



PART 2: LESSON PLANS

Script for 'Stop and Drop'



Lesson 2: Tool 1: Soothe Your Survival Brain

Lesson 3: Tool 2: Activate Your Thriving Brain

Lesson 4: Tool 3: Boost Your Thriving Emotions

Lesson 5: Tool 4: Train Your Thoughts

Lesson 6: Tool 5: Embody Your Values

Lesson 7: Tool 6: Believe in Yourself

Lesson 8: It's Time to Thrive

SCRIPT FOR 'STOP AND DROP'

Let's begin the lesson with a short meditation to help us to feel calm and alert.

Stop what you are doing. Sit up straight in your chair, with your feet firmly on the ground and your hands resting on your lap. Gently close your eyes or lower your gaze.

Drop your attention now away from your busy mind and all of your thoughts, down to your breathing. Notice your stomach gently rising and falling. Don't try to change your breathing, just notice the air gently filling your chest and stomach.

Drop your attention even further down now, right down to your feet. Feel your feet connected to the ground underneath you.

Keep your attention in your body now for a little while longer. Imagine your breath going right down to your feet, as if your whole body is breathing. Notice a gentle feeling of warmth and relaxation spreading right through your body, right from your feet up to the top of your head. Take a few more moments to enjoy this feeling.

Now it's time to gently open your eyes. Do some neck rolls and remember to stop and drop like this regularly during the day.

'**Stop and Drop**' is available online as an audio file on the Teacher Digital Companion Page.

LESSON 1- HOW TO THRIVE

This lesson outlines the structure and components of the programme. This includes the Pupil Digital Companion Page, mentioned on slide 3. Teachers may wish to click on the link to show students this page.

Background Information

This lesson outlines the importance of learning how to thrive, due to the increasing pressures and challenges of modern life. Students learn about the importance of developing a set of healthy coping skills. Otherwise, unhealthy coping skills might develop instead.

N.B. Slide 7 reminds students of the importance of reaching out for support for their well-being as they need to. They are directed to the Pupil Digital Companion Page which contains a list of support organisations. This may provide a good opportunity to remind students of any in-school supports which are also available to them.

Students are then introduced to the concept of thriving as follows:

*To **thrive** is to have good levels of well-being and to mostly feel **confident, happy and good about yourself and your life**. When we are thriving, we are growing into the best versions of ourselves and we know that we can have a **positive impact** on the people around us and the wider world too. We feel **resilient and trust ourselves** to be able to cope with the challenges and difficulties of life. We **believe in ourselves** and know that we are **good enough**, just as we are.*

*Thriving doesn't mean feeling happy and positive **all of the time**, it means we understand that **all of our emotions are important** and we have ways to deal with difficult emotions in helpful ways.*

They explore the idea that some of the factors that impact our levels of thriving are outside of our circle of control and some are inside of our circle of our control. Focusing on what we can control rather than what we can't is associated with higher levels of well-being (April et al. 2012). Students reflect on the 'little things' that they already do which help them to thrive and are encouraged to do some of these things every day. The concept of the 4 'happy hormones' which help us to thrive – serotonin, endorphins, oxytocin and dopamine is introduced.

They also complete a self-assessment on their use of tools in each dimension of well-being and are encouraged to focus on any areas they might need to.

SPHE LINKS

Strand 1 Health and Well-Being:

Factors that influence health and well-being generally.

Learning Outcomes:

- 1.1 Research the determinants of good health.
- 1.2 Discuss the enablers and barriers to managing a healthy life balance - including study, work, play, sleep, people, 'me time' and ways to manage greater balance.

Strand 1 Health and Well-Being:

Fostering positive mental health

Learning Outcomes:

- 1.4 Explore the factors that influence mental health and wellbeing, including the influence of family, peers, societal attitudes, media, technology, alcohol and drugs and one's sense of self
- 1.6 Draw on a variety of strategies that can help regulate and manage harmful thoughts and emotions in order to nurture positive mental health

Strand 3: Into Adulthood:

Self-management and self-care skills

Learning Outcomes:

- 3.1 Explore strategies for self-care that can help maintain health and prevent ill-health
- 3.2 Demonstrate self-management skills necessary for life

Resources Required:

- Lesson 1 PowerPoint slides
- Pupil Reflective Journal

Lesson-specific Learning Outcomes:

Students should be able to:

1. Understand the meaning and concept of thriving
2. Become aware of the 'little things' they can do to help themselves to thrive
3. Become familiar with 4 'happy hormones' which help us to thrive – serotonin, endorphins, oxytocin and dopamine
4. Become aware of the types of factors that influence thriving which are either outside or within their control

AWARENESS AND DIALOGUE

Introduction:

Stop and Drop meditation

Development:

Show PowerPoint Slides for Lesson 1. Allow time for discussion and activities from the Pupil Reflective Journal and in response to the video clip.

REFLECTION AND ACTION

Reflection 1: *My Little Things* - Reflect on all of the little things you do that give your well-being a boost and help you to thrive. Make a list of some of them now in your *Reflective Journal*. Try to include all the dimensions of well-being.

Reflection 2: *Thriving Self-Assessment* - How often do you use tools to look after each dimension of your well-being? Complete this assessment to increase your self-awareness regarding which areas you may need to focus more on.

Conclusion: Direct students' attention to the accompanying *Now What?* page of their *Reflective Journal* so that they consider what immediate action they might take as a result of this lesson.

Suggested Supplementary Activities:

1. Supplementary Worksheet 1 (SW1) – *My Little Things* (see page 30 or download from the Teacher Digital Companion page).
Allow students to complete this worksheet identifying the 'little things' they do in each area of well-being.
2. Watch the following video to learn more on the 4 happy hormones.
www.otb.ie/t2t-happy-brain-chemicals
3. Allow students to create their own Thriving Word Art using the following website:
www.otb.ie/t2t-word-art
4. Create a classroom display '*Our Little Things*'.
5. Display the classroom posters associated with this lesson - P1A and P1B on pages 76 and 77. These are also available on the Teacher Digital Companion Page, or can be ordered as A3 posters from the publisher.

TOOLS TO THRIVE - BOOK A: TEACHER GUIDE: PART 2

LESSON 1- POWERPOINT SLIDES

Lesson 1 PowerPoint is available to download on the digital companion page for this book on: www.otb.ie/t2t-a-t



Book A
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Book A Slide 1  www.otb.ie/t2t 

**Lesson 1:
How to Thrive**

Welcome to the *Tools to Thrive* programme.

Aim of the programme:
To provide you with **healthy coping skills and strategies (tools)** to help you to feel **strong, confident and resilient** in facing the challenges of life, so that you reach your **potential and thrive**.

With any new skill, it takes **time and effort** to see results and improvements.

Try each tool and see how it works for you.
If you see benefits, keep doing it.

Book A Slide 2  www.otb.ie/t2t 

**Lesson 1:
How to Thrive**

Format of the Programme:

- 8 Lessons
- **Reflective Journal** - use it during/between lessons
- Offers **skills and strategies** to help you to **thrive** - brain-based "*Tools to Thrive*"
- An accompanying **Pupil Digital Page** with videos, online articles and other resources for each lesson is available at:
www.otb.ie/t2t-a-p

Book A Slide 3  www.otb.ie/t2t 

**Lesson 1:
How to Thrive**

Lesson 1 Learning Outcomes

That you will:

1. Understand the **meaning, concept and importance** of thriving
2. Become aware of the '**little things**' you can do to help yourself to thrive
3. Become familiar with 4 '**Happy Hormones**' which help you to thrive
4. Become aware of **factors** that influence thriving which are either **outside or within** your control

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**Lesson 1:
How to Thrive**

It's **now** more important than ever to learn **how to thrive**.

So many **pressures and challenges** (big and small) of **modern life** can have a **negative impact** on **mental health and well-being**.

Reflect on some of the pressures and challenges you feel and consider how they compare to the following list...

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**Lesson 1:
How to Thrive**



Book A Slide 6  www.otb.ie/t2t 

**Lesson 1:
How to Thrive**

It's **no wonder** that young people may often feel...



If you feel overwhelmed by emotions like this, remember to reach out for support from trusted people around you. We **always** need support to help us to thrive. You can also check out the Pupil Digital Page (www.otb.ie/t2t-a-p) online for a list of organisations that offer additional support.

Book A Slide 7  www.otb.ie/t2t 

**Lesson 1:
How to Thrive**

Without a set of **healthy coping strategies/skills** to use to deal with challenges, the use of **unhealthy coping strategies** might develop instead.

Reflect on some unhealthy coping strategies a young person might use to cope with these stressors and challenges and consider how they compare to the following list...

Book A Slide 8  www.otb.ie/t2t 

TOOLS TO THRIVE - BOOK A: TEACHER GUIDE: PART 2

**Lesson 1:
How to Thrive**


UNHELPFUL COPING STRATEGIES	CHARACTERISTICS
AVOIDANCE	Avoiding challenges and problems instead of facing them
SUBSTANCE ABUSE	Bingeing on alcohol or other substances to distract or numb yourself from problems/challenges
SELF-CRITICISM	Using negative self-talk to judge yourself and doubting your own ability to deal with challenges and problems

Book A Slide 9

9.

**Lesson 1:
How to Thrive**

It's vital to develop a set of **helpful coping strategies and skills** that you can use to help you **thrive**, despite challenges and stressors.



Book A Slide 10


10.

**Lesson 1:
How to Thrive**

Reflect for a moment about what it means to thrive...

In pairs/alone, take a moment to **brainstorm any words or phrases** related to the words 'thrive' or 'thriving'.

We'll then **compare** them with the words on the **word art image** on the next slide...



Book A Slide 11

11.

**Lesson 1:
How to Thrive**



Book A Slide 12

12.

**Lesson 1:
How to Thrive**

Reflect on this definition of what it means to thrive:

To thrive is to have good levels of well-being and to **mostly feel confident, happy and good about yourself and your life.**

When you are thriving, you are **growing** into the **best version** of yourself and reaching towards your potential.

You feel **connected** to others and you understand that you can have a **positive impact** on the people around you and the wider world too.

Continued next slide

Book A Slide 13


13.

**Lesson 1:
How to Thrive**

You feel **resilient and trust yourself** to be able to cope with the challenges and difficulties of life.

You **believe in yourself** and know that you are **good enough**, just as you are.

Thriving doesn't mean feeling happy and positive **all the time**. It means you understand that **all emotions are important** and you can deal with difficult emotions in **helpful ways**.




Book A Slide 14

14.

**Lesson 1:
How to Thrive**

In order to thrive, you must first make sure that you know how to **guide** your **brain and nervous system** into **thriving mode**, which means feeling **safe, calm and connected**.

This is known as **regulating** the nervous system. From this **calm** state, you can then **guide** yourself to become **energised and empowered** whenever you need to.



Book A Slide 15

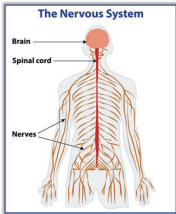
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**Lesson 1:
How to Thrive**

The Nervous System –

includes the **brain, spinal cord** and a network of **nerves**...

detects and responds to perceived threats in our environment to help us **survive**...



For more information on The Nervous System, see p. 2 of your Reflective Journal

Book A Slide 16

16.

TOOLS TO THRIVE - BOOK A: TEACHER GUIDE: PART 2

Lesson 1: How to Thrive

To thrive, we need to look after all dimensions (parts) of our well-being every day.

Can you name the 5 dimensions?

They are all interconnected...

Book A Slide 17

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17.

Lesson 1: How to Thrive

PHYSICAL WELL-BEING
Keeping your **body** strong and healthy through **physical activity, rest, sleep and healthy eating**

MENTAL WELL-BEING
Keeping your **mind** healthy, through becoming aware of your **thoughts** and learning how they affect your **feelings and behaviour**

EMOTIONAL WELL-BEING
Understanding and dealing with your **emotions** in **helpful**, rather than **unhelpful** ways

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18.

Lesson 1: How to Thrive

SOCIAL WELL-BEING
Creating **positive relationships** with other people through **giving and receiving support, friendship, love and care**

SPIRITUAL WELL-BEING
Having **meaning** in your life and a **connection to a greater purpose** than yourself (not necessarily religious)

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19.

Lesson 1: How to Thrive

Watch...

Movie Time

Book A Slide 20

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20.

Lesson 1: How to Thrive

Video Follow-Up Discussion:

Movie Time

Option for group-work/pair work:

- Create a list of 3 celebrities/historical figures that you admire for how they look/looked after their well-being and mental health.
- Discuss the reasons why you chose them.

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21.

Lesson 1: How to Thrive

Reflection 1:

My Little Things...

Reflect on all the little things you do that give your well-being a boost and help you to thrive.

Make a list of some of them now in your *Reflective Journal*.

Try to include all the dimensions of well-being. There are some ideas on the next slide.

Remember to do some of them every day to boost your mood and help you to feel good about yourself and your life.

Book A Slide 22

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22.

Lesson 1: How to Thrive

Reflection 1

Little Things...

Book A Slide 23

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23.

Lesson 1: How to Thrive

Aim to do 3 of your 'little things' every day to give you a daily **DOSE** of the feel-good chemicals – Dopamine, Oxytocin, Serotonin and Endorphins.

'Happy Hormones'

Let's look at their effects...

Book A Slide 24

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24.

TOOLS TO THRIVE - BOOK A: TEACHER GUIDE: PART 2

25. **Tools 2 Thrive**

**Lesson 1:
How to Thrive**

- Dopamine** → Leads to feelings of pleasure and reward
- Oxytocin** → Leads to feelings of connection to others and a sense of belonging
- Serotonin** → Helps regulate mood - linked to happiness and well-being
- Endorphins** → Produce feelings of well-being and euphoria, often after physical exercise. Can reduce feelings of pain

Book A Slide 25 | OUTSIDE the BOX LEARNING RESOURCES | www.otb.ie/t2t | Tools 2 Thrive

26. **Tools 2 Thrive**

**Lesson 1:
How to Thrive**

Many **factors** affect our ability to thrive. Some are **outside** of your **circle of control** and some are **within** your circle of control.

What factors are **outside** of your circle of control?

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27. **Tools 2 Thrive**

Book A Slide 27 | OUTSIDE the BOX LEARNING RESOURCES | www.otb.ie/t2t | Tools 2 Thrive

28. **Tools 2 Thrive**

**Lesson 1:
How to Thrive**

Let's look at the **types of factors** that are **within** our circle of control.

What do you think they might be?

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29. **Tools 2 Thrive**

Book A Slide 29 | OUTSIDE the BOX LEARNING RESOURCES | www.otb.ie/t2t | Tools 2 Thrive

30. **Tools 2 Thrive**

**Lesson 1:
How to Thrive**

To thrive, it makes sense to **focus your energy** on the factors **within** your circle of control and **use your tools** as much as possible.

This can give you a

- feeling of power
- feeling of being energised
- feeling of confidence
- feeling of choice

Book A Slide 30 | OUTSIDE the BOX LEARNING RESOURCES | www.otb.ie/t2t | Tools 2 Thrive

31. **Tools 2 Thrive**

**Lesson 1:
How to Thrive**

Reflection 2:

Thriving Self-Assessment:

How often do you use tools to look after each dimension of your well-being?

Complete the assessment to increase your self-awareness.

Book A Slide 31 | OUTSIDE the BOX LEARNING RESOURCES | www.otb.ie/t2t | Tools 2 Thrive

32. **Tools 2 Thrive**

**Lesson 1:
How to Thrive**

Closing Quote

Happiness is not something ready made. It comes from your own actions.
- Dalai Lama

Have a look at the *Now What?* page of your *Reflective Journal* and consider what immediate action you could take to implement any ideas from this lesson into your day-to-day life.

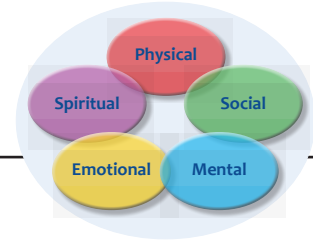
Check out the T2T Digital Page for online articles, videos and websites on the topics covered in this lesson.
www.otb.ie/t2t-a-p

Book A Slide 32 | OUTSIDE the BOX LEARNING RESOURCES | www.otb.ie/t2t | Tools 2 Thrive



SW1: My Little Things

Write down some of the little things that you can do to look after each dimension of your well-being and help yourself to thrive.



PHYSICAL

SOCIAL

MENTAL

EMOTIONAL

SPIRITUAL