



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Social and Emotional Aspects of Learning for secondary schools (SEAL)

Theme 4: Learning about me, resource sheets









Year 7

**Headteachers,
teachers and
practitioners in
secondary schools,
special schools
and local authority
and Children's
Services staff**

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Resource sheet 4.1 Feelings

 Happy	 Angry/ hateful	 Sad	 Scared	 Strong	 Weak/ helpless	 Loving/ caring	 Confused
Amused Blissful Calm Cheerful Comfortable Delighted Ecstatic Elated Energetic Fine Glad Good Great Hopeful Joyful Loving Marvellous Outraged Peaceful Playful Pleasant Satisfied Serene Wonderful	Aggressive Annoyed Cross Disgruntled Enraged Envious Fed up Frustrated Furious Greedy Hateful Hostile Hot-tempered Indignant Infuriated Irate Irritated Jealous Livid Mad Outraged Resentment 'Seeing red' Seething	Deflated Dejected Depressed Despairing Disappointed Distraught Distressed Down Dreary Gloomy Grieving Hurt Lonely Loss Low Miserable Regretful Sorrowful Unhappy Upset Wistful Woeful	Anxious Apprehensive Fearful Frightened Horried Insecure Jumpy Panicky Petrified Shaky Stunned Terrified Threatened Timid Worried	Able Active Assertive Assured Capable Certain Confident Courageous Curious Determined Eager Empowered Energetic Enthusiastic Faithful Forceful Healthy Interested Motivated Optimistic Positive Powerful Proud Resolved Safe Secure Truthful	Alienated Apathetic Ashamed Bashful Bored Defenceless Embarrassed Exposed Fascinated Feeble Fragile Frail Frustrated Guilty Humiliated Inferior Lethargic Listless Lonely Pathetic Passive Powerless Self-pity Stupid Unable Unfit Vulnerable	Adoring Affectionate Benevolent Caring Cherishing Compassionate Concerned Desiring Determined Empathic Enchanted Fond Forgiving Friendly Generous Gentle Hopeful Kind Loyal Reassured Respectful Sharing Sympathetic Tender Understanding Warm	Astonished Awkward Baffled Bemused Bewildered Disorganized Disoriented Disturbed Doubtful Flustered Harassed Lost Mixed up Muddled Nonplussed Perplexed Puzzled Surprised Uncertain Undecided Unsure Vague

Liam's morning

8.00 a.m. Liam has got up late for school this morning – his mum has overslept and getting ready for school was a real rush and a muddle, and to make it worse they have run out of milk so there is no cereal, just toast and orange juice. On the good side his dad phones to say the job he was doing in the Far East will be over quicker than he thought and he will be home at the weekend.

9.00 a.m. Liam runs all the way to school and gets there just on time – too late he realises he has left his French homework on the kitchen table. He sees his good friend Ahmed and they walk together to their classroom, stepping aside to avoid some of the older boys who are running and shouting – one of them pulls off Liam's glasses and he has to run after him to get them back. They pass the English teacher who asks Liam whether he liked the Terry Pratchett book she recommended – he did – and they talk for a minute or two about it.

10.00 a.m. PSHE – they fill in a sheet on 'My social and emotional skills'. The teacher invites them to 'find one person you know and trust to talk about what you have written in'. He looks around but Ahmed has paired with someone else and the only person left is Tim, the class joker who likes to tease him for wearing glasses and being 'Professor Know All'. Liam feels he has no choice but to work with Tim, but he wishes now he had not ticked 'very like me' in his answers to questions like 'I get upset if I do badly at something' and 'I am easily hurt by what others say about me' as he thinks Tim will tease him later.

10.45 a.m. Break, spent with Ahmed – Tim nowhere in sight.

11.00 a.m. French – the teacher asks him where his homework is – Liam explains about the kitchen table. The teacher looks doubtful but trusts him and gives him the chance to bring it in tomorrow.

12.00. Lunchtime – rehearsal of the school play – 'Oliver'. Liam is really pleased to have landed the title role which is quite a stretch for him but he is working hard at it and knows all his lines so in the rehearsal he is word perfect and not many other people are – the teacher directing tells him that is great. One of the girls in the play, who Liam has been hoping to talk to for a long time, but was too shy invites everyone to a party after the performance next week. Liam wonders if he will have the courage to go. After the rehearsal she comes up to him and tells him she is especially hoping he can come.

Draw a line to represent Liam's morning, from when he got up to after the rehearsal. Your line needs to show how he has been feeling today. Make it go up and down according to whether his feelings are positive or difficult. Label it with some of the feelings he has.

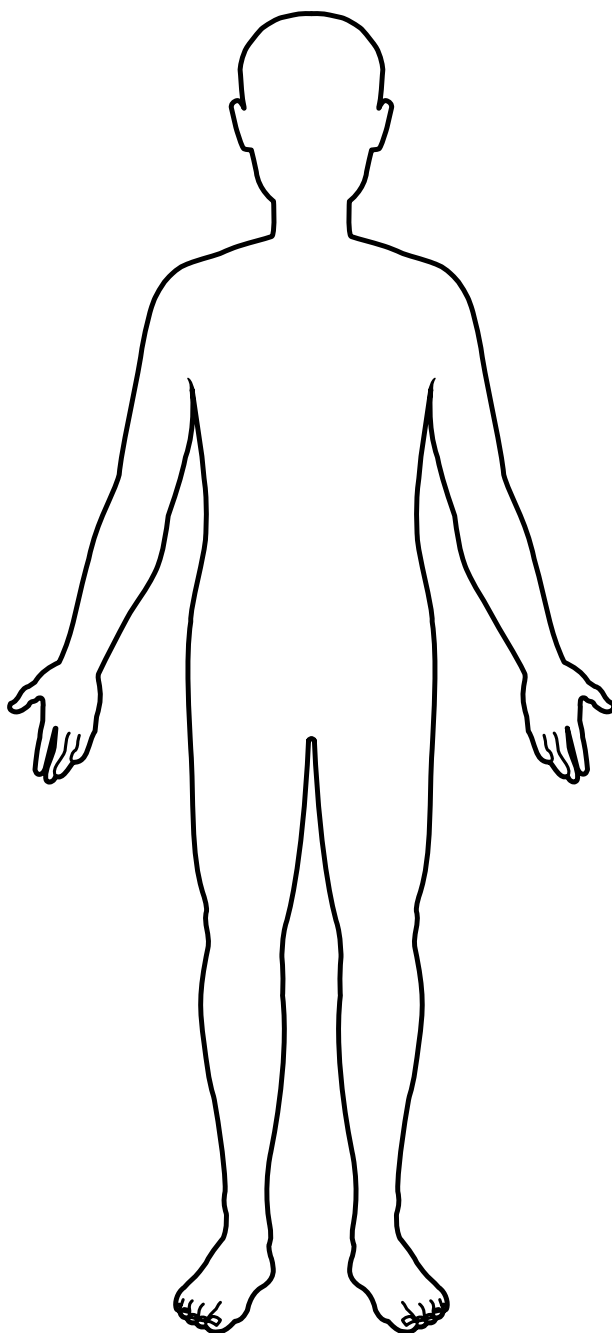
Now do one for your day so far (only write on it things you think you can share with other people).

Resource sheet 4.3 About our feelings

Write at the top of the page the feeling you are going to explore.

On the outline below, draw and write:

- how this person's body might feel – label the different parts;
- how this person's face might look – draw in the features;
- what kind of thoughts the person might be having/what they might be saying to themselves;
- what this person might do and how they might look, sound and behave to others.



Resource sheet

Resource sheet 4.4 *Elly and Steve*

Steve and Elly have been in space now for nearly eight months. Elly is really enjoying herself and is into everything. She loves all the adventures particularly when they land on the planets. In between she keeps herself amused writing a long story, drawing pictures of what they have seen, and keeping herself fit with exercises. She has decorated their cabin with some of the treasures they have collected and is keeping a log and doing some scientific experiments with things they have found.

Meanwhile, Steve has become quieter and quieter and seems to have given up doing anything. He spends most of his time in his bunk muttering to himself. One night Elly even heard him in tears. Sometimes he walks about the spaceship getting on Elly's nerves by interfering with what she is doing, criticizing her friends and finding fault with what she is doing. He seems to like picking arguments with her. He is also unwilling to do his tasks and Elly has to cover for him by doing them for him.

Steve is usually quiet but on two occasions he has shouted at 2122 for nothing, even hitting out at him. The first time was when 2122 made beans on toast for supper. He had read that this was what young humans like best. The other was when Steve was looking at photographs of Earth and 2122 disturbed him.

Elly often asks Steve what is wrong, but he says 'nothing'. He has started to talk about the mission as 'silly' and 'pointless'. Elly spoke to 2122 to ask for help.

2122 takes the evidence he has gathered and goes to search for ideas about how to cheer Steve up. He then decides that what they need is a plan of action.

Resource sheet 4.5 *Beat the blues! challenge*

2122 retreats into the computer and contacts his experts on Earth. This is a panel of young people who have been specially selected to advise Mission Control. They take the evidence from the questions that 2122 has asked Elly and Steve.



You are this panel of experts and it is your task to develop something that 2122 can use to help Steve to 'Beat the blues!' You have to present this to 2122 and the other PETs. Your presentation will need to:

- be attractive and eye-catching;
- provide some useful and practical ideas;
- include something that 2122 can take away with him that might be helpful;
- be based upon your knowledge of what young people are like and what makes them feel better when they are feeling down.



You must make sure that each member of your group is fully involved and has a role.

You have 30 minutes to prepare and one minute to show your presentation.



Resource sheet

Resource sheet 4.6 Feelings cards

Ecstatic	Confused	Friendly
Terrified	Lonely	Jealous
Proud	Sad	Happy
Angry	Caring	Flustered
Worried	Depressed	Cross
Scared	Strong	Sympathetic
Petrified	Gloomy	Confident
Resentful	Calm	Cheerful
Shy	Serene	Courageous
Glad	Disgruntled	Eager

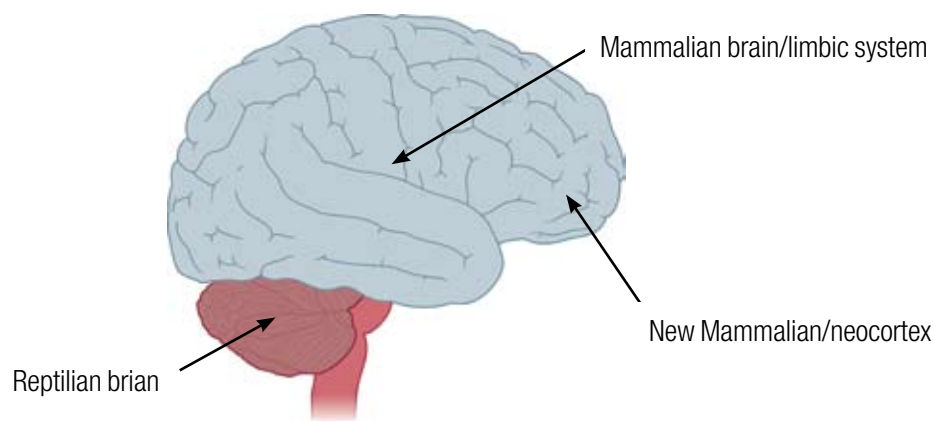
Resource sheet 4.7 How do our brains work?

Emotional hijack and emotional downshifting

To understand our emotions better, why they sometimes get out of control and how to manage them, it can help to know a bit about how our brains work.

A lot of what the brain does is 'unconscious'

A lot happens in your brain which you don't know about as you are not aware or conscious of it. When you think about it, it is obvious that you don't have to think how to breathe or digest your food. What hard work that would be! There are many other things that go on that we are also not really aware of, and quite a bit of that is to do with how our brain deals with our feelings and emotions.



Our brain is in three main parts

We tend to think that our brains are one thing, but that is not entirely true. Our brain acts as if it were made of three different parts, a bit like three different computers which were built at different times and work differently from one another. Although they can talk to one another this is not always very efficient. Each of the three parts of the brain was formed at a different time in our evolutionary past, as we gradually changed from being fish to being monkeys and finally humans.

The reptilian brain

This is the oldest part of our brains, a part we share with reptiles like lizards and iguanas. This is the only part they have. This is not a conscious part of our brains, but works automatically without our knowing it. It controls the things our bodies do automatically (like breathing or digestion). These automatic reactions include how we react to save our lives if we are surprised or frightened. For example, when we jump at a loud and unusual noise or hit out at someone before we really understand what is happening. These types of immediate and automatic reactions are often called 'fight or flight'. The reptilian brain is the primitive survival brain, and has only a few dozen or so ancient responses to choose from. These responses include being aggressive, territorial (defending where we live) and liking things to stay the same.

Resource sheet

The limbic system

The limbic system is a newer part of our brain, only (!) about 60 million years old. It is one that we share with mammals, and is a lot more sensitive and sophisticated than the reptilian brain. This is the part of the brain that lets information in, through a little structure called the 'thalamus'. The thalamus takes in information through the senses (like the eyes and ears) and sends it to other parts of the brain to work on. This limbic system is mainly concerned with the emotions and feelings (some people call it 'the emotional brain') and is responsible for what our bodies do when we have strong feelings. Part of the limbic system is the amygdala which responds very quickly and alerts the reptilian brain to danger or threat.

The neocortex

The newest part of our brain, is called the neocortex or 'new mammalian brain', has only been around for a few million years. Some animals like chimpanzees have this part too, but in humans it is the largest of the three brains and is about five-sixths of the entire brain. This is the clever 'thinking' part of the brain that can think logically and make sense of the world. It sorts information, decides what things mean, uses language, does sums, understands science, thinks about who we are in the universe. It does all the things most mammals can't, as far as we know.

How does our brain usually work?

It is important to know that information from the outside, for example what we see or hear, does not go straight to the clever thinking part, the neocortex. It goes to part of the limbic system called the thalamus. This acts like an 'air traffic controller'. When the thalamus believes the situation is safe and not threatening, it sends information on to the neocortex (the clever thinking part of the brain) so that it can make sense of it and work out what to do. Sometimes it is just neutral information (like 'oh a stair, need to walk up it') but sometimes it is something to get emotional about (like, 'ooh, a birthday cake, how nice'). If there is an emotional element the information goes to the correct part of the brain and we respond by expressing the way we feel by smiling, looking cross, etc. So that is what happens when life is peaceful.

Emotional hijack and emotional downshifting

If the thalamus believes that what is happening is a big threat, it reacts differently. It ignores or bypasses the thinking part of the brain and sends information straight to the amygdala (the emotional part) in 1/1000th of a second. The amygdala sends signals straight to the reptilian brain to make us react, often physically by jumping, running away, fighting back. This is the so-called 'fight or flight' reflex. It also floods the body with stress chemicals that cause an instant and strong feeling which we usually interpret as anger or fear. We react like this before we are even conscious of it.

An obvious example of this is when we jump at a sudden noise before we know what it is. This whole reaction has been called an 'emotional hijack' because, like a plane hijack, it is as if someone else has suddenly taken over the controls.

When we have this emotional hijack the neocortex (the clever thinking part of our brain) is shut down and the oldest part of our brain, the reptilian brain, takes over. This is called 'emotional downshifting'.

Emotional hijacks can come out of nowhere, like when we hear a sudden noise. More often they happen when we are already upset and uptight. This is when our minds and bodies are already set for feeling threatened or in danger. This is why we often 'snap' when someone has been annoying us for ages and we have been trying to put up with it for ages or when one more small thing goes wrong in an already horrible day.

These basic processes were really useful to our ancestors who needed to escape from dangerous animals. In such serious, threatening situations we need to take immediate action. If we are faced with a wild bear we will only survive if we run away first and ask questions later. Our limbic system and reptilian brains work well in these kinds of situations as they were designed to make quick decisions. Downshifting is an automatic protection mechanism and helps us shift to more primitive and dependable response patterns, like running or hitting out.

Fight or flight can cause trouble nowadays

Emotional hijack and emotional downshifting are occasionally still really useful today and can save our lives, like when we leap away from a snake before we have even thought about what it is, jump aside to avoid a falling brick, or screech to a halt at a cliff top when we are running. If we had to think about this first we would be dead!

But apart from these rare events, life is now very different for us from what it was for our ancestors. We don't live alongside dangerous animals and we don't often have to do something to save our own life. But our brains are still the same and we still respond to threats with fight or flight. The 'threats' that the thalamus believes are there are not life-threatening. They are often what other people say or do, like 'I hate you' or 'what a horrible haircut!' Sometimes they are things that go wrong in our lives, usually when we are already upset and on edge.

So just at the time when we most need it to get us out of trouble – when we are upset, or under stress, we lose the full use of the clever, thinking neocortex. We can't think straight, we feel confused, and say and do inappropriate, hurtful, harmful or even violent things. So while it's good to have the quick reaction time for cliff edges, speedy cars or falling bricks, most of the time this is overkill and kill it does. It can kill friendships, school success and even get us punched.

Resource sheet

Resource sheet 4.8 Parts of the brain

Wanted: a neocortex!

You will need to be able to:

- plan and organise yourself and others;
- set yourself goals and keep on track to meeting them;
- be creative and think of new and interesting ideas;
- check that things are running smoothly.

Wanted: a limbic system!

You will have four main jobs:

- scan your surroundings and pick up all useful information;
- direct information to the right place;
- express feelings;
- dispense chemicals to other parts of the brain;
- spot danger and respond with great speed by passing information on.

Wanted: a reptilian brain!

Your job is to keep the body working correctly. For example walking, running and making sure your body is upright.

You will need to:

- be strong and never give up;
- be ready and prepared for action;
- respond quickly to danger and threat.

Part of the brain: neocortex
Alias: new mammalian brain
Job: high-level thinking, logic, rationality
Might say: <i>'Come on everyone, let's slow down and actually think about this problem/ stop messing about/get yourselves sorted/why was I not consulted?'</i>
How they react in an emergency: In a well-organised, precise way, if they are told by the other parts of the brain what is going on.

Part of the brain: limbic system
Alias: mammalian brain
Job: emotions, feelings, receives incoming information
Might say: <i>'oh, it just doesn't feel right, oooh, I'm so excited'</i>
How they react in an emergency: panics when bad news arrives and goes straight to reptilian brain without consulting neocortex – firing off all kinds of wild orders (do this, do that, hurry, now, etc.) and then runs about like a headless chicken.

Part of the brain: reptilian brain
Alias: primitive brain
Job: survival, aggression
Might say: <i>'well I don't know what you upstairs are going on about but I have lots of jobs to do keeping this show on the road, so I say bash 'em or run.'</i>
How they react in an emergency: closes doors to the other two, deals with a problem with his fists, or runs like mad.

Resource sheet

Resource sheet 4.9 Situation cards

You just realised the person next to you has nicked your best pen.	Your parent or carer has shouted at you for not tidying your room.	The teacher has just bawled you out for being late for class.
The TV has broken down in the middle of your favourite serial and at the most dramatic moment.	You have just stepped in a muddy puddle, in your best new trainers.	Someone has just stepped on your toe.
Your sister has just laughed at you and called you thick.	You were just about to score a goal and the whistle for half-time is blown.	Your girlfriend has just dumped you and you find out she is going out with your best mate.

Resource sheet 4.10 Breathing, relaxing, visualising

Breathing

When we are tense we tend to breathe more shallowly. One of the quickest ways to help the body relax is to breathe slowly and deeply.

Sit up straight in your chair, with your back supported, your feet flat on the floor and your hands relaxed in your lap. Shut your eyes.

Deep and slow breathing involves the diaphragm not the shoulders or upper chest. Where do you feel your breath is coming from? Your chest? Your stomach? Put your hands on your diaphragm (stomach area) and see if you can get your hands to move in and out.

Concentrate on your breathing. Is it shallow or fast? The aim is to make it slow and deep.

Start breathing in deeply and slowly, ideally through your nose, for a count of seven. (Optional addition – as you breathe in say to yourself ‘So’.)

Hold your breath and count to seven again.

Breathe out slowly through your mouth, counting to seven once more. (Optional addition - as you breathe out say to yourself ‘Hum’.)

Keep breathing in this way for as long as you feel comfortable, but for not more than three to five minutes. If you feel dizzy at any point, stop and breathe normally.

Relaxing: a bit at a time

In this exercise you are going to make each bit of your body tense for about five seconds and then let it go immediately when you hear ‘relax and let go’. Sit or lie comfortably, with legs and arms uncrossed. Close your eyes. Take one or two deep breaths and breathe out fully.

- | | |
|-------------------|--|
| Feet | Point your feet downwards, curling your toes, as if digging them into sand. Hold for a couple of seconds and let go. |
| Lower legs | Point toes and feet upwards, towards your chest, stretching the calf muscles between your heel and the back of your knee, and let go. |
| Upper legs | Tense the muscles of the right leg above the knee, making it as hard as you can. You can do this by lifting the leg slightly. And relax. |

Resource sheet

Bottom	Tighten the muscles in your bottom as much as you can, by squeezing your buttocks together. And let go.
Stomach	Pull in the muscles of your stomach, holding your breath as you do so. Breathe out and let go.
Chest, back	Take a deep breath and pull your shoulder blades back, trying to get them to touch. Feel the tension in your back and chest. Relax, breathing out slowly and fully.
Hands	Clench your fists and feel the tension in your hands and lower arm. Relax and let go.
Arms	Push your elbow against the floor, the arm of the chair or your body. Feel the tension in your upper arm, and relax.
Shoulders	Pull your shoulders up towards your ears. Feel the tension and then let go.
Neck	Pull your chin towards your chest as far as it will go, until the neck or head trembles with tension. Let go suddenly.
Face	Tighten the muscles in your face, relaxing each one afterwards: lift your eyebrows as high as you can; feel the tension in your scalp; close your eyes very tightly and wrinkle your nose; clench your teeth and pull the corners of your mouth back, as if you were giving a big false smile.
Finally	Let your whole body relax. Feel it sinking into the floor or chair. Try to stay aware of the feelings of relaxation for about five to ten minutes.

Visualisation – finding a calm place

Relax your muscles and breathe deeply. On each in breath imagine that you are breathing in warmth. On each out breath, imagine that you are breathing out your worries and tension.

Imagine yourself leaving the room and walking along the road. You come to ten steps. Imagine yourself going slowly down these steps. As you go down each one, you go deeper and deeper into relaxation. Count yourself down from one to ten.

Finally you reach the bottom of the steps and you find yourself in a peaceful, beautiful place. See yourself there. It might be a beach, a meadow, a wood, or a comfortable room – anywhere that you find peaceful and where you feel calm and safe.

Be alone in the scene. Make it as pleasant as possible. Look around. What is there? What can you see? What can you hear? Can you feel the breeze on your skin? Are you warm?

Sit or lie down for a while in this lovely place. You feel completely at peace.

When you are ready, leave your place, remembering that you can come back any time. Climb back up the steps, counting up from ten to one. Walk back along the road and into this room. Be aware of any sounds around you. Bring your thoughts back into the room. When you are ready, open your eyes.

Write down what you think are the right answers to the following questions.
Sometimes more than one answer might be right.

1. If something really great happens to you (like winning the lottery, getting a better new job, moving to a much nicer house or coming top in an exam), how long does it take before the good feeling wears off and you feel the same as you did before:
 - a) 2 months
 - b) 6 months
 - c) a year
 - d) never wears off, you always feel better
2. Over the last 200 years most people have a lot more things than they had (money, cars, houses, holidays). How much happier are we than we were 200 years ago?
 - a) a lot
 - b) a bit
 - c) not at all
 - d) less happy
3. Which of the following are strongly linked with being happier than the average?
 - a) being rich
 - b) being pretty
 - c) being healthy
 - d) having lots of good friends and getting on well with your family
 - e) having strong beliefs and personal goals
4. Who lives longer?
 - a) people who are worried about life and always taking care to avoid risk and danger
 - b) people who are optimistic about life and take a certain amount of personal risk
5. What makes most people feel happier?
 - a) having people do kind and generous things for them
 - b) doing kind and generous things for other people
- 6) Married people are happier than unmarried people
 - a) true
 - b) false

Answers to the happiness quiz

1 a; 2 d; 3 d; 4 b (19% longer); 5 b; 6 a.

Scores:

5/6 right – you know a lot about happiness!

3/4 right – not bad, just a few things you don't know.

1/2 oh dear, a lot to learn! Not to worry, things can only get better.

Resource sheet

Resource sheet 4.12 Positive self-talk

ABC is an idea first thought of by an eminent psychologist, Albert Ellis. He developed Rational Emotive Behaviour Therapy (REBT) in 1955. It led to what we now know as Cognitive Behaviour Therapy, which is widely recommended in the treatment of depression.

REBT encourages people to examine their own thoughts, beliefs and actions and replace those that are self-defeating with alternatives that make life more agreeable.

What is ABC?

Rational Emotive Behaviour Therapy begins with **ABC!**

- A** Activating events or experiences, such as family troubles, unsatisfying work, early childhood traumas, and all the many things we point to as the causes of our unhappiness.
- B** Beliefs, especially the irrational, self-destructive beliefs that are the actual causes of our unhappiness. There are some typical beliefs that people hold, including:
 - ignoring the positive;
 - exaggerating the negative;
 - overgeneralising.
- C** Consequences, the neurotic symptoms and emotions such as depression, panic, and rage, that come from our beliefs.

To give an example, you're walking along carrying a bag, the handle suddenly breaks and the contents fall out. You begin to feel upset and angry and find yourself thinking about how late you are going to be, how much effort it will take to pick up everything, what an inconvenience it will be to get another bag. According to REBT, the event (A) of the bag breaking did not directly bring about the consequence of anger (C). Rather, your thoughts and beliefs (at B) led to your anger (C). Events do not cause our emotions, our thinking or believing does. Angry thoughts lead to angry feelings, depressing thoughts lead to depressing feelings, etc.

So we need to challenge and replace our negative or irrational thoughts and beliefs (also called irrational self-talk) which lead to negative emotions with positive or rational thoughts and beliefs (rational self-talk) which can cause us to feel more positive about the experience.

In the above example, instead of dwelling on the negative thoughts of lateness, effort and inconvenience, and feeling angry, we can replace them with thoughts that are more rational or positive: 'Well, I may be late and that's unfortunate, but it's not the end of the world' and 'While it will take some effort to pick everything up, it won't be all that bad. Besides, I can get some extra exercise!' and 'So it will be an inconvenience to get another bag, but that one was getting old and I've wanted to find a brighter one'. Thinking positively will help us to feel more relaxed, calm, and accepting of the situations we find ourselves in.

Some thoughts and beliefs that we have held for years may be more difficult to change. A useful tip is to notice if you use words such as 'should' or 'must' in ways that are judgemental and clearly not possible, such as:

- 'I must be loved and approved of by everybody';
- 'I should always be really good and successful in everything I do';
- 'Things should always go the way I want them to go'.

Believing such or similar irrational statements is self-defeating, and usually results in our feeling totally stuck and unable to take any positive or constructive action to change ourselves or the situation. It is important to ask yourself the following questions:

1. Is there any evidence for this belief?
2. What is the evidence against this belief?
3. What is the worst that can happen if you give up this belief?
4. What is the best that can happen?

Many people believe that their emotions (and emotional distress) are caused by others or by situations beyond their control. Rational Emotive Behaviour Therapy aims to show us how we cause our own misery and keep it going with negative, irrational beliefs. By practising rational self-talk, the hope is that we can take more control of our emotions, feel the way we want, and achieve our goals.

Resource sheet

Resource sheet 4.13 The optimism quiz

Optimist or pessimist?

How would you be likely to respond to the following incidents:

You get a low grade in your French exam. Would you think:

- a) I hate French, I'm going to give it up as soon as I can
- b) I'm really disappointed I failed, I must be thick
- c) I ought to have worked harder – I will in future
- d) There must be a mistake – I'm good at French so this mark is nothing like me

You have a terrible row with your best friend and totally fall out. Would you think:

- a) There you go, I'm useless at friendship, no one will ever like me
- b) My friend's horrible, I don't want to be friends anyway
- c) I expect we'll make up later – I'll keep trying to be nice
- d) If we never make up, not to worry, I'll find other friends

You offered to take the final shot at goal in football or netball, and missed!
Would you think:

- a) I'm such a dork, I just want to go away and hide, they will all hate me
- b) I'm so unlucky – that's the last time I take a shot
- c) That was unlucky, I usually score – I'd better practise more
- d) Oh well, at least I had the guts to have a shot

Your friend says they will write/ phone/ text you when you are on holiday and then don't. Would you think:

- a) Typical, they just forgot about me
- b) How thoughtless and horrible they are
- c) That's odd, I don't understand that, they usually do what they say
- d) They must be ill or something

Your answers

- Lots of A and B answers suggest you are a pessimist – but not to worry, you can learn to change if you want to.
- Lots of C and D answers suggest that you are more of an optimist, well done, keep it up!

Resource sheet 4.14 'Who said that?'

Match the names to the quotes below:

- Oprah Winfrey
- Will Smith
- David Beckham
- J.K. Rowling

A

If it was something that I really committed myself to, I don't think there's anything that could stop me becoming President of the United States.

B

I don't think of myself as a poor deprived ghetto girl who made good. I think of myself as somebody who, from an early age, knew I was responsible for myself and I had to make good.

C

One thing will not change - we will be going out to win.

D

You sort of start thinking anything's possible if you've got enough nerve.

Resource sheet 4.15 *The mystery millionaire – who is Mr X?*

Mr X was dyslexic and near-sighted. He couldn't read at the age of eight and nothing on the blackboard made much sense. His teachers told him he was stupid and lazy.

- I'm never going to get anywhere in school. I might as well just have fun and muck around. I can always get a job packing boxes with my father.
- I may not be good at reading but I know I'm good at other stuff. How can I use my skills to become the success I want to be?

At 15 Mr X decided to set up a magazine for other students, called 'The Student'. Everybody told him that he was too young and wouldn't be able to do it as he had no experience. He worked out the costs and how much he would get from selling the magazine every week, and from selling advertising space. The problem was he only had £4.00.

- This isn't going to work. I can't possibly do anything with just £4.00. I guess the others are right about this. There's no point in trying.
- I know it can work, I've done the sums. How can I use the £4.00 to make it work?

He made phone calls from a payphone at school and bought stamps with the £4.00, offering advertising space to hundreds of companies until he eventually got an order for £250, enough to get the magazine started. He and his family sold copies in the park and everywhere else they could think of. When he was 16 he didn't do very well in his exams and had to decide whether to go into a low-paid job or to work full-time on the magazine.

- 'Well, it's been fun, but it will never bring me in enough money to support me now I'm not at school'. I had better get a job.'
- 'Here's an opportunity – if I work on the magazine full-time I can get even more sales. I know I'm good at this. I'll give it a go.'

He chose, of course, to produce the magazine full-time, and set up in business in a friend's mother's basement. It sold well, and he and his friend realised that they could advertise cut-price records in the magazine. These started selling well, and bringing in more money than the magazine itself, but a strike by the post office meant that they couldn't send out the records any more.

- 'So that's the end of that. I knew our good luck couldn't last forever. We'll have to go back to just selling the magazine.'
- 'We were doing very well at selling records, it's something that we're good at. Now we can't post them, how can we keep on selling them?'

Not to be defeated, Mr X asked around and eventually found a shoe shop with some spare space. He and his friend set up a corner selling records, made it a 'cool' place for students to go and eventually they had enough money to set up their own record store. Before he reached the age of 20, Mr X had record stores in almost every town.

Resource sheet 4.16 Positive self-talk

My friend has just gone and sat next to someone else in the class instead of me.

Perhaps they didn't see me, or perhaps they need a break. I'll see if there is anyone else to sit with, if not I'll sit on my own and at least get some work done.

My mum is going to be furious about the state of my PE kit when I get it home - bet she raves and says she's going to ground me off the tell tonight.

Well nothing I could do - not my fault they pushed me into mud. I'll tell her and perhaps she'll understand. If not, no worries, Thursday's rubbish telly anyway.

I bet my end of term report is rubbish - I've not done any work lately.

We're moving house soon - I'm really worried I won't know anyone in the street, and my kid brother will grab the best bedroom.

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