

Session Planner



Date	Session #	Title	Comments
	ALL - where time allows	Relaxation Techniques	Simple and effective resources for maintaining focus and dealing with everyday situations. Used throughout all sessions where time allows - introduced as part of session 1.
	Start of new Term	Reflections of Stress-Free-Kids™ sessions to date	Educational Campaign session also acts as a reflection
	1	An Introduction to Stress-Free-Kids (TM) A Life of Purpose AKA having a 'Wonderful Life'	Group discussion highlighting the causes and symptoms of stress, and coaching provided on how to handle common situations. Includes an introduction to Relaxation techniques.
	2	Giant Snakes & Ladders	A metaphor for life - with some extra twists and turns. Thoughts and feelings discussed that occurred during the game, for example when had to slide down a snake. Also introduces team play, personal responsibility and provides reference material for further sessions.
	3	Roles	Group discussion and activity highlighting the roles we play in life and the importance of balance to remain focused and reduce stress
	4	Responsibility	Group discussion regarding personal responsibility for one's life - relates to responsibility for our thoughts, words and actions. Tasks allocated to pupils during the session as examples
	5	Respect	Workgroups discuss and present self-respect, respect for others, and whether respect has to be earned
	6	Relationships & Communication	Workgroups discuss and present steps 4-6 of the "7 Habits" for effective communication to improve their personal relationships
	7	Continuous Learning	Personal goal setting to make the most of the opportunity to learn and be proactive in giving one's self an education. Discussing the issue of "NEET's" referring to recent press coverage.
	8	Life Changes	What are they, why does change occur and how to handle it. Changes are made for example; to the room, location coaches personal appearance to emphasis change. Read: " <i>Oh, The Places You'll Go!</i> ", Dr Seuss
	9	Role Models (1 of 2)	Workgroup exercises - pupils bring in pictures of their role models, create a collage and describe values and attributes that they admire.
	10	Role Models (2 of 2)	Workgroup exercises - pupils bring in pictures of their role models, create a collage and describe values and attributes that they admire. Discuss points raised in session 1
	11	Your Life of Purpose	Goal Setting Exercise. Positive predictions for your life over the next 10 years
	12	Body Language	Group discussion regarding the relevance of body language - images and volunteers used to demonstrate the importance of appreciating and understanding body language.
	13	Opinions & Perspective	An interactive exercise looking at how we see things differently and make assumptions. Uses parts of a whole picture, with individuals asked to guess what they think the whole picture is.
	14	Self-Esteem	Working in pairs pupils highlight 'personal successes' (doing well), to understand that self-esteem is about 'feeling good' from what you achieve. Game: 'What I like about you is...' pupils finish the sentence about each other. Round of applause for each pupil to finish session and make them feel good about themselves.
	15	Dependency, Independency & Interdependency	Workgroups discuss and debate the relevance of these three terms in their life. Promotes cooperation and appreciation and personal contribution to society
	16	Courage	Understanding and identifying personal examples of courage, and where courage may be needed and used in the future.
	17	Trust	Physical Activities to demonstrate Trust in themselves and others.
	18	Patience & Tolerance	<i>Walking in someone else's shoes.</i> What would it be like to move to a foreign country, or to be someone moving from another country to the UK? Identify some of the obstacles and problems that may be encountered to help develop patience and tolerance for the self and others.
	19	Team Building (incorporating Co-operation & Appreciation)	Physical activities & discussion: <i>'Impossible Jigsaws'</i> Timed activity in completing jigsaws where Coach observes team working and discusses some of the issues experienced within the groups.
	20	What Do You Have In Common With...	Questions ask pupils to: Work in pairs and find out what they have in common with each other Work in table groups to identify what they have in common with 1) Adults in their life, 2) Children from other countries
	21	Freedom, Security & Comfort	Looking at the meaning and relevance of these values, including emotional, physical and mental aspects

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	22	Happiness	What does this mean, how do we achieve it? <i>Mood Cards for younger individuals, or Virtue Cards for teenagers and young adults.</i>
	23	Judgement	Discussion regarding judgement & pre-judgement (prejudice)
	24	Your Life of Purpose (2 of 2) Making A Positive Contribution	What does "making a positive contribution" mean to the group? Identifies current needs and expectations, and future situations
	25	Honesty	Understanding and identifying personal examples of honesty. <i>Situation cards</i> used for participants to enact a situation and discuss feelings.
	26	Learning from mistakes	Mistakes happen as an opportunity to learn, those you make and those of others. Relates back to 'Role Models' in also understanding what others have had to do to get where they are.
	27	Optimism	Understanding the benefits of optimism vs pessimism.
	28	Assessing Your Own Performance	Pupils write a piece of work that assesses their performance in school for the last week - areas covered include: - Friendships & Playground Behaviour - Participation in Class - What have they learnt (contribution to their own education)
	29	Economic Well-Being (1 of 2) What Does It Mean?	To open a constructive discussion and debate to facilitate the understanding and importance of "achieving economic well-being" as defined by the Every Child Matters Agenda; • Engage in further education, employment or training on leaving school (refer to "Continuous Learning" and issues of self-esteem, achievement etc...) • Ready for Employment • Live in decent homes and sustainable communities • Access to transport and material goods • Live in households free from low income Allocation of two sessions to this subject may be prudent!
	30	Economic Well-Being (1 of 2) Money Matters!	Providing an insight into money and finance - including how credit works and balancing income and expenditure
	31	8 Values	Key values to lead a less stressful life
	32	Be Safe	Relates to the 'Respect' and 'Personal Responsibility' sessions. Groups work on questions relating to various areas of being safe and present their ideas with the rest of the group
	33	Be Healthy	Identifying the groups understanding of Emotional, Mental and Physical well-being
	34	Final Session Certificates & Self Esteem	Final Session of Stress-Free-Kids™. Certificates given to all who have participated in, and contributed to Stress-Free-Kids™ sessions. Round of applause for each individual, plus sharing of an achievement they are proud of in their life to help boost self-esteem and confidence.
Additional Sessions			
	35	Listening Skills for Younger Children	Chinese Whispers to promote concentration, listening skills and team working
	36	Shadow Puppet Show - Three Brains! (2 Sessions)	Requested as part of curriculum planning by a Junior School, this exercise looks at how we can become aware of using our brain, heart and gut feelings to make decisions
	37	Educational Campaign (2 Sessions) Encouraging Positive Behaviour in the Playground	First session discusses the definition of an "Educational Campaign", how it could be organised and how to get a positive message across to the intended audience. Second session is the completion of Posters that can be used in the school to publicise the campaign.
	38	Mood Cards for Younger Children	During a 30 - 45 minute session, cards are pulled from the pack by group members and the group is asked to discuss what it means, looks like (body language), and how they can use it in their life to feel better about themselves.