



MiLiFE C19

DISCOVER 6: What If?

Teaching Resources for Secondary Age Students



MiLife C19 RESOURCE OVERVIEW

MiLife C19 includes ten sessions that are designed to be used in a classroom setting or through home learning platforms. Sessions can last from 30-60 minutes depending on how much of the material is covered and/or whether the 'Do Next' activity happens during the contact time or as homework.

There are six sessions in the **Discover** section which cover an overview of emotional wellbeing issues commonly associated with traumatic experiences or global incidents like COVID19 and how young people can effectively respond to them in order to achieve positive mental health outcomes. Each session is split into five elements:

Outcomes	Way In	New Ideas	Landing It	Do Next
 Setting learning objectives	 Introduction/ice breaker activity	 Communicating new information	 Discussion and reflection	 Practical application tasks

There are additionally four **Explore** sessions included that are more focussed on practical activities that young people could engage in to benefit their mental health and emotional wellbeing.

Explore sessions might be set as homework/home learning activities or completed within education settings but may require additional resources or larger spaces than usually available in a standard classroom. They can work well when deployed in between the third and fourth Discover sessions.

All resources referenced in this leaders guide (videos, presentations, etc.) are downloadable from www.milife.org.uk in the Teachers area. The member of the EFDC team who introduced you to the resources will be able to provide you with any passwords required.



DISCOVER 6: WHAT IF...?



Outcomes: Tools for the Future

After completing this session, students should be able to:

- ⇒ Understand the principles behind the MiLife Star and 'Garbage In, Garbage Out' in relation to mental health
- ⇒ Identify five actions they will take to build their up their resilience in the future



Way In: Mind the Ghost

Plan a round of the arcade classic game 'Pacman'. If you are together in a group, you could play as a class tournament.

Many free to play versions of Pacman are available across the internet. The most easily accessible one is the 'Google Doodle' from 2010:

www.google.co.uk/logos/2010/pacman10-i.html

Discuss or think about...

- ⇒ Do you find a game like Pacman relaxing and fun or stressful?
- ⇒ Do you prefer the parts of the game when you have eaten a power up, or the part where you have to avoid the ghosts?

Talk about how Pacman is a good picture of how we live our lives. We need to consume food, water, social interaction to survive (like the pips that Pacman eats) and sometimes we can run into events or problems that mean we feel like we are starting all over again (like hitting a ghost). We can however put things in place in our lives that are like the power up pips that mean we can take control over the 'ghosts' we face and keep them on the run, so we can continue consuming what we need to survive and thrive.



New Ideas: You're the Star

Watch the video content **"MiLife Star"**

"MiLife Star"...

1. *Describes a simple five point star that can help us remember five different ways we can build our resilience so we are ready to respond to crises and other traumatic incidents in the future, drawing together learning from throughout the C19 materials as well as adding in some additional ideas.*

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2. First point is **CONNECT** - actively engaging with other people to create support network.
 3. Second point is **MOVE** - recognising the effect that physical activity and healthy diet has on our mental wellbeing
 4. Third point is **LEARN** - constantly and consistently seeking to learn and achieve are excellent underpinnings of good mental health
 5. Fourth point is **GIVE** - helping others and being an active citizen increases our wellbeing and is helpful for broadening our own support networks
 6. Fifth point is **NOTICE** - building mindfulness and resilience activities into our everyday routines so we are more able to 'bounce bank' when things go wrong.



Landing It: Garbage In, Garbage Out

Discuss or think about:

- ⇒ Was there anything included in the MiLife star that you were not expecting to see? Or anything not included that you thought would be there?

Complete the GIGO quiz on the session presentation.

Discuss or think about:

- ⇒ Have you ever considered or explored the links between what you physically put into your body and your mental health before?
- ⇒ Have you noticed any of the effects you just learned about in the quiz before without understanding how they 'worked'?
- ⇒ Which of the suggestions relating to food/drink made through the quiz could you actually imagine putting into practice so you can become one of the 88% of people whose mental health is improved by a change to their diet?

Are they the sort of person who always skips breakfast? Could they work a bowl of porridge into their morning routine? If they have trouble sleeping, have they ever tried a milky drink in the late evening to help them to get good rest? etc.

- ⇒ Have you noticed a change in your consumption of news media during the COVID19 pandemic? Where is the main source of your news? Might there be more reliable places to get your news from?

Discuss whether they have a free app from a mainstream media outlet like the BBC or Sky on their phone where they can go and check reports that they might have spotted on social media. Also introduce the group to the gov.uk website and note that through COVID19 and other national crises, this should be their first stop even if they later read other opinions to arrive at a more rounded view.



Do Next: You're a Star

"As you heard about in the video, we can significantly improve our mental health outcomes by setting ourselves just five targets or challenges that can transform how we respond to difficult situations that we find ourselves in."

"Can you create your own 'MiLife Star' on paper which includes a target for each of the key areas?"

Ideas for what could be included are outlined below. Plan to revisit the MiLife Stars every 2-3 weeks with the group to see how they are progressing and whether there are further targets/challenges they can set for themselves to achieve further strength in each of the five areas.

CONNECT

- Have intentional conversations with the people identified on my 'helping hand' about what support I benefit from and how I can help them
- Aim to have one 'deeper' conversation each day with another person where I mention my feelings or say thank you to them for something they have done for me
- Explore different mental health/emotional wellbeing support services online so I know which I might use if I am ever struggling

MOVE

- Start getting into a routine of one hour of 'downtime' away from screens before I go to sleep and putting my phone on 'silent' overnight
- Carry a bottle of water with me and make sure I've finished all of it by the time I get home from school
- Get off the bus one stop earlier than I need to on the way home so I get in some extra steps every weekday

LEARN

- Read one book relating to my favourite subject that is not on the syllabus every half term and tell someone else at least one thing I learned from it
- Do a free online course that will help me with the career I want to pursue once a term and keep a record of the course certificates
- Start a learning journal where I record facts and information that I encounter that interest me

GIVE

- Commit to performing one act of random kindness for someone in my family/friendship group every day
- Research the website of a charity relating to a cause I am passionate about and take an action that supports that charity at least once a term
- Commit to volunteering once a month with my local cubs/brownies/foodbank/sports club/church/etc to help others who are younger than or less fortunate than me.

NOTICE

- Set an alarm on my phone to remind me to spend five minutes each day with my eyes closed reflecting on everything I can hear, smell and feel in the place I find myself
- When I am working at a screen for a long period of time practice the 20/20/20 rule—every 20 minutes spend 20 seconds looking at something that is 20 metres away
- Make sure I spend ten minutes outdoors each day and while outside that I notice one detail about the natural environment