

Sixth Former Name: .....

Year 11 Name: .....

# **SIXTH FORM – YEAR 11**

## **MENTORING PROGRAMME 2016**

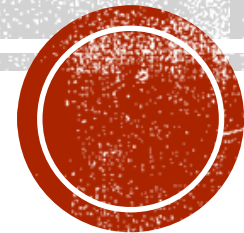
### **5 week programme**

Work with your mentor/mentee

Read through the booklet and complete the activities for each week – all activity sheets can be found in the back of the booklet

Use the time you have to talk about any issues that your having in school, share tips and generally support one another.

If you have any concerns talk to someone in The Nest and /or Mr Hill



# WHY ARE WE DOING THIS?

- The aim is very simple.
- For Sixth formers there is nothing better to improve your own confidence going into exams, than by helping to guide others and show yourself how far you have come.
- For Year 11 starting the biggest exams in their life so far, it is invaluable to have the guidance of someone who has already been there.



# MESSAGE FROM MR HILL/MR FOYLE/MR HOPWOOD

Overall we would really like you to try to raise the confidence of the student that you are helping. You as sixth formers are in a unique position of having just done what these Year 11's are now facing, stressing over and trying to come to terms with.

Help them, pass on your strategies (they obviously work as you have made it to Sixth Form). If you made mistakes, let them know what they should avoid doing. Did you start revising too late?

Finally you would be amazed how much they look up to you, even though you are just one year ahead. Remember that and really try and help **GET THEIR CONFIDENCE UP!**

Thank you for your help and remember, by doing this you are supporting yourself by reminding yourself of what you have done so well before.



# TO DISCUSS OR NOT DISCUSS...THAT IS THE QUESTION?

**These issues are ok to discuss with your Year 11.**

**Any topics in this booklet – except if something that you talk about makes you worry about the mentee/mentor's safety or someone else's safety.**

- **Academic stresses and concerns**
- **Relationships**
- **Friendships**
- **Careers, aims for the future**
- **Exam worries**

**If you have any doubts about discussing these with your mentee/mentor. Contact the nest and our Welfare prefects**

**Although the aim of this mentoring is to help guide a year 11 heading into their exam year, If you feel that your mentee, or someone they know is at risk of harm- you MUST report this to The Nest or Mr Hill**

**Examples:**

- **Bullying**
- **Self harm/ suicidal thoughts**
- **Using drugs including cigarettes, alcohol**
- **Sexual health, activity**
- **Abuse- physical, emotional, financial, sexual,**
- **Concerns about mental health**
- **Any of the issues in the booklet where someone is being very affected by them.**
- **E Safety**
- **Grooming**
- **Sexting**
- **Anything spoken about that concerns you**

**VERY IMPORTANT !**

- **You CANNOT discuss these with you, but can direct you to someone in the nest who can.**
- **You CANNOT keep secrets**

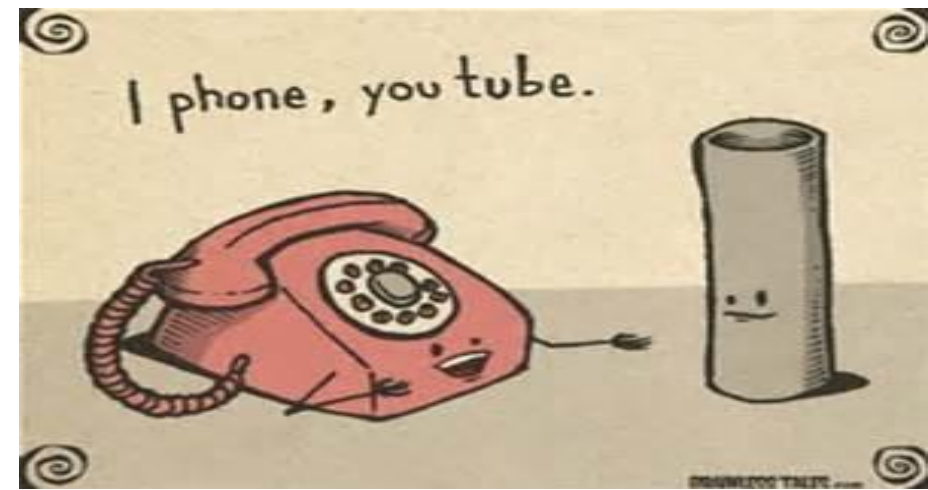


# SESSION 1- GETTING TO KNOW YOU

- Outline programme- explain weekly sessions- briefly summarise the booklet.
- Explain that the programme aims to:
- Give Year 11 students someone to talk to when they are having issues at school. A place where students can talk to someone of a similar age who has experienced the year of study currently experienced by the mentee.
- Provide some resources and guidance in typical academic issues.
- Highlight support and signpost to support that is available in school for them and help with accessing it.
- The programme **does not deal with personal problems-** if they have something they would like to talk to someone about, contact the nest.
- As a sixth former you are not able to ensure confidentiality and sessions will be reported to ensure that any concerns raised are dealt with appropriately.



# SESSION 1



- **Get to know your mentee/mentor:**
- Sixth former explains who they are and what they are doing in the school?
- Speaks about what they hope to do and how they hope to do it?
- **Sixth former then asks Year 11 about themselves:**
- Asks: What they are doing in school and who they are?
- To aid with this they can each do the following together. Both mentor and mentee should complete the activity if they do it.
- **Activities- see back of booklet**

**Complete activity 1.** Morph tree - who is your morph and why?

**Complete activity 2.** 10 years time activity- this will later help to inform action plans

**Complete activity 3.** Rate yourself activity

**Complete activity 4.** Resolutions postcard – this year I would like to be better at?



# WEEK 2

# STUDY SKILLS

## Aims

- Identify strengths and weaknesses with the Year 11 and begin process of creating a set of objectives
  - Refer to resources that can help with studying.
  - Support student through resources where needed.
1. Start by asking what the Year 11 what they think 'study skills' are?
  2. **Complete Activity 5.** - This will highlight areas that they may want to focus on. Choose the guide(s) that you wish to focus on and work through them together or in your free time.
  3. It is worth reminding ourselves that this process takes more effort than just completing the activity. If you find an area that needs working on...work on it. The mentoring role is here to support this but it ultimately comes down to the learner to do the leg work...



# WEEK 2- AFTER COMPLETING ACTIVITY 5

If you answered "yes" to two or more questions in any category listed below, we recommend finding study help guides for those categories. These can be found in the back of this booklet (Activity guides 6 – 13).

## If you have said **yes** to questions

- **1, 2, and 3** - read through, discuss and complete **Activity 8**- you can use the tables from **Activity 11** for this
- **4, 5, or 6.** – Read through and discuss **Activity 6** with your Year 11- or in your own time if there is not enough time here
- **7, 8, and 9.**- read through **Activity 9**
- **10, 11, and 12.** –Read through **Activity 10**
- **13, 14, and 15**Read and complete **Activity 11**. (Also to be covered in later sessions are)
- **16, 17, and 18.** Read and complete **Activity 11**
- **19, 20, and 21.** Read and complete **Activity 12**
  
- Also helpful is: Study skills guide on the Purbeck School Website





# WEEK 3- SUPPORT NETWORKS



- **Session 3- Read and complete [Activity 13](#)**
- **Sixth former to..**
- Help the Year 11 to select both issues they encounter in life and the person who is best to help them with this.
- Once you have done this ask them how they usually communicate to each of these people? Sixth former to explain about how to build better working relationships with these people.
- Refer them the nest/ tutor/ head of house if they are feeling isolated. There is no shame to be felt, we sometimes feel alone.



# SESSION 4 Worry and Stress

## Aims

- To provide some strategies to manage stress and anxiety
- Go through exercises on sheet 'Worry and Stress'. **Activity 15**
- Remind the Year 11 that they can always do something to reduce their worries, but they need not do it alone.
- Share some of your own experiences from when you were in Year 11, what was the biggest worries and how did you deal with it.




# SESSION 5: WORK ETHIC: WORKING HARD AND STAYING SANE



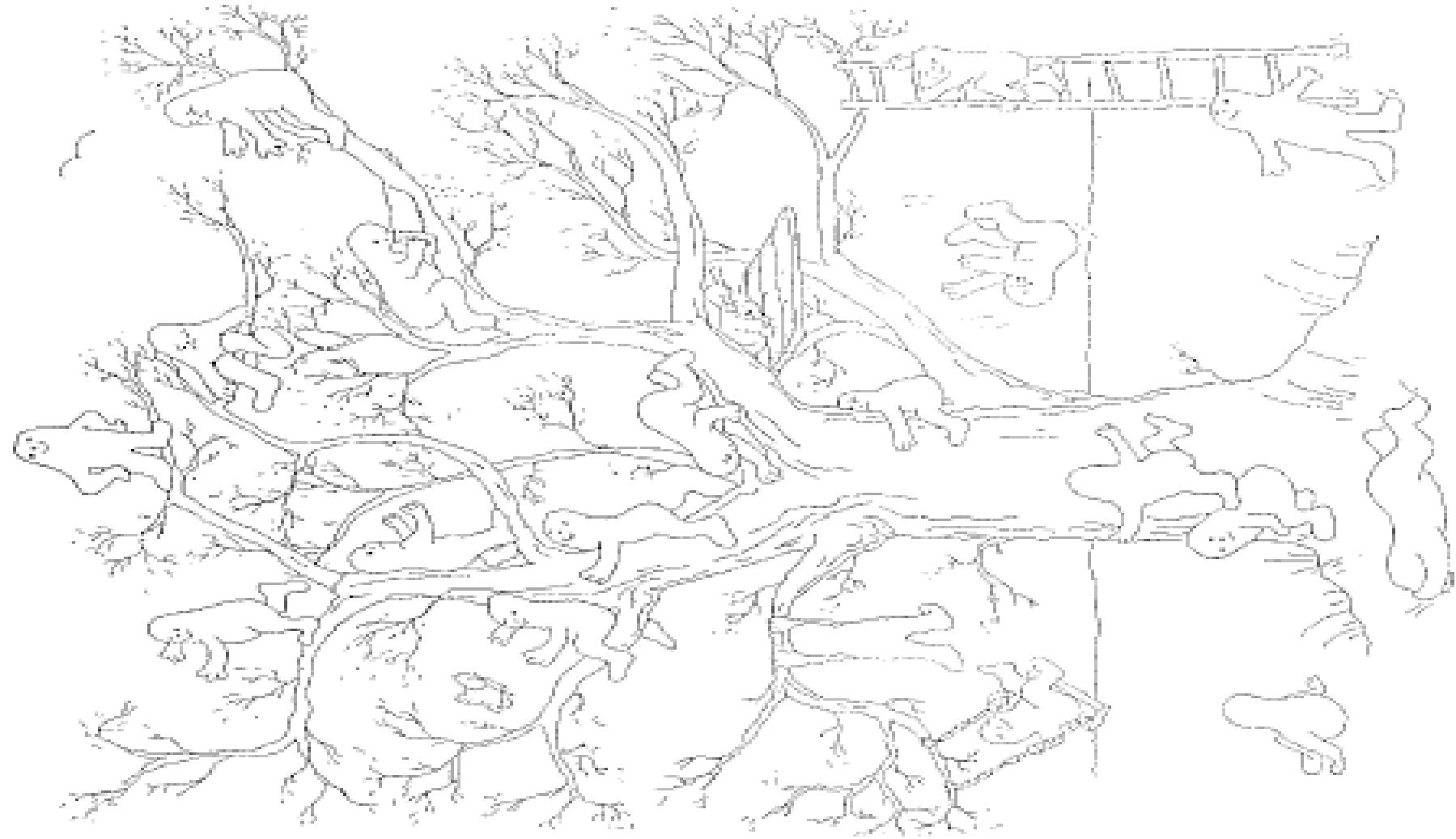
## Aims

- Evaluate Year 11's habits to see where we need to make changes that help us have a more balanced work life .
- Create a set of goals that will help the year 11 improve this balance going into the exams
- Be happier whilst working more effectively at school
- Complete [Activity 16](#)



the  project

Date:



Who are you?

Today's Date: / / 2022

## In 10 Years Time I...

Where do you want to be? What do you want to be doing? Who will you be doing it with?  
In 10 years time!

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# Rate Yourself...

Look at the words and give yourself a score of how the word best describes you

- 0 = I'm never like this
- 1 = I'm rarely like this
- 2 = I'm sometimes like this
- 3 = I'm often like this
- 4 = I'm like this more than often
- 5 = I'm always like this

Thoughtful	Patient	Funny	Sensible	Stupid	Impulsive	Lazy
Kind	Happy	Nasty	Angry			
Uncooperative	Honest	Hard Working	Good Looking			
Anxious	Intelligent	Successful				
Loyal	Interesting	Greedy	Popular			
Depressed	Aggressive	Relaxed	Manipulative			
Careless	Reliable					
	Well Organised					

Some space for any more you can think of:



Circle your answer to the following questions

- Y\_\_ N\_\_ I spend more time than necessary studying for what I am learning.
2. Y\_\_ N\_\_ It's common for me to spend hours cramming the night before an exam.
3. Y\_\_ N\_\_ If I dedicate as much time as I want to my social life, I don't have enough time left to focus on my studies, or when I study as much as I need to, I don't have time for my social life.
4. Y\_\_ N\_\_ I often study with the TV or radio turned on.
5. Y\_\_ N\_\_ I struggle to study for long periods of time without becoming distracted or tired.
6. Y\_\_ N\_\_ I usually doodle, daydream, or fall asleep when I go to class.
7. Y\_\_ N\_\_ Often the notes I take during class notes are difficult for me to understand later when I try and review them.
8. Y\_\_ N\_\_ I often end up getting the wrong material into my class notes.
9. Y\_\_ N\_\_ I don't usually review my class notes from time to time throughout the semester in preparation for exams.
10. Y\_\_ N\_\_ When I get to the end of a chapter in a textbook, I struggle to remember what I've just got done reading.
11. Y\_\_ N\_\_ I struggle to identify what is important in the text.
12. Y\_\_ N\_\_ I frequently can't keep up with my reading assignments, and consequently have to cram the night before a test.
13. Y\_\_ N\_\_ For some reason I miss a lot of points on essay tests even when I feel well prepared and know the material well.
14. Y\_\_ N\_\_ I study a lot for each test, but when I get to the test my mind draws a blank.
15. Y\_\_ N\_\_ I often study in a sort of disorganized, haphazard way only motivated by the threat of the next test.
16. Y\_\_ N\_\_ I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts.
17. Y\_\_ N\_\_ I don't usually change my reading speed in response to the difficulty level of what I'm reading, or my familiarity with the content.
18. Y\_\_ N\_\_ I often wish that I was able read faster.
19. Y\_\_ N\_\_ When my teachers assign me papers and projects I often feel so overwhelmed that I really struggle to get started.
20. Y\_\_ N\_\_ More often than not I write my papers the night before they are due.
21. Y\_\_ N\_\_ I really struggle to organize my thoughts into a logical paper that makes sense.





# Activity 6 Concentration and Distractions- Finding a Good Place to Study...

One of the keys to effective studying is finding a good location. It's difficult to study in a room full of distractions.

Where do you study? Talk with your mentee/mentor about this- is it good/bad?

.....

.....

While studying in a library with people constantly coming and going, librarians restocking books and people talking is distracting to some, it's the perfect study environment for others..

Do you like background noise? What do you usually do when studying?

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## **Create a routine**

Develop a routine by studying in the same place and same time on days you plan to study. Everyone has a personal preference as to where they study, whether it's in a library or dorm room.

What does your routine look like at home?

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## **•Find a location that's comfortable**

You should find a place to study that is comfortable. You want to make sure you do not suffer any back, wrist, or other physical discomfort while you study. Even small discomforts can eventually result in more serious physical problems..

Talk with your mentor/mentee about where you learn- is it comfortable?

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# ACTIVITY 6-CONTINUED

## **Create study rules and follow them**

If your study sessions are unproductive, or you're struggling with motivation, establish some personal study rules. After you have established some rules, be sure to tell your parents or other trusted family members and friends to follow up with you.

Together create your Ten Commandments (study rules). When this is complete you can give them to someone you trust who can hold you accountable for breaking them and praising you when you stick to them?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



# ACTIVITY GUIDE 6- CONTINUED

## Study friend or foe

We all instinctively know who distracts us, everyone has a friend like this. They are great when we want to let go and enjoy ourselves. However, they are possibly the worst people to spend time with whilst we are trying to revise, do our home learning, coursework.

Write down who is your study friend and your study foe and why?

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.....  
.....

## Music- distraction or relaxation?

Music can help some and hinder others ability to take in what they are learning? Additionally how and what we listen to music matters. Research in this area suggests that background sounds can help our mood, and our mood can affect our ability to learn. Most of the evidence points towards listening to quiet and neutral or positive type of music and steering clear of louder, negative music. As a general rule, you should not let music 'invade' your thoughts whilst studying. If it does, save it for another time and turn it off for study times.

Music also gives each of us a way to pretend to study whilst actually just listening to music.

Talk about whether you are guilty of this too? Are you a music lover or hater when studying and why? Ask yourself honestly whether you spend more time listening to the music than taking in your work?

.....  
.....  
.....



## Activity 7 – Read through and highlight who you are

### a) Visual Learning Style

- If you prefer lessons that employ imagery to teach, chances you're a visual learner, many people are. Visual learners retain information better when it's presented in pictures, videos, graphs, and books. These learners benefit when information is presented on an overhead projector or white board, or on a piece of paper. Visual learners often make sure their notes are very detailed and spend extra time reviewing information from textbooks. Visual learners also frequently draw pictures or develop diagrams when trying to comprehend a subject or memorize rote information.

**YOU SHOULD:** If you're a visual learner, use pictures, images, colour, diagrams and other visual media in your note taking, test preparation and studying. Whenever possible, use pictures instead of text. Try to develop diagrams to understand concepts and story boards to remember important sequences and relationships.

### b) Aural Learning Style

- Aural (auditory) learners retain information better when it's presented in lecture format, via speeches, audio recordings, and other forms of verbal communication. While a visual learner would prefer to read a book or watch a video, auditory learners would prefer to attend a lecture or listen to a book on tape. Aural learners are also big on sound and music. They can typically sing, are musically inclined, play an instrument, and can identify different sounds.

**YOU SHOULD:** If you're an aural learner, integrate auditory media, listening techniques, sound, rhyme, or even music in your learning and studying. You may also consider using background music and sounds to help you with visualization of processes and systems. For example, if you're practicing flight procedures, you may considering playing a recording of an aircraft in the background as you study. You can also use music, rhythm, rhyming and music techniques to memorize and retain information.

### c) Verbal Learning Style

- Verbal learning involves both writing and speaking. People who are verbal learners usually find it easy to express themselves, both verbally and in writing. They often love to read and write, enjoy rhymes, tongue twisters, and limericks.
- **YOU SHOULD:** Verbal learners should try employing learning and studying techniques that involve speaking and/or writing. Reading aloud while reviewing subject matter is useful for verbal learners. Word-based techniques such as scripting and assertion are effective strategies for improving memory and recall for verbal learners.



## Activity guide 7 continued

### d) Physical Learning Style

- Physical learners, also referred to as kinaesthetic or tactile learners, retain information best through hands-on interaction and participation – they need to experience things. For example, a physical learner in an automotive repair class would learn better working directly on cars than sitting through a lecture or reading a book about cars.
- YOU SHOULD:** If you're a physical learner, employ touch, action, interaction and hands-on involvement in your study and learning activities. If you're going to learn how to sail boat, read your manual, but make sure to spend the majority of your time on a boat working through the techniques and sequences.

### e) Logical Learning Style

- Individuals who excel at math and possess strong logical reasoning skills are usually logical learners. They notice patterns quickly and have a keen ability to link information that would seem non-related by others. Logical learners retain details better by drawing connections after organizing an assortment of information.

**YOU SHOULD:** Maximize your ability to learn by seeking to understand the meaning and reasoning behind the subject you're studying. Don't depend on rote memorization. Explore the links between related subject matter and make sure to understand details.

### f) Social Learning Style

- Social learners usually have excellent written and verbal communication skills. These individuals are at ease speaking with others and are adept at comprehending other people's perspectives. For this reason, people frequently seek counsel from social learners. Social learners learn best working with groups and take opportunities to meet individually with teachers.

**YOU SHOULD:** If you're a social learner, you should seek opportunities to study with others. If the class you're in doesn't have formal groups, make your own group.

### g) Solitary Learning Style

- Solitary learners usually prefer working by themselves in private settings. They do not rely on others for help when solving a problem or studying. Solitary learners frequently analyse their learning preferences and methods. Since solitary learners prefer to work alone, it is possible for them to waste time on a difficult problem before seeking assistance.
- To get the most out of your time studying, it is very helpful to identify your personal learning preferences and styles.
- What is your preferred learning style? If none fit your style then think about what kind of things help you learn best and importantly what is also fun!**



# ACTIVITY 8- TIME MANAGEMENT

## **Prepare a Weekly Schedule (next page):**

Unlike your term calendar, which is planned out in its entirety at the beginning of each term, your weekly schedule is prepared at beginning of each new week. Each Sunday sit down and prepare your weekly schedule. Although you'll prepare your weekly schedule each Sunday, you should update your schedule as the week progresses and new items arise. To prepare your weekly schedule do the following:

- Write down on your calendar each class you have for each day of the week
- Take a look at your term calendar and write down on your weekly calendar items that need to be completed, or are occurring that week (i.e. assignments, tests, events, etc.)
- Go back and review all your class notes and your schedule from the prior week to see if there is anything you need to add to this weeks schedule that is carrying over.
- Add to your weekly schedule any out-of-school and extra-curricular activities you'll be participating in during the upcoming week.
- Note down the day and time for each assignment, study session, work group or project you'll be completing during the week. These may be occurring in the evening, after school, or during school.



## Activity 8 continued

Day	Monday	Tuesday	Wed	Thurs	Fri	Sat	Sun
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Home 1							
Home 2							

Insert lessons and then the two planned hours per week you need to do. Sat & Sunday you decide how much based on what you have done the rest of the week.



# ACTIVITY 9 — NOTE TAKING

These note taking strategies will help you to take better notes:

- **Make clear and accurate notes**

Make sure to take legible and accurate notes since it is not uncommon to forget key details discussed during class after it has ended. Frequently, students comprehend the teacher's lecture and think they'll remember everything, so they neglect to jot down specific details only to find later that they can't recall what it was they needed to remember. Students who keep accurate notes can review them later to review key points, recall necessary detail, solidify knowledge and study up on concepts they didn't fully comprehend during the lecture. Additionally, since teachers frequently cover many topics during the course of their lectures, effective notes enable students to concentrate on specific topics that are most relevant.

- **Come to class prepared**

Students properly prepared for class usually take better notes than those who come unprepared. Proper preparation includes completing assigned reading prior to class and reviewing notes from previous lectures. Students who review their notes from previous lectures (1) will have a better context for learning new topics presented in the next lecture and (2) can ask questions about confusing concepts they didn't quite understand from the previous lecture.

- **Compare your notes**

To ensure your notes are as accurate and detailed as possible, compare them with the notes of other students after class is over. This is useful because your colleagues will frequently write down lecture details that you forgot or missed. This strategy will make classroom notes more thorough and precise.

- **Minimize distractions**

Effective note takers avoid classroom distractions. This can include sitting in spots with fewer distractions and not signing up for classes with friends that you might want to talk with during lectures. Some students will even sit in spots where it is difficult to constantly glance at the clock.

- **Organize your notes**

Notes organized by date, class, and subject make it easier to locate specific lecture details. It is also a good idea to keep information from different dates and classes separated or to begin each class with a new piece of paper. A good format for organizing your notes is the [Cornell System for Taking Notes](#).





# ACTIVITY 10- READING COMPREHENSION

- **Improving Reading Comprehension:** [Read through the below](#)

The following tips will enhance your ability to understand complicated concepts detailed in textbooks and improve your reading comprehension.

## Pre-reading survey

- Before reading a text, complete a pre-reading survey for a brief summary of it. This will give you an idea of what to expect in the text, so your reading will be more productive. The first thing you should do in a pre-reading survey is read the introduction and review the table of contents. Next, read section and chapter headings and text highlighted with bold print.
- Focus questions at the beginning of each chapter. – Many (not all) text books include focus questions at beginning of each chapter. Reviewing these questions before reading the text will help provide focus and indicate what to look for while reading the chapter.
- Chapter introductions and first paragraphs. – The first paragraph of a chapter usually provides an introduction to what the chapter will be about. Reading the first paragraph, or introduction, will what the material you're about to read is going to be about.
- Boldface subheadings. – Many section will begin with boldface subheadings. Reviewing these subheading before reading the chapter will provide you an idea of what major topics to focus on as you read each chapter section.
- First sentence of each paragraph. – The first sentence of a paragraph usually introduces the central thought of the paragraph. It tells you what the paragraph is about. However, in some texts, the first sentence is more of an attention getter. If this case, you'll need to read the first and second sentence of each paragraph. This exercise alone will provide you a very good idea of what the entire chapter is about and the major themes to look for as you read.



# READING COMPREHENSION CONTINUED

## Read the text

- Now that you've completed your pre-reading survey and identified a purpose, it's time to actually sit down and read the text. If you have a difficult time concentrating when you read, we recommend reading out loud. Many people comprehend material better if they read it out loud – especially if you're an auditory learner.
- Take notes or highlight important concepts
- Writing something down is one of the most effective memory techniques. As you come across key concepts, facts and ideas, use a highlighter, write them down on a piece of paper, or make a note in the margin. This will help you remember what you've read and be able to quickly access important sections for future reference.
- Post-reading review: After reading a text, take time to identify what you've learned and important thing to take away. This will help you take in what you've learned and help you retain it for future use. Identifying what you've learned will also help you identify what you still do not fully understand, so you can spend more time reviewing unclear concepts.
- If you struggle with any part of this talk to your tutor.
- **TRY IT-** With your next assignment give this a go. It should be helpful. If so stick to it. Your mentor can help you practice this using an example from a text book



# ACTIVITY 11- PLANNING YOUR TIME

- Whether for revision, catching up with home learning or coursework, organising a business meeting or simply to put your mind at rest- Planning is important. It is key to success in almost everything you will do from now on and has already been a part of your life. It might not be exactly cool, but it will save you sleepless nights and importantly allows you time to enjoy yourself. Just embrace it now so that it becomes a part of your daily life. Alternatively worry about it later when its all a bit too late.
- Planning = better grades, better salary, more control of your life, less stress and more prospects.
- It is up to you...



# ACTIVITY 11- PLANNING TIME

## ■ Step 1

- Planner! Use your planner / diary to help you with this- a diary that has a day per page is useful as they often have an hour by hour sectioning to each day. This allows you to see what you're doing and when. It's not exactly cool but it is effective. Whilst studying you must be effective or you will lose your cool by worrying. This will be common place when you start Higher education and work, so get used to it.
- Write down all the subjects you are studying or targets you would like to achieve

## Step 2

Identify and list the subjects you are most concerned with. Put them in order from least to most concerned about (alternatively the most important targets to meet to the least)

- Discuss this with your mentor/mentee

1. -
2. -
3. -
4. -
5. -
6. -
7. -
8. -
9. -
10. -

- **Focus on your top 5- forget about the bottom 5 for now**



**STEP 3. For each subject write in bullet points what you must do for this subject. If you do not know then this is an action point that you will need to contact the subject tutor about**

<b>Subject</b>	<b>What needs doing?</b>	<b>Deadline How long it will take to complete (roughly)</b>	<b>When you will do it?</b>	<b>Tick when done</b>



# ACTIVITY 11- PLANNING YOUR TIME

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Saturday	Sunday
What? From what time until when? Where?							
What Subject do I need to do?							
Who can help me with this?							



# ACTIVITY 12- WRITING FOR SUCCESS

As writing is so widely applied across all subjects it is difficult to suggest specific techniques that cover all aspects- There are some things you can do however

- Get the basics right- knowing your there from your their, punctuation and grammar are important for success in communicating what you wish to say. Often the answer is in our heads, but writing this down is a very different task. It takes practice...
- Know how to write for your subject of study- subjects vary in what they want you to include and some will have very specific things they will want to see. Make sure you know what they are
- Use resources – the internet, library, books, revisions guides and even TV and radio are useful sources of building your knowledge base of all subjects. They also include many resources that will test your knowledge. These are helpful sources to improve your writing
- Use people you know- once you have written your assignment. Give it to someone to read. Ask for their feedback and make changes to your first draft. It works!
- Your mentor may be the ideal person for this. Mentor to read some recent work from the Year 11 and offer tips of writing style.
- Practice- As with everything we get better when we try. Write, review, rewrite



# ACTIVITY 12- WRITING FOR SUCCESS

- Writing resources- The following we found useful as spaces to look at
- Revision guides- these should be your bread and butter when studying- talk to your mentor/mentee about them and where to get them. If money is an issue, talk to the nest. There is always something we can do to help.
- GCSE Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/>
- A level online resource:
  - <http://www.s-cool.co.uk/a-level>
  - <https://getrevising.co.uk/>
- Writing specific resources:
  - GCSE: <http://www.bbc.co.uk/schools/gcsebitesize/english/writing/>
  - A level: <https://www.oxford-royale.co.uk/articles/write-great-essay-a-level-subjects.html>
- GOOGLE it- simply type in what you wish to ask- eg. How to write a better persuasive argument – No doubt hundreds of sources of help out there- you must however spend the time looking for them
- Talk to your subject teachers- They use and provide resources all the time. They will more than likely be able to help- Just ask!





# ACTIVITY 13- SOCIAL SUPPORT NETWORKS

- Take a blank sheet of paper. Write your name in the middle of it.
- Think of as many people as you can who you associate with, preferably those you meet with in person. It might be a friend, parent or anyone, just as long as you know and trust them. Write their names around yours as though you were creating a spidergram.
- Next think of all the things you may find you have problems and good times with in life. Keep it about you and your problems. Write a list of them. Now link up the names of those you wrote in step 1 to the problems you wrote down in step 2. BUT only if they are someone you a) trust to give good advice / support on this issue b) are not also looking to you for the same support c) have some experience of dealing with the problem successfully or you believe may offer good advice. Ensure you include both an adult and someone of your own age for each. If you don't have anyone for an issue come and talk to someone in the nest. These problems linked to people will now make up your second layer of spidergram
- Next ask yourself: what is the best possible time, place and way that I can communicate with this person? Are there any times when support is low/missing for you? Do you spend all your time communicating via a phone? If so why might this be a problem? How else might you communicate with them. Are there any barriers that prevent you communicating with someone that you think would be a good part of your social network? What could you do to help change this?
- This is your Social network- Any issues that do not have at least one adult to talk to about, speak to your parents about it. If you can't talk to them. Talk to someone in the nest.
- See an example below
- Me → Ben → relationship issues– by phone in the week and in person during the weekend.



# ACTIVITY 15

# WORRY AND STRESS

Like Jessica Ennis (pictured) we all have hurdles to overcome. By setting goals for ourselves we write down and release things that and take control of things that worry or bother us. These can be personal, school based or friendship issues.

If we take each hurdle at a time we can overcome each problem we have, to begin to make bigger changes and achieve our goals.

Think of something that is a problem in your life. Try to be specific about what it is. How does it make you feel? How would you like to feel?



# ACTIVITY 15 CONTINUED

**We all have things that we cannot do anything about and which can make us worry more than we need to.**

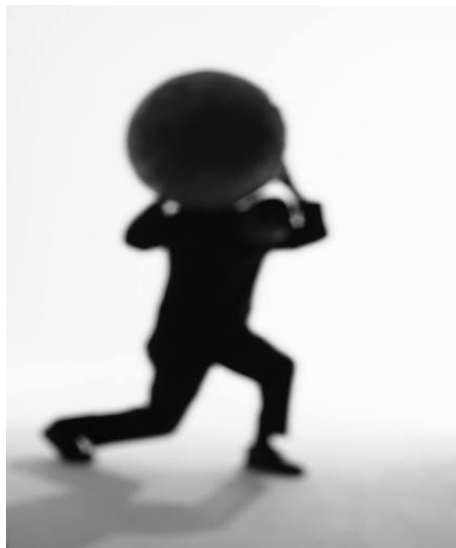
Lets work out the things we can and cannot do anything about! Then focus on the can and ignore the cannot

LIST ALL THE THINGS YOU <u>CAN</u> DO SOMETHING ABOUT	AND ALL THE THINGS YOU <u>CANNOT</u> DO ANYTHING ABOUT



# ACTIVITY 15 CONTINUED

- Now you know what they are think about and discuss what you can do to stop worrying about them. At this point you can take all the worries you are unable to do anything about, and having written them down, throw them in the bin! It's quite therapeutic!



So... **stop** carrying them around like a weight on your shoulders

**Start** focussing on the things you can do something about

And throw the other things away



# ACTIVITY 15 CONTINUED

**NOW YOU CAN USE YOUR ENERGY TO CHANGE THE THINGS YOU CAN DO SOMETHING ABOUT! WRITE DOWN ALL THE THINGS YOU CAN DO SOMETHING ABOUT, AND ALSO WHAT YOUR WORKER / SCHOOL MAY BE ABLE TO HELP YOU WITH**

HURDLE/ OBSTACLE/PROBLEM	WHAT I CAN DO TO CHANGE IT?	WHAT I NEED HELP WITH? WHO MIGHT BE ABLE TO HELP ME? WHERE CAN I FIND OUT WHO CAN HELP?



# ACTIVITY 15 —

## WORRY AND STRESS

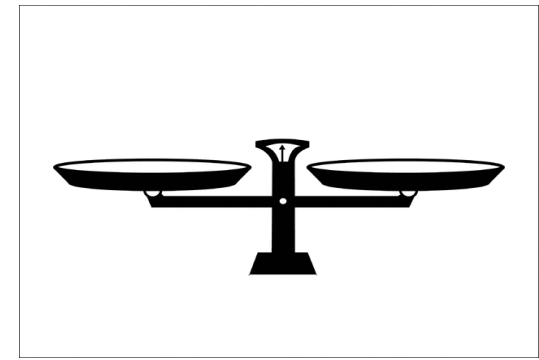


All top athletes take one step at a time when trying to improve their performance. Each of the challenges they face they deal with and move on to the next. They do this by planning ahead. Take one of your challenges/obstacles/hurdles and write down what you will do 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ... to change it

- 1st
- 2<sup>ND</sup>
- 3<sup>RD</sup>
- In exam season it is easy for worry to overtake your every thought and feelings. By applying the above strategies to this time you will be better prepared for your exams. As with all problems
- Prepare, prepare, prepare.... aka revision
- If you are prepared you can take on worse case scenarios with some confidence that you know what you need to do.
- Prepare for the worse and hope for the best.



# ACTIVITY 16- WORK ETHIC- LIFE ETHIC



Look at the words at each end of the scales below- what would your friends say you are mostly like?

	<b>Just like me</b>	<b>More like me than not</b>	<b>Bit of both</b>	<b>More like me than not</b>	<b>Just like me</b>
Organised					Organised chaos
On time					Late, rushing wildly to be on time
Prepared					Unprepared
Work Hard, play hard					Eat, sleep, rave, repeat
Reviser					Crammer
Up on the first bleep of my alarm					Snooze
Get it done now					Get it done later

Which side of the page did you think you and your friends agree you were mostly like?



# ACTIVITY 16



- So knowing roughly what kind of side you tend towards helps you to decide what you need to do to improve our chances of being successful at school, life etc.
- If you tended towards the left you probably have a good work life balance. You may however want to make plans to ensure you keep it this way. Its easy to become overwhelmed with work when you tend to be this type of person. Think about what you can do to keep this up, and stay sane!
- If however you tend to fall to the right then you tend to be living a more rock and roll lifestyle. This is fun oriented which is good, but does not lend itself to success in careers, jobs, education and in relationships. What could you do to start bringing some of the balance back, whilst avoiding taking the fun out of life?
- Pick one of the statements you would most like to be more like. Take this statement and use it as a goal in Activity 15. Work through this with the mentor.

