



MiLiFE C19

DISCOVER 2: Why Me? Why Us?

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 2: WHY ME? WHY US?



Outcomes: Communicating Effectively

After completing this session, students should be able to:

- ⇒ Understand the importance of talking about difficult experiences
- ⇒ Articulate their own 'COVID Story'



Way In: Find Three

Challenge the students to find out three new facts about someone they know well.

Discuss or think about...

- ⇒ How easy or difficult was it to find out three new things?
Did they find out anything that particularly surprised them? Or do you really know your friends/family as well as you thought you did?
- ⇒ How often do you find yourself in a conversation where you talk or message each other for ages, but do not actually 'say' anything?
Explore how it is much easier to stay 'on the surface' with our conversations, talking about other things, other people, than what is actually going on with ourselves and our own stories, particularly when we are struggling with something.
- ⇒ How do you think different people in your life would respond if you were intentional about sharing how you really feel about what's happening in your life when you chat to them?
How different would it be from how they usually communicate with their friends? Would it be an easy or difficult thing to do?



New Ideas: Its Normal to Feel This Way

Watch the video content **"Natural Reactions"**

"Natural Reactions"...

- 1. Explores the common responses to traumatic incidents, affirming students that the ways they have likely felt about COVID19 are perfectly normal.*
- 2. Encourages students that sharing our responses to incidents with others is an essential part of being able to cope with them.*



Landing It: Disaster

Look at the pictures relating to the humanitarian disaster in the presentation and invite the group to answer the following questions:

- ⇒ What is your first impression of these images and headlines?
- ⇒ What is actually happening here?
- ⇒ How have the people been affected?

Explore the emotional, physical and practical effects.

- ⇒ What feelings do you think the people in the images are experiencing?

Suggest that people may be in shock, worried about their friends and family, angry that the incident happened, etc.

- ⇒ What do the people in this situation need right now and who might provide it?

People require medical attention, shelter, food, water; this might be provided by emergency services, charities, nearby members of the public, etc.

- ⇒ What do the people in this situation need in the next six months and who might provide it?

They will need new places to live, financial support, ongoing medical treatment for their physical health, potential counselling for their mental health, etc.

- ⇒ If nobody knew this incident had taken place, what would happen to the people involved?

Emphasise that they would have to attempt to deal the consequences of the earthquake themselves, which would be impossible for some and very difficult for others. The fact that we have photographs and newspaper headlines about this incident show that their story was shared which means that help and aid could be given by others to support them.

“If the story of this earthquake had never been told, those people affected by it would have had a much harder time in recovering from it. When we experience traumatic incidents, we need to make sure we know and tell our story so we can receive help.”

“COVID19 literally happened to everyone in the entire world—that means that every person will have a COVID story to tell and, in understanding it and telling it, we can start to think about what kind of help and support we need to rebuild, just like the people in the earthquake we have been discussing.”



Do Next: My COVID Story

“When we are reflecting on our own COVID19 experience, we should think about it like the earthquake survivors we have just discussed. Some of the survivors would have only needed to take a shower, talk to a friend about what they saw, then they will likely be OK again to continue with their life as it was before. Others would have needed intensive medical treatment, counselling and a brand new home—and everything in between.”

“COVID19 has affected everyone in different ways too, but everyone has been affected and therefore everyone’s story is equally valid to be shared and told. If we do not affirm the experiences we have had by sharing them, we cannot know if we need further help to deal with the issues that they raise.”

“Before your next MiLife C19 session, put together your own COVID19 story. You could include:

- ⇒ A mood board of images and headlines that relate to you personally or relate to others but particularly struck you during the pandemic.
- ⇒ What were your first impressions when the pandemic was announced and what effect did you think it might have on you?
- ⇒ What actually happened to you and your friends/family personally?
- ⇒ How were you affected and what changed about your life?
- ⇒ What feelings have you experienced?
- ⇒ What do you need right now and who might be able to help you with it?
- ⇒ What might you need in six months as a result of COVID19?
- ⇒ If nobody knew this incident had taken place, what would happen to the people involved?

You could present your story as a presentation, as a newspaper opinion column or just as a series of answers to the questions above.”

Emphasise to the group that they do not need to share anything that they do not want to and they should avoid naming names of others if they are likely to be known to people within the school community (unless they are writing something positive about them).

Create space for the stories to be shared in class, as wall displays, on a website, etc., or split the students into small groups/pairs so they all get to share their story with at least one other person.