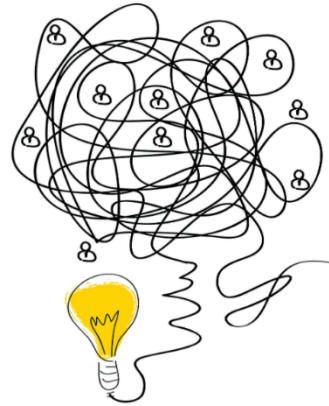


Learning Successfully for Study and Life (“LIFE”)

Teacher Manual



Lesson 1	What could be bad about being perfect?	Page 2
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- Lesson outlines appear in this manual, but all instructions are also embedded in presenter view on PowerPoints
- Student workbook page numbers appear in blue text
- Please tick off each lesson component you delivered for research purposes (this data will be aggregated into anonymous group format)
- Please also feel free to note down any feedback on lesson content/structure as you move through the course

	Section timer	Tick if did this component	Content
Lesson 1 What could be bad about being perfect?	1. Introduction (5 minutes)	-	<ul style="list-style-type: none"> This five-lesson course is about how to learn successfully – and how to avoid the pitfalls of perfectionism Go through ground rules for wellbeing lesson: respectful listening, what’s said in the group stays in the group, no such thing as a stupid idea: different ways of thinking make the discussions much more interesting and help us learn things too Give out workbooks
	2. Brainstorm on board – what is perfectionism? (5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Emphasise always needing to be the best at everything; always striving to achieve; never making mistakes; setting impossibly high standards
	3. Small group activity: What are the advantages and disadvantages of perfectionism? (12 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Ask question “what could be some of the advantages and disadvantages of perfectionism?” Discuss in small groups then feed back to class Workbook page 4
	4. What does the science show? (5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Over 40 years of research shows there are two sides to perfectionism: As per info on slides – compare and contrast two types We’ll be learning more about making mistakes and self-criticism in next lessons
	5. So how can we strive for excellence in a healthy way? JKR clip (slide 11) (10 minutes for activity)	<input type="checkbox"/>	<ul style="list-style-type: none"> Know who JKR is? Highly successful author. From life experience she describes a much healthier way to pursue excellence. As you listen write down her top 10 tips in your own words or just take notes of bits you find interesting/helpful Workbook page 5
	6. Small group activity: Discuss which tips you liked best (10 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Groups to feedback what they chose and why
	7. Out of class activity: Make favourite idea into a poster or meme (3 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> From this lesson/JKR clip, choose your favourite message about pursuing excellence in a healthy way - turn this idea into a poster/meme to display in class for next week. Can draw or use computer. Get as creative as you like! Workbook page 6 Give deadline for submission If time, start this activity in class please review posters before next lesson in homeclass time as lesson 2 is very full.
Take home message from the lesson: Students analyse the differences between unhealthy perfectionism and striving for excellence in a healthy way			

Notes/Feedback

	Section timer	Tick if did this component	Content
Lesson 2 Three elements of good learning	1. Review of posters (prior to lesson if able)	<input type="checkbox"/>	Go around and view each poster/admire ideas/point out what they did well/ask why they chose this idea
	2. Overview of today:	-	Who would like to be less stressed AND more productive with school work? Today we'll look at 3 elements of good learning...
	3. Taking time out Slides; Yerkes Dodson Activity (10 minutes)	<input type="checkbox"/>	<p>First point is that taking time out will improve your performance. Let's look at some examples and evidence.</p> <ul style="list-style-type: none"> Slide 5: Usain Bolt – who is he? Slide 6: Read out his quote – what can you learn from this? Slide 7: American Academy of Paediatrics advice for preventing sport injuries in young people - <u>but does this apply to learning?</u> Let's investigate Slide 8: The Harder you study the better you will do... On a scale of 0-100 how much do you believe this statement? Invite students to line up on a continuum of belief across room. Pick one or two from each end to justify Slide 9: Show slides of graphs - if this were true vs what we actually see (it's false) Slide 10: Explain Yerkes Dodson law: We do have to put in effort to get peak performance, but beyond a certain amount of effort, our performance starts to deteriorate. We all have our zone of optimum performance – the amount of work we need to do to do well – beyond this, performance drops away, and we burn out Ask them to draw diagram in their workbook (page 10)
	4. Individual activity: Hand exercise (7 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> What activities do you like to do just for you, not because you're the best at them, but just because they make you feel relaxed? Ask class for some examples. Slide describes Hand exercise– students come up with five activities of their own on page 11 of workbook Explain that when you're exhausted or stressed it can be hard to think of fun things, so it's good to have this to refer back to. This can help get you back to the "optimal zone" of performance
	5. Making mistakes is an essential part of success – small group activity then feedback and slides (15 minutes)	<input type="checkbox"/>	<p>Second aspect of good learning is that making mistakes is an essential part of success.</p> <ul style="list-style-type: none"> In small groups, try to come up with advantages of making mistakes page 12 Get each group to feed back their ideas Slide 14: overview of key advantages Slide 15: read out JK Rowling Quote Alert students to more quotes from famous people about failure/making mistakes on pages 13-14 – might like to read through when having a hard time
	6. What does the science show? (5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Read through slides showing comparisons of two learning styles Emphasise that mastery oriented students are not afraid to make mistakes BUT achieve more AND enjoy learning. Read Quotes: learning is not a risk-free environment....

Lesson continues PTO

	<p>7. Celebrating success – class brainstorm (8 minutes)</p>	<input type="checkbox"/>	<p>The third aspect of good learning is that It's really healthy to take time out to fully enjoy our hard work</p> <p>How does it impact our thoughts and feelings when we achieve something we really care about or worked hard for?</p> <ul style="list-style-type: none"> • Thoughts – we have reached our goal; it's a really big achievement; all our hard work has paid off • Feelings – happy, pleased, feel good about ourselves <p>Often we skim over our successes and rush onto the next thing.</p> <ul style="list-style-type: none"> • Reward yourself for your hard work – take a break, have a treat, or do something fun • Savour the feelings (slow down, really notice and enjoy) • Share your good news with a family member or good friend • Do nice things for others less fortunate – teach them how to reach their goals <p>Celebrate your friends' successes too. How might we do this?</p> <ul style="list-style-type: none"> ○ "You worked so hard, congratulations on reaching your goal, I'm really happy for you!"
	<p>8. Out of class work: Real life productivity experiment (5 minutes)</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Get students to turn to page 16 in their workbook and go through productivity experiment for this week • Define productivity (work rate, achievement, how easily you get your work done) • Experiment this week with the three tips for good learning – plus getting at least 8 hours sleep each night (more tips for good sleep on page 17) • Second slide shows template to go through exercise steps with students
<p>Take home message from the lesson: Students will learn about three different ways to boost their performance and be happier learners – through understanding that</p> <ul style="list-style-type: none"> • taking time out from study is important • making mistakes is vital to succeed, and • celebrating success is good for you. 			

Notes/Feedback

	Section timer	Tick if did this component	Content
<p>Lesson 3:</p> <p>How to react when things don't go so well:</p> <p>Self-compassion</p>	1. Reporting back on home experiment (class discussion - 5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • <i>What strategies did you try? How did you find this?</i> • <i>Comments and questions</i>
	2. Activity: How we react when things don't go so well (12 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Today we'll be talking about what happens and how we react when things in our life don't go so well and some alternative strategies • <i>Recall a recent situation when something didn't go so well. What were your thoughts/feelings/behaviours?</i> • <i>Write down individually (page 20), relay in small groups and then ask if anyone would like to share – class discussion</i>
	3. Introduction to self-compassion (8 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • <i>When things didn't go well, was your self-talk kind or critical? Ask for a show of hands – which end do you lean towards?</i> • <i>Many of us have a loud inner voice that is very self-critical</i> • <i>Would you ever speak to a friend this way if THEY messed up? Thoughts?</i> • <i>Science calls these two inner voices self-compassion and self-criticism. (Compassion = kindness, understanding)</i> • <i>We'll be exploring more over next two lessons but hint: self-compassion is linked to better mental health AND higher achievement</i>
	4. Video – The Power of Self-Compassion (5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • <i>No need to introduce video to kids – but describes how we commonly treat ourselves (criticise, blame) differently to how we'd treat a friend (with kindness, understanding)</i>
	5. Writing a self-compassionate letter (individual activity -15 mins)	<input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Imagine one of your closest friends has just failed a test they had studied really hard for and really hoped to do well – if you had to write them a letter giving them advice on how to apply self-compassion so they can get back to work and study, what would be in it? The worksheet (page 21) has specific instructions on steps to take...</i>
	6. Out of class activity (5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Self-compassion is a skill that can feel unnatural to many of us</i> <ul style="list-style-type: none"> ○ <i>This is why we got you to practice compassion towards a friend first</i> ○ <i>And this is why we're giving you a structured way to practice compassion towards yourself before we build on this in our next lesson.</i> • <i>This week when something doesn't go well (or if something in the past hasn't gone well) write a letter to yourself exercising the same self-compassion as you would to a friend. You'll find a template with tips in your workbook (page 22). Rate how you feel before and after writing the letter</i>

Take home message from the lesson: Students will have an introduction to self-compassion and what it looks like, as well as learn skills to practice self-compassion.

Notes/Feedback

	Section timer	Tick if did this component	Content
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Self-compassion:</p> <p style="text-align: center;">Going deeper</p>	<p>1. Reporting back on out of class exercise (5 minutes)</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Self-compassion letter when something went wrong this week – how did you find this?</i> • <i>Invite people to share/discuss</i>
	<p>2. Overview of today:</p>	-	<ul style="list-style-type: none"> • <i>Last week we talked about what it meant to be self-compassionate. We found that sometimes when we react to situations when they don't go so well, we tend to be self-critical.</i> • <i>Today - looking in more depth at the differences between being self-critical and self-compassionate</i>
	<p>3. Story of two coaches (Small group activity followed by class discussion – 15 minutes)</p>	<input type="checkbox"/>	<p><u>Basketball Story:</u> Imagine that you are getting coaching sessions to learn to play basketball. This is something you have wanted to do for a long time and are excited and determined to try hard in the lessons. Now imagine that you have lessons under two different coaches: Coach Critic, and Coach Compassion.</p> <p><u>Coach Critic</u> doesn't say anything to you when you bounce or pass the ball. However, when you drop the ball or miss a catch, Coach Critic calls you names, such as a "you're a wimp," "you're pathetic," and "you're useless." He says that unless you can play perfectly, you are a bad person and no one in the team will like you.</p> <p><u>Coach Compassion</u> is different. He doesn't tell you off when you mess up, but instead encourages you and tells you that you are doing well when you catch or pass the ball. He says things like "It's OK to make mistakes because it helps us to learn how to do it better." He takes time with you at the end of practice and tells you what you did well and what skills you can work on and what can be improved. He gives each player specific skills to work on over the week to make them better</p> <ul style="list-style-type: none"> • <u>Small group discussion</u> – three questions in workbook (page 23) <ul style="list-style-type: none"> ○ <i>What type of thoughts/feelings do you think you would have after working with each coach?</i> ○ <i>Which coach would you choose for your friends? Why? What about for yourself?</i> ○ <i>Which coach do you think would get a better performance? Why?</i> • <u>Class feedback and discussion</u> - key points: <ul style="list-style-type: none"> ○ <i>We think critic will get better performance, research shows this is actually not the case – see next series of slides</i> ○ <i>Note also that compassionate coach takes a balanced view – not just praise, but constructive advice</i> ○ <i>May also discuss how we treat our friends differently to ourselves/it's easier to be compassionate/kind to our friends – this is why it can help to think "what would I tell a good friend in this situation?"</i> <p style="text-align: right;">Lesson continues PTO</p>

	4. What does the science say about self-compassion? (8 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Slides – healthy and unhealthy perfectionism; links to self-compassion/criticism; what are the effects on achievement (might remember this from lesson 1) • Slides – tripod of balance for long term success – adding self-compassion keeps tripod from falling over/burning out • These ideas are in your student workbook as they are good to remember into the future
	5. Self-criticism into self-compassion. Class Role Play (8 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • To give more practice responding to self-criticism with self-compassion • Class activity with two volunteers; group can assist with responses • Read out scenario on slide, instructions in presenter view
	6. Small group activity (8 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Create a list of things you can do when you feel self-critical to strengthen your self-compassion (page 26) • Can be things we've discussed during these lessons plus any other ideas you can come up with • Presenter view gives a few examples • Each group feeds back to class
	7. Out of class activity (3 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Emphasise – we've seen that self-compassion is one of the most powerful ways to boost mental health AND improve success – but we need practice to change brain habits • This week's task is to try a self-compassion journal to do this – see template (page 27) • Whenever you notice your inner critic –practice swapping this habit for healthier self-compassion
	8. Awareness test video clip (3 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Tell students - Don't spoil it if you know it! • Fun but key point – we miss a lot in our lives that is good/fun if we are too narrowly focused and self-critical, we are worth far more than our achievements!

Take home message from lesson: Students will compare the effects of self-criticism vs. self-compassion and through this they will learn the usefulness of self-compassion and why it should be implemented into their daily lives

Notes/Feedback

	Section timer	Tick if did this component	Content
Lesson 5: Keeping up appearances social media and perfection	1. Reporting back on out of class activity (5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Ask what students found this week, using self-compassion journal to practice challenging self-critical thoughts. <ul style="list-style-type: none"> Did anyone notice how often they hear their inner critic? Was anyone able to counter this in the compassionate way you might speak to a friend? Takes practice, as the inner critic can be a really strong habit – but this is a really powerful protective skill for good mental health. <u>Learn to “Be an inner ally not an inner enemy”</u>
	2. Overview of today	-	<ul style="list-style-type: none"> Today we’re looking at how social media connects to perfectionism
	3. Small group discussion: what influence do you think social media has on trying to be perfect? (10 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Small group discussion and feedback to class (page 30) Some answers to look for: <ul style="list-style-type: none"> Living up to impossible standards, everybody posts their perfect selves on social media – feelings of sadness, frustration when not living the “perfect” live compared to others Pressure to get likes and comments on photos to look popular Impact of photoshop and enhancing photos of oneself Amount of time young people spend on social media Fact: 60% of teenagers feel pressured to look perfect on social media all the time
	4. Video: Social Media and Perfection (5 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Watch the video that illustrates this idea between social media and perfection
	5. Small group activity and class discussion (15 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> Discussion questions (small groups then feedback to class) (page 31) <ul style="list-style-type: none"> What are the main messages of the video? Does your real life differ from your online life? How is it different? Why? How can this ‘perfect ideal’ on social media be problematic? What qualities do you actually value in good friends? Do you need your friends to be perfect? Use key ideas slide that follows to reinforce after class discussion

Lesson continues PTO

	6. Summing up this course (3 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Read through slide summarising key ideas from the course
	7. Final Reflection (10 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Can do as an individual activity or in small groups depending on class vibe • Course summary appears on page 32 of workbook with space to write reflections on page 33 <ul style="list-style-type: none"> ○ What points have really resonated with you, what you have taken out of this course and reflect on what you have learned and have found interesting. ○ How might you apply these in your life now? • Feed back into class discussion – invite anyone to share
	8. Final Out of class activity: Be Real Challenge (3 minutes)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Take a photo of something ‘real’ that happened to you during the week and something you would never post online on social media. You can be as funny and as creative as you like! For example, a ‘post-selfie’ run, perhaps an outfit gone wrong, messy hair when you wake up in the morning but make it as personalised to your ‘real life’ as possible. • Print out the photo, stick it in the Instagram template provided in class and feel free to add a caption. Next week, we will hang them up in the classroom to always have a reminder of funny/not so funny things that happen in our day-to-day lives and to combat the ‘perfect’ life that is projected on social media. <p>Instructions page 34</p>

Take-home message from lesson: the impact that (highly edited) social media also has on the pressure of trying to be perfect

Notes/Feedback