

Skeleton for a scheme of work for Thinking Cards

Rationale:

The thinking behind the following sequence of lessons and activities is that young people benefit most when the cards are first explained to them and then revisited regularly in brief exercises or activities over two terms of PSHE lessons. The A3 posters should be printed off and displayed in the room.

The idea is that in week one and two the class have the cards explained to them in detail using the PowerPoints and then every two weeks they have a starter activity of just ten minutes or so in which they revisit the cards for an activity. The list of lessons and activities are below. You can also print the A3 posters if you don't have enough packs of cards.

Weeks One and Two

Two PSHE Full Lessons: The two PowerPoints on Helpful and Unhelpful Thinking Cards are gone through with the class in weeks one and two.

Week Four

PSHE Lesson Starter: read through the scenarios at the end of this document and see if pupils can match the cards to the scenario.

Week Six

PSHE Lesson Starter: students discuss which positive thinking cards they would benefit from using with a chosen partner and set up a buddy system with their partner to check in regularly to see if they are using those ideas.

Week Eight

PSHE Lesson Starter: class discussion of figure in literature and which cards might apply to that figure e.g. Lady Macbeth, Romeo, Scrooge, Harry Potter etc..

Week Ten

PSHE Lesson Starter: discuss a figure in the public eye and which cards might apply to them e.g. Donald Trump

Week Twelve

PSHE Lesson Starter: without saying who it actually is, students select the cards which apply to a person they know outside of school and briefly feedback (without naming the person) to the class

Week Fourteen

Lesson Starter: students identify which cards would have applied to them at point when they were younger, and feedback to class

Week Sixteen

Lesson Starter: which cards would students create to add to the pack

Week Eighteen

Lesson Starter: what cards would students tell a child of their own (if they have one in the future) were the most important in life.

Week Twenty

Lesson Starter: you're going to a party on your own. You're going to meet people you don't know, which cards would matter most in that situation?

Week Twenty Two

PSHE Lesson Starter: Class discussion, what have we got from the cards, how useful are they, how might you use them in school. e.g. when approaching exams

Thinking Cards Scenarios

Instructions for the Teacher:

Read each scenarios and see which cards the pupils would associate with each scenario. A suggested card is given above each scenario but in scenario more than one card may apply.

Mind reading

John could see she was sad. He knew she didn't want to be stood there talking to him it was plain for anyone to see.

Jumping to conclusions

She had been waiting for his phone call now for more than an hour. He hadn't phoned her when he had promised too. He was seeing someone else. The idea popped into her head and she knew it was true, it was the only possible explanation.

Stuck in the Future

He wanted to plan a party for his birthday but what was the point. He knew that it would be a wasted effort; nobody would want to come.

All or Nothing/Generalizing

It was ruined. The dress that she had bought specially for the evening had been caught on a nail sticking out from a fence she had walked past. She looked down and could see the trailing thread. Everyone would notice. And now the whole evening was spoiled. She would feel embarrassed and stupid. She lost all desire to go and wanted to turn round and walk back home. She could feel the tears welling up in her eyes.

Blame Me

Mum was crying. Her work had asked her to do longer hours and they weren't going to give her any more money. Inside he knew that he should be older. If he were older then he could get a job and bring home some money then Mum wouldn't be crying; in a way her new it was his fault that he couldn't do more to help her.

Nothing Can Change

I was talking to my friends and badly wanted to tell them about something funny which had happened to me on the way to meeting them. I was ringing myself in knots inside trying to sum up the courage to say what had happened. I should be able to do this kind of thing really easily. Other people were really funny and I knew I should be. I knew that being funny was something I couldn't do. It made me upset to think that other people could be funny but I couldn't - I really wanted to be popular.

Kick/keep

She was only saying to try and make me feel better. I know I've got a funny nose and my ears are too big. How could I possibly be good-looking? Why can't she just be honest with me?

Trash Talk

I'm hopeless. I've studied really, really hard and all I got was a B. Rubbish, complete rubbish.

Snowballing

Why was I so stupid. Leaving that ridiculous message on his answerphone. Now he's going to think I'm complete fool and he won't want to see me any more. Not only that, he'll probably tell this all his friends what a moron I am. He will tell James and James will put it up on Facebook. Arghh!! It's a nightmare. I'm not going to school tomorrow.

Magnifying

Last year's winner of the X factor! Of course I know who it was. Why couldn't I remember at the time? She looked at me like I was stupid. I am; completely stupid. She laughed. She must think I'm ridiculous now. I'm so ashamed. I can't bear to talk to her again. I shall avoid her at lunch tomorrow.

Blocking the Positive

I don't know why she's going out with me. She must feel sorry for me, it can't be for any other reason.

Flooding

It makes me so sad when mum has to go abroad to work for a few days. It's going to happen this week and everything will be miserable. It always is. Normally spending an evening with my cousin David on Thursday would look like fun but since mum told me the news I can't be bothered.

Negative glasses

They say it's a good school but as far as I'm concerned the school I go to is the worst school in London. There is nothing I enjoy about it and all the teachers are rubbish. All I like to do is listen to my iPod at breaktime but even that's spoilt 'cos I haven't got the latest model. To be honest there isn't much I enjoy doing with the other kids and when they tell me what they like to do of an evening I can't see what they get out of it; the things they like to do all seem pretty boring to me. I can't wait till I'm old enough to leave home but then being an adult looks like it can be a bit of a drag too.