

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

SEMH resources

This is an overview of the recourses that we have on the network for supporting SEMH.

Based on the questionnaire that we carried out in October 2021, we located the resources that we have that covered the following areas:


Friendships.....	2
Self esteem/self image.....	4
Conversation skills.....	7
Managing change	9
Resilience.....	11
Emotions (understanding, recognising, interpreting)	13
Self-advocacy	18

Each area has the title, an overview of the resources, a screenshot of one of the pages and linked to resources.


Each area is colour coded based on the identified Key stage

This is a working document so if you have an additional resource that could be added, please feel free to add it for us.

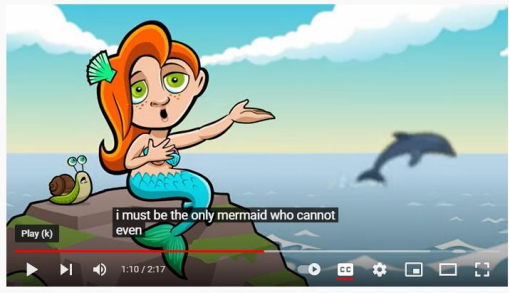

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded
Friendships	<p>Circle of friends</p> <p>KO ran – 5 sessions (1 with pupil and 4 with a small group of peers)</p> <p>**Needs an investigation into what is causing the friendship issue – it might be an issue from below that needs work on**</p>	<p>Circle of Friends is an inclusive approach to support children experiencing emotional, behavioural or social difficulties in the educational setting by enlisting the help of a peer group drawn from the whole class which is established as a special group/circle of friends. This group helps to set, monitor and review weekly targets in a meeting facilitated by an adult.</p> <p>It is time limited intervention, This approach has also been used to support children with social communication difficulties and with mild autistic spectrum needs, who experience friendship and interaction difficulties as well as children with more significant disabilities, who may need a longer-term circle.</p>		<p>Circle of friends document</p> <p>Circle of friends - A step by step guide (Stephen Norwood ©)</p>
	<p>Making connections</p>	<p>Overview</p> <p>In this lesson, students explore the meaning of loneliness and connection and learn actions they can take to build connections with themselves, with friends and family and with their wider community.</p> <p>Recommended age group Education providers for ages 11-16 (KS3/KS4)</p> <p>Time 45-60 minutes approximately</p> <p>Preparation Before delivering the lesson:</p> <ul style="list-style-type: none"> consider cross-curricular links and how this could be related to other content such as Every Mind Matters resources on puberty and positive relationships familiarise yourself with the film content on slides 10 and 14 of this PowerPoint read through the classroom tips on slide 3 and key facts for teachers on slide 5 <p>This lesson has been designed to be part of the planned programme for PSHE education and should be taught within the context of other PSHE education lessons. It supports the mental wellbeing strand of the Relationships and Sex Education (RSE) and Health Education statutory guidance. See the Curriculum Links for further information.</p> <p>Resources</p> <ul style="list-style-type: none"> Blank A5 and A4 paper and colouring pencils/pens Post-it notes <p>Key vocabulary Loneliness, connection, community, socialising (spending time with people), friendship, sharing, identity, stigma (shame), wellbeing (feeling good)</p> <p>Follow up You may wish to extend students' learning with one of the extended learning projects on slide 22.</p>	<p>What helps build connections?</p> <ul style="list-style-type: none"> Using social media positively Learning or starting a new activity Getting active Showing kindness to others, with oneself and others Reaching out and talking about the feeling of loneliness Arranging to spend time with friends or family Being in nature or spending time outdoors Volunteering is a great way to get connected Getting to know someone new 	<p>Every mind matters – building connections KS3-KS4 lesson plan pack</p>


ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

	<p>Go big – session 8</p>	<p>Uses the Go big and be awesome book (See below – managing change section) to talk about friendships during secondary transition</p>	<p>Activity: Your friendships</p> <ul style="list-style-type: none"> • Who makes you laugh? • Who is a good listener? • Who can you trust? • Who will give you an honest opinion? • Who will help you get through the transition to secondary school? 	<p>Be Awesome. Go Big Transition resources for year 6 – Session 8 (Hactette Children’s group school)</p>
--	----------------------------------	--	---	--




ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded																																			
Self esteem/self image	Millie the Mermaid Series Suitable for KS1 or lower KS2	<p>The story is based on the life of Grace Darling – Millie overcomes her fear of the sea to save stricken pirates and overcome her anxieties to save the day.</p> <p>Plan: Watch video Discussion about it Identifying somethings that you are good at and a thing you are worried about it. Develop a strategy or two to overcome the anxiety.</p>		<p>HelpKidzLearn youtube link Inclusive Stories - Millie the Mermaid who Couldn't Swim - YouTube</p>																																			
	Positive Eye Thumbs Up	<p>Thumbs up is a social skills program aimed at children with visual impairments. The program can be run through in its entirety or tailored to the child based on what they need to develop and work on. Although, session 1 would be a vital one to cover, no matter which route is taken.</p> <p>Each session would involve drama, role play and acting in order to develop the skills and ideally run with a couple of peers that would be able to support the transition from the group to the wider environment. Each session would benefit from a follow up as well.</p> <p>Overview of sessions:</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Aim</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>To support the student to think about what they find easy when interacting with others and what they would like to find easier.</td> </tr> <tr> <td>2</td> <td>To check the student understands how different facial expressions look.</td> </tr> <tr> <td>3</td> <td>To support the student by learning to use appropriate body language and facial gestures.</td> </tr> <tr> <td>4</td> <td>To support the student to recognise that when a person is speaking to them, they may be conveying a particular emotion through the tone of voice they use.</td> </tr> <tr> <td>5</td> <td>To understand how a person may be feeling by the way they look and act.</td> </tr> <tr> <td>6</td> <td>To show that a person's facial expressions may reflect the emotion they feel in response to a situation.</td> </tr> <tr> <td>7</td> <td>For the students to understand that they can use their own voice tone to express to others how they are feeling during conversations.</td> </tr> <tr> <td>8</td> <td>To develop confidence in conversation skills, focussing on the techniques to open a conversation.</td> </tr> </tbody> </table>	Session	Aim	1	To support the student to think about what they find easy when interacting with others and what they would like to find easier.	2	To check the student understands how different facial expressions look.	3	To support the student by learning to use appropriate body language and facial gestures.	4	To support the student to recognise that when a person is speaking to them, they may be conveying a particular emotion through the tone of voice they use.	5	To understand how a person may be feeling by the way they look and act.	6	To show that a person's facial expressions may reflect the emotion they feel in response to a situation.	7	For the students to understand that they can use their own voice tone to express to others how they are feeling during conversations.	8	To develop confidence in conversation skills, focussing on the techniques to open a conversation.	<p>Introductory task for Activity 2 Facial expressions</p> <p>Aim: To check the student understands how different facial expressions look.</p> <p>Resources: Facial expression cards.</p> <p>Completing the activity: Each student to take a facial expression card and in turn read it out. Group to describe how each facial expression <u>looks</u>, and adopt the facial expression.</p>  <table border="1"> <thead> <tr> <th>Facial expression</th> <th>Suggested description</th> </tr> </thead> <tbody> <tr> <td>Frowning</td> <td>Wrinkle forehead</td> </tr> <tr> <td>Scowl</td> <td>Wrinkle nose and forehead</td> </tr> <tr> <td>Smile</td> <td>Curl corners of mouth upwards</td> </tr> <tr> <td>Grimace</td> <td>Turn corners of mouth downwards, hold mouth with lips tightly closed.</td> </tr> <tr> <td>Eyebrows raised.</td> <td>Open eyes wide to raise eyebrows.</td> </tr> <tr> <td>Eye lids narrowed.</td> <td>Half shut eyes.</td> </tr> <tr> <td>Painful.</td> <td>Eyes screwed up, biting lip, or gritting teeth together.</td> </tr> <tr> <td>Sad.</td> <td>Thin lips, turned down at the corners, eyes looking down.</td> </tr> </tbody> </table>	Facial expression	Suggested description	Frowning	Wrinkle forehead	Scowl	Wrinkle nose and forehead	Smile	Curl corners of mouth upwards	Grimace	Turn corners of mouth downwards, hold mouth with lips tightly closed.	Eyebrows raised.	Open eyes wide to raise eyebrows.	Eye lids narrowed.	Half shut eyes.	Painful.	Eyes screwed up, biting lip, or gritting teeth together.	Sad.	Thin lips, turned down at the corners, eyes looking down.
Session	Aim																																						
1	To support the student to think about what they find easy when interacting with others and what they would like to find easier.																																						
2	To check the student understands how different facial expressions look.																																						
3	To support the student by learning to use appropriate body language and facial gestures.																																						
4	To support the student to recognise that when a person is speaking to them, they may be conveying a particular emotion through the tone of voice they use.																																						
5	To understand how a person may be feeling by the way they look and act.																																						
6	To show that a person's facial expressions may reflect the emotion they feel in response to a situation.																																						
7	For the students to understand that they can use their own voice tone to express to others how they are feeling during conversations.																																						
8	To develop confidence in conversation skills, focussing on the techniques to open a conversation.																																						
Facial expression	Suggested description																																						
Frowning	Wrinkle forehead																																						
Scowl	Wrinkle nose and forehead																																						
Smile	Curl corners of mouth upwards																																						
Grimace	Turn corners of mouth downwards, hold mouth with lips tightly closed.																																						
Eyebrows raised.	Open eyes wide to raise eyebrows.																																						
Eye lids narrowed.	Half shut eyes.																																						
Painful.	Eyes screwed up, biting lip, or gritting teeth together.																																						
Sad.	Thin lips, turned down at the corners, eyes looking down.																																						

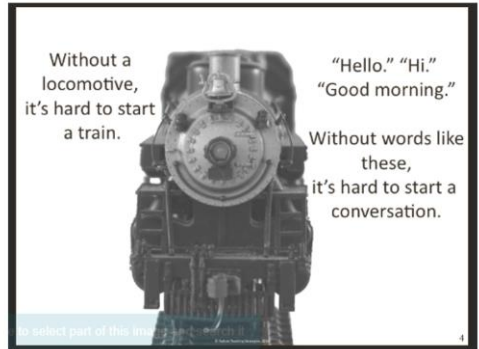



ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

	<table border="1"> <tr> <td>2 part session</td> <td>To develop confidence in maintaining a conversation</td> </tr> <tr> <td>9</td> <td>For the student to learn more conversation skills to help them to convey their message to the person they are speaking to.</td> </tr> <tr> <td>10</td> <td>To develop the student's listening skills during conversations.</td> </tr> <tr> <td>11</td> <td>To develop student's knowledge of the body language adopted by their peers.</td> </tr> </table>	2 part session	To develop confidence in maintaining a conversation	9	For the student to learn more conversation skills to help them to convey their message to the person they are speaking to.	10	To develop the student's listening skills during conversations.	11	To develop student's knowledge of the body language adopted by their peers.		
2 part session	To develop confidence in maintaining a conversation										
9	For the student to learn more conversation skills to help them to convey their message to the person they are speaking to.										
10	To develop the student's listening skills during conversations.										
11	To develop student's knowledge of the body language adopted by their peers.										
Empowering your pupils through role play – self esteem unit p55	<p>Uses role-play in creating a safe space for pupils to explore emotions and build resilience.</p> <p>Self esteem unit Students should be encouraged to stop comparing themselves to others and to achieve outcomes that matter to them and that they can be proud of. The activities outlined in this chapter aim to help students focus on their strengths and encourage them not to hide their feelings of sadness, frustration or even joy.</p>	<p>SELF-ESTEEM 55</p> <p>Research activity 56</p> <p>My best points 56</p> <p>Monologues 57</p> <p>Role-play exercises 62</p> <p>145cm tall 62</p> <p>Julie's birthday party 63</p> <p>Art and writing activities 65</p>	Empowering Your Pupils Through Role-Play - By Rosanna Morales (purchase via various online stores)								
<p>Banish your self- esteem thief</p> <p>10+ (could be used with Year 4 upwards)</p>	<p>Banish your self- esteem thief.</p> <p>This is a CBT Workbook</p> <p>This book will teach you about what self-esteem means, how it develops, the factors that can influence it, the different ways in which low self-esteem can present itself and the impacts that low self-esteem can have. And along the way, you will work through activities that will help you apply this knowledge to your own circumstances.</p> <p>You will also learn how to build positive self-esteem by filling and protecting your Self-Esteem Vault and banishing your Self-Esteem Thief using a range of self-help strategies</p> <p>There is a rough plan that breaks this down into 5 concepts covering</p> <ol style="list-style-type: none"> 1. Identifying strengths 2. Understanding what self-esteem is – the self-esteem vault 3. Understanding what can take your self-esteem – the self-esteem thief , ways of thinking 4. Behaviours that we think protect us 5. How to improve our self-esteem 	<p>The Self-Esteem Thief</p>  <p>The Self-Esteem Thief isn't the nicest character you'll ever meet. He thinks only about himself and doesn't have any morals! In fact, he spends his time stealing other people's positive self-esteem! He wants you to:</p> <ul style="list-style-type: none"> • be negatively influenced by experiences and interactions in life • fill your Self-Esteem Vault with negative thoughts and feelings • act in self-defeating ways so your Vault's defence system breaks down. <p>And when that happens, he will be waiting and ready to creep into your Vault and STEAL ANY POSITIVE, ACCEPTING AND REALISTIC THOUGHTS YOU HAVE IN THERE...</p> <p>Banish your self esteem thief – Kate Collins-Donnelly (purchase via various online stores)</p>	<p>steps to change.docx</p> <p>positives.docx</p> <p>negative feelings.docx</p> <p>my thinking errors.docx</p> <p>My self esteem questionnaire.docx</p> <p>my self esteem diary.docx</p> <p>identify thoughts around events.docx</p> <p>deeper belief.docx</p> <p>behaviours expanded .docx</p> <p>avoiding behaviours.docx</p> <p>alternative thoughts.docx</p>								

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

		 plan.docx		
	Healthy minds	<p>Session 6 – I feel OK about being Deaf</p> <p>This is the final session out of 6 – it talks about owning your deafness and thinking about the barriers you may face and what skills and strengths you have that can be used to help you.</p>	<p>Facing barriers</p> <p>One of the many solutions to facing barriers is having confidence and having bounce-back-ability.</p> <p>Group work</p> <p>What is confidence? Who has it? Where and how do we get it? What's bounce-back-ability?</p>  <p>Happy being me...</p> <p>One aspect of being confident is being comfortable with who you are.</p> <p>When you become comfortable with yourself, you become comfortable/confident around others.</p> <p>When you are confident, you are more able to challenge negatives and reinforce the positives.</p> <p>Accepting differences – being unique.</p> 	<p>NDCS Healthy Minds training course</p> <p>https://www.ndcs.org.uk/our-services/services-for-professionals/training-courses/our-training-workshops/healthy-minds-cpd-accredited/</p>

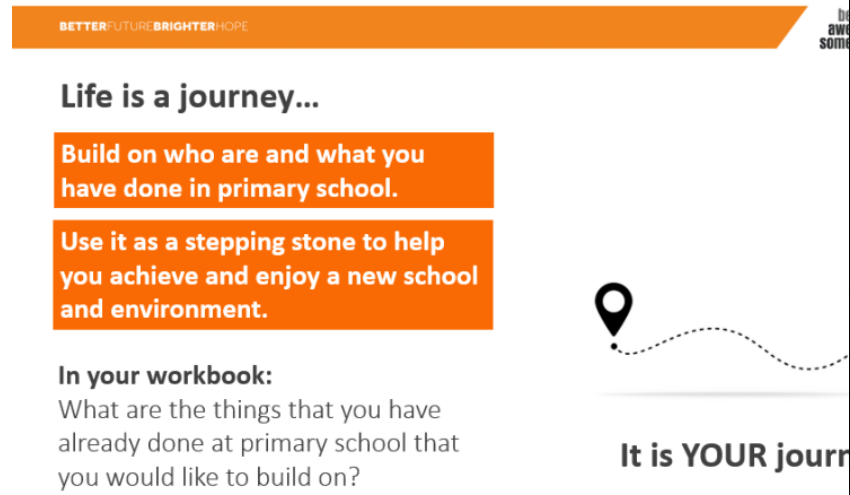
ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded
Conversation skills	Conversation train	<p>The program consists of 6 sessions – 3 individual and 3 follow up sessions with a group of friends.</p> <p>Deals with how to start a conversation, maintain a conversation, stick to topic and change topic, how to end a conversation. Also touches on different types of language and when to use them.</p> <p>It uses a train analogy as a visual prompt and memory hook. The book has lots of photocopiable worksheets in it.</p> <p>Aimed at CYP with ASD but has used successful with CYP VI who are not ASD.</p>	 	 <p>Conversation train.pptx</p>
	Comic strip conversations	<p>Comic strips</p> <ul style="list-style-type: none"> ✚ Long term outcome <ul style="list-style-type: none"> ○ P will develop his social interaction skills, to a level where he is able to build a true understanding of concepts and social situations, and build peer friendships. ✚ Short term outcome <ul style="list-style-type: none"> ○ P will approach a peer to socialise 	<ul style="list-style-type: none"> ○ Use 3D stick people to act out ways that a conversation 'loses power' when there is no fuel (questions or interest) to keep it going ○ Act out a successfully fuelled conversation with P. ○ Present pupil with a venn diagram and ask them to list the things they find interesting to talk about. Complete one side of the venn circle ○ Ask pupil to list topics that they know their family like to talk about and fill in the other side of the diagram ○ Then try to find two things that can go in the overlapping section of the venn diagram ○ Make a short list of questions that can be used in any conversation to keep it going. 	 <p>Comic strips.docx</p>

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

	<p>Positive Eye social skills course</p>	<p>Age group suitable for: 3.5 – 5 years old (possibly up to 7 years old) Who will benefit? Children with visual impairment and other children from the setting who require support to develop social skills. Group size: Start small, building up to 4 or 5 children. The child will be able to make friendships and learn about the other children in the group more easily if the group is small. Having good role models within the group is important. Length of session: 15 – 20 minutes</p>	<p>Activity: The greeting starts with the Group Leader giving an appropriate model and then each child has a chance to both initiate and to reply to a greeting. E.g. Group Leader: Hello everyone, I am feeling happy today because I am having pizza for tea. Group Leader: Hello How are you feeling today? First child: I am happy Group leader: Why are you happy? First child: Because I played out at play time with my skipping rope, with my friend. Group leader: That sounds fun, now it's your turn to say hello to the child next to you and ask them how they are feeling..... Or.... children could work in pairs and ask each other, or move around the room and ask each child in the group how they are feeling? Activity: Let see if we can make happy/sad faces as we go around the circle. Can we guess how everyone is feeling? Use the facial expression puppets, or the children to make the faces themselves. Describe mouth shape 'up and curvy' to make a smile and a happy face, or 'down and curvy' to make a sad face. (Make tactile shape of mouth.) Note: Could extend this activity and introduce different emotions e.g. angry, excited, tired and worried – will depend on the individual needs of the children Today's best listener is....because Today's best 'good looking' is.... because</p>	<p>Visit Positive Eye shop</p>
--	--	---	--	--

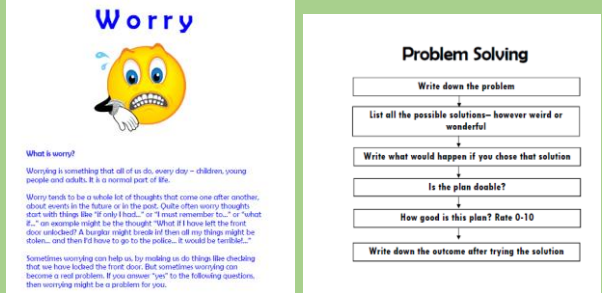
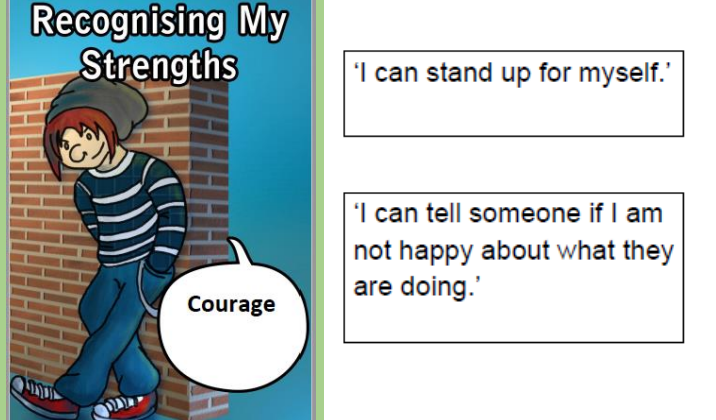
ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded
Managing change	Wiltshire transition program– will be on CFVI Can be used at any transition to a new school.	This is three-week course was developed to support the social and emotional needs of our students at a critical time in their schooling. Written by a specialist TA, the course helps students with anxiety about moving from Primary to Secondary settings. Sessions include: <ul style="list-style-type: none"> - information on the setting and layout of the school, - looking at and being able to read timetables, - worries and questions about moving on if possible on-site work around the school to find their way around (linking with rehabilitation officer).	Currently waiting for it being uploaded to the CFVI resource hub	
	Be awesome Go big	This is a book and series of video sessions helping students change schools. Whilst this is aimed at transition to Year 7, it can be used when transitioning between settings. In the book there is a chapter about exams too. Topics covered through PPTs and videos Being awesome Unlocking your mind Dare to take risks Making the change Lost but not lost Bouncebackability What is normal anyway Friendships and fallouts Living well	Sample from PPT lessons 	Resources and PowerPoints can be downloaded from: Be Awesome, Go Big – Transition Resources for Year 6 Pupils Hachette UK (hachetteschools.co.uk)

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

<p>Transition to Secondary school</p>	<p>Overview</p> <p>In this lesson, pupils explore the transition to secondary school, identify some of the challenges that can arise and where to get support if needed.</p> <p>Recommended age group Education providers for ages 10-12 (Year 6/Year 7)</p> <p>Time 45 minutes approximately</p> <p>Preparation Before delivering the lesson:</p> <ul style="list-style-type: none"> familiarise yourself with the film on slides 8 and 11 of this PowerPoint read through the classroom tips on the following slide consider cross-curricular links and how this could be related to other subjects <p>This lesson has been designed to be part of the planned programme for PSHE education and should be taught within the context of other PSHE education lessons. It supports the Mental wellbeing strand of the Relationships Education and Health Education statutory guidance. See Curriculum Links for further information.</p> <p>Pupils might be learning about growing up and managing change in a variety of contexts, with moving on to secondary school being one part of this.</p> <p>Resources</p> <ul style="list-style-type: none"> Blank A4 paper and pens <p>Key vocabulary New, relationships, transition (change), routine (usual), unknown, challenge (hard), support (help)</p> <p>Follow up You may wish to extend pupils' learning with one of the extended learning projects on slides 19 and 20.</p> <p>The NHS has produced this PowerPoint. It has all activities and teaching materials needed on it.</p>	<p>Individual Reflection</p> <p>Think about a time you had to manage a change in the last year.</p> <p>What helped you manage this change?</p> <p>Discuss</p> <ul style="list-style-type: none"> Which strengths are most important when managing change? <p>Organised Being prepared by making a plan and finding what you need</p> <p>Honesty Talking about how you feel and being able to ask for help</p> <p>Kindness Looking out for and helping other people</p> <p>Fun Finding time for things you enjoy</p> <p>Courage Being brave and having a go even when things are tricky</p> <p>Hope Staying positive and looking for the best in a situation</p>	<p>PowerPoint can be downloaded from: https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack</p>												
<p>RNIB transitions to adulthood</p>	<p>A series of workshops for VI students approaching post 16 transitions (units 6-8 are in self advocacy unit)</p> <ol style="list-style-type: none"> 1 – what do we mean by transition 2 – deciding what to do next 3- studying in further education 4 – studying in higher education 5- moving into employment 9- getting around and living independently 	<p>Workshop 3: Studying in Further Education Workshop 3 contains three units with five activities</p> <table border="1"> <thead> <tr> <th>Unit</th> <th>Description</th> <th>Additional resources needed</th> </tr> </thead> <tbody> <tr> <td>What is FE and where can it take me?</td> <td>The aim of this unit is to help the young people understand what FE is and how it may be of interest and of use to them. This workshop can be combined with the 'Deciding what to do next' workshop, which covers making decisions on what to study next.</td> <td>Equipment to play YouTube video Devices for young people to access the internet</td> </tr> <tr> <td>Where can I find out more?</td> <td>This unit aims to help the young people access information and knowledge to help them make informed choices.</td> <td>Devices for young people to access the internet</td> </tr> <tr> <td>How can I be independent in FE?</td> <td>The aim of this unit is to encourage the young people to think about how they might work independently in FE.</td> <td>Equipment to play online video Scenario cards prepared in an accessible format</td> </tr> </tbody> </table> <p>Where can I find out more? This unit aims to help the young people access information and knowledge to help them make informed choices.</p> <p>Activity 1: Research your options 1. Ask the young people to think about how and where they might access information about moving into FE.</p> <p>Prompts:</p> <ul style="list-style-type: none"> Through their school Through attending open days Through a college website. <p>2. Get the young people to fact-find within a set timeframe, setting some questions – for example</p> <ul style="list-style-type: none"> Find three colleges running their chosen course. What modes of transport could they use to get to their chosen college? How long does it take to get there? How much does the course cost? How long does the course last? On what days does the course run? What are the entry requirements for their chosen course? What qualification will they receive on completion of the course? Who might help them to apply for the course? Who might help them when they take up the course? Do they know anyone who has done this course before, and could they chat to them? Is there any open day for the college that they could attend? <p>Some ideas to consider:</p> <p>Web Searching All colleges will have websites with information about the courses they offer, so doing a search is quick way to find out what's out there.</p> <p>Web searches are the most obvious and modern-day way to access information. However, not all information online is true or accurate, so it's worth noting that reputable and reliable websites – for example from colleges, career advice services or organisations like RNIB, Guide Dogs and other vision impairment charities – are also a helpful resource.</p> <p>Contacting colleges One way to find out more specific information is to make direct contact with the college. Participants could be encouraged to draft an email to find out if there is an open day coming up.</p> <p>Site visit Participants could be encouraged to arrange a site visit to include a meeting with the Additional Support Needs Team</p> <p>Conclusion These activities should help young people think about their next steps, gather data to make informed choices, and start to think about how FE can help them move towards their next goals.</p> <p>You may find the following workshop – Workshop 4: Studying in Higher Education – useful, as some of the activities can be adapted to cover FE.</p>	Unit	Description	Additional resources needed	What is FE and where can it take me?	The aim of this unit is to help the young people understand what FE is and how it may be of interest and of use to them. This workshop can be combined with the 'Deciding what to do next' workshop, which covers making decisions on what to study next.	Equipment to play YouTube video Devices for young people to access the internet	Where can I find out more?	This unit aims to help the young people access information and knowledge to help them make informed choices.	Devices for young people to access the internet	How can I be independent in FE?	The aim of this unit is to encourage the young people to think about how they might work independently in FE.	Equipment to play online video Scenario cards prepared in an accessible format	<p>RNIB Moving on publication</p>
Unit	Description	Additional resources needed													
What is FE and where can it take me?	The aim of this unit is to help the young people understand what FE is and how it may be of interest and of use to them. This workshop can be combined with the 'Deciding what to do next' workshop, which covers making decisions on what to study next.	Equipment to play YouTube video Devices for young people to access the internet													
Where can I find out more?	This unit aims to help the young people access information and knowledge to help them make informed choices.	Devices for young people to access the internet													
How can I be independent in FE?	The aim of this unit is to encourage the young people to think about how they might work independently in FE.	Equipment to play online video Scenario cards prepared in an accessible format													

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded
Resilience	KAN emotional resilience toolkit	<p>One to one activities, plans around a theme written by CAMHS</p> <p>This pack has been designed primarily to be used by professionals. The majority of the content however can also be useful shared with parents and carers.</p> <p>It is divided into two main areas, articles and background reading, and activities to use with young people. The articles have been collected from various sources, and provide an introduction to some of the ideas and theories that support the idea of promoting resilience. The further reading and book reviews at the back of the pack provide further information, and are books we use in our practice. The pack is not intended as a course on resilience, but a range of activities which can address various issues, such as self-esteem, anger and anxiety.</p>		Promoting emotional resilience publication (West Sussex County Council and the Sussex Partnership NHS Trust)
	Positive Eye	<p>My strength cards</p> <p>Strength cards to work through and identify the skills and strengths that the student has.</p>		Positive Eye resource (purchased by Positive Eye website)



ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

<p>Healthy minds</p>	<p>Session 4 – Who am I? (4 activities to explore their own identity) Session 5 – Owning and Managing Deafness (4 activities, work best with a group) Can be adapted for VI</p>	<ul style="list-style-type: none"> • Ask each person to write a statement on a piece of paper saying what's different or unique about them. • Ask the group to stand in a circle. • Ask the children to fold their post-its up and place in the middle. • Ask everyone to come and take a post-it that's not the same colour as the one they wrote on – to prevent them picking their own. • They have ten minutes to find out which statement belongs to who, by asking the other children questions about the statement on the post-it they picked up. • They must keep asking questions until they find the owner of the statement and they've been found themselves. <p>Key point for facilitator: Some children may find it difficult to write something different or unique about themselves. Consider changing this to an easier question to begin with, such as, 'What you are good at?', 'What foods do you like?' or 'What are your favourite places to visit?'</p> <p>At the end of the activity, prompt group discussion by asking the following questions:</p> <ol style="list-style-type: none"> 1. How are you different from other people? 2. How does it feel to be different? 3. Is it OK to be different? 4. What would it be like if we were all the same? What would our world look like? <p>Homework (in preparation for Session 5): Find out as much information as you can about your deafness by talking to your parents/carers. Asking questions such as, "Was I born deaf?" "What</p>	<p>NDCS Healthy Minds training course https://www.ndcs.org.uk/our-services/services-for-professionals/training-courses/our-training-workshops/healthy-minds-cpd-accredited/</p>
<p>This is me!</p> <p>VIEW member resource</p> <p>Promoting Emotional Resilience in children with vision impairment</p>	<p>This pack is split into 6 parts which should be delivered over a series of weeks (ideally between 4-6 weeks depending on the young person). Each part has a specific focus and some suggested activities. We would recommend that you start each session by identifying the focus for that session and briefly reviewing any previous work.</p> <ul style="list-style-type: none"> • Part 1 – Who I am? My journey so far • Part 2 – Who I want to be? Where my journey will take me? • Part 3 – Possible barriers you might encounter on your journey. • Part 4 – How to build resilience and bridges to overcome the barriers? • Part 5 – Focused work to identify a plan and build resilience • Part 6 – The world around me – putting the action plan in place 	<p>Part 1 – Who I am? My journey so far</p> <p>Aim of this session: For the young person to think about where they are now and what has been significant in their life.</p> <p>Possible activities</p> <ul style="list-style-type: none"> • Encourage the young person to describe the people and events that have shaped their life so far - upbringing, experience of school, special people and places, accomplishments, highlights, events, etc • Ask the young person to draw an outline for an island. The young person can then draw or write things/people that they would take to their fantasy island. • Draw a large silhouette of a person. Get the young person to write facts about themselves/draw images of things that are important to them. Prompt sentences could include: My favourite film, what worries me most? What I like to do at the weekend? My favourite subject, my ideal day, music I like etc. School – what does school mean to you? Write words, thoughts and feelings that you have about school. <p style="text-align: center;"><i>Sports achievements family music football school council friends reading art</i></p>	<p>Resource available from VIEW's member area</p>

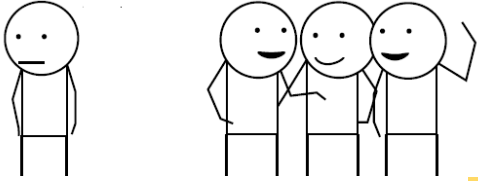
ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded
Emotions (understanding, recognising, interpreting)	Managing anger – emotional resilience toolkit	P 44 – 46	<p>What Can Adults Do When A Child Is Angry?</p> <ol style="list-style-type: none"> 1. Don't retaliate. (Joining in the child's anger will wind her/him up even more. It will also teach her/him poor ways of resolving conflict). 2. Model the behaviour you want a child to learn. If you hit, she/he learns to hit. If you get out of control, she/he may learn to fear her/his own anger (or teachers, or school, or men). 3. Let her/him know you understand how she/he is feeling. "I can see how angry you are" or "It seems like you're really mad about that". 4. Leave explaining another point of view until the anger has been expressed and acknowledged. 5. Ask what she/he would like to do to improve things. 6. Acknowledge what she/he says. Reaffirm the feelings and then help look at the options. e.g. "What might happen if you did that?" 7. Don't force children into apologizing when they don't feel sorry. You may be forcing them to bury their anger and be teaching them to be hypocritical. <p>If two children are angry with each other:</p> <ol style="list-style-type: none"> 1. Reflect what you see happening. "I see two children fighting over a ball". 2. Separate the children if need be for safety's sake. Say, "Someone might get hurt". 3. Give them both a way of venting their anger. "When you've got your anger out, we'll talk about it. You run to the front fence, you run to the back fence and come back to me". 4. Fine out what they each need. "It looks like you need something to play with". 5. Find out what they are afraid of. "Are you worried you won't get a turn if you give him the ball?" 6. Ask for some solutions. 	See above
	Empowering your pupils through role play	Managing anger – p37 onwards Managing Grief – p22 onwards	<p>ANGER 37</p> <p>Research activity 38</p> <p>Angry words 38</p> <p>Monologues 39</p> <p>Role-play exercises 45</p> <p>In the hockey captain 45</p> <p>Job sharing 47</p> <p>Interactive play 48</p> <p>I don't want to hear this 48</p> <p>Art and writing activities 53</p> <p>GRIEF 22</p> <p>Research activity 23</p> <p>Write a letter 23</p> <p>Monologues 24</p> <p>Role-play exercises 29</p> <p>How that you've gone 29</p> <p>Moving on 31</p> <p>Interactive play 32</p> <p>Bachelor's dog 32</p> <p>Art and writing activities 36</p>	See above


ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

	<p>Emotion faces</p>	<p>A document with practical hands on activities involving making faces to explore emotions and recognising them.</p>	 <ul style="list-style-type: none"> • "I Feel..." Statements: To learn how to express their feelings appropriately, students need to be taught how to use "I feel..." statements. Instead of screaming insults at another child who broke his crayon, little Johnny can say "I feel sad that you broke my crayon", <u>opening up</u> the communication between the two students. This allows for healthy conflict resolution. • Coping with Extreme Emotions: Sometimes we must step in and help kids deal with the emotional roller coasters they sometimes find themselves on. Their extreme emotions get out of <u>control</u> and they need help finding their way back to calmness. We must realize that <u>addressing the whole brain</u> is key to understanding how to help them best. • Teaching Emotional Rights: It's important for children to understand and <u>assert their rights</u> when it comes to emotions. This helps them maintain healthy boundaries with their friends and <u>peers</u>, and be respectful to teachers and adults. 	 <p>emotion faces.docx</p>
--	----------------------	---	---	---

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

<p>Story book useful for KS1 and lower KS2</p>	<p>How are you feeling today' – explores which emotion you are feeling. When I'm angry Sometimes I feel sad I hate everything What's going on inside my head.</p> <p>Contents</p> <p>How should I think about myself?</p> <p>How does looking after mybody help my mind?</p> <p>What is happiness?</p> <p>What do I do with emotions?</p> <p>When something upsetting happens, what will help me?</p> <p>What can I do when thoughts bother me?</p> <p>What can I do when someone upsets me?</p> <p>What is meditation?</p> <p>How do I ask for help when I need it?</p>	 <p>What a fierce frown! My eyebrows and my mouth go down. You can see I'm angry.</p> <p>When I feel sad, it can be difficult to let other people know.</p> <p>Like my friends.</p>  <p>Then everyone played "Musical Chairs". When the music stopped, Sam wasn't fast enough. He didn't get a chair. Archie said Sam was out. Sam said he wasn't out at all.</p> 	<p>How are you feeling today? Molly Potter & Sarah Jennings (available to purchase online)</p> <p>What's Going On Inside My Head? Sarah Jennings & Molly Potter (available to purchase online)</p> <p>Sometimes I Feel Sad. Tom Alexander (available to purchase online)</p> <p>Our Emotions and Behaviour: I Hate Everything!: A book about feeling angry (available to purchase online)</p> <p>When I'm angry book (available to purchase online)</p>
--	---	--	---

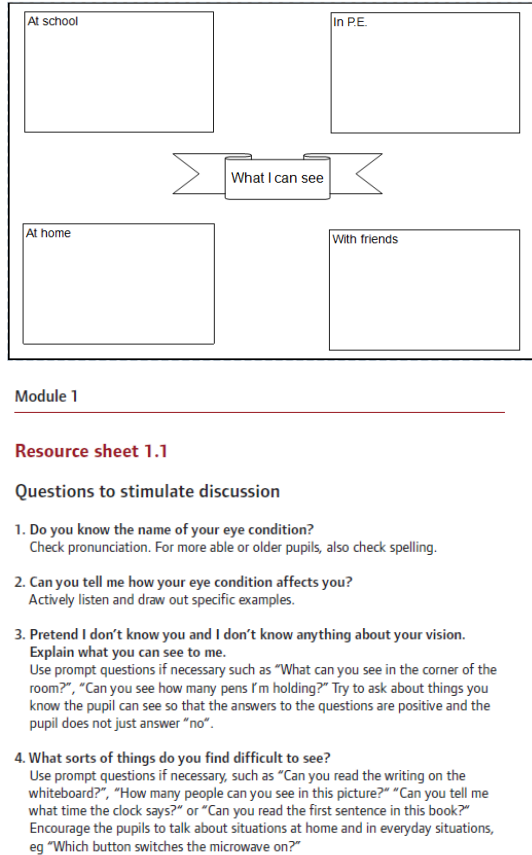





ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

	Emotion signs	Signs for the different emotions		Widget website
	Healthy minds –	Session 1- Introduction to Healthy minds (4 short activities exploring what mental health is) Healthy minds - Session 2 – Developing Good Emotional Vocabulary (3 activities, explore tools for handling difficult emotions)	<p>Activity 2: 10 minutes</p> <ul style="list-style-type: none"> Ask the children to think about what they do to keep themselves happy. What do they do to feel good? What makes them smile? For example, seeing friends, watching TV, going on holiday, sleeping, and playing on their games console. <p>Key point for facilitator: Asking what the mind needs can be a difficult concept for children to understand. It might be easier to change the question to: "What would make your mind/head happy?"</p> <p>Activity 3: 10 minutes</p> <ul style="list-style-type: none"> Ask the children how would they feel if they could not do the things they said made their mind happy and body healthy? For example, sad, lonely, frustrated. This helps children understand these feelings and know what's important and what can help them when they have uncomfortable feelings. <p>Facilitator to say aloud:</p> <ul style="list-style-type: none"> "Why is it important to have moments of feeling good? If we don't feel good, our minds will feel sgg and our bodies suffer because we find it hard to care about ourselves. Others around us will be affected too. We need to feel good to enjoy a happy life." <hr/> <p>Activity 2: Emotion words (25 minutes)</p> <p>Introduction: Some deaf children have a limited emotional vocabulary, sg happy, sad and angry. Others may have a wider range of emotional words but not fully understand their meanings or use them in the wrong context.</p> <ul style="list-style-type: none"> Ask the group to shout out all the emotional words they know and write them all on a flipchart. (5 minutes) Select a few of the emotional words to focus on. Try to choose words that are appropriate for the age and ability of the group. Select one emotion word. It's best to choose 'happy' as most of the children will know this word. Ask the children to describe happy by asking the following questions: <ul style="list-style-type: none"> What does it feel like inside your body? Eg tingly, light, floating. What image do you associate with happiness? Eg a picture of the seaside and the sun shining. What colour do you think of? Eg blue, yellow. <ul style="list-style-type: none"> What sensory experience do you think of? Eg: <ul style="list-style-type: none"> What do you smell? Eg flowers What do you taste? Eg chocolate 	NDCS Healthy Minds training course https://www.ndcs.org.uk/our-services/services-for-professionals/training-courses/our-training-workshops/healthy-minds-cpd-accredited/
	Theory of mind/pragmatics materials	Using the Talk about Theory of mind book to discover how we feel and how other's feel	<p>To develop understanding of how people's behaviours can indicate what they are thinking about.</p> <p>How are you feeling?</p> <ul style="list-style-type: none"> What do you think about? <ul style="list-style-type: none"> Explain to the group you are going to show them a picture or read out a scenario and you would like them to write down what they might think in that situation. On a count of 3, individuals hold up their thought bubbles to show the group what their thoughts would be. Discuss their thoughts highlighting any similarities and differences. How can we tell what people are thinking? <ul style="list-style-type: none"> What clues do we have to help us guess what someone is thinking? (See poster) <ul style="list-style-type: none"> Body language Brain (things we know about them) Eyes Mouth (what people are saying) Use the PowerPoint photos to guess what the people are thinking and discuss why we think that (e.g. What are they looking <p>What do you think about? Cont.</p> <ul style="list-style-type: none"> Choose 3 other picture or scenario cards, write down their own thoughts about that situation then find out the thoughts of 3 others (friends, family, teachers etc). <p>How are you feeling? Poster</p> <p>4a: What do you think about...? Picture cards</p> <p>4a: Laminated thought bubbles & whiteboard pens</p> <p>4b: How can we tell what people are thinking? Poster.</p> <p>4b: How can we tell what people</p>	Talkabout Theory of Mind - Teaching Theory of Mind to Improve Social Skills and Relationships – available to purchase online

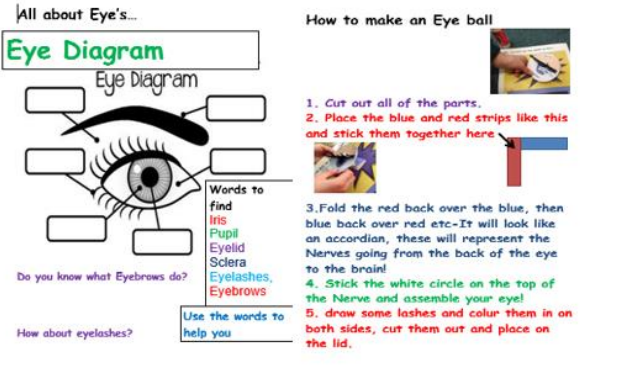
ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

			<p>Activity Eight: How we feel</p> <table border="1"> <thead> <tr> <th>Feeling</th> <th>Things that make us feel this way</th> <th>How our bodies react</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Happy</td> <td></td> <td></td> </tr> <tr> <td>Sad</td> <td></td> <td></td> </tr> </tbody> </table>	Feeling	Things that make us feel this way	How our bodies react				Happy			Sad				
Feeling	Things that make us feel this way	How our bodies react															
Happy																	
Sad																	

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded
Self-advocacy	Low vision toolkit	Understanding VI, how it impacts, create script.	 <p>Module 1</p> <p>Resource sheet 1.1</p> <p>Questions to stimulate discussion</p> <ol style="list-style-type: none"> 1. Do you know the name of your eye condition? Check pronunciation. For more able or older pupils, also check spelling. 2. Can you tell me how your eye condition affects you? Actively listen and draw out specific examples. 3. Pretend I don't know you and I don't know anything about your vision. Explain what you can see to me. Use prompt questions if necessary such as "What can you see in the corner of the room?", "Can you see how many pens I'm holding?" Try to ask about things you know the pupil can see so that the answers to the questions are positive and the pupil does not just answer "no". 4. What sorts of things do you find difficult to see? Use prompt questions if necessary, such as "Can you read the writing on the whiteboard?", "How many people can you see in this picture?" "Can you tell me what time the clock says?" or "Can you read the first sentence in this book?" Encourage the pupils to talk about situations at home and in everyday situations, eg "Which button switches the microwave on?" 	Low vision toolkit: supporting pupils with low vision (PDF) available through RNIB bookshare
	Easy Easier and Support for Me	Pupil voice activity where children use faces, scale or posting to say what they find easy and need support with	<p>Finding my friends if they move away during playtime</p> 	 Easy Easier visual statements.docx  secondary.doc  faces.docx  primary.doc

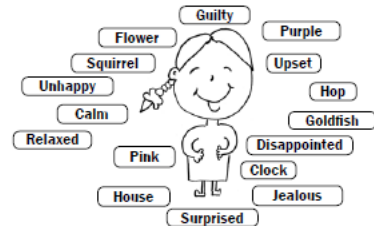
ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

			<table border="1"> <thead> <tr> <th>Independence and negotiation skills</th> <th>☹</th> <th>☺</th> <th>☺</th> <th>Comments</th> </tr> </thead> <tbody> <tr><td>Asking for help if I am stuck</td><td></td><td></td><td></td><td></td></tr> <tr><td>Finding someone to tell if I am worried about something</td><td></td><td></td><td></td><td></td></tr> <tr><td>Knowing who to go to if I am worried about something</td><td></td><td></td><td></td><td></td></tr> <tr><td>Making my own lunch choices</td><td></td><td></td><td></td><td></td></tr> <tr><td>Asking for more time if I can't get something finished</td><td></td><td></td><td></td><td></td></tr> <tr><td>Telling the teacher about my sight</td><td></td><td></td><td></td><td></td></tr> <tr><td>Telling other people/children about my sight</td><td></td><td></td><td></td><td></td></tr> <tr><td>Being able to tell the teacher when I can't see/do/access something</td><td></td><td></td><td></td><td></td></tr> <tr><td>Being able to tell the teacher/TA what would help me</td><td></td><td></td><td></td><td></td></tr> <tr><td>Knowing what to do/who to tell when things go wrong</td><td></td><td></td><td></td><td></td></tr> <tr><td>Asking the TA/specified others to let me do things on my own</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Independence and negotiation skills	☹	☺	☺	Comments	Asking for help if I am stuck					Finding someone to tell if I am worried about something					Knowing who to go to if I am worried about something					Making my own lunch choices					Asking for more time if I can't get something finished					Telling the teacher about my sight					Telling other people/children about my sight					Being able to tell the teacher when I can't see/do/access something					Being able to tell the teacher/TA what would help me					Knowing what to do/who to tell when things go wrong					Asking the TA/specified others to let me do things on my own					
Independence and negotiation skills	☹	☺	☺	Comments																																																												
Asking for help if I am stuck																																																																
Finding someone to tell if I am worried about something																																																																
Knowing who to go to if I am worried about something																																																																
Making my own lunch choices																																																																
Asking for more time if I can't get something finished																																																																
Telling the teacher about my sight																																																																
Telling other people/children about my sight																																																																
Being able to tell the teacher when I can't see/do/access something																																																																
Being able to tell the teacher/TA what would help me																																																																
Knowing what to do/who to tell when things go wrong																																																																
Asking the TA/specified others to let me do things on my own																																																																
Healthy minds	<p>– Session 3 – Support Mechanisms and Networks (focused on students being able to identify where they can go and where others can go, to get help.</p>	<p>Key point for facilitator: Young people need to understand the different levels of support that are available, and that these organisations and support mechanisms will not necessarily solve the problems, but they'll work with the young person to help them find the right way forward.</p> <p>Facilitator to say aloud:</p> <ul style="list-style-type: none"> “When you're in emotional distress it can be difficult to make sense of your situation and know where you can go and who you can talk to. You might be afraid that an adult won't take you seriously or that your friends will laugh at you or think you're weak. Feeling distressed or unable to cope is not a sign of weakness and asking for support is a sign of strength.” “It's important to remember there are people and organisations specifically trained to listen to you. They're confidential, they won't judge, they'll take you seriously and try to help.” <p>Activity 1: Where or who can you get support from? (45 minutes)</p> <p>This activity tends to work best if the group focuses on an imaginary character rather than on any of the young people in the group.</p>	<p>NDCS Healthy Minds training course https://www.ndcs.org.uk/our-services/services-for-professionals/training-courses/our-training-workshops/healthy-minds-cpd-accredited/</p>																																																													
Eye Believe in You'	<p>Programme content</p> <p>Initially six areas were included. A mixture of practical activities/written activities with a booklet for pupils to complete and keep.</p> <p>Getting to know me All about eyes My eyes Things that help me Coping with questions What I have learnt</p> <p style="text-align: center;">6</p>	<p>Fig 3 – examples of resources used</p>  <p>The resources include an 'Eye Diagram' with labels for Iris, Pupil, Eyelid, Sclera, Eyelashes, and Eyebrows. It also includes a craft activity 'How to make an Eye ball' with five steps: 1. Cut out all of the parts. 2. Place the blue and red strips like this and stick them together here. 3. Fold the red back over the blue, then blue back over red etc.-It will look like an accordion, these will represent the Nerves going from the back of the eye to the brain! 4. Stick the white circle on the top of the Nerve and assemble your eye! 5. draw some lashes and colour them in on both sides, cut them out and place on the lid.</p>	<p>'Eye Believe in You' is a social and emotional intervention programme designed by the Vision Support Service in Wiltshire.</p>																																																													

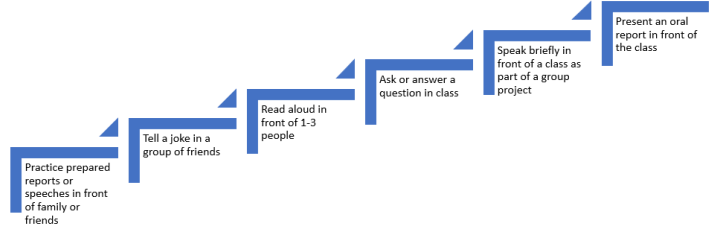





ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

	<p>RNIB transitions</p>	<p>A workshop (6) for those in KS4+ on developing an awareness of their VI to help self advocacy in the transition to adulthood</p> <p>6 – understanding your vision impairment 7 assistive technology 8 – self advocacy</p>	<p>Workshop 6: Understanding your vision impairment Part 1: Evidence from the Longitudinal Transitions Study Part 2: 'Understanding your vision impairment' workshop materials Know it, own it Don't bring problems, bring solutions I can, if you... Identity and assumptions</p> <p>Workshop 7: Technology and assistive tools 57 Part 1: Evidence from the Longitudinal Transitions Study 57 Part 2: Technology and assistive tools workshop materials 58 Accessing information 60 Using apps 61 Voice assistants</p> <p>62 Workshop 8: Self-advocacy 62 Part 1: Evidence from the Longitudinal Transitions Study 63 Part 2: Self-advocacy workshop materials 63 Know your needs 64 Know your options 71 Take control 72 Self-advocacy scenarios</p>	<p>RNIB Moving on publication</p>
--	-------------------------	--	--	-----------------------------------

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

Topic	Title	Overview	Sample page	Resource – embedded
Anxiety	The anxiety gremlin for 5-9 year olds	<p>A CBT book for 5-9 year olds</p> <p>This book contains stories, puzzles and activities to help you learn about what anxiety is, why we get anxious, how we think, feel and act when we get anxious and the effects that anxiety can have. It also provides a step-by-step guide to managing your anxiety by starving your Anxiety Gremlin!</p> <p>I hope you find this workbook fun as well as packed with useful ways to get your anxiety under control once and for all!</p> <p>Happy reading and good luck with starving your Anxiety Gremlin!</p>	<p>Learning about feelings is Step 2 in your mission to starve your Anxiety Gremlin!</p> <p>Feelings, Feelings and More Feelings! It is normal for everyone to have lots of different feelings every day, such as feeling excited about a school trip or feeling happy when you win a board game! Another word for feelings is... emotions. Complete the two activities below to learn about some different types of feelings.</p> <p>Feelings or Not Feelings? You Decide! Below is a picture of a girl. Your first task is to colour her in. So have fun colouring! While you were colouring in the girl, did you notice that there are lots of words written all around her? Some of them are feelings and some aren't. Your next task is to colour in those that are feelings. Good luck!</p> 	Starving the anxiety gremlin available to purchase online
	Starving the anxiety gremlin for young people	<p><i>Starving the Anxiety Gremlin</i> provides a cognitive behavioural approach to anxiety management for young people. It is designed for young people to work through on their own or with the support of a parent or a professional, such as a mental health practitioner, teacher, mentor, teaching assistant, social worker, doctor or youth worker. The self-help materials included in this workbook are based on the principles of cognitive behavioural therapy (CBT), but do not constitute a session by session therapeutic programme. However, the materials contained in this workbook can be used as a resource for therapists working with young people.</p> <p>Please note that the My Anxiety Questionnaire in Chapter 4 is a tool for young people to use to explore and get a better understanding of their own anxiety. However, the questionnaire is not designed to be used as a clinical diagnostic tool.</p> <p>Please also note that this workbook should not be considered to be a substitute for professional treatment where required.</p>	<p>41 Starving the Anxiety Gremlin</p> <p>'I worry about things all the time. I can worry about anything. I wish I could stop as it's ruining my life.' (Vicky, 13)</p> <p>'I worry a lot about what other people think of me. I don't like how I look. I think I'm ugly and I worry that other people will laugh at me if I go out to parties.' (Steph, 16)</p> <p>'I can't get thoughts of bad things happening out of my head. I can't say certain numbers as I worry that if I do something bad will happen. And I worry that something bad will happen if I don't have things in a specific order in my bedroom and if I don't get ready for school using the same routine every day.' (Steven, 11)</p> <p>'I feel so sick when I'm anxious that I can't eat. I also find it hard to concentrate in lessons at school if something is worrying me. I worry a lot about problems between my mum and dad at home. I worry that they might get divorced and that it might be my fault as they argue a lot about me.' (Paul, 12)</p>	Starving the anxiety gremlin available to purchase online

ALL ages	KS1	Ks2	Across Primary	KS3+
----------	-----	-----	----------------	------

	<p>Anxiety for teens plan</p>	<p>A plan to help identify the steps that a teen could take to reduce anxiety and achieve their goals.</p> <p>Based on 'the shyness and social anxiety for teens workbook' J Shannon isbn978-1-608820187-7</p>	<p>Small steps to improve key skills Public speaking</p> 	<p>  conversation guide.docx  steps.docx  scenarios.docx  plan.docx  Checklist 1.docx — </p>
--	-------------------------------	--	--	--