

## nurturing potential



Session: 'A Life of Purpose' (also referred to as 'A Wonderful Life')

**Hand out Personal Folders** containing five pages;

1. An Introduction to Stress-Free-Kids™
2. Stress-Free-Kids™ Guidelines
3. Stress-Free-Kids™ Key Words & Descriptions
4. Session Notes (pre-prepared notes)
5. Blank Worksheet for personal notes on 'Stress'

Ask children to write their name and class on the front of their folder

**Coach introduces themselves and what life coaching is about.**

**Briefly introduce the course**

It may be useful to use the jigsaw metaphor, for example;

"While you can use the information that we discuss week by week, and I encourage you to try it and see what you find of use, the Stress-Free-Kids™ programme is like a jigsaw, all of the weeks and subjects build a larger picture that, when used together, will support you in leading a less-stressful and more successful life."

Of course, you can never completely remove stressful situations you will find that you are more easily able to cope when they do happen. I encourage you to try all of the tools and consider all of the information to find out what works for you."

Also stress that, as with education, you are aiming to provide skills that when understood, used, and developed further will last them for the rest of their lives, and support them in their personal ambitions.

"As we get to the end of the programme, we're going to talk specifically about change in a way that will help you to understand why change happens in our lives, and how to cope with change that is expected and also unexpected. Does this sound good?"

**Guidelines**

Read through each line, stating that these complement those that may already exist in the classroom (most schools will have 'charters' for expected behaviour), and any not listed on the Stress-Free-Kids™ programme guidelines still apply.

**Key Words**

This sheet provides descriptions of some of the key words which will be used regularly throughout the Stress-Free-Kids™ programme, and are in context of the programme objectives.

**Session Notes & Blank Worksheet** (Contain tables with four boxes at the top)

Ask pupils to complete their name, session number (relevant to your order of sessions), and the date. Session name also needs to be completed on the worksheet.

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## nurturing potential



### Questions to participants.

The following questions will provide you with information that may be used in following sessions. Write responses on the board and prompt pupils to make their own notes.

What does the word "STRESS" mean to you?

How do you feel when you're "stressed"? – understanding feelings that occur

What or who makes you feel "stressed"?

Examples of previous responses;

"Unhappy, too many things on my mind, relationships (brother, sister, teachers), expectation, annoyed, angry, sad, feeling left out, school, homework, exams, tense, lack of sleep, cross dresser on the train who was full of himself"

\*It transpired that the individual lacked self confidence and was intimidated by others displaying more confidence – the cross-dressing/gay situation was not really the issue.

The Coach is looking for a good example to demonstrate coaching in action. Some will be addressed in further sessions, in this instance "homework" is an excellent example that has successfully been used, and the pupils may be hoping that you're going to tell the teachers that they give them too much! You may also need to persevere for a few minutes to get where you need to be to close this part of the session. The objective is to get some pupils to see the benefit of their answers.

Q: What is it about homework that makes you stressed?

"It's boring", "It's in my time when I should be able to do what I want", "I don't understand it", "I don't understand what's is expected", "I'd rather be doing something else"

Q: Why are you given homework?

Answer given by pupils: "to demonstrate we have understood what we have learned in class"

Coach: "OK, so given that homework is not going to disappear,

Q: What can you do to make sure that you understand what to do?

Answer given by pupils: "talk to teacher before leaving school"

Coach: "is this possible?" if yes, "who is going to use this?"

Q: What can you do so that you don't have to stop doing what you'd rather be doing to do your homework?

Answer given by pupils: "do homework first then do what we enjoy"

Coach: "doesn't this make more sense than starting what you enjoy first. By doing what you don't like first, you have what you really want to do waiting at the end as a reward!"

Coach may find it useful to follow up with "why do you **CHOOSE** to let these things stress you out?" This relates to the Responsibility session where individuals learn the concept that we are responsible for how we react to certain situations that present themselves.

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### **Next Questions to Pupils (Use session notes for reference)**

"What does a life of purpose mean to you?" Or you may need to say, "What does a wonderful life look like to you?"

Answers will probably focus on job and professional related areas, boys will probably say "footballer", from here the Coach starts to introduce the concept of goal setting to achieve dreams and ambitions. Do they know what it takes to do X? Do they want to be professionals, or as a hobby, part-time?

"What are the obstacles to achieving what you want?" The Chinese have only one word for problem/obstacle and opportunity. Relate how problems and diversions can also work in favour of achieving our goals, even if it may not seem so at the time.

**Relaxation – Last 5 minutes**

**Close session – thank participants for their time and contribution**

# PERSONAL FILE



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Name: \_\_\_\_\_

Class: \_\_\_\_\_

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## **An Introduction to Stress-Free-Kids™**

Your very own Life Coach to provide YOU with;

- an awareness of yourself
- awareness of your current situation, your future, the influence you have upon how your life develops
- understand and appreciate your positive contribution to society
  - tools to lead a less stressful life
- an awareness of living an enjoyable and successful life

**Stress-Free-Kids™** will benefit you and everybody you will interact with.

You will learn how to start on your path of achieving your personal dreams and ambitions in an increasingly demanding world, even if you don't feel stressed right now – remember this is about making the most of what you have to offer the world as much as what it has to offer you, and you will find some of the content very useful!!!

Throughout the programme we will discuss;

- self esteem and confidence,
  - developing your social skills,
  - respect for the self and others,
- creating and making the most of opportunities,
- appreciating and understanding the positive contributions you make to society
  - successfully coping with change.

**Enjoy yourself!**

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## STRESS-FREE-KIDS™ Guidelines

To make sure that everyone gets maximum benefit from working with STRESS-FREE-KIDS™ there are some important guidelines we must **ALL** consider;

- Listen – give your full attention to class at all times.
- You'll get back what you put in!
- Raise your hand if you have a question, and when you wish to answer a question.
- Show respect for contributions of pupils and teachers at ALL times including, and especially when you are not in class.
- Only talk when invited.
- You are encouraged to ask questions, make contributions and share with the class to get the maximum benefit of our time together.
- ALL comments, suggestions and opinions are valid.

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## Stress-Free-Kids™ Key words and Descriptions

**Contribution;** to help make something happen

**Achievement;** successfully doing a task to your (or someone else's) expectation

**Dreams;** your ambition and vision for your life

**Purpose;** when you act with purpose in everything you do, you will move towards your dreams and ambitions

**Relaxation;** slowing down to recharge and regain your energy (mental and physical), clear your mind and focus on your purpose or task

**Positive;** be confident in your opinion (thoughts, words and actions), and constructive in your speech

**Focus;** being clear about your goals, dreams and purpose will ensure that your actions help to achieving them

**Appreciation;** recognise what life and those around you can offer to support you in your life. Be quick to say thank you and praise people, never criticise but offer constructive feedback.

**Life/living;** activity, continual change and endless opportunity, making the most of every moment.

**Esteem;** trust and confidence in yourself and others

**Values;** the qualities on which others depend on you – the ability of someone to be of purpose

**Ambition;** wish for a specific outcome or outcomes

**Society;** the customs and structure of the world around you

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<b>Name:</b>	<b>Date:</b>
<b>Session Number:</b>	<b>Session Name: A Life of Purpose</b>

"Create focus to move confidently in the direction of your dreams and ambitions"

Quote taken from The Monk Who Sold His Ferrari, Robin S Sharma

## Creating a wonderful life – What does a life of purpose mean to you?

- Focus your energy on creating a life that is positive.
- Your thoughts, words and actions should help to be peaceful and supportive.
- You can make a positive contribution to society in whatever you do if you do it with the right intentions.
- Learn from EVERYONE and EVERYTHING that you see, do and hear in your life.
- By living a life of purpose you can focus on what you want to achieve, what you need, and learn to be happy with what you have. It is important to understand the difference between a "want" and a "need".
- Promote positive actions.
  
- Believe in a better future – for you and the world in which you live, and what you can do to make that happen
- Recognise when you need to take time out – exercise, relaxation, reading, music, laughter
- Learn from your mistakes – they are lessons to reflect and understand what works and what doesn't, use them to gather information to avoid mistakes in the future.
- Believe in what you are doing and being asked to do and that it will make a difference.
- Believe in yourself and your abilities to lead a positive life and to make a positive contribution to society.
- Appreciate that problems will present themselves. Develop the skill to learn to see the options for overcoming them. The Chinese only have one word for obstacle and opportunity. Problems exist to realise the opportunity.
- Learn to appreciate and understand failure – use this as a way to reflect, step back, and approach the situation from a new angle – what are the options? Do you try again, or look at other options?
- Learn to take control of planning – by appreciating what control you have you will find ways to make your contribution constructively.
- Use the support of others – what support can you use to achieve your goals?
- Know that your situation is not unique – others have experienced and learnt from similar situations to overcome obstacles, see the opportunity and succeed!
- Find inspiration in whatever you do- even if a task you're not keen on, look for ways of inspiring yourself and learning from everything.

## What are some of the obstacles to achieving what you would like to achieve in your life?

Knowledge – learning?  
Experience?  
Money?  
Age?

Personal Background?  
Knowing where to start?  
Other peoples' expectations?  
Other peoples' ambitions & goals?

**Remember that all of these are also opportunities to achieving your dreams and ambition**

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<b>Name:</b>	<b>Date:</b>
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