



GLOBAL CITIZENSHIP

TPS Powerful Knowledge Curriculum



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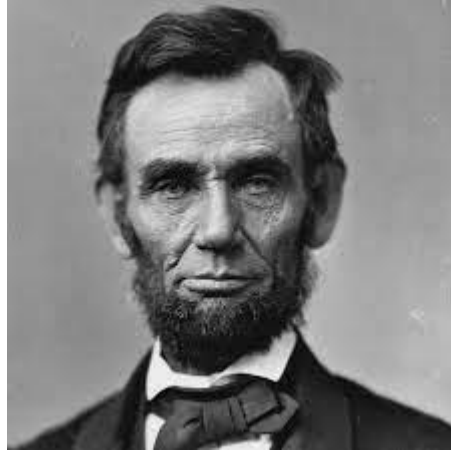
Tutor group: _____

End of topic quiz results: /20

LIVING IN THE WIDER WORLD- BUILDING FOR THE FUTURE

Global Citizenship linked to philosophy

Abraham Lincoln



Abraham Lincoln was an American statesman and lawyer who served as the 16th president of the USA (1861-1865). He led the Americans through its greatest moral, constitutional, and political crisis in the America Civil War.

Why is it important to Global citizenship lessons about building for the future to understand about Abraham Lincoln? Well, Lincoln was born into poverty and raised at home, he was self-educated and became a lawyer before becoming the president.

One of from Abraham Lincoln's famous statements linked to building a future is:

“The best way to predict the future is to create it.”

This helps us to be better global citizens you need to create your future by working hard and being as positive as possible. Have a positive impact on yourself and others around you, anything is possible if you work hard and believe in yourself.

To find out more information about Abraham Lincoln you can ask the History department for key details or research him on the BBC Bitesize website.

Table of Contents

	Item	Page
1	Global citizenship expectations	3
2	The big picture	4-5
3	Overview of the topics/skills being taught in the year	5
4	Overview of the unit	5
5	Topic big statement/ question	5
6	Key vocabulary	6
7	Takeaways	7
7	Stereotyping	8
8	Self-efficacy, motivation, perseverance and resilience	12
9	Stress	16
10	Stress management	21
11	Ambition	25
12	Online Content	28
13	Bringing it all together	31
14	Additional reading	32

Global citizenship expectations in lessons

>> Openness

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

>> Keep the conversation in the room

We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

>> Non-judgmental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

>> Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

>> Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

>> Listen to others

We will listen to the other person's point of view and expect to be listened to.

>> Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

>> Asking questions

We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.

>> Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

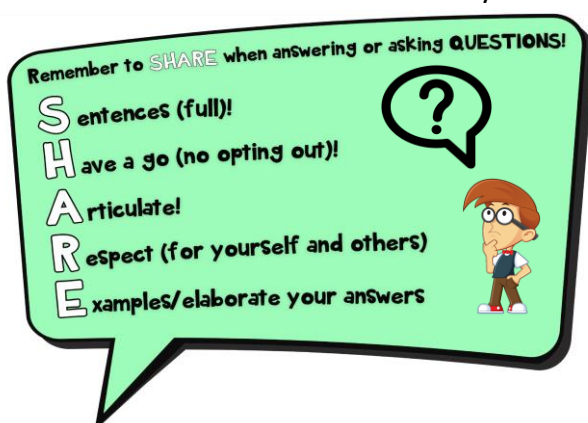
All of these are key to successful and open lessons!

What your weekly lessons are going to look like:

1. Your teacher will always ensure that they are guiding you through the key knowledge for the lesson through expert explanation, during this time you will develop and apply your annotation and highlighting skills.

2. You will always be given the opportunity to develop your oracy (discussion) skills through tasks to share ideas and speak to your partner and the class. A key mantra for this is: SHARE

3. Reflection time will be given at the end of each topic to allow you the time to understand the content and apply it to being a better global citizen.





The Big Picture

Global citizenship is the subject that is key to ensuring that you are ready to leave Telford Priory School and enter the adult world with an understanding of everyday skills and knowledge to face the challenges or changes in your life. These skills are not necessarily taught in your other subjects and don't need to be tested for a qualification, however, they are key to your general knowledge and daily skills. The content is split into 3 core themes as you will see on the previous page. These three themes encompass a variety of topics from sex education to dealing with finances. The expectations above are key to ensuring that these lessons are productive and you feel confident in asking questions in front of peers. There will be an extended tutor time once a week, performances from external providers, drop down days and event fayres and enhanced learning weeks, all to ensure you gain the knowledge required.

Where this unit fits in the sequence

This unit is planned for teaching early in Year 11 to provide you with effective strategies to manage year 11 and start to think about the future opportunities that will arise in the next 12-24 months. This module will cover strategies on how to manage stress in and out of school, and self-efficacy. During year 11, there will be challenging times when you have to dig deep to find motivation to work hard at school and in your own time. This booklet will help you to self-motivate during what can be a difficult year.

Threshold concepts

We will be studying things which rely on understanding the following things:

- How to manage the judgement of others and challenge stereotyping.
- How to develop self-efficacy, including motivation, perseverance and resilience.
- How to maintain a healthy self-concept, about the nature, causes and effects of stress.
- Stress management strategies including maintaining healthy sleep habits.
- How to balance ambition and unrealistic expectations.
- About positive and safe ways to create content online and the opportunities this offers.
- How to balance time online.

Key Vocabulary List

Word	Definition
Perseverance	Persistence in doing something despite difficulty or delay in achieving success.
Procrastination	The action of delaying or postponing something.
Assumption	A thing that is accepted as true or as certain to happen, without proof.
Stereotype	Belief that all members of a given group share the same fixed personality traits or characteristics as a result of this group membership.
Time management	The ability to use one's time effectively or productively, especially at work.
Stress	A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
Wellbeing	The state of being comfortable, healthy, or happy.
Ambition	A strong desire to do or achieve something.
Unrealistic	Not realistic.
Challenges	A task or situation that tests someone's abilities.
Self-efficacy	An individuals' belief in their ability to produce certain outcomes through their behaviour and actions.
Motivation	Motivation is a reason or reasons for acting or behaving in a particular way, it is your desire or willingness to do something.

Key Takeaways

- **Stereotyping**

A **stereotype** is a set of characteristics imposed upon **groups** of people according to their race, age, gender, religion, sexuality, abilities and so on. **Stereotyping** can lead to **discriminatory** behaviour and attitudes. You can **challenge stereotyping** by **reporting it to your year team or SLT**. Ultimately, we should all **treat people with fairness, kindness and respect**.

- **Motivation, Perseverance and Resilience**

Maintaining motivation, perseverance and resilience are key factors in achieving your **GOALS**.

- **Stress and stress management**

Stress is a feeling of being under abnormal pressure, whether from an increased workload, an argument with a family member, or financial worries. We **cannot avoid it**, but we can **manage it effectively** if we know **what is causing it** and how we can put our **wellbeing** first. We can **identify** the issues, **review** our lifestyles, and **make changes** to improve our **physical and emotional wellbeing (exercise, nutrition and SLEEP are crucial here)**.

- **Ambition and realism**

It is important to have **ambitions** that are both **aspirational AND realistic**. Your **ambitions** should make you push yourself but not so much to impact upon your **wellbeing**. **Remember: only 3.5% of the UK's population are millionaires!**

- **Online Life**

The internet is an amazing thing – full of knowledge, wisdom, possibilities and opportunities. It can also suck your time and impact, negatively, on your wellbeing. It is important to be mindful and strategic in your approach to your internet usage and to balance it carefully with your responsibilities as a friend, family member and **STUDENT**.

Topic 1: Managing judgment of others and challenging stereotypes

Learning Purpose: to be able to know how to manage the judgement of others and challenge stereotyping.

What do we mean when we say judgement of others?

It is easy to judge other people on their perceived character, ability, work ethic and ability. We all do it. Ever wonder why others find things so easy? Or why don't they have to work hard but I do? However, do you know what goes on when you aren't around? Do you know what that person is thinking?

Your teacher will read the following information to you and discuss it along the way. Make sure you do the following:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

Stereotyping

A **stereotype** is a belief or **assumption** that all members of a given group share the same fixed personality traits or characteristics as a result of this group membership. Stereotypes are always based on an oversimplified generalisation of a social group.

For example:

- 'All young people have loads of energy and imagination';
- 'All older people are lonely';
- 'All women are great at multitasking'.

Stereotypes can be attached to any assumed marker of group membership, such as age, ethnicity, nationality, skin colour, gender, sexual orientation, family, religion and disability. It is important to note that we also **stereotype** our own group(s) as well as others.

Stereotypes do not necessarily need to be negative. Many **stereotypes** attribute positive qualities to entire groups, such as "Jamaicans are really relaxed" or "gay men have fantastic fashion sense". While positive **stereotypes** may seem harmless enough, it is important to recognise that all **stereotypes** are problematic because they tend to be patronising in tone and damaging in effect. For example, belief in the stereotypical notion that 'all Asians are brilliant at school' may lead teachers to presume that all people of Asian origin do extremely well in Maths and other subjects and, therefore, should attempt the higher-level papers regardless of the individual person concerned. The presumption that a person has certain abilities or attributes purely because he/she belongs to a given social group can also result in an individual who does not conform to the **stereotype** feeling that he/she is excluded from the social group or under pressure to conform to the familiar stereotype.

In pairs, discuss and make note of the different stereotypical ideas there are about teenagers:

Your teacher will take feedback – make sure you add further ideas that you didn't think of **in purple.**

Why are there so many different **stereotypes**? What might this suggest about stereotypes in general?

Core questions for discussion (in pairs or as a class – your teacher will decide)

- Do you judge yourself against others in terms of your ability in lessons or test results?
- Have you made the assumption that someone else finds everything too easy?
- What do you think people would assume about you?

Task



Jess has just sent you a Snapchat message:

'Hey. Mate, how's things? Just got to ask you – 'cos you always seem to just get stuff done, how do you make yourself do it? I don't know what's up with me right now. I'm finding Physics so hard and I just feel like giving up. I keep doing other things instead! Even tidying up – even though I don't even like doing that! Agh! Wish I could stop acting like this and get myself together. Any advice? Ta, hun x

Has Jess made an assumption about your ability? Please explain your answer.

What advice would you give Jess?

Follow-on task

Below is a picture of Vicky Pollard from the sketch show *Little Britain*. Once you have watched the clip, please discuss the following **in pairs**. Be prepared to share!



- Discuss the stereotypes on which the characters are based.
- Why are these characters so funny? Why exactly are you laughing?
- Could they be offensive to some? Why?
- By laughing at some of these stereotypes are you accepting some of the messages conveyed? Are they true?
- Are these characters multi-layered? Or are they just one-dimensional portrayals of the social group?

Reflection Time

What do you think about **stereotypes**? Are they dangerous/damaging or just a bit of fun/harmless? Are some **stereotypes** more concerning than others? Why/why not? **Be honest and reflective here and make sure you show that you understand what a stereotype is.**

Topic 2: Self-efficacy, motivation, perseverance and resilience

Learning purpose: to understand how to develop self-efficacy, including motivation, perseverance and resilience in and out of school.

Self-efficacy is an individuals' belief in their ability to produce certain outcomes through their behaviour and actions. An individual with high occupational self-efficacy is intrinsically motivated to pursue their goals, and believe that they are capable of meeting job demands.

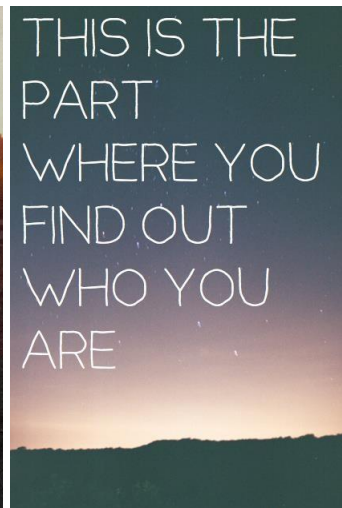
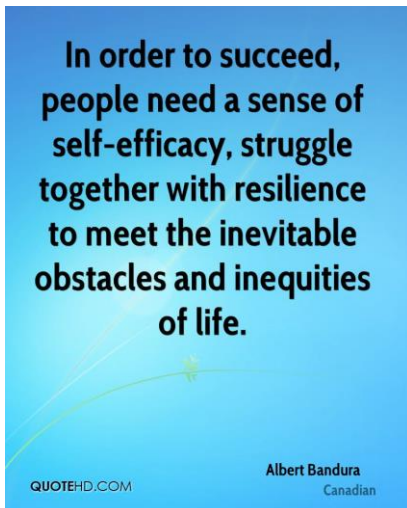
Motivation is a reason or reasons for acting or behaving in a particular way, it is your desire or willingness to do something.

Perseverance is the persistence in doing something despite difficulty or delay in achieving success eg never giving up!

Resilience is the capacity of a person to recover from difficulties; it is their toughness in situations.

All three of the above definitions link to you specifically in year 11 and when planning your future. These attributes are key in what is a difficult point in your life, with exam **stress**, hormone changes, more independence, choices for further education and future careers, social pressures from society...the list is endless! It is important these attributes are understood and become a part of your everyday life. Having the belief in your own ability and being able to **motivate** yourself to complete work with the resilience that even if something is difficult you will still carry on is key.

Task: consider the following quotations in pairs.



What are their key messages?

There are lots of quotes and inspirational messages that can be found on the internet (like the above ones).

Do they resonate with you? Do you find that these sorts of images help you to be positive?

Please find and write down a quote that you feel will help you through the next academic year that links to the terms that we have learnt about. This needs to be something that you can look back on to help yourself and possibly your peers when you possibly feel that things are becoming overwhelming or just to pick you up.

Video Input

Watch the Dr Angela Duckworth TED talk about 'grit' and write down any thoughts you have along the way. Feel free to share these thoughts afterwards.

<https://www.youtube.com/watch?v=H14bBuluwB8>

My Goal/s

Think about something that you really want for your future (a goal). This could be something medium or long-term. Try to avoid something as basic as 'I want the latest FIFA game'. It could be to do with your exams, college, apprenticeships, job ambitions etc.

What is it?

How important is it?

Why do you want it?

How are you going to stay **motivated** to your goal?

What about if you experience a setback/'failure' along the way?

Can you think of an experience of success when you stayed **motivated**, kept going and did not give up? If so, what made you stay on track? What kept you **motivated**?

How might you use this experience to recreate success this time?

What promise/s will you make to yourself in order to stay on track to achieving your goal?

Who/what could help you to stay on track?

Don't forget these definitions from the start of the booklet:

Motivation is a reason or reasons for acting or behaving in a particular way, it is your desire or willingness to do something.

Perseverance is the persistence in doing something despite difficulty or delay in achieving success eg never giving up!

Resilience is the capacity of a person to recover from difficulties; it is their toughness in situations.

Reflection Time: how important are motivation, perseverance and resilience?

Topic 3: healthy self-concept and the causes and effects of stress

Learning purpose: to understand how to maintain a healthy self-concept, about the nature, causes and effects of stress.

Video about STRESS – use this box to make any relevant notes from the video or discussion. https://www.youtube.com/watch?v=CZTc8_FwHGM

Your teacher will read the following information to you and discuss it along the way. Make sure you do the following:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

Stress

In brief, **stress** is a feeling of being under abnormal pressure, whether from an increased workload, an argument with a family member, or financial worries.

It is important that you understand we all experience **stress** in our lives; it is how we deal with the **stress** and the **coping strategies** that we put in place are used to help ensure we manage the **stress** effectively.

To ensure that we don't become stressed too easily and that we have ways to manage stress, we need to first think about our **wellbeing**.

5 Ways to positive wellbeing

Connect: talk with family, see friends and share. Plan quality time with the people you live with. Plan to see your friends. Share revision tips.

Be active: walk, cycle, run around and keep well. It could be a class you already do, sports or a dance class. Plan to have some time in the garden or go for a walk.

Learn: read for fun, teach yourself something new or rediscover old interests and grow. Do a creative activity (art project). Research and learn something new. Have some time away from phones/tablets/computers. Teach an adult you live with how to make a healthy dinner. Make a healthy menu for next week.

Take notice: be curious, look around you, listen, rest and be aware of what you eat. Plan a day out to a place you haven't been to before. Write down what helps you rest, your environment and who is around you. Visit a family member that may enjoy having your company for a while. Cheer up a friend. Help others with their revision. Help the adults you live with by doing some jobs. Thank those that may help you with your revision.

Give: do something nice for a friend or family member. Thank someone and look out for others.

It is important to understand what the signs and symptoms of **stress** are to ensure that your health and **wellbeing** is as positive as possible and so you can tackle the situation quicker.



If we can manage our **wellbeing**, then we will be able to have a positive mind set. However, it is important to understand the common sources of **stress** and the environments they can come from.

Common sources of stress			
Emotional	The environment and society	Physical	Events in life
<ol style="list-style-type: none"> 1. Peer pressure on social media 2. Abuse 3. Conflicting values and beliefs 	<ol style="list-style-type: none"> 1. Not being able to get a job 2. Pressure from school 3. Unstable home 4. Discrimination in school or the workplace 	<ol style="list-style-type: none"> 1. Poor diet 2. Late night and no routine 3. Misuse of substances 4. Abuse 	<ol style="list-style-type: none"> 1. Parents divorcing or separation 2. Illness 3. Changing school 4. A bereavement in the family or a friend.

Task

Talking and reflecting on what is going on in with your emotions and your mental health is important. Therefore, the task below is for you to think about what is causing you **stress**, either now or in recent months. Try to use the bubbles to write down what it is exactly about the topic that is causing you **stress**/worry eg pressure of social media - images of others getting fit and healthy and having the 'perfect' body even though you know that it isn't real.



**Reflection Time: how can you support your emotional wellbeing better?
What actions could you take to manage real or potential stresses? You may
like to consider the '5 ways to positive wellbeing' on page 14.**

Topic 4: Stress management

*Learning purpose: to understand **stress** management strategies, including maintaining healthy sleep habits.*

Your teacher will read the following information to you and discuss it along the way. Make sure you do the following:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*
-

As we discussed last week, we understand what can cause stress but managing it and having strategies to overcome these stresses can be difficult to come by. It is important that you find coping strategies for stressful situations that can be used daily.

When you are feeling stressed, try to take these steps:

- **Realise when it is causing you a problem.** You need to make the connection between feeling tired or ill, with the pressures you are faced with. Do not ignore physical warnings such as tense muscles, over-tiredness, headaches or migraines.
- **Identify the causes.** Try to identify the underlying causes. Sort the possible reasons for your **stress** into those with a practical solution, those that will get better anyway given time, and those you can't do anything about. Try to let go of those in the second and third groups – there is no point in worrying 14 about things you can't change or things that will sort themselves out.
- **Review your lifestyle. Are you taking on too much?** Are there things you are doing which could be handed over to someone else? Can you do things in a more leisurely way? You may need to prioritise things you are trying to achieve and reorganise your life so that you are not trying to do everything at once. You can also help protect yourself from **stress** in a number of ways:
- **Eat healthily.** A healthy diet will reduce the risks of diet-related diseases. Also, there is a growing amount of evidence showing how food affects our mood. Feelings of **wellbeing** can be protected by ensuring that our diet provides adequate amounts of brain nutrients such as essential vitamins and minerals, as well as water.
- **Exercise.** Physical exercise can be very effective in relieving **stress**. Even going out to get some fresh air and taking some light physical exercise, like walking to the shops, can help.

15

- **Take time out. Take time to relax.** Saying 'I just can't take the time off' is no use if you are forced to take time off later through ill health. Striking a balance between responsibility to others and responsibility to yourself is vital in reducing **stress** levels.

- **Be mindful.** Mindfulness meditation can be practised anywhere at any time. Research has suggested that it can reduce the effects of **stress**, anxiety and other related problems such as insomnia, poor concentration and low moods, in some people. Our 'Be Mindful' website features a specially developed online course in mindfulness, as well as details of local courses in your area: bemindful.co.uk

- **Don't be too hard on yourself.** Try to keep things in perspective. After all, we all have bad days.

Sleep

As stated above, sleep patterns are important to manage **stress** and help your **wellbeing**. Good sleep doesn't just mean lots of sleep: it means the right kind of sleep. Sleep affects our ability to use language, sustain attention, understand what we are reading, and summarise what we are hearing; if we compromise on our sleep, we compromise on our performance, our mood, and our interpersonal relationships. Sleep has also been shown to protect the immune system. The amount that each person needs is different; however, it is recommended that a healthy adult should sleep, on average, between seven and nine hours a night. The important thing is that you get good-quality sleep.

Random fact....

Pythons sleep for up to 18 hours a day. Giraffes generally sleep for less than two.

The following advice can help to HEAL your sleep problems:

H (Health) if you are healthy in body and mind you will find it easier to sleep.

E (Environment) your bedroom should be somewhere that your body associates with sleep. You need to remove all distractions.

A (Attitude) you need to go to bed relaxed not worrying about problems else it will be harder to get to sleep. Relaxation techniques can help.

L (Lifestyle) having a healthy lifestyle (good diet, balance between work and exercise and relaxation time) can really help.

Answer the following questions on your own:

How many hours sleep did you get last night?

How many hours sleep did you get the night before?

The night before?

On the average Saturday?

On the average Sunday?

On average how many hours sleep do you get each night? (Try to average out weekdays and weekends *if* these are different)

Do you have the same bedtime each evening?

If so, what is it?

If not, why not?

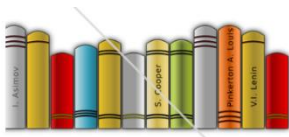
Looking at the above, do you have a sleep pattern/routine?

Do you generally feel rested and alert? Or tired and grouchy?

Below are some practical steps to try out to get a good night's sleep:



1. Switch off technology/ phones at least one hour before bed to avoid stimulation from the blue-light emitting from technology.



2. Read a book, take a warm shower or bath, listen to relaxing music, have a warm beverage such as a non-caffeinated herbal tea.



3. Set up a bedtime routine to signal to your body that you are making your way to bedtime.



4. Be consistent with a sleep/wake routine. Getting sunlight within a few hours of waking helps to set your body clock, even if just for 15 minutes daily.

Topic 5: Ambition and unrealistic expectations

*Learning purpose: to understand how to balance ambition and unrealistic expectations to become a well-rounded **global citizen**.*

Our ambition for you as students is to send you off into the 'big wide world' with the skills required to be successful and for you to be ready to face any challenge sent your way. To do this it is important for us to be honest with you about what is realistic but also for you to have high aspirations of yourself and your future self.

The term **ambition** means: a strong desire to do or achieve something.

The term **expectations** means: a belief that someone will or should achieve something.

The balance between ambitions and expectations can be difficult when we look at our future careers. Why do you think this is the case? Discuss **in pairs** and write down your initial thoughts and be prepared to share:

Your teacher will take feedback.

Without thinking of career, some people have the dream of being a millionaire and having lots of money to live a lavish lifestyle. Unfortunately, in the UK only 3.5% of the population can consider themselves to be millionaires. This isn't to say you can't become one, but we

need to be more realistic that this won't happen to all of us and that to do that it will take a lot of hard work and dedication.

To be a well-rounded **global citizen** you need to have **aspirations** that challenge you to push yourself outside your comfort zone but not too far that it is unmanageable for your own ability.



Task

Consider the following questions **in pairs** and write down your initial thoughts. Your teacher will take feedback.

Why is it important to have more than one **aspiration**?

How can you plan ahead to ensure your upcoming college application is **aspirational** enough but **realistic**?

What are your **aspirations**? (Discuss these with the person next to you. Do they think this is aspirational enough for you? Is it something that you will find easy to achieve?)

Reflection Time: why is a balance between aspiration and realism important? Consider what we've discussed this week and in previous weeks.

Topic 6: Online content

Learning purpose: to understand the importance of managing your online time to promote wellbeing.

There are two different strands to this week's sessions on managing online time. The first strand is linked to being productive when working so that you make the most of your working time. Secondly, it is important that you don't spend too much time online, as this can have a negative impact on your wellbeing.

Tips to studying online and managing your time to become a successful learner:

1. Plan ahead ensuring that you give yourself a set time to complete research and work documents.
2. Work in advance of deadlines.
3. Don't multitask, complete one task at a time.
4. Ensure your working environment is conducive to learning.
5. Block out distractions.
6. Reward yourself once each task is completed without distractions.
7. Ensure you are sitting down to work having had a good night's sleep.

Task

On your own, consider the tips above and put a Y (yes - always), N (no - never) or S (sometimes) by the side of each one to indicate which ones you always do, sometimes do and never do.

Now discuss this with a partner using the following questions as prompts. Fee free to make notes.

- Do you have similar or different answers?
- Look at your 'sometimes' answers – why do you only do this sometimes? Could turning this into an 'always' have a positive effect?
- Look at your 'never' answers – is there something genuinely logistical stopping you? (eg your house is always really busy and noisy and therefore it's almost impossible to 'block out distractions'?)
- Are there any simple changes you could make? ('quick wins')

As you progress further into your education you will be completing more studying at home, with assignments and research tasks at college and university. It is vitally important that you are smart with your time to help you be as successful as possible. Taking on board the 7 tips above will help with this success but, overall, the tips link to being organised. This is the key to all learning; organising your time, work load and tasks will enable you to be more productive.

How productive are you with your studying?

Managing your online time

A recent study by the NHS suggests:

‘In the UK children aged between 5-16 years spend an average of 2-3 hours per day watching television, 1-3 hours on the internet, 1-2 hour playing video games and over an hour on mobile phones (not talk), a total of 6.3 hours of screen time per day.’

Discuss the following in pairs before your teacher takes feedback. Feel free to make notes.

What do you think about the above findings?

Do you think this is a positive or a negative?

Is the data a reflection of your online usage?

Why do you think that this is too much screen time on top of schoolwork on computers?

Reflection Time: How can you get less screen time? Why is less screen time important to your mental health? What simple change/s could YOU make?

Week 8: DIRT/review and topic quiz

Learning purpose: to review and recap all tasks in this module, to ensure that you understand all the content and all tasks are completed.

Please ensure all core questions are answered and you have all tasks completed to the highest possible standard throughout the booklet.

Topic Quiz:

1. Write an explanation of what a stereotype is. (2)

2. Why are stereotypes dangerous/damaging? (2)

3. What does perseverance mean? (1)

4. What does motivation mean? (1)

-
-
-

5. What is stress? (1)

6. What does the term 'coping strategy' mean? (1)

7. List three different signs of stress. (3)

-
-
-

8. List three different coping strategies. (3)

-
-
-

9. Why is it important to get enough sleep? (1)

10. Give two ways to improve your chances of getting a good night's sleep. (2)

-
-

11. Why is it important to monitor and control your internet usage? (1)

12. Give two tips for studying online and managing your time to become a successful learner. (2)

-
-

Bringing it all together

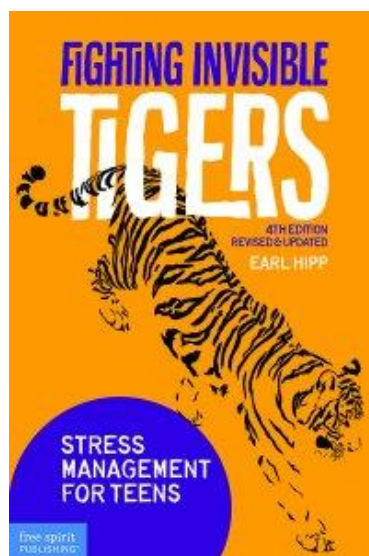
Use the last session to reflect on your learning in the past half term and link it to the inspirational person/philosopher at the start of the booklet.

Core themes to think of during your reflection

1. How does the transition aspect of the booklet link to Abraham Lincoln?
2. Can you use his key quote "**The best way to predict the future is to create it**" to reflect on how you are going to be a better Global Citizen?
3. Explain why you think Abraham Lincoln is a key influencer when trying to better ourselves as Global Citizens?

Additional reading

If you would like to read this book, please ask Mrs Storer-Young to borrow the school copy.



FIGHTING INVISIBLE TIGERS: STRESS MANAGEMENT FOR TEENS

Stress is something we all experience. But research suggests that adolescents are affected by it in unique ways that can increase impulsivity and risky behaviours. While eliminating stress from life isn't realistic, young people can learn to control how they respond to it. This book offers proven techniques that teens can use to deal with stressful situations in school, at home, and among friends. They'll find information on how stress affects health and decision-making and learn stress-management skills to handle stress in positive ways—including assertiveness, positive self-talk, time management, relaxation exercises, and much more. Filled with interesting facts, student quotes, and fun activities, this book is a great resource for any teen who's said, "I'm stressed out!"

Learn several tiger taming techniques including:

- Breathing and relaxation exercises to unwind
- Time management and goal-setting tools to accomplish more with less stress
- Advice for navigating tough interactions, including peer pressure and bullying
- Tips for building a strong support network of family and friends
- Ideas for positive self talk, even during difficult times