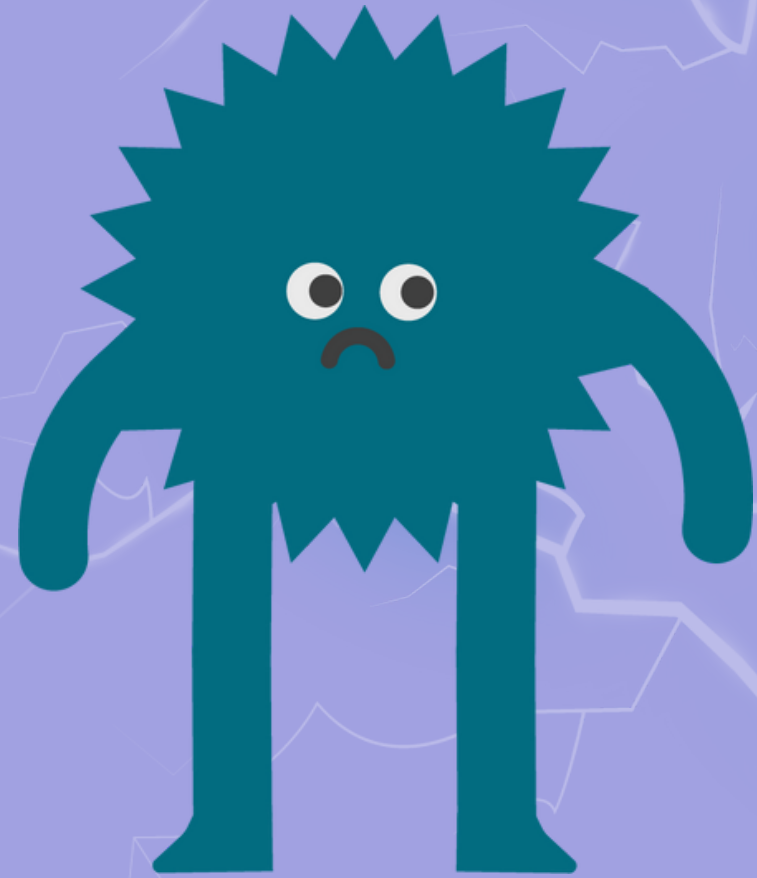
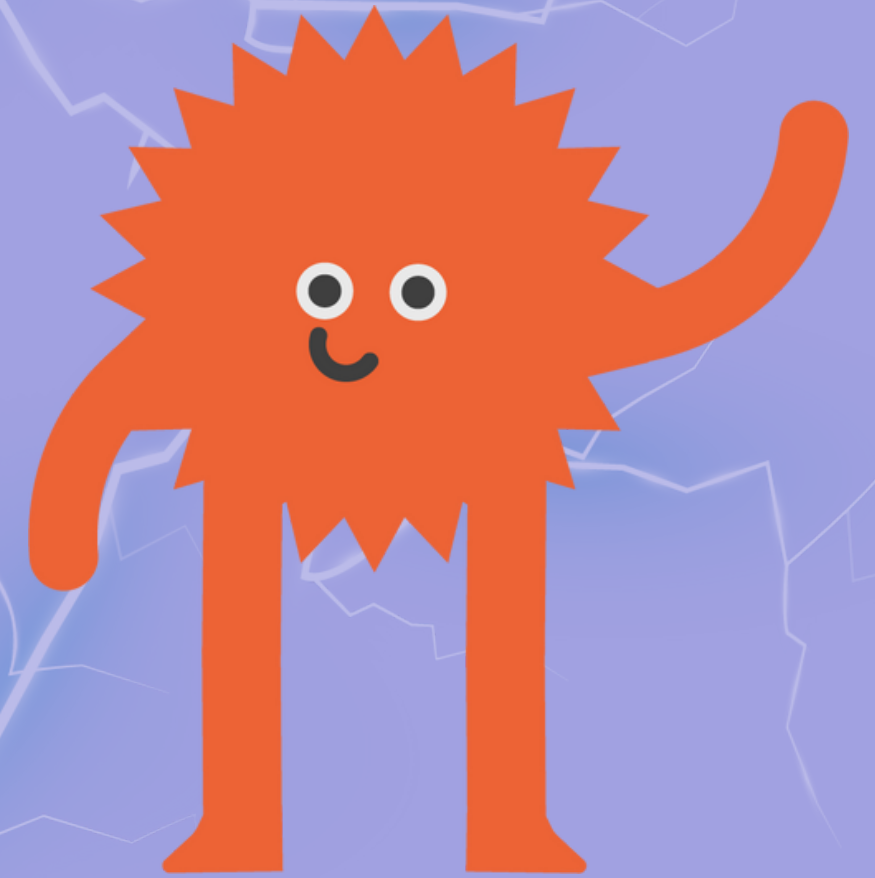




FRAZZLED



‘Frazzled’ is a six-week course for those preparing for exams. Frazzled is defined as “showing the effects of exhaustion and strain”. We know that for young people exams are important and can be stressful for a whole variety of reasons. This course is for those that feel overwhelmed by the process of preparation and the prospect of facing upcoming exams.

Frazzled aims to put students in the driving seat, to empower them to find tools and strategies, space and time, that works for them, so that they can feel in control during a time that may feel like they are out of control.

Structure:

- 5-6 young people
- 2 course leaders
- 6 week course
- 1 hour sessions

Course objectives:

- To work with students to understand their preparation process and to practice implementing it.
- To support students through the course and find ways for them to be supported afterward.
- To facilitate students to achieve and to recognise their achievements.

Course aims:

- To enable students to find healthy ways to manage the pressures they face.
- To enable students to gain a sense of perspective and to feel listened to.
- To empower students to make their own choices and find a process that works for them.
- To enable students to perform to the best of their abilities under exam conditions.

Course Outline

Session 1 - Big Questions.

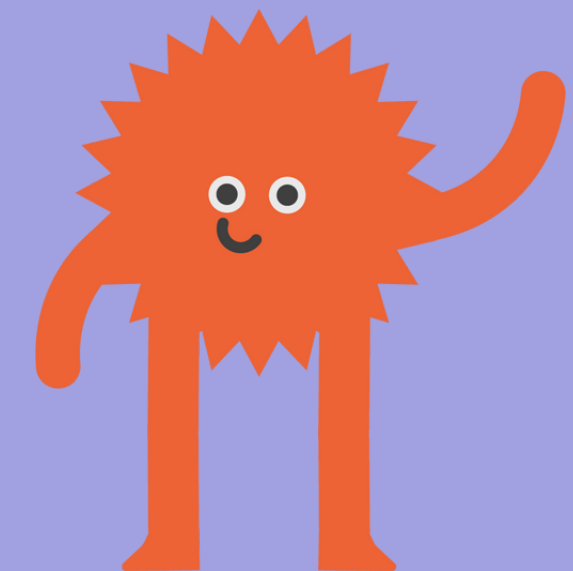
Each student is an individual and will have pressures and motivations that are unique to them. In this session we aim to work with the young people to identify the pressures they face, and understand how these can manifest themselves under exam conditions, eg: panic, freezing, losing track of time etc.

Session 2 - What is Our Motivation?

Building on last week's session, we'll aim to identify the students' motivations for wanting to succeed in their exams. We will also help students to name the pressures and motivations they feel and begin to recognise how they can put them into perspective. We hope that naming and thinking about motivations will empower students in working towards their goals.

Session 3 - What Does it Look Like for Me?

Continuing the concept of each student's journey, this session will aim to work with them to figure out what helps: both in terms of revising, but also in terms of resting. This session will be led by the student and aims to empower them to make their own choices and to give them an opportunity to put their own strategies into practice.



Session 4 - How do I keep perspective & what do I do when the wheels come off:

Recognising that students can feel overwhelmed by the pressure of exams and lose perspective, this session helps them to realign their perspective, so that they can work towards their motivation and gain a sense of achievement.

We will also focus on understanding that not all things are straightforward, and sometimes they won't go to plan. We will work with students to build their resilience for when things go wrong, and identify strategies and coping mechanisms that will help them to recover and move forward.

Session 5 - Keeping on track:

Reflecting on, and celebrating, the progress the students have made and working with them to continue this progress going forward.

Session 6 - Looking after me, moving forward:

In the process of preparation, it is so easy to stop caring for oneself. This session aims to work with students to make sure they are kind to themselves as they get closer to their exams, to remind them of what they have learnt so far, and to identify sources of support going forward.

Extra Support Post-Course (If Available)

- 1:1 follow-up, if wanted by the young person
- Contact with youth worker/group leaders when in the midst of exam season/pressure etc
- Using the youth centre as a place to revise, speak to a youth worker or just relax.

Getting Started - Helpful Tips

Pre-Course Questionnaire

Something we have tried in our setting is to use the **pre-course questionnaire** during Session 2. This gives the students time in Session 1 to settle in first and to understand the ethos of the course:

- Make sure the group know that the questionnaires will be used to measure progress and used in an end of course report.
- There may be some in your group that need one to one help to complete the questionnaires.
- Before completing the questionnaire ask students to answer based on how they have felt over the past few weeks.
- Keep completed questionnaires in a locked and secure place until you need them again in Session 6.
- You can insert the data into your **End of Course Evaluation** report if that helps.

Leader Introduction

- Welcome to Frazzled, each session will start with a **Leaders Summary**.
- The **resources** required are also outlined at the beginning of each session: make sure you have them ready in advance. However, this is your group, in your context, so if you need to improvise; use different resources; or even adapt ice breakers and activities to better work in your setting then please do so. Let this course serve you and your young people.
- Finally, you will be able to browse the **Aims and Objectives** to see what we hope to achieve through each session.

Welcome/Overview/Review

- Within our setting we offer water, hot chocolate with cream and marshmallows, and biscuits. This is a good way to help students feel relaxed and comfortable, but you must do whatever works best in your setting.
- Make sure you've checked for any dietary requirements etc.
- Each session begins with giving students an **overview** of what you will be doing during the session.
- Next (Session 2 onwards) review the '**Take it Home**' cards from last week with the questions provided. You do not need to use them all.
- This could also be a good time to find out if there is anything students want to talk about in more depth and then allocate time to do that during the session.
- If more appropriate for your group, and as a way to focus on the positives, ask each member to share a highlight from their week. We have found this works well as it is consistent and enables the students to build their muscle of positivity.

Guidelines

- Setting guidelines is important in enabling the group to feel safe to share within sessions as it sets a clear boundary for all.
- It is important for all leaders and participants to know what they are expecting from each other in terms of behaviour.
- Outlined in the Leader's Guide are different ways of introducing the guidelines: choose the one that works best for you and your group.

Getting Started - Helpful Tips

Main Activity Options

- The majority of the **main activities** have options: this is because you know your students, your setting, and what your group will connect with best.
- There are also options for you as youth workers to choose what works best for your style of delivery.
- We hope that by giving options we are creating something that will make the course as universal as possible.
- ‘Frazzled’ is yours to use, but you can hold it loosely and use the course in the way that most benefits your group and gets the point across.
- With this course there are quite a lot of **resources**: please go through the sheets beforehand as it will help you to decide what to use and what to look out for when working with students on certain activities so that you can support them effectively.

Illustration/Clip

- Within each session there different types of media - these are usually used to draw the session to a close and cement learning.
- Each session will either have a **clip, illustration** or **poem** included.
- It is important to familiarise yourself with these before the session and make sure that they work for you.

‘Take it Home’ Cards

- At the conclusion of the sessions each young person will be given a **‘Take it Home’** card.
- Each card has questions and thoughts that they can action during their week.
- If it works for your group, ask them to focus on the question that will help them the most.
- Alternatively, students could set their own goal and you could keep a note of it to ask them how they are doing the following week.

Feedback

- This is an opportunity for the students to share how the session went for them.
- It's important to invite everyone to close their eyes, so that students have a choice and feel gently lead.
- It's important to explain that we are asking them to close their eyes so that people can feel safe to be honest in their sharing.
- Explain to students that this is a process of self-reflection for them, so that they can see how the course is helping, but also beneficial for leaders to be able to hear feedback, reflect and make changes if needed.
- Record the data that is shared, so that you can use this in your report and feedback.
- Keep all recording locked in a safe place.

Post-Course Evaluation

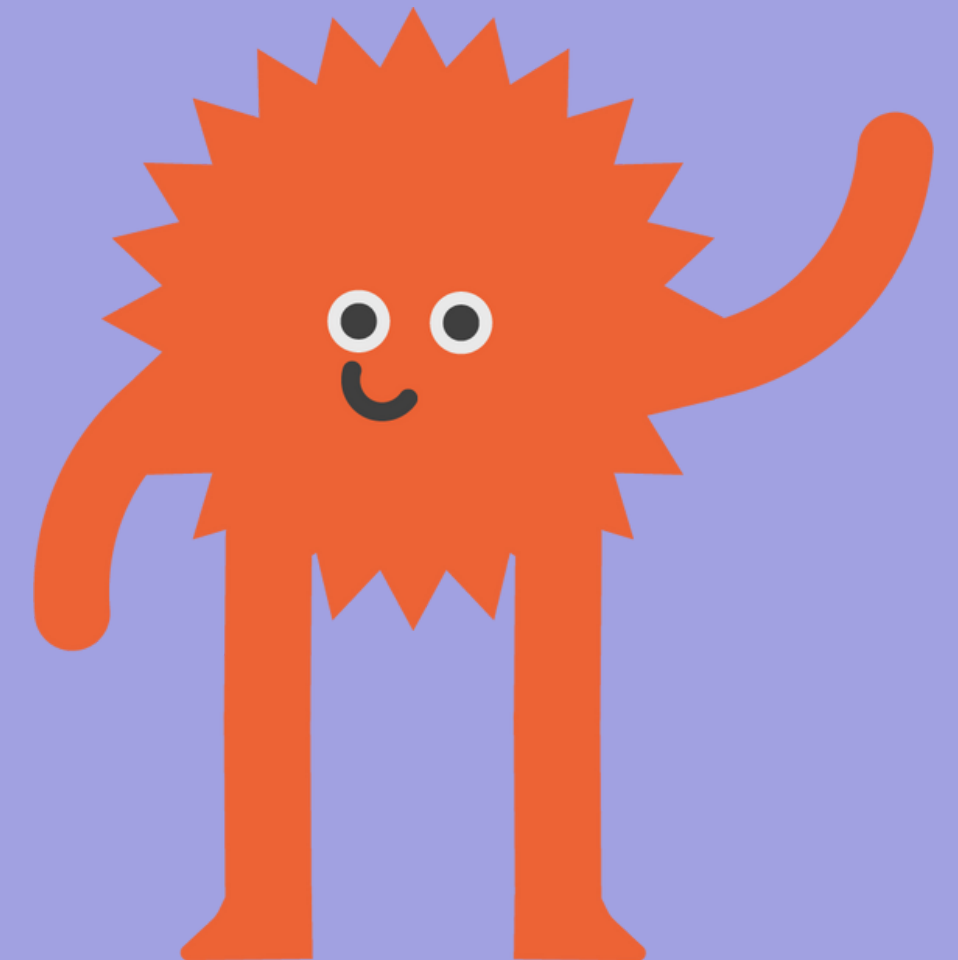
- When completing the **post-course evaluation** ask students to think about where they started and where they are now before answering.
- If students would like you could return their **pre-course questionnaire** to help them make a comparison.
- Remind them that if their scores haven't moved massively this is not due to lack of progress, but rather is sometimes due to students already having a deeper awareness of themselves at the start of the course and that this is a positive thing.

Getting Started - Helpful Tips

Debrief and Reports

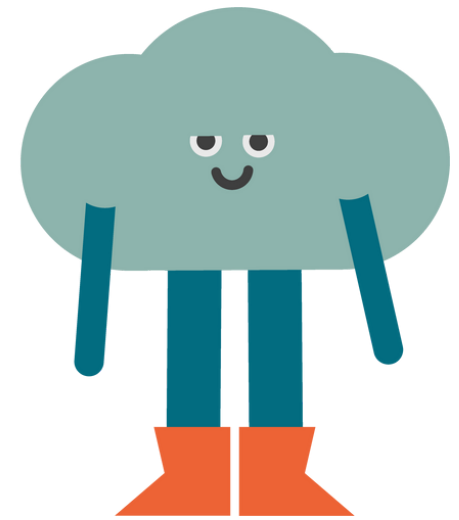
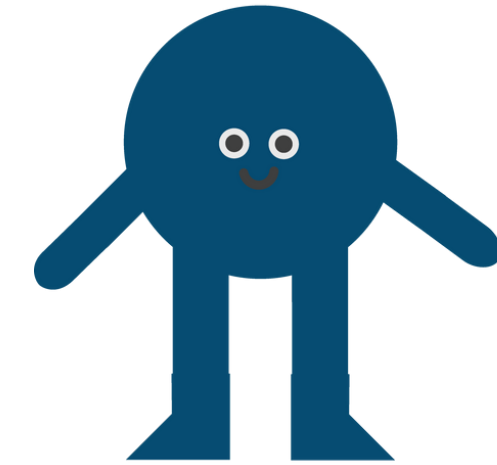
- At the end of each session debrief with your co-worker on how the session went.
- Make notes of any concerns and if needed pass them on to the safeguarding lead at the school you are partnering with.
- Making notes along the way helps with reporting at the end of the course.
- Keeping notes also helps to identify progress made and highlight concerns that may need dealing with.
- All notes must be kept in a locked draw and anonymised with initials.
- In our setting we write a report that includes both qualitative and quantitative data so that we, the school, and funding partners can see the impact and progress we have made.
- You can do this in whichever way works for you; we are happy to share our own methods if requested.

We hope that this guide makes a difference in your setting, use it as a tool and continue to be the awesome practitioner that you are.





Big Questions



This session is the first one with your group, so it's important that students feel welcome and relaxed and able to connect with you and each other. There are tools throughout 'Big Questions' to enable this. This session is also a foundational session for the rest of the course as it is about recognising that each student is an individual and will have pressures and motivations that are unique to them.

In this session the aim is to work with students to identify the pressures they face, and how these might manifest themselves under exam conditions (panic, freezing, losing track of time etc). Once students have identified these emotions and behaviours we can then look at equipping them with strategies which will help them to achieve the goals they set for themselves as they prepare for their exams.

Resources:

Refreshments (if providing);
Register;
Folders;
Pen;
Notebooks for all students;
Beat the Buzzer Game
([Click here to buy the game](#));
Flip chart and pens;
Worksheets (in Student Guide)
Leaders Resources;
Pre-Course Questionnaire

Optional:

‘Word & Emotion’ Pictures

Aims

For students to:

- feel relaxed and welcomed.
- have time to connect with the group.
- identify the worries they have regarding upcoming exams.
- recognise their emotional and behavioural responses to the upcoming exams.
- learn how to recognise how they feel and then find tools and strategies to be able to move forward with exam preparation.

Objectives

For students to:

- feel safe and relaxed.
- have an opportunity to learn from each other.
- feel empowered and confident to move forward in the exam process having identified thoughts, feelings, and behaviours.
- have had the opportunity to self-regulate after identifying thoughts, fears, and behaviours.
- have identified a coping mechanism bespoke to them to help both during preparation and during exams.

Welcome

Welcome students, provide refreshments, introduce yourself. You could ask each student to share their name and their favourite biscuit or crisps - this helps to break the ice and to get to know the students' names.

Find out if the students know why they are here, (they often don't, so this question is very important)

Overview:

“This course is called ‘Frazzled’, it is a six-week course to help you as you prepare for your exams. There will be refreshments and creative activities, video clips, group discussion, and an opportunity for you to pause and reflect in what can be a very stressful time.

The word frazzled is defined as: ‘showing the effects of exhaustion and strain’.

We know that exams are important and can be stressful for a whole variety of reasons. This course is for those of you who feel overwhelmed by the process of exam preparation and the prospect of facing upcoming exams.

‘Frazzled’ aims to put you in the driving seat, to empower you to find tools and strategies, space and time, that works for you, so that you can feel in control during a time that may feel like you are out of control.”

Guidelines

5

“As a group we are going to come up with some guidelines of what we expect from each other for the next five weeks. For example, recognising that what we share in the group is confidential (unless you share something that will hurt you or others and then this will be passed on appropriately).”

It is important for the group to set guidelines of how they expect each other to behave, this helps to create a safe space and to set expectations and boundaries from the beginning. You will have started to get to know your group, so this can be lead in three different ways, depending what best suits your students.

1. Use flip chart paper and get one student to write, whilst the rest of the group share ideas. You could even ask the group to sign the guidelines as sign of commitment to them, if you felt this was appropriate.

2. Ask the students to write down in their notepad one guideline each that they would like the group to adhere to. Ask each student to share and ask one student to write them up on the flip chart, then ask the group if they agree on the guidelines or if they need changing.

Note: This enables those young people that need to inwardly process to do this before outwardly sharing.

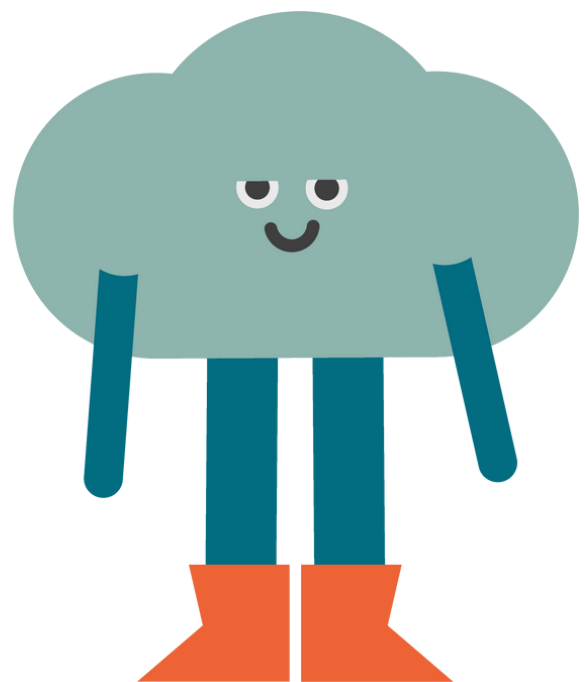
3. Simply discuss what the guidelines could be; this is a more informal approach and will work well with older ones as it demonstrates trust in the group since no formal agreement is expected.

Ice Breaker Beat the Buzzer

10

How to play:

“Have you ever played that annoying game where you must get the wand around the maze without setting off the buzzer? It feels almost impossible, but maybe today you are ready to face the challenge? You will each have three lives and the person that can get the furthest wins.”



“How did it feel doing that? It can be stress-inducing and potentially can have a physical and mental effect like setting your heart racing and making your palms sweaty. It also conjures an image in my mind, of someone looking frazzled and their hair sticking up as the buzzer goes off. Maybe you can relate to those feelings as you prepare for your exams? Even the thought of revising or sitting exams may create some of those sensations that came about during the game.

We are going to spend some time looking at how we feel when it comes to exams and preparation, where some of those feelings come from, how they may affect our behaviour and how we can acknowledge them, own them, and leave them to be as we move forward.”

Main Activity

Option 1: Guided Reflection - Set Up Instructions

15

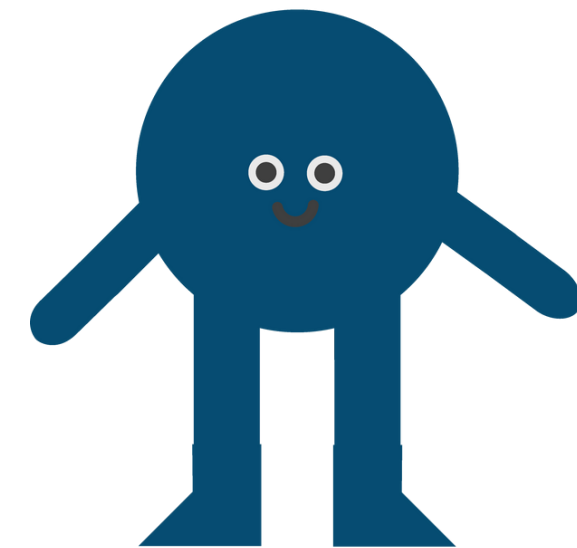
Find the reflection instructions in the
resource pack

1: Set up tables in an exam-like fashion,
either two at each end or individually

2: Give everyone the desk work sheet
and a pen

Words & Emotion pictures: These were primarily
designed to help students that may find words and
picture prompts helpful in order to convey their thoughts
and feelings around exam stress. However they have
been used with all participants that have been on the
course so far and worked well, so please use
where you feel appropriate.

3: Prepare the 'Words &
Emotion' pictures,
scissors, and glue.



Main Activity

Option 2: Group Discussion

Set Up Instructions

15

Find the discussion instructions in the resource pack

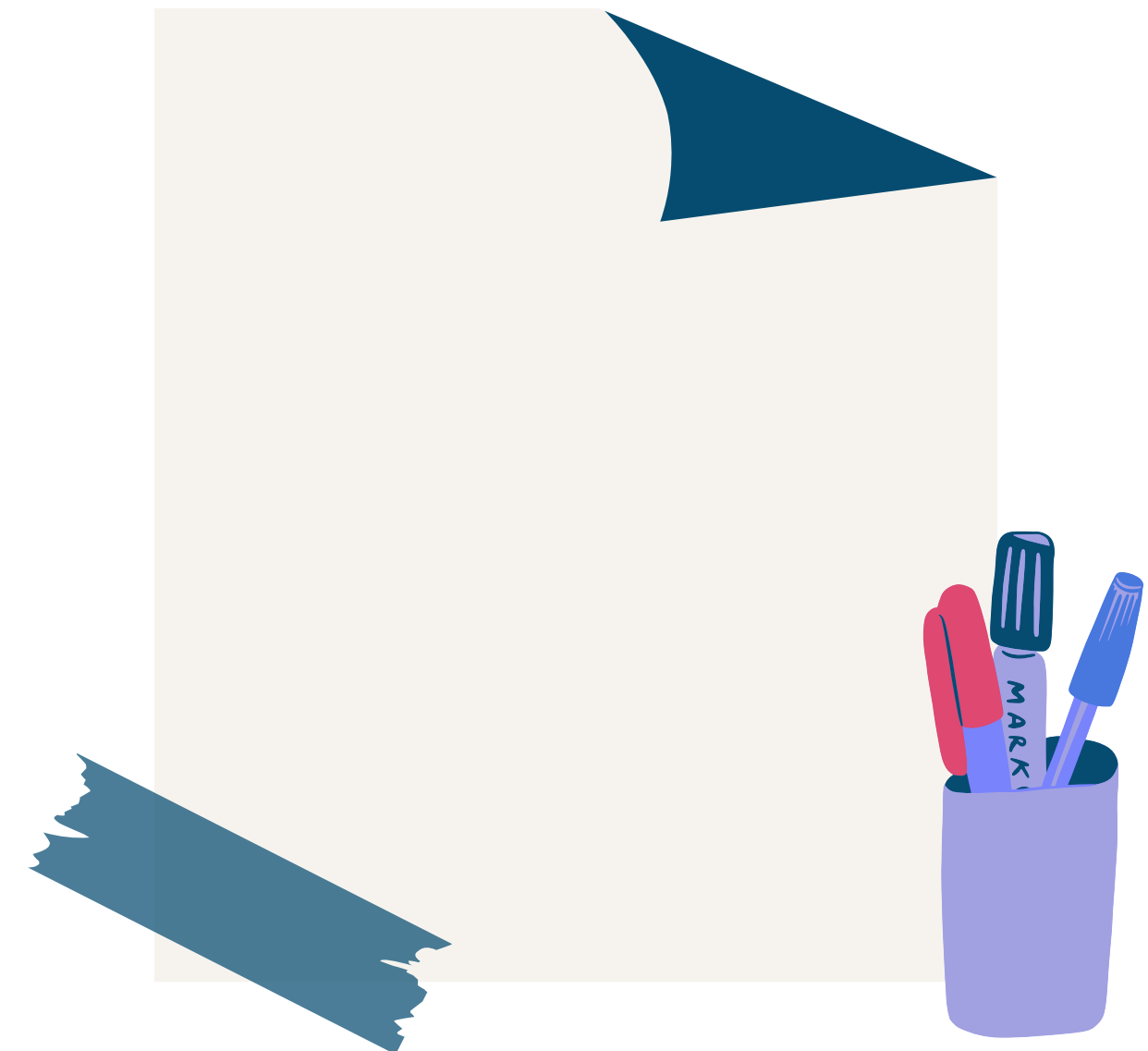
1: Set up a big table for all to sit around.

2: Draw the desk on A3 paper or stick the A4 desk on to the paper.

3: Place another sheet of paper over the top so you can cover the desk over at the end.

4: Have the 'Words & Emotion' pictures cut out, glue and board markers ready.

Words and emotion pictures: These were designed to help students that may find words and pictures helpful to convey their thoughts and feelings around exam stress, however they have been used with all participants that have been on the course so far and worked well, so please use where you feel appropriate.



In this section there is an anecdote and a clip that will help draw all of the learning together, followed by tasks for home reflection and action.

1. Anecdote: Such Fun

Go to the resources pack to find the 'Anecdote', read it out, then follow it with the reflection below:

“So, it’s good for us to do something fun. However, there can be two kinds of people when it comes to revision: those that do too much and don’t take enough breaks, and those that find it hard to get started and so they procrastinate. Both of these ways can make life harder, have a look at this short animation and see where you think you fit?”

2. Video - Breaks and Rewards

- What did you think of the clip?
- Who do you identify with the most – Breaks or Rewards?

Have a discussion if there is time.

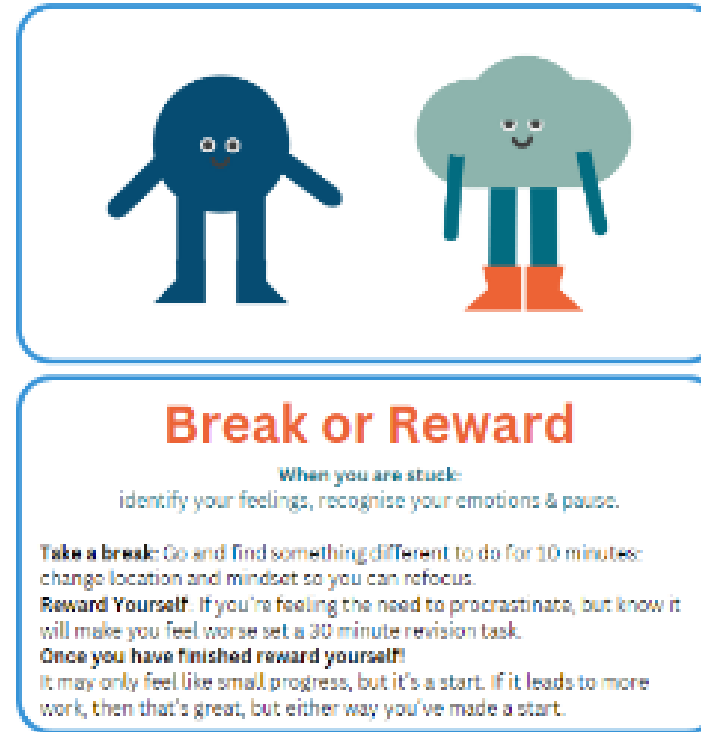
Explain: “We are all different and it’s about trying things and working out what works best for you. Give it a go this week, but be kind to yourself.”



[Click on the video to watch](#)

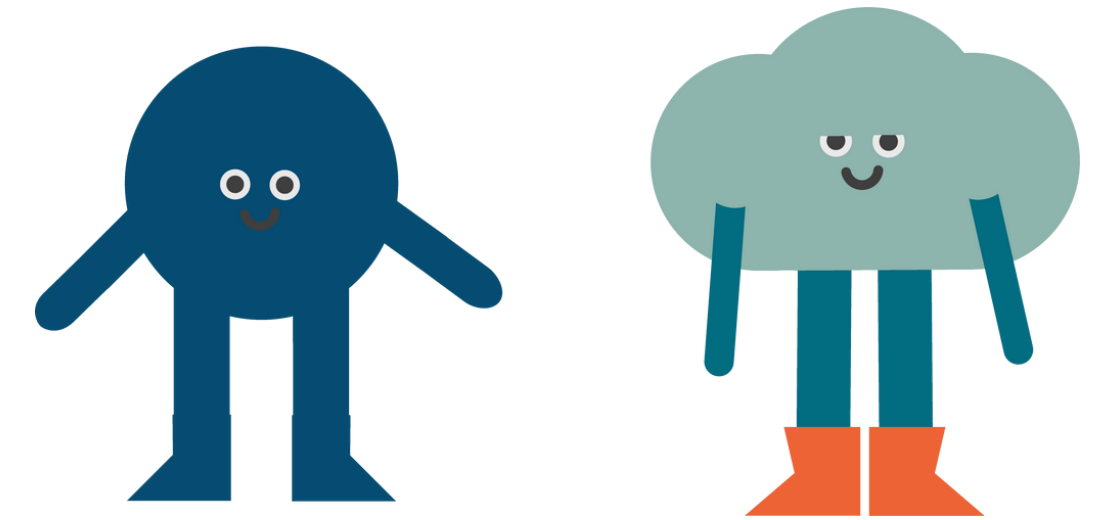
Taking it Home:

- Give each student a laminated card: go through the card and explain that this week, when they feel overwhelmed or stuck, they can use the back of the card and see if it helps.
- The card has a Frazzled person on it, on the back it says: 'Taking it Home'.



5

Winding down the session...



Final Thought:

“As you go about this week be kind to yourself, and if you get stuck: pause, *breathe*, and then have a go at ‘Breaks or Rewards’, and find out what works for you.”

Feedback: An exercise to find out how the students connected with the session. Explain that you are going to ask some feedback questions to see how they thought the session went.

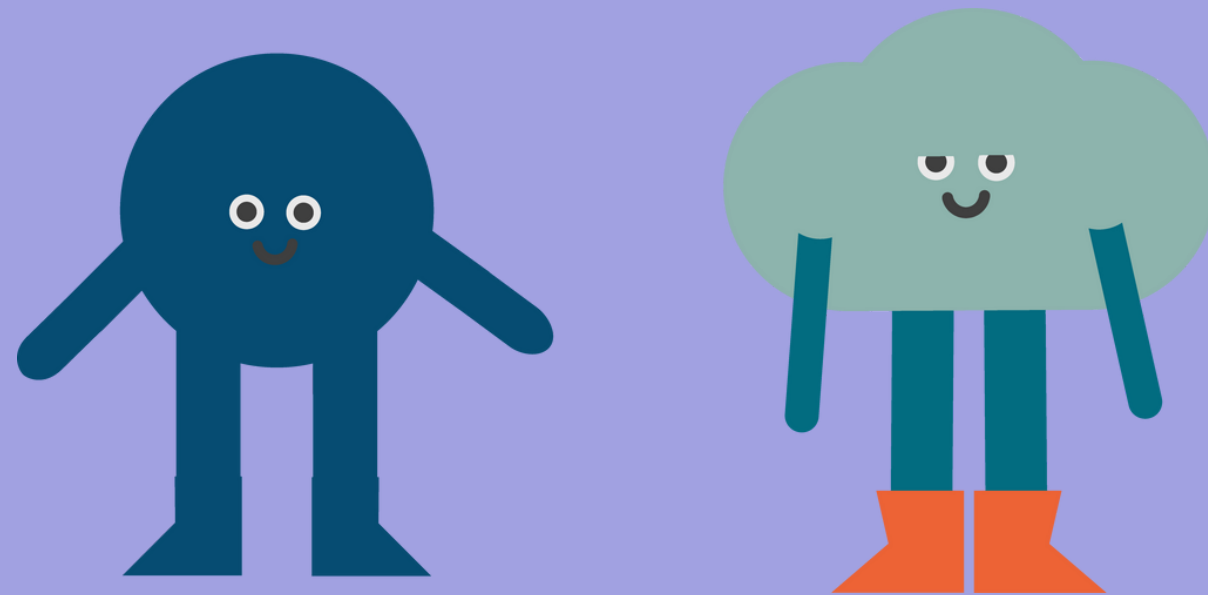
Invite students to close their eyes or look down, explain that this is so everyone can feel safe and comfortable in sharing:

- Put your hand up if you enjoyed the session?
- Put your hand up if you found anything difficult or hard in the session?
- Put your hand up if the session helped you today?

Thank them for coming and wish them well as they go about their week.

Session 1

Leader Resources



Main Activity

Option 1: Guided Reflection

Reflection Instructions

Option 1 is a guided reflection.

This can be very rewarding as it gives students time to connect with their anxieties and feelings around sitting exams.

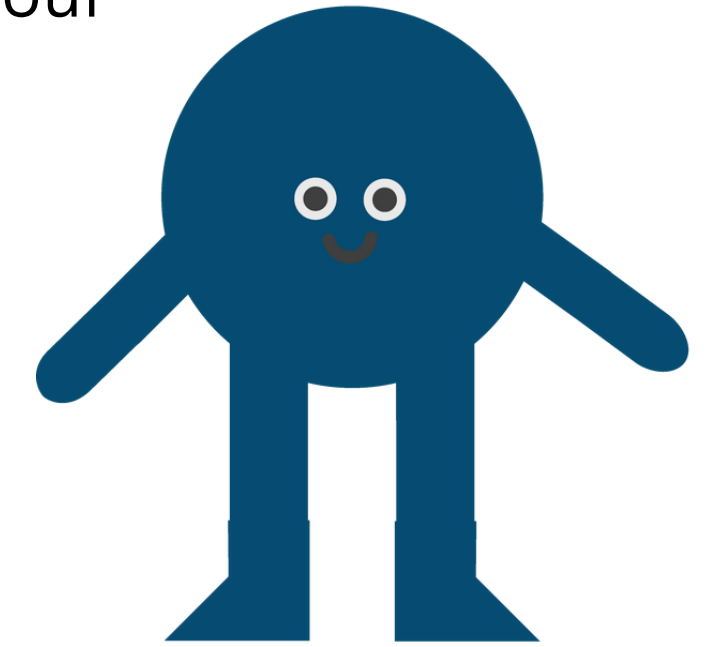
Be mindful, however, that this can also be quite an intense exercise that evokes the feelings of a real exam: you'll need to decide if it is appropriate for your group and observe them closely during the process. If anyone appears distressed or shows signs of anxiety, either stop the exercise, or ask a colleague to check on the student. Check at the end that all students feel ok and allow a five minute time out for everyone, to give those who need it time to self-regulate, before moving on to the illustration.

To start the meditation read out the following:

- Please take a seat.
- The room has been arranged in an exam-like way to give you the opportunity to reflect on your what your thoughts, feelings and behaviours are when sitting exams. This is a safe space where you can identify and acknowledge what feelings come up for you ahead of sitting your real exams. Over the next few weeks we can tackle these thoughts and emotions to hopefully give you more confidence and help you feel better prepared for the real thing.
- We invite you to turn over the worksheet so that you are looking at the picture of a desk with two boxes above it and four boxes to the side of it.
- Look at the desk on the paper, and try to imagine that you are sitting at the desk to revise or sit exams: What happens in your mind and body?



- Now write in the boxes to the side of the desk the worries that may have just crossed your mind about exams, e.g: pressure, failing, not having enough time, not having revised enough, expectations...
- If you are struggling to come up with the right words, you can use the words provided and stick them into the boxes instead.
- Next, identify from your list of worries which is the biggest one, and write it in the box just above the desk, alternatively, circle that worry.
- How does this worry make you feel?
- Write a feeling next to the big worry or use the four faces provided, representing the different emotions: Sad, Overwhelmed, Stressed, or Anxious. You can stick the faces on and annotate the picture too if you want to go deeper into your emotions.
- Now write in the big box at the top what your response is to these emotions when it comes to revising or sitting exams: do you avoid, freeze, run away, freak out?
- We invite you to fold over your paper, take a breath and come back into the here and now.



Post Activity Reflection...

“Well done to all of you for doing that, for some that will have been a lot, and brought up tough thoughts and feelings; we are here at the end of the session if you need to discuss anything.

It is important to identify these feelings and behaviours, and to recognise why and they can cause us to get stuck. We will come back to this idea and look in more depth at how we can move forward from these feelings, but for now, we have covered the activity over; it does not go away, but let's not give it the power to keep us stuck today.

We will now take a five-minute break before the next activity, have a chat, do something fun for a moment, and get a drink.”

Main Activity

Option 2: Group Discussion

Instructions

Option 2 is a group-based discussion activity. This allows students opportunity to explore their feelings around upcoming exams more broadly.

A group discussion gives students the option to reflect on feelings in a way that doesn't have to be so personal to them, but still allows them to relate the discussion to their own feelings and experiences. It is a way to reflect in a safer and less emotional way.

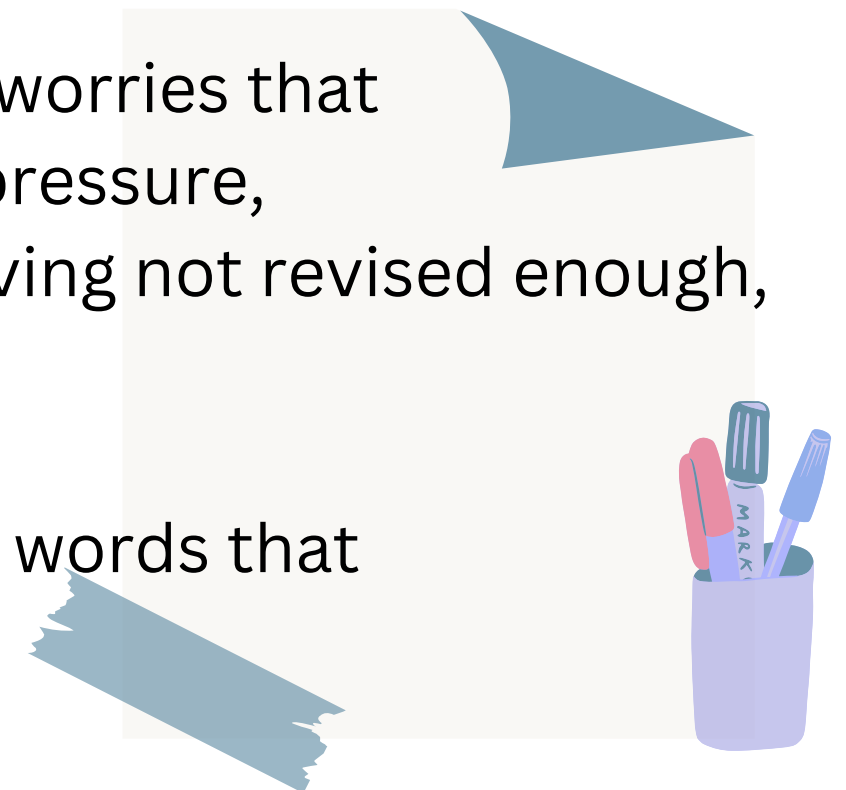
This activity will work with all students, however, it is a particularly good option for SEN students as it's less emotionally invasive.

If you feel this won't work well in a big group you could split into two groups, with each leader taking a group.

To start off the discussion read out the following:

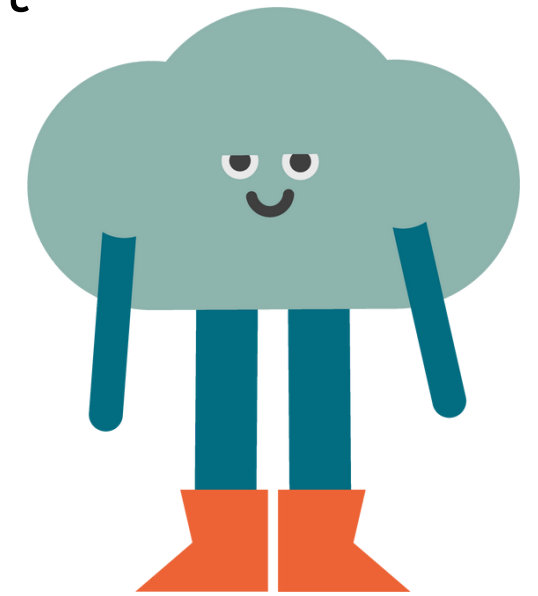
“We are going to do the next activity together and explore how people may feel and act when they are taking exams. We are going to look at students that are taking exams as a whole, so what you share does not need to be personal, but that is totally up to you.

- So, in front of us is a big desk: imagine that a student is about to sit down and take their exam.
- Think for a moment individually about what might happen to that student as they get ready to sit their exam.
- What might be some of the worries that the student is feeling? e.g. pressure, failing, not enough time, having not revised enough, expectations...
- Lets write or stick down the words that represent those feelings in the six boxes on the desk.



Continued on pg 15.

- What do we as a group think the top three worries are that the student may face? Let's put them in the top box on the desk (you may need a voting system to decide).
- How might the student feel? E.g sad, overwhelmed, stressed, anxious...
- Now we can use the emoji faces to stick next to the worries or come up with our own.
- What could the student's response be to these emotions when it comes to revising or sitting their exams? Could the student: avoid, freeze, run away, freak out?
[Again we can stick on the words students deem most appropriate or come up with new ones as a group]
- Look at what's in front of you, do you relate to any of it? You do not have to share if you don't want to, as it can be just as good to reflect internally.
- We invite you to fold over the sheet to cover the desk.
- We invite you to pause for a minute.



Post Activity Reflection...

“Well done to all of you for doing that, for some that will have been a lot, and brought up tough thoughts and feelings; we are here at the end of the session if you need to discuss anything.

It is important to identify these feelings and behaviours, and to recognise why and how they can cause us to get stuck. We will come back to this idea and look in more depth at how we can move forward from these feelings, but for now we have covered the activity over: it does not go away, but let's not give it the power to keep us stuck today.

We will now take a five-minute break before the next activity, have a chat, do something fun for a moment, and get a drink.”

Anecdote: Such Fun

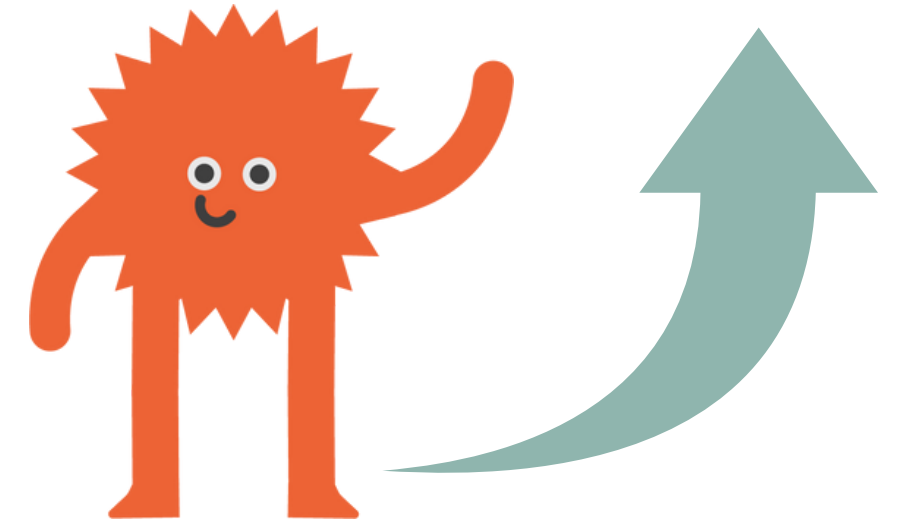
“Have you heard of the comedian Miranda Hart, she has a book called 'Such Fun', which is about doing something each day to make you smile? Her philosophy is about being more like a six-year-old and she often talks about galloping like a child etc. Why are we telling you this? Because when we focus on all the thoughts and feelings we have just been looking at we can sometimes get stuck. We can feel like we are stuck in the mud, paddling through treacle, not getting anywhere fast, getting more and more panicked, anxious, and stressed.”

Reflection (also in leader's guide)

“So, it’s good for us to do something fun. However, there can be two kinds of people when it comes to revision: those that do too much and don’t take enough breaks, and those that find it hard to get started and so they procrastinate. Both of these ways can make life harder, have a look at this short animation and see where you think you fit?”

2

What is Our Motivation?



Building from last week's session we will aim to identify the students' motivations for wanting to succeed in exams. We will also help students to name the pressures and motivations they feel and begin to recognise how they can put them into perspective, so that they can recognise their motivation for wanting to pass exams and this will hopefully empower them to work towards their goals.

Resources:

Refreshments (if providing);
Register;
Folders;
Pen;
Flip chart;
Prize for the game;
Canvas;
Pens/Paints;
YouTube clip;
'Take it Home' cards.

Aims

To enable students to:

- recognise and name their motivation for passing exams.
- express their emotions creatively and reflectively.
- discuss areas of conflict around motivations and identify solutions.

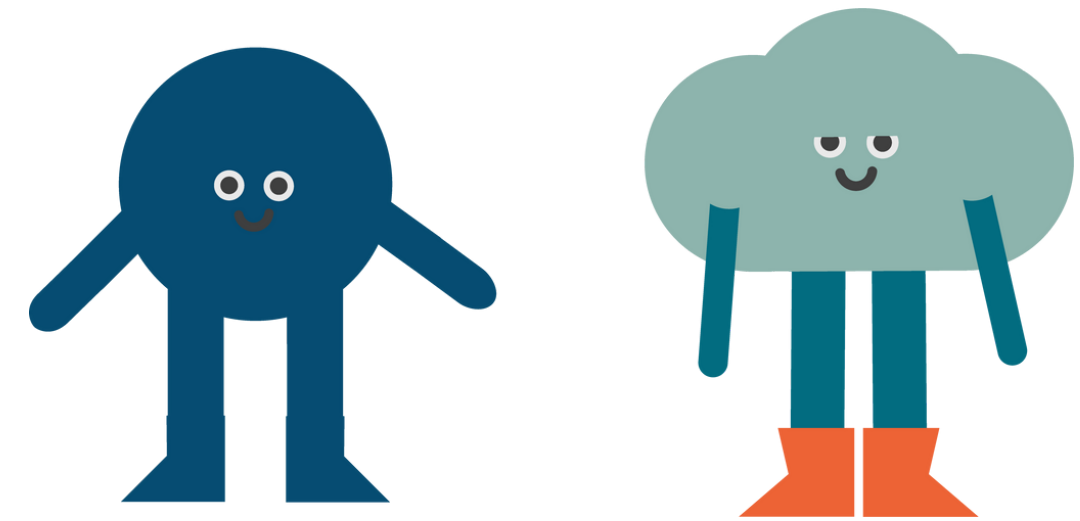
Objectives

As leaders, to:

- support young people as they express their feelings around motivations.
- facilitate an environment where creativity can be expressed, and peer learning can take place.
- empower young people to acknowledge and set aims to achieve their exam goals.

Welcome

Welcome everyone back to week two, provide refreshments, explain that today we are going to look at what students' motivations are for sitting and passing their exams. We will also revisit the pressures we identified last week, and together try and keep it all in perspective, so that they can move forward and achieve to the best of their ability.



Review: Guidelines/Expectations

Go through last week's guidelines and make sure that everyone is happy following them.

Take it Home Review

Choose one or two of the following questions:

- Ask the students to get their 'Take it Home' cards out from last week.
- Ask if anyone practised the reward or break technique?
- Ask how did it go? And if they didn't do it, what stopped them?
- Ask what they could try differently this week?

Ice Breaker

Option 1: Dance Moves

10

Explain the Game

“There is a box of chocolates on the table - you can all work together to win them. To win each person must stand up and do a silly dance move, it can be as small as standing up and then sitting down and repeating, or just waving your hands in the air.

However, you don't have to do it. But if you choose not to then nobody will get the chocolates.” Go round the group and see if everyone is willing to do it and why?

Play the game - share the sweets.

“This week's opener is all about motivation, it may seem slightly silly, but the point is to see if we are willing to go out of our comfort zone for others.”

Ask: “If you had to play again and playing didn't affect the whole group getting the chocolates, would you have taken part?”

The point is that you were prepared to make yourself look silly so that the whole group could get the reward, they were your motivation and maybe if it was just you, you wouldn't have bothered.

When it comes to exams, some of the reasons that you get stressed and overwhelmed are:

- Because passing them is important to you.
- Because there is also a bigger motivation behind passing them.

Today we are going to look at our motivations and how we can use them to push us forward, and how we keep them in check so that we don't get stuck or lose perspective.”



Ice Breaker

Option 2: Drawing

10

“This week’s opener is all about motivation, it may seem slightly silly, but the point is to see if we are willing to go out of our comfort zone for others.”



Explain the game:

“There is a box of chocolates on the table - you can all work together to win them. To win them each person must draw a characterised version of the word ‘frazzled’, so if frazzled was a character what would they look like? The catch is you only have one minute to do it, so if you are an artist this is going to potentially stress you out as it won’t feel like enough time, but if you hate drawing it may also make you feel stressed! The question is, are you willing to feel those feelings for a short time so that everybody else can have some chocolate? Because you don’t have to do it. But if you choose not to then nobody will get the chocolates.”

- Go round the group and see if everyone is willing to do it and why?
- Play the game- share the sweets.

Ask: “If you had to play again and playing didn’t affect the whole group getting the chocolates, would you have taken part?”

The point is you were prepared to make yourself look silly so that the whole group could get the reward, they were your motivation and maybe if it was just you, you wouldn’t have bothered.

When it comes to exams, some of the reasons that you get stressed and overwhelmed are:

- Because passing them is important to you.
- Because there is a bigger motivation behind passing them.

Today we are going to look at our motivations and how we can use them to push us forward, and how we keep them in check so that we don’t get stuck or lose perspective.

Main Activity

20

Option to use material from training when exploring motivations

Part 1:

“As a group, we are going to come up with some reasons why people want to pass their exams, eg: to get into sixth form, because their siblings did, because they want to make their parents and teachers happy, because they want to go to college, because there is a certain job they want etc:

[Use flip chart paper for this if you'd like to]

Now we want you to think about your motivation for passing your exams.”

Part 2:

“In front of you is a blank canvas. You have two options:

- you can draw/paint a beach scene with three blue clouds in the sky, and inside each cloud write your three motivations for wanting to pass your exams.

OR

- you can go freestyle, create whatever you want, but make sure it illustrates your three motivations.”

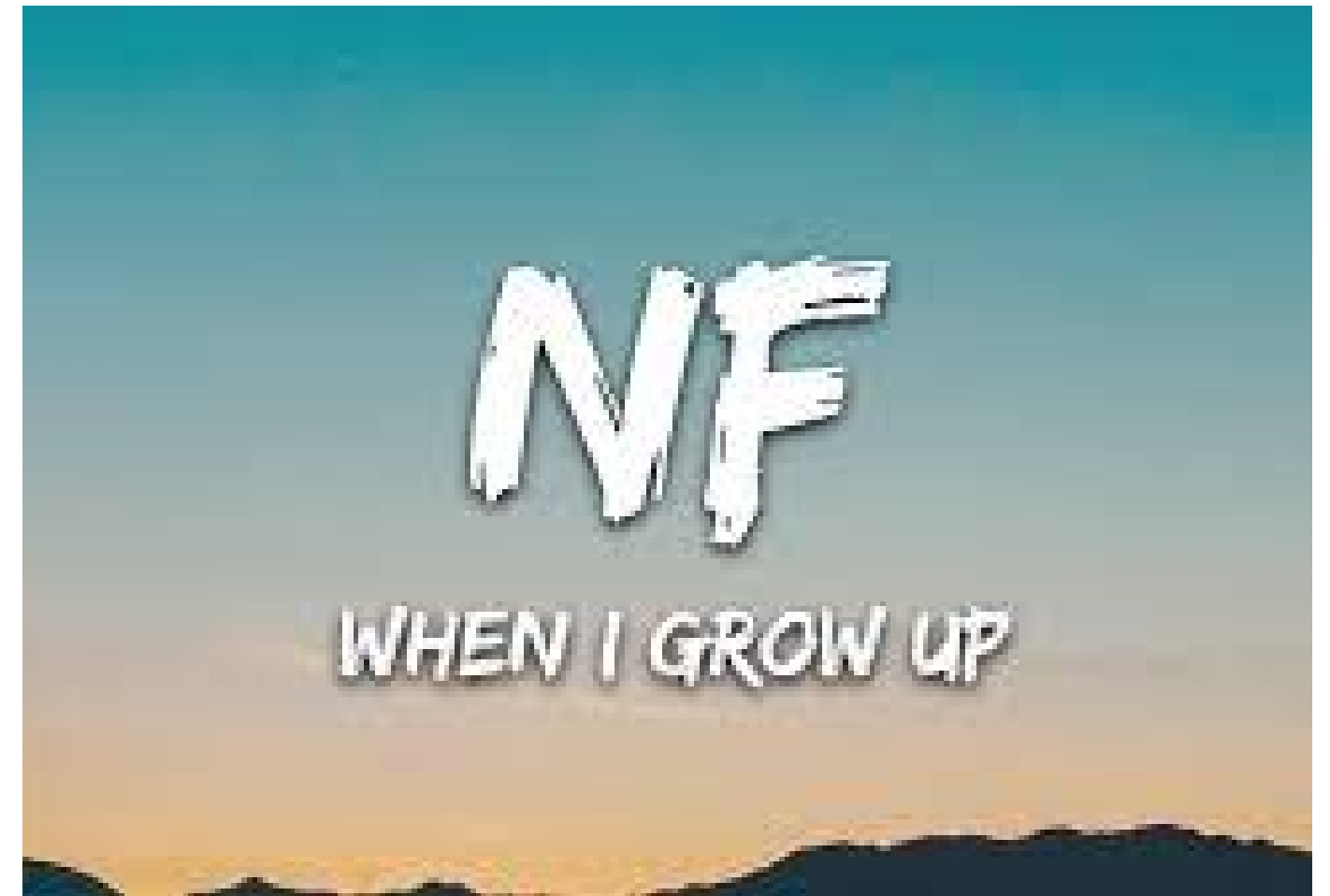


After the canvases are created:

- Ask students to share the pictures with each other and talk about their motivations in creating them.
- Give out the pieces of paper from last week and ask if these motivations can add to the feelings that are on the desk picture.
- If they do, get students to write why on their big piece of paper, and explain that next week we will look at what we can do to help use our motivations in a positive way and how we can keep the more overwhelming feelings in check.

Below is a poem and a video clip: share them both (you may need to choose just one if time is limited), but do not explain why until they have heard and seen them both.

When you were little, did you dream of being an astronaut and flying to the moon, or did you want to drive a fast car that went vroom vroom?
Or maybe you wanted to be a ballerina and dance until your feet hurt, or a Palaeontologist looking for dinosaur bones in the dirt?
Maybe that's what you still want to be? You see, dreams change, and things move, so whatever motivates you,, do your best, and remember - on that test it doesn't all rest.



[Click on the video to watch](#)

After sharing...

“We wanted to share both of those with you, without explanation, because they are two different perspectives. The poem is about recognising what you can do and knowing that if exams don't go your way, there is always another path to take. In the video it was all about his dream and doing whatever he could to get there. Both these perspectives are just that, *perspectives*: we must hold them in balance:, work hard to get where we want to go, but also make sure that we don't push ourselves so hard that we can't get anywhere.”

Winding down the session...

5



Final Thought:

“Drive, ambition and what motivates us is important, it moves us forward towards success, but it’s just as important to make sure we rest.”

Taking it Home:

Go through the ‘Take it Home’ cards outlining the things students could try this week and remind them that we will review your progress together next week.

1. Use the thing that motivates you to help you move towards your goal.
2. Pause - is my motivation in check or is it pushing me too far?
3. Balance - What can I do to find rest and balance?
4. Find something to do that helps you feel rested.

Feedback: An exercise to find out how the students connected with the session. Explain that you are going to ask some feedback questions to see how they thought the session went.

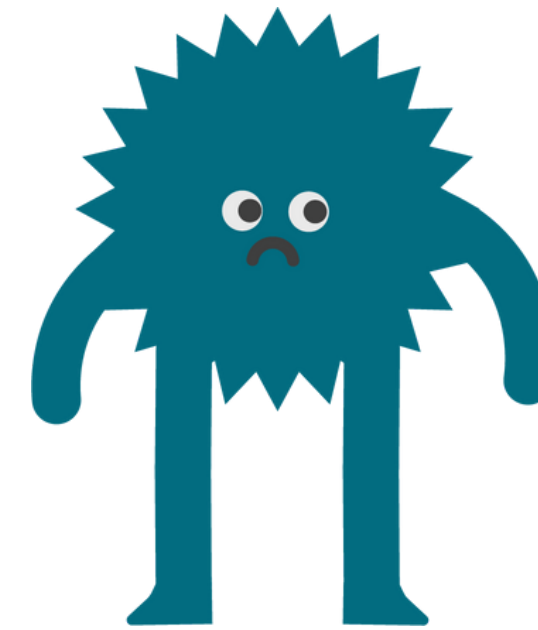
Invite the students to close their eyes or look down, explain that this is so everyone can feel safe and comfortable in sharing their thoughts.

- Put your hand up if you enjoyed the session?
- Put your hand up if you found anything difficult or hard in the session?
- Put your hand up if the session helped you today?

Thank them for coming and wish them well as they go about their week

3

What Does it Look Like for Me?



Building on the idea of each student's journey, this session aims to work with students to figure out what helps them, in terms of revising, but also in terms of resting. This session will be led by the student and aims to empower them to make their own choices and give them an opportunity to identify tips to put into practice.

Resources:

Folders;
Riddle sheet from leader's guide;
Paper;
Coloured pens;
Scissors and Glue;
Highlighters;
All Session 3 student resource sheets;
YouTube clip;
'Take it Home' cards.

Aims

For students to:

- reflect on where they are on their exam journey.
- explore what tips and practical resources are available.
- build their confidence so that they can apply practical tips.

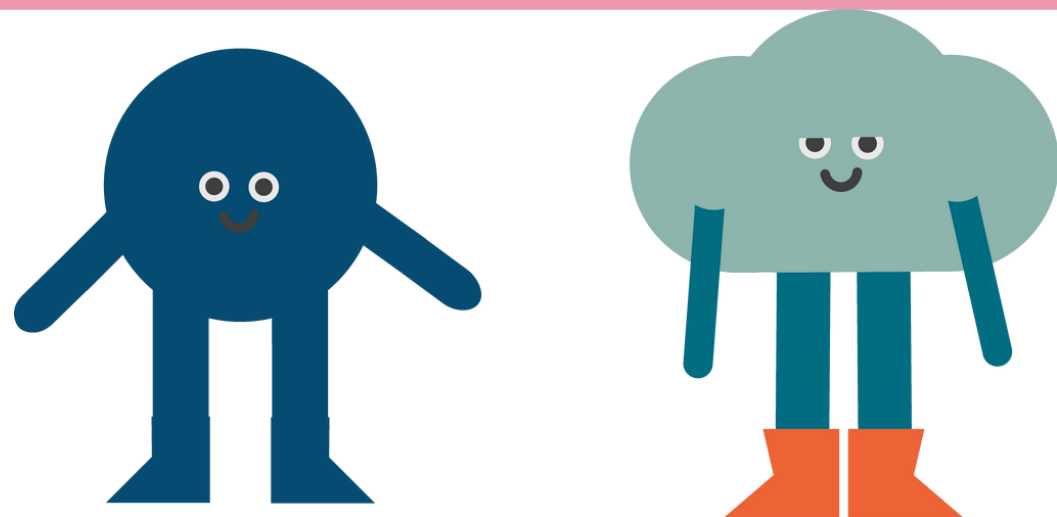
Objectives

- To create a safe space where students can share their fears and concerns in regard to being prepared for exams.
- To enable an opportunity for peer-sharing so that the group can learn from each other.
- To encourage practical tip practice at home and to create a space in the next session for feedback on this.

Welcome

Welcome everyone back to week three, provide refreshments and see how everyone is doing. Explain that today's session will aim to work with students to figure out what helps them, in terms of revising, but also in terms of resting:

“This session will be led by you and hopefully empower you to make your own choices and to give you an opportunity to put your own strategies into practice.”



Review: Guidelines/Expectations

Go through last week's guidelines and make sure that everyone is happy following them.

Take it Home Review

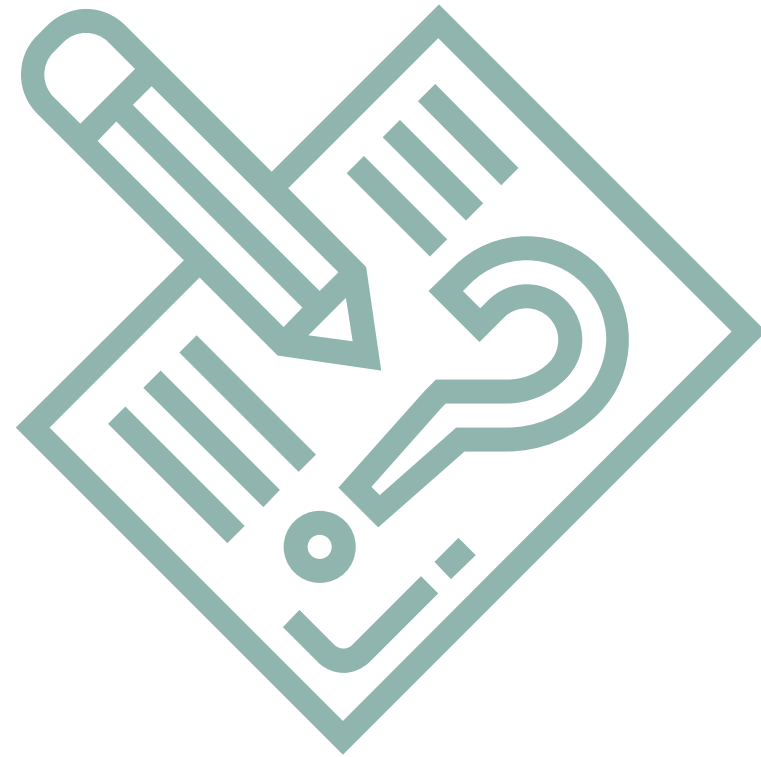
Ask the students to get their 'Take it Home' cards out from last week. Ask them to look at the back of their cards and pause and reflect for a moment:

- did they put any of it into practice this week? (Allow some thinking time.)
- After some time to think get students to share and ask them how it went? If they didn't use it their card, did they do anything else instead?
- Thank students for sharing and move on to the Guidelines.

Ice Breaker - Riddles

5

Use the riddles sheet on page 35



Explain the game:

“Today’s opener is a riddle competition. Please get into pairs and get a notebook out between you:”

- “Write numbers 1-8 on your page.” [or less if you would like]
- “We are going to give you some riddles and those pairs that can solve the most riddles will win.” [make this into a friendly competition and give extra clues if needed]
- Read out/show riddle questions.
- Go through the answers to find out how pairs did and who is the winner.
- Ask the group: “Who found the riddles hard and who found them easy?”

“Some of you found the riddles easy and some of you may have found them frustrating and hard. It can be the same with revision and exams: some people have their revision methods, can stick to them, and find it easy to do a few hours at a time, others get distracted, find it overwhelming and may not know where to start. When it comes to the exam itself, some people will find it easier to recall information and to stay calm and focussed, while others may struggle.”

“As we go into our main activity, we want to give you tools to help you when it comes to revising, so that you can reach the goal that motivates you. However, we don’t want to overload you with suggestions, and we want you to feel you are in the driving seat.”

Part 1: Where am I?

Explain that we are going to make some vision boards that can help us to identify one or two things that students could be doing as they prepare for their exams.

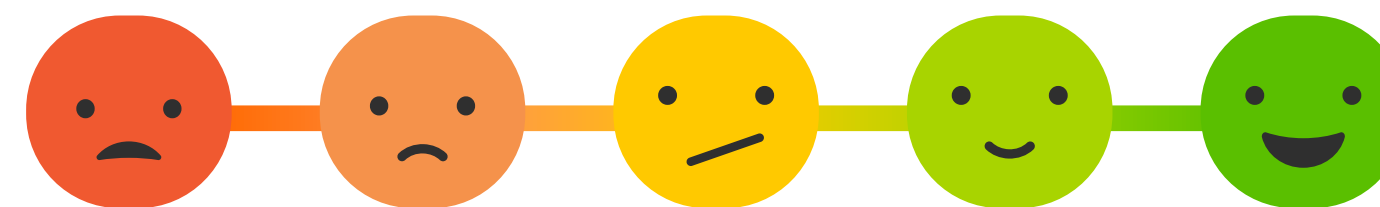
Discuss:

“But first, where do you think you are when it comes to revising and preparing for exams?

If you were to score yourself on a scale of 1 - 10 where would you be?

With 1 being: **not started at all**, 5: **doing a bit** & 10: **on top of it**.

What score would you like to aim for?



Part 2: What are my struggles?

“The next activity is about acknowledging where you are now; what you are worried about when it comes to revision; what you are concerned about when sitting exams; and what you are already doing.”

- Give out the ‘What are my struggles?’ sheets and tell the young people they can fill this out this on their own or in pairs. Ask them to complete the first three questions then feedback to the group:
“As we share ideas write down any practical tips you think you would find useful in the space provided.”

“During this activity we have looked at the things that worry us. We are now going to come up with some tips that can help alleviate those worries, but also, if you would like to talk further with the leaders on a 1-1 basis you can do that during the next activity.

Part 3 : Vision Board

“Ok, so creating a vision board could be a way to help you in improving your scores from the last activity as the board can give you specific points to aim for and it’s a practical way of addressing your worries:

Your vision board needs to cover these three points:

- A **revision method** that works for you, eg: going through past papers.
- A **practical tip**, eg: creating flash cards.
- Something you can do to **rest**.

This is your vision board, so you can design it however you want: you can use the pictures provided to cut out and stick on, you can draw, write, doodle... whatever works for you.

There is also a sheet of revision tips that may inspire you as you create and think about what works for you.”

Ask students to share their vision boards together and to encourage each other and discuss what has been created.

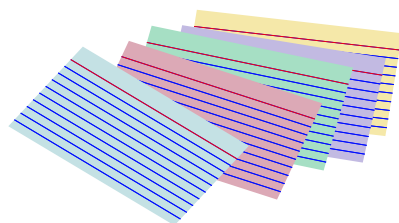


Part 4: Some Practical Tips

Over the past few years of delivering ‘Frazzled’ some young people and staff have come up with practical tips to help with revision and sitting exams.

We have collated these into ‘**Revision: Things That Might Help**’ sheets.

Share these with students and explain tips below:



Revision tips: Contains websites to explore to help with revision and ideas for rest.



Planner: There are several templates that are different, so you can find the one that works for you.



Traffic Lights: This is a past paper method that enables you to use different colours to assess where your knowledge is at so far and what you need to continue to work on.



5 Senses: A meditation grounding technique to help when you feel overwhelmed.

Ask: “Which one do you like the look of the most and will maybe try this week?”



Main Activity: Take Action - continued

Part 5: Illustration

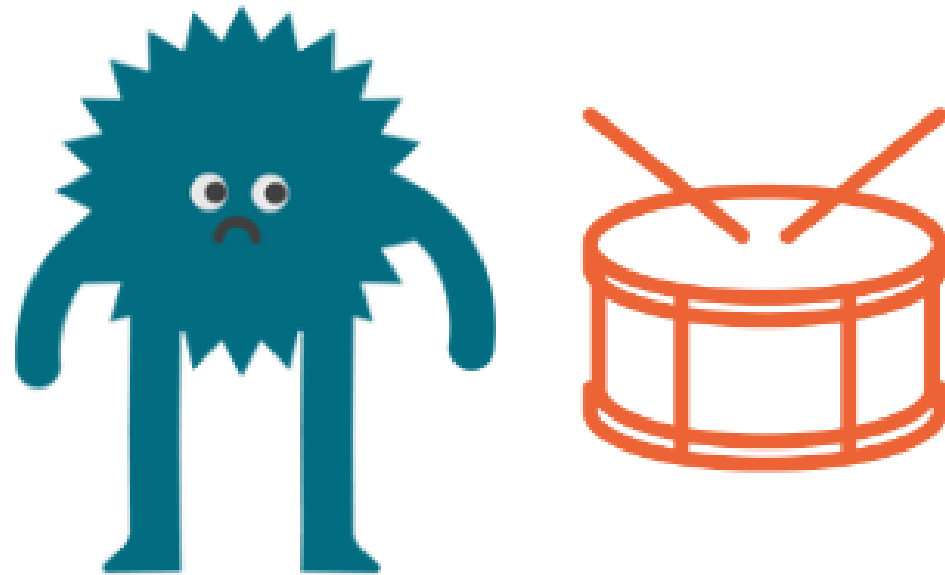
Click on the picture to watch the video. When you first watch the clip, it sounds and looks like a group of people just making a load of noise, but when you listen carefully, they do have rhythm.

When it comes to all the techniques and ideas for revising and taking exams it can just feel like a load of noise. But if you pause and find what works for you, you can find your own rhythm and it will help you to be prepared.

**FIND
YOUR
RHYTHM**

Winding down the session...

5



Final Thought:

“You know yourself and what works for you. Find time this week to ‘find your revision rhythm’ and practise until you have found it, you will feel better for it.”

Taking it Home:

Give them the card with instruments on and the words 'I will find my rhythm' on the back. Discuss:

1. What revision technique works for me?
 - Commit to using that technique X times this week for X minutes.
2. What helps me when I revise? Timetables, flash cards, etc...
 - Commit to using them this week.
3. What can I do to rest?
 - Commit to resting as well as revising this week.

Feedback: An exercise to find out how the students connected with the session. Explain that you are going to ask some feedback questions to see how they thought the session went.

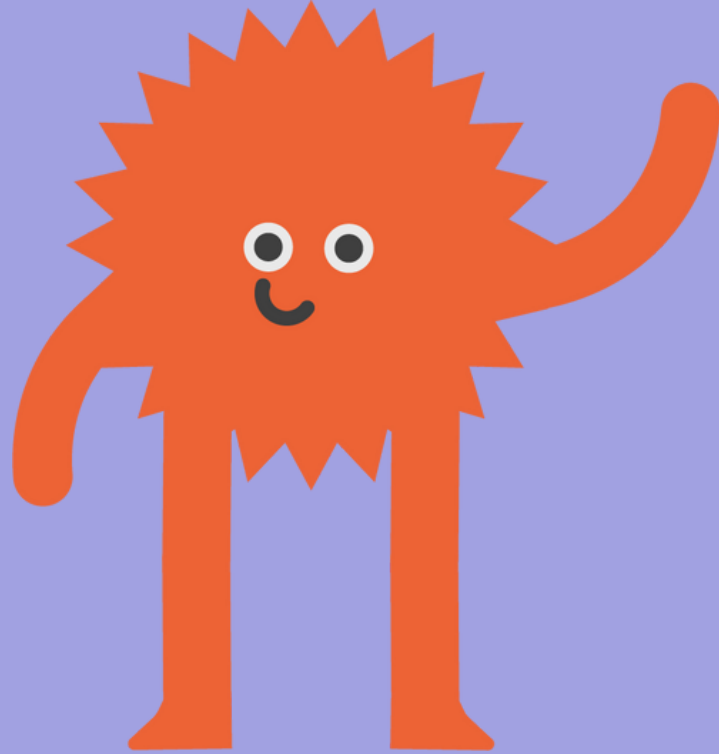
Invite students to close their eyes or look down, explain that this is so everyone can feel safe and comfortable in sharing:

- Put your hand up if you enjoyed the session?
- Put your hand up if you found anything difficult or hard in the session?
- Put your hand up if the session helped you today?

Thank them for coming and wish them well as they go about their week.

Session 3

Leader Resources



Icebreaker: Riddles ~ Riddles and Answers

Riddles from: www.rd.com/list/riddles-for-teens/

1. You are in a race and you pass the person in second place. What place are you in now? **Answer: Second place**
2. You throw away my outside, eat my inside, then throw away the inside. What am I? **Answer: Corn on the cob**
3. An Uber driver is going the wrong way down a one-way street. He passes five policemen along the way, none of whom stops him. Why not? **Answer: Because the Uber driver was walking.**
4. What has thirteen hearts, but no lungs or stomach? **Answer: A deck of cards.**
5. A man shaves many times during the day, but at the end of the day, he still has a beard. How is this possible? **Answer: The man is a barber.**
6. You are in a dark room with a box of matches. Nearby are three things: a candle, an oil lamp and a log of firewood. Which do you light first? **Answer: The match**
7. If there are three apples and you take two, how many do you have? **Answer: Two.**
8. A cowboy rode into town on Friday. He stayed in town for three days and rode out again on Friday. How was this possible? **Answer: Friday was the name of his horse.**

4

How Do I Keep Perspective and What Do I Do When the Wheels Fall Off?



Recognising that students can feel overwhelmed by the pressure of exams and lose perspective, this session helps them to realign their perspective, so that they can work towards their motivation and gain a sense of achievement. Also, we will focus on understanding that not all things are straightforward and sometimes they won't go to plan. We will work with students to build resilience for when things go wrong and to work out strategies and coping mechanisms to help them to recover and move forward.

Resources:

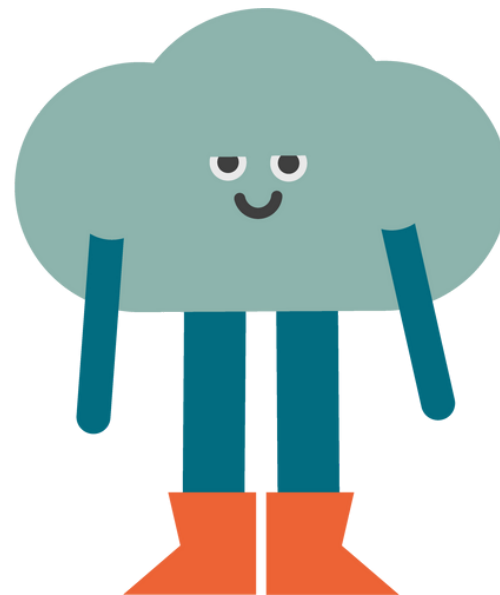
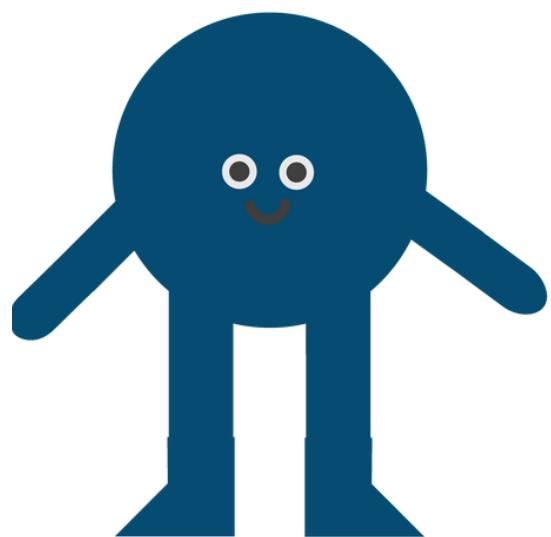
Folders;
Giant Jenga game;
Lego and Stickers (if using);
Star Template (if using);
Letter;
'Take it Home' cards.

Aims

- To work with students on identifying their motivation for passing exams and help them to recognise their achievements and progress so far.
- To facilitate students in building resilience for when things don't go to plan.
- To enable students to maintain perspective on their exam journey.

Objectives

- To give students an opportunity to evaluate their plans for revision and to reflect and tweak if necessary.
- To empower students to overcome the obstacles they face when things don't go according to plan and give them the confidence to reassess and keep going.
- To allow time and space for students to reflect so they can appreciate how far they have come and can gain perspective on what they need to do to keep going.



Welcome

Welcome everyone back to week four, provide refreshments and see how everyone is doing.

Explain: “Today we will recognise that it’s easy to feel overwhelmed by the pressure of exams and to sometimes lose perspective. We will also focus on accepting that life isn’t always straightforward and sometimes things don’t go according to our plan.

We will work with you to build your resilience for when things go wrong and to think about strategies and coping mechanisms that might help you to recover from setbacks. We’ll look at how you can realign your perspective, find ways to get back on track, and continue to work towards your goals. But first, let’s get our cards out from last week.”

Review: Guidelines/Expectations:

Go through last week’s guidelines and make sure everyone is happy following them.

Take it Home Review

Ask:

- How did you get on? Were you able to use your technique in the times you set for revision and were you able to fit in rest too?
- What worked well?
- What didn’t? Have you learnt anything moving forward?

Thank students for sharing and move on to the Guidelines.

[Use one, or all of the questions, depending on your group and time constraints]

Ice Breaker Giant Jenga

10

Explain the game:

““As our opener today we are going to play that old favourite - Jenga! As we play, try to picture the blocks as the pressures you face at the moment. Think about how, when we take control or act (eg: revision, rest etc), those pressures can be brought tumbling down.

But also, enjoy playing!”

- Play Jenga
- Ask the group if they enjoyed the game and if anything came to mind whilst they were playing?
- Ask if they think there is any significance in the size of the blocks?



“Sometimes in life even the small things, like having a shower; going to the shop; meeting with friends etc, can feel difficult and out of perspective. Especially when we have so many other pressures weighing us down. Today we are going to explore the fact that sometimes, even though we are trying, it can still feel like everything is going wrong. How do we pause, take stock, and try again, maybe with help, or in a different way?”

Main Activity

20

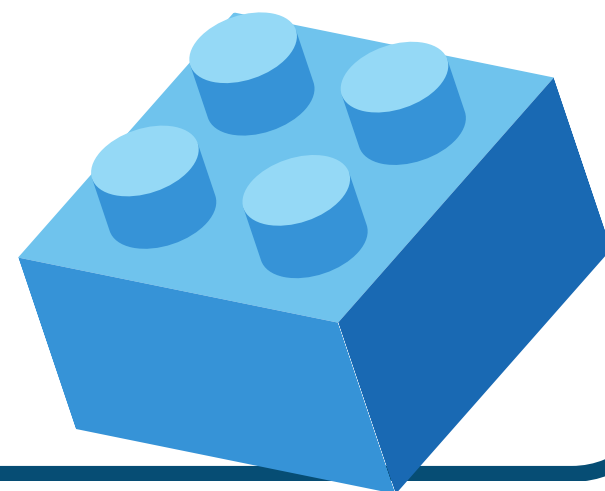
There are two options for the main activity in this session: Option 1 is more energetic and active and some groups may find the destruction of the Lego too much and prefer an alternative. Option 2 gives students an opportunity to be in control, to create, and to reflect. Over previous weeks you will have built a sense of which option will suit your group best.

Option 1

Lego: How to reflect and rebuild

An activity which allows for creativity and fun. A practical demonstration of how things can go wrong at times and how we have to build things back up. This gives the students a chance to reflect on their revision techniques and any new strategies they may want to try so they can move forward.

Find the instructions for this activity in the Resource Pack.



Option 2

Stars: Changing perspective to tweak your plans so that they still work for you

A guided reflection to allow the students to reflect on what techniques are working for them and what other strategies they'd like to try. This option involves independent working as well as group discussion.

Find the instructions for this activity in the Resource Pack.

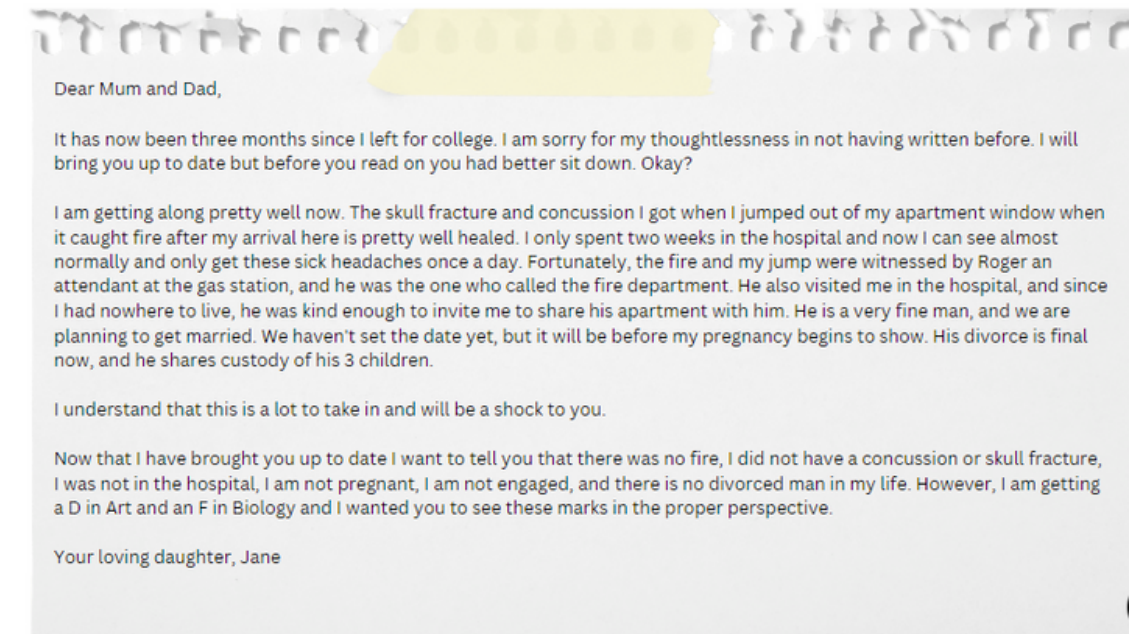


Illustration: Perspective

10

You will find a copy of the letter in the resource pack

“We have covered a lot today, with a lot to think about. But something to leave you to ponder is what happens if the worst-case scenario is realised and you can’t do it? Is that the end or are there other options? This is not meant to scare you, but just have a listen to this letter and see what you think?” *Read the letter to the group - you may want to print out a few copies to offer to those who find it helpful to read along.*



Discuss students’ thoughts regarding the letter (if you have time).

Explain: “You may be thinking ‘what did we just hear!?’”. But the point is that all those things *could* have happened to Jane, but they hadn’t. Jane failed her exam, which is awful, but not as awful as some events could have been; there are things she can do to move forward. This letter is trying to show (with humour) that we can keep things in perspective.

We recognise that what you are doing in preparing for exams is very important, but not at the risk of your health and well-being, they are a key that unlocks a door, try to remember that. What is most important is to take care of yourself and your wellbeing and to keep a balanced outlook, therefore keeping the bigger picture in perspective.”

Winding down the session...

5



Final Thought:

“Remember that you are important and even when circumstances feel really tough, you can do this.”

Taking It Home:

Give out the cards with building blocks on the front and the words: “If you get knocked down, you can get back up again.” on the back.

Ask students to consider:

- What am I doing well in my preparation?
- What is not going so well?
- What could I do differently?
- What are my options as I move forward?
- What can I do to be kind to myself this week?

Feedback: An exercise to find out how the students connected with the session. Explain that you are going to ask some feedback questions to see how they thought the session went.

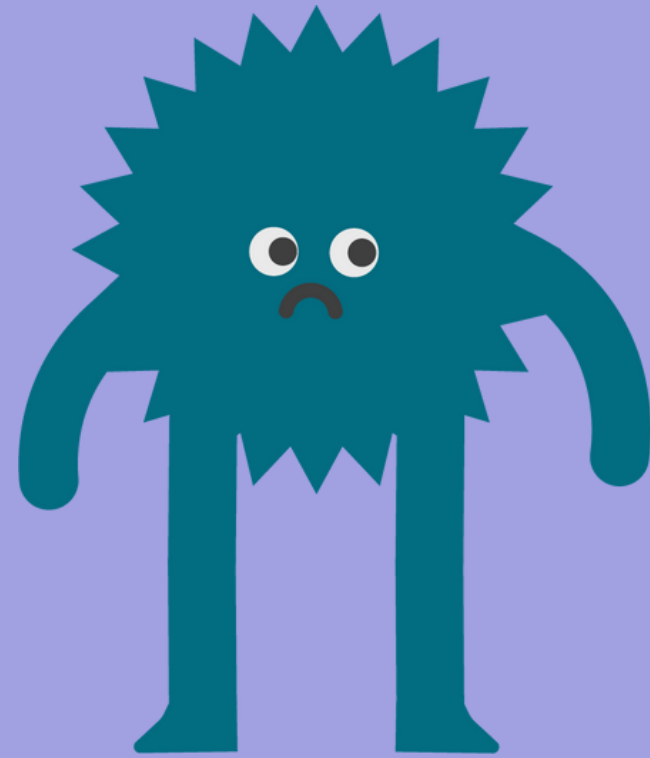
Invite students to close their eyes or look down, explain that this is so everyone can feel safe and comfortable in sharing:

- Put your hand up if you enjoyed the session?
- Put your hand up if you found anything difficult or hard in the session?
- Put your hand up if the session helped you today?

Thank them all for coming and wish them well as they go about their week.

Session 4

Leader Resources



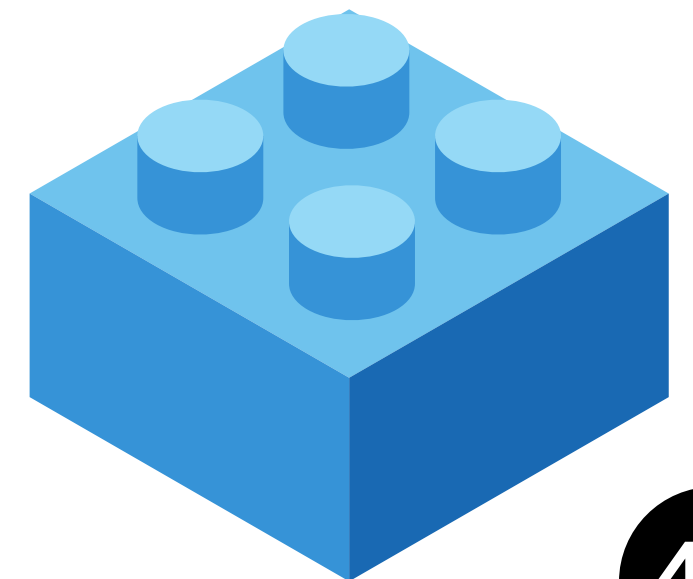
Main Activity

Option one: Lego

Time to build:

You will need: Lego, pens, stickers and music ready to play. Explain the following:

- “There are blocks and Lego bricks provided for you today to build something, whatever you want. While you are building we’d like you to also write down, on the stickers provided, some of the things you are doing to help you prepare for your exams.”
 - As the students are building, play them a burst of [Chumbawamba’s ‘Tubthumping’ \(clean version\)](#), then as leaders walk around the room and knock down what they have been building.
 - After their initial reaction ask the following:
“How did you feel when we destroyed what you were creating? Why did you feel like this?”
“Can you relate that feeling to when you are revising and it doesn’t go to plan?”
 - “Rebuild your model, but this time be aware that we will come around again when the song plays, so think about what you can do to protect your model, if your building is protected, we cannot knock it down.”
 - Let students build again, play song and try and knock down the model.
After this, discuss if it worked for them to change tack and protect their model.



Main Activity

Option one: Lego - continued

Post Activity Reflection...

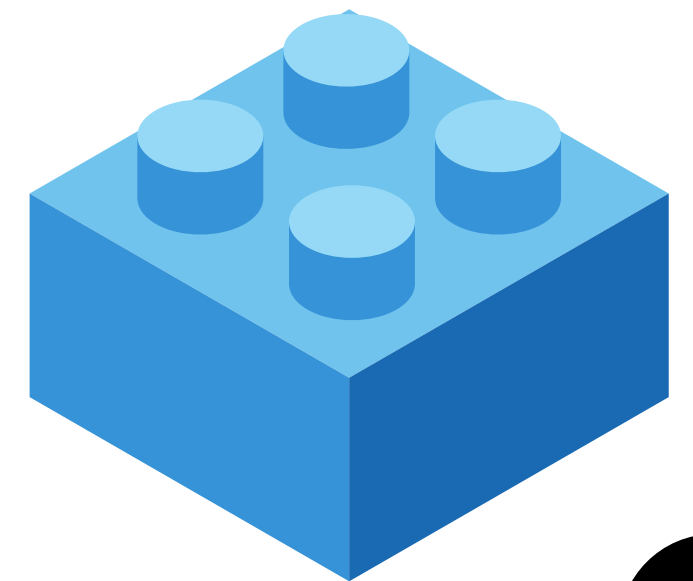
“Ok, so some of that was a bit crazy, but it can often feel like that when we are working hard to do the right things, and it doesn’t always go our way.

What we are going to do now is split into two groups and look at what we can put in place to help us to keep us going when the going gets tough.”

Group Discussion:

[You can use the questions below, or, as the weeks have passed, specific things may have come up that you’d like to take this opportunity to discuss with your group]

- “What can we do to rebuild and start again when it comes to revision and exams?”
- “Should we continue with the methods we are using, or could we tweak and adapt them or try something new?”
- “What can you change and put in place to stop you getting stuck and feeling like you can’t move forward?”



Main Activity

Option two: Stars

Explain: “Using the worksheet provided, we are going to reflect on the plans you already have in place. We are going to discover together what is working and what might need amending to make things easier for you.”

There are three ways you can use the worksheet:

- 1 Give it to each student and allow them time and space to work through it individually and go around and check in with each of them.
- 2 Go through each point with the group, use it as a guided reflection, only moving on when the last student has finished.
- 3 Read through the work sheet, explaining what students have to do and that you are available for any questions and conversation they need to help, then give them time to complete the sheet.

Post Activity Reflection...

“As a group let’s talk about what helps us when we are struggling to maintain our plan and who can help us:

Write down a person and a thing that helps inside your star.

Remember this is a journey and it is hard, but you are not alone, you have things in place and you are doing the best you can.”

Dear Mum and Dad,

It has now been three months since I left for college. I am sorry for my thoughtlessness in not having written before. I will bring you up to date but before you read on you had better sit down. Okay?

I am getting along pretty well now. The skull fracture and concussion I got when I jumped out of my apartment window when it caught fire after my arrival here is pretty well healed. I only spent two weeks in the hospital and now I can see almost normally and only get these sick headaches once a day. Fortunately, the fire and my jump were witnessed by Roger an attendant at the gas station, and he was the one who called the fire department. He also visited me in the hospital, and since I had nowhere to live, he was kind enough to invite me to share his apartment with him. He is a very fine man, and we are planning to get married. We haven't set the date yet, but it will be before my pregnancy begins to show. His divorce is final now, and he shares custody of his 3 children.

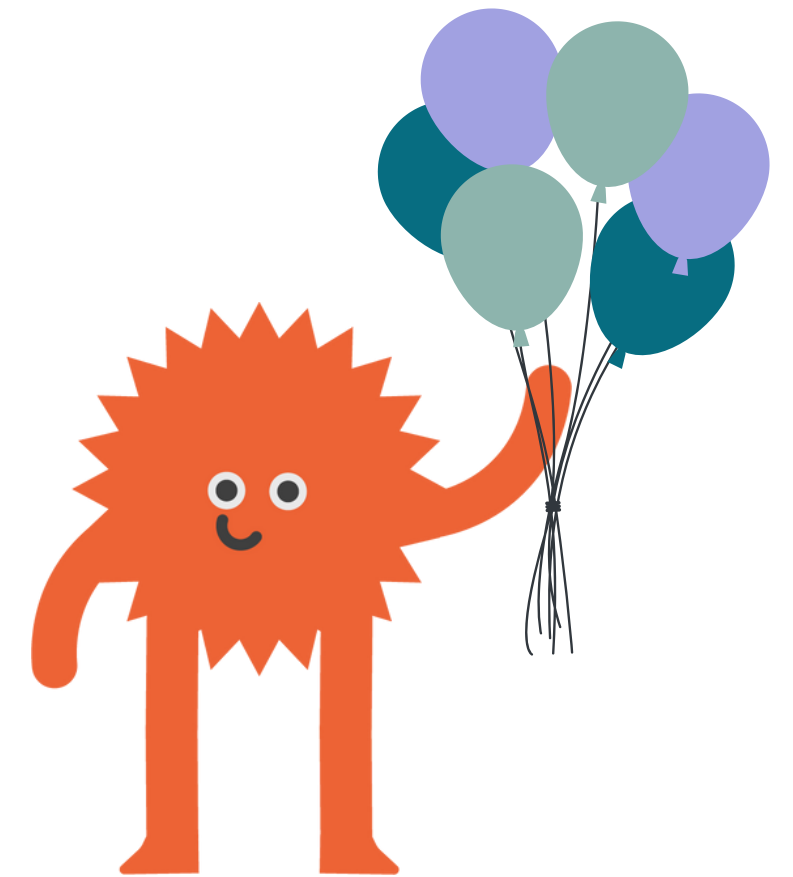
I understand that this is a lot to take in and will be a shock to you.

Now that I have brought you up to date I want to tell you that there was no fire, I did not have a concussion or skull fracture, I was not in the hospital, I am not pregnant, I am not engaged, and there is no divorced man in my life. However, I am getting a D in Art and an F in Biology and I wanted you to see these marks in the proper perspective.

Your loving daughter, Jane



Keeping on Track



This session will enable students to reflect on, and celebrate, the progress they have made over the past five weeks. It will give them the opportunity to evaluate the journey they have been on, look at where they started and how far they have come. We will also put strategies in place to help students continue their preparation and progression in this exam season.

Resources:

Folders;
Media clips;
Prizes;
Paper and pens;
Music;
Pipe cleaners;
Plasticine;
Cocktail sticks;
Colouring sheets;
Laminating pouches;
Laminator,
'Take it Home' cards.

Aims

To allow students to:

- reflect and celebrate their progress.
- put their reflections into action through creativity.
- feel empowered in the next stage of their journey by setting achievable goals.
- have the confidence to achieve as they make final preparations for their exams.

Objectives

- Using multimedia activities to recognise the importance of celebrating student's progress, and maintaining motivation until the end of exams.
- For students to connect creatively with activities that enable them to reflect on their 'Frazzled' journey so far.
- To use the 'Action Zones' to form goals that will enable students to keep progressing until the end of the exam season.

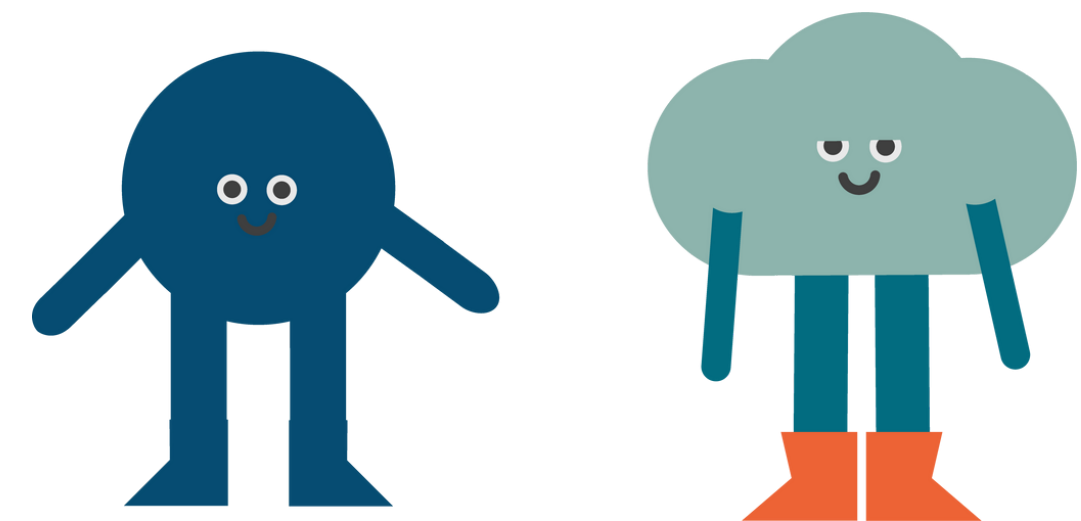
Welcome

“Today we are going to be celebrating your progress on the 'Frazzled' course so far, and your progress as you prepare for your exams. We are also going to look at how we can celebrate the small things, as we still have a way to go to the end of exams and you need to keep preparing and moving forward.

Before we move into the session, instead of reflecting on last week's 'Take it Home' card, I want us to think bigger: what one thing from the whole course so far has helped me and why? Thank you for sharing.”

Review: Guidelines/Expectations:

Go through last week's guidelines and make sure that everyone is happy following them.



Ice Breaker Music Quiz

10

“Our opener today is a music quiz: we will play you some songs, but only the first few seconds, and you then have to name the song and the artist. There will be one point for each.

Please write down numbers 1- 5 in your notebooks.”

- Play music clips.
- Celebrate all correct answers and hand out small prizes.

Use 5 or 6 songs from your
Spotify play list and play the intro
Or click this [link](#)



“We played this game today because (hopefully) it was fun! But we also played because you needed to listen and work out the artist and song from only a few seconds of sound:

We would like to celebrate your progress on this course and in your exam preparation, but also recognise that the next line in *your* song/story is yet to come, and we don’t know yet how it will sound. You still have your exams ahead of you, so no full-blown parties just yet, but today’s question is: How do we celebrate the small things we have achieved and use them to motivate us, without losing sight of our end goal, slowing down our progress or veering right off track?”

Illustration: Don't celebrate too early



- This week we have swapped the Clip around as we want to use it to build a time of reflection in our main activity.
- Play Clip (*click on image to view*)



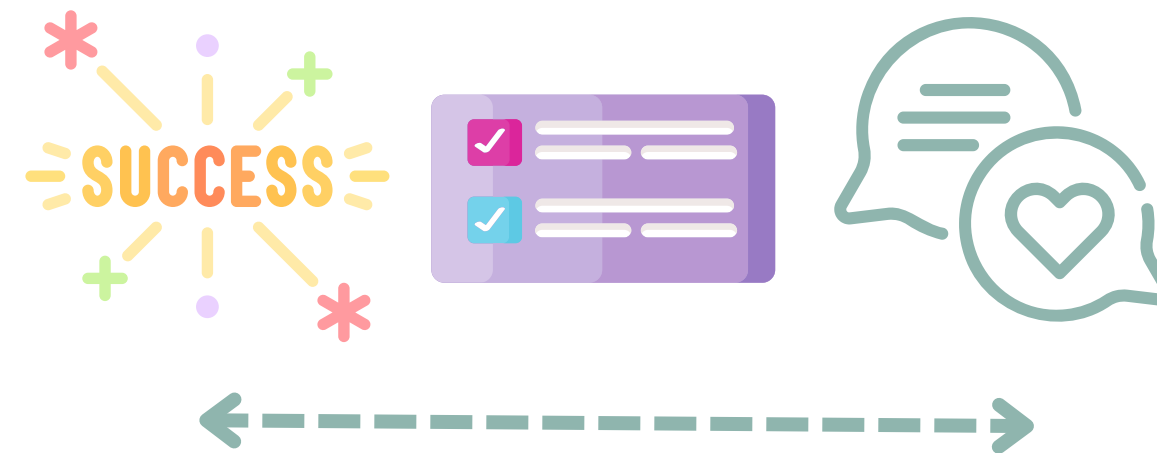
“The clips were quite funny, but the athletes celebrated too early. When you watch interviews with football managers after big games and they have more big games coming up, notice how little time they give their team to celebrate, before they move the focus on to the next training session for the next game. This is because if they want to win, they must keep pushing forward. Following in their footsteps, let’s look back and reflect on how far we have come, then pause and set ourselves some steps for moving forward.

“The next half an hour is for you, it’s a time for you to reflect as an individual on how far you have come. We will then share our reflections with each other, and you will have some time to think about how you want to move forward and what you need to put in place to do that. There are 3 zones for reflection and 3 for action, you will have 15 mins in each zone.”
Explain Zones using the following two pages.



Reflect

- Make a bridge
- Colouring
- Make a card



Action

- Come up with a goal
- Write down your goals and strategies
- Review your methods

Main Activity: Reflection Zones

Zone 1

Using whatever materials you have (pipe cleaners and plasticine are good) make a bridge and make two flags to go at either end

- As you build think about where you were at the start of the course.
- On one flag write a word or emotion to represent your feelings at the start of the course.
- Next write a word on the other flag to represent how you feel now.



Zone 2

- Spend some time colouring or drawing.
- Use this time to relax and be mindful.
- Listen to music if you would like to.



Zone 3

Design yourself a congratulations card for coming this far: write positive things to yourself and encourage yourself on the progress you have already made.



Feedback to the group:

Ask: “How was it to do that reflection activity and what will you take away from it?”

Main Activity: Action Zones

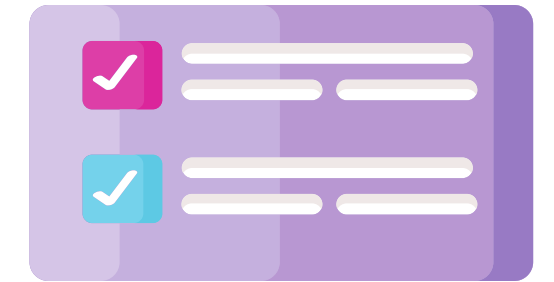
Zone 1

- Using the paper provided write down one big aim/goal that you would like to achieve moving forward.
- Then draw three footprints to represent the steps you will take and, in the footprints, write what you will need to do to achieve your goal.



Zone 2

Using the small card and laminating pouches provided, make yourself a wallet sized card with what you want to achieve on one side, and 3 things you are going to commit to doing to get there on the other.



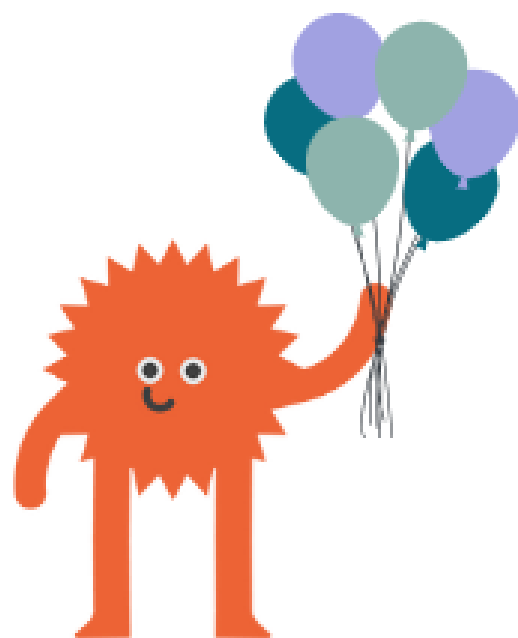
Zone 3:

Two weeks ago we looked at revision, rest and methods that help us when revising. With a leader or a peer sit down now and review how things are going with the revision and rest methods: is there anything you need to change, simplify, or celebrate as you move forward?



Feedback to the group:

Ask: “How was it to do that action activity and what will you take away from it?”



Final Thought:

Together and as individuals you have achieved so much, remember what you have learnt along the way and keep trying to put it into practise as you move forward.

Taking It Home:

Give them a card with party hats and steps on and the words: "you have come so far, and you will go so much further" on the Back

1. What one thing can you do to make some progress this week?
2. How can you celebrate you this week?
3. Who can you share your progress with?

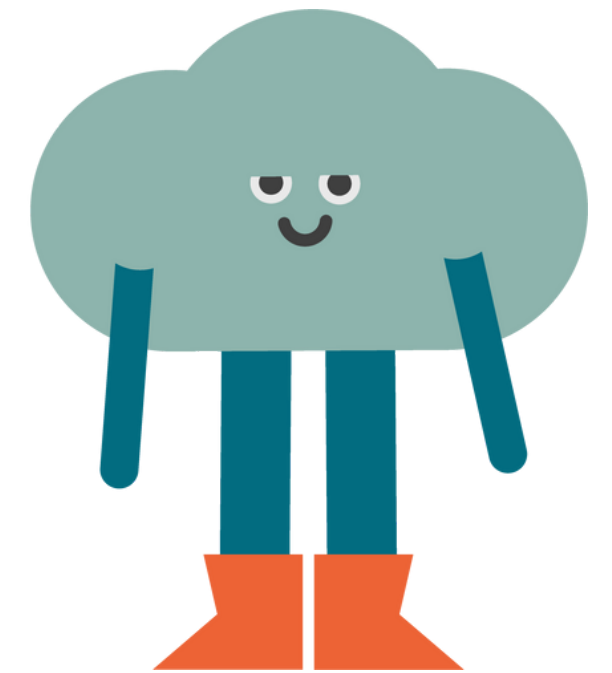
Feedback: An exercise to find out how the young people connected with the session. Explain that you are going to ask some feedback questions to see how they thought the session went.

Invite the young people to close their eyes or look down, explain this is so that everyone feels safe and comfortable in sharing.

- Put your hand up if you enjoyed the session?
- Put your hand up if you found anything difficult or hard in the session?
- Put your hand up if the session helped you today?
- Thank them all for coming and wish them well as they go about their week.



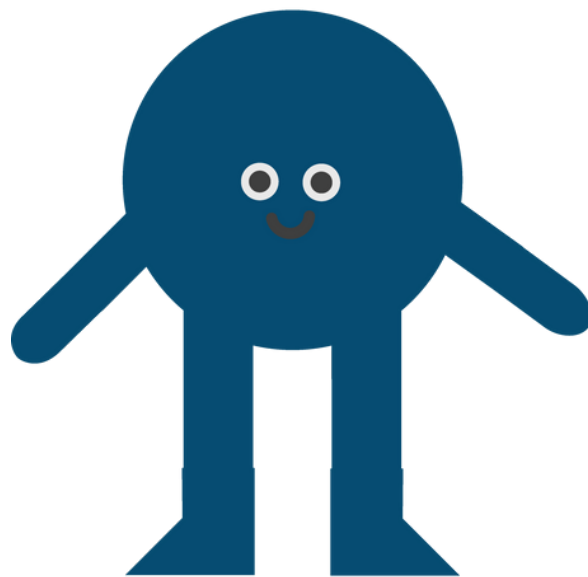
Looking After Me: Moving Forwards



This session is intended to help students to recognise that in the process of preparation it can be easy to stop caring for oneself. In this session you will work with the students to make sure they are being kind to themselves as they get closer to their exams and to remind them of what they have learnt on the course. You will also help them to identify support available to them going forward.

Resources:

Folders;
Hand masks;
Video clips and links;
Craft material;
Games;
Support sheets;
'Take it Home cards'.



Aims

To enable students to:

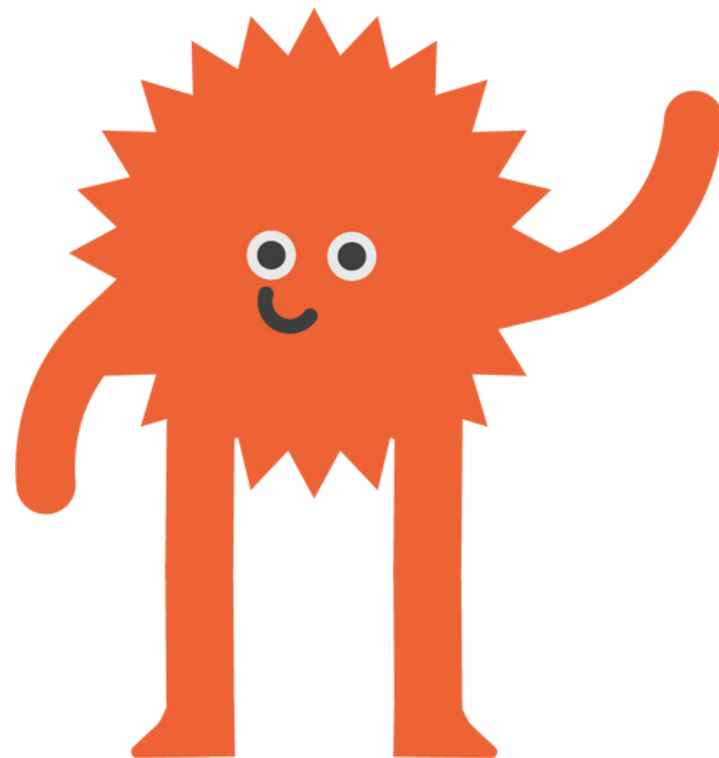
- realise that self-care is important, especially during this exam period.
- reflect and evaluate what they have learnt during 'Frazzled'.
- identify the support available to them.
- have the confidence to achieve as they head towards exams.

Objectives

- For students to practice self-care in a concrete way.
- To provide a support sheet of what is available for students.
- To evaluate students learning and celebrate this.
- To reflect on their growth in confidence through their hard work and preparation.

Welcome

This week we are going to look at how you can remember to look after and care for yourselves as you continue to prepare for your exams. We will also look at the support available to you, and remind you that this journey is not one that you must complete on your own.



Review: Guidelines/Expectations:

Go through last week's guidelines and make sure everyone is happy following them.

Take it Home Review

Ask students: "How did you get on with your take it home card? Did you make any progress this week, and did you share or celebrate that progress with anyone?"

- What one thing can you do to make some progress this week?
- How can you celebrate you this week?
- Who can you share your progress with?

Thank you for sharing.

Ice Breaker Bean Bags

10

Ask the students to stand up and create a circle:

- Ask for a volunteer to stand in the middle.
- Give the students 3 bean bags each.
- Ask the volunteer in the middle how many bean bags they think they can hold at one time, then get the other students to start piling the bean bags into their arms.
- Make the rules clear: no pushing, shoving or unnecessary touching.
- See how many beanbags the volunteer can carry before they drop them, then count them up. If you want to make things competitive keep a scoreboard.
- Allow as many students that want to (and as you have time for) to have a go.

“In this game the person in the middle had to hold as many bean bags as possible without dropping them. When preparing for exams, you may feel like you are taking on too much, that you can't hold all that you are carrying and you want to give up. Who feels like this sometimes? What can you do to share the burden and lighten the load. When we are taking on lots of things, it's important to not forget self-care as that will enable us to hold what we need to and help us to keep going.”



Main Activity: Looking after me

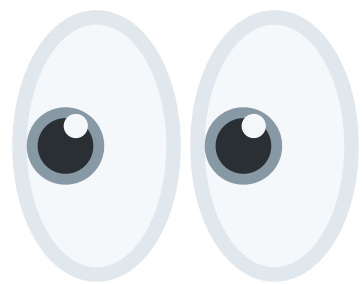
30

“This session then, is all about looking after you, there are 3 Zones set up, and we will go through them together. When you do your own self care you may prefer to do so alone, but it's also important to identify people to support you and build you up on your self care journey.”

ZONE 1 - FIVE SENSES

“During session three we gave you some resources, one of them was a five senses sheet, has anybody used it? If not don't worry, we will use it now. We are going to take a short walk around this space, as we do so listen to the prompts.”

- As the students walk around read out the 5 senses: Give them time to reflect between each one.
- Ask the group to go back to their seats when they are ready, then ask them to feedback on how they found the process and if it was helpful.



5

things you
can see



4

things you
can touch



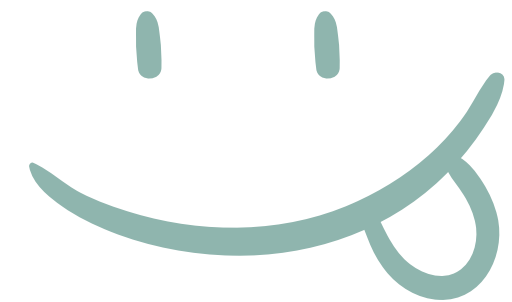
3

things you
can hear



2

things you
can smell



1

thing you
can taste

ZONE 2 - PAMPER

- Spend some time with the students doing hand masks (you can do face masks but they often prefer not to).
- Check any allergens before you start and play calming music if appropriate.
- Talk to the young people about how it felt and ask them what they do for self care.



Main Activity: Looking after me

ZONE 3 - GAMES

If there is time you could play some games as a group, whatever you would like: suggestions are Uno, cards, Dominos.



“How was that? Some of you may have found it hard, it may have felt like a waste of time when you have so much going on, but it’s still important to pause and do something for you.”

Illustration:

“Have you ever been in a car that has broken down? It can be scary, you may have to wait for help to arrive and you could be worried the car will not get fixed or will cost too much to repair? To try and avoid breakdowns happening we take cars to mechanics, to maintain them and look after them at the basic level, we put petrol in them regularly so that they will start and run well. And that’s what caring for ourselves does - it gives us what we need to keep going, it fuels us, so that we don’t break down.



Click on the image to watch the video

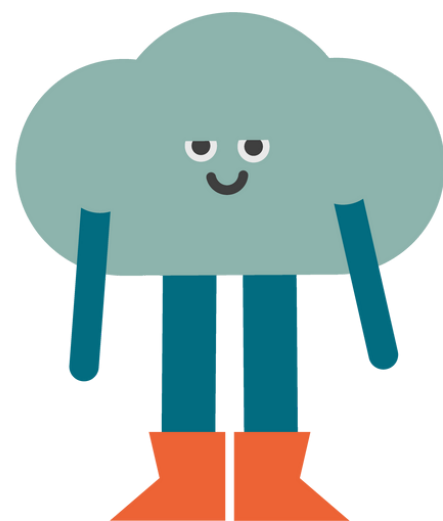
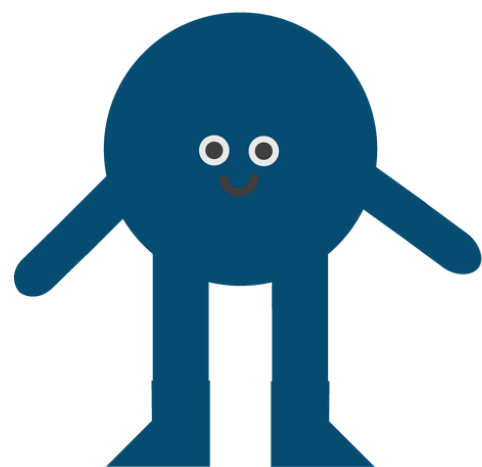
Reflection:

Hand out the support sheets

“Before we finish today, we want you to know that just because we have come to the end of ‘Frazzled’ that doesn’t mean you are alone in the rest of your journey. This is a list of people and places that can offer you further support and help, and tells you what is available to you here (*this is where you can use the blank support sheet to provide information of support in your local area*). We also have an evaluation form for you, that will help you and us to reflect on our time together.

Final Thought:

As you go into this season of exams, know that it is just a season, it will not last forever and does not define you, who you are and what you have done this far and will do in the future is more than enough.



Taking It Home:

Our 'Take it Home' is different this week: we will give you a blank card and we'd like you to design the front of the card yourself, then write three things to encourage yourself on the back and we will laminate it for you.

Feedback: An exercise to find out how the young people connected with the session.

Explain that you are going to ask some feedback questions to see how they thought the session went.

Invite the young people to close their eyes or look down, explain this is so that everyone feels safe and comfortable in sharing.

- Put your hand up if you enjoyed the session?
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- Thank them all for coming and wish them well as they go about their week..



FRAZZLED

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