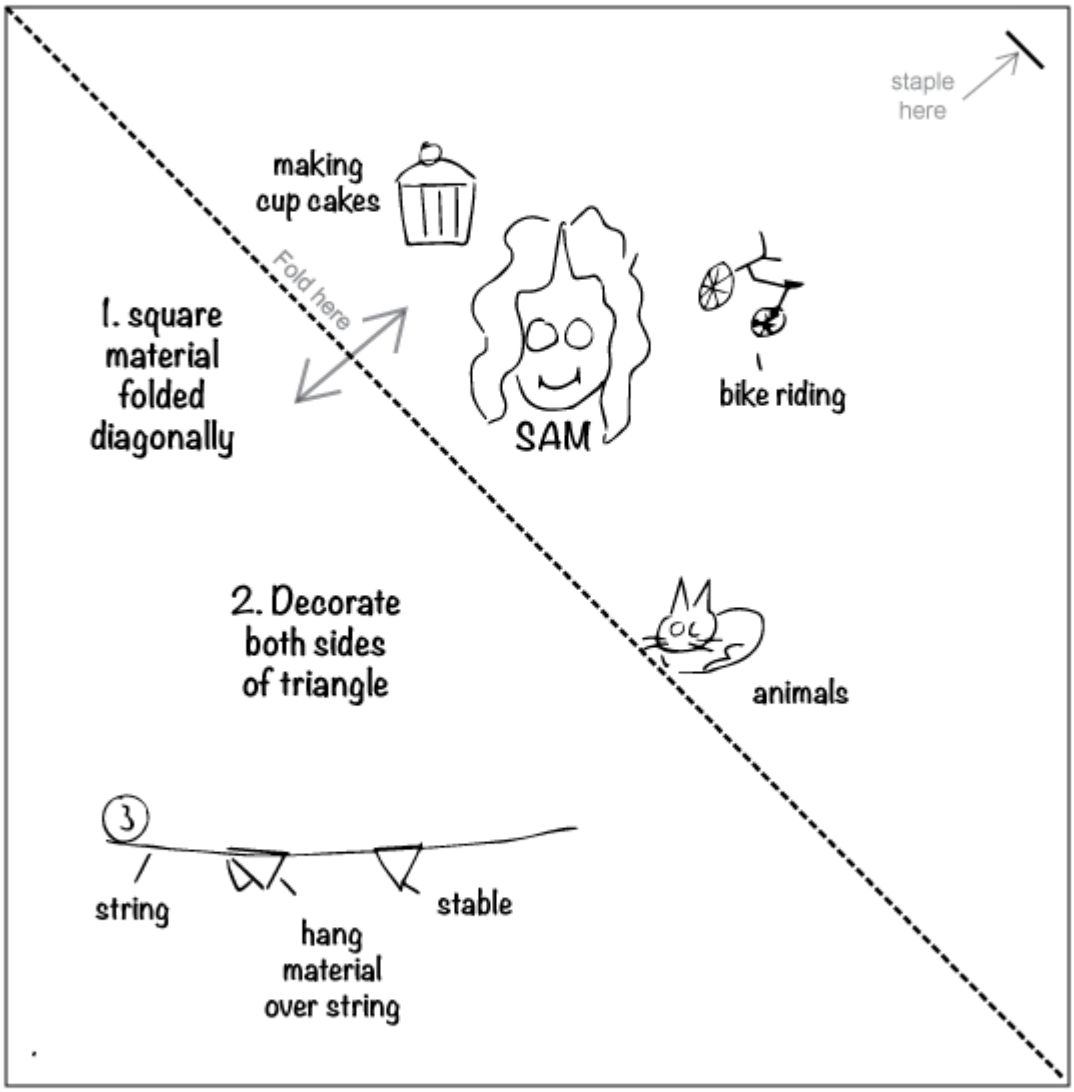
This activity could be used to introduce resilience activities that they will be doing in tutor time. The activities will be fun and a good way of learning about how to be more resilient, happy and resourceful. This activity will help students feel that their tutor room is a safe place and create a greater sense of ownership of their classroom.

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The Resilient Tutor Group

Basics: Good Enough Housing

Exercise 1B: How to make your tutor room your own safe space



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The Resilient Tutor Group

Basics: Good Enough Housing

Exercise 1B: Example Mandala

Mandala's represent a sense of self and identity
Decorate the mandala in your own unique individual way
You can also create your own unique mandala
Use the mandala's to decorate your tutor / form room

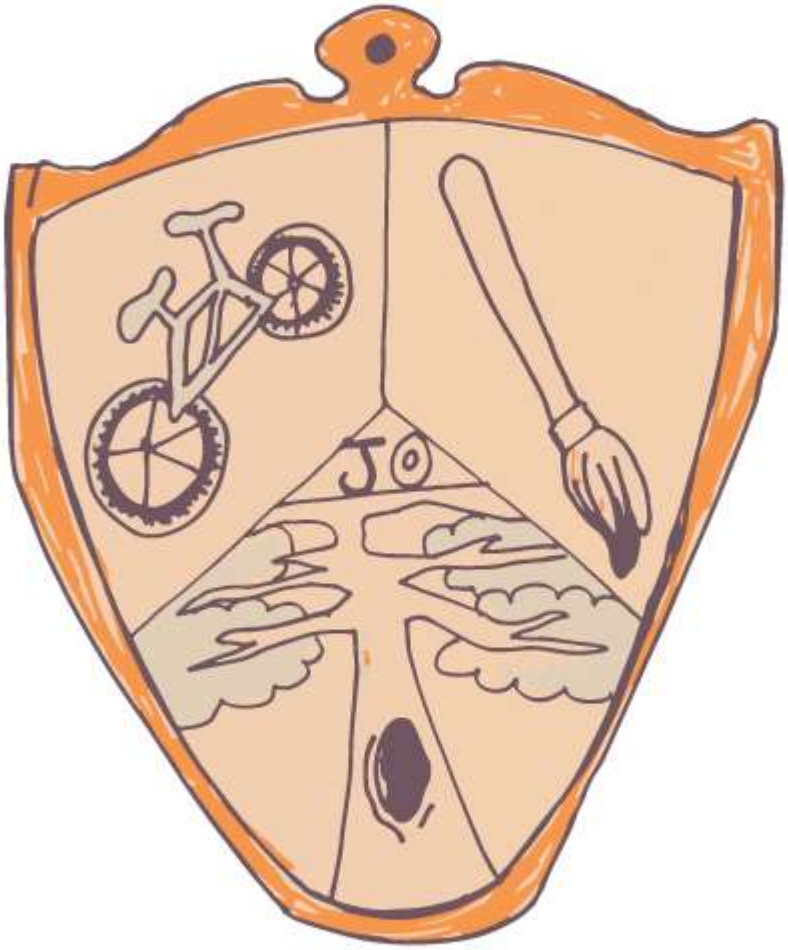


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The Resilient Tutor Group

Basics: Good Enough Housing

Exercise 1B: Shield



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Basics:	**Enough money to live**
Exercise	**2A**
Approximate time:	**20 minute tutor time session**
Materials:	**internet access to research charities and Basics Handout 2A**
Aim/outcome:	**To encourage students to explore the value of/need for money and what enough money is.**

Explanation

- Ask students to research charities such as Children in Need, Comic Relief, Oxfam, Building Schools International website etc.
- Ask students to fill out Handout 2A and then discuss their answers with the rest of the class:
- Do people in the films need more money to live a decent life?
- Why do you think people need this money?
- Why do you think people are in this situation?
- Why do some people have enough money when others don't?
- Why is having enough money important and how does it help you cope better with life?

Expansion activity

Ask students to organise a cake sale or other event to raise money for charity.

Invite a speaker to come into the tutor group and talk about the charity work they have done abroad, or ask someone who has worked with a charity helping young people in poverty or homelessness.

You could have a discussion around eg wonga.com and loans with very high interest and how parents can struggle at Christmas or other seasonal events to find enough money to pay for presents.

One-to-one

Watch a Comic Relief or Children in Need video about poverty and ask the questions above.

Students say:
Some students may come from households where they worry about money or from poorer backgrounds. Do not make students discuss any issues about their experience of poverty and do not make them stand out to the rest of the class. Encourage students to feel supported and be sensitive to their needs.

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Basics:	**Enough money to live**
Exercise	**2B**
Approximate time:	**20 minute tutor time session**
Materials:	**Internet access to research costs/pen paper and Basics Handout 2B**
Aim/outcome:	**To encourage students to understand that for most people the amount of money available is limited.**

Explanation:

- Divide students into groups of four
- Tell students that they each have £100 and with that £100 they will need to feed their family for a week, buy their best friend a birthday present, get the bus to school every day and buy a pair of school shoes.
- Ask students to write a budget that explains how they have used their money. Then discuss:
- Did they find this task easy or difficult?
- Was it hard to complete the task and keep to the budget?
- Could students buy everything in the budget?
- Ask students if this exercise has helped them learn about money.

Expansion activity:

Invite a speaker to come into the tutor group and talk about the charity work they have done abroad, or ask someone who has worked with a charity helping young people in poverty or homelessness.

You could have a discussion around eg wonga.com and loans with very high interest and how parents can struggle at Christmas or other seasonal events to find enough money to pay for presents.

One-to-one

With the student carry out the task and get them to answer the following questions above.

Students say:
Some students may come from households where they worry about money or from poorer backgrounds. Do not make students discuss any issues about their experience of poverty and do not make them stand out to the rest of the class. Encourage students to feel supported and be sensitive to their needs.

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Basics:	**Being Safe**
Exercise	**3A**
Approximate time:	**20 minute tutor time session**
Materials:	**A3 sheets of paper so that outline of school can be drawn, iPad, tutors own outline of the school, two different coloured stickers or could use own photocopy map of outline of school**
Aim/outcome:	**To identify safe and unsafe areas in the school that make students feel high levels of anxiety and low levels of anxiety; to explore what can be done about this.**

Explanation:

- Ask each student to draw an outline of the school.
- Then ask students to identify areas they think are safe and unsafe using one colour sticker for safe and another for unsafe. You may want to allow students to give their views anonymously, eg via email or writing it down and handing in the slip of paper.
- Collate the responses on your own the school plan using one colour for unsafe and another for safe.
- Ask students to observe which areas in the school are safe or unsafe and discuss if there are any similarities or differences in the areas.
- Discuss common areas of high anxiety and low anxiety and the difference in those areas.
- Discuss how the high anxiety areas could be improved.

Expansion activity

Encourage the tutor group to look at physical ways the high anxiety areas could be developed into low anxiety areas (more lighting, doors open, year 11 prefects stationed there to support students).

Encourage the tutor group to explore how they could support each other in making these areas safer.

Identify strategies students could use help them cope with high anxiety situations.

One-to-one

This activity could be completed one-to-one with a student drawing an outline of the school using a photocopy of an A3 map of the school grounds. Use the questions above for discussion.

Students say:

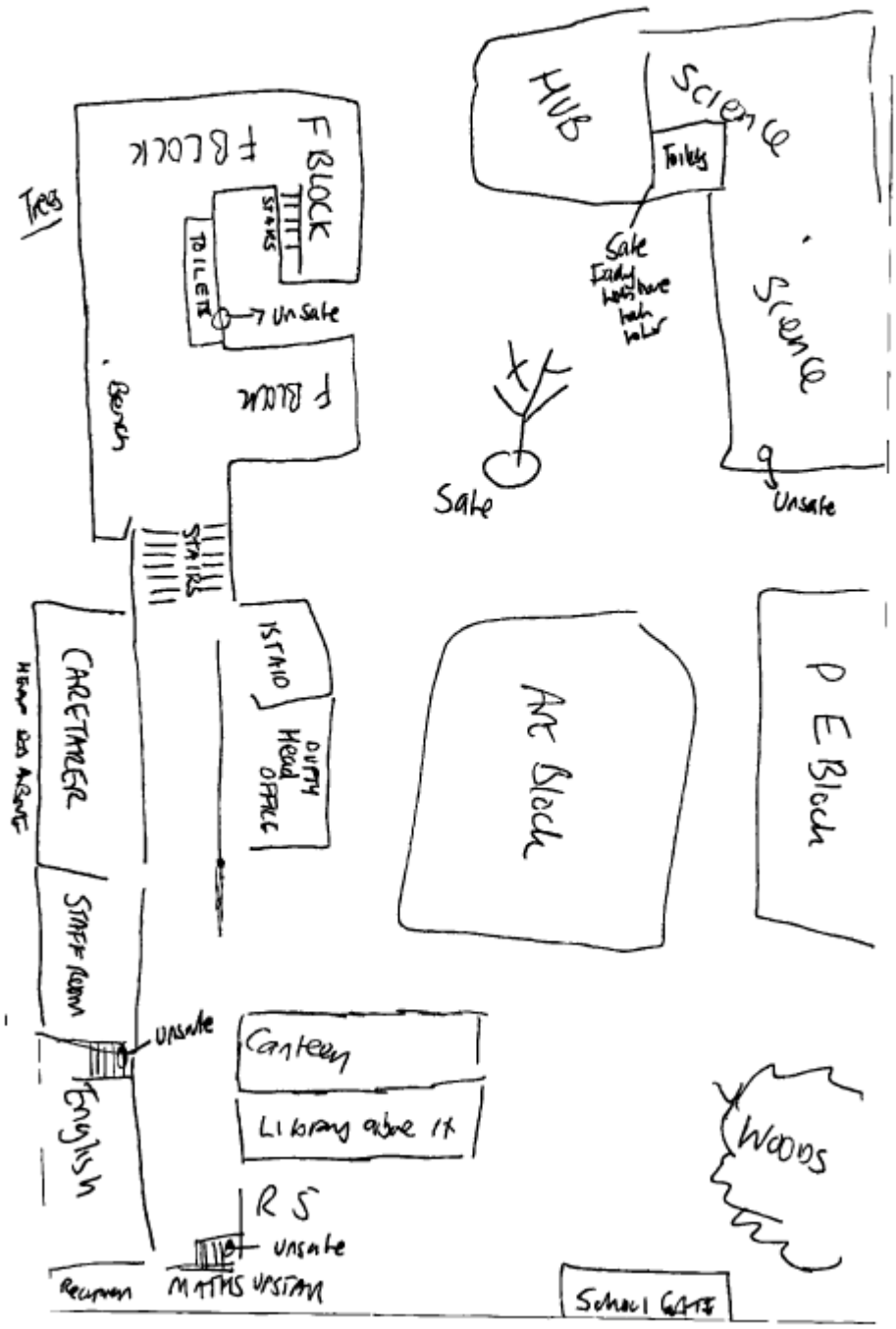
Students said that this activity needs to be done anonymously. It is important that bullies are not alerted to areas where they can bully students. Students need to feel safe when completing this exercise otherwise they will not fully take part.

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The Resilient Tutor Group

Basics: Being Safe

Exercise 3A: Identify safe and unsafe areas in your school, use a red mark for unsafe areas and blue mark for safe areas



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Basics:	**Being Safe**
Exercise	**3B**
Approximate time:	**20 minute tutor time session**
Materials:	**iPad, phone, whiteboard**
Aim/outcome:	**To identify an area in the school that the student feels unsafe and to explore what can be done about this.**

Explanation
Ask students to select an area where they feel less safe and take a picture of it and mark it using arrows and comments saying why they feel less safe here and what would make them feel safer.

Collect pictures taken on the iPad and then choose a few of the pictures and discuss with students why the areas are unsafe and any suggestions they can make those areas safer.

Expansion activity
Ask students to select an area of their community where they feel unsafe, take pictures and comment on how it could be improved. Suggest they write a letter to their local council suggesting changes that should be made.

One-to-one
This activity could be completed one-to-one by walking around school grounds with the student and taking pictures of where they feel unsafe and asking them to comment why they feel unsafe and how this could be changed. Use the questions above for discussion.

Students say:
Students said that this activity needs to be done anonymously. It is important that bullies are not alerted to areas where they can bully students. Students need to feel safe when completing this exercise otherwise they will not fully take part.

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Basics:	**Being Safe**
Exercise	**3C**
Approximate time:	**20 minute tutor time session**
Materials:	**iPad or camera, paper, pens**
Aim/outcome:	**To identify a safe place and why it is important to have a safe place. To see how students can maintain that safe place.**

Explanation:

- Ask students to take a photo or draw their safe place.
- Ask students to think about where they feel happy, safe and comfortable.
- This might be their bedroom, in the garden, cuddling their pet or sitting fishing by a lake etc.
- Ask students how this safe place feels and suggest how if they are going through a tough patch they can remember this place by looking at the picture, visualising the place and if possible going to the place?
- Ask them why they might think that remembering or going to this safe place might make them feel better?
- Why would it be important that they remember this safe place when they need to feel better?

Expansion activity
Explore the concept of safe anchor – where students can visualise their safe place when they are feeling stressed.

One-to-one
This activity could be completed one-to-one. Use the questions above for discussion.

Students say:
Students said that this activity is very personal and that everyone has a different safe place. As a tutor make this activity fun and accepting of students' safe spaces.

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Basics:	**Access and transport**
Exercise	**4A**
Approximate time:	**20 minute tutor time session**
Materials:	**cleared space with chairs that symbolise the school bus /train/walk to school.**
Aim/outcome:	**To discuss their experience of travelling to school and exploring what is positive and negative about that experience**

Explanation:

- Encourage the tutor group to act out what it is like when they travel to school.
- Those who do not want to take part can form part of the audience and make constructive comments about what is going on.
- Allow the group to prepare or improvise their experience of travelling to school with different students playing different roles - bus driver, students, other passengers.
- Ask the improvisation to come to an end after 10 minutes
- In the last 10 minutes of the session discuss with the group how real their enactment was. What is their experience of getting the bus? Is it a good or bad experience? How could that experience be improved?

Expansion activity
Ask the tutor group to act out different scenarios - someone being bullied, someone smoking, a passenger being rude and aggressive - and whether they think other students should intervene in the situation and how.

One-to-one
Ask the student to draw a storyboard of their journey to or from school. Ask student what their experience is of travelling to school. Is it a good or bad experience? How could that experience be improved?

Students say:
Students said that this activity is very personal and that everyone has a different safe place. As a tutor make this activity fun and accepting of students' safe spaces.

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Basics:	**Access and transport**
Exercise	**4B (With alternative if students do not want to act)**
Approximate time:	**20 minute tutor time session**
Materials:	**Basics Handout 4B school bus (if use other transport ask students to draw picture of train or their car journey etc)**
Aim/outcome:	**To discuss their experience of travelling to school and exploring what is positive and negative about that experience**

Explanation

- If students do not want act out their school travel this is an alternative:
- Using a diagram of the school bus (or drawing of alternative transport) ask students to mark all the things that could go wrong.
- Ask students what is their experience of travelling to school and think about all the people involved in their journey - the bus driver, students and other passengers.
- Discuss with students their experience of getting on the bus, is it a good or bad experience? How could that experience be improved?

Expansion activity
Discuss how their bus journey could be improved and look at strategies for it to be better.

If there is one specific thing that they would like to campaign to change – for example change of bus time – suggest students write a letter to the bus company asking for changes.

One-to-one
Ask student what is their experience of travelling to school? Can they depict this using a drawing, as above? Is it a good or bad experience? How could that experience be improved?

Students say:
Students say some students are bullied on the school bus and they could feel uncomfortable talking about their bus journey to other students. Allow some students to complete this exercise privately and be sensitive to any issues that may arise from group discussion of using the bus to school.

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The Resilient Tutor Group

Basics: Access and transport

Exercise 4B: Write about your experience of travelling to school

Using this hand out mark all the things that could go wrong

e.g. people pushing and shoving



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Basics:	**Access and transport**
Exercise	**4C**
Approximate time:	**20 minute tutor time session**
Materials:	**Basics Handout 4C**
Aim/outcome:	**To discuss their experience of travelling to the school and exploring what is positive and negative about their experience.**

Explanation

- Discuss the following questions with students:
- What form of transport do they use to get to school?
- How long does it take them to get to school?
- Do they live far away from school?
- How do they find the journey - is it easy or difficult? Does it make them feel anxious?
- Is there a part of the journey that is fun? Or is there a part that is stressful?
- Do they walk on their own or with friends?
- Does someone drop them off?
- Do they get to school early or late?
- What could the student do to make their journey better?

Expansion activity

Ask the student to draw a storyboard of their journey to or from school. Ask them what their experience is of travelling to school. Is it a good or bad experience? How could that experience be improved?

One-to-one

Ask student the questions above and use them for discussion points.

Students say:

Students say that some people find it really stressful travelling to school and you should be aware that travelling is a struggle and to be sensitive to any issues that may come up from completing this activity.

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Basics: Access and transport

Handout 4c: How do you travel to school - is it a good or bad experience?

Answer the following questions

What could you do to make your journey better?

What form of transport do you use to get to school?

Do you get to school early or late?



How long does the journey take to get to school?

Are you driven and dropped off?

Do you walk / get the bus on your own or with friends?

How far away do you live from school?

Is there part of the journey that is stressful?

Do you find the journey easy or difficult?

Is there any part of the journey that is fun?

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Basics:	**Healthy diet**
Exercise	**5**
Approximate time:	**20 minute tutor time session**
Materials:	**sheets of paper, felt tip pens, paper plate**
Aim/outcome:	**To discuss favourite food and explore whether that food is healthy**

Explanation:

- ask students to draw and colour in their favourite meal on a paper plate or sheet of paper
- Put a sign up at one end of the room saying ‘healthy meal’ and one on the other side of the room saying ‘unhealthy meal’. In the middle of the room put a sign ‘part healthy’.
- Ask students to position their plates in the three areas making sure everyone can see what is on their plate.
- Ask students to then look at all the different plates around the room.
- Discuss with the group whether there are a lot of similarities or differences in what students like for their favourite meal.
- Ask students if they think any of the plates are in the wrong category and to put the paper plates in the right categories if they should be moved.
- Ask them if they think most people in their tutor group like food that is healthy or unhealthy and the reason why this may be the case.
- Ask them if they feel pressured into eating healthy food. What healthy food they enjoy eating?

Expansion activity
Make a collage of food that is healthy and unhealthy from pictures from magazines or the internet. They could do this on their iPad.

Look at diet leaflets and discuss what meals you could have, that are both healthy and enjoyable at the same time.

Look at a list of healthy food. What is healthy and not healthy? Discuss why they like food even if it is not healthy.

One-to-one
Using a sheet of A4 paper, divide it into four. In the first section ask them to write or draw their favourite food, in second section food that they hate, in third section what they like for breakfast, in the fourth section food that is healthy.

Students say:
Students have suggested they do not want to be made to feel ashamed if they eat the wrong food. This exercise needs to be done sensitively with acceptance that some students have an unhealthy diet and the aim is to promote discussion and get students to think about why people like unhealthy food.

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Basics:	**Exercise and fresh air**
Exercise	**6A**
Approximate time:	**20 minute tutor time session**
Materials:	**Basics Handout 6A**
Aim/outcome:	**For students to consider how exercise and fresh air can make them feel better**

Explanation:

- Ask students to consider the following questions:

Considering your personality and what you like doing in your spare time.
What would be your ideal form of exercise? Basketball? Dance? Walking the dog? Fishing?
What activities could you do that would be outside in the fresh air?
Do you exercise regularly?
If you would like to exercise what is stopping you?
Do you prefer to exercise in private or with a group of friends?
Does exercise make you feel better?
Does exercise help if you are stressed? Can exercise be a form of relaxation?
Do you like being outside?

- Ask students to choose a form of exercise to try for a week – it could be once a day, twice a week or once a week.
- It could be a dance class or basketball match or taking the dog for a walk or riding their bike to school.
- Ask students to blog before they tried the exercise - what they were feeling, whether they wanted to do it. Were they nervous or excited?
- Ask students to blog how they felt after the exercise - whether they would do it again or try something different.

Expansion activity
Ask students to set a goal where they exercise once a week for half a term and complete regular blogs on how they felt before, during and after the exercise. Were there any barriers to continuing with the exercise and how were those barriers overcome?

One-to-one
A similar exercise could be completed one-to-one.

Students say:
This activity should be fun and any activity that is outdoors should be considered as exercise. The main idea of this exercise is to encourage students to have fun, be active and go outdoors.

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Basics: Exercise and Fresh air

Handout 6A: How can exercise and fresh air make you feel better?

Answer the following questions

Considering your personality and what you like doing in your spare time .. what would be your ideal form of exercise? Basket ball? Dance? Walking the dog? Fishing?

What activities could you do that would be outside in the fresh air?

Do you exercise regularly?



Do you like being outside?

If you would like to exercise what is stopping you?

Does exercise help if you are stressed? Can exercise be a form of relaxation?

Do you prefer to exercise in private or with a group of friends?

Does exercise make you feel better?

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Basics:	**Exercise and fresh air**
Exercise	**6B**
Approximate time:	**20 minute tutor time session**
Materials:	**Basics Handout 6B**
Aim/outcome:	**To think about interesting things you see when you are outside and how they may make you feel better**

Explanation:

- Ask students to use the Treasure Hunt sheet supplied and to tick off things that they have seen on the way to school or when they are out and about
- Things on the sheet include: red car, tree, animal etc
- Ask them to draw or take a photo of what they have seen and give specific detail of what it looked like and give the date and time of when they saw it.
- Once completed discuss with the students the following questions:
- How often do they notice their surroundings?
- Can being outside in the fresh air be nourishing?
- Why can nature and outdoor activities make us feel good and enable us to cope better with life?

Expansion
Ask students to make a photo diary of what they see on their way to school for one week.

Ask students to record the different sounds they hear on the way to school and share there recordings with the rest of the group.

One-to-one:
This exercise can be used one-to-one. Ask student to use Basics Handout 6B provided. Discuss with them what they have seen, where they saw it and how it made them feel.

Students say:
Most students do not think about what they see when they are outside or how this makes them feel so this is a gentle exercise to make them think about all the things they can see when they are outside.

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Basics:	**Enough sleep**
Exercise	**7A**
Approximate time:	**20 minute tutor time session**
Materials:	**Example 7A time line, whiteboard, whiteboard marker pens or projector onto whiteboard**
Aim/outcome:	**To explore different times students go to sleep and why it is important to get enough sleep**

Explanation

- This is a group discussion about different times students go to sleep
- On whiteboard write 8pm at the start of a time line and 8am at the end of it. Ask students to mark on the whiteboard what times they regularly go to sleep and what time they wake up.
- Once everyone has marked what time they go to sleep and wake up ask students to observe the different times people go to sleep and wake up.
- Are the times similar?

What do they think the best time is to go to sleep and why?
Do students go to sleep straight away or do they sit and read or listen to music in bed?
How do they feel if they go to sleep at different times - earlier or later than usual?
What is the average amount of sleep that they need?
How do they feel when they have not had a good night's sleep?

Expansion activity

Ask students to keep a diary of what time they went to sleep and what time they woke up for a week.

Ask students to note how they felt when they did not get enough sleep and when they had too much sleep.

One-to-one
This exercise can be used one-to-one. Ask students to map out what time they regularly go to sleep and what time they regularly wake up. Then discuss some of the questions above.

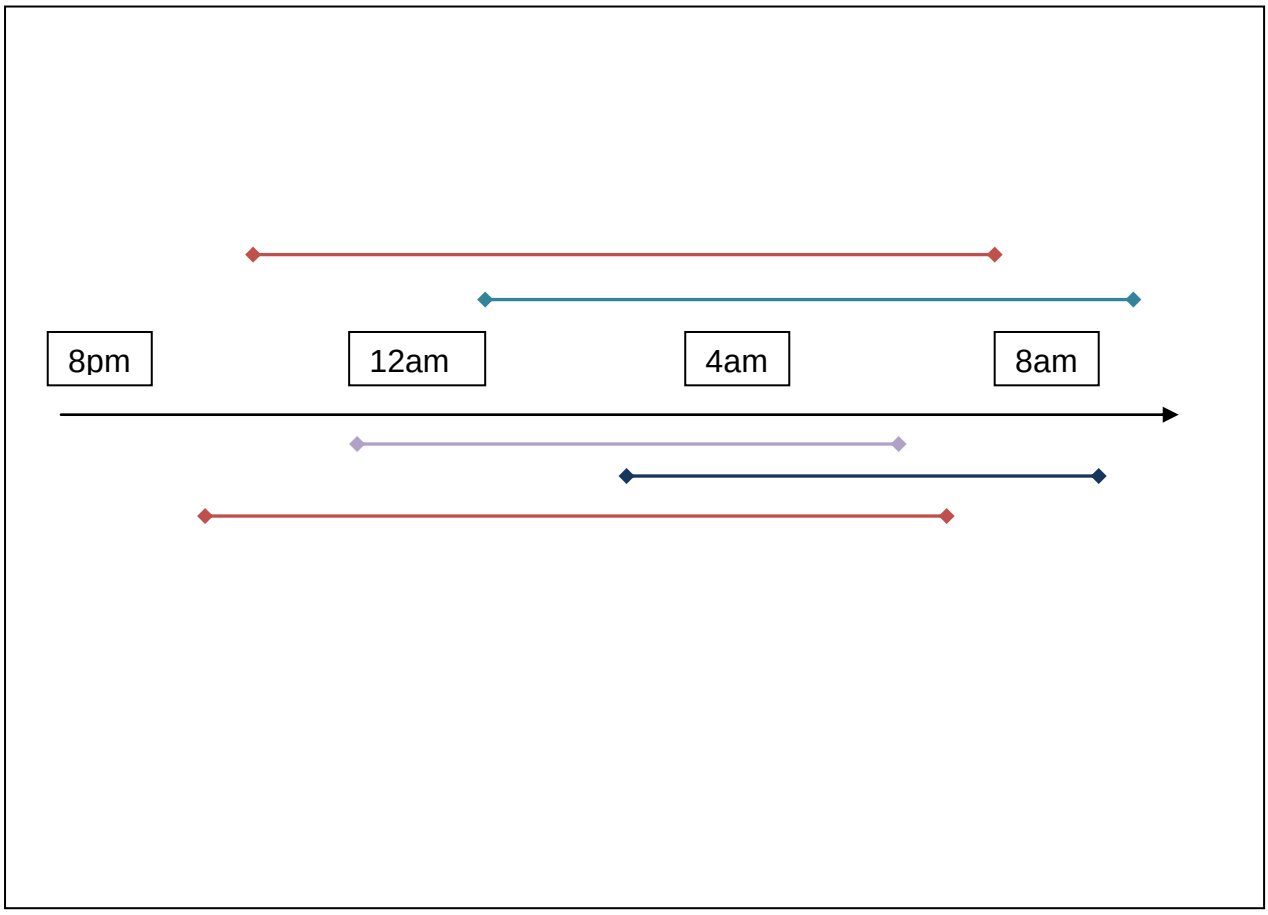
Students say:
Students say that some students do have problems going to sleep due to depression or stress. Students suggest that it is important not to draw attention to this and that if students wish to talk about not being able to sleep then that is ok but do not force students to talk about this issue in front of the class.

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Basics: Enough Sleep
Example 7A

Using whiteboard or projector use the following time line to help students think about different times they go to sleep and wake up

It could look like this:



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Basics:	**Enough sleep**
Exercise	**7B**
Approximate time:	**20 minute tutor time session**
Materials:	**Basics Handout 7B could be used as a quiz (or for students to answer questions individually then answered and discussed as a class)**
Aim/outcome:	**To identify myths about sleeping and to learn about the best way to get a good night's sleep**

Explanation

- First divide the group into small groups and ask them to think of a team name.
- Then read out the quiz questions giving them time to discuss their answer in their groups.
- When you have been through all the questions, read out the questions again and ask each team what they choose as their answer and why.
- Then tell them the correct answer and discuss.

Expansion activity
You could make this activity into an “agree and disagree” game. Read out each question as a statement and then ask students to place themselves in the “agree or disagree” positions in the room. Then ask students why they have placed themselves in that area.

One-to-one
Go through the quiz as a form of discussion asking open questions and encouraging personal discussion about the student’s own sleep patterns.

Students say:
This should be a fun activity and if students have different sleeping patterns or beliefs about sleeping then that is ok.

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Basics: Enough Sleep
Exercise 7B Quiz answers

The Resilient Tutor Group

Basics: Enough Sleep

Handout 7B

What is the ideal room temperature to help you get a good nights sleep?

Does eating cheese before you go to bed give you nightmares?

What is the longest time that someone has gone without sleep?



Do teenagers need to sleep more than adults and why?

Is it good to stretch before going to sleep? If yes why?

Name five foods that do not aid sleep and say why?

Name five foods that can help you sleep and why?

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What is the ideal room temperature to help you get good nights sleep?

18 – 22 0c

Do teenagers need to sleep more than adults and why?

The National Sleep Foundation staff say that teenagers need about 9 1/4 hours sleep each night, while adults need at least 7 hours of sleep. Teens need the extra sleep because their bodies and brains continue to grow and change rapidly.

Does eating cheese before you go to bed gives you nightmares?

Not true there is no evidence to show eating cheese before you go to bed makes you have good or bad dreams. Heavy food makes you dream more so if you eat heavy food before you go to bed you are likely to dream more.

What is the longest time that someone has gone without sleep?

264 hours is the longest scientifically documented period anyone has survived without sleep (Without using any kind of drugs or stimulants that would keep them awake)

Is it good to stretch before going to sleep? If yes why?

Stretching helps releases tension and lowers levels of stress hormones in your body

Name three foods or drinks that can help you sleep and why?

Bananas, cashews and leafy vegetables they are all full of potassium and magnesium which natural muscle relaxants.

Milky drinks have an amino acid that helps regulate sleep

Name three foods or drinks that do not aid sleep and say why?

Sugar makes you wired then tired if you are craving sugar it is your body's way of telling you it is time to go to bed

Chocolate contains caffeine which keeps your brain buzzing

Burger and chips are high in bad fats which give you a jittery feeling and increase your stress levels

Alcohol may help you fall asleep initially; it is a stimulant and stimulates the brain keeping it awake. Alcohol is also really dehydrating and can make you wake up and want to drink lots of water.

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Basics:	**Enough sleep**
Exercise	**7C**
Approximate time:	**20 minute tutor time session**
Materials:	**space where students feel relaxed and safe and 7C Mindful mediation script**
Aim/outcome:	**To encourage students to how have quiet time and relax**

Explanation: Mindfulness Meditation

- As a tutor / facilitator you could use the Mindful meditation script exercise 7C

N.B there are many meditation CDs that are widely available from libraries or the internet that have an exercise similar to the following:

- Ask students to sit on their chairs with both feet flat on the ground.
- Then encourage students step by step to tense and relax parts of their bodies starting with their toes, moving up the lower legs, upper legs etc.
- Once students have tensed and relaxed all parts of their body ask them to try to close their eyes (if they have not already) and clear their heads of all thoughts and worries by imagining a cloud that takes away all their worries and stress.
- Encourage them to sit like this for a minute or so, then ask them to open their eyes. Discuss how it felt when they were completely relaxed.

Expansion activity
Encourage students to look at meditation on the internet and try it out and then discuss and share with the group which exercises are the best to use.

One-to-one:
This exercise can be used one-to-one with a student who needs to focus and relax.

Students say:
Some students will find this exercise really hard while others will find it easy. It is a fun activity and it is ok if some students are not able to do it.

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Basics: Enough Sleep
Exercise 7C Example of Mindfulness Meditation
This Mindfulness Exercise was developed by Jeremy Holtom teacher at Hove Park and Dorothy Stringer School. Jeremy calls this technique **Stilling**. Jeremy uses the following script:

- **It is important you do this all together as a class.**
- **I don't mind if you fall asleep.**
- **Give it a go. If you don't like it then we don't have to do it as a class again.**
- **Take everything out of your hands and move all bags away from you.**
- **You can lean on your jumper as a head rest.**
- **Uncross your legs and feet need to be flat on the floor.**
- **You can place your head down on the desk.**
- **If you are distracted by the person next to you turn your head the other way.**
- **Please be aware that we need no noise any noise at all will disturb this activity.**
- **If you can hear any noise in the corridor let that noise fall away. Let any noise fade into the distance.**
- **If you were in a rush to get to Tutor Time or have had a bad morning let all those things fall away so that you are in the here and now and in this present moment.**
- **I want you to feel all settled and still.**
- **Relax and feel comfortable with the quiet.**
- **Focus on your breathe.**
- **Notice your breath. Breathe deeply and slowly. As you feel more relaxed and breathe more deeply this allows more oxygen into your brain.**
- **Breathe in and out … (Breathing in and out … relax your body could be continued for a while if the group have responded well to the meditation.)**
- **In a minute I am going to bring you back to the class room.**
- **I slowly want you to become aware of you breathe, your body, your legs and your feet on the ground.**
- **Slowly and gently open your eyes and rub your hands together. Slowly come back into the room.**

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Basics:	**Play and leisure**
Exercise	**8**
Approximate time:	**20 minute tutor time session**
Materials:	**Basics Handout 8 and felt tip pens**
Aim/outcome:	**To identify and explore how students spend their play and leisure time. To give students ideas on how they could expand on play and leisure activities and why play and leisure time is important**

Explanation:
Divide the students into pairs. Ask students to fill it out and decorate it Handout 8 which asks questions about how students spend their play and leisure time.

They can leave blank any areas they feel stuck on.

Then ask students to discuss with their partners what they have written and to ask their partner if there is anything they could suggest if they are stuck for an idea for an activity.

Then going through the sheet ask the class to discuss what answers they put for activities and whether or not they have enough leisure time.

Expansion activity
Encourage the class to decorate the sheet and display it in their tutor room. If students don't like drawing they could print images from the internet or cut out images from magazines.

One-to-one
The sheet and activity can be used one-to-one with students

Students say:
Some students may not do many activities. These students need to feel ok and not made an example of in front of the rest of the tutor group.

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Basics: Play and Leisure

Exercise 8: Handout ask student to fill out questions about how a student spends their play and leisure time.

My favourite book is.....I like this book because.....

The favourite thing I like to make is.....

My favourite exercise is.....afterwards I feel .....

My favourite computer game is.....I like playing computer games because.....

My favourite music is.....I like listening to this because.....

My favourite activity is .....because it makes me feel.....

My favourite people to hang out with are .....because they make me feel.....



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Basics:	**Being free from prejudice and discrimination**
Exercise	**9**
Approximate time:	**20 minute tutor time session**
Materials:	**Basics Handout 9**
Aim/outcome:	**For students to consider why it is important to be free from prejudice and discrimination**

Explanation:

- Give out the two case studies which illustrate a student experiencing prejudice or discrimination and ask students to discuss with their partner the following questions.

- Discuss as a class what they why it is important to live a life free from prejudice and discrimination

- Ask students if they have ever suffered being treated badly - how did they cope and deal with this?

Expansion activity
Watch a film on the internet about bullying and then have a group discussion.

One-to-one
Read a case study with student and use the discussion points above.

Students say:
Some students do not want to talk about their own personal experiences of being bullied or discriminated against in front of their tutor group. It is important that students are not forced to talk about any personal experiences if they do not feel comfortable.

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Basics: Being free from prejudice and discrimination

Basics Handout 9 using the two case studies ask students to read the case study and then discuss the following questions

Case study one:

Henry is 11 years old and attends a Secondary School which is located a few streets from his home. He is in year seven and is a good student. Henry has always been a bit shy and somewhat anxious around his friends. He just moved to the area 3 months ago and has not yet made any friends at the new school, though he does have a “best friend” at his old school. Henry is quite tall and thin for his age and is very self conscious about his appearance. Over the past month, Henry has become increasingly withdrawn. Several weeks ago he came home with a tear in his favourite jacket. When his Mum asked him what happened, he hurriedly said it was an accident. He goes straight to his room after school and shuts the door. His Mum has noticed that he has become more irritable and is often tearful, but when she tries to talk to him about this, he tells her to go away. She is worried about him, but thinks maybe this is a phase he's going through because they've just moved to a new town. She also worries about making Henry too dependent on her if she gets too involved in his problems. You hear through others that Henry is being put down by his classmates several times a week. In particular, a girl and a boy make fun of the way he looks and have convinced most of his class mates to avoid him at a lunch.

- Do you think Henry has a problem? If so what is it?
- How could you encourage Henry to talk about what is happening?
- Who are the people you may want to talk to about this problem?
- Who are the bullies? The victim? The witnesses?
- What are some of the warning signs that Henry is unhappy?

Case study two:

On the second day of eighth grade, a girl in Emily's class shoved her into the road. Thinking she was playing, Emily shoved her back. Rumours began circulating within the school and Emily gained a reputation. The girl was part of a group of girls who continued to spread rumours about Emily; they also began stalking her in the school grounds. Some of the teachers, believing the rumours about Emily, accused her of bullying the other girl, and cautioned her parents about her behaviour. Nothing was done. For 3 years, the bullying continued with silent phone calls, threats, and occasional confrontation. Each time after Emily or her parents complained, the teachers would glare at her in the hallway. After the bully graduated, the rest of the group of girls continued the bullying. Once when they cornered Emily against the wall, a teacher approached them and threatened Emily with further punishment if she continued her behaviour. The teacher then sent the other girls back to the playground.

- If this was happening to someone in your Tutor Group what would you do?
- What could your Tutor do for Emily?
- What could a school counsellor do for Emily?
- Who is the bully in this case?
- How might this continued abuse affect Emily in the long term?

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Section Two

Belonging

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Belonging:	**Find somewhere for a child to belong**
Exercise	**1**
Approximate time:	**20 minute tutor time session**
Materials:	**Exercise 1 example, paper/pen or iPad**
Aim/outcome:	**To help students to identify a place to go if they need a safe place at school**

Explanation

- Ask students to draw around their hand and then on each finger write a different area in school where they feel safe. For example, medical room, tutor room, library, etc.
- In the middle of their hand (palm) ask them to write the names of people they feel safe with and then the names of adult they feel safe with (eg school nurse, Miss X etc.)
- Once they have completed their hand, ask students to share with the class what they have written. The safest way to do this is by asking them to put up their hand if they want to contribute.
- Write the suggestions on the board.
- Then recap all the suggestions and ask students if there were any suggestions that they had not thought of themselves.
- Discuss why they think it is important to identify safe places they can go to at school

Expansion activity

Ask them to create a safe corner in their Tutor room and say how they would do this: for instance a rug with cushions.

Ask them what rules could they have to make their tutor room more inclusive and safe.

One-to-one

The exercise can be repeated one-to-one. Ask the student to draw around their hand and discuss areas in the school where they feel safe.

Students say:

Students may want to do this exercise in secret. Ask students to complete the drawing and then give it to you. You can then use them to recap with the rest of the class what different students have suggested. Do not identify any students who have contributed to suggestions.

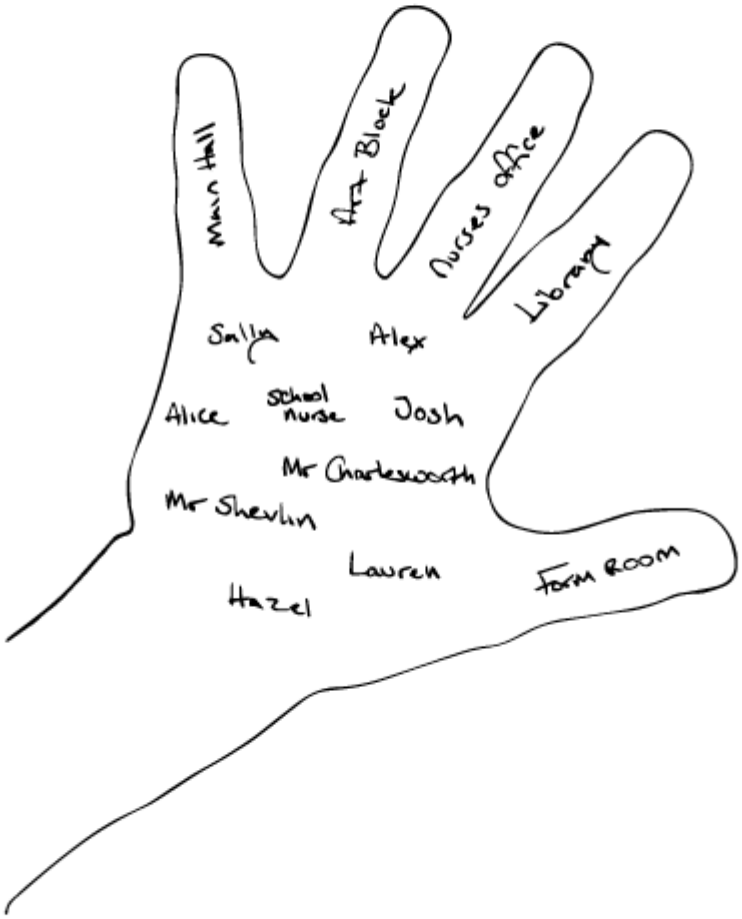
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The Resilient Tutor Group

Belonging: Find Somewhere for the child to belong

Exercise 1

Ask students to draw around their hand and on each finger write a different area in school where they feel safe. In the middle of the hand (palm) ask them to write names of adults and friends they feel safe with.



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Belonging:	**Help the child understand their place in the world**
Exercise	**2A**
Approximate time:	**20 minute tutor time session**
Materials:	**Exercise 2A example of circle diagram, paper, pen or iPad**
Aim/outcome:	**To help students understand their place in the world, how they are connected to the wider world and the people who are there to support them**

Explanation

- Showing the class example 2A ask each student to draw a small circle in the middle of the page - in the circle ask the student to write their name.
- Ask the student to draw a larger circle around their first circle and in that circle ask them to write all the names of people they live with.
- Ask students to then draw a circle around that circle and write all the names of distant family members or carers they are close too and who support them.
- Ask students to then draw a circle around the circle and write all the names of people they know in their neighbourhood.
- Ask students to then draw a circle around that circle and write all the names of their close friends.
- Ask students to then draw a circle around that circle and write in all the people including students, teachers, reception, librarian, school nurse who are supportive at school.
- Ask students to then draw a circle around that circle and write in the names of people they see out of school and in their neighbourhood that live in the Brighton and Hove area– it could be friends, youth workers, youth club friends, people at their sports club etc.
- Ask students to then draw a circle around that circle for any other people that they know in England such as grandparents or family members who do not live locally, old friends, other friends who have moved away, favourite places that the students go to and the people they know there.
- Finally ask students to draw a circle around that circle for any other people that they know outside of England such as family members, friends, favourite places where students go to and the people they know there.
- Once the students have completed their circles ask the students to discuss with a partner which relationships are important to them and how they feel supported by that person or people.
- Once they have discussed in pairs the important people in their lives ask the class as a whole if anyone would like to talk about their diagram and discuss what relationships are important to them and why.

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Belonging: Help the child understand their place in the world
Exercise 2A continuation

Expansion activity

1. Using iPad try to connect the relationship circles together mapping out how the tutor group members' relationships are interconnected.

2. Ask students to identify people who support them the most and how they can make sure they maintain that support.

One-to-one
This exercise can be carried out one-to-one with a student with Tutor being supportive suggesting people and ideas.

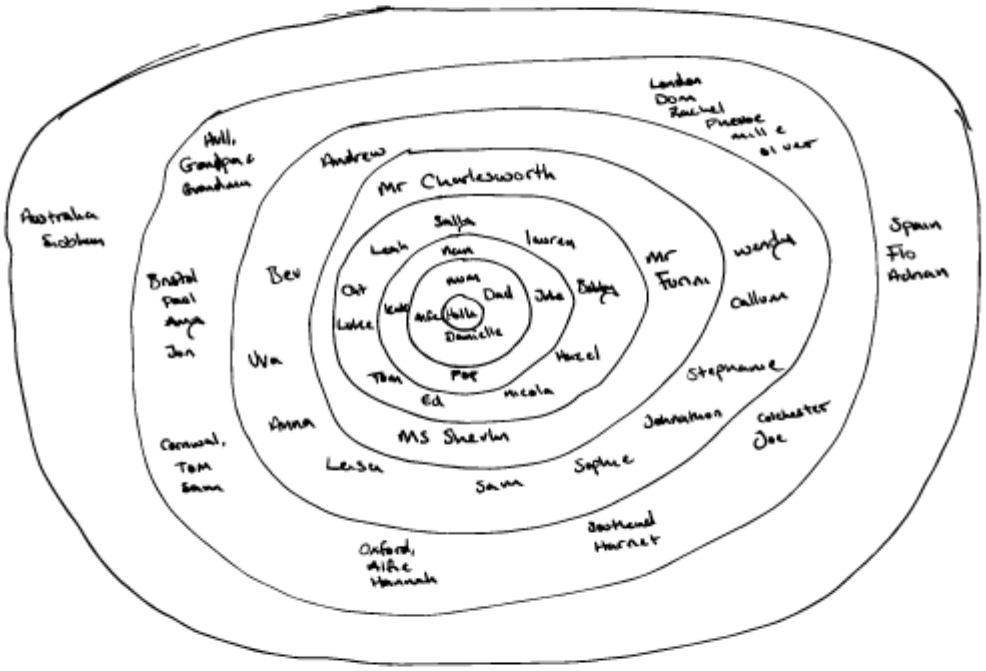
Students say:
Students will need to feel safe when they are writing the circles. They may not want other students to know what they have written. Students also may not have many names in their circles - treat this sensitively. Some students will want to keep their relationships private and it is best not to force students to talk about what they have written in their circles.

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Belonging: Help the child understand their place in the world

Exercise 2A



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Belonging:	**Help the child understand their place in the world**
Exercise	**3A**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 3A**
Aim/outcome:	**To explore what makes a good friendship**

Explanation

Using Belonging Handout 3A ask students to answer the following questions:

- Who do you hang out with?
- What do you do?
- Do you feel that you can trust the friends you hang out with?
- What makes a healthy friendship?
- What makes an unhealthy friendship?
- How do friends help you cope better?
- Can you name friends who are there when you need support?

Expansion activity
Ask students to write a recipe for a good friendship.

One-to-one
This activity can be done one-to-one with student getting some Tutor support.

Students say:
If you are working with a student who is socially excluded it is best to sit with this student while the activity is being carried out and to suggest possible friendships they may be able to form. This could be students they have got to know through the Learning Support Unit and other students who are in their Tutor group.

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Belonging:	**Keep relationships going**
Exercise	**4**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 4**
Aim/outcome:	**To consider why it is important to have good relationships and why it is important to maintain them**

Explanation
Ask students why relationships are important.

- What relationships have they had for a long time?
- What good relationships do they have in their lives: eg mum dad/ grandparents, neighbour, corner shop worker, youth worker.
- Using Belonging Handout 4 ask students to think of two important relationships they have in their lives and to answer the following questions:
- Name an important relationship in your life and say what role that person has?
- Consider what they need to do to maintain and keep a good relationship going?
- What can they do to make it a good relationship?

Expansion activity
Ask students to write a list of instructions on how to maintain good relationships with friends and family.

One-to-one
Ask the student to fill out Belonging Handout 4 and answer the above questions

Students say:
Some students may be looked-after children and they may not have had the chance to form long-term relationships. As a Tutor it is important that these students feel supported and are not made to feel inadequate. As a Tutor you could help them fill out the Handout and suggest people that share good relationships. By doing this you are building up their resilience and reaffirming that they do have positive relationships in their lives.

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Belonging: Keep relationships going
Belonging Handout 4
Using this Handout consider why it is important to have good relationships in your life and why it is important to maintain them

Important relationship:	
Role they have in my life:	
Why they are important:	
How can I maintain this relationship and keep it going?	
What can I do to make it a good relationship?	

Important relationship:	
Role they have in my life:	
Why they are important:	
How can I maintain this relationship and keep it going?	
What can I do to make it a good relationship?	

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Belonging:	**The more healthy relationships the better**
Exercise	**5**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 5 (words on the Handout need to be cut out and separated)**
Aim/outcome:	**To explore what makes a good friend**

Explanation

- Organise the students into groups of four. Give each group a set of words that suggest qualities of what makes a good friend and a bad friend.
- Ask them to identify the qualities that make a good friend and to put them in order of importance.
- Then discuss as a group why they have chosen that way of ordering their cards.
- Discuss how they could be like this in their friendships and whether they could choose people who have similar qualities
- Do they have a choice in people they have relationships or friendships with?
- How does having good relationships or friendships with people help them cope better with every day stresses and challenges of life?

Expansion activity
Using the cards encourage the groups to discuss and illustrate their experiences of a good friendship.

For example: in their groups they can discuss when they have experienced someone being loyal, when they have had a friendship where someone has listened, when they were given good advice etc

One-to-one
Ask the student to pick out what cards have healthy friendship qualities and bad friendship qualities and then ask the student to put the cards with healthy friendship in order with the most important first. Ask the student to discuss why they have placed the cards in this order.

Students say:
The idea of this activity is to encourage open discussion and to encourage students to feel safe to discuss their ideas of what makes a healthy friendship. It is important that students feel safe to discuss their ideas and that there is not necessary any right or wrong answers.

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Belonging: The more healthy relationships the better

Belonging Handout 5

Cut and separate these words and place them in ranking order of what makes a good friend and a bad friend with the most important quality first and the least important quality last

Fashionable	**Honest**
Gets into trouble	**Supportive**
Clever	**Trusting**
Likes school work	**Kind**
Popular	**Talks behind your back**
Exciting	**Loyal**
Likes similar things	**Sticks up for you**
Funny	**Listens to your problems**
Shares	**Reliable**
Wants you to impress them	**Friendly**

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Belonging:	**Take what you can from relationships where there is some hope**
Exercise	**6**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 6**
Aim/outcome:	**To understand how to take what you can from relationships where there is some hope**

Explanation

NB Remind students that building relationships is not just about making friendships. Relationship can be built through lots of activities or events which lead to something good.

- Ask students to fill out Belonging Handout 6
- Then ask students to put up their hands to say what they have suggested using Handout headings as guidelines: (listed as follows)
- List one club you would like to belong to
- List one way you could help out the school
- List one group you would like to be part of or would like to join
- List one sport you like doing or you would like to take up
- List one way you could get more out of tutor group
- Why do you think being part of different groups help you cope better with school life?

Expansion activity
Ask students to make a pledge to carry out one thing on the list.

One-to-one
Ask the student to fill out Belonging Handout 6 and, if they are stuck, suggest positive ideas for clubs and activities that they are genuinely interested in.

Students say:
If students are socially excluded they may not feel confident enough to consider joining clubs or new activities. If they are supported by the Social Inclusion unit at school then this could be something a Learning Assistant or Tutor could support them with and they could go with the student to the first club or sport session. If the student is particularly nervous about joining new groups they could be encouraged to help out more at school in the library or school office – this could boost their confidence and give them a new experience.

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Belonging: Take what you can from relationships where there is some hope

Handout 6: Using this handout think about what activities and events they can get involved in at school and in their local community

List one club you would like to go to?

List how you could get more out of tutor group?

List one way you could help out at school?



List one sport you would like to take up?

List one group you would like to be part of or would like to join?

Why do you think being part of different groups helps you cope better with school life?

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Belonging:	**Get together people you can count on**
Exercise	**7**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 7**
Aim/outcome:	**To identify people you can count on**

Explanation

- Using Belonging Handout 7 provided ask students to write friends they can count in the tree branches and adults they can count on the roots.
- This can be coloured in and made into a poster**.**
- Ask students how these people could help them cope when they are going through a hard time?
- Can they think of ways these people could help them cope and give them support they need?

Expansion activity

Draw a big tree on a flip chart and write on it with students all the places they can get support.

One-to-one

Use Belonging Handout 7 with the tree for the young person to name different students and people they can count on in school. If the student is struggling suggest possible students in the Tutor group who are supportive, friendly and reliable.

Students say:

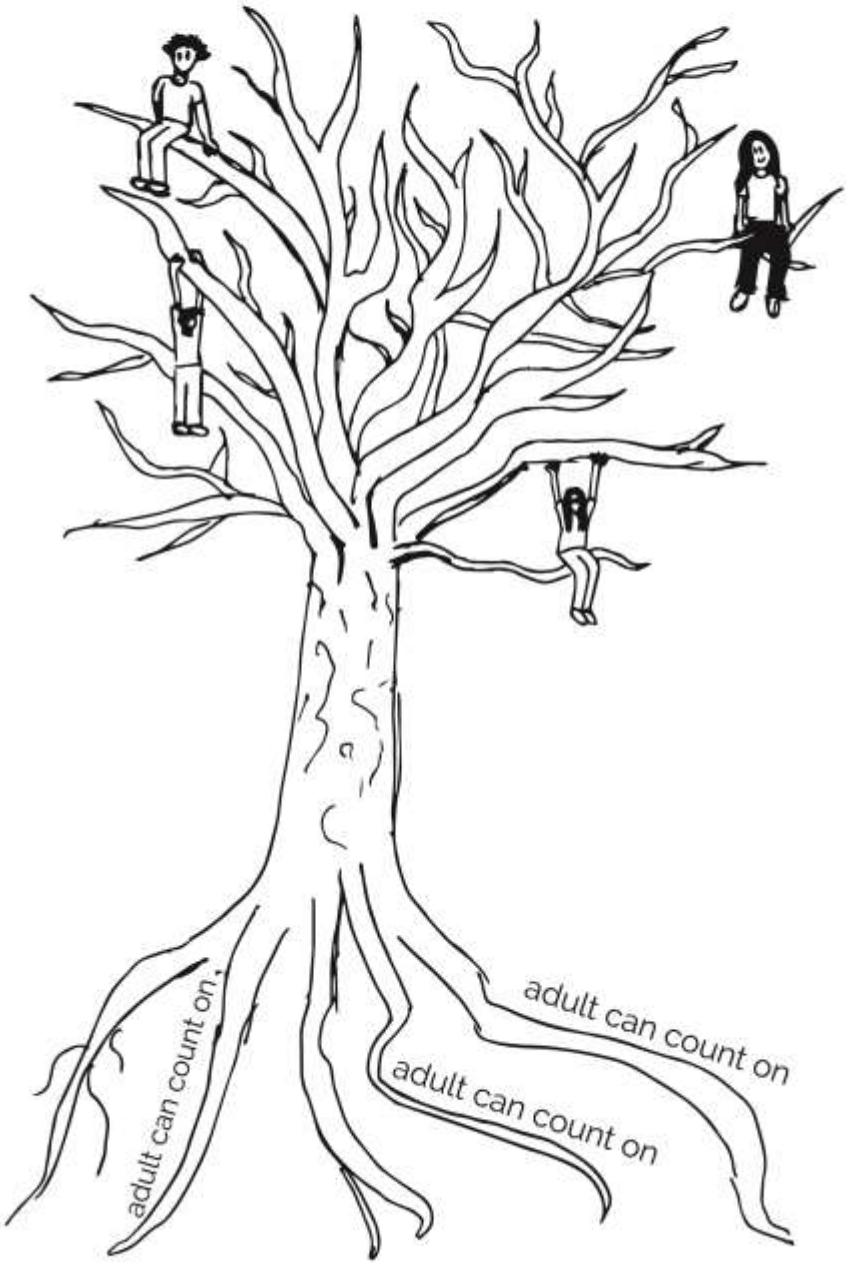
Students who are socially excluded will need support in filling out this Handout. Sensitively help them and suggest possible students and adults who can support them and that they can count on.

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Belonging: Get together people you can count on

Handout 7: Using the handout provided write friends you can count on in the branches and adults you can count on in the roots



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Belonging:	**Responsibilities and obligations**
Exercise	**8**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 8 and Exercise 8 example**
Aim/outcome:	**To explain how having responsibilities and obligations can make students feel a sense of belonging**

Explanation

- In each circle list things students are responsible for:
- Circle 1: Things I am responsible for: myself – cleaning my teeth, going to bed, eating.
- Circle 2: Things I am responsible for at school – turning up on time, being clean and tidy, being quiet in lessons.
- Circle 3: Things I am responsible for in the neighbourhood – not being noisy, being tidy.
- Circle 4 Things I am responsible for the world – not polluting, not using loads of electricity.
- Once students have filled out the Handout for discussion ask them the following questions:
- Why is responsibility important?
- How does it make you feel?
- What happens when you are not responsible or forget things?
- How would feeling responsible help you feel that you belong?

Expansion activity

Ask students to think of something in the world that they would like to change and what they can specifically do about it. For example: make a poster about speeding, petition about recycling, a letter of complaint about …

One-to-one

Using Belonging Handout 8 help the student think about things that they are responsible for and have a discussion with them using the above questions.

Students say:

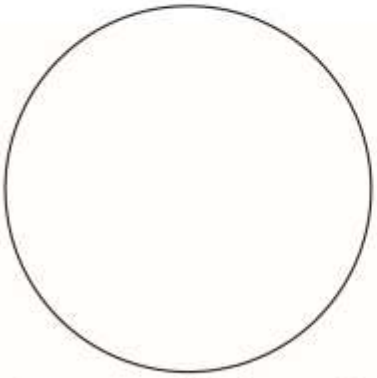
While carrying out this activity it is important for Tutors to be supportive of students who are young carers and have to deal with the heavy burden of caring for a family member. Also they might be students who have suffered trauma and may find organisation and responsibility very difficult to cope with. It is important that these students are supported while this activity is taking place and have a chance to talk to their Tutor once tutor session has finished.

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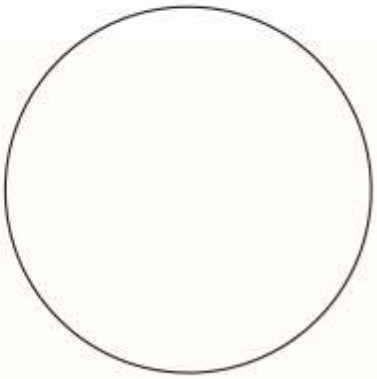
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Belonging

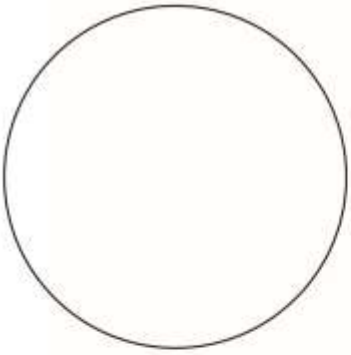
Exercise 8: Using the circles think about the different areas of responsibilities you have in your life



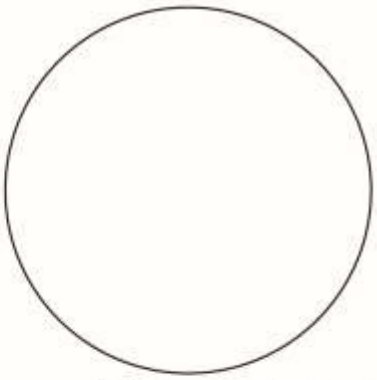
I am responsible for myself



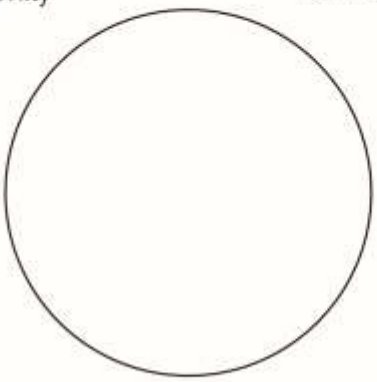
I am responsible at school



I am responsible for family



I am responsible for my neighbourhood



I am responsible for the world

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Belonging

Exercise 8: Using the circles think about the different areas of responsibilities you have in you life



I am responsible for myself



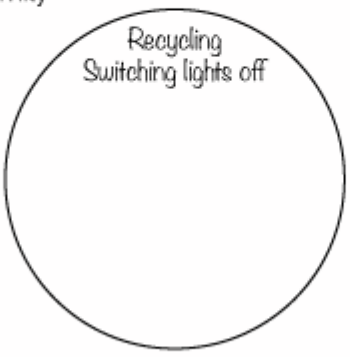
I am responsible at school



I am responsible for family



I am responsible for my neighbourhood



I am responsible for the world

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Belonging:	**Focus on good times and places**
Exercise	**9**
Approximate time:	**20 minute tutor time session**
Materials:	**Favourite photos downloaded on to iPad, magazines to cut out pictures to create a collage**
Aim/outcome:	**To explain what a safe anchor is and encourage students to look at it when they are stressed, overwhelmed or unhappy**

Explanation
Explain to students that a safe anchor is a picture or visualisation of a favourite memory or place and when the safe anchor is recalled this can help the student feel safe, calm and more resilient.

Ask the student to think of a happy memory where they felt calm and safe. The memory could be a thing, a place, a person or animal or something else.

Ask students to create a visual representation of that memory through magazine pictures or pictures they have found online that represent or symbolise the memory.

Ask students to create the pictures into a collage.

Once they have created their 'safe anchor' ask the students to close their eyes and visualise the memory so that they can see it in their mind.

Ask them how it made them feel.

Encourage students to carry the picture around with them so that when they are stressed they can look at the picture which can help them feel calm, safe and happy.

Explain to students that these pictures can be used any time they need to feel calm or less stressed.

Expansion activity
Encourage students as a group to make a large collage of lots of good memories.

One-to-one
This activity can be completed one-to-one. The student may need help in thinking of a happy memory and finding the right picture to represent the memory.

Students say:
Some students may need one-to-one support to think of a happy memory. Also it is important to be aware that some students cannot visualise images. However, if they have a picture to look at this will work the same as visualising their safe anchor.

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Belonging:	**Make sense of where child has come from**
Exercise	**10**
Approximate time:	**20 minute tutor time session**
Materials:	**felt tip pens, paper, ruler or ipad, Belonging Example 10**
Aim/outcome:	**To help the student understand where they came from by creating a family tree**

Explanation

- Show students how to make a family tree.
- Keep this exercise simple by only asking students to go as far back as their Grand Parents
- Students can use different designs like ladder shaped family diagrams or they could draw their family tree in actual shape of a family tree that has a branch for each family member.
- Ask students to start by writing their name at the beginning of the tree. Add siblings on the same level as their name.
- Add parents and carers as the first layer. Then aunts, uncles and cousins on second layer. Third layer Grandparents.
- Then ask students if there is anyone else they want to add on their tree – any friends or neighbours who are like close family members.
- Once completed encourage some students to present their trees to the rest of the class telling them about the different family members they have in their life.
- Ask students if they felt proud talking or thinking about their family and friends
- Or if they found that activity difficult because there are family members they would like to get to know?
- Lastly how important do they think family and friends are in helping them cope with challenges of life and how much do they need their support?

Expansion activity

Ask students to interview family members to find out about their backgrounds and present their findings to the Tutor group

One-to-one

Ask the student to create a family tree using the following guidelines above.

Students say:

Some students may have very small families so encourage them to include neighbours and friends. Also some students may be in foster care or be looked after by carers who are not family members. It is really important to support students from these backgrounds when completing this activity.

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Belonging: Make sense of where child has come from
Belonging exercise 10



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Belonging:	**Predict a good experience of someone or something new**
Exercise	**11**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 11**
Aim/outcome:	**To encourage students to set themselves a challenge that will give them a good experience**

Explanation

- Ask students to set themselves a challenge to do before the end of term.
- Ask them to write a pledge which can be signed by a witness (e.g. Tutor).
- Ask students to break down and write stages of what they are going to do and how they are going to do it.

Expansion activity
Ask students to write a regular diary/blog as they go through the challenge.

One-to-one
Help the student in setting themselves a challenge and helping them work out step by step how they are going to complete that challenge.

Students say:
Some students may not have the confidence to think of a challenge that will give them a good experience. As a Tutor, use your knowledge of what the student likes and dislikes to help them set a challenge that is achievable and will help them gain and grow in confidence.

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Belonging: Predict a good experience of someone or something new
Belonging Handout 11

Using Handout provided set yourself a challenge that will be achieved by the end of term

Name

I set myself a challenge ….....….....

….....

to complete by the end of term

Signed by

Form Tutor

I will complete the pledge by:

Stage one ….....

Stage two.....

Stage three.....

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Belonging:	**Make friends and mix with other children**
Exercise	**12**
Approximate time:	**20 minute tutor time session**
Materials:	**Belonging Handout 12**
Aim/outcome:	**To find out about other students in your tutor group and what activities they like doing**

Explanation

- Give students a copy each of Belonging Handout 12
- Ask students to move around the room and find someone who meets each of the criteria.
- Once they have ticked all the boxes get them to shout ‘bingo!’
- Discuss as a group if they were surprised by what they found out about students in the tutor group
- Is there an interest that someone else does that you would like to follow?
- Is there an interest you could follow with some of the students from your tutor group?
- Why would having different interests help you feel more resilient and cope better with adversity and challenges?

Expansion activity

Ask students to divide into pairs. Each one has to find out as much about the other person as they can in 5 minutes.

Then get both partners to tell the class what the other person’s favourite activity is.

One-to-one

Sit with the student and ask them questions about their favourite activity. Give them lots of praise and show real interest in their skill, talent and passion.

Students say:
Some students may not believe they are good at any activity. Sensitively support students that lack confidence by affirming what as a tutor you believe the student is good at.

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Belonging: Make friends and mix with other children

Belonging Handout 12 Interesting students in your Tutor group Bingo Sheet

someone who skate boards	someone who street dances
someone who has fashion blog	someone who makes cup cakes
someone who scuba dives	someone who mountain bikes
someone who sings	someone who plays in a band
someone who plays in a band	someone who plays rugby
someone who writes comic strips	someone who can break dance
someone who horse rides	someone who makes animation
someone who makes films	someone who writes novels
someone who rock climbs	someone who gardens
someone watches birds	someone who bakes bread
someone who knits	someone who kayaks
someone who swims	someone who paints
someone who……	someone who…..
someone who……	someone who…..

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Section Three

Learning

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Learning:	**Make school life work as much as possible**
Exercise:	**1**
Approximate time:	**20 minute tutor time session**
Materials:	**Learning Handout 1A and 1B**
Aim/outcome:	**For students to consider how they could make their life at school better and what things they need to do to ensure they have a good experience while at school.**

Explanation

- Ask students to write on Learning Handout 1A suggesting all the things that could go wrong and make them have the worst day ever at school.
- Once they have completed the Handout ask students to suggest to the rest of the class examples of their worst day ever at school.
- Then divide the board into two columns. In the first column write a list of things that made it bad for them.
- In the second column write students' suggestions for how they could resolve the bad situation.
- Then recap at the end of the session how they could make school life work as much as possible.

Expansion activity

Ask students to write a log of one good thing and one bad thing that happened in school every day for two weeks.

At the end of two weeks write out a list of all the good things and then all the bad things.

Are there any similarities or differences?

What is it that makes the day good and how could you put things in place to make every day at school feel good?

One-to-one

Ask the students to complete the exercise above. This can be done with one to one support, suggesting ideas to the student.

Encourage the student to think about how they could make their school day better and what things need to be put in place.

Students say:

This activity needs to be fun. Tell students it is ok to make mistakes and that the purpose of the exercise is to encourage them to think about how they could have a better school experience.

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Learning: Make school life work as much as possible

Handout 1A: Using this handout list all the different ways your school day could go wrong



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Learning: Make school life work as much as possible
Learning Handout 1B. Using the two columns write a list of things that could make a school day very bad, then in the second column list the things that could resolve the situation

Things that make your school day bad	Ways you could resolve the situation

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Learning:	**Map out career or life plan**
Exercise:	**2**
Approximate time:	**20 minute tutor time session**
Materials:	**Learning Handout 2, pen or iPad**
Aim/outcome:	**To encourage students to think ahead. To encourage students to have a strong sense of purpose in regards to school work and life at school. To get students to think about how they would like their future to be.**

Explanation

- Using Learning Handout 2 ask students to answer the following questions:
- What are you good at?
- What would you like to improve?
- What is your main ambition?
- Where do you think you are going in life?
- Once students have completed the Handout ask them to share what they have written with the rest of their class.

Expansion activity

Ask students to map out their career path. Ask students to research a chosen career, and then look at the qualifications and experience they need to enable them to achieve that career.

By creating a flow chart ask students to map out their career path starting with the year they are in at school and then what exams they need to pass, what grades they need to achieve, what courses at further education they need to study, what experience through work they will need to attain.

One-to-one

Using the Learning Handout 2, work one-to-one with them encouraging students to fill out and answer the above questions.

Students say:
Support the students in their ambitions even if they seem unrealistic and be really encouraging of their ideas.

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Learning: Map out career or life plan
Learning Handout 2

Use the time line answer the following question:

What would you like to achieve in regards to school work or life?

By End of Year	7	8	9	10	11
Education goal					
Health goal					
Personal goal					

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Learning:	**Help the child to organise her / himself**
Exercise:	**3**
Approximate time:	**20 minute tutor time session**
Materials:	**Learning Handout 3 / iPad**
Aim/outcome:	**To encourage students to explore how they can be more organised and how being organised can help them feel more resilient**

Explanation

- Using the case study ask students to make a list of things that the student needs to do.
- Then organise how and when they would do the things with times and dates
- Ask students to say why they organised the tasks in the way they did.
- What tasks will they not be able to do and why?
- Then discuss with the class:
- Is it easy to organise yourself?
- What things do you need to organise? – school clothes, lunch money, getting school bus, homework, PE kit
- Is it easy to be organised or is it something that you learn?
- How could being organised help them cope better and feel less stressed?

Expansion activity

Ask students to keep a diary of all the things that they have organised in the week.

Was there anything they forgot to do and what were the consequences?

Did they end up feeling stressed because they were not organised?

One-to-one

The above activity can be completed one-to-one with a student. The student may need support, especially if they have problems with organising themselves.

Students say:
Students with disabilities may find it hard to be organised so this subject needs to be discussed sensitively so that students do not feel inadequate or ashamed.

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Learning: Help the child to organise themselves

Learning Handout 3

Case study: Using case study make a list of all the things the student to do so that their school day is more organised and less stressful.

I had the worst day in school ever! I managed to sleep through my alarm and got up late. I could hear mum and my brother shouting at each other. My sister was in the shower so I couldn't have one. I just got dressed quickly and ended up wearing odd socks because I couldn't find any clean ones. When I went downstairs to have breakfast I was shouted at for getting up late, and my brother had drunk all the milk so I could not have any cereal. I then went to get my PE kit and it was still wet and sweaty from the day before. I couldn't take it to school and Mum refused to give me a note because I always forget about my PE kit...it is just shoved in my bag at the end of lessons. I then tried to print off my English homework and the printer jammed. It refused to print. Mum started shouting at me telling me that she was leaving in five minutes and it was my fault for not printing out the homework the night before. I ended up grabbing my bag left on the floor the night before and leaving the house with Mum and brother. Mum drove me to the bus stop and the traffic was bad she was in a bad mood and told me off for not having my PE kit sorted as well as my English homework. She also said she was banning me from Xbox because I stayed up until midnight playing 'COD'.

I ended up having to get out of the car and running down the road to the bus stop only to miss the bus by one minute. I could see it driving off to school just as I got to the bus stop. I had to wait another ten minutes and was going to be late for registration. It was awkward waiting there because there were a group of boys who were smoking and pushing each other. They kept pushing one of the boys into me. I moved away and they started saying things. Finally the bus arrived and it was a single decker. I got on and the boys sat next to me. I looked for my iPod in my bag so I could just zone out and listen to music but I had left it at home. The boys just carried on pushing each other and calling each other names including me. I just tried to sit there and ignore them. When the bus stopped outside school I walked quickly into school and boys were behind me. Miss Middleton saw all of us together and started telling us all of and said she was going to put us on report for constantly being late. She did not realise I was not part of the group. She took my name down. I then went to attendance office where they lady also told me off for being late.

I then finally got to Science and there was a test. I had completely forgotten about it and had not revised. Everyone had started the test and the teacher made a big deal of me coming in late. I also didn't have a pen which he also made a big deal about. I did really badly in the test, I didn't know any of the answers. I would have been able to do it if only I had revised.

Next lesson was ok, it was R.S. I just sat at the back and stared at the clock waiting for the lesson to end. I was really hungry and very tired.

At break I still felt tired and hungry. I found it hard because my best mate was not at school today, he was on a trip. My other friends were OK but they kept winding me up saying I was grumpy and not much fun. Next lesson was English and the teacher gave me a detention for not handing in my homework. I felt like such an idiot for not printing it out last night.

The rest of the day was really hard, I didn't have any lunch and was really tired. I found it hard concentrating in class, and ended up just staring at the clock. My Maths teacher shouting at me for not paying attention and not being able to answer a question that he had asked in front of the whole class.

I had PE last thing and didn't have a PE kit which Mr Watt was not happy about and said that I wouldn't be able to play in the basketball team until I get myself more organised and sorted out, which I felt gutted about because basketball is the one thing I love about school. Finally the school day ended and I can't wait to get home eat, sleep and rest as well as complete a big list of homework.

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Learning:	**Highlight Achievements**
Exercise:	**4**
Approximate time:	**20 minute tutor time session**
Materials:	**Learning Handout 4**
Aim/outcome:	**To encourage students to feel good about what they have achieved and use what they have achieved as a way of helping them cope with stress and adversity**

Explanation

- Ask students to make suggestions of the things they have achieved in their lives.
- Write their achievements on the board.
- Then give the Handout to students and ask them to write in the picture frames all the things they have achieved.
- Try to get students to write as many things as possible
- Things they have achieved can be: cooking a meal, writing and sending a letter, a skateboard trick, passing a first aid course, going through a whole week at school without being late…
- Ask students whether they think it is easy to write down their achievements.
- Are there achievements they feel proud of?
- How and why does remembering their achievements help students cope with stress and adversity?

Expansion activity

Organise a prize-giving ceremony where every student gets a prize for something they have achieved that year.

Encourage students to celebrate and savour all the things they have achieved.

One-to-one:
Using Learning Handout 4, discuss one-to-one with the student the questions suggested above.

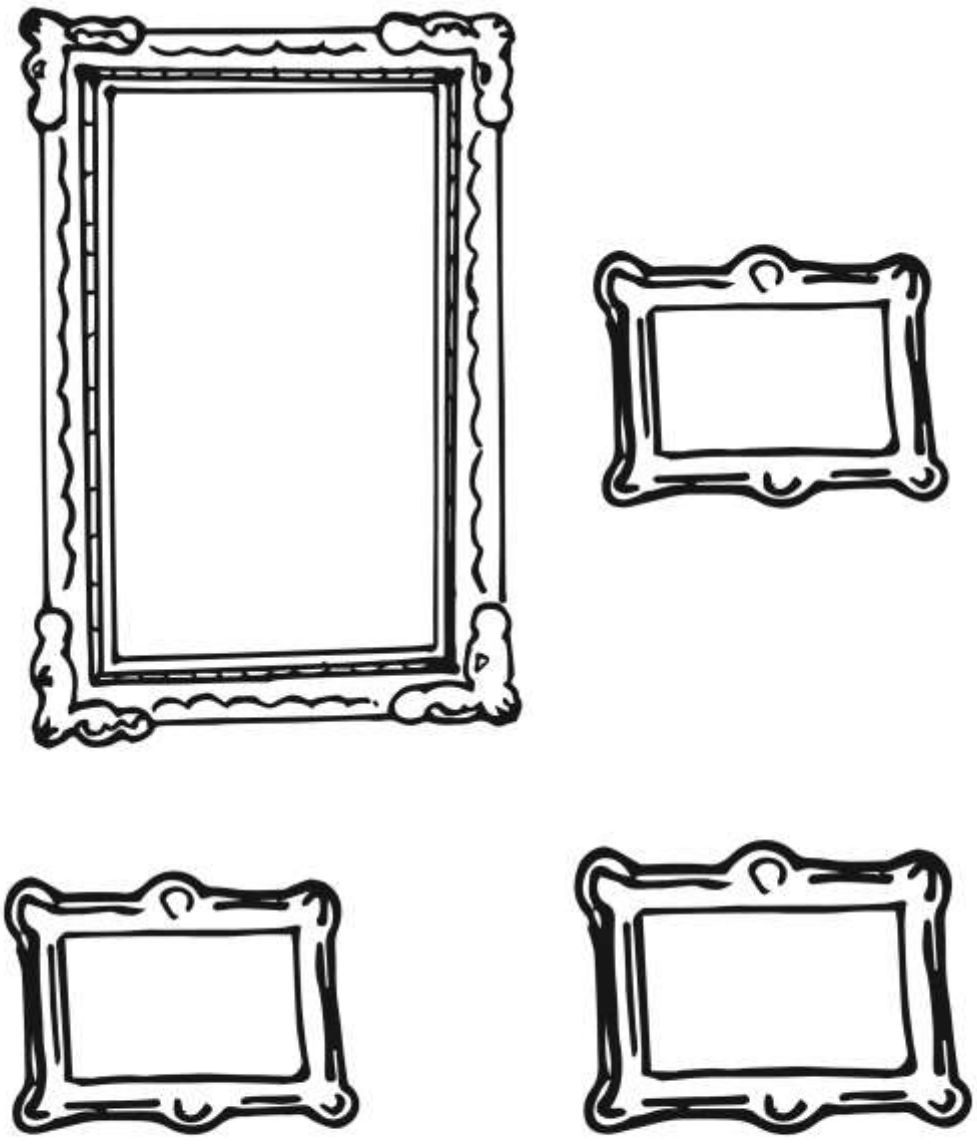
Students say:
Some students might have very low self-esteem and do not find it easy to celebrate their achievements. This exercise should be a fun and feel-good exercise where students feel very proud of what they have achieved.

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Learning: Highlight Achievements

Handout 4: Using this handout think of things you have achieved and things you are proud of in your life then write them in the picture frames



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Learning:	**Develop Life Skills**
Exercise:	**5**
Approximate time:	**20 minute tutor time session**
Materials:	**Learning Handout 5**
Aim/outcome:	**To encourage students to identify areas where they would like to develop skills.**

Explanation
Using Handout 5 ask students to circle life skills they have developed.

Cook a meal
Get their school bag ready
Walk the dog
Wash their clothes
Mow the lawn
Iron a shirt
Sit an exam
Pay a bill
Family food shop
Buy clothes
Make a cup of tea
Buy new pair of shoes
Have a paper round
Look after your pet on your own
Get up and go to school on your own
Change a tyre on your bike

- Discuss with students why they think these life skills are important.
- Ask students to consider a life skill they would like to develop.
- Plan and break down into achievable small steps ways they are going to develop this life skill
- Ask students to set a challenge with their tutor group to try out their new skill

Expansion activity
As a class think of a business idea and start that business.

One-to-one
Using two different coloured pens, ask the student to circle what life skills they are good at in one colour and in the other colour circle what life skills they would like to develop. Then discuss the questions above.

Students say:
Make this activity fun. Tell students it is ok if they do not have the skills to do some of the things on the list. The purpose of the exercise is to encourage students to think about skills they would like to develop and not feel ashamed if they have not developed those skills.

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Learning: Develop life skills
Learning Handout 5 Life skills bingo

Using this Handout go around the room and find students who can do the following things:

Make a cup of tea	Cook a meal for the whole family	Walk the dog
Wash your clothes	Get your school bag ready	Mow the lawn
Iron a shirt	Write a cheque	Sit an exam
Pay a bill	Go to shops and get the family shopping	Buy own clothes
Change a light bulb	Get up & go to school on your own	Have paper round
Look after a pet on your own	Plant and grow seeds	Make a packed lunch
Bake a cake	Give a presentation	Fix a fuse

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Learning:	**Engage mentors for children**
Exercise:	**6**
Approximate time:	**20 minute tutor time session**
Materials:	**Learning Handout 6**
Aim/outcome:	**To encourage students to become a mentor or seek out support and help from a mentor**

Explanation

Ask students to consider the questions on Learning Handout 6

If a student was a mentor:

What type of mentor would you be?

Who could you give support to?

What information could you share with someone?

If a student needed a mentor:

Who could you have as a mentor?

Would it be someone you would want to talk to or hang out with?

Someone who can teach you a new skill?

Someone who listens and is there for you?

Discuss with students why they think mentors are important.

Ask students to consider why a mentor would help cope with adversity and the challenges of school life better?

Expansion activity
Look at the skills students need to develop in order to become a good mentor. Practice those skills in tutor time. The skills could be developing communication and listening skills.

One-to-one
This Handout can be completed one to one with a student using the questions from the Handout to discuss ideas.

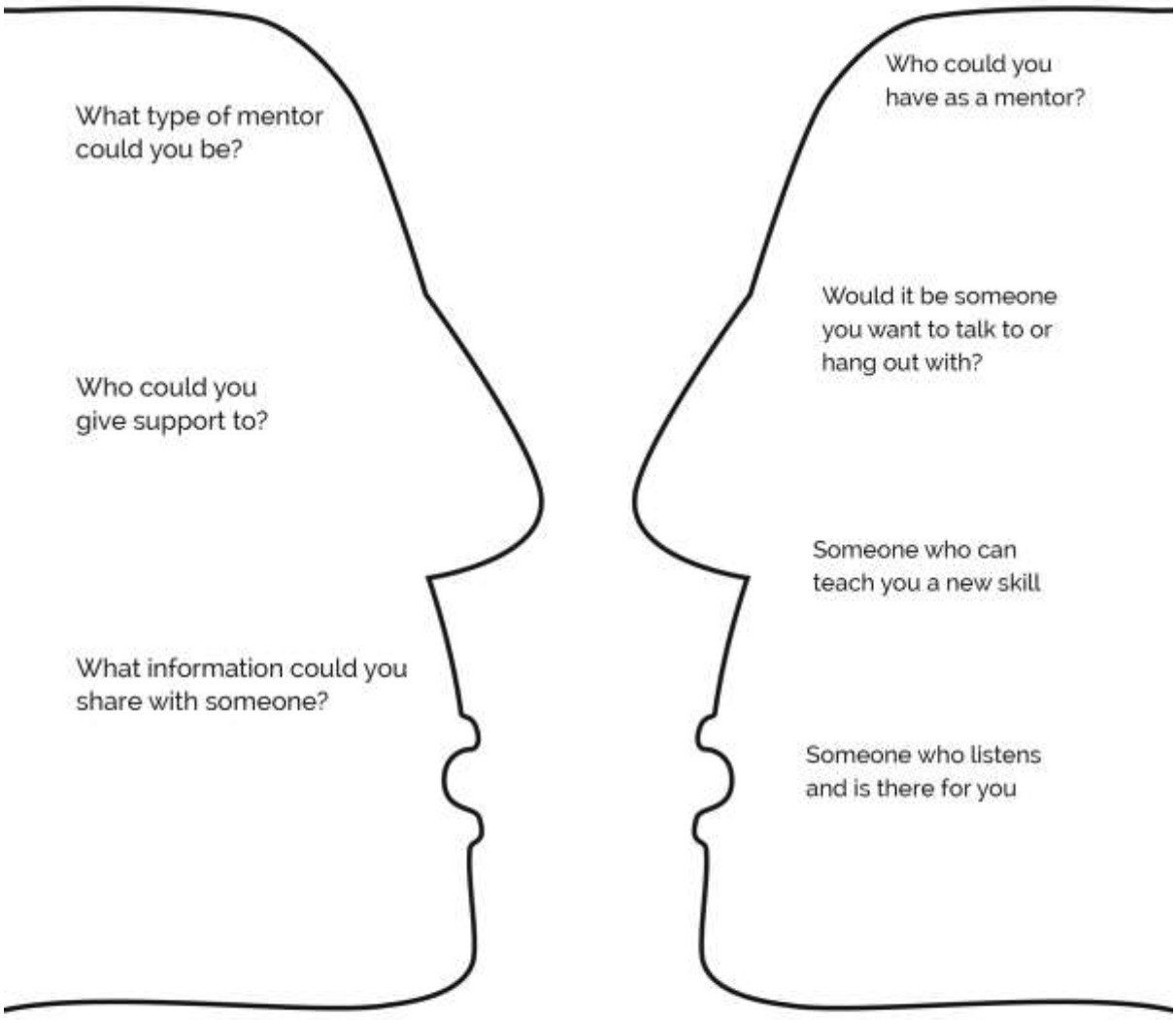
Students say:
Encourage students to think of someone who they feel comfortable with, who can support them and help them cope with adversity and challenges of life.

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Learning: Engage mentors for children

Handout 6: Answer the following questions



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Section Four

Coping

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Coping:	**Engage mentors for children**
Exercise:	**1**
Approximate time:	**20 minute tutor time session**
Materials:	**Pieces of paper with Agree written on one and Disagree written on another. Place the pieces of paper on different sides of the classroom. Coping Handout 1 Agree and Disagree statements**
Aim/outcome:	**To encourage students to think about what boundaries are and why people have boundaries.**

Explanation

- Read out one statement at a time and ask students to move to one side of the room if they agree or to the other side if they disagree
- Once everyone has moved to different places one side or the other side or the middle of the room ask them why they have chosen that position. Whether they agree or disagree with the statement, and why.
- Once the tutor group has completed agree and disagree exercise ask students the following questions for discussion:
- Why do you think people have boundaries?
- What do you think boundaries are for?
- Are your boundaries different from other people's boundaries?
- Why is it important to have boundaries?
- Why do you need to have boundaries?

Expansion activity

Using You Tube video clips from soap operas look at the scenarios where soap opera characters have broken boundaries and discuss the consequences.

One-to-one
Read out and discuss the Agree and Disagree sheet with the student.

Students say:
Make sure you do not make students feel embarrassed or ashamed about their boundaries.
Everyone has different boundaries. Boundaries are based on upbringing and so this might be the first time students actually think about boundaries and the fact that they have choice in what boundaries they have. Boundaries often change and are not fixed - it depends on situations and circumstances.

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Coping: Understanding boundaries and keeping within them
Coping Handout 1
Agree and Disagree statements

It is ok to turn up wearing your pyjamas to school

It is ok to bring your dog to school

It is ok to call a teacher by their first name

It is ok to add a teacher as a friend on Facebook

It is ok to swear at a teacher

It is ok to have sex at school

It is ok to smoke cannabis at school

It is ok to yawn and look bored in lessons

It is ok to steal from a friend

It is ok if you are 10 minutes late

It is ok to cheat with your best friend's girl friend / boy friend

It is ok to hit someone if they make you really angry

It is ok to drive 50 miles an hour in a 30 mile an hour limit

It is ok to not return library books

It is ok to yell at someone

It is ok to do exactly what the teachers tells you to do

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Coping:	**Being Brave**
Exercise:	**2A**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 2A / iPad**
Aim/outcome:	**To explore what it would be like to feel brave**

Explanation:

- Using Coping Handout 2A ask students to answer the questions
- Once they have answered the questions ask students to consider:
  - If you were a super hero what powers would you like to have?
  - What things could you do differently that you couldn't do before?
  - How would super powers help you be braver?
  - How would your life be different?
  - Why would you like to have these powers?
  - What could help you feel braver?
  - How could being brave help you feel more resilient?

Expansion activity

Using pictures of celebrities / role models from history / family friends or sports people

Ask students to identify which ones they think are brave, what makes them brave, what are their attributes that make them brave, what makes them good role models?

One-to-one

Help the student fill out Coping Handout 2A. Use the Handout to encourage discussion with the students about being brave and any support they need in this area.

Students say:
Some students do not have the self-confidence or self-esteem to feel brave, so do not make students feel inadequate if they struggle with this exercise. Be gentle and supportive with students keep the exercise neutral by focusing on a super hero and how if they were a super hero how they would feel braver.

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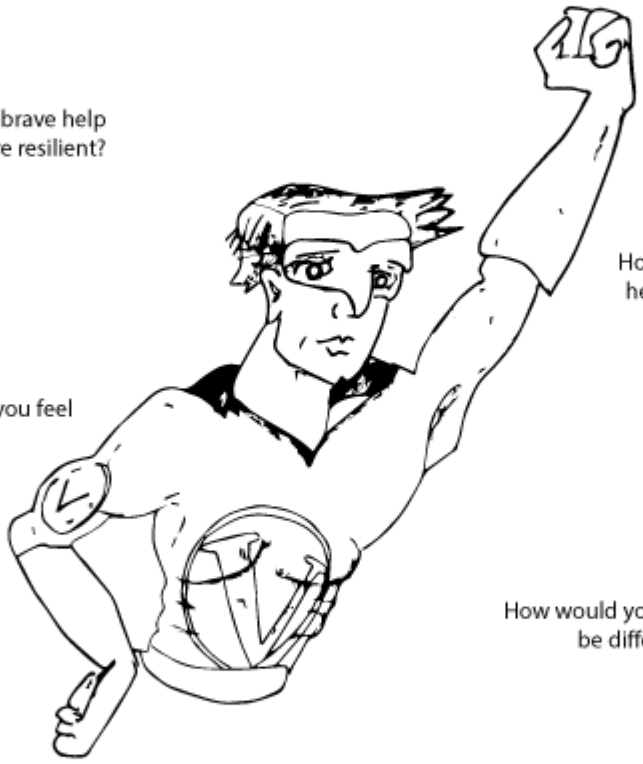
Coping: Being Brave

Handout 2A

If you were a super hero what super powers would you like to have?

What things could you do differently that you couldn't before?

How could being brave help you feel more resilient?



How would super powers help you be more brave?

What could help you feel more brave?

How would your life be different?

Why would you like to have those powers?

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Coping:	**Being Brave**
Exercise:	**2B**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 2B**
Aim/outcome:	**To explore what is being brave**

Explanation

- Ask students to fill out the Handout where they have to answer questions about why the following situations are showing bravery.
- Then go through the Handout and ask students if they can give examples of when they have had to be brave and how it made them feel
- Did being brave make them feel proud? Did they feel good being brave enough to be themselves?
- Is it brave to walk away from situations instead of have an argument or fight?
- How does being brave help you cope with challenges of life?

Expansion activity
Ask students to draw a cartoon strip showing a time that they felt brave or carried out a brave act.

One-to-one
Ask the student to fill out the Handout and discuss the questions above.

Students say:
Some students do not have the self-confidence or self-esteem to feel brave, so do not make students feel inadequate if they struggle with this exercise. Be gentle and supportive with students. Only ask them to give examples if they volunteer and keep the exercise neutral by focusing on situations and whether they represent an act of bravery.

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Coping: Being Brave

Handout 2B

Standing up to someone when you are being bullied

You are with a group of friends and they start picking on a younger kid you tell them to stop

Not drinking alcohol when a group of people are trying to get you to have a drink



Ignoring someone who is saying nasty things

Walking away when someone is yelling at you

Speaking the truth when someone is blamed for something you have done

You really fancy a boy or girl and pluck up the courage to ask them out

A teacher is telling someone off and you know that the student has done nothing wrong so you stick up for the student

You are really scared of going on the bus because someone on the bus calls you names you go on the bus anyway

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Coping:	**Solving Problems**
Exercise:	**3A**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 3A1 / Coping Handout 3A2**
Aim/outcome:	**To explore how to problem-solve and why this makes a student more resilient**

Explanation

- First ask students to give of examples of problems. (They don't have to be their own actual problems).

- Ask students to fill out Coping Handout 3A1, writing little problems in the small bag, medium sized problem in the medium sized bag and large problems in the large bag.

    - Then using Coping Handout 3A2 ask students to think of a time when they solved a problem on their own and to write in the large balloon:

    - What helped you solve that problem?

    - Did you do it on your own or did you do it with help of someone?

    - Did you break down the problem into small steps?

    - What solutions did you come up with? Were there different solutions? What were they?

    - How did it make you feel when you solved the problem?

    - How could solving problems make you feel more resilient?

Expansion activity

Ask students to volunteer examples of problems written on Coping Handout 3A and ask students in pairs to solve the problem and then feed back to the rest of the class how they solved that problem.

One-to-one

Help the student fill out both Coping Handout 3A and 3B and help the student work through a problem they are experiencing at the moment. Be very gentle and supportive towards the students as they might be feeling vulnerable and exposed.

Students say:

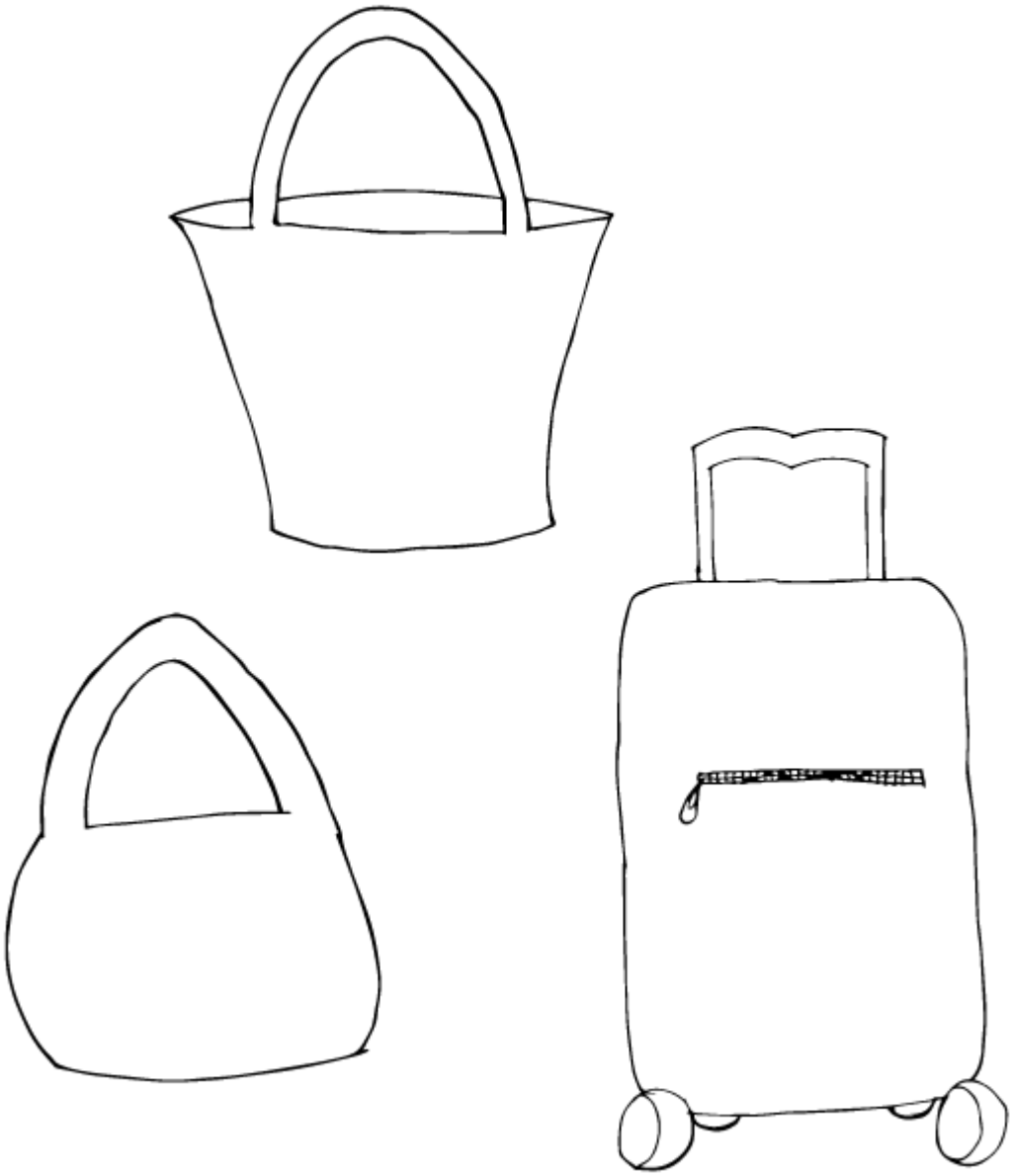
Not to make the problems too personal. Not to try and fix their own personal problems encourage the discussion to be about problem solving why it is good for students to learn to problem solve. Keep problems neutral so that students do not feel exposed.

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Coping: Solving Problems

Handout 3A i: Using the pictures of the small bag, medium bag and large bag write examples of small, medium and large problems in each bag

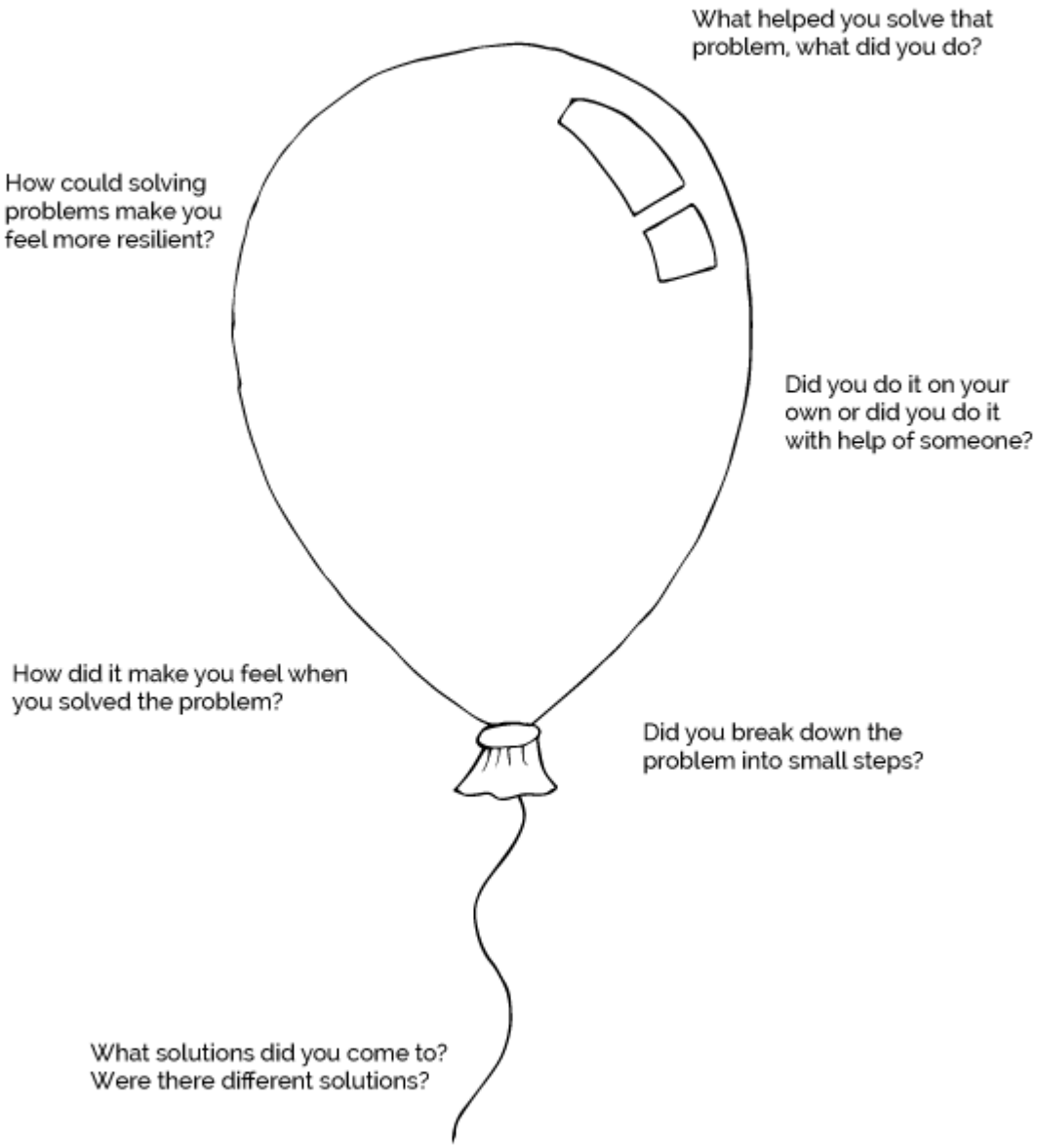


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Coping: Solving Problems

Handout 3A ii: Think of a time when you solved a problem.
Write it inside the balloon.



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Coping:	**Solving Problems**
Exercise:	**3B**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 3B paper/pen or iPad**
Aim/outcome:	**To explore solving problems and how this can make a person more resilient**

Explanation

- For this activity students are going to take on the role of agony Aunts or Uncles.
- Using the four examples provided ask students to:
- Discuss the problem
- Look at different paths the person could follow:
- Ask students to consider what would happen to that person:
    - if they told a parent
    - if they went to their teacher
    - if they arranged a fight
    - if they told no one
    - if they carried on with the way that it is
- Ask students to think about who they think is the best person to talk to when they have a problem?
- How could seeking advice and help about a problem help them feel more able to cope and be more resilient?

Expansion activity

Ask students to write their own agony Aunt/Uncle column.
Get them to write the scenario and then write the best answer and advice to their problem

One-to-one

Choose a scenario to discuss with the student. Get them to think of the best advice they could give that person and say why they are giving that advice.

Students say:

Try not to encourage students to look at their own problems. If a student shares a problem with the rest of the class please make sure the student is fully supported. If a student does disclose a serious problem make sure they seek support through School Mentor, Head of Year, or School Counsellor.

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Coping: Solving Problems

Coping Handout 3B

Problem One

I feel really let down. My friend and I are from the same primary school and we moved up to secondary school together. We used to be good mates but now somebody else has started hanging around with us. He lives nearer my friend. They went out at the weekend without me and were talking about it at school today. I feel really mad and upset that I wasn't invited. I don't know what this new friend thinks of me. I get the feeling I'm not wanted.

Problem Two

My best friend's boyfriend keeps flirting with me when my best friend is not around. I try to ignore it but my other friends keep noticing. He is now sending me texts saying he wants to meet up and that he fancies me. I ignore the texts but feel really guilty. I know that my best friend will be really upset and confused. She might even be really hurt and jealous. I really don't know what to do. I don't want to ruin my friendship and I'm worried she will think that it is me who is trying to split them up when I am not trying to encourage him.

Problem Three

The other night I accidentally heard my Mum on the phone talking to another man. Their conversation was very intimate and she said she loved him! I feel really confused. Is my Mum seeing another man? What would my Dad say or do if he found out. My Mum has seemed different recently, more happy. My Dad would be really hurt if he found out Mum was having an affair and they might even split up and divorce. I don't know what to do, I keep worrying about it. I worry so much I cannot sleep. I don't know if I can tell anyone because if I do my Dad might find out.

Problem Four

I've got a friend I've known for a long time who keeps being bullied at school. She lives near me and we sometimes walk into school together. She never mentions the bullying, I think she is ashamed. They pick on her because of her family and the way her house looks. I like her but am very scared of the bullies. When they bully her I walk away because I am scared of being bullied too. It is confusing I want to stick up for her but know that I will get bullied too. What do I do? If I tell my tutor he might say that I said something and then they might bully me. I hate seeing her being bullied and having a really hard time. I don't know what to do.

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Coping:	**Putting on Rose-tinted Glasses**
Exercise:	**4**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 4 paper/pen or iPad**
Aim/outcome:	**To help the student to think more positively about their life and how this can make them feel more resilient**

Explanation
Using the Handout with picture of rose tinted glasses, ask students to write the following:

- Write three positive things about yourself
- Write three positive things about other people
- Write three positive things about a situation where something negative happened but it turned out OK in the end
- Once students have filled out the Handout
- Ask students what is a positive person?
- Do they see the good in people and situations?
- Do they generally see life as good or bad?
- If something bad happens can they see that they have learnt something from that situation?
- Can they look at a situation and see what they are learning from it and how it is helping become a better person?
- How would being positive help them feel more able to cope with the challenges of life?

Expansion activity
Write a gratitude diary where students write three things a day that they feel grateful about

One-to-one
Help a student fill out the Handout and encourage them to explore the concept of how feeling more positive about life can make them feel good and more resilient.

Students say:
Do not force students to feel positive - it is important that they get a chance to discuss what it is like to be positive. Students might not be feeling positive which is ok - this is just an exercise to encourage students to explore the concept.

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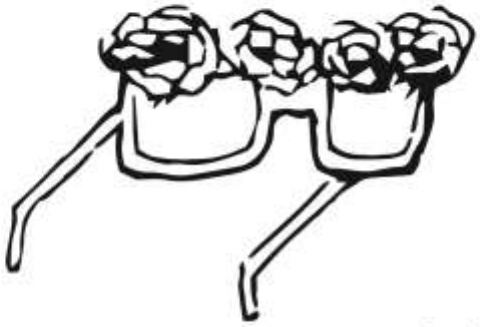
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Coping: Putting on rose-tinted glasses

Handout 4: Using the handout answer the following questions about being positive

Say three positive things about yourself

Say three positive things about other people



Say three positive things about a situation where you something negative happened but it turned out ok in the end

What is a positive person? Do they see the good in people and situations? Do they generally see life as good or bad?

If something bad happens can a positive person see that they have learnt something from that situation?

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Coping:	**Fostering their interests**
Exercise:	**5A**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping 5A Handout / iPad**
Aim/outcome:	**To encourage students to identify and develop their favourite interest.**

Explanation

- Ask students to fill out Coping Handout 5A and ask them to write:
  - Their favourite interest
  - When they do their activity?
  - How they could develop their interest further?
  - What steps do they need to take to further develop their interest?
  - Name of someone who has a skill in the student's favourite interest?
  - How has that person trained and become skilled at what they do?
  - How could they support you in further developing your interest?

Expansion activity

Using the above headings on Coping Handout 5A ask students to create a blog or diary setting goals and charting their achievements

One-to-one

Ask the student to fill out Coping Handout 5A encouraging them to talk about and develop their interests.

Students say:

Some students might not feel confident enough to pursue their interest. It is important that they do not feel embarrassed about their interest. If students want to share their interest with the class then encourage those students while allowing other students to do this exercise privately.

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Coping: Fostering their talents

Coping Handout 5A. Answer the following questions on this Handout to help you identify your favourite interest

Favourite interest:	
When do you do this activity?	
What steps do you need to take to further develop your interest?	
Step one:	
Step two:	
Step three:	
Name of someone who has a skill in your favourite interest:	
How have they trained and become skilled at what they do?	
How could they support you in further developing your interest?	

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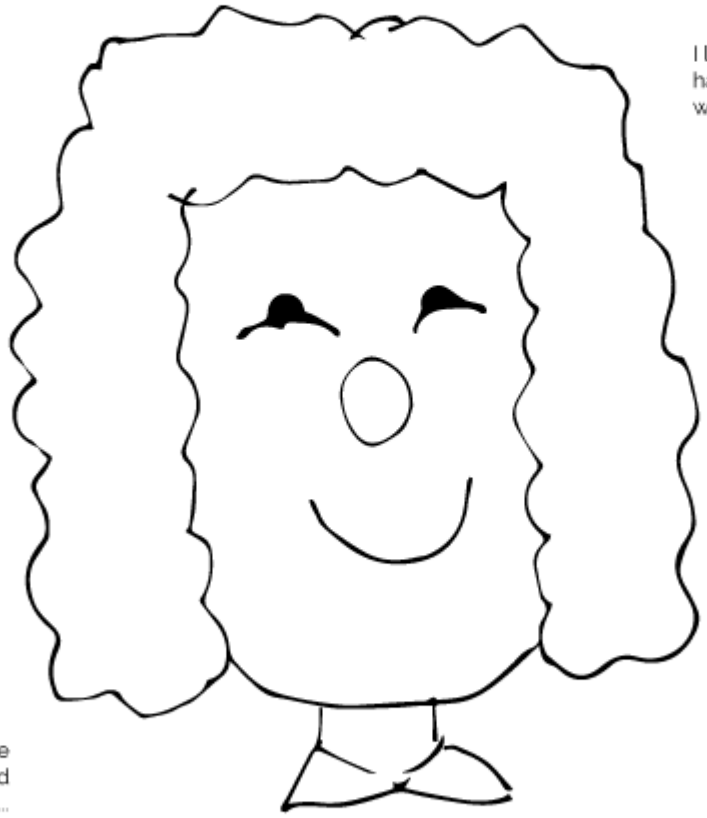
Coping: Fostering their interests

Example 5B: Using this handout identify your favourite interests

My favourite book is..... I like this book because...

My favourite outdoor activity is.....because it makes me feel...

My favourite computer game is .....I like computer games because...



I like hanging out with...

My favourite activity is...

The favourite thing I like to cook is....

If I had more time I would like to...

When I follow my interests I feel happier because...

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Coping:	**Calming down and self-soothing**
Exercise:	**6A**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 6A /iPad**
Aim/outcome:	**To encourage students to learn ways they can relax and be calm**

Explanation
Ask students to fill out Coping Handout 6A and consider the following:

Imagine that you've had a very busy day at school and feel quite tired and stressed.

Think of things that you could do now to help yourself to feel relaxed and refreshed

Write about them here...

Expansion activity
Ask students to make a music play list of relaxing music.

Ask students to discuss why they find this music relaxing and why they think it is important that they can listen to this music when they need to feel calm

One-to-one
Using Coping Handout 6A encourage the student to think of ways they can relax and calm themselves down when they are feeling stressed.

Students say:
Some students do not know how to self-regulate and relax. This exercise is to promote discussion and give them ideas. Do not make students feel inadequate if they do not know how to calm themselves down and relax.

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Coping: Calming down and self soothing

Exercise 6A: Imagine that you've had a very busy day at school and feel quite tired and stressed think of things you could do now to help yourself to feel more refreshed and relaxed.



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Coping:	**Calming down and self-soothing**
Exercise:	**6B**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 6B, paper and pens/iPad**
Aim/outcome:	**To encourage students to feel calm and centred**

Explanation

- Ask students to be quiet – get them to shut their eyes and put their heads on the table.
- Slowly read out the visualisation, pausing between each sentence.
- Once the visualisation has finished ask students to draw what they visualised.
- Once they have finished drawing ask if anyone wants to show and describe their drawing to the class.
- Then ask students:
- How did it make them feel relaxing and clearing their minds?
- Did they find it easy or difficult?
- Did they manage to feel still? What did it feel like to be still?
- Would they use relaxation techniques on their own when they are stressed and need to feel calm?

Expansion activity

Ask students to download free relaxation apps and try them out.

Get them to review the apps and then make a list of the top three relaxation apps they have found.

One-to-one

Read out Coping Handout 6B to the student and then ask the student to draw what they saw. When they have finished ask them to discuss what they visualised and whether the visualisation made them feel more calm.

Students say:

Some students find it hard to close their eyes and sit still in front of others. If this is the case ask them to put their head on their hands and really listen to the visualisation.

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Coping: Calming down and self-soothing
Coping Handout 6B Creative Visualisation: slowly read out the visualisation pausing between each sentence.

- **Please can you be quiet, shut your eyes and place your head on your hands on the table.**
- **Make sure that the soles of your feet are both flat on floor**
- **Slowly clear your mind and listen to your breathing … breathe in slowly and breathe out slowly**
- **Let all the noises from outside the class room fade away...**
- **Just focus on your breathing and relaxing your body**
- **Now I want you to imagine you are in a beautiful meadow... the sky is blue...there is a light breeze... you are walking on green grass and you see flowers and butterflies...**
- **Take in the beauty of the meadow …**
- **Looking across the meadow you see a wood...you slowly walk towards the wood and you see a path going into the wood**
- **The wood is filled with sunlight coming through the trees and you feel very safe and at peace**
- **You walk along the path in the wood …you see a clearing**
- **Through the clearing you see a cottage...you walk towards the cottage**
- **You are outside the cottage and walk towards the front door**
- **You go inside the cottage...and have a look around**
- **Looking around you see a wise old person who has been expecting you**
- **The wise old person gives you a gift...you receive the gift. How do you feel?**
- **It's time to say good bye to the wise person**
- **You leave the wise person and you leave the cottage**
- **You are back on the path in the wood, you are looking around. What do you see now? You go back into the meadow and what do you see?**
- **You slowly walk back into the classroom and notice you are sitting in your chair, back into the class room**
- **Slowly open your eyes and rub your hands.'**

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Coping:	**Remember tomorrow is another day**
Exercise:	**7**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 7 / pens / ipad**
Aim/outcome:	**To encourage students to let go of worries and remember that tomorrow is another day**

Explanation

- Ask students on their own to fill out Coping Handout 7, naming their worries.
- Then ask students to rip up the Handout and place it in the bin.
- Ask students how it made them feel?
- Is it easy to let go of worries and forget about them?
- Can you think back to when you had a worry two weeks ago? Does that worry seem important now?
- Can you replace a worry by thinking about something different like remembering and visualising your favourite pet, the taste of your favourite chocolate cake etc?
- Are there one or two worries they still remember and how can they creatively solve those worries?
- Do they need any support in solving those worries?
- Can you break the problem down in easy simple solvable steps?

Expansion activity:
Ask students to imagine they have a perfect day and to draw or describe what has happened in that day. Ask students to think about how they can try to incorporate some of the things from that day into their everyday school lives. How can they use this memory of a perfect day to remind them that some days are good and some days are bad? When days are bad can they to remember that tomorrow is going to be better and things do improve?

One-to-one
Fill out Coping Handout 7 and ask them to look at how they can re-frame some of the negative things that happen in their life

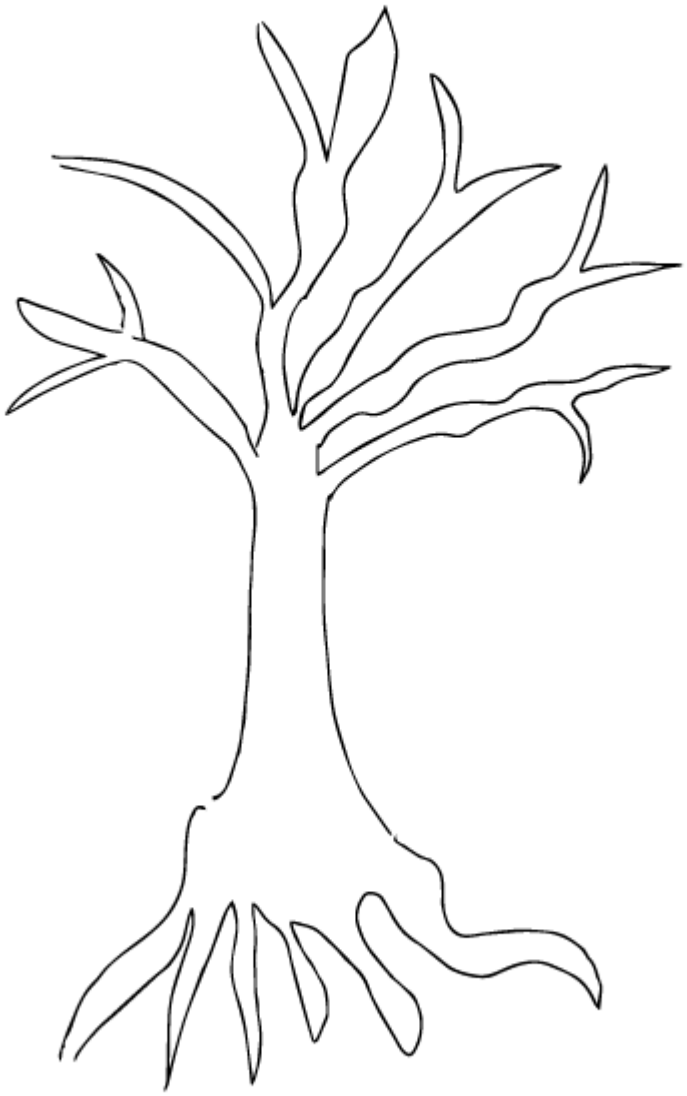
Students say:
This is not a worry-solving activity. Encourage small worries not big ones. Use the exercise for discussion about worries and how sometimes it is good to forget about worries and get them to try to re-frame how they see the worries.

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Coping: Remember tomorrow is another day

Handout 7: Write any worries on the branches of the worry tree



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Coping:	**Lean on others when necessary**
Exercise:	**8**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 8 /iPad**
Aim/outcome:	**To encourage students to identify who they can lean on when they need support**

Explanation

- Using the Handout ask students to identify:
    - A person who I can tell a secret to is....
    - A person I can talk to about a problem is....
    - A person who I will call if I am in a difficult situation is....
    - A person who I can just sit with when I am feeling upset is....
    - Once students have completed the Handout ask students:
    - If they find it easy to lean on others for support
    - What type of person is a good person to ask for support?
    - What qualities do they need? (good listener, loyal, trustworthy, not judge you, not tell you off)

Expansion activity

Ask students to imagine they are part of a worry team. How would you spend your time inventing ways of getting rid of worries? Make a list of things you could do with worries. How inventive can you be? (This could be a pretend committee of people - imagine what advice they would give. A first aid kit for worries, list of people who can help in different situations, places you could go for support)

One-to-one

Ask students to fill out Coping Handout 8 and ask them the above questions for discussion.

Students say:

Do not make students share what they have written with the rest of the group - this exercise should be done privately.

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Coping: Lean on others when necessary

Exercise 8: Using this handout identify who you can lean on when you need support

A person who I can tell a secret to is....

A person I can talk to about a problem is....



A person who I will call if I am in a difficult situation is...

A person who I can just sit with when I am feeling upset is...

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Coping:	**Have a laugh**
Exercise:	**9**
Approximate time:	**20 minute tutor time session**
Materials:	**Coping Handout 9 /iPad**
Aim/outcome:	**To encourage students to have fun**

Explanation

- Ask students to fill out Coping Handout 9:

- My favourite comedian is…..? /What makes you laugh is.....? What makes your friends laugh.....? /My favourite way of letting go and having fun is….?

Expansion activity

Make up a funny and silly song and poem.

Look at poems by Spike Milligan or Terry Gillian.

Get them to research silly songs.

Ask students how it makes them feel when they listen to silly and funny songs.

How does laughter make them feel? How does developing a sense of humour help you see things differently?

How could laughter make you feel stronger and able to cope with life's challenges?

One-to-one

Encourage the student to fill out Coping Handout 9 and discuss the questions.

Students say:

You need to be aware of the possibility of discrimination and sexism which could occur in some student's ideas of 'funny'. Jokes should be appropriate.

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Coping: Have a laugh

Exercise 9: Using the hand out think about what makes you laugh

What makes me laugh?

My favourite comedian is...?

What makes my friends laugh?



My favourite way of letting go and having fun is.....?

Last time I laughed at myself was.....?

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Section Five

Core Self

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Core self:	**Instil a sense of hope**
Exercise:	**1**
Approximate time:	**20 minute tutor time session**
Materials:	**Core Self Handout 1 /iPad**
Aim/outcome:	**To encourage students to have aspirations and dreams**

Explanation

- Using Core Self Handout 1 ask students to fill out Handout answering the following questions:
    - What would make school a better place?
    - How could your neighbourhood be a better place to live?
    - If you had three wishes what would they be?
    - What steps do you need to take in order to make those wishes to happen?
    - What achievements are you proud of?
    - When something negative has happened, what positives came out of the situation?
- Go through Handout with the class and ask them why would they think that having aspirations and dreams would help them feel more resilient and able to cope with life's challenges?

Expansion activity
Print off and discuss Martin Luther King's speech – what did he dream, what were his hopes, what did he believe was a better future?

One-to-one
Encourage the student to fill out the Handout and discuss their answers with you.

Students say:
Be aware that some students may feel stuck and in despair and have no dreams. They can lack confidence in the ability to change things, what they believe they deserve and can achieve. Their own beliefs may be stopping them from achieving. Make this exercise fun while being sensitive that some students might find this exercise challenging.

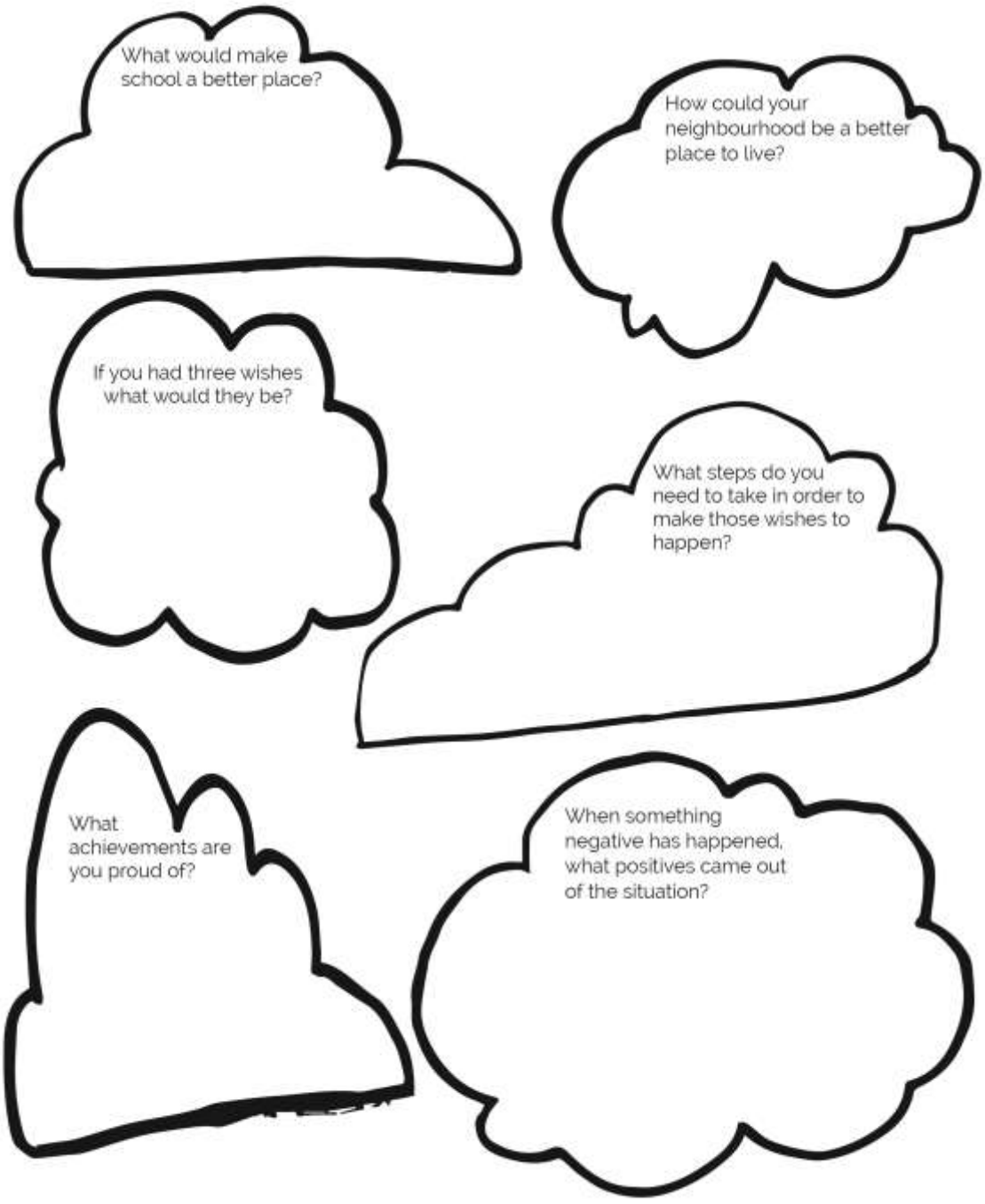
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Core self: Instill a sense of hope

Exercise 1: Write about your dreams and aspirations

Fill in the clouds answering the following questions about your dreams and aspirations



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Core self:	**Teach the child to understand other people's feelings**
Exercise:	**2**
Approximate time:	**20 minute tutor time session**
Materials:	**Core Self Handout 2**
Aim/outcome:	**To encourage students to identify different feelings**

Explanation

- Cut out the emotion cards and put them in a bag. Then ask students to volunteer to pick one out and mime the emotion written on the card.
- Encourage students to guess what the emotions are and ask them to think of a time when they felt that emotion.
- Once the activity has been completed ask students:
  - Why do they think it is important to recognise other people's feelings?
  - Is it easy for you to put yourself in other people's shoes and understand what they are feeling?
  - Do they think it is important that their feelings are heard and understood?
  - It is important to talk about feelings?
  - Do you know how to understand other people's feelings in social situations?

Expansion activity

Using the emotional cards ask students in small groups to act out a scene where they felt that emotion. A scene where someone feels sad, angry, lonely, isolated and then ask the rest of the class to discuss what they believe the students acting should do next.

One-to-one

Using the emotion cards ask the student to pick a card out of the bag and then describe a time when they felt that emotion.

Students say:

Some students will really struggle with identifying and naming emotions and empathising with other people's feelings. This is a gentle opening discussion exercise and students should not be made to feel inadequate if they do not understand other people's emotions - this is something they can learn over time.

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Core Self: Teach the child to understand other people's feelings
Core Self Handout 2

Lonely	Disappointed
Hurt	Excited
Confused	Frustrated
Ashamed	Happy
Angry	Embarrassed
Scared	Numb
Bored	Depressed
Irritated	Anxious
Sad	Overwhelmed
Stressed	Nervous

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Core self:	**Help the child to know her/himself**
Exercise:	**3**
Approximate time:	**20 minute tutor time session**
Materials:	**Core Self Handout 3**
Aim/outcome:	**To encourage students to know themselves and help them develop a sense of awareness of who they are and help them feel good about themselves.**

Explanation

- Ask students to answer the Cores Self Handout 3 (30 questions)
- The questions will encourage them to think about things they like and dislike as well as how they see themselves.

Expansion activity
Make a collage of all the things they like and dislike

One-to-one
Encourage the student to fill out Core Self Handout 3 and help them if they are stuck for ideas – make the task fun and easy.

Students say:
Be aware that some students may feel stuck and in despair if they don't know the answers to some of the questions. Make the activity fun. Tell students that it is ok if they do not know some of the answers - the exercise is to encourage them to get to know themselves. Confirm that everyone is different and that no one will have the same answers and it is good to have different answers and to grow and develop as individuals.

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Core Self: Help the child know her / himself
Core Self Handout 3 (1 of 4) How well do you know yourself?

My favourite food is.....

My funniest joke is.....

My most favourite lesson is.....

The person I would like to get stuck in a lift with is.....

My most special memory is of.....

The best present I could get is.....

The best time of the day for me is.....

My favourite clothes are.....

The best holiday I've had was.....

I love weather when it is.....

My most treasured possession is.....

My favourite dvd is ….....

The sport I like to play most is.....

My favourite animal is.....

The best book I have read is.....

My favourite hobby / activity is.....

My favourite piece of music is.....

My lucky number is.....

The pet I would most like to have is.....

I am good at.....

I look like.....

The bravest thing I have ever done is.....

The most exciting thing I have ever done is.....

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Core Self: Help the child know her / himself
Core Self Handout 3 (2 of 4) How well do you know yourself?

The hardest thing I have ever done is.....

My favourite time of year is.....

If I could choose to be anyone I would be.....

If I could change one thing about myself, it would be.....

I am not very good at.....

It is a real treat for me to …..

My best friend is.....

I won a prize for.....

When I need a hug I go to.....

The best thing about school holidays is.....

The worst thing about being ill is.....

When I am ill I like to.....

The worst thing that happened to me this year was.....

The best thing that happened to me this year was.....

I hate having to eat.....

The happiest day of my life was.....

I hate having to touch.....

My ideal room would be.....

I get really cross when.....

I feel lonely sometimes when.....

I feel really sad when …..

I feel so angry about …..

My ideal family for me is one which …..

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Core Self: Help the child know her / himself
Core Self Handout 3 (3 of 4) How well do you know yourself?

Sometimes it is hard to keep my temper when ….....

If I had three wishes they would be .....

When I am happy I ….....

When I am angry I like to.....

I get very embarrassed when ….....

It is very irritating when ….....

When I feel sad I.....

I am a little worried about ….....

I feel disappointed when ….....

I feel frustrated when ….....

I get frightened when ….....

I am afraid of ….....

Adults say confusing things sometimes like.....

When I am really upset that I.....

I feel like singing when ….....

When I get confused, I.....

I feel different to other people sometimes when ….....

When I feel left out of things, I.....

I would like to get a letter from.....

Something I wish I had done but did not was.....

I would like to get a call from.....

I wish I could tell Dad this.....

I wish I could tell Mum this.....

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Core Self: Help the child know her / himself
Core Self Handout 3 (4 of 4). How well do you know yourself?

I would like to spend a day with ….....

I like to day dream about ….....

If I were a teacher I would.....

If I were a parent I would ….....

If I ruled the country I would ….....

If I could change my life I would.....

If I had a time machine I would go to a time when ….....

One thing I would like to find is.....

If I could change one thing it would be.....

Three things I would change at home are.....

If I had a magic bus I would take.....

Three things I would change at school are.....

The best present to give to someone is.....

If I had a treasure chest I would put these things in it.....

My New Year's resolution will be.....

The best dream I ever had was.....

If I were a colour I would be .....

If I were an animal I would be a.....

If I were a flower I would be a.....

If I had special powers I would ….....

If I were a musical instrument I would be a.....

If I were invisible for a day I would.....

When I am at school sometimes I feel.....

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Core self:	**Help the child to know her/himself**
Exercise:	**4**
Approximate time:	**20 minute tutor time session**
Materials:	**Core Self Handout 4**
Aim/outcome:	**To encourage students to build their capacity to take responsibility for themselves. To encourage students to see that they have a relationship to the things and people around them.**

Explanation

- Ask students to answer the questions on Core Self Handout 4.
- Ask the students to pick one thing they are not so good at and would like to improve.
- Ask them how they would feel better if they could improve and take better responsibility for this issue?
- How would it make their lives better? How would relationships with people in your life improve?
- Ask students to choose one thing they would like to change and make a pledge that they will try to change that one thing in the next week?
- Ask students to consider what help they will need? Which key people do they need to inform to say that they are trying to achieve this pledge and what ways would they like them to encourage the student to complete the pledge?

Expansion activity

As a tutor group think of a cause that they would like to support, such as support a charity and plan a way to raise money for that charity.

One-to-one

Encourage the student to fill out Core Self Handout 4 and if they are stuck suggest ideas and support them in fulfilling the task.

Students say:

Try to encourage students to see that taking responsibility for themselves can make them feel a sense of usefulness and personal power. Taking responsibility can help them get a sense of control over situations and understand that they have choices and decisions in their lives as well as making an impact on their lives rather than their lives 'happening to' them.

Be aware not to make students feel ashamed if they are not good at taking responsibility for themselves. It is important to give them the opportunity to hear the discussion and make informed decisions about what they would like to take responsibility for in their lives.

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Core Self: Help the child take responsibility for her / himself
Core Self Handout 4

A. Pick from the list one thing you are not so good at and would like to improve

Are you good at being on time?

Are you good at handing you homework in on time?

Are you good at making your own packed lunch?

Are you good at washing up without being asked?

Are you good at tidying your bedroom without being asked?

Are you good at saving money?

Are you good at remembering your PE kit?

Are you good at looking after your pet?

Are you good at remembering people's birthdays?

Are you good at telling the truth?

Are you good at turning up to things when you say you are going to turn up to them?

Are you good at giving things back that you have borrowed?

B. How would you feel if you could improve and take responsibility for this issue?

How would it make your life better?

How would your relationships with people in your life improve?

Is there any help or support you need in order to make these improvements?

Can anyone show you how to develop these new skills?

Who is the one key person that could help?

C. Make a pledge on improving this area

I …..... would like to….....

The key people who can help me are.....
…….

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Core self:	**Foster their talents**
Exercise:	**5**
Approximate time:	**20 minute tutor time session**
Materials:	**Students to bring in and show to the group something they are good at.**
Aim/outcome:	**To encourage students to identify something they are good at and in turn this will help them feel more resourceful and resilient.**

Explanation

- Ask students to bring in and show to the class something they are good at.
- This could be anything - computer game, making cupcakes, football, looking after an animal, riding their bike, art, playing a musical instrument etc
- Make sure that the tutor group are supportive and encouraging of what students bring in and show to the rest the group.

Expansion activity
Get them to make a mini film or blog about something they are good at and then show it to the rest of the group.

One-to-one
Encourage the student to bring in something they are good at and discuss and praise them for their special talents.

Students say:
This is a great activity to encourage students who are left out by their peers to get praise and be noticed. It is really important to encourage students to think of things that really matter to them or things they are passionate about. Help students build on the qualities and good points they already have and maximise their influence. Help students to value the things that they are good at and this will help them feel a sense of achievement and competence in their life.

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Core self:	**Using tried and tested treatments for specific problems**
Exercise:	**6**
Approximate time:	**20 minute tutor time session**
Materials:	**Core Self Handout 5 (three case studies)**
Aim/outcome:	**To encourage students to understand different ways they can be supported for specific problems**

Explanation

- Using the four case studies ask students in groups of four to answer the following questions:
    - What action should this young person take?
    - What are their options for support?
    - What treatments are available for this young person?
- Once students have completed the task ask each group to say why they have suggested the different options and if there any other options they could suggest.

Expansion activity

Ask a counsellor, anger management worker, drugs and alcohol worker to come in and speak to students about what their service provides and how it works.

One-to-one

Encourage the student to discuss the scenarios and places where that person could go for support, and if they are stuck suggest ideas.

Students say:

Be cautious to make the scenarios impersonal and not to mention any of the students' experiences to the rest of the class. Also if one student in particular has experienced one of the issues in the scenarios, then do not use that scenario with the class.

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Core Self: Using tried and tested treatments for specific problems
Core Self Handout 6
Case study one

Looking back it started when I was 16. I started avoiding people, feeling very anxious about social situations and then I started taking less care of myself, not showering or having a bath. And from then on it was a very vicious circle: the less I did the less I wanted to do, the more I withdrew and the more I wanted to withdraw.

The hardest part was nothing was actually going on. I was doing well at school. I was relatively popular which had been a bit of a façade.

It felt like everything was getting darker and darker and I started to feel suicidal as well. At the time I didn't mention this to anyone, I was so encased in my head. My head was like a prison.

People did notice. Generally, people thought because I was avoiding people and not taking care of myself, they just assumed I was on drugs, smoking cannabis, when I wasn't.

My family didn't know what to do so they did nothing. And if they did say or suggest something I would snap. I could be very angry.

Although it was a gradual descent over a period of time it generally got worse and worse, I completely withdrew. I had no friends. I dreaded going to school and college. My attendance was really bad.

- What action should this young person take?
- What are their options for support?
- What treatments are available for people who suffer from depression?

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Core Self: Using tried and tested treatments for specific problems
Core Self Handout 6
Case study two

I find it hard putting it into words. I have experienced if for so long I don't notice it any more. But when I go to work or join groups or social situations I really notice it. I notice that I go quiet. I tense up. I have thoughts going around in my head: "what are they thinking about me?... they gave me a dirty look,… they hate me,… they think I'm stupid." Then I can't concentrate and I can't speak and I am stuck with all these thoughts going around in my head. A lot of the time I don't notice I am anxious, it is only in certain situations. It can be harder one to one and if there isn't a large group.

My anxiety gradually built up. In school I would get embarrassed if I was late and the door was locked. I had to wait for someone to let me in and I would really dread this.

Also in lessons, at first, I started being quiet and withdrawing by not sitting with friends. I just sat on my own and did not speak to anyone. People didn't say anything, they thought I was shy and then eventually I stopped going to school all together.

At home I'd just babysit which made things worse because I didn't go out at weekends and I stopped socialising.

Not going to school and not socialising made me just switch off from everyone emotionally I withdrew into a world of drinking and getting stoned by myself.

Four years later I've moved out of home and I'm keen to turn my life around. I think I want to volunteer and do some GCSEs. I really want to sort my life out but I am really scared and I don't have a clue where to begin.

- What action should this young person take?
- What are their options for support?
- What treatments are available for people who suffer from anxiety?

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The Resilient Tutor Group
Core Self: Using tried and tested treatments for specific problems
Core Self Handout 6
Case study three

When I was 12 my Dad left and I lived with my Mum and two older Brothers. I got on well with my mum but my two older Brothers used to bully me. Most of the time I tried to stick up for myself but I was outnumbered. My two older Brothers used to blame things on me, and put me down and call me names. This didn't make me very confident but I used to act like everything was okay.

By the time I was 15 I started feeling anxious in social situations so in order to deal with this I used to misbehave. Sometimes I was really loud, obnoxious and threatening. I was especially like this towards people who tried to help me or who were nice to me. It was like a control thing if someone guessed that I was vulnerable or depressed, I just wanted to kick off.

On the outside I had a giant shield that I protected myself with, while on the inside I was falling apart and I felt completely depressed and lost. And the more I tried to hide it the worse it got. I just felt more depressed and I hated what I had become. I was the mouthy, aggressive one who everybody didn't want to work with or they were worried how I was going to act or behave next.

- What action should this young person take?
- What are their options for support?
- What treatments are available for people who suffer with anger problems?

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