

### Extended Registration Personal Development sessions

Topic (and objective)	Resources	Notes
<b>INTRO</b>	<p>It is very important that tutors set ground rules for Personal Development sessions (in addition to assembly from HOY/HOS)</p> <ul style="list-style-type: none"> <li>● To be effective students and staff must take these sessions seriously</li> <li>● Students must treat these sessions as normal lessons, behaving appropriately and treating each other (and themselves) with respect</li> <li>● Often there are no ‘right’ answers but we are seeking to nurture character by increasing awareness, getting students to think about issues and encourage the development of emotional skills.</li> </ul> <p>Key questions for students are;</p> <ul style="list-style-type: none"> <li>● What are your initial thoughts? Why do you think this?</li> <li>● What questions does this raise?</li> <li>● What are the arguments on each side?</li> <li>● What more information would be helpful? How can we find this out?</li> </ul> <p><b>Any issues should be dealt with by the tutor in the first instance and then referred to HOY/HOS where needed</b></p>	
<b>The transition to Secondary School</b>	<p>1. Very useful 4 min video exploring the concerns, anxieties and issues linked to the move to Secondary School  <a href="https://www.annafreud.org/movingup/">https://www.annafreud.org/movingup/</a></p>	<p>1. Essential for Y7 to support with Induction and Transition</p>
<b>Character and Personal Development – what and why?</b>	<p>1. One page A4 introduction to Character and Personal Development with two questions for discussion</p> <p>2. Discussion – ask students to think about</p> <ol style="list-style-type: none"> <li>a) What skills they will need, beyond academic study and results, in order to cope, be happy and successful during and after their time at school</li> <li>b) What schools should do to help students develop beyond academic study</li> </ol>	<p>1. Essential for Y7 as all other year groups should have covered this in Sept 2019</p> <p>2. However, activity 2 is suitable for all</p>

		to act as a reminder
<b>Emotional Literacy and intelligence</b>	<ol style="list-style-type: none"> <li>1. What is emotional literacy and emotional intelligence? sheet with discussion questions</li> <li>2. <a href="http://theimportanceofemotionalintelligence.weebly.com/the-5-components.html">http://theimportanceofemotionalintelligence.weebly.com/the-5-components.html</a> link to a webpage that discusses the 5 components of emotional intelligence. Can be used as a discussion to share the 5 components first and get students to think about what each one means before sharing the detail from the webpage</li> <li>3. <a href="https://www.success.com/7-qualities-of-people-with-high-emotional-intelligence/">https://www.success.com/7-qualities-of-people-with-high-emotional-intelligence/</a> link to a webpage on qualities of highly emotionally intelligent people. Get students to read through and then discuss, either in pairs/groups or as a whole class</li> </ol>	<ol style="list-style-type: none"> <li>1. Should be used as session 2 following the introduction to personal development</li> <li>2. Suitable for anyone but perhaps more Y9 upwards</li> <li>3. Suitable for all but mostly Y7-9</li> </ol>
<b>Healthy living (eating)</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.ted.com/talks/nicole_avena_how_sugar_affects_the_brain">https://www.ted.com/talks/nicole_avena_how_sugar_affects_the_brain</a> 5 minute TED talk, start with short discussion to identify student thoughts</li> <li>2. <a href="https://www.ted.com/talks/mia_nacamulli_how_the_food_you_eat_affects_your_brain#t-84387">https://www.ted.com/talks/mia_nacamulli_how_the_food_you_eat_affects_your_brain#t-84387</a> 5 minute TED talk, can get students to reflect on their diet and whether they recognise any of the effects from the video</li> <li>3. <a href="https://www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood/about-food-and-mood/?o=6831">https://www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood/about-food-and-mood/?o=6831</a> webpage from mind.org linking food and mood, with a 3 minute video. Start with discussion on how food and mood are linked and what types of food will help positively affect the way we feel</li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for anyone</li> <li>2. Suitable for anyone</li> <li>3. Suitable for anyone but perhaps Y7-8</li> </ol>
<b>Healthy living (sleeping)</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.ted.com/talks/shai_marcu_the_benefits_of_a_good_night_s_sleep#t-289128">https://www.ted.com/talks/shai_marcu_the_benefits_of_a_good_night_s_sleep#t-289128</a> 6 minute TED talk, possibly followed by short discussion</li> <li>2. <a href="https://www.ted.com/talks/claudia_aguirre_what_would_happen_if_you_didn_t_sleep#t-165226">https://www.ted.com/talks/claudia_aguirre_what_would_happen_if_you_didn_t_sleep#t-165226</a> 4 minute TED talk, start with discussion on why we need sleep then finish with discussion if there is time</li> <li>3. <a href="https://www.ted.com/talks/matt_walker_sleep_is_your_superpower#t-1006801">https://www.ted.com/talks/matt_walker_sleep_is_your_superpower#t-1006801</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for anyone but perhaps Y9 upwards</li> </ol>

	19 minute TED talk (could be followed by a discussion the following session)	<ol style="list-style-type: none"> <li>2. Suitable for anyone</li> <li>3. Probably only for Y10 upwards. I do recommend that you watch first</li> </ol>
<b>Healthy living (exercise)</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a> weblink to NHS page discussing the benefits of exercise. Maybe start with a discussion asking students to think of the benefits and make a list on the board and then ask them to read through the web page</li> <li>2. <a href="https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/">https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/</a> weblink to NHS page discussing guidelines for exercise for young people. Can be used to get students to reflect and also discuss how manageable this is for them</li> <li>3. <a href="https://www.youtube.com/watch?v=yTL_bNvXJ9s">https://www.youtube.com/watch?v=yTL_bNvXJ9s</a> 6 minute YouTube clip on the benefits of exercise on the brain and body. Can have a 5 minute discussion first to ask students to identify benefits.</li> <li>4. <a href="https://www.youtube.com/watch?v=DsVzKCK066g">https://www.youtube.com/watch?v=DsVzKCK066g</a> 15 minute YouTube clip on benefits of exercise on brain and body. It is well explained, <b>but does have a few bits of bad language (crap and s-word) in the last 5 mins</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for all as it is very open ended</li> <li>2. Suitable for all. Would work well following activity 1</li> <li>3. Suitable for all but probably best for Y7-9</li> <li>4. <b>Up to 10 mins</b> is suitable for all</li> </ol>

<b>Mental Health and Wellbeing</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/">https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/</a> webpage from mind.org looking at ways to improve wellbeing (the top part of the page will be useful to share with students and there is also a video half way down the page which looks at relaxation tips). Also, there is a link on the left of the page about 'healthy eating tips'. Start the session with a discussion about what wellbeing is and why it is increasingly important</li> <li>2. <a href="https://www.royal.uk/heads-up">https://www.royal.uk/heads-up</a> link to web page to the Royal Family site, with a 2 minute clip, aiming to promote talking about mental health through football. This can be followed up by a discussion on why people (especially men) find it easier to talk about physical health than mental health</li> <li>3. A day in the life of 'Logan' (SJM worksheet)</li> <li>4. <a href="https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes?referrer=playlist-the_importance_of_self_care&amp;language=en">https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes?referrer=playlist-the importance of self care&amp;language=en</a> excellent 9 minute TED talk on mindfulness. Can begin with discussion/thinking about what is mindfulness (or what is the point of meditation)</li> <li>5. Discussion/Quiz: Two short quizzes regarding mental health that would be useful to have a discussion on the basic facts around mental health issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for all</li> <li>2. Suitable for all</li> <li>3. Probably best with Y7-8. Can be done as a class discussion rather than individually</li> <li>4. Suitable for all</li> <li>5. Suitable for all but probably best for Y7-8</li> </ol>
<b>Gender stereotypes</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=fmkFdAMFGXo">https://www.youtube.com/watch?v=fmkFdAMFGXo</a> 18 minute hard hitting TED talk on 'the mask of masculinity', discussing the challenges of young boys growing up</li> <li>2. Gender stereotypes discussion – ask students to come up with a list of gender stereotypes and the impact of these on any young person growing up, are there positives as well as negatives? (You could also ask students to think about the reasons for each of these, eg historical or cultural)</li> <li>3. <a href="https://www.bbc.co.uk/news/business-49332640">https://www.bbc.co.uk/news/business-49332640</a> BBC news article on two ads banned for gender stereotyping. Here are links to the ads;  <a href="https://www.youtube.com/watch?v=JeN77EHdplw">https://www.youtube.com/watch?v=JeN77EHdplw</a>  <a href="https://www.youtube.com/watch?v=avtzdOTbzbo">https://www.youtube.com/watch?v=avtzdOTbzbo</a></li> </ol> <p>A good discussion for students to explore the issues surrounding the issue after reading the article (and watching the ads)</p>	<ol style="list-style-type: none"> <li>1. Only really suitable for Y10-13</li> <li>2. Suitable for all, but especially Y7-9</li> <li>3. Suitable for all</li> </ol>

<b>Emotional Resilience</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.verywellmind.com/emotional-resilience-is-a-trait-you-can-develop-3145235">https://www.verywellmind.com/emotional-resilience-is-a-trait-you-can-develop-3145235</a> webpage on emotional resilience, with lots of useful information and advice (the verywellmind website does have advice on a variety of topics and might be useful for you to direct students towards). Can begin with a discussion on what emotional resilience is, why it is important and how you can build it</li> <li>2. <a href="https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/">https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/</a> webpage from Mind.org on developing greater emotional resilience. Can begin with a discussion on what emotional resilience is, why it is important and how you can build it, then ask students to read through the webpage and identify one or two key learning points for themselves</li> <li>3. <a href="https://www.youtube.com/watch?v=Q7vYuKvpneM">https://www.youtube.com/watch?v=Q7vYuKvpneM</a> 13 minute TED talk on stress and resilience with some tips on coping with stress and becoming more resilient</li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for all</li> <li>2. Suitable for all</li> <li>3. Suitable for all but perhaps more for Y10 upwards</li> </ol>
<b>Coping with stress</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.ted.com/talks/madhumita_murgia_how_stress_affects_your_brain">https://www.ted.com/talks/madhumita_murgia_how_stress_affects_your_brain</a> 4 minute TED talk. Can get students to think about what causes us to get stressed and what are the effects of this</li> <li>2. Discussion: What are some of the things that make us stressed and feel under pressure? How do we react to stress and pressure? When could feeling stress or pressure be a good thing and when could it be a bad thing (and why)?</li> <li>3. <a href="https://www.ted.com/talks/daniel_levitin_how_to_stay_calm_when_you_know_you_ll_be_stressed/transcript?language=en#t-16051">https://www.ted.com/talks/daniel_levitin_how_to_stay_calm_when_you_know_you_ll_be_stressed/transcript?language=en#t-16051</a> Interesting 12 minute TED talk on dealing with stress and how our brain reacts to feeling stress</li> <li>4. Managing stress (LEW) sheet. Discussion questions following a short YouTube clip</li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for all years, perhaps more for Y9-11</li> <li>2. Suitable for all</li> <li>3. Suitable for all, perhaps best for Y10-13</li> <li>4. Most suitable for Y7-8</li> </ol>
<b>Coping with exam stress</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/">https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/</a> Link to NHS web page, mainly for parents to help their children cope with exam stress but very useful reading for students to think about the signs of stress, anxiety and depression as a result of exams (as well as advice). Can begin with a discussion on why we feel stress as a result of exams and what we can do to help ourselves</li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for all</li> <li>2. Suitable for all, perhaps</li> </ol>

	<p>2. <a href="https://www.ucl.ac.uk/news/2017/apr/7-tips-help-you-cope-exam-stress">https://www.ucl.ac.uk/news/2017/apr/7-tips-help-you-cope-exam-stress</a> Link to UCL web page giving tips for University students to cope with exam stress but useful for our students to see/read that exam stress does not change when moving onto University. Can begin with a discussion on why we feel stress as a result of exams and what we can do to help ourselves</p> <p>3. <a href="https://www.youtube.com/watch?v=Na8m4GPqA30">https://www.youtube.com/watch?v=Na8m4GPqA30</a> 14 minute TED talk on 'what top students do differently' from Elevate Education. More about effective study than exam stress, but a way of preparing effectively to avoid the levels of exam stress</p>	<p>aimed more at Y11-13</p> <p>3. Suitable for all (although Elevate do speak to Y10-13)</p>
<b>Coping with disappointment</b>	<p>1. Disappointment (LEW) sheet. Use questions and images for discussion</p> <p>2. <a href="https://www.ted.com/talks/thomas_curran_our_dangerous_obsession_with_perfectionism_is_getting_worse#t-116605">https://www.ted.com/talks/thomas_curran_our_dangerous_obsession_with_perfectionism_is_getting_worse#t-116605</a> Interesting 15 minute TED talk on the issues with perfectionism. A brief discussion with students on whether perfectionism is a good or bad thing beforehand would be useful</p>	<p>1. Suitable for all years but additional sheet, with images, only really for Y7-8</p> <p>2. Most suitable for Y10-13</p>
<b>Happiness</b>	<p>1. Discussion: What sort of things make us happy? Why do they make us happy? Can each student identify a top three? Do these things change as we get older? Why?</p> <p>2. <a href="https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en">https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en</a> Very interesting 13 min TED talk about a 75 year long study on happiness</p> <p>3. <a href="https://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy?language=en">https://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy?language=en</a> 21 minute TED talk looking at history and research on happiness. Can be spread over two sessions.</p>	<p>1. Suitable for all but probably best with Y7-8 (or Y12-13?)</p> <p>2. Suitable for all, perhaps more for Y9-13</p>

		3. Most suitable for Y12-13
<b>Positivity</b>	<p>1. <a href="https://www.youtube.com/watch?v=mbPqmZYLxWw">https://www.youtube.com/watch?v=mbPqmZYLxWw</a> 5 minute YouTube clip on the power of positive thinking. Follow up with a discussion getting students to think about what they agree with and what they don't from the clip</p> <p>2. <a href="https://www.youtube.com/watch?v=kO1kgI0p-Hw">https://www.youtube.com/watch?v=kO1kgI0p-Hw</a> 3 min clip looking at how negative and positive reinforcement can affect mindset</p> <p>3. <a href="https://www.ted.com/talks/alison_ledgerwood_a_simple_trick_to_improve_positive_thinking?language=en">https://www.ted.com/talks/alison_ledgerwood_a_simple_trick_to_improve_positive_thinking?language=en</a> A very good 10 minute TED talk looking at how naturally we look for the negatives and hold onto those feelings more than the positives. Can follow up with getting students to think about situations where they have experienced this and can they adapt their thinking after watching the talk?</p> <p>4. <a href="https://www.youtube.com/watch?v=teVE3VGrBhM">https://www.youtube.com/watch?v=teVE3VGrBhM</a> Very interesting 18 minute TED talk on removing negative self-talk</p> <p>5. <a href="https://meteoreducation.com/how-does-thinking-positive-thoughts-affect-neuroplasticity/">https://meteoreducation.com/how-does-thinking-positive-thoughts-affect-neuroplasticity/</a> Web link to a page looking at how positive (and negative) thinking affects our brain. Can get students to think about the question beforehand and then reflect after reading the information</p>	<p>1. Most suitable for Y7-8</p> <p>2. Most suitable for Y7-8</p> <p>3. Suitable for all but mostly for Y9-13</p> <p>4. Suitable for all</p> <p>5. Most suitable for Y12-13</p>
<b>Reflection</b>	<p>1. <a href="#">How do you spend your time? (TAW worksheet)</a></p> <p>2. <a href="https://www.youtube.com/watch?v=G1bgdwC_m-Y">https://www.youtube.com/watch?v=G1bgdwC_m-Y</a> Excellent 11 minute TED talk on the value of self reflection (<b>please be aware the talk contains the speaker sharing how he felt when his father passed away – this may be difficult for students who have had similar experiences – it doesn't go into massive detail though</b>)</p> <p>3. <a href="https://www.youtube.com/watch?v=YM1yPq0Q_MM">https://www.youtube.com/watch?v=YM1yPq0Q_MM</a> Very good 12 minute TED talk on the benefits of having a reflective mindset</p>	<p>1. Discussion can be done with any year, using TAW sheet as a prompt</p> <p>2. Suitable for all but mostly Y9-13</p>

		3. Suitable for all
<b>Self Esteem and self confidence</b>	<ol style="list-style-type: none"> <li>1. Discussion: What type of brand am I? Get students to think about which brands they like and what is it about those brands specifically that draws them to it. If they were a brand, what about them would draw others in? Use this discussion to stress the importance of recognising our own strengths and not seek to compare ourselves to others</li> <li>2. <a href="https://www.ted.com/talks/julian_baggini_is_there_a_real_you?language=en">https://www.ted.com/talks/julian_baggini_is_there_a_real_you?language=en</a> 12 minute Ted talk discussing the idea of 'Is there a real you'?</li> <li>3. <a href="https://www.youtube.com/watch?v=w-HYZv6HzAs">https://www.youtube.com/watch?v=w-HYZv6HzAs</a> Good 13 minute Ted talk on 'The skill of self confidence'</li> </ol>	<ol style="list-style-type: none"> <li>1. Most suitable for Y7-8</li> <li>2. Most suitable for Y10-13</li> <li>3. Suitable for all</li> </ol>
<b>Identity</b>	<ol style="list-style-type: none"> <li>1. Discussion: What makes up our identity? What are the different aspects and what do they say about us as a person (consider the difference between physical aspects and characteristics)? What are the most important aspects to us and what do we view the most important in others?</li> <li>2. <a href="https://www.youtube.com/watch?v=-tJGZ_xSZ0">https://www.youtube.com/watch?v=-tJGZ_xSZ0</a> Good 12 minute Ted talk on 'Identity – given or created?'. Ask the question to students first to get them to think about what identity is before they watch the talk</li> </ol>	<ol style="list-style-type: none"> <li>1. Most suitable for Y7-8</li> <li>2. Suitable for all</li> </ol>
<b>Safer Internet (linked to identity)</b>	<ol style="list-style-type: none"> <li>1. Video (2 mins) and discussion: Are you free to be yourself online? <a href="https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2020/i-am-educator/film-are-you-freetob-e-yourself-online">https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2020/i-am-educator/film-are-you-freetob-e-yourself-online</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Suitable for all but mostly Y7-9</li> </ol>
<b>Diversity and Tolerance</b>	<ol style="list-style-type: none"> <li>1. Discussion: What is diversity (compare their feedback to dictionary definition)? List the ways in which people are different, can you create different sections (eg appearance, background, religion, emotional...)? Which of these sections do you think people generally think of the most when they discuss diversity?</li> <li>2. <a href="https://www.youtube.com/watch?v=fgF4KYPYo6c">https://www.youtube.com/watch?v=fgF4KYPYo6c</a> 9 minute Ted talk exploring the challenge of diversity and tolerance as a result of staying in our comfort zone. Afterwards get students to think about their comfort zones and how this may impact on the limited diversity that they experience</li> <li>3. <a href="https://www.channel4.com/news/is-hate-crime-putting-britains-reputation-as-a-multicultural-society-at-at-risk">https://www.channel4.com/news/is-hate-crime-putting-britains-reputation-as-a-multicultural-society-at-at-risk</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Most suitable for Y7-8</li> <li>2. Suitable for all but mostly Y7-9</li> <li>3. Only for Y12-13</li> </ol>

	<p>5 minute Channel 4 video on the rise of hate crimes. This can be followed by a discussion on why people commit hate crimes and what can be done to improve the situation</p> <p>4. <a href="https://www.independent.co.uk/voices/editorials/the-uk-has-a-long-way-to-go-before-becoming-a-tolerant-multi-cultural-society-a7196021.html">https://www.independent.co.uk/voices/editorials/the-uk-has-a-long-way-to-go-before-becoming-a-tolerant-multi-cultural-society-a7196021.html</a></p> <p>Link to an article from the Independent. Could get students to read after thinking about whether they think the UK is a tolerant society</p>	<p>(possibly Y11)</p> <p>4. Mostly for Y10-13</p>
<b>Empathy</b>	<p>1. Discussion: What is empathy? Why is it important to be empathetic? Think of reasons why it would be difficult to have empathy? How can we develop greater empathy?</p> <p>2. <a href="https://www.youtube.com/watch?v=0By3WpQfrNw">https://www.youtube.com/watch?v=0By3WpQfrNw</a></p> <p>Very good 17 minute TED talk on the importance of empathy</p> <p>3. <a href="https://www.youtube.com/watch?v=-DspKSYxYDM">https://www.youtube.com/watch?v=-DspKSYxYDM</a></p> <p>Very good 13 minute TED talk on how to understand, build and develop empathy in yourself and others</p>	<p>1. Most suitable for Y7-8</p> <p>2. Suitable for all but mostly Y9-13</p> <p>3. Suitable for all</p>
<b>Open Minds</b>	<p>1. <a href="https://www.positivelypresent.com/2010/09/7-benefits-of-being-openminded.html">https://www.positivelypresent.com/2010/09/7-benefits-of-being-openminded.html</a></p> <p>Link to web page on the benefits of being open minded. Can have a discussion beforehand on what are benefits of having an open mind when it comes to various aspects (eg learning, relationships, challenges...)</p> <p>2. <a href="https://www.youtube.com/watch?v=4vgl3v8rjj8">https://www.youtube.com/watch?v=4vgl3v8rjj8</a></p> <p>Interesting 15 minute Ted talk on being open minded and having creative thinking</p> <p>3. <a href="https://www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong?language=en#t-680193">https://www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong?language=en#t-680193</a></p> <p>Excellent 12 minute TED talk on confirmation bias and the difficulty of changing your mind</p> <p>4. <a href="https://www.facinghistory.org/resource-library/video/defining-confirmation-bias">https://www.facinghistory.org/resource-library/video/defining-confirmation-bias</a></p> <p>Short 2 minute clip defining confirmation bias that I think can open up a interesting debate for students on fake news and the need to evaluate any (online) information they are presented with. Can start with a discussion on 'fake news' before watching the clip</p>	<p>1. Suitable for all</p> <p>2. Suitable for all but mostly Y10-13</p> <p>3. Suitable for all but mostly Y9-13</p> <p>4. Mostly for Y10-13</p>
<b>Supporting others</b>	<p>1. <a href="https://www.youtube.com/watch?v=Mh5xCpDs9rc">https://www.youtube.com/watch?v=Mh5xCpDs9rc</a></p>	<p>1. Mostly for Y7-8</p>

	<p>Interesting 7 minute TED talk from a 13 year old on helping others. Can follow up with a discussion on the barriers for young people to help and support others</p> <p>2. <a href="https://www.mentalhealth.org.uk/publications/doing-good-does-you-good">https://www.mentalhealth.org.uk/publications/doing-good-does-you-good</a> link to web page detailing the benefits (health and physical) of helping others. Can begin with a discussion about what are the benefits before reading the page</p>	<p>2. Suitable for all</p>
<b>Being part of a community</b>	<p>1. Discussion: What is a community? What different communities do you belong to? How do others in those communities support you and how do you support others in your community? What are some of the important aspects of a community to help it thrive?</p> <p>2. <a href="https://www.youtube.com/watch?v=j4Wxhm46RbU">https://www.youtube.com/watch?v=j4Wxhm46RbU</a></p> <p>Interesting 13 minute TED talk about one man's story going from huge struggles at a young age to appreciate the importance of community</p>	<p>1. Mostly for Y7-8</p> <p>2. Suitable for all, mostly Y9-11</p>
<b>Decision making</b>	<p>1. <a href="https://www.verywellmind.com/habits-for-better-decision-making-4153045">https://www.verywellmind.com/habits-for-better-decision-making-4153045</a></p> <p>Web link to a page on tips for better decision making. Discussion: Get students (before or after reading the information) to think about why sometimes making decisions can be difficult and why we might make irrational decisions – what would help in these situations?</p> <p>2. <a href="https://www.youtube.com/watch?v=dltUGF8GdTw">https://www.youtube.com/watch?v=dltUGF8GdTw</a></p> <p>4 minute animated TED talk on tips to improve critical thinking skills. Can follow up with looking at each of the 5 stages and evaluate how important they are and how easy they are to practise</p>	<p>1. Suitable for all</p> <p>2. Suitable for all</p>
<b>Environmental issues</b>	<p>1. <a href="https://www.ted.com/talks/sean_davis_can_we_solve_global_warming_lessons_from_how_we_protected_the_ozone_layer?language=en#t-20680">https://www.ted.com/talks/sean_davis_can_we_solve_global_warming_lessons_from_how_we_protected_the_ozone_layer?language=en#t-20680</a></p> <p>Very interesting 10 minute TED talk on solving global warming using lessons learnt in the 1980s and 1990s from the ozone layer issue. Can follow up with a discussion on current environmental issues in general or some reading/research on the matter</p> <p>2. Discussion/research: What are the main environmental issues at the moment that are being discussed in the media and online world?</p> <p>3. <a href="https://www.ted.com/talks/j_marshall_shepherd_3_kinds_bias_that_shape_your_worldview#t-712907">https://www.ted.com/talks/j_marshall_shepherd_3_kinds_bias_that_shape_your_worldview#t-712907</a></p> <p>Excellent 12 minute TED talk linking the idea of confirmation bias with lack of belief around global warming</p> <p>4. <a href="https://www.bbc.co.uk/news/science-environment-49238749">https://www.bbc.co.uk/news/science-environment-49238749</a></p> <p>BBC article discussing the idea of our eating habits contributing to global warming. Students to read and discuss</p>	<p>1. Suitable for all</p> <p>2. Suitable for all</p> <p>3. Suitable for all but mostly Y9-13</p> <p>4. Suitable for all</p>

<p><b>Local issues (better to use current affairs here)</b></p>	<ol style="list-style-type: none"> <li>1. Discussion: What are the main issues in the Aylesbury area (or their local area if students come from other areas)? How can they find this out? How reliable is the information? Get them to think about different sites and stories and who they may be written for</li> <li>2. <a href="http://stophs2.org/">http://stophs2.org/</a></li> </ol> <p>Link to Stop HS2 website. Get students to think about the two sides of the argument regarding HS2 – why are there strong feelings on either side?</p>	<ol style="list-style-type: none"> <li>1. Suitable for all but mostly Y7-9</li> <li>2. Most suitable for Y10-13</li> </ol>
<p><b>National awareness (better to use current affairs here)</b></p>	<ol style="list-style-type: none"> <li>1. Discussion: What are the main issues in the UK? How can they find this out? How reliable is the information? Get them to think about different sites and stories and who they may be written for</li> <li>2. <a href="https://www.youtube.com/watch?v=jYTyWDZvBDg">https://www.youtube.com/watch?v=jYTyWDZvBDg</a></li> </ol> <p>Interesting 15 minute TED talk on Brexit and the future of London. Can be very useful to get students thinking about how not all of the UK would view 'national issues' in the same way. What might be the arguments regarding the future after Brexit from other areas/people?</p>	<ol style="list-style-type: none"> <li>1. Suitable for all but mostly Y7-9</li> <li>2. Mostly suitable for Y10-13</li> </ol>
<p><b>Global awareness (better to use current affairs here)</b></p>	<ol style="list-style-type: none"> <li>1. Discussion: What are the main Global issues at the moment? How can they find this out? How reliable is the information? Get them to think about different sites and stories and who they may be written for</li> <li>2. <a href="https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world?language=en">https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world?language=en</a></li> </ol> <p>Very interesting 17 minute TED talk about the challenges of being a global citizen and the 'make poverty history' movement</p> <ol style="list-style-type: none"> <li>3. <a href="https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030?language=en">https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030?language=en</a></li> </ol> <p>Very interesting 15 minute TED talk looking at the 2030 Global goals and measuring progress using the Social Progress Index</p>	<ol style="list-style-type: none"> <li>1. Suitable for all but mostly Y7-9</li> <li>2. Most suitable for Y10-13</li> <li>3. Most suitable for Y10-13</li> </ol>

