Tackling the Covid-19 Confidence crisis for young people

‘I CAN, I AM’
The impact of Coronavirus on Young People

WORRY IS THE SINGLE BIGGEST EMOTION
Worry is the single greatest emotion young people are experiencing in relation to Coronavirus.

FEELING OF HELPLESSNESS
Young people want to do more to feel in greater control to help with the current crisis.

BOREDOM IS ON THE RISE
Initial excitement following the closure of schools, enjoying sunshine and more free time has quickly turned to increasing levels of boredom.

Beano Studios has identified the current mood trends among young people in relation to Coronavirus.

Initial excitement following school closures has become worry and boredom and wanting to contribute.
50% reluctant to return to school
Returning to school following ‘normal’ summer holidays causes anxiety and reluctance in up to 50% of children.

Interrupted education causes ‘Toxic stress’
Harvard University (1996) identified interruption to education causes ‘toxic stress’ lasting up to further five years.

What can we do?
‘provide a resiliency education programme that can be quickly deployed following a disaster event’ (Harvard Research, 2019)

Urgently implementing a resilience education programme is critical to engaging young people in education and supporting mental wellbeing.
A mental wellbeing crisis for young people

- 3.6m 14-18 year olds during a critical stage of life.

Likely to be 4x longer than ‘usual’ summer holidays which is known to cause Summer Learning Loss.

The issue will be multiplied for children from poorer backgrounds.

Immediate action is required to avoid a lost generation.

Giving purpose through becoming ‘Community Builders’ will empower young people and help with mental resilience.

Young people need to be encouraged during the COVID-19 lockdown to adapt and re-socialise to the ‘new-normal’ the future will present.

Teachers are a key influencer for young people and can facilitate home-learning for all.
Linking to Character Education

• It is important that young people are given the opportunity to achieve aspects of the curriculum.

• ‘I Can, I Am’ has been developed to evidence several of the character education benchmarks including:
  • Benchmark C. How well do our curriculum and teaching develop resilience and confidence?
  • Benchmark E. How well do we promote the value of volunteering and service to others?
  • Benchmark F. How do we ensure that all our pupils benefit equally from what we offer?
I Can, I Am outputs: Building Mental Resilience

1. Improved CONFIDENCE of young people building character.

2. EMPOWERING young people to help themselves and their community.

3. Opportunity for young people to CHALLENGE their own abilities and build new skills.

4. Giving young people a sense of ACHIEVEMENT during an uncertain time.

5. Creating a MOVEMENT of young people to become ‘Community builders’ to support their future.

6. Young People building a sense of COMMUNITY with the skills they have developed.

Developing the personal skills of young people can provide a sense of achievement, support mental wellbeing and re-socialisation into communities when the crisis is over.
Facilitating bite-sized activities that develop personal skills, that empower young people to make a difference in their communities.
All learning builds towards our national skills framework.

Our Skills Framework helps young people to realise their potential:

By developing these skills:
- Communication: The ability to listen and share verbal, written and electronically.
- Self-Belief: Building confidence in own ability.
- Teamwork: Enabling an individual to work with others.
- Self-Management: Taking responsibility for actions and doing things to the best of their abilities.
- Problem Solving: Understanding a problem and using logic to find solutions.

Which we define as:
- Appropriate Listening
- Body language: Demonstration Understandable
- Active listening: Questioning
- Articulate: Professional Passionate Succinct
- Confidence: Positive attitude
- Self awareness: Enthusiasm Courage Resilience Self-esteem Self-motivation
- Reliable: Respect Honesty Flexibility Encouraging Trustworthy Adaptability
- Commitment: Self control Organised Responsible Reflective Accountable Determination Independence Initiative Motivated Self starter
- Idea maker: Awareness Contributor Decisive Creative Analytical Innovative Intuitive Rational

We demonstrate these behaviours:

Level 1 Behaviours
Level 2 Behaviours
Level 3 Behaviours
All Levels
‘We felt that the ‘I can, I am’ programme offers a good course which is accredited to meet the needs of students at this unprecedented time. Staff have commented across the schools how valuable it has been to offer students something different to achieve through online’

Samantha Torr  CTTC Secondary Director
(Colchester Teacher Training Consortium)
Teachers Can Lead: Resilience Education Programme CPD

- Section 1: Understanding the effect of COVID–19 learning from research
- Section 2: Reengaging pupils with education
- Section 3: Resilience Education Programmes
- Section 4: Empowering learners to be part of the post lock down community building solution
Programme Overview

Wk 1: Staying connected
‘Effective communication with others during the COVID 19 crisis’

Wk 1: Staying motivated
‘Planning your future by owning the present’

Wk 2: Thinking differently
‘Creative learning within a crisis’

Wk 2: Strength in teams
‘Overcoming isolation to work as a team’

Wk 3: Raising resilience
‘Staying strong and recovering from the COVID-19 crisis’

Wk 3: Building confidence
‘Celebrating your strengths, through recognising your achievements’

Wk 4: Building communities
‘Promote positive action in the community’

Wk 4: Supporting others
‘Standing together through times of crisis’

Wk 5: Understanding Others
‘Being aware of the needs of those around you during the crisis’

Wk 5: Positive actions
‘Making your pledge to impact the future’
## Staying connected (Communication) - Challenge 1

<table>
<thead>
<tr>
<th>Crisis</th>
<th>Learning Outcomes</th>
<th>Recovery</th>
<th>Learner Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do young people experience?</td>
<td>The knowledge, skills and behaviours that learners will develop</td>
<td>What are the signs of recovery in young people?</td>
<td>What young people will do to achieve this through community building</td>
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**Young people are not able to communicate with peers, teachers, family and friends in the usual manner**

- Understand the importance of using different communication media
- Understand the communication needs of others
- Be able to plan an activity that demonstrates using communication
- Be able to communicate effectively with others

**Young people can develop & adapt to new/different ways of communicating with others**

Organise and deliver a social interaction with a group of peers or friends
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<td>Personal Skill Outcome</td>
<td>What young people will do to achieve this through community building</td>
</tr>
<tr>
<td></td>
<td>The learner will......</td>
<td>What are the signs of recovery in young people?</td>
<td></td>
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| Young people are unable to learn from home as schools/teachers have different priorities meaning that learning becomes stagnant and a poor experience for all | • Understand the importance of thinking creatively | Young people can suggest and test new ways of learning and personal development in partnership with their school to better suit their needs | Design and test a new learning method and report back on its success. Could this be used when schools return to normal |
|                           | • Be able to review own home learning experience                                   |                                                      |                                                                            |
|                           | • Be able to suggest changes that may improve own experience of home learning        |                                                      |                                                                            |
## Raising Resilience (Self-Belief)- Challenge 5

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<th>Recovery Personal Skill Outcome</th>
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| Young people are left to fend for themselves and do not have the usual structured support networks | • Understand what resilience is  
• Understand the importance of having & showing resilience  
• Be able to overcome setbacks through being resilient (coping strategies)  
• Be able to explain what resilience means to own personal development | Young people are resilient to change and show strength in adversity | Plan, do and review a personal project/challenge that focuses on the need for resilience (suggested challenges from Raising Resilience e-learning) |
## Supporting Others (Teamwork)- Challenge 8

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**Learning Outcomes**

- Understand what empathy is
- Understand the importance of being approachable & open-minded
- Understand how sharing experiences about overcoming adversity can help others
- Be able to share experiences & feelings about overcoming adversity with others

**Recovery Personal Skill Outcome**

- Young people respect the feelings of others and can support each other through adversity

**Learner Action**

- Develop a case study with two or more peers that shows the impact of the crisis on own mental health, what has been done to overcome it, and how others can do the same
## Positive Action (Self-Management) - Challenge 10

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### Young people see the erosion of their community
- Understand the importance of community to their own personal development
- Know the importance of young people in the community
- Be able to create a personal pledge for their future involvement in their community

### Young people plan and set goals for their commitment to their community(ies)

### Submit a pledge to their school and SLQ that states how they will use their skills and behaviour for positive change in the future
The learner journey

Can be engaged through home learning (online or hard copy) or/and school based for key workers and vulnerable individuals.

Step 1
Introduction session

Step 2
10 challenges sessions 10 behaviour badges

Step 3
Future review session

Step 4
Achievement of ‘Community Builder Award’ certificate

Step 5
10 hours of community building positive action
Before you start the ‘Staying Connected’ challenge...

Communication Skills Reflection

Before the COVID-19 crisis - How well did you feel you could use your communication skills to ‘stay connected’ with others (family, friends, teachers, your community and so on)

Communication Skills Reflection

During the COVID-19 crisis - How well do you feel that you have been able to use your communication skills to ‘stay connected’ with others

INTRODUCTION TO THE CHALLENGE

Setting the scene for ‘Staying Connected’

The current COVID-19 crisis has meant that your school/college and community clubs have closed. I am sure you feel that this has turned your world upside down as you are not able to communicate with your friends, your teachers and your family in the usual way and in particular you are not able to socialise as you would normally have done.

What you need to do to complete this challenge

For this challenge, you will explore how we connect with each other through different communication methods, and how these can influence your ability to ‘stay connected’ during this crisis.

To show that you can ‘stay connected’, you will need to plan, deliver and review the success of a social interaction or activity.

Example Learning Resources
Planning your chosen social interaction or activity

To show that you can ‘stay connected’, you will need to plan, deliver and review the success of a social interaction or activity.

Here is a template that you can use. Think about using an alternative communication method to one that you would ‘normally’ use to connect with someone.

What are you going to do?

- Why are you doing this?
- What communication methods will you be using?
- Who/what is the person, people or groups you are going to run the social interaction or activity with?
- Why?
- What are you going to do through the social interaction or activity?
- What do you want to achieve...

- ...in the development of your personal skills?
- ...for the person/people involved?
- ...for your community?
- What resources, equipment or other items do you and the others involved in this need to have?

![Image of Mark Zuckerberg]

The impact of the COVID-19 crisis on your ability to communicate

This crisis has highlighted that you need to be flexible in the way you communicate with others. Seeking out alternative ways of communicating with those you care about in your community can enhance your ability to stay connected.

**REFLECTION POINT**

Think about and note down the ways that this crisis has affected your ability to get together and communicate with:

- your friends
- your teachers or coaches
- your family
- your community

Good communication and mental health

If you can communicate effectively, you are better placed to manage your own mental health and potentially support others to manage their own mental health as well.

1. Watch this video by Alex at YoungMinds: [Activate!](https://www.youtube.com/watch?v=LQ3n26He5wA)

   What was good about the communication that you saw?

   Why is communication important to...

   How would you improve it?

2. Watch this video by healthwatch and think about the following questions: [https://www.baidu.com](https://www.baidu.com)

   What makes the communication relevant and appropriate for this people?

   Are the solutions that are presented (e.g., awareness sessions in school, how might good communication make the solution more successful)?

   Assess your own situation or the situation of another and you use communication to better stay connected (above personal mental health, or the mental health of...

   Improve mental health by staying connected.
“I really like the ICAN I AM booklet, it really improved my communication skills, and helped me to cope through the COVID-19 crisis. I found the section of the booklet about the 9 ways of key communication really interesting and helpful.”

Student from Highfields school
I Can, I Am: What’s Included?

- Home Learning digital session workbook and printable version for harder to reach
- CPD for tutors
- Student badges and certification
- Delivery guidelines for tutors

Support price £499 (RRP £799)
Beyond COVID-19: The Personal Skills Programme

Consisting of separate awards, with the flexibility for schools to either offer the entire programme or individual awards:

- **The Pioneer Award**
  - Transition Theme

- **The Ambassador Award**
  - The Community Influencer Award
  - Active Citizenship Theme

- **The Skills Pathfinder Award**
  - The Skills Reflection Award
  - Progression Theme

Flexibility to be delivered as an entire programme or as individual courses.

Building their skills and demonstrating the required behaviours, learners create an effective portfolio of their abilities, providing evidence of their progression while developing character and personal skills.

Each award requires 10 hours for delivery.
Delivery Models

PSP delivery options

- In non-core subject curriculum time
- In core subject curriculum time
- In drop down days
- In enrichment time
- In Tutor Time
- In extra-curricular time
- In intervention time

(Or a combination of any of the above)
What’s included?

- Student evidence passport
- Feedback from Pioneer centres delivering course in Spring/Summer 2020
- Support to create impact report
- Session plans (student facing)
- Delivery guidelines & session plans for staff
- Student certification
Beyond COVID-19 Delivery Offer

COVID-19 Support Package for ‘I Can, I Am’ during lockdown and ‘PSP’ September 2020

Support Price £1799
Next Steps

• Type in any questions on today’s training and we will respond
• If you’d like to sign up:
  https://www.sportsleaders.org/qualifications-programmes/i-can-i-am-resilience-programme
• Contact us for multiple site delivery.
• Request contact to discuss further by emailing mhoather@slqskills.org