

YST ACTIVE IN MIND

TEACHER/STAFF MEMBER DELIVERY MATRIX



**YOUTH
SPORT
TRUST**



**THE
NATIONAL
LOTTERY**



**SPORT
ENGLAND**

PROGRAMME DESCRIPTION

Active in Mind (AIM) is an evidence-based intervention which aims to support the mental health of young people. The following Active in Mind content has been adapted for teachers/staff members, to enable them to deliver the Active in Mind programme to a selected nurture group.

The following matrix is for delivery by teachers/staff members either **in person** or **virtually** and may be delivered prior to Athlete Mentor (AM) involvement.

Programme outcomes and impact:

- > Develop an understanding of the factors that affect their mental health
- > Develop tools to support their mental health
- > Identify habits and actions that improve wellbeing
- > Develop resilience and perseverance
- > Create a support network within school.

Duration of sessions:

Teacher/staff member led sessions – 1 hour. Content can be split so that elements are delivered in shorter bite-sized pieces. Sessions delivered weekly.

Venue requirements:

- > **Dance hall/classroom with access to tech required to show PowerPoint/video**
- > **Zoom/Teams/Kahoot/Miro**

General guidance

- > Timings for sessions are dependent on teachers/pupils and content delivery should be adjusted to meet the needs of the group. Content has been organised by themes and could be split across a number of weeks as part of each Active in Mind session.
- > All tasks and activities are indicative and teacher/staff member may adjust to suit their own delivery style and specific knowledge in this area.

Resources for teacher/staff member to deliver this course provided by YST:

- 1.Active in Mind mentor cards
- 2.Poster for nurture group
- 3.Teacher/staff member delivery matrix
- 4.Teacher/staff member presentation for nurture group

Session 1 - Lifestyle Choices - Habits & Emotions		Session Time: 1 hour (if discussions are longer, content not completed can be rolled into next session)
Learning outcomes By the end of the session students should be able to:	Suggested delivery ideas/ content/critical tasks	Support Resources
Recognise and name emotions - understand that emotions are changeable.	Intro - energiser Share outcomes of the session. Watch AM video - Jenna Downing (world champion skater) explaining how we can train our brain to change the way we feel.	Power Point slides Activity Cards PP Slide 2 PP Slide 3
	Emotion "Which emoji are you today?" Share Emoji slide - Print out pictures of emojis or use Chateez cards spread across the floor and ask students to stand by the emoji they felt this morning coming in to school or split group into pairs to answer the question. Annotate on the screen stamping over the emoji they feel or add to chat box. Explore how emotion (good and bad) changes the way that our body feels such as heart rate/muscle tension/breathing - individually draw a picture of a person and express what happens to them/teacher to take feedback and draw onto a picture on the board/annotate on the screen/add to chat box.	PP Slide 4

<p>Understand the importance of making good choices</p>	<p>Healthy Habits relay</p> <p>Option 1: Set up a piece of paper for each group at one end of the room. One at a time, members of the team run up to the paper and write down one habit or lifestyle factor that could have an impact on the way that they feel.</p> <p>Option 2: Speed writing - complete the same task but sat in small groups. In a set time, write as many factors as possible on to a piece of paper.</p> <p>Option 3: Speed typing as many answers as they can into the chat box.</p> <p>Option 4: Round robin - take as many verbal answers one at a time in the order students appear on your screen.</p>	<p>Flip chart and pens</p> <p>PP Slide 5</p>
	<p>Once complete, ask the group to pick the five most important factors and rank them in order of importance.</p> <p>Feedback to the whole group - verbally or in chat function.</p>	
<p>Understand the effect lifestyle choices have on our emotions</p>	<p>Healthy Eating</p> <p>Watch Athlete Mentor (AM) video re healthy eating and the second video about hydration.</p> <p>What would an athlete eat?</p> <p>Individually or in small groups, identify the kinds of food an athlete would eat.</p> <p>How does this compare to what we eat?</p> <p>How might our food choices impact on how we feel?</p>	<p>PP Slide 6</p>
	<p>Complete poster - "What positive change could you make to your nutrition and hydration? Be specific."</p>	<p>PP Slide 7 Poster</p>

Identify ways to improve your emotional wellbeing/mental health through improving your lifestyle choices

SLEEP

Play a sleep quiz:

Either use the questions below or create your own quiz:

[This can be done using the poll function in Zoom or Kahoot in teams.](#)

Example questions:

1. Babies sleep 14-17 hours, adults 7-8. How many should you sleep?
 - A. 8-10 hours (secondary school)
 - B. 6-8 hours
 - C. 10-12 hours (primary school)
 - D. 2-4 hours
2. True or false: It's harder to learn if you don't get enough sleep? True
3. How much of their life do humans spend asleep?
 - A. $\frac{1}{2}$
 - B. $\frac{1}{3}$ (correct - sounds like a lot but think about how important sleep must be if we've evolved to spend $\frac{1}{3}$ of our life doing it)
 - C. $\frac{1}{5}$
4. During sleep is your body temperature
 - A. Higher
 - B. Lower (answer - body temperature drops during sleep, sleeping in a cooler room can help us to sleep)
 - C. The same
5. You can make up for lost sleep at a weekend, true or false?
False - If you lose sleep for a few nights in a row you acquire a sleep debt which can affect your immune system, your brain function, and your energy levels. If you acquire a sleep debt you need a few weeks of optimal sleep to recover.

PP Slide 8

Add Kahoot link to chat box/slide QR code.

Set up poll in advance if using Zoom poll.

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Session 1

<p>Identify ways to improve your emotional wellbeing/mental health through improving your lifestyle choices</p>	<p>Watch AM sleep video, explain that they need 8-10 hours of sleep per night.</p> <p>How many of you are meeting the 8-10 hours of sleep per night? Discuss with a partner their current sleep pattern and the factors that impact on their sleep. Launch another poll to ask the questions: Do you sleep 8-10 hours per night? Yes or no</p>	<p>PP Slide 9</p>
	<p>Complete poster - I could improve my sleep by...</p>	<p>PP Slide 10</p>
	<p>EXERCISE:</p> <p>Do some physical activity/play a physical game/do a short HIIT session or one simple exercise.</p> <p>“What impact does exercise have on our response to stress and our mental health?” Take feedback and explore how our body responds to stress with fight or flight - when we feel worried/stressed/anxious/scared/mad our body is asking us to move that’s why it is called a fight or flight response.</p>	<p>PP Slide 11</p>
	<p>Watch AM video re exercise. We’re back to Courtney for his thoughts on exercise.</p>	<p>PP Slide 12</p>
	<p>Fill in the poster - how could the group add more exercise into their day? What exercise makes them feel happier or more energised?</p>	<p>PP Slide 13</p>

Session 2 - Building a strong team		Session Time: 60 mins
Specific learning outcomes	Suggested delivery ideas/content/critical tasks	Support resources
By the end of this session students should be able to:		
Understand how we can communicate effectively.	Developing a team Lead one of the mind sections of the activity cards.	Mentor resource cards
	Share outcome of the session.	PP Slide 15
Identify qualities of positive relationships and how we can influence them.	Explain to the group the story of the Burj Khalifa in Dubai, the world's tallest building. It required immense planning and imagination for a huge team. The foundations alone required 1,110,000 tonnes of concrete with a 50m deep foundation. It took a year to even get out of the ground. Without such a strong support the building would fall over. We need to build our own strong team supporting us.	PP Slide 16
Recognise who is in your support team.	Show AM video re teamwork - explain that, in elite sport, athletes and their coaches make an agreement about the way they behave with each other. As the Active in Mind team, ask: "How can we support each other? What do we agree to do/how do we agree to behave as a member of the Active in Mind team?"	PP Slide 17

<p>Recognise who is in your support team.</p>	<p>Agree a team code of conduct for the sessions and for how the group will treat each other around school/on social media etc.</p> <p>Deliver a team activity focusing on cooperation and active participation: In person choose an activity from the activity cards, e.g. Group Juggle</p> <p>Virtual gesture relay:</p> <ol style="list-style-type: none"> 1. Make sure everyone has camera and microphone on. 2. Explain you are going to establish a pattern by sending a clap to someone on the screen and saying their name. They then clap and send to someone else. Everyone should receive the clap only once before it is returned to the person who started the game. The goal is to establish a pattern. 3. Once successful sending with the receiver's name, repeat the relay without saying the name of the person you're sending to. 4. Add an additional movement, e.g. a finger click that follows the clap. If this is done successfully add a third gesture, e.g. a wave. 	<p>PP Slide 18</p>
	<p>Reflection (completed either as discussion or in chat function)</p> <p>Being a good team member</p> <p>"What did we have to do as individuals for that to be a success?" "What did we need to do as a team?" "How well did we communicate? What are the different ways we communicated with others? Who do we need to communicate with others outside of these sessions?"</p>	<p>PP Slide 19</p> <p>"Effective Communication slide"</p>
	<p>Who is in your daily support team?</p> <p>Explain the concept of a team bus. That everyone on the bus is moving in the same direction and supporting each other. Teacher to share a picture of their team bus.</p> <p>Ask the group who would be on their bus. Who would be supporting them? Think about the people who support you, who you need to ask for support. How can you communicate with your team, so you know best how to support them?</p>	<p>PP Slide 20</p>

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Session 2

Recognise who is in your support team.	Individually complete poster. "Who can support you" - students can feedback.	Poster PP Slide 21
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Session 3

Session 3 - Coping with stressors		Session Time: 60 mins
Specific learning outcomes	Suggested delivery ideas/content/critical tasks	Support resources
By the end of this session students should be able to:		
Understand stress and how it changes our physiology	Start session with a mind activity from the resource cards. Introduce session outcomes.	PP Slide 23
Identify tools to manage stress and improve our wellbeing	Explain the stress response curve - stress can be helpful for us performing at our best. Relate to sport - athletes use the stress of having to perform to get them pumped and ready to go. The challenge for us comes when our stress is no longer helping us but is hindering our performance	PP Slide 24

Identify lifestyle factors that impact on our stress response.

What happens to our body under stress? Reflect back on the first session when we thought about how emotion impacts on our body. What do they remember - what are the effects of stress?

In a classroom this could be done in small groups drawing on a piece of paper and adding stressors using post-it notes. Individually feeding back to teacher who will annotate on the board or on the slide deck. Students could annotate on the slide deck or alternatively provide verbal or chat function feedback.

Draw a typical pupil in school. Add to the picture all the physical and cognitive responses to stress (for example: heart beats faster, it's harder to think, etc).

Once completed, add things that might be stressors to students within the school/to themselves.

Stress bucket challenge:

Set a bin or bucket in the middle of all the students. Scrunch up the stressors added to the poster. Set the challenge of one at a time throwing their stressors into the bucket until all have been added.

Ask students to as quickly as they can write down on a piece of paper all the things that stress them out (they don't need to share this with the group). Once they're done, ask them to screw it up and throw into a bin.

Explain the stress bucket - our coping tools are what we do that can help us to stop the bucket overflowing. Add to the poster the tools the students already have that help them to cope with stress.

Ask the group to share any helpful strategies they've put on their poster.

Watch AM video: Mindfulness and try the Take 5 activity on the poster/explained by the AM.

Large piece of paper and pens
Post-it notes

PP Slide 25

PP Slide 26
Poster, PP Slide 27

PP Slide 28

PP Slide 29

Session 4 - Managing your environment		Session Time: 60 mins
Specific learning outcomes	Suggested delivery ideas/content/critical tasks	Support resources
By the end of this session students should be able to:		
Understand how our environment impacts on our wellbeing.	Share Athlete Mentor video: Jenna Downing - Explaining how our environment has an impact on our mental health. Any thoughts on Jenna's advice?	PP Slide 31
Identify strategies we can use to positively impact on our mental health.	Share outcomes. Lead a team building activity from resource cards or Cooperative counting (with or without cameras on) students must count from 1-20. Anyone can say a number but if two people speak at the same time or the delay is too long then the group return to number 1. "How might our environment impact on our mood" "Does the way that we use technology positively or negatively impact on our emotions and mental health?" Launch a poll with the question and options for positive and negative.	PP Slide 32 AIM activity cards Equipment for activity.
Understand the impact of technology on our mood/emotions.	Organisation Challenge Prepare the group that you are going to show a slide (slide 34) and they will have three seconds to count how many stars are on the slide. Give a quick three second look at the slide.	PP Slide 33

Understand the impact of technology on our mood/emotions.

Ask the group to give you their best guess (in the chat box). Explain that you will show them again and they can check their answer. Show the next slide for three seconds.

"Why was the second slide easier?" Take one word verbally. One-word answer in the chat box. Because it is organised.

Discussion: "How can being organised in our environment help our mental health?"

PP Slide 34

Run a concentration game.

For example:

Memory game: The aim of the game is to place the cards in numerical order low to high.

Split the group in to two teams. Lay out, in a random order, one suit of playing cards for each team. The team will set up at the opposite end of the room to their set of cards. One at a time, players run to the set and turn over one card. If the card is the first card of the suit (Ace) the player can swap it with the card in first position, the next player is then looking for the next card (1). If the card is not the correct card, it is placed back down and the player returns to the team. The team must work together to communicate the location of cards. Players continue one at a time until the order is achieved.

Playing cards

Play an online memory game (for example) or complete the memory picture quiz on the slide deck. Give students a few seconds to remember the items and then to write as many as they can into the chat box. Was it harder because the picture wasn't the right way up? <https://wordwall.net/resource/3618145/zoom-memory-game>

PP Slide 35

Mindfulness - Disconnecting from tech

Share AM Mindfulness video - Kate Grey

PP Slide 36

Understand the impact of technology on our mood/emotions.

Technology

Discussion or [chat function](#)
"What technology do you use? Games/social media etc.
How does it make you feel? Positive or negative."

Complete poster together and ask:
"How does technology affect your attention, mood etc"
"How will you change your usage?"
"How can we be more organised? How will this help us to be less stressed?"
"What could you change at home to be more organised"

Play AM Neil Danns video about technology use.
Revisit poster - is there anything they are going to commit to doing this week that changes their tech use positively - share with the rest of the group. [Verbally](#) or in [chat function](#).

Lead a mindfulness activity from the resource cards

PP Slide 37, poster

PP Slide 38

PP Slide 39

Session 5 - Planning for success - Creating a mental health tool kit/What next?		Session Time: 60 mins
Specific Learning outcomes	Suggested delivery ideas/ content/critical tasks	Support Resources
<p>By the end of the session students should be able to:</p> <p>Understand that our mental health is impacted by all the influences on our poster</p>	<p>Start the session with a mind and mentoring moment from the AIM resource cards.</p> <p>Share session outcomes with the group.</p>	<p>Post-it notes</p> <p>PP Slide 41</p>
<p>Identify tools they can use to support their mental health</p>	<p>Mental health</p> <p>In small groups create a post-it note mind map to answer the questions:</p> <p>For online delivery complete this as a virtual post-it note board.</p> <p>https://miro.com/online-sticky-notes/</p> <p>"What is mental health"</p> <p>"What can we do to support our mental health"</p>	<p>PP Slide 42</p>

Develop ideas to support mental health across school.

Explain that mental health, like physical health, can be impacted by our habits and actions.

One of the habits that can impact on our mental health is how we talk to ourselves.

Explain: we are going to do a chair hold challenge. This can be done in the classroom or at home. Take the PP down so the students are more visible. If they don't have a chair at home, then replace the chair with something relatively heavy but that they can hold at shoulder height.

On your command, students to hold the chair at shoulder height for as long as possible - nudge with statements like "is it heavy yet?", "are your arms hurting?". Stop when most people have given up or if the game is running on too long.

What were you saying to yourself during that task? What could you say instead?

Repeat the task using a positive phrase and reinforce with positive comments.

(Alternative tasks - wall sit/squat hold/plank).

PP Slide 42

Share video of Jenna explaining how we can change our mood with our body language.

Have everyone stand up and adopt a power pose. Try smiling.

PP Slide 43

Develop ideas to support mental health across school.

Reinforce the power of managing our own body and thoughts to change how our brain works.

Take the group through a visualisation exercise.

You can lead one yourself from the resource cards or alternatively play this video:

<https://www.youtube.com/watch?v=TS06oKHNF1A>

Ask the group how they feel in one word/add one word to chat box.

Ask the group to consider the activities and goals set on their poster.

Each student to feedback to the group their top tips for supporting mental health. What will be in their Mental Health Toolkit going forwards?

Explain that what we focus on encourages our brain to engage positive or negative emotional pathways. By actively looking for things we are grateful for and the positives we can shape our brain.

Encourage everyone to add one thing **to the chat box** or **to a post-it note and stick on the wall** that they are grateful for.

Share that changing our brain so that its default is towards positive emotions takes a bit of work and, like athletes train for performance, we need to train our brains so they perform in a healthy way.

NEXT STEPS:

What would support the students' mental health going forwards?

Would they like a review of the poster during form time? A focus on an area each week so they can hold each other accountable? Other ideas?

PP Slide 44

PP Slide 45