



## Outline of Lifespace Group Mentoring course

### “Fall Down Seven Times, Stand Up Eight”\*

*\*Japanese proverb*

This outline has the following headings:

- Introduction to the course
- Session titles
- Key Outcomes of the course
- Learning Styles
- Specific Learning Outcomes for each session
- Requesting the course

#### Introduction:

Our group mentoring course involves up to **6 young people**, either in single gender or mixed gender groups and usually of the same year group.

It is designed with Key Stage 3 students in mind who are facing transitions, dealing with issues of personal loss and change, and who would benefit from their emotional resilience being built.

The course comprises **6 sessions**, each one hour long and is facilitated by two trained Lifespace mentors. It is usually delivered as one session per week within an educational setting (e.g. school, College).

The material has been inspired by the work of The Emotional Logic Centre and Dr. Trevor Griffiths (MA), with whom we are delighted to work in collaboration; and has been designed by Lifespace staff who have completed the ***NVQ Level 3 Emotional Logic Practitioner course***.

#### Sessions are entitled:

- Week 1 - "Feeling Safe"
- Week 2 - "Bouncing Back"
- Week 3 - "Knowing What You're Worth"

Week 4 - "Using The Power Of Your Emotions"

Week 5 - "Taking Positive Risks"

Week 6 - "Moving Forward"

**Key Outcomes include:**

- **understanding the importance of feeling safe** and personal support networks
- **understanding the useful purposes of anxiety, anger, guilt and mild depression;** re-thinking negative emotions
- **seeing what matters to you** - understanding what makes you tick and your potential emotional triggers
- **knowing what you are really worth** - an introduction to self-worth
- **experiencing the power and use of body language**
- **recognising what you've lost** - in a safe environment, facing up to what's been lost and the unconscious emotional bonds
- **coping with stress differently and more effectively** - looking at managing feelings, especially anger and developing personal positive coping strategies
- **having new ways to get un-stuck** - exploring how to increase personal energy and motivation which in turn improve attendance, friendships and attainment
- **having a clear grasp on what you want (and what you don't)** - identifying, setting and getting your goals

**Learning Styles:**

All the sessions have been designed in-house by Lifespace and use:

*interactive energising games*

*structured activities*

*film clips & questions*

*emotion card packs*

*brief discussion groups*

*resource sheets*

*continuums*

*visual resources*

The course is designed to be **dynamic** by building on one week to the next, as well as creative, visual & hands-on. It has been designed with different types of learners in mind and deliberately uses a **variety of learning styles** to engage all group members.

Each group member is provided with their own **Personal Action Pack** (a printed A5 booklet) in which they can capture their own learning and

thoughts, as well as have a record of key material to use and look back on. They keep this at the close of the course, along with their Personal Certificate for participation.

### **Specific Learning Outcomes for each session:**

#### **Session 1 - Feeling Safe**

Each student will...

1. Understand the purpose of the group and why they are there
2. Identify how they prefer to learn
3. Identify how they are getting on in life using a range of 10 indicators
4. Be introduced to a range of words associated with shock/anxiety, and learn new emotional vocabulary
5. Discuss the physiology associated with feelings of shock/anxiety
6. Grasp the point that unpleasant feelings can be useful and tell us something helpful
7. Reflect on who, where and what are their Safe Places
8. Create a Safe Matrix showing at least 3 physical safe places and 3 people they feel safe with
9. Complete a positive sentence regarding personal safety

#### **Session 2 - Bouncing Back**

Each student will...

1. Be reminded of the importance of their safe places (from week 1)
2. Understand why they are there and what the session involves
3. Experience an exercise that challenges their idea of 'what is possible'
4. See how emotions like anger and guilt are reactions to loss
5. Understand a range of alternative words associated with 'Anger & Guilt' emotions
6. Grasp the point that unpleasant emotions can tell us something useful
7. Think about how they would describe themselves and stimulate new ideas
8. Complete the Three Resilient Statements ("am, can, have") list (minimum 3 for each)
9. Complete a positive sentence about a personal achievement

#### **Session 3 - Knowing What You're Worth**

Each student will...

1. Experience a temporary personal loss in a safe way
2. Hear how loss is a natural part of life
3. Reflect on personal changes during adolescence/puberty
4. Identify additional words associated with low mood/depression
5. Grasp the point that unpleasant feelings can be useful and tell us something helpful
6. Think about personal worth and the effect of emotions on self-esteem
7. Complete a positive sentence about what helps raise their energy levels

#### **Session 4 - Using The Power Of Your Emotions**

Each student will...

1. Experience how our physiology and emotions are linked
2. Attach named feelings to their body language
3. Understand the notion of 'empathy' through use of a visual resource
4. Consider how unpleasant emotions like anger can have a useful purpose
5. Reflect on & discuss how they behave when they feel angry
6. Experience the tension between 'easy' and 'right' choices
7. Experience the Stop, Sit Down, Breathe & Think process for calming down
8. Make something that represents how they can stay in control when feeling angry

### **Session 5 - Taking Positive Risks**

Each student will...

1. Be energised by the Balloon activity
2. Consider how they are responsible for themselves
3. Reflect on the impact of comments to their energy levels/emotions
4. Understand the term 'bargaining' and discuss a range of ways to do this
5. Identify how they usually bargain - aggressive, lazy or assertive, and grasp the implications of each
6. Recognise three useful ways of taking a positive risk
7. Make something to represent a positive risk they can take

### **Session 6 - Moving Forward**

Each student will...

1. Enjoy the challenge of the 9 dots activity
2. Observe a range of emotions in reaction to loss and accompanying body language
3. Identify additional words they can use when accepting a situation
4. Experience an imagination exercise for letting go of something they don't want
5. Complete scoring profile and reflect on how their 'scores' have changed
6. Summarise what they have learned from the group process
7. Receive a certificate for participation in the group

**To invite Lifespace to deliver this unique and exciting course, please either:**

- **Contact us directly** on 01789 297400 or [info@lifespace.org.uk](mailto:info@lifespace.org.uk)
- **Complete and send the Group Mentoring Intervention form** downloadable from our website [www.lifespace.org.uk](http://www.lifespace.org.uk)