



Think Right Feel Good

A short course for
promoting well-being in
deaf young people



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We would like to acknowledge the National Deaf Children's Society (NDCS) for its contribution through the Healthy Minds resource (NDCS June 2011) and financial support for the pilot work.

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The support and feedback from professionals and deaf young people involved in the piloting of the course have been particularly appreciated. The pilot courses were delivered by:

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FOREWORD

'I really like it...I wish it could be on every day.'

'It's made me more confident.'

'It was so good and I('ve) never hear(d of) it before.'

'I know I'm not the only one with hearing loss. Gives a chance to meet other people and (find out) how they feel.'

'It was interesting to do fun things and to know more about each other.'

(Course participants)

'I think this is an excellent resource for use with deaf children.'

'The material sits well in Positive Deaf Identity work.'

'We will do further work leading on from this on quite sensitive matters that have arisen.'

'My group just love gathering together.'

(Course facilitators)

These are just a few quotes arising from **Think Right Feel Good** pilot courses for deaf young people aimed at promoting well-being.

The course has been prepared in response to the considerable interest expressed by Teachers of the Deaf in the Guide Dogs' **Think Right Feel Good** course for young people with vision impairment (2011).

The original course was developed by Guide Dogs following its research into the independence and functionality of blind and partially sighted young people in 2008. This highlighted that there was a particular need to promote well-being in young people with vision impairment as they typically did not perform as well as other young people in terms of confidence, independence, initiative, self-esteem, social skills, mobility and social networks.

A review commissioned as part of the UK Government's Foresight Project, Mental Capital and Well-being, (State-of-Science Review: SR-D5. Deafness and Hearing Impairment. Government Office for Science. 2008), similarly concluded that deaf young people are at greater risk in the development of their well-being than their hearing peers, taking account of the implications of deafness for communication, education, employment and identity.

Think Right Feel Good is offered as a resource for education professionals experienced in working with deaf young people. It is intended to contribute to the development of emotional, social and personal competencies and to complement the support that schools provide, for example through the Social and Emotional Aspects of Learning (SEAL) programmes. We would like to stress that the course can only be one element in the wide range of support throughout the school years that is required to promote well-being.

Although **Think Right Feel Good** has been based on the original Guide Dogs' course framework for young people with vision impairment, it has been heavily influenced and enriched by the extensive programme of resources within the NDCS publication 'Healthy Minds' (June 2011).

Since 2009, NDCS has trained more than 2,500 professionals in the UK on the Healthy Minds Resource and Programme to promote good emotional health and well-being when working directly with deaf children and their families. If you would like to find out more about the Healthy Minds Resource and Programme please contact NDCS at 15 Dufferin Street, London, EC1Y 8UR, Telephone: 020 7490 8656 (voice and text).

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INTRODUCTION

(N.B. The terms 'deaf' and 'deafness' have been used throughout the document to refer to all degrees of hearing impairment).

COURSE DEVELOPMENT

The **Think Right Feel Good** sessions and materials provided within this resource have been finalised following pilot evaluation.

The piloting involved six courses, three for young people attending mainstream secondary schools and three for young people in mainstream secondary schools with Resource Bases. 41 students (17 male, 24 female) from Years 7 to 12 (11 to 17 years of age) participated. The hearing loss range of the young people spanned from mild to profound, with one student reported as having an Auditory Processing Disorder.

Feedback from facilitators was reassuringly encouraging and did not call for any major amendments. The young people's comments similarly indicated that they generally valued and enjoyed the course and their overall ratings averaged a very positive 8.1 (on a scale of 1 - 10). The average ratings for each session ranged from 7.9 – 8.5, with all individual student ratings in the range 5 - 10.

INTRODUCTION

COURSE ARRANGEMENTS AND DELIVERY

The following general guidelines are offered in making programme arrangements and delivering the course:

- The programme has been designed for secondary-aged deaf young people of mainstream ability. However, as in the case of the original course for young people with vision impairment, it is probably most suited to teenage students.
- It is suggested that groups are run with 6 – 10 deaf young people (although one of the pilot courses was successfully delivered to a group of only four students).
- Course facilitators should have appropriate knowledge and expertise in working with deaf young people and be comfortable in providing an open and participatory approach (ref. Appendix 1: Minimum Competencies and Expectations of Facilitators).
- It should be ensured that there are sufficient facilitators to cover and support the range of activities involved within each session.
- Facilitators should be aware of the communication needs of all the deaf young people in the group before the start of the first session and make sure adequate support is provided.
- A pre-meeting should be held with any communication support workers, learning support assistants or interpreters to provide them with the opportunity to read through notes and to clarify their roles and responsibilities within the course.
- All facilitators will be expected to have completed medical and risk assessment forms in accord with local practice.
- It is beneficial to include a deaf role model(s) where possible within the facilitators' group.
- At least one facilitator should remain the same throughout the duration of the course; continuity of facilitators through the sessions is recommended.
- Although parents/caregivers do not participate in the programme sessions, their consent needs to be sought and received. Support should be available to meet their communication needs. Parent/caregiver involvement in the arrangements is important and there are potential benefits from parents/caregivers having the opportunity to meet each other.
- Whilst the final version of the programme retains the three-session structure, it has the flexibility to be delivered over an extended number of shorter sessions. This would, for example, permit a school

operating a resource base for deaf pupils to deliver the programme more easily during school lesson time. Feedback from the pilot courses which were run in resource bases indicated that six one-hour sessions proved an effective arrangement.

- Although the course has been carefully structured, it is not intended to be rigidly scripted. Indeed it is emphasised that facilitators should adapt and personalise their delivery and the materials according to the needs of the young people within the group.
- It will be noted that refreshment/comfort breaks have not been specified within the session programmes. However it is suggested that these arrangements are discussed with the young people at the start of the course in the introduction to Session 1. It is particularly important that appropriate breaks and refreshments are provided where courses are being delivered over three sessions to ensure that the participants' concentration and resources are not over-stretched.
- Throughout the course it is important to make sure that the activities are supported by a wide range of resources, visual prompts and messages to help the young people understand the language and concepts. Facilitators should be aware that some deaf young people may need particular support with emotional vocabulary or with identifying and exploring emotions. For example, when discussing emotions, facilitators could use a box of differently textured items to which the young people could compare emotions or, perhaps, provide a set of photographs/pictures so that the young people could choose the photo/picture which best captures or mirrors their emotion. Such methods should complement the aim of increasing the young people's emotional vocabulary.
- Depending upon the response of the young people to particular activities, facilitators should use their discretion in adding a brief activity to energise or lift the mood of the group. Some suggestions are provided in Appendix 2.

COURSE MATERIALS

Details have been set out session by session within the document, each containing an overview and purpose, programme guidance with approximate timings, handouts and additional facilitators' notes. The facilitators' notes are offered to provide further background information and/or details beyond those offered within the programme guidance, which may be helpful for those delivering the course.

The Appendices include some further resources, which may be of assistance in the overall programme arrangements, e.g. a sample course enrolment letter and consent form for parents/caregivers and young people.

In addition, a CD has been prepared containing PDF and Microsoft Word versions of the course booklet, as well as separate files for the programme guidance, the handouts and the facilitators' notes for each session to facilitate copying.

An electronic copy of the course booklet can be downloaded from the following web sites:

www.guidedogs.org.uk

www.ndcs.org.uk

www.natsip.org.uk

SESSION 1:

**Happy to
be me**

Programme Guidance

Overview and Purpose

- To understand and explore well-being and recognise why it is important.
- To make the link between a healthy mind and a healthy body.
- To learn about and value ourselves.

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
5 minutes	1.1	<p>Introduction</p> <ul style="list-style-type: none"> ■ Welcome the young people to the course and to Session 1. ■ Introduce the facilitators and any visitors who will be helping with Session 1. ■ Outline the purpose of the course i.e. to look at well-being, and what is meant by this, and then to look at what can be done to strengthen or improve well-being. ■ Outline in general terms what the young people will be doing. ■ Discuss refreshment/comfort break arrangements. 	(If available, it is useful to have a large display board on which to put the young people's thoughts and ideas throughout the course)

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
5 minutes	1.2	<p>Warm up activity</p> <ul style="list-style-type: none"> ■ Refer to suggestions in Appendix 2. 	Appendix 2
10 minutes	1.3	<p>Ground rules and communication rules</p> <ul style="list-style-type: none"> ■ Negotiate ground and communication rules that the young people would find helpful on the course and in working together. Record these on a flipchart which should remain displayed for reference/future prompts in this and future sessions. ■ One of the ground rules should be that all attendees take responsibility for their own communication throughout the course. This includes discussing and thinking about their own communication methods, asking if they don't understand something and making sure that they have access to their preferred communication method. Facilitators will nevertheless have to ensure that communication is appropriate and people don't talk/sign over each other for example. ■ Include discussion on confidentiality. ■ Include the agreement of a visual prompt which will be used by facilitators when the attention of the whole group is needed. 	Flipchart: Ground rules and communication rules

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	1.3	<p>Ground rules and communication rules (cont.)</p> <ul style="list-style-type: none"> ■ Introduce the pre-prepared 'Scale - How are you feeling now?' flipchart (ref. Notes 1.1): <ul style="list-style-type: none"> - Explain that this can be used by the young people from time to time during the course to indicate how they feel on a scale of 1 (miserable) to 10 (fantastic). - Demonstrate by placing a 'sticky note' on an appropriate number line for the facilitator on the chart, along with an explanation e.g. "I have placed my 'sticky note' on 6 as I feel excited about the course but a little nervous about how it will go". - Invite the young people to place their 'sticky notes' on the chart according to how they feel (they do not have to offer any explanation on this occasion nor do they have to put their name on the 'sticky note' if they do not wish to do so). Mention that they can change their 'sticky note' placement during the session if they wish. 	<p>Flipchart Notes 1.1: How are you feeling now?</p> <p>Sticky notes</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
15 minutes	1.4	<p>Peer introductions</p> <ul style="list-style-type: none"> ■ As a lead into this activity, the facilitators role play introducing each other by offering three statements about the person they introduce. It is mentioned that they asked each other questions beforehand and agreed on the three introductory statements. ■ Explain to the group that, in a moment, they are going to split into pairs and ask each other questions, sharing information as part of getting to know each other. Each young person will need to agree three statements with their partner which can be used to introduce the partner to the group. ■ Before breaking into pairs it will be helpful to discuss with the group what people normally say when they meet each other, particularly for the first time. It will also be useful to discuss the kind of questions they could ask to find out about their partner e.g. “Do you have any hobbies?”, “What music do you like?”, “Do you have a pet?”. ■ The group then splits into pairs, (if there is an odd number of young people there can be one group of three), who agree the three statements for each other and practise the introductions before returning to the whole group. 	

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	1.4	<p>Peer introductions (cont.)</p> <ul style="list-style-type: none"> Invite the members of each pair to take turns to introduce their partner by name and the three agreed statements. They can ask their partner for a prompt if necessary. N.B. It will be helpful for a facilitator to record the statements for each group member to aid the preparation of the 'People Bingo' cards for Activity 2.2 in Session 2. 	
10 minutes	1.5	<p>Explaining well-being</p> <ul style="list-style-type: none"> Ask the group if anyone can explain what the term 'well-being' means. Record responses on a flipchart. Through discussion and questioning, establish that well-being: <ul style="list-style-type: none"> - is about our 'happiness', 'life satisfaction', 'quality of life'. - has many aspects including how we feel about ourselves, how we feel about others, how we are able to meet the demands of life, our satisfaction with our school and neighbourhood, and our physical health. Ask the group why they think well-being is particularly important. Draw out that it is central to: <ul style="list-style-type: none"> - how confident we feel and how we get on at school (and eventually work). - how we get on in our relationships with friends and family. - how we learn from experience and cope with challenges. 	<p>Flipchart</p> <p>Notes 1.2: Well-being</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
25 minutes	1.6	<p>Healthy body, healthy mind</p> <ul style="list-style-type: none"> ■ Split the group into subgroups and provide each subgroup with some pens/felt-tips and a flipchart with a body outlined on it. ■ Ask the group: “What is a healthy body? What do you need to be healthy?”. After a couple of examples have been volunteered, ask them to write/draw, in their subgroups, all the things a person needs to have a healthy body inside the torso, arms and legs of the body. (N.B. If the young people are having difficulty, ask them to think about things that are unhealthy and draw/write these outside the body. This can help them to think about what the opposite ‘healthy’ thing would be. Also ask what they do to keep healthy). ■ When the subgroups have had sufficient time for the above task, ask the group: “What is a healthy mind? What does your mind need to be healthy?”. Again it will be helpful to obtain a couple of examples from the group before asking them, in their subgroups, to draw/write their answers inside the head. ■ After the subgroups have had sufficient time to complete their answers, take feedback from each of the subgroups, writing/drawing their responses on a flipchart with a body outline visible to the whole group. N.B. Point out that there are no ‘wrong’ answers – e.g. junk/fast food, TV, games console – all good in moderation. 	<p>Pens/felt-tips Flipchart sheets with a body outlined</p> <p>Flipchart sheets with a body outlined</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	1.6	<p>Healthy body, healthy mind (cont.)</p> <ul style="list-style-type: none"> Some answers will most probably appear both in the head and in other parts of the body. Encourage the young people to make this link and ask them: “Is it possible to have a healthy mind if you don’t have a healthy body? If not, why not?”. 	
30 minutes	1.7	<p>Happy to be me</p> <ul style="list-style-type: none"> In the whole group, ask the young people to share positive statements that people might say about each other. An example can be provided. Prompt if needed by saying they can be compliments they have received or compliments they have given to others. Alternatively, to give the young people ideas, they can read out pre-prepared compliment slips drawn from a box. Build on this by giving examples of ways that people can encourage others to acknowledge their strengths by noticing and identifying individual attributes, e.g. “When I first met you I thought that you seemed a really nice person.” Ask the young people to get into pairs and agree two positive statements about each other. Back in the whole group, ask the pairs to share the statements they agreed about each other. Introduce two themes: <ul style="list-style-type: none"> “What do I think of myself?” E.g. “What am I good at? What kind of person am I?”. “What would I hope others think/ feel about me when they meet me?” 	Box of compliment slips (optional)

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	1.7	<p>Happy to be me (cont.)</p> <ul style="list-style-type: none"> ■ Ask the young people to return to their pairs and discuss the two themes and their own good qualities. The aim is to enable them to be confident to share these with the group. ■ After sufficient discussion, ask the young people to return to the whole group and invite them to speak about their special qualities. 	
10 minutes	1.8	<p>Evaluation</p> <ul style="list-style-type: none"> ■ Ask the young people to complete the 'Tell us what you think!' evaluation form for Session 1. This should be carried out individually although they can obtain support from the facilitators/communication support workers as required. They do not have to answer a question if they don't wish to and they do not need to enter their name on the form, which can be placed in a box when they leave. ■ Inform the young people that, once they have completed their forms, they can transfer the overall ratings they gave onto the scaling flipchart using their 'sticky notes'. Ask the group if any members would like to volunteer why they made their chosen score. 	<p>Handout 1.1 Tell us what you think!</p> <p>Pens</p> <p>Flipchart: Scale – How are you feeling now?</p>
Homework		<p>One good thing</p> <ul style="list-style-type: none"> ■ Provide the young people with diary sheet(s) (Handout 1.2) and ask them to write down one good thing that happened to them or that they felt each day between sessions. ■ Ask the group to bring their diary sheet(s) to Session 2. 	<p>Handout 1.2: One good thing – Diary sheet</p>

HANDOUT 1.1

Tell us what you think!

SESSION 1: HAPPY TO BE ME

Please circle how you found the session:

1

2

3

4

5

6

7

8

9

10



1. Did you find the session helpful?

Yes No

Why?

2. Will you do or try out anything because of the session?

Yes No

What?

3. Anything else to add?

One good thing - Diary Sheet

Write down one good thing that happened or that you felt each day between sessions.

Day	One good thing that happened or that you felt
Monday Date:	
Tuesday Date:	
Wednesday Date:	
Thursday Date:	
Friday Date:	
Saturday Date:	
Sunday Date:	

Please remember to bring your diary sheet(s) to Session 2

FACILITATORS' NOTES 1.1

HOW ARE YOU FEELING NOW?

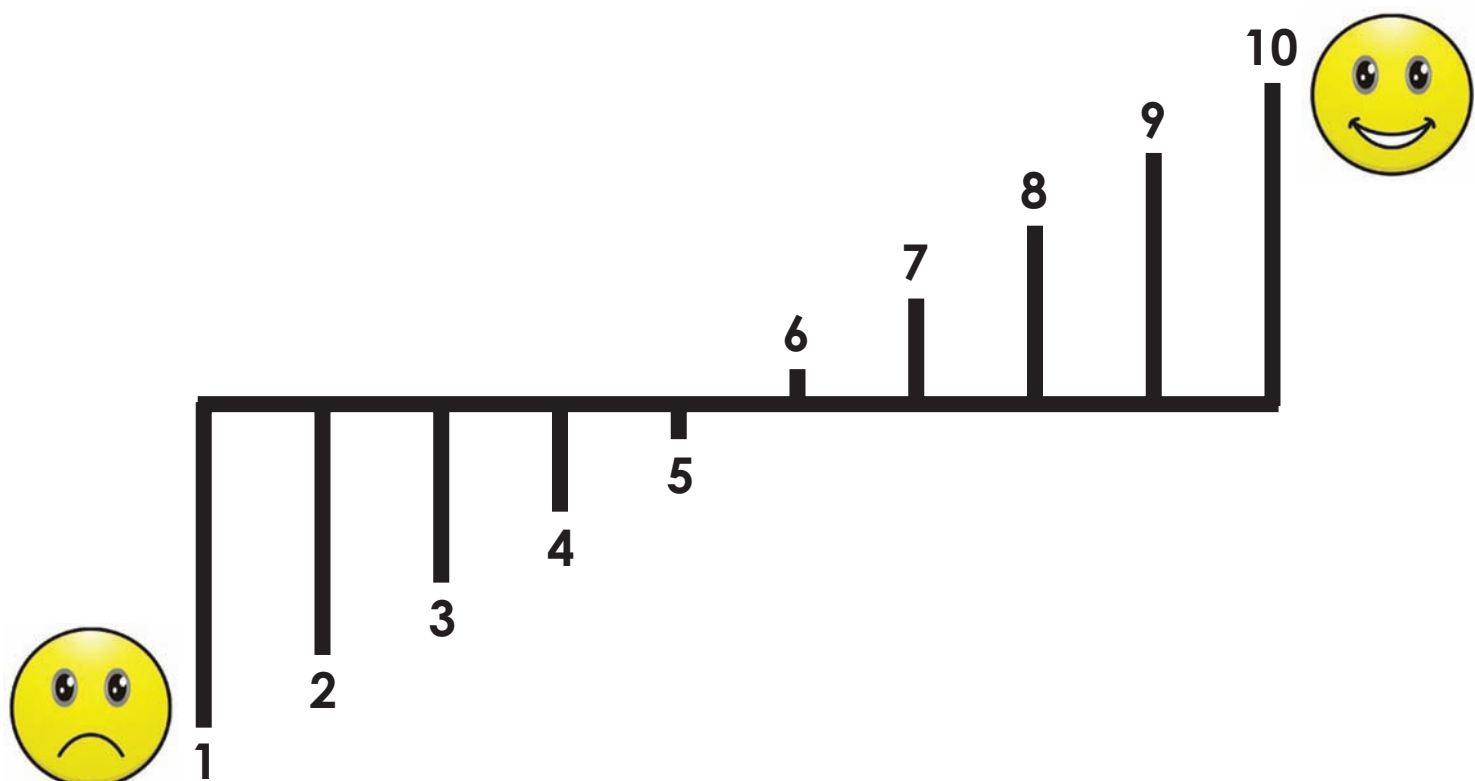
The scale (below), when prepared and displayed on a flipchart, offers a way for course participants to indicate how they are currently feeling on a scale of 1 (miserable) to 10 (fantastic), simply by placing their individually named 'sticky notes' or photographs on their chosen number lines.

It will help if a facilitator can give an initial demonstration, explaining their feelings which led to their scoring. N.B. If the facilitator scores conservatively this will give the young people permission to feel less positive and to show positive change.

The young people can be invited to perform the scaling at particular times, e.g. after an activity or at the end of a session, or indeed at any time of their choosing.

The scaling can provide useful feedback for facilitators and self-monitoring for the young people. Facilitators can extend the activity by asking if any members of the group would like to volunteer why they made their chosen score out of 10. This will enable facilitators to support participants in identifying what exactly their feelings are and what led to these feelings.

SCALE – HOW ARE YOU FEELING NOW?



WELL-BEING

The following notes are offered as background information to provide facilitators with a conceptual framework of what is meant by well-being.

The government think-tank 'Foresight' adopted the following definition in the preparation of its 'Mental Capital and Well-being' report (2008):

'(Well-being).... is a dynamic state in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community. It is enhanced when an individual is able to fulfil their personal and social goals and achieve a sense of purpose in society.'

Whilst this may not be a universally accepted definition of well-being, modern definitions typically encompass 'quality of life', 'happiness' and 'life satisfaction' and there is agreement on two important points:

- **Well-being has many dimensions**, incorporating all those aspects of life that we need to make us happy, including the physical, material and social.
- **Well-being is a positive concept**, that is to say it is not merely the absence of negative aspects of life, such as illness or poverty, but it must also account for the presence of all the things one needs to lead a good life, such as good friendships and self-esteem.

A distinction is sometimes made between **objective** and **subjective** well-being:

- **Objective well-being** refers to objective circumstances such as health, wealth and employment which relate, at least to some extent, to happiness. However, objective circumstances are not enough to explain happiness fully.
- **Subjective well-being** refers to the feelings of happiness or life satisfaction experienced by people, despite their objective circumstances.

DOMAINS AND AREAS OF SUBJECTIVE WELL-BEING

Domain	Area of well-being	Definition
Self	Self-esteem	Confidence
	Emotional well-being	Good mental health
	Resilience	Ability to deal with difficult events
Relationships	Friends	Quality of relationships with peers
	Family	Quality of relationships with family
Environment	School/work	Satisfaction or enjoyment of school/work
	Community	Satisfaction or enjoyment of neighbourhood

N.B. Facilitators' attention is drawn to the fact that the exploration of what is meant by well-being and its importance in the 'Explaining well-being' activity (programme reference 1.5) may touch upon sensitive issues for which they need to be prepared. For instance, some deaf young people may not feel that they have enough positive friendships, especially in mainstream settings, as their hearing peers cannot fully empathise etc. Some wider cultural differences may also be apparent.

SESSION 2:

Answering back

Programme Guidance

Overview and Purpose

- To explore advantages and disadvantages of deafness.
- To develop strategies and confidence in describing their deafness and themselves in a positive way to other people in a variety of situations.

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
5 minutes	2.1	<p>Introduction</p> <ul style="list-style-type: none"> ■ Welcome the young people to the course and to Session 2. ■ Introduce the facilitators and any visitors who will be helping with Session 2. ■ Revisit the ground and communication rules negotiated in Session 1 and check whether there are any amendments that the group would like to make. 	<p>Flipchart: Scale – How are you feeling now?</p> <p>Flipchart: Ground rules & communication rules</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources										
10 minutes	2.2	<p>People Bingo</p> <ul style="list-style-type: none"> ■ This activity serves both as a warm up and a means of facilitating communication between group members. ■ Hand out a bingo sheet to each person. There should be a number of different versions, each version being pre-prepared, with a box for each member of the group, in which a statement is written which relates to that person. It is suggested that the statements from the 'Peer introductions' activity in Session 1 (programme reference 1.4) are used for this purpose. ■ Ask the group to walk around with each person trying to find the group member that matches the description in each bingo box. When they find a match they must then ask the person to sign the relevant box. ■ The game continues until someone has a signature in every box on their bingo sheet. The first person to do this is the winner. ■ Example of a bingo sheet for a group of 10: <table border="1" data-bbox="298 1694 1328 2006"> <tbody> <tr> <td data-bbox="298 1694 506 1850">Watches EastEnders</td> <td data-bbox="506 1694 711 1850">Goes to Deaf Club</td> <td data-bbox="711 1694 915 1850">Has hearing aids</td> <td data-bbox="915 1694 1120 1850">Likes cooking</td> <td data-bbox="1120 1694 1328 1850">Enjoys science fiction films</td> </tr> <tr> <td data-bbox="298 1850 506 2006">Has a cochlear implant</td> <td data-bbox="506 1850 711 2006">Enjoys swimming</td> <td data-bbox="711 1850 915 2006">Owns an MP3 player</td> <td data-bbox="915 1850 1120 2006">Likes doing maths</td> <td data-bbox="1120 1850 1328 2006">Loves eating fairy cakes</td> </tr> </tbody> </table>	Watches EastEnders	Goes to Deaf Club	Has hearing aids	Likes cooking	Enjoys science fiction films	Has a cochlear implant	Enjoys swimming	Owns an MP3 player	Likes doing maths	Loves eating fairy cakes	<p>Pre-prepared set of different bingo sheets</p> <p>Pens</p>
Watches EastEnders	Goes to Deaf Club	Has hearing aids	Likes cooking	Enjoys science fiction films									
Has a cochlear implant	Enjoys swimming	Owns an MP3 player	Likes doing maths	Loves eating fairy cakes									

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
15 minutes	2.3	<p>Feeling good</p> <ul style="list-style-type: none"> ■ Ask the young people to take out their homework (Handout 1.2: One good thing – Diary sheet) and invite feedback from group members on some of the things that happened that made them feel good. ■ Provide each group member with a 'Happy thoughts' sheet (Handout 2.1) and ask them to write or draw all the things that make them feel good – these can be taken from their homework and supplemented with other things that they think of. When they have finished this, ask them to identify and draw a circle around the thing they like the most. ■ Ask the group if anyone wants to share the thing that they like the most and inquire how it makes them feel inside when they think of it. Record their answers on a flipchart. ■ Explain to the group that this 'happy thought' can be used whenever they need it – if they are having a difficult day, if they are feeling stressed or unhappy, they can think about their happy thought and remind themselves of what it is like to feel good. This can help them calm down and feel better again. ■ Ask the group if they have something they can hold or look at for their happy thought. Give them examples such as a holiday photo on their mobile or a picture of their pet. It can be suggested that they may like to create a collage of their 'happy thoughts' in their spare time. 	<p>Handout 1.2: One good thing – Diary sheet</p> <p>Pens/felt-tips Handout 2.1: Happy thoughts</p> <p>Flipchart</p>

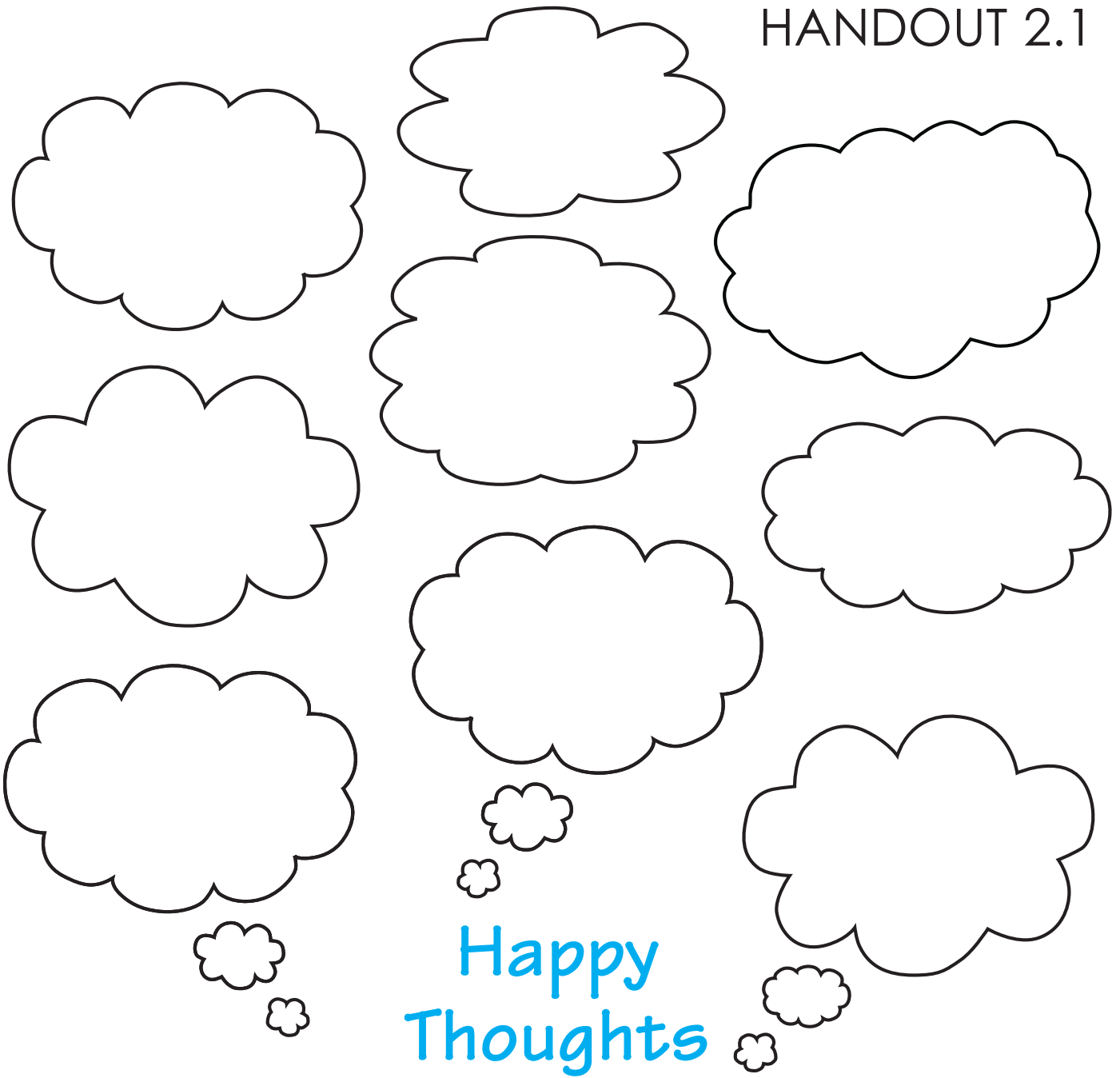
Approx. Timing	Prog. Ref.	Programme Guidance	Resources
15 minutes	2.4	<p>Advantages of deafness</p> <ul style="list-style-type: none"> ■ As a lead into this activity, invite comments from the group about what they think deafness means and what other people think of deafness (ref. Notes 2.1). ■ From the above comments it may appear that there are few if any advantages of being deaf but offer some examples, for instance there can be occasions when the ability to lipread at a distance or switch off sound is really useful. To explore this further, provide the young people with Handout 2.2: 'Advantages of being deaf' and ask them to think individually about the possible advantages, writing down up to four on their sheet. ■ Take feedback from the group and discuss. Record the range of advantages on a flipchart. N.B. This list will be useful to group members when considering how to explain deafness in a positive way to others in activity 2.6: Answering back. 	<p>Notes 2.1: What deafness means</p> <p>Handout 2.2: Advantages of being deaf</p> <p>Pens</p> <p>Flipchart Notes 2.2: Advantages of being deaf</p>
15 minutes	2.5	<p>Disadvantages of deafness</p> <ul style="list-style-type: none"> ■ Ask the group to turn their attention now to the disadvantages of deafness. Encourage the young people to discuss everyday implications of their deafness in pairs and for one of the pair to write down up to four main disadvantages on the Handout 2.3: 'Disadvantages of being deaf' sheet. 	<p>Handout 2.3: Disadvantages of being deaf</p> <p>Pens</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	2.5	<p>Disadvantages of deafness (cont.)</p> <ul style="list-style-type: none"> Take feedback from the group and discuss. Record the range of disadvantages on a flipchart. N.B. This list will be used by group members in Session 3 for problem solving. 	Flipchart Notes 2.3: Disadvantages of being deaf
45 minutes	2.6	<p>Answering back</p> <ul style="list-style-type: none"> Introduce this activity by commenting that it is not unusual for young people to be asked awkward questions about their deafness (this may have already been mentioned in earlier activities). Ask the group if anyone might like to share an awkward question that they have been asked, how they felt and what they said or did. Facilitators can initially role play a typical awkward question/situation to stimulate discussion. Leading on from this discussion, suggest that it will be useful to be prepared in explaining deafness to others. Members of the facilitators' group can then provide a couple of role plays (one brief and one involving a more extended dialogue) to illustrate how deafness may be explained. Explain to the group that they are going to work in pairs to create their own role plays of how they can explain their deafness to others. They should attempt to create both brief and extended role plays with each young person taking turns to provide the prepared answers while the other asks the questions. Encourage them to offer positive explanations – some of the comments from the 'Advantages of 	Facilitators' prepared role plays

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	2.6	<p>Answering back (cont.)</p> <p>being deaf' flipchart (programme reference 2.4) might be helpful in this respect. As a prompt to their planning it might also be useful to get them to think about places where the role play might occur (e.g. a shop, fast food outlet, train or bus station, youth club, school disco) and also who asks them the difficult or awkward questions (e.g. a teacher, a family relation, another young person at a club they have joined, a police officer etc.).</p> <ul style="list-style-type: none"> ■ After the pairs have had sufficient time for their role plays, ask the young people to return to the whole group and inquire if any of the pairings would like to act out one of their scenarios (brief or extended) for the rest of the group. ■ Round off the activity with discussion on the young people's views around putting the rehearsed answers into practice. 	<p>Flipchart Advantages of being deaf</p>
10 minutes	2.7	<p>Evaluation</p> <ul style="list-style-type: none"> ■ Ask the young people to complete the 'Tell us what you think!' evaluation form for Session 2. This should be carried out individually although they can obtain support from the facilitators/ communication support workers as required. They do not have to answer a question if they don't wish to and they do not need to enter their name on the form, which can be placed in a box when they leave. 	<p>Handout 2.4: Tell us what you think! Pens</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	2.7	<p>Evaluation (cont.)</p> <ul style="list-style-type: none"> Inform the young people that, once they have completed their forms, they can transfer the overall ratings they gave onto the scaling flipchart using their 'sticky notes'. Ask the group if any members would like to volunteer why they made their chosen score. 	<p>Flipchart Scale – How are you feeling now?</p>
<p>Homework</p>		<p>Good and difficult experiences</p> <ul style="list-style-type: none"> Provide the young people with Handout 2.5 and ask them to write down a really good experience and a really difficult or challenging experience that they have between this session and the next and also to describe the feelings that they had about these experiences. Ask the group to bring their homework sheets to Session 3. 	<p>Handout 2.5: Good and difficult experiences</p>

HANDOUT 2.1





Advantages of being deaf

Write down four advantages

1.

2.

3.

4.



Disadvantages of being deaf

Write down four disadvantages

1.

2.

3.

4.

Tell us what you think!

SESSION 2: ANSWERING BACK

Please circle how you found the session:



1. Did you find the session helpful?

Yes No

Why?

2. Will you do or try out anything because of the session?

Yes No

What?

3. Anything else to add?

Good and difficult experiences

Write down something that happened that was really good.



How did you feel?

Write down something that happened that was really difficult.



How did you feel?

Please remember to bring this sheet with you to Session 3

FACILITATORS' NOTES 2.1

WHAT DEAFNESS MEANS

Deaf young people may come across definitions of deafness through the media, professionals and family. It is important that they have an opportunity to explore what they think these mean and it is also useful for them to find out about ways that people become deaf and the different levels of deafness.

Some of the comments from the group may include:

- Unable to hear
- Disabled
- Hearing difficulties
- Hearing problems
- Need support
- Oral deaf
- Sign language user
- Need to lipread
- People think we are slow
- People think we are hard work
- People don't know how to communicate
- People think deaf means we use sign language
- People think hearing aids solve the problem

Some deaf young people are familiar with the concept of the Deaf Community. Some deaf people view their deafness as a linguistic and cultural minority, sharing a common bond through history and having their own culture and their own language in a similar way to other linguistic communities. As with any community there are social networks, events, etc. People who regard themselves as part of this community are often referred to as deaf with a capital 'D'.

ADVANTAGES OF BEING DEAF

Some of the most common themes in the young people's responses are likely to include:

- Can't hear mum yelling for me to wake up for school
- I get more treats from aunts and uncles than my sister or brother
- Sometimes I daydream in class and pretend that I was really listening but didn't pick it up and it's OK to ask them to repeat
- If my mum nags – I switch off my hearing aids
- I can lipread friends in discos, whereas everyone else has to shout and give up on conversations
- I get extra time in exams
- I always go to really great places with the Deaf Club; my friends are bored at weekends
- I'm good at reading body language and can work out when my friend is in a bad mood before she says anything
- Everyone knows who you are and people are friendly to me
- I sleep really well; nothing wakes me, not even thunder or anything!

DISADVANTAGES OF BEING DEAF

Some of the most common responses are likely to include:

- It can be hard work to communicate with people
- It is difficult to make friends
- I miss what people say and they don't like repeating
- I can't go to my local cinema because the films don't have subtitles
- I can't hear the fire alarm
- People think deaf people are stupid

SESSION 3:

**Think right
and feel
good**

Programme Guidance

Overview and Purpose

- To promote positive experiences.
- To develop strategies for coping with challenges and the feelings that arise from them.

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
5 minutes	3.1	Introduction <ul style="list-style-type: none"> ■ Welcome the group to Session 3. ■ Introduce the facilitators and visitors who will be helping with Session 3. ■ Remind the group of the ground and communication rules. 	Flipchart: Scale – How are you feeling now? Flipchart: Ground rules & communication rules
5 minutes	3.2	Warm up activity <ul style="list-style-type: none"> ■ Refer to suggestions in Appendix 2. 	Appendix 2

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
25 minutes	3.3	<p>Stop and think! Making good things happen more often</p> <ul style="list-style-type: none"> ■ Introduce the activity by commenting: “Wouldn’t life be great if you could make good things happen more often?” Mention that in this activity some simple steps will be provided which can help them to do this. ■ First of all, ask the young people to take out their homework sheet ‘Good and difficult experiences’ (Handout 2.5). Ask if anyone wishes to volunteer the really good experience that they recorded and how they felt at the time. Take the responses from all those that volunteer. ■ Introduce the ‘Stop and think!’ approach as a way of making good experiences happen more often. Describe the four steps which can be displayed on a flipchart: <ul style="list-style-type: none"> Experience – focus on something that happened that was really good Feelings – find the words for how you felt at the time Thinking – calmly figure out what you can do to repeat the experience Action – plan what to do next time <p>Illustrate the approach by applying it to one of the young people’s homework examples and/or one that the facilitator has prepared.</p>	<p>Handout 2.5: Good and difficult experiences</p> <p>Flipchart</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	3.3	<p>Stop and think! Making good things happen more often (cont.)</p> <ul style="list-style-type: none"> ■ Provide the young people with Handout 3.1, the blank framework of the four steps for good experiences, and inform them that it is often useful to write things down to help their thinking. Ask them to try out the 'Stop and think!' approach on their homework example or another good experience of their own choosing (support to be offered to individuals as appropriate). When the young people have had the opportunity to try out the approach, take comments from the group about how they found this strategy along with volunteered examples of their steps. 	<p>Handout 3.1: Stop and think! Good experiences</p> <p>Pens</p>
25 minutes	3.4	<p>Stop and think! Coping with challenges</p> <ul style="list-style-type: none"> ■ Introduce this activity by commenting that attention will now turn to difficult experiences and how to cope with challenges. ■ Ask the young people to revisit their homework sheet (Handout 2.5) 'Good and difficult experiences' and invite volunteers to talk about their really difficult or challenging experience and how they felt about it. ■ Display the flipchart of 'Disadvantages of deafness' from Session 2 (programme reference 2.5) and remind the young people of the challenges listed. 	<p>Handout 2.5: Good and difficult experiences</p> <p>Flipchart: Disadvantages of deafness</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
	3.4	<p>Stop and think! Coping with challenges (cont.)</p> <ul style="list-style-type: none"> ■ Inform the group that the ‘Stop and think!’ approach can also be applied to difficult experiences and challenges – this time thinking of how to manage them better or avoid them in the future. Demonstrate the approach by applying it to one of the young people’s homework examples or a difficult experience/challenge of the facilitator’s choosing. N.B. Point out that identifying the feelings helps them to deal with them so that when they move to the ‘Thinking’ step they can do this calmly and rationally. ■ Provide the young people with Handout 3.2, the blank framework of the four steps for difficult experiences, and, working in pairs this time, ask them to select a challenge from the ‘Disadvantages of deafness’ list or their homework and apply the ‘Stop and think!’ approach (support to be offered to the pairs as appropriate). ■ If there is time, pairs can problem solve a second challenge. ■ When the young people have had the opportunity to apply the approach, take comments from the group about how they found this strategy for problem solving challenging situations along with volunteered examples of their steps. (For information, Notes 3.1 refer to some examples of suggested solutions to the disadvantages of being deaf listed in Notes 2.3 from Session 2). 	<p>Handout 3.2: Stop and think! Difficult experiences</p> <p>Pens</p> <p>Notes 3.1: Solutions to disadvantages</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
15 minutes	3.5	<p>Managing strong emotions</p> <ul style="list-style-type: none"> ■ Following on from the last activity, comment on how the difficult/ challenging experiences clearly gave rise to some strong emotions, citing some of the examples that were volunteered. ■ Ask the group if anyone would like to share an experience when they were overtaken by an emotion, a time when their emotions took control. Lead the volunteer through the following questions displayed on a flipchart: <ul style="list-style-type: none"> - Can you describe the situation? - What emotion did you feel? - What was the outcome or result? - What outcome or result would you have preferred? - What would you have needed to do differently? <p>N.B. If there is no volunteer, one of the other facilitators can offer an example - e.g. road rage - or the facilitators can role play a realistic but made up scenario that the group can relate to without having to compromise themselves.</p> ■ Highlight that if we recognise our feelings we can then make sense of them and have control over the feelings and how we respond. ■ Group discussion can then turn to how they deal with strong emotions. Encourage discussion on different approaches that they have found useful e.g. what helps them when they feel angry/sad. ■ Some strategies that can be introduced are referred to in Notes 3.2. 	<p>Notes 3.2: Managing strong emotions</p> <p>Flipchart: Being overtaken by an emotion</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
10 minutes	3.6	<p>Quiz</p> <ul style="list-style-type: none"> ■ Introduce the 'true or false' quiz by reassuring the young people that it is not a test but it should offer some interesting points to think about and discuss. ■ Provide each young person with Handout 3.3 and ask them to write down their answers against each statement. 'Yes' and 'No' answers will be ok but they can give explanations if they wish. ■ When everyone has finished, run through the quiz statements, taking and discussing the young people's answers and explanations. 	<p>Handout 3.3: Quiz (true or false)</p> <p>Pens</p> <p>Notes 3.3: Quiz answers</p>
10 minutes	3.7	<p>Celebrating differences</p> <ul style="list-style-type: none"> ■ Provide a batch of 'sticky notes' to every member of the group. Ask each of the young people to write down a brief comment about each of the other course members on a separate 'sticky note', headed with the name of the young person to whom the comment applies. The comments should be something that they like about the group member – a particular quality or characteristic, a useful contribution they made etc. Facilitators may wish to add their 'sticky note' comments. ■ Once a group member has completed all the comments, s/he sticks them onto A4 sheets, each headed with a different course member's name, which have been spread out on tables or perhaps pinned to a notice board. ■ Each young person then collects and reflects on his or her sheet of collated comments. 	<p>Sticky notes</p> <p>Pens</p> <p>A4 sheets, one for each young person, headed with their name.</p>

Approx. Timing	Prog. Ref.	Programme Guidance	Resources
10 minutes	3.8	<p>Evaluation</p> <ul style="list-style-type: none"> ■ Ask the young people to complete the 'Tell us what you think!' evaluation form for Session 3. This should be carried out individually although they can obtain support from the facilitators/ communication support workers as required. They do not have to answer a question if they don't wish to and they do not need to enter their name on the form, which can be placed in a box when they leave. ■ Once the young people have completed their forms, ask them to give their ratings for the whole course on the scaling flipchart using their 'sticky notes'. Ask the group if any members would like to volunteer why they made their chosen score. 	<p>Handout 3.4: Tell us what you think!</p> <p>Pens</p> <p>Flipchart: Scale – How are you feeling now?</p>
5 minutes	3.9	<p>Presentation of certificates</p> <ul style="list-style-type: none"> ■ Present each young person with his or her course certificate. 	<p>Handout 3.5: Course certificate (individually inscribed)</p>

HANDOUT 3.1

Stop and think! *Good experiences*

EXPERIENCE – A good experience that happened

FEELINGS – Find the words for how you felt

THINKING – Calmly figure out what you can do to repeat the experience

ACTION – Plan what to do next time

Stop and think! Bad experiences

EXPERIENCE – A difficult experience or challenging situation

FEELINGS – Find the words for how you felt

THINKING – Calmly figure out what you can do to avoid or manage the experience better in the future

ACTION – Plan what to do next time

Quiz (true or false)

1. All deaf people have mental health problems.
2. Being deaf can be hard work.
3. It's OK to keep secrets.
4. A support person can help you talk through worries.
5. It's OK to feel angry but it's not OK to hit out.
6. My emotions can be controlled by me.
7. A healthy mind means a healthy body.
8. When I have a bad day, I should hide away.
9. People will laugh at me if I tell them my problems.
10. I can help others by listening and respecting their views.

Tell us what you think!

SESSION 3: THINK RIGHT AND FEEL GOOD

Please circle how you found the session:



1. Did you find the session helpful?

Yes No

Why?

2. Will you do or try out anything because of the session?

Yes No

What?

3. Anything else to add?

Think Right Feel Good



Awarded to:

Date:



FACILITATORS' NOTES 3.1

SOLUTIONS TO DISADVANTAGES

Some examples of solutions to commonly reported disadvantages of being deaf (ref. Notes 2.3) include:

■ It can be hard work to communicate with people

What can you do to make it easier? Tell people, ask them to speak slower, rephrase. Use gestures, have a pen handy.

■ It is difficult to make friends

It is difficult for everyone, deaf or not. Join clubs, take the plunge and speak more to people. Find a common interest and start a conversation.

■ I miss what people say and they don't like repeating

Explain about your deafness and point out ways to avoid repeating – such as speaking more clearly and giving you time to join in.

■ I can't go to my local cinema because the films don't have subtitles

Find out where the subtitled films are in cinemas; ask the manager to think about having subtitles. Read as much information about the films as possible before you go. Wait for the DVD to come out.

■ I can't hear the fire alarm

Ask someone to alert you. Wear a pager system which vibrates.

■ People think deaf people are stupid

Challenge them!

MANAGING STRONG EMOTIONS

It is important to recognise our feelings in order to make sense of them and have control over how we respond or react. If we don't acknowledge our feelings we are more likely to be overwhelmed by them and react without due care or thought e.g. failing to recognise we are angry and the reason(s) for the anger may lead to an explosion of rage.

It is also important to understand that we feel a range of emotions and that there isn't an emotion felt that is wrong. However, if we do something wrong, e.g. hitting out, because of how we feel, then the action might be wrong.

Opportunities should be given for discussions on uncomfortable emotions and how to handle them. Group discussions involving sharing experiences and ideas on handling uncomfortable emotions usually work well. For example – feeling sad, how do the young people handle this? Is there anything they could do differently next time they feel sad?

Some strategies that are often found helpful in managing strong emotions include:

- Deep breathing; muscle relaxation exercises; having a nice warm bath (these counter the shallow breathing and tensed muscles that can accompany anxiety and stress).
- Going for a walk or other exercise (activity responds to our body's preparation to fight or take flight when we are angry or fearful).
- Happy thoughts (feeling happy releases good mood chemicals).
- Talking to a friend or someone who is understanding; hugs.
- Counting slowly to 10 before doing or saying anything.

N.B. The need to involve and refer to health and mental health professionals should be recognised if a young person is experiencing significant and ongoing mental health issues.

Quiz answers

1. All deaf people have mental health problems.

No. Deafness does not cause mental health problems. But because of the deafness certain situations can cause feelings of stress and isolation, thus creating mental health problems.

2. Being deaf can be hard work.

Yes. It can be hard work but, using the coping strategies we've covered in the course, we can say "No, it isn't hard work!"

3. It's OK to keep secrets.

No. Not if it affects someone's mental or physical health. Also, for safeguarding reasons, secrets shouldn't be kept.

4. A support person can help you talk through worries.

Yes. We all need support sometimes, even adults.

5. It's OK to feel angry but it's not OK to hit out.

Yes. We can differentiate between having a feeling and how we behave in response to that feeling.

6. My emotions can be controlled by me.

Yes. For example by using happy thoughts.

7. A healthy mind means a healthy body.

Yes. Feeling happy releases good mood chemicals, helping us to be sociable, eat well and generally look after our bodies well.

8. When I have a bad day, I should hide away.

No. Always talk to someone – don't let your problems become big mountains.

9. People will laugh at me if I tell them my problems.

No. Someone will always listen; those who laugh are afraid themselves.

10. I can help others by listening and respecting their views.

Yes. Being a good friend to others means you value them and yourself.

Appendices

MINIMUM COMPETENCIES AND EXPECTATIONS OF FACILITATORS

INTRODUCTION

Children who are emotionally competent are at an advantage. They can manage their own feelings well and recognise and respond effectively to the feelings of others. They are more likely to lead happy and productive lives and to master the habits of mind that will assure them personal and career success as adults. (NDCS Healthy Minds, June 2011).

The **Think Right Feel Good** programme for deaf young people is designed to explore and develop an understanding of well-being.

Programme facilitators will need an understanding of deafness and the impact that it might have on young people. They will also need to understand about well-being and have skills in working empathetically with young people as they explore their feelings. A detailed specification of the minimum competencies and expectations of facilitators is set out below.

MINIMUM COMPETENCIES AND EXPECTATIONS OF FACILITATORS

- 1 Relationships with children and young people and their families:**
 - 1.1 establish fair, respectful, trusting, supportive and constructive relationships with deaf young people and their families.
 - 1.2 possess the analytical, interpersonal and organisational skills necessary to work in a delivery role within the programme.
- 2 Professional knowledge and understanding of working with deaf young people and their families:**
 - 2.1 recognise the rights and expectations of the parents/carers of deaf young people and know how to involve them in raising their young people's achievement and improving their well-being.
 - 2.2 understand how voluntary and advocacy agencies can help deaf young people and their parents/carers to make a full contribution to decisions about education and care.
 - 2.3 have a working knowledge of emotional support available locally to deaf young people and families.
- 3 Specialist knowledge and understanding terminology:**
 - 3.1 understand the terminology used in developing emotional resilience and well-being and involve specialist colleagues if needed.

APPENDIX 1 (cont.)

The hearing system

- 3.2 have a working knowledge of the implications of the pathology and treatment of deafness.
- 3.3 know the theory and application of current practice and protocols in deafness.
- 3.4 know the importance of assessing how deaf learners will process information.

Impact of hearing loss

- 3.5 understand the impact of all degrees of deafness and know ways to support young people through difficulties.
- 3.6 recognise the need to involve and refer to health and mental health professionals when challenged by strong emotions.

Promoting positive behaviour

- 3.7 understand that the behaviour of other people, language and the physical and social environment can have a strong influence on emotional and behavioural responses.
- 3.8 demonstrate how to build positive relationships with deaf young people and others.
- 3.9 understand how positive relationships can promote good behaviour and self-esteem.
- 3.10 know how to rebuild damaged emotional relationships.
- 3.11 understand when more complex situations might need specific interventions from another professional.

Achievement and diversity

- 3.12 understand issues of stereotyping and equal opportunities as they apply to deaf young people.
- 3.13 know how to encourage and support deaf learners to be as independent as possible.

Health and well-being

- 3.14 understand that some deaf young people take longer to mature linguistically, socially and emotionally than their peers.
- 3.15 understand the impact of long-standing or progressive hearing loss on the emotions, learning, behaviour and quality of life of deaf young people and on their families.
- 3.16 know how to help enable deaf young people to make full use of opportunities to make friends and enjoy leisure pursuits.

4 Professional skills

4.1 *Facilitator skills*

- ✓ Attention/active listening.
- ✓ Prompting and exploration.
- ✓ Empathic responding.
- ✓ Summarising.

4.2 *Facilitator qualities*

- ✓ Respect.
- ✓ Empathy.
- ✓ Genuineness.
- ✓ Humility.
- ✓ Quiet enthusiasm.
- ✓ Personal integrity.
- ✓ Technical knowledge.

WARM UP/ENERGISER ACTIVITIES

The following are examples of warm up/energiser activities that can be employed at the start of sessions or after hard activities as appropriate:

1 Title: Action Line

Time: 6 minutes

Aim: This is a fun activity to do, with many different aims – it highlights the importance of effective communication and how easily we can mis-communicate a message.

Instructions: Ask the group to stand in a line, all facing one direction, looking at the person's back in front of them. Explain that you will begin the game by going to the back of the line and tapping the person on the shoulder. Only that person should turn around to watch you perform the action. Once they have seen the action, they then need to tap the next person who will watch them doing the action as exactly as possible. This should continue until the end of the line. Once the last person has been shown the action, the last person needs to show the whole group – see how the last action differs from the first person's action.

Examples of actions:

- Washing a car
- Washing an elephant
- Chopping up vegetables
- Throwing a ball

2 Title: Fruit Salad

Time: 10 minutes

Aim: A simple game to re-energise the group.

Instructions: The group sits in a circle and you name them all individually as one of four groups – e.g. apple, orange, pear, banana. One person stands in the middle and calls the name of one of the fruits. If you shout “apple!” then all the ‘apples’ change places, or if you shout “banana!” all the ‘bananas’ move. The caller (left in the middle because they didn't manage to grab a seat in the scramble) can also shout “fruit salad!” at which everyone changes places. This game can also be played using different types of cars, chocolates, countries, etc.

APPENDIX 2 (cont.)

3 Title: Freezer Wink

Time: 10 minutes

Aim: A good activity for energising people but also using guesswork skills to find out who the 'freezer' is.

Instructions: Sit in a circle with eyes closed. The leader walks behind the circle and nominates a 'freezer' by touching someone on the head. Group members open their eyes and now start to move randomly around the room. The freezer now tries to 'freeze' others in the circle by winking at them. The victims must 'freeze' five seconds after being winked at by standing still like an ice statue. Group members must guess who the freezer is. Anyone who guesses wrongly must 'freeze'.

4 Title: Elephant Game

Time: 5 minutes

Aim: Fun activity, ice-breaker

Instructions: Gather the group in a circle. One person points to any other person in the circle. The person who has been pointed to quickly makes the position of the elephant's trunk by placing their hands in front of their own face. Then the two people either side of the trunk person have to quickly place one of their hands to form the position of the elephant's ear. The person who is the trunk then points to another person in the circle. This person then becomes the trunk and those beside quickly become the ears and so on. As an extra, those who are the slowest with their movements can be 'out'.

5 Title: Action Name

Time: 5 minutes

Aim: Fun activity for introductions and memorising names of group members.

Instructions: Gather the group together in a circle. Each member gets a turn to announce his or her name and a corresponding action. The action must begin with the same alphabetic letter as the first letter of each name. For example, "my name is Jack and I like jumping". The person announcing the action must usually do the action.

As an extra, once all the young people have performed their action names, go round again and have the group memorise one another so after the first person starts, the second one has to say : "This is..... and they like..... (with action) and my name is..... and I like..... (with action)." This is repeated around the circle.

COURSE ENROLMENT LETTER AND CONSENT FORM FOR PARENTS/CAREGIVERS AND YOUNG PEOPLE

(N.B. Support may be required to ensure the communication needs of parents/caregivers/young people are met.)

Course Enrolment letter

Dear *(name of parents/caregivers and young person)*,

Think Right Feel Good: Promoting Young People's Well-being

We hope that you will be interested in a course that we shall be running for deaf young people.

The **Think Right Feel Good** course was originally published by Guide Dogs for young people with vision impairment with the aim of contributing to their well-being.

Encouraging well-being is important as young people who are confident and feel good about themselves are likely to achieve higher grades in school and have the skills to make friends more easily.

In response to the considerable interest expressed by Teachers of the Deaf, a version of **Think Right Feel Good** for deaf young people has now been prepared through collaboration between Guide Dogs, the National Deaf Children's Society and the National Sensory Impairment Partnership.

We intend to run the course with a group of 6 –10 deaf young people, at *(insert venue)*, on *(insert dates and times)*. Refreshments will be provided.

If *(name of young person)* would like to join the course, please complete and return the attached Consent Form. Their school will be advised of *(name of young person)*'s involvement in the course should s/he choose to enrol.

If you would like more information at this stage, please don't hesitate to contact: *(name and contact details)*.

APPENDIX 3 (cont.)

Consent Form

(Please complete and return to the address below)

I give consent for the young person in my care to take part in the **Think Right Feel Good** course.

Name of Young Person: _____

Signature of Parent/Caregiver: _____

Print Name: _____

Contact phone number/address: _____

Date: _____

Please return the completed form by (date) to:

CONFIRMATION OF PLACE ON THE COURSE

(N.B. Support may be required to ensure the communication needs of parents/caregivers/young people are met.)

Confirmation of place letter

Dear *(name of parents/caregivers and young person)*,

Think Right Feel Good: Promoting Young People's Well-being

We are pleased to confirm that *(name of young person)* has been offered a place on the **Think Right Feel Good** course.

The course will be held at *(insert venue)*, on *(insert dates and times)*. There will be a break in each of the sessions and refreshments will be available.

(Insert details of the arrangements for parents/caregivers during the delivery of the sessions as appropriate).

Please do get in touch if there are any difficulties over these arrangements or if you have any queries.

We look forward to seeing you.

Yours sincerely,

COURSE EVALUATION

Purpose

There are two main reasons for carrying out course evaluation:

- To determine the impact of the course.
- To inform further development/future practice.

Evaluation of the sessions by young people

The young people's evaluation form 'Tell us what you think!' can be handed out to each young person for completion at the end of each session.

It should be explained that the purpose is to get their honest views on how they found the session and that this will be helpful in preparing for future courses.

Mention that you would like them to answer on their own but that they can of course ask for help from one of the facilitators. They need not answer a question if they don't want to.

Tell them they can extend their answers on the back of the form if they wish.

Finally, inform the young people that they do not need to put their names on the forms which they can place in a box when they leave the room.

Evaluation of the sessions by facilitators

The Facilitators' Evaluation Form provides the opportunity for the facilitators to identify what worked well and what improvements, if any, could be made in each session for future reference. The form can be completed individually or through discussion between the facilitators after the end of a session, whichever is preferred.

Evaluation of the course by parents/caregivers

The Parents'/Caregivers' Evaluation Form allows parents/caregivers to offer feedback on any perceived benefits for their children arising from the course. It is suggested that the form be sent to parents/caregivers a few weeks after the end of the course.


Tell us what you think!

WORKSHOP (please tick as appropriate)

Session 1 Session 2 Session 3

Please circle how you found the session:

1 2 3 4 5 6 7 8 9 10

1. Did you find the session helpful?

Yes No

Why?

2. Will you do or try out anything because of the session?

Yes No

What?

3. Anything else to add?

APPENDIX 5 (cont.)

FACILITATORS' EVALUATION FORM

Please tick as appropriate

Session 1

Session 2

Session 3

What worked well?

Were any issues or problems identified and, if so, what changes would you suggest for this session in the future?

Do you have any other suggestions for improving this session?

APPENDIX 5 (cont.)

PARENTS' /CAREGIVERS' EVALUATION FORM

Following the completion of the **Think Right Feel Good** course, we are interested to find out from the parents/caregivers of the young people who participated if there have been any benefits arising from the course. Any constructive comments will be welcomed and will be helpful in considering future courses. Please continue answers on the back of the form if you wish. The form can be returned anonymously.

If you are aware of any benefits for your child arising from the course, can you say in what way you think your child benefited and, where possible, give any examples?

As a result of the course, were there any positive impacts on the family (if so please give any examples)?

Is there anything else you would like to say about the course or its arrangements?

Many thanks for your help, please return to:

CD CONTENTS

- Course booklet (PDF)
- Course booklet (WORD)
- Session 1: Programme Guidance (WORD)
- Session 1: Handouts (WORD)
- Session 1: Facilitators' Notes (WORD)
- Session 2: Programme Guidance (WORD)
- Session 2: Handouts (WORD)
- Session 2: Facilitators' Notes (WORD)
- Session 3: Programme Guidance (WORD)
- Session 3: Handouts (WORD)
- Session 3: Facilitators' Notes (WORD)

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