

**Welcome back**

**Between now and lunch, at 1pm, I'll introduce you to 2 new lessons.**

**CLICK**

**The first will be Lesson 8 - Handling anxiety**

**It's from 'What's the Buzz with TEENAGERS?' book**

**CLICK**

**Second up, is Lesson 10 – 'Empathy' from the revised edition.**

**This lesson, is a slightly different form, to the one in the original PRIMARY version.**

**They are very close!**

**CLICK**

**Some of you have probably already tuned into the word RESOURCE in the title of the TEEN manual.**

**The word RESOURCE indicates that each lesson is BIG.**

**So, BIG, that the book contains 10 chapters, and the content of the other 6 can be accessed online by registering as online members.**

**We've deliberately loaded each chapter up with plenty of activities and resources, so you can revisit it 3, 4 or 5 times if you wish to.**

**This is a program that you need to take charge of, and choose the material, and activities that should work with your group and fit the time you have available.**

**In short, you will need to tailor the content to fit your group's needs.**

**This is of course the real magic we see in true educators anyway!**

CLICK

**To be mentally healthy, young people need a freedom to share their thoughts, fears and anxieties with friends and trusted people in their lives.**

**We always explain that anxiety can range from an uncomfortable feeling right through to one of the toughest to deal with.**

**That's why we say, 'worry can be a bully.'**

**When equipped with quality information, we give everyone the best chance tame their 'worry bully' and find the most productive techniques and supports.**

**I'd like to develop a brief background as to why we felt a lesson about ANXIETY had to be included in each of the 3 programs.**

**Quietly ask educators and health professionals with a little history, about kids today.**

**They'll tell you, young people's emotional needs and behaviours have become more complex, and far earlier too.**

**There are more kids who need continuous case management and our astute input.**

**In fact the term "case management" is a relatively new term used in schools through necessity.**

**Teachers comment about a growing divide between children's personal responsibility for learning, maintaining a life-balance, and the way they experience technology.**

**There are more young people than ever before who now move between homes and parents.**

**Kids today deal with divorce and unspoken single parent poverty that comes with it.**

**They deal with domestic violence, step-parents and step-siblings in blended families and share spaces and belongings that are too small and too scarce.**

**This too presents distinct and complex challenges for kids today.**

**Today we understand that we are the ‘gatekeepers for the wellbeing’ of our young people.**

**And, today life for young people, is far more multi-layered and complex than ever before.**

**Now you understand our motivation to write, ‘What’s the Buzz?’ and include anxiety as a way to normalise it.**

**CLICK**

**Okay, to the lesson.**

**What’s on screen shows an overview of the lesson we’re about to do together.**

**It is an identical layout for each lesson in the teen book and across the 3 books.**

**Experience and research has taught us 2 things;**

- 1. Predictability helps students engage. By knowing how lessons are structure they can participate proactively and with confidence.**
- 2. Predictability assists educators to engage with the program too. Every educator is busy, often too busy, so having a program that is easy to teach with resources easy to organise makes all the difference. This is on of the strongest pieces of feedback we get from teachers.**

**At the top of the screen there’s - The learning intention - Materials required – Explanation**

**Then, there’s ‘What’s the Buzz?’ which sets the scene with an ‘Archie’s story’. These are short, just 700 words, but place everyone in the same space.**

**Next, we move to ‘Show me the Buzz’ Show me the Buzz**

**It provides the opportunity to discuss a variety of social and emotional ideas, absorb the thoughts of others, debate them, create role-plays and receive feedback from the group.**

**There is always a PART ONE and PART TWO.**

**Choose ONE activity from PART ONE or do PART TWO (which is the role-play), depending on what appeals to you, the time you have and your group's likely preferences.**

**Less is more with adolescents – set up time for them to talk, share, exchange ideas, discover new ones and normalize their feelings.**

**Part 3 is 3. Do you know the Buzz?**

**This generates a lively group 'discussion' where students briefly respond to a series of questions and statements highlighted by Archie's story.**

**The goal is for them to exchange ideas, and in the process, 'mind map' their way, more empathically, through the complexities of social and emotional situations.**

**Part 4 is 'The Buzz' - an opportunity for the group to play games that strengthen their friendship and the skills central to this lesson.**

**And, finally - After the Buzz, social thinking ideas for parents and caregivers**

**This section contains further ideas for parents, guardians and educators to encourage the social and emotional thinking students have touched on during the lesson.**

**This is because young people rely on us to consolidate these skills by positively modelling them, and emphasising the language and ideas contained within the lesson.**

**For those with online membership this section can be downloaded as a Word doc. So you can print and send home, or email home so parents and care givers can be connected to what you're doing. There are 48 of these files across the 3 programs to use.**

To help 'normalize' worry, we do a survey with our students.

I'll do it with you.

Who here;

- Worries a bit sometimes?
- Who worries a little too much a little too often?
- Who worries way too much, too often?
- What do you worry about?
- Have you sorted out the things you should worry about from the things that are out of your control?
- Has your worry become a bad habit?

CLICK

The first goal of this lesson is to establish a few facts about anxiety and debunk the myths.

Are you ready?

Listen carefully as I make some rapid-fire statements.

Your challenge is to decide which statements are FACTS and which are MYTHS.

**STAND UP** if you think it's a FACT

**STAY SEATED** if you think it's a MYTH

Let's play!

Anxiety Quiz

- Anxiety isn't a real problem. Most people with anxiety could snap out of it if they really wanted to. (*myth*)

- **If you have anxiety, be sure to share your feelings with people who care about you. *(fact)***
- **If you eat healthy, then your anxiety might improve. *(fact)***
- **People with anxiety can't be helped. *(myth)***
- **Anxiety is very treatable. *(fact)***
- **Most people with anxiety disorders do get treatment. *(myth)* Only 1 in 4 teens get professional help – this is too low!**
- **Anxiety disorders are not common. *(myth)***
- **Anxiety affects about 20% of us. *(fact)***
- **Anxiety will get better if you ignore it. *(myth)***
- **Meditation and controlled-breathing activities can lower anxiety levels. *(fact)***
- **Anxiety can also be reduced with exercise. *(fact)***
- **Never help someone with anxiety because you might catch it! *(myth)***
- **Women and girls are more likely to suffer from anxiety than men and boys. *(fact)***
- **Anxiety is inherited and related to brain chemistry, personality and what has happened in a person's life. *(fact)***
- **Anxiety can cause bad sleep, tummy aches and diarrhea. *(fact)***

**Here's Archie's story. We use it to set the scene.**

***"I don't want to talk about it!"***

**Archie hadn't been feeling himself since the cross-country race with Prisha.**

**He appreciated what she did and instead of taking the race from him, she insisted they share the win together.**

**This was the kindest thing anyone outside his family had ever done for him.**

**It felt wonderful, weird and embarrassing!**

**Archie's feelings were still floating in this unsettled space, and to make it worse were the comments some kept making after the race;**

**"Archie, you could have got up and won. Did you choke?"**

**"Did you fall to get the sympathy vote, Archie?"**

**"So dramatic. You and Prisha planned this, didn't you?"**



**This had left Archie not feeling right.**

**He wasn't happy. He felt flat, moody and filled with anxiousness, but it made no sense.**

**He felt so alone even though he wasn't alone.**

**Was he the only person in the world with these weird feelings? Maybe.**

**He couldn't find the words to talk to mum, dad, Tobias, Joanna or any of his closest friends about his feelings.**

**They'd think he was stupid.**

**Tobias's party was on this afternoon, but Archie couldn't do it.**

**He needed to be home alone with his whippets.**

**His mum was gardening outside and tapped on his bedroom window pointing to her watch.**

**He could read her lips, "Nearly time for Tobias' party. Get ready"**

**Archie felt annoyed. Couldn't she tell he was having a rough time?**

**Archie didn't get ready.**

**Instead, he hopped into bed and disappeared under his quilt. His dogs buried themselves under the quilt too.**

**Surrounded by the warmth of Maxi, Luca and Kelvin, Archie dozed in a light sleep.**

**Suddenly, he was woken by the ring of FaceTime on his iPad. He looked. It was Tobias.**

**He answered.**

**Tobias was excited, and Archie could see him moving about following his new drone as he flew it.**

**He begged Archie to come over and be the first person to fly it with him before his party started.**

**Archie watched Tobias' happiness and it annoyed him. He wanted some of Tobias' happiness!**

**Then, Archie was hit with a gush of panic, and the feeling hit hard.**

**His heart raced, his throat felt tight, he gasped for air and couldn't talk.**

**Archie threw his arms into the air, clenched his fists and screamed at Tobias, "I don't care about your drone or your party today. I can't do it."**

**He ended the call.**

**Archie wasn't a hurtful person, and he'd never done anything like this before.**

**His life felt like it was out of control. His Mum came in and asked, "What's all the noise about? What's wrong?"**

**Archie shouted at her too, "You should know how I'm feeling! You're my mum!"**

**Mum sat with him. As her hand rested on his back, she could feel his heart racing. The whippets remained glued to his side under the quilt.**

**He wanted to fall asleep again, so he wouldn't have to think about being so awful to Tobias.**

**Then came an unexpected knock at the door.**

**The door swung open. It was Tobias.**

**What was going on? Archie thought to himself. ‘What’s Tobias doing here?’ He should be at his party?’**

**‘Why is he here?’**

**CLICK**

**My whippets in real life!**

**Yes, they’re a pack of 3**

**CLICK**

**Take your minds back to Archie’s story.**

**At this point, we ask students to put their thumb up if they ‘agree’ or think ‘yes’, thumb down if they think ‘no’ and thumb to the side if they think ‘maybe’.**

**Move very quickly through them. Are you ready?**

- 1. Have you ever felt like Archie?**
- 2. Being sad from time to time is a normal part of life. Who agrees?**
- 3. Is being anxious sometimes, is a normal part of life. Who agrees?**
- 4. If you were carrying around a worry you couldn’t get out of your head, would you share it with someone?**
- 5. Do you have a way to relax yourself, or quieten your thinking, when you’re too sad, angry or worried?**
- 6. When Archie shouted at Tobias, he was having a panic attack. Do you know what this is? Have you ever had one?**

7. Is it okay to ask a friend if they're alright, when you're worried about them?
8. What if you asked a friend if they're okay and they said they were, but you knew they were not. Should you do more?
9. Do you agree that what Tobias did, took courage?

CLICK

Archie experienced a 'panic attack' in the story.

Who here has experienced a panic attack before?

Could you describe YOUR symptoms?

For Archie, there was a gush of anxiety and a feeling of hopelessness.

His heart raced, his throat felt tight and he gasped for air.

And, then he behaved regrettably.

We say a panic attack is a feeling of sudden and intense anxiety

What should we know about panic attacks, and what's helpful to say and do?

- They can be frightening, but are not dangerous
- They will pass after a few minutes
- Ride it out. If you must leave the situation, then return as soon as you can
- Share with a friend. Let them be with you. They don't have to do anything. Just understand
- If you're breathing quickly, slow it down with some controlled breathing. It works!
- Make a panic attack plan so you handle it better in the future
- Anticipate when and where they are most likely to happen, so you stay ahead of them

**We explain that most everyone experiences worry!**

**Within limits, it's normal to worry or feel anxious.**

**Teach them that worrying has a purpose.**

**A little anxiety is a useful means to plan, prioritise and cope with life's new experiences.**

**Always put worry into a context by using its name.**

**When you see a child worrying, actually name it.**

**Use the "worry" or "anxious" words.**

**Explain that human beings are naturally wired with a 'negative bias'.**

**This means NEW or RISKY or UNPLEASANT things make a bigger hit on our brains and are more easily remembered than the good stuff.**

**It's called our brain's "negative bias".**

**Our brains have been built this way for a good reason. It's to keep us safe.**

**But, we need to know this so we can keep worry in perspective.**

**From the dawn of human history, our very survival depended on our skill to dodge danger.**

**The brain developed systems that made it impossible not to notice danger and respond to it.**

**Here's the story...**

***You see, once upon a time, a long, long, long time ago our ancestors lived in dangerous times and dangerous places.***

***They had to go out into the wilderness to hunt and gather food.***

***They knew it was dangerous to be away from the safety of their camp or cave and being worried helped them to be hyper-alert, hyper-fast and hyper-clever to help avoid attacks from the sabre-toothed tigers.***

***Worrying also helped them to create a plan if they did get attacked by a sabre-toothed tiger. Their very survival depended on worry!***

**Today, it's different.**

**We don't need to run away from a sabre-toothed tiger, but we are left with an evolutionary imprint that protects us from real and perceived dangers.**

**Yes, worry is a special protection that helps us notice and survive real and perceived danger.**

**But, sometimes, our primitive system sets off false 'worry' causing us to worry too much.**

**But, it is possible to keep worry in check with some simple self-soothing techniques and we'll explore these later.**

**We say to kids that anxieties are thoughts.**

**You make your own thoughts, so they are within your control.**

**Never let a 'worry' become the boss of your life'**

**Plan to use one of these tips to take control of 'bossy boots' we call, anxiety.**

**1. Work out how serious it is**

**Use a catastrophe scale to rate your worry so you keep it real and in perspective.**

**2. Gently challenge your own, or a friend's, anxious thinking by doing a RISK ASSESSMENT.**

**Ask, of yourself or of them;**

**'Well, what usually happens?'**

**'What is most likely to happen?'**

**'What's the worst that can happen?'**

**'What plans can be made to deal with it, if the worst happens?'**

**By consistently using this approach kids learn that the worry is unlikely to eventuate, and contingency plans can always be made.**

**Realistic thinking replaces frightened thinking, and as it does the brain can effectively begin to problem solve.**

**3. Teach kids to accept the worried thought.**

**The worry is just a thought. It is not real. It can't hurt you.**

**Rather than letting it scare you, spend time with it.**

**Then, when you're ready, do a RISK ASSESSMENT!**

**Encourage them to share their worry with someone they trust, and then switch to a happy thought and stay with it.**

**You may remember that in 'Show me the Buzz' we choose ONE thing from PART ONE, or do a role-play from PART TWO**

**The role-plays are about - 'Handling anxiety'**

**Dealing with our own anxieties, or the anxieties of others.**

**It's okay, for the moment, we're not asking you to role-play.**

**But, I will later.**

**We use role-play because the research tells us role-play is most effective to turn new intellectual learnings into movement and words.**

**It gives us a chance to physically reproduce the learnt skills so they can be transferred more effectively into real-life.**

**We say, the kinesthetic quality of role-play promotes a deeper and longer-lasting learning.**

**CLICK**

**'The Buzz' provides an opportunity for the group to play games that strengthen their friendship, and the skills central to this lesson.**

**There are 3 here, and I'll play one with you!**



## **Let's play - build an intensity ladder**

**In real life I'd get you to break into pairs or 3's.**

**Today we can do this alone and chat as we do it.**

**Grab hold of your feelings intensity ladder and your scissors and cut out each feelings word from your set.**

**You start cutting and I'll explain.**

**I'd like you to arrange the cards in a ladder formation, just like on screen.**

**Place the most pleasant feeling at the top of the ladder (they may be proud, excited, relieved) and the trickiest feeling to deal with at the bottom of the ladder (perhaps shame, lonely, disappointed).**

**Organise the rest so they progress from the more enjoyable, easier to navigate, feelings through to neutral feelings then on to the most challenging. To do this you can lay them on the floor, a desk or fasten them to a large poster sheet.**

**In real life we use group consensus to make decisions.**

**It sparks some rich conversations!**

**Finally, ask each group to draw a line through the middle of the ladder where the easier, more enjoyable feelings' give way to the 'trickier type feelings'. We try not to use the expression – good and bad feelings because all feelings have a legitimate place in life.**

**Interestingly, boredom is usually identified as the first of the trickier feelings.**

## **The next BUZZ activity we'd do is this!**

**We explain to kids that big worries and big feelings feel like everything is at stake, and they'll last forever.**

**The truth is that all feelings come and go.**

**An ideal way to illustrate this is to use a bubble blowing kit with students.**

**What a perfect metaphor to show that feelings are as transient as bubbles.**

**Get a bubble making kit for each student.**

**Together, blow a bubble and assign a feeling to it.**

**And, if you are thinking that this is an activity tailored for littlies, you couldn't be more wrong.**

**Every year too many adolescents impulsively harm themselves, or take their lives because they have not learnt to deal with the trickiest of feelings around disappointment, rejection, shame and loss.**

**They have not absorbed one vital fact. That is, feelings come and go.**

**Make this activity a timely reminder for them!**

**Teach all your students – at every age - to wait 24 hours before acting on any feeling that feels tricky, upsetting or disastrous.**

**By deliberately pre-planning to not act on a problem for 24 hours we buy time for our brains to reset and reconsider.**

**We also build in time to talk to one or two trusted people to compare their thinking with our own.**

**Often, within 24 hours, we've moved past the initial emotional high-point and have calmed enough to make a much wiser decision.**

**This practice can be literally lifesaving!**

CLICK

**This is also the time to get our thinking caps on and talk about; emotional-regulation.**

**It's the ability to manage one's feelings effectively, particularly when under duress.**

**It is a foundation skill to exercise resiliency.**

**We also know difficulties with self-regulation are strongly related to emotional immaturity, trauma-based histories and disabilities.**

**We must never give the impression that these are skills we teach one day and children will have them the next day.**

**From a developmental viewpoint, self-regulation takes much, much longer to develop than we like to think.**

**We have learned about the magic of slow, deep breathing.**

**It relaxes our brain just enough so the prefrontal cortex can stay online and help us to make rational decisions.**

**The problem is that it's too hard to experiment with new self-regulatory techniques when we're in the middle of being distraught.**

**So, the best way around this is to practice when we're in a more relaxed state of mind, every day.**

**The more we practice, the more adept our brains become at supporting us.**

**The message here for educators and parents is to embed these practices into the daily lives of young people.**

**Emotional self-regulation techniques, often bagged as Mindfulness, are tools that help us best manage frazzled feelings.**

**CLICK**

**We always explain to kids that big emotions are not logical.**

**Consequently, one of the worst things we can do is to argue, or talk a child up, or down, or in, or out of anger or anxiety, when their downstairs brain is in charge of them. Yet, instinctively many of us do this!**

**Anyone who in this state is experiencing an emotional hijacking.**

**In other words, it is almost impossible for this child to process our well-intentioned advice.**

**Just being with them is enough.**

**One or two comforting words such as, "Sometimes it's just really hard..." are enough.**

**You do not need to know all the answers just be there to connect.**

**It's counter intuitive, but do not attempt to problem solve at this point.**

**Work with your student, or group, to choose just one or two of these mindfulness ideas.**

**When there are too many options to choose from, nothing gets chosen.**

**It is often useful to have a special place to retreat to where they can get away from triggers.**

**This might be a tent in the classroom, a specialised sensory room, or being in a soothing space with someone of their choice**

**This is not about isolating a young person, but respectfully giving them structure, space, time and dignity!**

CLICK

**The key is finding acceptable ways to let this raw, unbridled emotion pass without placing themselves, others and property, at risk.**

**Once they've calmed, and feel steadier you might say, "How's your heart feeling now?"**

**This is such a deeply connecting question to ask. It helps them tune back into their innate goodness that was stolen for a while. This statement also let's them know that you understand and care. Then, as they leave say goodbye with, "Take care of your heart, okay?"**

**The research tells us we all do best when we have some autonomy over our situation.**

**And, a 'break card, or similar, is an effective way to do this.**

**To finish up, here are a few controlled breathing activities I use with kids and adolescents, who say, “I hate doing controlled breathing”**

**“It doesn’t work for me.”**

Whether it’s blowing a sheet of A-4 paper to each other across a desk, or blowing plastic cups or balls – it is controlled breathing and will deliver the same magic.

CLICK

**Here’s a cute one I recently came across, and it’s for every age!**

These little caterpillars are fun to build and fun to race.

And, the only way to race them is through controlled breathing.

CLICK

**And, what about the controlled breathing required to make these bubbles?**

**Check out the YouTube clip!**

CLICK

**Nature journaling is about noticing what’s happening in nature, drawing it and spending time in with it.**

The practice plays beautifully into the hands of a mindfulness because it’s an activity that slows our mind down by focussing our attention on the appreciation of nature

For total inspiration, Google images for ‘Nature journaling’.

**These 4 are popular controlled breathing activities used by many who work with children and adolescents.**

**You'll find each of them on YouTube with a simple explanation. Enjoy!**

CLICK

**PROGRESSIVE MUSCLE RELAXATION is a method that reduces muscle tension.**

**Many of my clients like doing it and find it useful.**

**The technique encourages you to systematically tense up particular muscles and then relax them.**

**The result is doing this light engaging exercise, being in the moment and feeling less tense afterwards.**

CLICK

**Then, there's the *5, 4, 3, 2, 1 coping technique for anger, anxiety and anything in-between***

**5 - say to yourself 5 things you see around you.**

**4 - say to yourself 4 things you can touch near you.**

**3 - say to yourself 3 things you can hear in this moment.**

**2 - say to yourself 2 things you can smell near you.**

**1 - say to yourself 1 thing you can taste or like to taste.**

CLICK

**Do you have any questions?**

**Next, let's dip our toes into a lesson from 'What's the Buzz? for PRIMARY students.**

**In this lesson our goal is to be emotionally available for another.**

**To be empathic, several deceptively simple steps must be captured within a well-timed process.**

- **To begin the process we must be able to recognise how another is likely feeling, move beyond our personal needs, and respond to theirs.**
- **Next, is to say and/or do something with that person, that validates how they are feeling and reassures they are cared for.**
- **Finally, something needs to be said or done that eases that person's difficulty or allows them to see there is a possible solution or some hope.**

**As you know, empathy is a highly prized quality in the social and emotional world.**

**It is a precondition for building, strengthening, maintaining, and even rescuing relationships.**



**You'll notice the instrumental steps towards being empathic are on screen.**

**I'll leave them there as a prompt.**

**Here's our role play.**

**I'm hoping some of you may be able to help me.**

**Are you ready?**

**It's Monday morning. We are friends and we've both just arrived at school.**

**I walk up to you and say, "Oh, I'm so worried about my mum. You know she's been sick for so long. She went back into hospital and I think she's worse this time."**

**The truth is, that you know my mum's illness is very serious. She is gravely ill.**

**To be empathic, I don't want to say that. BUT, I don't want to lie either.**

**Using the 2 steps on screen, what could you say to me?**

**Anyone want a go?**

**"I'm so sorry for your mum and I know it's been tough on you. I think your mum is lucky to have you!**

**Is there anything I can do to help?"**

**Okay, I'm about to frame this lesson by reading Archie's story to you.**

**Be on the lookout for those who show empathy – and, how they do it.**

**But, be warned, there is someone who does not?**

**See if you can work out what prevents this person from being empathic?**

**Begin reading.....**

***Archie's story; "Did you think about us?"***

**Archie hadn't slept much, and nor had his parents. It had been a rough Saturday night. The doctor came late yesterday and thought Jacinta, Archie's older sister, had a grumbly appendix. Unfortunately, the pain got worse through the night.**

**Now, Archie's mum was comforting Jacinta who was doubled over with stomach pain. Dad was on the phone calling an ambulance because it was time to get her to hospital. This grumbly appendix had decided to turn into appendicitis!**

**The three whippets, Maxi, Luca and Kelvin hadn't left Jacinta's side. They'd spent the night offering her their enduring friendship.**

**Once the ambulance arrived things happened very quickly, and by lunch time Jacinta was in the operating theatre having her appendix removed before they burst and caused complications.**

**Mum, dad and Archie sat in the waiting area. Mum flicked through magazines at super-fast speed not reading a word, dad paced, and Archie used dad's phone to google appendicitis. He wished he hadn't because that information made him feel more scared for Jacinta.**

**By late afternoon surgery was finished, and Jacinta was wheeled into her own room where Archie and his parents were waiting for her. All had gone well, and she smiled with relief as she saw them. Jacinta remained sleepy throughout the evening, but best of all was that the pain had stopped.**

Archie and his parents stayed by her side, although dad slipped away for a while to feed the whippets. Around 10pm Archie and mum kissed Jacinta goodnight and went home to sleep. Dad was able to stay and keep Jacinta company.

The next morning Archie and mum checked in. All was going well, and dad would bring Jacinta home later in the day. That was the best news! Mum had to get to work and Archie to school.

CLICK

As Archie arrived at school he saw Tobias, Joanna and Oliver waiting. Then it hit him. He'd organised to go to the movies with them, plus Joanna, Millie and Marco yesterday afternoon. With all that had happened to Jacinta it had completely slipped his mind. He picked up his stride because he had so much to share with them.

"So, where were you yesterday?" Oliver called before Archie reached them.

"I'm so sorry," replied Archie, "I totally forgot. We had a rough weekend. You see, Jacinta ..."

Oliver cut across Archie and hotly said, "Did you think about us? Did you think we'd be worried? Did you think about contacting us? Did you think you might have wrecked the movie for us?"

"I was in hospital. Jacinta had appendicitis and was rushed to emergency. Sorry. Everything happened so fast. I was caught up in it," Archie responded.

"Well you messed up the movie for us because we had no idea where you were," continued Oliver.

**“Take it easy, Oliver. This isn’t all about you,” Joanna stated.**

**“Archie, are you okay. Is Jacinta alright?” asked Tobias.**

**“She’ll be fine and will be home later today,” explained Archie.**

**“Well, she can’t have been too sick if she’ll be back home today,” quipped Oliver.**

**“So, you’re a doctor now, are you Oliver? teased Tobias.**

**“I’m really happy Jacinta will be okay, Archie. And, I’m happy you are too. Would it be okay if I dropped by to see her later? asked Joanna.**

**At the end of each story, we pose questions to the group.**

**This is because the research evidence is clear – when we engage children, adolescents and adults in group conversations analysing the interaction between characters, they develop their “social and emotional mind-reading” abilities.**

**To do this encourage your group to look at interactions from different perspectives and debate them!**

**So;**

- **Who showed empathy? Name them. How did they show it?**
- **Who did not show empathy?**
- **Dig down. Why did Oliver fail to be empathetic? Does this make him a bad person?**
- **If Oliver was your friend, would you chat with him privately, later on, about forgetting to show empathy to wards Archie?**
- **How did Archie probably feel about Oliver afterwards?**

CLICK

**How might empathy and sympathy be different?**

**This film clip features Brene Brown talking about the difference between sympathy and empathy.**

**She says that empathy fuels connection and sympathy drives disconnection and difference.**

PLAY VIDEO

**She says that if she could give one tip to adults wanting to improve the mental health and wellbeing of young people in their lives it would be to take on the message in this video.**

**To listen, to connect and nurture this sacred space.**

**Show me the Buzz offers students an opportunity to create role-plays, and receive feedback from the group.**

**We know that this approach heightens understandings and the transference of skills.**

**In this lesson we have 'Empathy' Role-plays**

**"Yes" You get a chance to role-play!**

**Once again, I will not make anyone role-play if you're not comfortable with it.**

**Similarly, never insist a student role-play if they're feeling uncomfortable.**

**So much can be learned through observing.**

**At this stage, when working with students, break your group up into 2's or 3's.**

**Give each group a role-play card, get them to find a quiet spot and rehearse.**

**Move from group to group to help inspire them.**

**Next, ask each group to perform their role-play in front of the group.**

**We sit in a circle, so role-plays can be done in the centre.**

**Sometimes pairs are all set to go, and someone will get COLD FEET.**

**Reassure them that it's okay. Stand in for them or get someone to wing it with them!**

**After each role-play is performed, we invite both positive and constructive feedback.**

**These can spin-off into very rich discussions. Always encourage this.**

**These role-plays are in the photocopiable section at the end of this lesson.**

**They are also available online.**

**You may either read them to students or print them and hand each small group a role-play.**

**Oh? Your first role-play is on screen. I have 5 for you.**

**I'll read each scenario to you.**

**Then, I'd like someone to jump in and show us how to respond empathetically, using the 2 steps on screen.**

**Here goes... READ ROLE-PLAY 1 ....**

**READ ROLE-PLAY 2 ....**

**READ ROLE-PLAY 3 ....**

**READ ROLE-PLAY 4 ....**

**READ ROLE-PLAY 5 ....**

**CLICK**

**Part 3 of 5: Do you know the Buzz – intellectualising**

**Click through next 5 slides**

**CLICK**

**Finally, we've arrived at 'The Buzz' – part 4 of 5**

**During 'The Buzz' the group play a game, or two, that inspire social cohesion.**

**The games usually relate to the topic to help students consolidate the skills highlighted in the lesson.**

**Today however, I've had to choose something special, so good luck!**

**Mr. and Mrs. Wright (exciting for all ages)**

**Have everyone stand well away from each other. Tell them that you are going to read a story about Mr. and Mrs. Wright and that they will need to listen very carefully. When they hear you say the word "right" they will have to jump to the right. When they hear you say "left" they will have to jump to the left. This game is a lot of fun, but each person's success hinges on them concentrating, listening and remembering. It's all about following directions to the letter!**

**The story ...**



**This is a story about Mr. and Mrs WRIGHT. One evening they were baking cookies. Mrs. WRIGHT called from the kitchen, "Oh, no, there is no flour LEFT! You will need to go out to the store RIGHT away."**

**"I can't believe you forgot to check the pantry," grumbled MR. WRIGHT. "You never get anything RIGHT!"**

**"Don't be difficult, dear," replied Mrs. WRIGHT. "You could have LEFT by now and been on your way. It will only take twenty minutes if you come RIGHT back.**

**Go to the Post Office up on the main road, and turn LEFT at the stop sign. Then go past the fruit shop we usually go to, and turn RIGHT, and there it will be on your LEFT," declared Mrs. WRIGHT as her husband LEFT the house.**

**Mr. WRIGHT found the store and asked the shop assistant where he could find the flour. The shop assistant pointed and said, "Go to Aisle four and turn LEFT. The flour and sugar will be on your LEFT."**

**Mr. WRIGHT made his purchase and walked RIGHT out the door. He turned LEFT, but he couldn't remember where he had LEFT his car. Suddenly he remembered that he had driven Mrs. WRIGHT'S car and that his car was in the driveway at home RIGHT where he had LEFT it. He finally found the RIGHT car and put his things RIGHT inside. Eventually, a weary Mr. WRIGHT found his way home.**

**Mrs. WRIGHT had been waiting impatiently. "I thought you would be RIGHT back," she said. "I LEFT all the cookie ingredients on the kitchen counter, and the cats got into the milk. You'll just have to go RIGHT out again."**

**Mr. WRIGHT sighed. He had no energy LEFT. "I am going RIGHT to bed," he said. "Anyway, I need to go on a diet, so I might as well start RIGHT now. Isn't that RIGHT, dear?"**

**Author unknown**

**You were doing much more than a game or an activity – and what I’m about to highlight is something to always keep in mind.**

**It’s a reminder that we humans are wired for social connection.**

**When the connection occurs, there’s a deep difference to how we feel, how we relate to others and how we learn,**

**When we’re with people we like, who like us, who encourage and believe in us we grow!**

**Healthy relationships are all about developing opportunities and skills to CONNECT, CONTRIBUTE and to feel CAPABLE.**

**We call it the 3 C’s – and they make a world of difference for people and between people.**

CLICK

**On the flip side of the 3 C’s is Baumeister’s studies.**

**He, and his colleagues, explored the ‘effects of rejection’ on an individual’s emotion, intellect and ability to reason.**

**The results were astonishing! But, in many ways they weren’t!**

**Participants who thought they had been excluded and isolated from the group were shown to have –**

- **A significant increase in impulsivity**
- **A significant increase in aggression**
- **IQ dropped by 25%**
- **Analytical reasoning diminished by 30%**

**The study concluded that rejection does interfere with a person's self-control or self-regulation and will lead to behavioural difficulties, regardless of any other condition that may exist.**

**When relationships and inclusion 'feels' absent, negative emotions, negative barriers and negative behaviours are created!**

**'Rejection' causes young people to become, either hyper-aroused or switched off, and which way they'll jump depends on their personality.**

**We see reduced cognitive capacity, difficulties with memory and language delays.**

**Their ability to concentrate, listen, understand and to express themselves all the harder, making school a distinctly disagreeable experience.**

CLICK

**It's almost lunch break.**

**Do you have any questions?**