

HELPING HANDS – HAPPY KIDS
4 sessions
to increase awareness of feelings and thoughts

Developed by Solfrid Raknes, Psychologist & Researcher



Helping Hands-Happy Kids

Project Specific Aims:

- **Promote self-care and social skills for middle school students attending the sessions**
- **Increase student awareness of thoughts and feelings**

Project Details:

- Helping Hands will be modeled by University of Michigan Study Team Members in chosen health classes.
- Helping Hands includes four sessions
 - One session per week during health class: The intervention will last four weeks.
 - There will be homework assigned between each session. Homework will include some reading and completing a task related to each session.

1

Psykologisk Førstehjelp

Solfrid Raknes



ELEMENTS IN THE PROGRAM

Session 1: Feelings

- Homework

Session 2: Thoughts

- Homework

Session 3: Coping

- Homework

Session 4: Support

- Evaluation

2

Psykologisk Førstehjelp

Solfrid Raknes



Helping Hands Materials

- PowerPoint-slides to use in the classroom
- One booklet per student: "Helping Hands – Happy Kids"
- 10 worksheets per student; "The Helping Hand"
- Red and green figurines
- *Extra paper and something to collect papers in*
- *Internet access*



3

Psykologisk Førstehjelp

Solfrid Raknes



CONSTRUCTION OF TEACHER MANUAL

"Teacher talk" - monologue from teacher
Work in pairs
Together
Video watching...

TEACHER TALK

Minutes
to use
on this
slide

2 min



The slide the pupils see. Slides without such a "left-side picture" are solely for explanations

- Tell about a time when you were able to change from red to green thoughts
- Tell about this health-class course: 4 sessions, when, homework, people attending
- Purpose: To increase awareness about feelings, thoughts, and friendly support to improve coping with difficulties

Teacher instruction/explanation

4

Psykologisk Førstehjelp

Solfrid Raknes

SESSION 1 - FEELINGS

Subgoals: Improve awareness of thoughts through

- Practice identifying and expressing feelings, orally, with body language and writtenly
- Learn a "degrees of feeling"- scale
- Reflect on the associations between situation, feelings, thoughts and action

Materials needed:

- Red and green figurine
- Booklets for all
- Handouts: 2



Psykologisk Førstehjelp



Solfrid Raknes

5

TEACHER TALK

2 min



- Share with the class a time when you were able to change from red to green thoughts
- Introduce Helping Hands-Happy Kids.
 - Duration: Four sessions for Four Weeks(One session per week)
 - Student Homework
 - People attending the sessions
 - Purpose: To increase awareness about feelings, thoughts, and friendly support to improve coping with difficulties

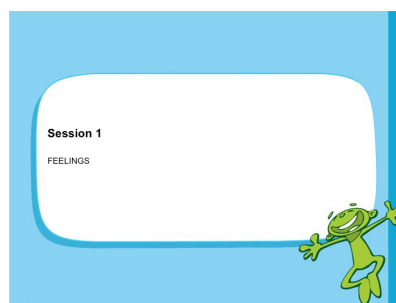
6

Psykologisk Førstehjelp

Solfrid Raknes

TEACHER TALK

1 min



- This session(Discuss-introduce session one)
- **1. Feelings**
- Next sessions(Discuss upcoming sessions)
 - 2. Thoughts; helpful thoughts, not-helpful thoughts, the associations between thoughts and feelings
 - 3. Coping; various ways to handle difficulties
 - 4. Support; awareness of our resources, the importance of support and how relationships can grow stronger

7

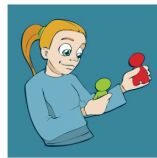
Psykologisk Førstehjelp

Solfrid Raknes

TEACHER TALK

1 min

WHAT TO DO AND LEARN?



- How to support yourself and other?
- Differ between situation, feelings and thoughts
- The problemsolving system "The Helping Hand"

Why?

- The purpose is to enhance your well being and develop your coping skills to deal with difficulties

How?

- See film, listen to music, read, write, speak and play!



- Review the agenda (provided on the slide)
- Introduce Helping Hand Materials
 - Red and Green Figurine
 - A Helping Hand
- *Suggestion:*
 - Let the Helping Hand have a place on the wall in the classroom
 - Let Red and Green have a visible spot in the classroom

8

Psykologisk Førstehjelp

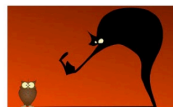
Solfrid Raknes



VIDEO WATCHING

7 MIN

FEELINGS



- <https://youtu.be/SjOjpprbfE>
- After the film
 - Questions about what various feelings automatically will motivate you to do



- Watch clip together with the class
- 6+ min
- Can skip the ad after 4 seconds

9

Psykologisk Førstehjelp

Solfrid Raknes



WORK IN PAIRS

2 MIN

- Tell the students to quickly write down what the various feelings motivate towards; on the next slide you'll find the correct answers

After the film, in pairs:

Feeling	I want to...
Happy	
Afraid	
Curious	
Sad	
Embarrassed	
Proud	
Guilt	
Disgust	
Anger	

10

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

2 MIN

- Review the answers with students

Feelings motivate and give energy...towards something

Feeling	I want to...
Happy	...DO more
Afraid	...avoid
Curious	...know more
Sad	...cry and do as little I can
Embarrassed	...hide, be smaller
Proud	...show more of myself, grow
Guilt	...do something nice
Disgust	...keep your distance
Anger	...fight, say rude/y things

11

Psykologisk Førstehjelp

Solfrid Raknes



TOGETHER

5 min

- Read pg. 9-12 aloud with the class.

FRIENDLY INNER THOUGHTS

Read page 9 - 12



Psykologisk Førstehjelp



12

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER – DIALOUGE

2 min

- After the reading, use the questions provided to guide classroom discussion.
- Give positive reinforcement to those who participate!
 - No feelings – less fun? Less energy! It's HUMAN to feel, make us connected...
 - Anger: My grandma sad she knew a man who was not able to get angry. You could take the eyes out of his face!...*It's not good not to be able to protect yourself...*
 - *To be able to get afraid protect our lives!*

FEELINGS

- What are the good side of having feelings?
- Why is anger good?
- Why is anxiety good?



Psykologisk Førstehjelp



13

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

1 MIN

HIGH AWARENESS OF FEELINGS MEANS TO



- Recognize feelings
- Accept feelings
- Express feelings clearly and properly
- Relate empathetic and constructively to others' feelings

- Illuminate the **recognition** – (*ohhhh! He feels so sad!!!*)
- Then the **accept**: (*Oh, sad!*)
- Then the **expression**: (show them how you look when you're Sad)
- Then relate **empathetically and constructively**: (*Oh, I can tell you are sad – can I help you? I would love to read a book to you!*)

14

Psykologisk Førstehjelp

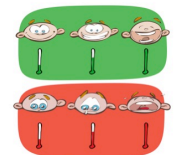
Solfrid Raknes



PLAY

5 MIN

SHOW, DON'T TELL



- Guess feeling and degrees of feelings

- Whisper a feeling and degrees of the feeling to a student
- The student will then act out the feeling, without speaking
- The class will:
 - guess the feeling,
 - guess the degree (0 – 10)
 - Explain how they knew
- Start with the easiest feelings:
- Glad, angry, afraid, sad
- Continue with jealousy, curious, proud, surprised, bored

15

Psykologisk Førstehjelp

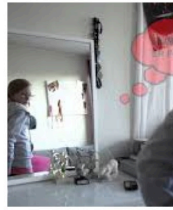
Solfrid Raknes



VIDEO WATCHING TOGETHER

2 min

FEELINGS AND THOUGHTS



• <https://youtu.be/vMHOAKPVyMU>

After the film, identify:

- What did she *think* – and how do you know?
- What did she *feel* - and how do you know?



16

Psykologisk Førstehjelp

Solfrid Raknes



- Tell the student that they'll have to answer some questions after the short (2 min) film

After the film, identify:

- What did she *think* – and how do you know?
- What did she *feel* - and how do you know?

TEACHER TALK

1 min

RED THOUGHTS



• Thoughts making you feel more angry, sad or afraid.

• Thoughts that make it harder for you to respond in the best way in the situation



17

Psykologisk Førstehjelp

Solfrid Raknes



- Review the definition of red thoughts with students
- Provide examples on your own Red thoughts

- E.g. From a time where you were stressed or worried about giving a presentation?
- A time you were tired of your job?

Make it balanced – give enough to make it “catchy” and personal, but not to private

TEACHER TALK

1 min

GREEN THOUGHTS



- = Helpful thoughts
- Make you feel safer and happier
 - Promote care for yourself and others

Psykologisk Førstehjelp



Psykologisk Førstehjelp

- Review the definition of green thoughts with students
- Give examples on your own green thoughts – continue on the example you used when you disclosed your Red thoughts
- Give examples of green thought you often tell yourself, your automated green thoughts (e.g. duty before pleasure? Or one step at the time?)

18

Solfrid Raknes



Partner Discussion

5 min

TALK, IN PAIRS



- What feelings do you think is OK to show and talk about with friends? With your parents? In this class?
- Tell each other about a time when somebody responded to your feelings in a nice way

Psykologisk Førstehjelp



Psykologisk Førstehjelp

- Have students partner with their neighbors for this activity
- Have student partners interview each other, give each partner time to share their response to each question.
- Change roles after 2.5 min

19

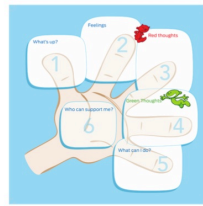
Solfrid Raknes



TEACHER TALK

1 min

We will learn a problem-solving system –
focus on our coping with the situation



- Introduce the the main elements in the Helping Hand.
 - What's Up?
 - Feelings
 - Red Thoughts
 - Green Thoughts
 - What did you do?
 - Who is supporting you?
- Use your hand actively while teaching
- *Show them where the Red thoughts are – that makes it easier to remember*

20

Psykologisk Førstehjelp

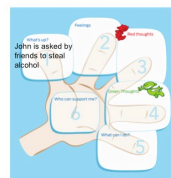
Solfrid Raknes



TEACHER TALK

1 min

Various Helping Hands



- Clear logic between situation, feelings and thoughts?
- Green thoughts you can find useful too?

- Situation – triggers feelings and thoughts

21

Psykologisk Førstehjelp

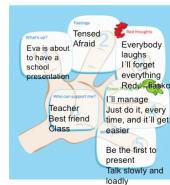
Solfrid Raknes



TEACHER TALK

1 min

Various Helping Hands



- Clear logic between situation, feelings and thoughts?
- Green thoughts you can find useful too?



22

Psykologisk Førstehjelp

Solfrid Raknes



Complete together

3 min

Complete this HH together in class



- Clear logic between situation, feelings and thoughts?
- Green thoughts you can find useful too?



23

Psykologisk Førstehjelp

Solfrid Raknes



Individually, write

4 min

SITUATIONS YOU WOULD LIKE TO COPE BETTER WITH



• Make a list of situations where you would like to cope better

- If there is something you are often afraid of – that's not dangerous – choose that! (e.g. School presentations, talking with somebody, do something alone)
 - Choose ONE situation that you would like to focus on
 - That is important to you
 - A situation where the way you behave can reduce the problem
- A situation you feel comfortable to share thoughts and feelings about in our health class



24

Psykologisk Førstehjelp

Solfrid Raknes

1. Make a list of situations you would like to cope better with/ change, where your emotions make the situation not optimal
2. Work quickly and focused – then less homework...
3. Choose ONE situation to work with the next 3 weeks, e.g.
 1. Feel more safe while giving school presentations
 2. More fun with friends
 3. Show thankfulness and respect more often



TEACHER TALK

2 MIN

HOMEWORK



1. Read page 14 – 21
2. Make a reminder system where you get a green-thought every day, in the situation you chose to work on?
 - E.g. Message on the telephone, message from parents, friends, a reminder over the bed, in your bag, in your journal...
3. When you get the reminder – think about the specific green thought you would like to be reminded of

E.g. Message on the telephone



25

Psykologisk Førstehjelp

Solfrid Raknes

- Give the homework both verbally and written-somewhere in the classroom to remind students. (is it on the week-plan?)



TEACHER TALK

1 min

- High five or hug
- Thank you, appreciate all participation

GREEN, SAFE AND HAPPY!



Psykologisk Førstehjelp



Solfrid Raknes

26

Psykologisk Førstehjelp

Solfrid Raknes



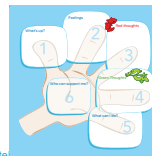
SESSION 2 - THOUGHTS

Subgoals: increased awareness of thoughts through

- Learn the concepts red thoughts and green thoughts
- Practice identifying red thoughts
- Practice identifying green thoughts

Materials needed

- Red and green figurine
- Booklets for all
- Handouts: 3 x Helping Hand



27

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

1 MIN



- *Thoughts are to people as water is to fish?*
- Bridge to last session:
 - Display the Red and Green figurines, the Helping Hand, to create visual reminders of session one.
 - Discuss briefly some red and green thoughts you have had today and that could be fun and useful to hear

28

Psykologisk Førstehjelp

Solfrid Raknes



CLASSROOM DIALOGUE

2 MIN

HVA SKAL VI GJØRE OG LÆRE?



- Connections between situations, feelings and thoughts

- Red and Green thoughts

Why?

- Automatic reactions can create difficulties.

- An overview can help you to think better and make smarter decisions.

How?

See film, listen to music, read, write, speak and play!

- Review the agenda for session two
- **Thoughts – how do they affect us?**
 - Automatic reactions = habits
 - Autopilot = things we do without thinking

29

Psykologisk Førstehjelp

Solfrid Raknes



CLASSROOM DIALOUGE

3 MIN

YOUR HOMEWORK

- Your homework was to
 - Tell me about your reminder systems
1. Read page 14 – 21
 2. Make a reminder system where you get a green-thought every day, in the situation you chose to work on?
 - E.g. Message on the telephone, message from parents, friends, a reminder over the bed, in your bag, in your journal...
 3. When you get the reminder – think about the specific green thought you would like to be reminded of



- Explore homework
- Discuss good experiences with the homework-give the students time to reflect
- Explore obstacles
- If problems with students not complete homework, discuss student recommendations for make sure that homework is completed.

30

Psykologisk Førstehjelp

Solfrid Raknes



FILM AND CLASSROOM DIALOUGE

3 MIN

FILM

- <https://youtu.be/ZwKVtvuxEaM>
- After the film:
 - What did he think – and how do you know?
 - What did he feel – and how do you know?



- Watch this film to elaborate associations between situation, feelings, thoughts and action

31

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

2 MIN

HELPING HAND MADE SMALL BOY DARE TO JUMP
...NOW HE'S HAPPY AND PROUD – AND LOVES WATER!



- Go through this HH orally – based on the film about the jumping boy
- Show on your own hand
 - Thumb: What's up? *About to jump*
 - Index finger: Feelings? *Afraid, 8*
 - Middle finger: Red thoughts. *It'll hurt, they'll laugh*
 - Ring finger: Green thoughts. *It's brave to try, just do it!*
 - Pinky: What can I do? *Jump.*
 - Palm: Who can help me? *Teacher, friends*



32

Psykologisk Førstehjelp

Solfrid Raknes

READING IN CLASS

3 MIN

- Let the pupils read aloud – one short part each

THOUGHTS

Read page 22 - 25



Psykologisk Førstehjelp



33

Psykologisk Førstehjelp

Solfrid Raknes

TEACHER TALK

1 MIN

RED THOUGHTS



- Thoughts making you feel more angry, sad or afraid.
- Thoughts that make it harder for you to respond in the best way in the situation

Psykologisk Førstehjelp



Psykologisk Førstehjelp

- Definition
- Give examples on your own Red thoughts
 - E.g. From a time where you were stressed or worried
 - Choose something that is a bit exaggerated, human, fun – and possible to recognize/connect with for the students, e.g.
 - I'm a hopeless teacher
 - Oh no, I've messed everything up again
 - NOW is the time of CRISIS!! Should I run home?



34

Solfrid Raknes

TEACHER TALK

1 MIN

GREEN THOUGHTS



- = Helpful thoughts
- Make you feel safer and happier
 - Promote care for yourself and others

Psykologisk Førstehjelp



Psykologisk Førstehjelp

- Definition
 - Give examples of your own Green thoughts – continue on the example you used when you disclosed your red thoughts
- Give examples of green thoughts you often tell yourself,
- your automatized green thoughts, e.g.
 - "duty before pleasure"
 - "one step at the time"



35

Solfrid Raknes

CLASSROOM DIALOGUE

1 MIN

Situation – describe the facts as clearly as possible



- *The next slides are made to make all students understand a main principle in the cognitive behavioral model: Thoughts affects our reactions.*
- *If you follow the questions in the slides very tightly – more students will probably discover this.*
- So in this slide: Illuminate nothing but the **situation**

36

Psykologisk Førstehjelp

Solfrid Raknes



CLASSROOM DIALOGUE

1 MIN

Thoughts



- Cartoons are wonderful:
- We can know what people are thinking since we can read in their thought bubbles!

37

Psykologisk Førstehjelp

Solfrid Raknes



CLASSROOM DIALOUGE

1 MIN

FEELINGS



- How do we know what they feel?
- Body language
- Elaborate how they can tell the boy in the red shirt is afraid, and how they can tell how the boy in the green shirt is happy and want to touch the dog

38

Psykologisk Førstehjelp

Solfrid Raknes



CLASSROOM DIALOUGE

1 MIN

HOW CAN WE EXPLAIN THESE BOYS DIFFERENT REACTIONS based on what we know?



- Same situation.
 - Different **thoughts led to different reactions**
 - We don't know why the boys had different thoughts.
 - Often previous experiences affect how we think – but at the same time: We can decide what thoughts we want to be controlled by

39

Psykologisk Førstehjelp

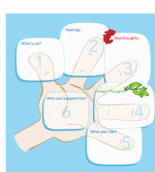
Solfrid Raknes



TEACHER TALK

2 MIN

THE HELPING HAND – FOR PROBLEM SOLVING



- **What's up?**
One situation - use concrete details and be precise
- **Feelings:** Your feelings, what you notice in your body, and the degrees of your feelings
- **Red thoughts:** Thoughts that strengthen difficult feelings
- **Green thought:** What is more helpful to think?
- **What can I do?:** What you can do to help yourself feel better ... Trust your green thoughts!
- **Support:** Who can support me and how?



40

Psykologisk Førstehjelp

Solfrid Raknes

- Go through the Helping Hand again, use your own hand actively
- Feelings – can be felt in your body, e.g. Afraid, sad, jealous, angry, tired, happy, curious
Degrees of feeling 0 – 10
- Red thought – thought/picture/film that appears automatically, makes it more difficult for you to handle the situation
- Green thought – helpful thought that makes you feel safer and happier in the longer run



GROUP WORK, 3 – 5 STUDENTS

6 MIN

GROUPWORK Read through some of the Helping Hands from the Class



- Clear logic between situation, feelings and thoughts?
- Green thoughts you would find useful too, given that you had these feelings and red thoughts? Other suggestions?



41

Psykologisk Førstehjelp

Solfrid Raknes

- All students complete *one field* on the HH, and then send it to the next student in your group, and also get one from the student before you
- First field is easy: Eva is about to have a school presentation
- Next field: Use your empathy to describe her feelings – what's going on in her body, how strongly. Now right or wrong answers!
- Next field: red thoughts – continue! Pass on every 50 seconds
- Purpose with this exercise: Students can learn to see
 - Same situation, different reactions
 - Feelings and thoughts are logically associated
 - See various solutions on an emotional challenge



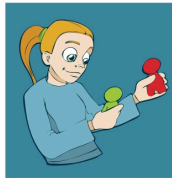
READING IN CLASS

3 MIN

- Let the pupils read loudly

DISCOVER YOUR RED THOUGHTS!

- Read page 27 - 28



42

Psykologisk Førstehjelp



Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

3 MIN

- Talk with your deep, clear, comforting voice:
- Close your eyes or look down for a while
- "DO NOT VISUALIZE RED RABBITS!!" AND NOT OTHER RED OBJECTS, NOR OTHER ANIMALS, NOR OTHER RED, JUMPING OBJECTS!
- Ask the students what happened
- Purpose: To discover that thoughts we try to push away, typically come back
- It's much more effortful to push away thoughts if they're about something important. To deny yourself to think something, is very seldom a smart strategy

FIGHTING THE RED THOUGHTS

- We'll start with an experiment:
 - Try NOT to think about RED RABBITS
 - Close your eyes
 - What happens?
- What can you learn from this?



43

Psykologisk Førstehjelp



Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



TEAM GAME: THE THOUGHT FIGHT

6 min

GAME

- GREEN TEAM
- AGAINST
- RED TEAM



44

Psykologisk Førstehjelp



Solfrid Raknes

Psykologisk Førstehjelp

- Two teams
- 6 students on each team (choose other students than last time!)
- Tell them that you're super afraid of a dentist session you are about to have
- Put a line in front of you, and one behind you – you move when you get a thought that affects you. Stronger thought – longer step. They can tell you thoughts while giving you the red/green figurine

Solfrid Raknes



TEACHER TALK

3 MIN

ACCEPT RED THOUGHTS TO COME...AND GO

- Accept all kind of thoughts
- Thoughts are not dangerous
- You don't have to believe in all red thoughts!
- To push away thoughts take energy
- Choose to listen to your green thoughts



45

Psykologisk Førstehjelp



Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

2 MIN

- Provide the students with 2 Helping hand copies for their homework

HOMEWORK



- Complete a Helping Hand for a situation you find challenging
- Teach your one of your parent(s), siblings or friends about the helping hand, complete a helping hand together with him/her



46

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

1 MIN

- High five or hug
- Thank you, appreciate all participation

GREEN, SAFE AND HAPPY!



47

Psykologisk Førstehjelp

Solfrid Raknes



SESSION 3 - COPING

Sub goals: Help the students to

- Identify activities that give calmness, happiness and coping
- Increased awareness of how they cope with emotional difficulties
- Increased understanding of the connections between the situation, feelings, thoughts and coping strategies

Materials needed

- Red and green figurine
- Booklets for all
- Telephone/Ipad for film-making
- Handouts: 6

WRITE INDIVIDUALLY

Things I like to do:

WRITE IN PAIRS
Identify activities when you feel that you are in a good way. Write down thoughts and activities that do this when you are angry.

Green thoughts	Things to do
1.1	1.1
1.2	1.2
1.3	1.3
1.4	1.4
1.5	1.5
1.6	1.6
1.7	1.7
1.8	1.8
1.9	1.9
1.10	1.10

WRITE IN PAIRS
Identify activities when you feel that you are in a good way. Write down thoughts and activities that do this when you are angry.

Green thoughts	Things to do
1.1	1.1
1.2	1.2
1.3	1.3
1.4	1.4
1.5	1.5
1.6	1.6
1.7	1.7
1.8	1.8
1.9	1.9
1.10	1.10

Complete before film 1 min

Thought	Feeling	Thought	Feeling
1.1	1.1	1.1	1.1
1.2	1.2	1.2	1.2
1.3	1.3	1.3	1.3
1.4	1.4	1.4	1.4
1.5	1.5	1.5	1.5
1.6	1.6	1.6	1.6
1.7	1.7	1.7	1.7
1.8	1.8	1.8	1.8
1.9	1.9	1.9	1.9
1.10	1.10	1.10	1.10

MY TRAINING PLAN

GOAL

HOW TO GET THERE

MY TRAINING PLAN

Example: **GOAL** Avoid TRAINING PLAN

HOW TO GET THERE

1. Do your training every day

2. Ask yourself if you are happy and if you are in a good way. Can you remember every day this week?

TEACHER TALK

1 MIN

Session 3

COPING

- Today is about **COPING STRATEGIES**.
- Bridge the students' memory to last session:
 - Show the Red and Green figurine,
 - The Helping Hand,
 - Mention some red and green thoughts you have had today and that could be fun and useful to hear



TEACHER TALK

1 MIN

WHAT TO DO AND LEARN?



What?

- Coping strategies

Why?

- Automatic reactions can create difficulties.

- An overview can help you to think better and make smarter decisions.

How?

- See film, listen to music, read, write, jump, speak and play!

Psykologisk Førstehjelp



50

Psykologisk Førstehjelp

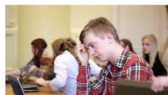
Solfrid Raknes



- Coping strategies:
- Bad things happen. Challenges appear. Heartbreaks, illnesses, failures in tests, friends who move – witness of violence:
How do we cope?
 - *What is helpful when I'm sad?*
 - *What's helpful when I'm angry?*

WATCH FILM

DEALING WITH FAILURES



- <https://youtu.be/T61RVdxYNDg>

Psykologisk Førstehjelp



51

Psykologisk Førstehjelp

Solfrid Raknes



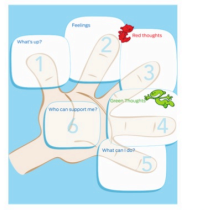
- Tell the students you're going to complete the filmboy's HH after the film

TEACHER DIALOGUE

2 MIN

- Complete the film boy's HH orally, together

COMPLETE HIS HELPING HAND



52

Psykologisk Førstehjelp

Solfrid Raknes



EXERCISE

5 MIN

1. Let them write – Happy? (0 – 10)
2. Jump 10 times together; quickly and high!
3. New happiness rating, same scale
4. Massage your neighbour student's shoulders (1 min each)
5. New happiness rating, same scale
6. Ask if the ratings changed

Very often: We can DO something different, and our emotions change

Purpose: Help the students to reflect over activities they do as a way to change their emotions

EXPERIMENT

1. How happy are you right now? Use a scale from 0 – 10, where 0 is bad and 10 is very good, 5 is neutral
2. Do as the task your teacher is telling you to do
3. Write again: How happy are you now? Same scale
4. Do as the task your teacher is telling you to do again, new exercise
5. Write again: How happy are you now? Same scale



53

Psykologisk Førstehjelp

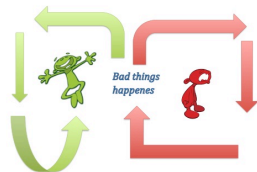
Solfrid Raknes



TEACHER TALK

2 MIN

From self critic to self compassion
Questions like "What's wrong with me?" and "Why me?"
...can become a bad habit



54

Psykologisk Førstehjelp



- From self critic to self compassion
- Questions like "What's wrong with me?" and "Why me?"
- "Why me?"
...can become a bad habit
- Very often when bad things happen, we have the tendency to blame ourselves or others... although the *situation* is to blame

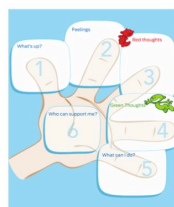


Solfrid Raknes

INDIVIDUALLY, WRITE

3 MIN

INDIVIDUALLY, WRITE



- Complete **one** Helping Hand where the trigger situation makes you
- Stressed
- Worried
- Or
- Angry

55

Psykologisk Førstehjelp



- Choose a situation from this week, where the trigger situation made you
 - Stressed
 - Worried
 - Or Angry



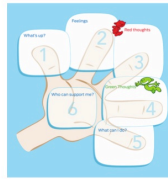
Solfrid Raknes

WORK IN PAIRS

5 MIN

- Share your HH, show the student you're working with accept and understanding

IN PAIRS, TALK



- Show each other your completed HHs
 - Help each other by showing acceptance and understanding
1. Do you also have thoughts or suggestions for the other?

56

Psykologisk Førstehjelp

Solfrid Raknes



READING

2 MIN

- Read p 35
- The key to become less sad is **activities**; activities you like or/ and give you "mastery experiences"

READ



- Read p 35

57

Psykologisk Førstehjelp

Solfrid Raknes



WRITE, INDIVIDUALLY

2 MIN

- Complete a list over favorite activities

WRITE, INDIVIDUALLY



- Complete a list of what you'll like to do

58

Psykologisk Førstehjelp

Solfrid Raknes



Psykologisk Førstehjelp

Solfrid Raknes



TALK AND WRITE IN PAIRS

3 MIN

- Help the students to share thoughts and experiences

WRITE, IN PAIRS

Identify situations where you handled your anger in a good way.
Write down thoughts and activities helpful for YOU when you are angry.

1. When my cat made me dirty.
2. When my little brother/sister bothered me.

Green thoughts

- -
- -
- -
- -
- -
- -
- -
- -
- -
- -

Things to do

- -
- -
- -
- -
- -
- -
- -
- -
- -
- -

59

Psykologisk Førstehjelp

Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



TALK AND WRITE IN PAIRS

3 MIN

- Help the students to share thoughts and experiences

WRITE, IN PAIRS
 Identify situations where you handled your sadness in a good way.
 Write down thoughts and activities helpful for YOU when you are sad.

1. When I had to leave my friends
2. When I lost my favorite game/cup

Green thoughts

- -
- -
- -
- -
- -
- -
- -
- -
- -
- -

Things to do

- -
- -
- -
- -
- -
- -
- -
- -
- -
- -



60

Psykologisk Førstehjelp

Solfrid Raknes



Complete before film 1 min

	Not present/disturbing					Very Present/ disturbing					
Long pauses	0	1	2	3	4	5	6	7	8	9	10
Stuttering	0	1	2	3	4	5	6	7	8	9	10
mmm and ehe	0	1	2	3	4	5	6	7	8	9	10
shivering	0	1	2	3	4	5	6	7	8	9	10
Sweating	0	1	2	3	4	5	6	7	8	9	10
Blushing	0	1	2	3	4	5	6	7	8	9	10
Shaking voice	0	1	2	3	4	5	6	7	8	9	10

Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



FILM

3 min

- Choose 6 students
- Film 30 sec each while they tell about the room



62

Psykologisk Førstehjelp

Solfrid Raknes

AFTER FILM; BEFORE WATCHING THE FILMS; INSTRUCTION

1 min

- Try to look at the video *as if it was somebody else you were assessing*
- Assess *objectively* in regard to what you thought you would see in the film
- Did you exaggerate how much your inner feelings were visible?

Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



Match films – with the assumptions ahead 5 MIN

	Not present/disturbing					Very Present/ disturbing					
Long pauses	0	1	2	3	4	5	6	7	8	9	10
Stuttering	0	1	2	3	4	5	6	7	8	9	10
mmm and ehe	0	1	2	3	4	5	6	7	8	9	10
shivering	0	1	2	3	4	5	6	7	8	9	10
Sweating	0	1	2	3	4	5	6	7	8	9	10
Blushing	0	1	2	3	4	5	6	7	8	9	10
Shaking voice	0	1	2	3	4	5	6	7	8	9	10

**OFTEN WE EXAGGERATE HOW
VISIBLE OUR INNER FEELINGS ARE!!**



Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes

INDIVIDUALLY, WRITE

3 MIN

- Give the students a copy of the training plan
- Tell them that they can start on this now – and their homework will be to complete it today – and practise all days to next session

MY TRAINING

MY GOAL.....
 EVERY DAY I WILL DO THIS:
 One day this week I will do this:
 Green thoughts.....
 My reminders for green thoughts and training.....

Example
Annes TRAINING PLAN
Every day I will:
 - Answer one question at school, even if I don't know the right answer
One day this week I will do this:
 - Film myself together with a friend
Green thoughts... I will feel better if I learn that it's OK to do some mistakes in class
My reminders for green thoughts and training
 - Pop up green at phone + message from friend



65

Psykologisk Førstehjelp

Solfrid Raknes

TEACHER TALK

1 MIN

- Give homework, on paper/ week-plan

HOMEWORK



- Do your your training every day
- Ask somebody to support you – and find a way this person can give you reminders every day this week



66

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

1 MIN

- Hug/high five
- Thank you, appreciate all participation

GREEN, SAFE AND HAPPY!



67

Psykologisk Førstehjelp

Solfrid Raknes



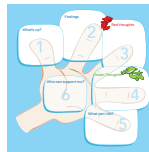
SESSION 4 - SUPPORT

Sub goals: Help the students to

- Increase awareness of their own resources
- Practice how to give and receive compliments
- Increase awareness of how relationships can grow stronger

Materials needed

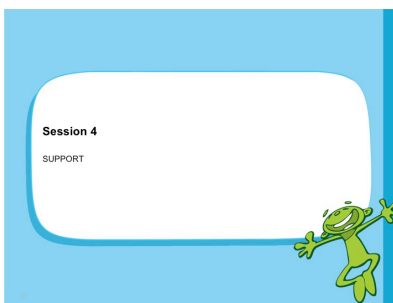
- Red and green figurine
- Booklets for all
- Handouts: 3



68

TEACHER TALK

2 MIN



- Today's session is about **SUPPORT**
- Bridge the students' memory to last session:
 - Show the Red and Green figurine,
 - The Helping Hand,
 - Mention some red and green thoughts you have had today and that could be fun and useful to hear

69

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

2 MIN

WHAT TO DO AND LEARN?

- Go through your homework
- To ask for help
- To strengthen friendship



- Why?**
- The purpose is to enhance your well being and develop your coping skills to create and use support in your network
- How?**
- See film, listen to music, read, write, speak and play!



- Go through the agenda for today
- Support – we are herd animals: we need each other
- We can do something actively to strengthen friendship and other relations

70

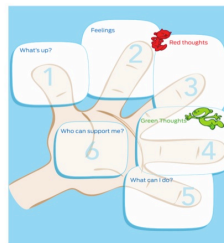
Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK

1 MIN



TEST: DO YOU KNOW IT BY HEART?

- Check: Can you the HH by heart?



71

Psykologisk Førstehjelp

Solfrid Raknes



CLASSROOM READING

3 MIN

- Let the students read aloud

My resources

- Read page 42 - 45



Psykologisk Førstehjelp



72

Psykologisk Førstehjelp

Solfrid Raknes



WATCH FILM

3 MIN

- Careful watching together!

EMPATHY

- <https://youtu.be/1Evwgu369Jw>
- "empathy fuels connection"
- 1. Perspective taking
- 2. Staying out of judgement
- 3. Recognizing emotions in other people
- 4. Communicate 1, 2 and 3



73

Psykologisk Førstehjelp



73

Psykologisk Førstehjelp

Solfrid Raknes



READ ALOUD

2 MIN

- Let the pupils read aloud

My resources

- Read page 42 - 45



Psykologisk Førstehjelp



Solfrid Raknes

74

Psykologisk Førstehjelp

Solfrid Raknes



WORK INDIVIDUALLY, WRITE

3 MIN

- They need paper
- Engage the students to identify their resources

Your resources

- I. People I can share my feelings with
- II. People who help me practically and economically
- III. People I share hobbies and favorite activities with
- IV. People I get information I need from



Psykologisk Førstehjelp



Solfrid Raknes

75

Psykologisk Førstehjelp

Solfrid Raknes



WATCH FILM

2 MIN

- Tell the students you'll use the film to talk about support after the film

SUPPORT TO MANAGE IN SCHOOL



- Again: See the film about the boy who was failing at a school test

• <https://youtu.be/T61RVdxYNDg>

76

Psykologisk Førstehjelp

Solfrid Raknes

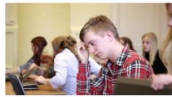


WORK IN PAIRS

3 MIN

- Help each other to answer these questions

IN PAIRS, AFTER THE FILM



- What did the teacher do after the test?
 - And what do you think the teacher should have done?
- What did friends do?
 - And what could they have done?
- What did he do to support himself while he was listening to the greinn thoughts?
 - Who could you asked for help in a situation like that?

77

Psykologisk Førstehjelp

Solfrid Raknes



TEACHER TALK + EXPERIMENT

2 MIN

ATTACHMENT



- Close your eyes. Think about a human being you like to share time with, and what you are doing.
- Describe your feelings and what you notice in your body

- Use your deep, comfortable voice, speak slowly
- Ask the students to place themselves comfortable at their chairs, brief slowly, feel their breath in their stomach
- "Look towards the floor or close your eyes. Think about somebody you love, somebody who makes you feel safe. Maybe your parents, grandparents, or a friend. Maybe you get a hug...Feel relaxed, be yourself, recognize the good feeling of being together with somebody who loves you as you are"
- Ask the students to open their eyes and to stretch (role-model stretching)
- Ask about changes they recognized in their body
- Remember: The thoughts of somebody who has given us love can help us to relax

78

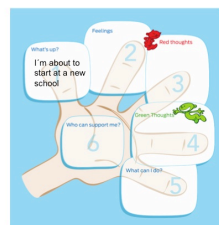
Psykologisk Førstehjelp

Solfrid Raknes



INDIVIDUALLY

4 MIN



- Pretend:
 - Visualize you have moved to a new place
 - First day at your new school, you know nobody
 - What would be your feelings and thoughts?
 - What would you like to think and do to create new friends and like the new place?

79

Psykologisk Førstehjelp

Solfrid Raknes



CLASSROOM DIALOGUE

2 MIN

- Go through 2 – 3 HHs
- What is important to help new students in our school?



80

Psykologisk Førstehjelp



Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



GROUP WORK 4 STUDENTS, part 1

4 MIN

- All students have a sheet of paper
1. Write your name on your sheet of paper, send that paper forward
 2. Write compliments on the cards of the other pupils in your group
 3. A compliment is true, AND use your empathy to write something you think the other person will like to receive right now
 4. Don't share the cards with the owner yet...keep it secret...

GROUPWORK, PART 1 Write compliments

- Write one compliment for each group member – on their card.
- Don't show it yet!



81

Psykologisk Førstehjelp



Solfrid Raknes

Psykologisk Førstehjelp

Solfrid Raknes



GROUP WORK 4 STUDENTS, part 2

6 MIN

GROUPWORK, PART 2 Share compliments

Practice compliments!

- Give your compliment as powerful and nice you are able to
- Receive the compliment as openly as you are able to. Remember eye-contact and "high status-body language".



- To give and receive compliments can strengthen relationships between people
- The way we receive compliments will affect how/if the compliment make you feel better
- Try to give the compliments with true smiles, warmth, eye contact
- Try to receive the compliments with "high status body language" – remember eye contact, straighten your back and say thank you!



82

Psykologisk Førstehjelp

Solfrid Raknes

TEACHER TALK

1 MIN

GREEN, SAFE AND HAPPY!



- High five or hug
- Thank you, appreciate all participation



83

Psykologisk Førstehjelp

Solfrid Raknes