

Year 7

Managing the world around me

- Penn Resilience Programme
- Media Navigator
- • breathe

Year 8

Moving toward my future

- From School to Life
- Unplugged (Substance Use/ Misuse) Part 1
- Media Influences
- Sex Ed Sorted Part 1
- Relationship Smarts
- Review and Connect

Year 10

Planning for the Future

- Mental Illness Investigated
- Unplugged (Substance Use/ Misuse) Part 2
- Parents Under Construction
- Resilient Learners

Year 9

Taking control of the decisions I make

- Relationship Smarts (continued)
- School Health Alcohol Harm Reduction Project
- Sex Ed Sorted Part 2
- Resilient Decisions

Introduction to Healthy Minds

Healthy Minds is a unique approach to teaching personal, social, health topics (often referred to as PSHE), that enables students to navigate the world within and beyond school, and to thrive and flourish. It is currently the subject of a research project to contribute to understanding how students can be supported to develop emotional resilience and self-efficacy alongside their academic development.

The Healthy Minds project is tracking 10,000 students from 32 secondary schools over four years. Beyond this particular project all schools have the opportunity to make use of the curriculum as whole or as individual elements. This book offers the opportunity to understand the Healthy Minds project and provides information about the curriculum.

Healthy Minds Curriculum

Each element of the Healthy Minds Curriculum has been rigorously evaluated and found to have significant effects, or is evidence-informed and developed from the latest guidance and best practice. Our belief is that the combined weight of all these elements, high quality teacher training and regular time and space in school to develop knowledge and practise skills results in significant positive effects for students and schools.

The curriculum has been developed in-line with adolescent development and the reality of life for students in and beyond school. The design has ensured that every element:

- Builds on the previous and is relevant and directed by student input.
- Offers realistic, age appropriate and relevant information.
- Encourages students to reflect and practise what they learn.
- Is taught applying a wide range of teaching and learning styles.
- Meets and exceeds the personal, social, health education requirement.

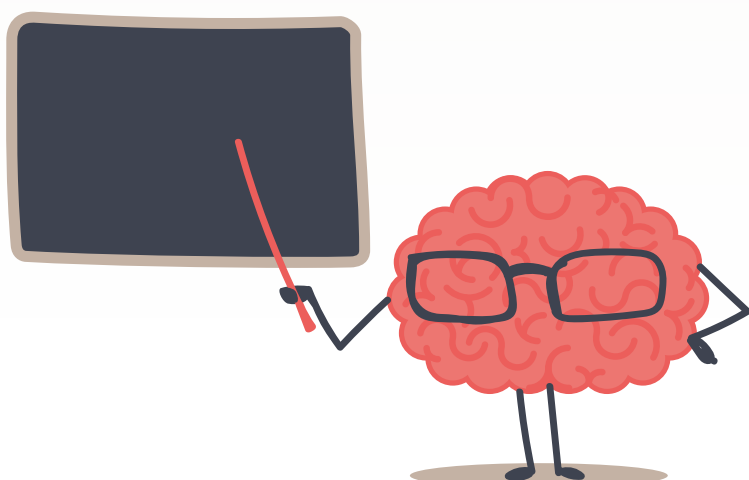
The curriculum is relevant and practical and helps students to understand themselves and others. The wide range of transferrable skills and strategies increase social, personal competence and thus improve the opportunities for social mobility and employability. Students will understand how to feel good and function well through established habits that are useful for life.

This book sets out the curriculum journey, detailing each of the elements. Each year there are Review and Connect lessons that serve two main purposes. The first is to offer links between the topics, skills and strategies, and second to provide reinforcement opportunities.

Schools not involved in the research project can choose to work with the curriculum as a whole or any of the individual elements. Some elements are taught in one block whilst others are divided so the content can be delivered at the most appropriate time. Each element is supported by high quality materials and targeted teacher training.

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		Number of Lessons
Year 7 Managing the world around me	Penn Resilience Programme	18
	Media Navigator	6
	• breathe	6
Year 8 Moving toward my future	From School to Life	9
	Unplugged (Substance Use/Misuse) Part 1	4
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The Penn Resilience Programme

18 lessons taught in Year 7

Training requirement: 5 days

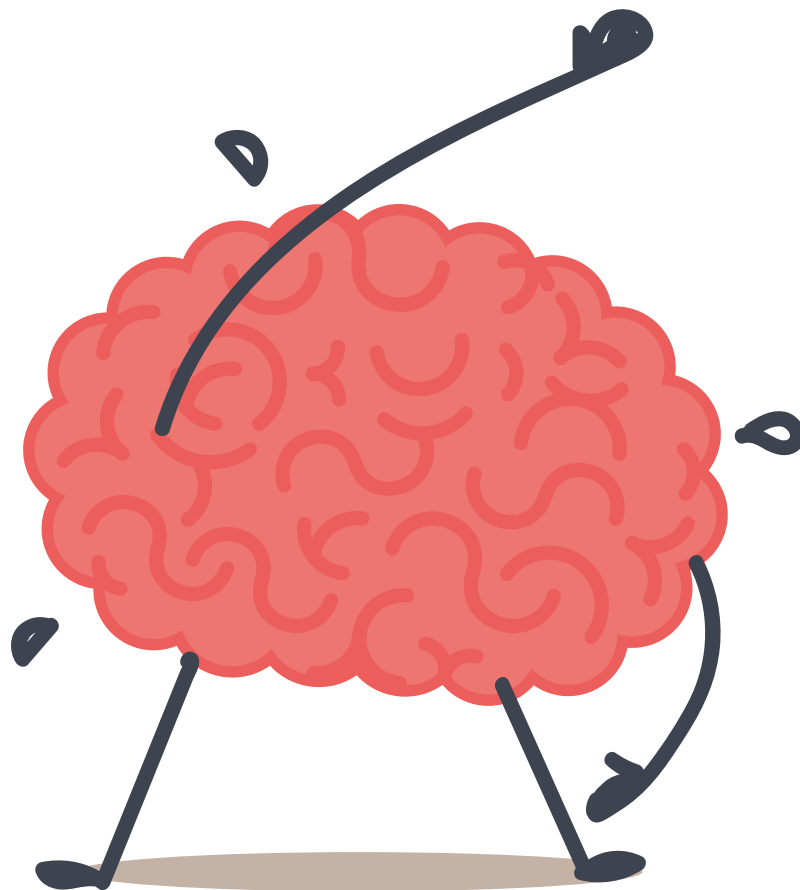
These lessons provide foundational skills, techniques and strategies that enable students to learn and develop the tools for life that will empower them to deal with setbacks and focus and thrive in difficult times both in and out of school.

The Penn Resilience Programme enables students to develop a more sophisticated understanding about their thinking style and how this impacts both on how they feel (emotion) and what they do (behaviour). The aim is accuracy and flexibility. If students are able to think more accurately and flexibly

about different or difficult situations then they will be more likely to solve problems effectively, keep things in perspective, not give up and enhance their optimism and confidence.

By the end of the lessons students will have developed a broad range of skills, techniques and strategies that they can use to help them deal with everyday situations and challenges that can also be applied when the big things happen.

The skills developed during the teacher training have been found to be hugely beneficial for adults as well as students.



Good to Know

The Penn Resilience Programme was developed by the University of Pennsylvania over 20 years ago and has an extensive evidence base showing that it has the capacity to improve a wide range of outcomes for young people including the incidence of depression and anxiety. It has been taught to well over 100,000 students in the UK over the past decade and the UK evidence base supports the outcomes previously found. For more information on the UK research please visit the How to Thrive website www.howtothrive.org

The research suggests that the training of the teachers is critical for ensuring the quality of teaching and learning. The training provides teachers with a deep understanding of the skills of resilience so they know how best to support young people in their learning and development. The skills and competencies that students explore in this foundational element, including critical thinking, self-awareness and social skills are reinforced and utilised throughout the Healthy Minds Curriculum.

Lesson One

Introduction

Lesson Two

Link Between Thoughts and Feelings

Lesson Three

Identifying Thinking Styles

Lesson Four

Alternative Thinking and Evidence

Lesson Five

File Game – Looking For Evidence

Lesson Six

Putting It In Perspective

Lesson Seven

Real Time Resilience – Challenging Unhelpful Negative Thinking

Lesson Eight

Review of Lessons 1-7

Lesson Nine

Assertive Communication

Lesson Ten

Learning to Negotiate

Lesson Eleven

Coping Strategies

Lesson Twelve

Solving Dilemmas

Lesson Thirteen

Overcoming Procrastination and Social Skills Training

Lesson Fourteen

Review of Lessons 9-13

Lesson Fifteen

Decision Making

Lesson Sixteen

Social Problem Solving

Lesson Seventeen

Problem Solving

Lesson Eighteen

Review and Celebration of Achievement

Media Navigator

6 lessons taught in Year 7

Training requirement: 1 day

These lessons increase understanding about the link between media literacy (the ability to access analyse, and create media) and lived experiences of students. The lessons define concepts of media, media literacy and social media. Students learn to recognise and explore the differences between fantasy and reality, examining reality television and possible misrepresentation of everyday life and blurring of boundaries. The focus is on the benefits and risks associated with social media – and how to make the most of powerful tools (such as Snapchat and Twitter for example) whilst staying safe and ensuring others are safe too. Students consider how mediums can be used to enhance social interaction and a sense of community, as well as the potential risks. Students create an identity map and connect this to their own online identities and goals in life. The skills learnt in the lessons transfer to new and evolving media.

Lesson One

Introduction to Media Literacy and Social Media

Lesson Two

Fantasy and Reality

Lesson Three

Advantages and Disadvantages of Social Media and Setting Boundaries

Lesson Four

Benefits of Social Media

Lesson Five

Creating Identity Maps – How I Want To Be On Social Media

Lesson Six

Presenting Identity Maps – Feedback From My Peers

Good to Know

This element was developed for Healthy Minds by the Media Literacy Project in partnership with How to Thrive. The Media Literacy Project is a not-for-profit organisation dedicated to improving Media Literacy with over 20 years' experience.

Media Navigator has been specifically designed for UK students and includes relevant media examples that reflect their experience. Key to the approach is a constructive and positive attitude towards the media and the role it plays in young people's lives. The lessons enable students to engage in a dialogue about the inherent risks in media and to make their own decisions about how they are going to manage these risks in order to positively interact with the world through all forms of media.

This element of the curriculum is supported by Media Influences – an 8 week curriculum suited to Year 8 which explores the role media plays in self-image and decision making.

6 lessons taught in Year 7

Training requirement: 1 day

These lessons introduce some techniques of Mindfulness to students. Mindfulness involves learning to direct attention to the experience as it is unfolding, moment by moment, with open-minded curiosity and acceptance. Rather than worrying about what has happened or might happen. Mindfulness is to respond skilfully to whatever is happening right now, be that good or bad. This includes paying close attention to inner states such as thoughts, emotions and physical sensations, as well as to what is happening in the outside world. This element encourages students to explain these ideas and develop mindful habits and skills.

This simple act of stopping and breathing provides the kernel of these six lessons for students. The lessons allow students to develop mindfulness as a life-skill to;

- feel happier, calmer and more fulfilled
- get on better with others
- help them concentrate and learn better
- help cope with stress and anxiety

The skills developed can be reinforced at the start of future lessons or at any time when a focus on the here and now would be helpful, for example before exams or tests.

Lesson One

Puppy Training With The Mind

Lesson Two

Taming The Animal Mind

Lesson Three

Dealing With Difficulty

Lesson Four

The Storytelling Mind

Lesson Five

Being Here Now

Lesson Six

Taking In The Good

Good to Know

- breathe has been developed for Healthy Minds by Mindfulness in Schools, a leading authority in how to teach mindfulness to students. It has been designed to introduce both teachers and students to the ideas of mindfulness, without requiring extensive experience in the practice. It does not serve to replace more extensive curricula aimed at developing a practice in mindfulness, but it does offer an introduction that may spark interest in the field and provide students with an opportunity to adapt some simple strategies taken from the mindfulness approach.

For more information on Mindfulness in Schools visit www.mindfulnessinschools.org

From School to Life

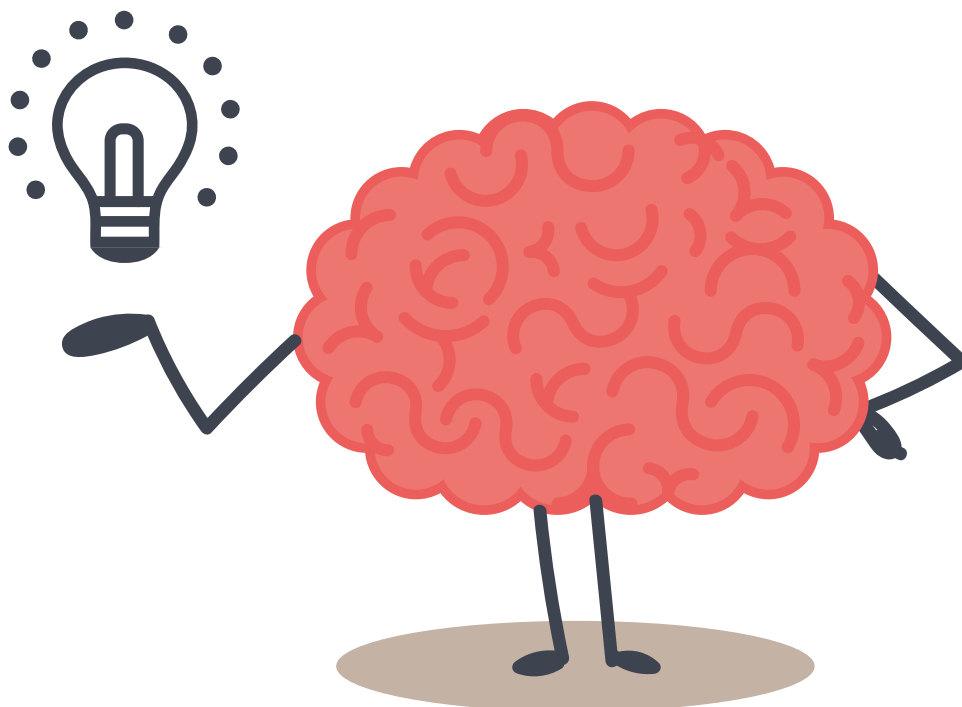
9 lessons taught in Year 8

The training requirement: 1 day

This element creates the space for students to consider the life they would like to lead as an adult and then to connect their visions back to what they are doing right now in school. They consider the different domains of adulthood including; family, work, lifestyle and community and learn that the accumulation of small everyday actions and behaviour shape a life course trajectory. Through discussion and planning students generate aspirations and find the motivation to do well in school - because it matters to them and their future. Students discover that doing well in school and reaching their goals will be difficult and they will face problems and challenges along the way, but they also learn that difficulties are a necessary part of the journey if a goal is worth reaching for. Social mobility is a key issue for our society and this element of the curriculum allows young people to challenge some of their

assumptions about what is possible, identify what really matters to them and develop the planning skills they will need to have hope and reach their goals.

These lessons do not offer students a right or wrong way to do something, nor do they judge the aspirations that students identify for themselves. Students develop clear pathways from now to the adult selves they want to be and identify the behaviours that will help them get there or that they need to avoid. Choices and options are considered as well as challenges and barriers that might come up. Sharing concerns, group support and seeking different perspectives is encouraged and positive and negative role models identified. It is possible that their long-term goals will change over the next few years but From School to Life introduces them to the skills they need to plan for their future and emphasises the importance of working hard in school now.



Good to Know

The original name of From School to Life is Schools to Jobs in School Programme and was developed at the University of Michigan, by Daphna Oyserman. The evidenced based programme is proven to produce sizeable impacts on academic attainment. It makes sense that when students are encouraged to articulate their aims and hopes for the future, connect those hopes with the present day and recognise that everyone will face obstacles and difficulties along the way, it will lead to understanding that school matters. The All-Party Parliamentary Group on Social Mobility suggests that for children to grow up and fulfil their ambitions they need to develop an understanding of the relationship between effort and reward, and the patience to pursue long term goals. (APPG on Social Mobility, 2014). The evidence from the research for From School to Life suggests it will equip students with that understanding.

Lesson One

Choosing Possible Adult Selves

Lesson Two

Positive and Negative Role Models

Lesson Three

Developing Timelines – Forks, Roadblocks and Obstacles

Lesson Four

Considering Other Perspectives and Dealing With Difficulties

Lesson Five

Pathways to Possible Adult Selves - Goals and Specific Actions

Lesson Six

Pathways to Next Year Possible Selves – Goal and Specific Actions

Lesson Seven

Link Between Next Year and Adult Possible Selves - What I Do This Year Matters For My Longer Term Future

Lesson Eight

Strategies for Problem Solving and Seeking Views and Support of Others

Lesson Nine

Review and Action Planning

Unplugged

Part One: 4 lessons taught in Year 8

Part Two: 9 lessons taught in Year 10

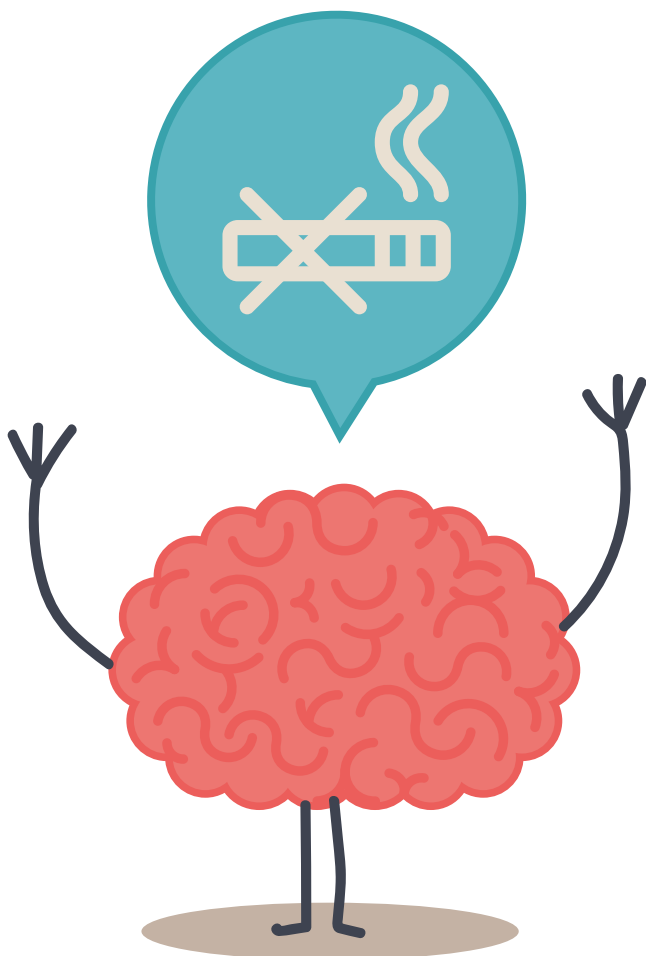
Total training requirement: 2 days

Unplugged is a school-based drug prevention curriculum based on the comprehensive social influence approach where behaviours are introduced and exercised to strengthen attitudes and skills that lead to resisting the pressures towards drug use. Unplugged has been split into two parts for Healthy Minds. In part 1 students consider social norms and myths about substances including tobacco, alcohol and illegal drugs. Students discuss issues around substance use, relevant to their age. They work together to discuss group influences, group expectations and the positive and negative aspects of peer group pressure. They reflect on their existing knowledge of substances and consider the different factors that influence decisions about using them or not. Students investigate the short and long term effects of smoking to consider the differences between personal opinion on what they believe to be 'normal' in their peer groups and other groups and compare with statistical data of social norms. The four lessons conclude with a role play where benefits and drawbacks for smoking are debated. Drug prevention is realised through the development of skills and the opportunity to consider information and attitudes.

In Unplugged part 2 students consider verbal and nonverbal communication with a focus on fostering an assertive communication style and respect for others. Ineffective communication can lead to poor outcomes such as low confidence, loneliness, difficulties with family and friends and these can lead to the use of external aids (like drug use), as a way of coping. In these lessons they explore the positive and negative effects of substance use and consider healthy coping strategies when faced with difficulty. Students consider consequences and practise dealing with emergency situations that can be caused by substance misuse (such as a friend passing out). The skills developed as part of Unplugged enable students to problem solve, foster creative thinking and use self-control in the context of making healthy decisions about substance use.

Good to Know

Unplugged has been developed in a cooperation of seven EU-countries known as the EU-DAP, European Drug Addiction Prevention project. It has been evaluated for its effectiveness of reducing drug use with positive outcomes seen in smoking, drinking and cannabis use.



Unplugged Part 1

Lesson One

To Be Or Not To Be in a Group

Lesson Two

Alcohol

Lesson Three

Reality Check

Lesson Four

Smoking the Cigarette Drug

Unplugged Part 2

Lesson One

Express Yourself

Lesson Two

Get up, Stand Up

Lesson Three

Party Tiger

Lesson Four

Drugs – Get Informed

Lesson Five

Coping Competencies

Lesson Six

Handling Emergency Situations

Lesson Seven

Informed Choices About Substance Use

Lesson Eight

Problem Solving and Decision Making

Lesson Nine

Goal Setting and Closure

Media Influences

8 lessons taught in Year 8

Training requirement: 1 day

These lessons encourage students to think more deeply about the influence of media messages and understand the techniques of persuasion and manipulation in the media. Students explore and analyse the construction of gender types and the influence they have on societal expectations around body image and a sense of self. They are encouraged to consider how the media influences the decisions they make about their own health by analysing media messages on the topics of nutrition, food marketing, body image and addiction. The students create and present their counter advertisements (messages that talk back to the original ad's message). These may be presented around the school to engage other students.

Lesson One

Introducing Media Literacy and the Language of Persuasion

Lesson Two

Media and Gender Constructions

Lesson Three

Media and Body Image

Lesson Four

Media, Health and Food Marketing

Lesson Five

Media, Health and the Marketing of Addiction

Lesson Six

Media and Decision Making

Lesson Seven

Creating Counter Advertisements

Lesson Eight

Presenting Counter Advertisements

Good to Know

This element was developed for Healthy Minds by the Media Literacy Project in partnership with How to Thrive. The Media Literacy Project is a not-for-profit organisation dedicated to improving Media Literacy with over 20 years' experience.

Media Influences has been specifically designed for UK students and includes relevant media examples that reflect their experience. Key to the approach is a constructive and positive attitude towards the media and the role of media in young people's lives. This enables students to really engage in a dialogue about the risks inherent in media and make their own decisions about how they are going to manage these risks in order to positively interact with the world

Sex Ed Sorted

Part One: 4 lessons taught in Year 8

Part Two: 6 lessons taught in Year 9

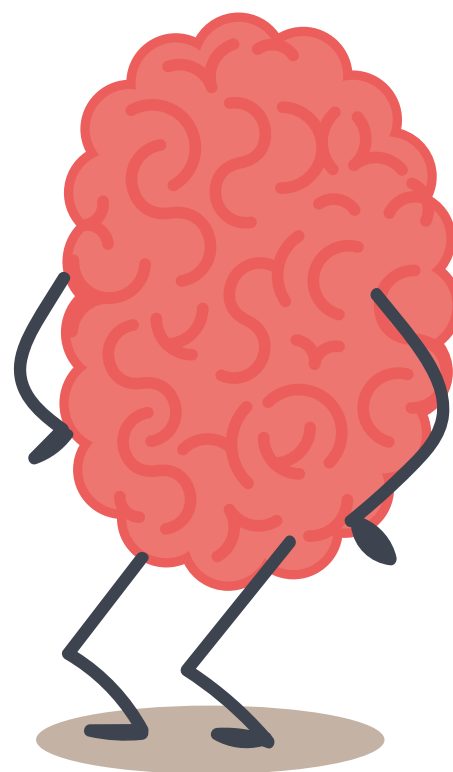
Total training requirement: 2 days

Sex Ed Sorted is a two part sex education programme that comprises of 10 lessons developed by the Sex Education Forum for Healthy Minds.

Part 1 provides students with the scientific knowledge to understand how the male and female human body changes in adolescence and the implications of these changes for fertility and emotions. The sexual response cycle is explained. Links are made to body image and media influences. Part 1 has a core narrative about biological diversity and individual variation. The notion of being normal is central to the learning about reproduction, human variation, puberty, hormones, fertility and conception.

Part 2 focuses on human sexual behaviour and enables students to safely explore questions about what sex is, and why and how people have it. Social, cultural and reproductive factors such as 'when' and 'why' people have sex are explored. Students learn about the variety of sexual behaviours and the associated motivations, choices, influences and risks. Students are introduced to reproductive and sexual health and learn about the practicalities of getting help and advice. Part 2 has a core narrative that recognises the social complexity of sexual behaviour alongside the science and practicalities of sexual health.

The importance of mutual respect is promoted throughout part one and two and the teaching models anti-discriminatory practice.



Sex Ed Sorted Continued

Part 1

Lesson One
Effective Reproduction

Lesson Two
Human Variation

Lesson Three
Puberty, Hormones and Fertility

Lesson Four
Conception, Preparation for
Sexual Maturity

Part 2

Lesson One
What is Sex? Choices and Chances

Lesson Two
Good Sexual Health

Lesson Three
Contraception

Lesson Four
Safer Sex

Lesson Five
Consent and Control

Lesson Six
Sexual Identity

Good to Know

Sex Ed Sorted was written especially for the Healthy Minds Curriculum by the Sex Education Forum to ensure that students have the most up to date, relevant and age appropriate information about sex. Sex Ed Sorted compliments the lessons taught in Relationship Smarts.

Sex Ed Sorted complies with government legislation on sex and relationships education (SRE). It is in line with the Secretary of States guidance on SRE (DfE 2000) which all state-funded schools must legally have 'due regard' to. Schools should be reassured that Sex Ed Sorted not only meets government legislation and guidance, it will provide students with rich lessons that will engage them in a safe and secure way to enable them to make informed decisions. The Faculty of Sexual and Reproductive Health (FSRH) reviewed the Sex Ed Sorted material and endorsed it for medical accuracy.

For more information about the Sex Education Forum, including a statement of values and principles for SRE visit www.sexeducationforum.org.uk

Relationship Smarts

12 lessons taught in Year 8 and Year 9

Training requirement: 1½ days

This element provides information that enables teenagers to navigate the world of teen relationships. The lessons build self awareness and explore maturity, values identification, goal setting and peer pressure before moving into romantic relationships.

Students learn about the building blocks for developing healthy relationships. They will consider attractions, infatuation and the ingredients of sound relationships. Key principles for smart relationships include how real intimacy develops and a realistic concept of love. Attention is paid to how to really get to know someone, how to gauge the health and safety of a relationship and how to avoid risky consequences through decision making. The lessons also cover how to deal with break-up and broken-hearts. There is attention to disrespectful and abusive relationships and skills are developed to prevent these.

The basis of the lessons is for students to be motivated to make wise decisions about relationships and understand how to develop healthy relationships.

Good to Know

This element of the curriculum has been positioned for Healthy Minds to sit alongside and complement the Sex Ed Sorted element. The joining allows students to consider and learn the physiological aspects of bodily changes and sexual relationship alongside the structures and foundations of healthy relationships.

Relationship Smarts was developed by Marline Pearson and is published by The Dibble Institute, California. The programme has been evaluated over 10 years with significant positive outcomes.

For detailed evaluation information go to <http://www.dibbleinstitute.org/love-u2-relationship-smarts-evaluations/>

Lesson One

Who Am I, Where Am I Going?

Lesson Two

Maturity Issues and What I Value

Lesson Three

Attractions and Infatuation

Lesson Four

Principles of Smart Relationships

Lesson Five

Is it a Healthy Relationship?

Lesson Six

Decide, Don't Slide

Lesson Seven

Dating Violence and Breaking Up

Lesson Eight

Communication and Healthy Relationships

Lesson Nine

Communication Challenges and More Skills

Lesson Ten

Sexual Decision Making, Exit Strategies and Refusal Skills

Lesson Eleven

Unplanned Pregnancy Through The Eyes Of a Child

Lesson Twelve

Capstone: Review and Planning for Success

School Health Alcohol Harm Reduction Project (SHAHRP)

6 lessons taught in Year 9

Training requirement: 1 day

This element is evidenced to reduce alcohol-related harm by teaching students the skills to identify situations in which alcohol related risks may arise, how to avoid them and how to deal with risky situations. The lessons provide alcohol-specific information and develop decision-making skills and assertiveness skills.

The 6 lessons build so that students are able to consider the facts and myths associated with alcohol use while engaging in conversations about the health and associated risks of over drinking.

The lessons increase knowledge about the units of alcohol in particular drinks, the recommended levels of units for adults and the way alcohol is represented in the media. This is done using quizzes, videos, class discussion and interactive exercises.

Short and long term effects of drinking are considered to inform students' with decision making about how much to drink and how to stay safe.

The lessons finish with an interactive exercise where students consider what advice they would give to a teenager in challenging social situations.

Good to Know

The programme has strong evidence of effectiveness for behavioural outcomes in relation to misuse of alcohol. It has been implemented and evaluated in the UK. The element compliments the UNPLUGGED lessons that reinforce the importance of good quality decision about alcohol based on accurate information, rather than myths and perceived norms.

Lesson One

Alcohol True or False and Making Choices

Lesson Two

Units of Alcohol and Drinking Too Much

Lesson Three

Alcohol Related Harm, Media Messages and Safe Options

Lesson Four

Alcohol, The Body and A Night Out

Lesson Five

Vulnerability and Staying Safe

Lesson Six

Risks and Advice

Mental Illness Investigated (MI²)

6 lessons taught in Year 10

Training requirement: 1 day

Just as we all have physical health, we have mental health too. And just as our bodies can become unwell, so can our minds. Like physical illness, mental illness affects people of any age, race, religion or income. It is not the result of personal weakness, lack of character, or poor upbringing. Challenging the stigma around mental illness will create more opportunities for those affected to seek help. The goal of this element is to increase awareness and understanding of mental illness, reduce stigma and increase student's vigilance about their own mental health, and those around them.

Students will be introduced to the key concept that mental illnesses have a biological and environmental basis and are not that different from other illnesses or diseases. Different conditions that are classified as mental illness will be explored, with an emphasis on creating awareness of the warning signs, understanding the condition from the point of view of the person living with it and identifying what support is available. Destructive and risk taking behaviours will be discussed and students will be able to identify the impact of such behaviours on their own mental health, where to go for help and how to support others (and when they can't). Where evidence-based strategies for the prevention of a mental illness are available, these will be discussed and students will be encouraged to look after their mental health as well as their physical health.

A key objective of this element is to create greater empathy and compassion for both self and others if and when mental illness is experienced.

Good to Know

This element was developed for Healthy Minds by How to Thrive in partnership with the PHSE Association.

Lesson 1

The Science of Mental Health

Lesson 2

Understanding Mental Illness

Lesson 3

Early Warning Signs

Lesson 4

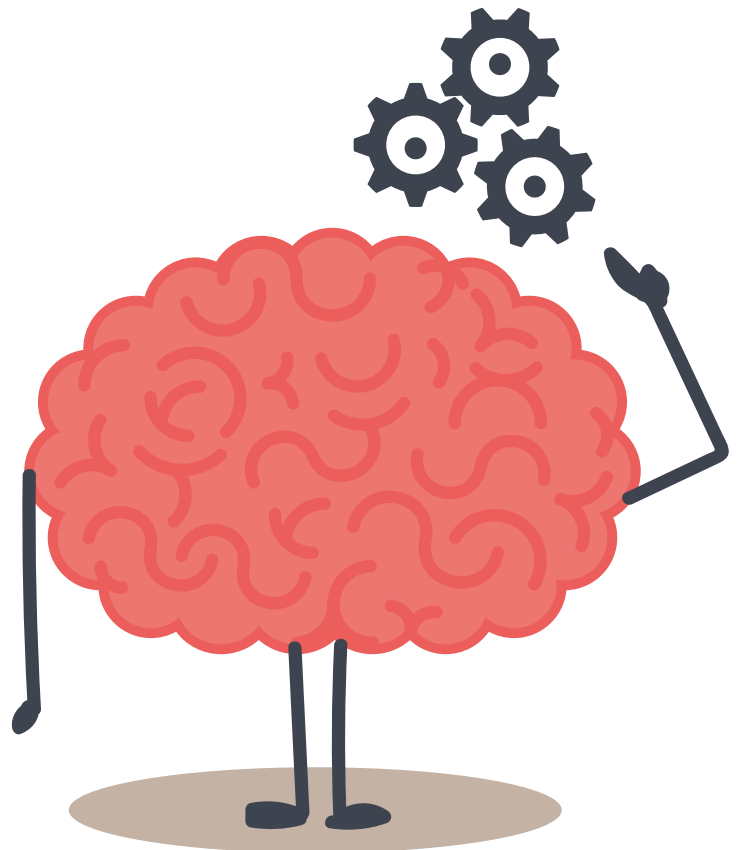
Healthy Coping Strategies

Lesson 5

Sources of Support and Help

Lesson 6

Reducing the Stigma of Mental Illness



Parents Under Construction

10 lessons taught in Year 10

Training requirement: 1 day

The Parents Under Construction lessons will enhance student knowledge of parenting responsibilities, the demands and the cost of being a parent. The lessons provide an opportunity to learn accurate information about child development and increase their empathy for babies, children and parents. Students explore the connection between parent behaviour and the impact on a child in terms of their mental health and self-esteem. During the lessons students learn how to apply a wide range of positive discipline techniques and then explore the benefits of positive reinforcement and encouragement.

The primary goal of the lessons is to increase the social-emotional competence of the students as parents of the future, but also as uncles, aunts, family friends, community leaders and professionals working with children and parents.

Good to Know

The Adverse Childhood Experiences (ACE) Study is one of the largest investigations ever conducted to assess associations between childhood maltreatment and later-life health and well-being. The ACE Study findings suggest that certain experiences are major risk factors for the leading causes of illness and death as well as poor quality of life. The study shows that stress during childhood increases the risk for the following many health problems including substance misuse, depression, fetal death, sexually transmitted diseases (STDs) and unintended pregnancies. Without education, the cycle of dysfunctional parenting and abuse will continue, but Parents Under Construction™ can prevent this.

Lesson 1

Mental Health and Parenting

Lesson 2

Love and Money

Lesson 3

Building Trust and The Parent/Child Connection

Lesson 4

Self-Esteem and Promoting Self-Esteem

Lesson 5

Parenting Styles

Lesson 6

Introducing Positive Discipline Techniques

Lesson 7

Setting Limits and Routines and Choices and Consequences

Lesson 8

Praise and Encouragement, Reflecting Feelings

Lesson 9

“Positive After the Fact” Techniques and Corporal Punishment

Lesson 10

Lessons Learned

Resilient Learners

4 Lessons taught in Year 10 Training Requirement: 1 Day

Throughout the Healthy Minds Curriculum students have been encouraged to review their learning and connect the different elements together, and to their own experience. These lessons will shine a spotlight on the relevance and transferability of the foundational resilience skills the students were taught in Year 7. The lessons will cement the skills in a way that is relevant and specific to the challenges they face as they move in to Year 11 and prepare young people for the academic pressures that lie ahead.

Students will be encouraged to reflect on when they work at their best to understand what will support them as learners and what has the potential to derail them. The resilient thinking skills that they have learnt throughout the Healthy Minds Curriculum will inform the personal strategies they develop to remove barriers and cope with setbacks that might otherwise stop them from realising their full potential.

Lesson 1

Challenges and Barriers to Success in Year 11

Lesson 2

Individual Priorities and Strategies

Lesson 3

Thinking That Will Help and Hinder

Lesson 4

Action Planning for Academic Success

Good to Know

This element has been written by the How to Thrive team to complement all the elements of the curriculum and with a particular emphasis on the skills, competencies and strategies developed in the Penn Resilience Programme lessons.





Healthy Minds Curriculum Journey