

Monitoring template - UPRIGHT WELL-BEING FOR US



Instructions on how to implement the UPRIGHT WELL-BEING FOR US programme

The minimum training includes 18 sessions of 40 minutes (minimum). More than 1 session per day can be given, ensuring 40 minutes per session:

- **1st session:** Presentation UPRIGHT + Mindfulness
- **14 sessions** (1 session of 40 minutes of each skill, + mindfulness audio + Transfer exercise)
- **3 lessons** to emphasize preferred skills, according to regional particularities.

The use of the rubrics at the beginning and the end of each component is recommended.

In addition to these 18 sessions, each school is encouraged to do 6 more sessions (maximum of 24 sessions). The specific content of these 6 additional sessions is decided by the teachers (flexibility) according to their possibilities and the priorities of each class. The sessions should be **interactive, open to questions from students** and should **consider their needs and interests**. *Considering their local context, use the regional section as inspiration.*

Instructions to implement a session with my students

All 18 sessions with your students will contain at least the following parts. You can modify the order of the steps, especially when you have repeated the same sequence several times.

1. Food for thought
2. Background information
3. Illustration of the skill
4. Story for discussion or 5. dilemma (practice at least one)
5. Exercises (practice at least one)
6. Mindfulness exercise
7. Suggestions for movies
8. Transfer exercise
9. UPRIGHT at home



This template is to monitor the progress of implementation of the **UPRIGHT Well-being for Us** programme. Mark to the template, here below, the level of implementation of sessions.

Status:

1 = Not implemented

2 = Partly implemented

3 = Fully implemented

	1	2	3
1. Mindfulness			
1.1 UPRIGHT presentation and Mindfulness			
2. Coping 4 sessions			
2.1 Cognitive behaviour modification			
- A story for discussion			
- Topics to be discussed: The story of Anna			
- Self-talk			
- Automatic thoughts			
- Thought detective – challenging thinking traps			
- Trace your thoughts			
- Mindfulness exercises: The anchor			
2.2 Conflict resolution			
- A story for discussion			
- Different kinds of conflicts			
- Approaches to conflicts			
- Analysis of conflicts			
- I-message			
- Integrative negotiation model			
- Mindfulness exercises: The anchor			
2.3 Assertiveness and communication strategies			
- A story for discussion: Bucket and dipper			
- The dilemma to be discussed in class			
- Types of response			
- A pocket full of beads			
- Active listening			
- Bad Habits			
- Real Life Ratio			



- Mindfulness exercises: shake it up—calm it down			
2.4 Mental health literacy			
- A story for discussion			
- Dilemma to be discussed in class			
- Anxiety Quiz			
- Group Discussion			
- Video of anxiety			
- Depression quiz			
- Cartoons: Depression			
- Is your friend depressed?			
- Write a letter to explain depression			
- Mindfulness exercises: shake it up—calm it down			
3. Efficacy 5 sessions			
3.1 Self efficacy			
- A story for discussion: The Little Steam Engine			
- A story for discussion: The Fight Song			
- The dilemma to be discussed in class			
- Mastery experiences: star moments			
- Role modelling: recall			
- Verbal persuasion			
- Psycho-physiological states: A reappraisal			
- Visualisation: You can do it			
- Mindfulness exercises: Sounds and thoughts			
3.2 Growth mindset			
- A story for discussion: the elephant mindset			
- Topics to be discussed in class			
- Self-talk			
- Exploring mindsets			
- From fixed to growth mindset			
- Different kinds of praise			
- Mindfulness exercises: Sounds and thoughts			
3.3 Emotional resilience			



- A story for discussion: Stronger			
- Positivity ratio			
- The mood list			
- Using hope to reach my goal			
- Finding the will			
- The dream catcher			
- Explanatory styles			
- Mindfulness exercises: The anchor			
3.4 Social Resilience			
- A story for discussion: The Miracle Season			
- The dilemma to be discussed in class			
- Social resilience			
- Maria's story			
- Resilience Sheet A			
- My own social resilience			
- Resilience Sheet B			
- Balloons			
- Toxic Waste			
- Mindfulness exercise: body scan			
3.5 Leadership			
- A story for discussion: John			
- The dilemma to be discussed in class			
- Implementation of John's story			
- Leadership Skill Record Sheet A			
- Your leadership skills			
- Leadership Skill Record Sheet B			
- The Amazing Spiderman show			
- Simon says			
- Vision, mission, and planning			
- Mindfulness exercise: body scan			
Transfer exercise			
4. Social and Emotional learning 5 sessions			
4.1 Self awareness			



- A story for discussion: Putting your strength at play - a true story			
- The dilemma to be discussed in class			
- The “good at/bad at” list			
- The strength profile			
- Put a price on yourself			
- The confidence quiz			
- Strength’s spotting			
- Mindfulness exercise: Heartfulness			
4.2 Self-management			
- A story for discussion: 10 inspirational quotes by Jim Carrey			
- Dilemma to be discussed in class			
- My motivation			
- Five actions to develop self-regulation			
- Control your urges and desires			
- Eat the elephant			
- Plan B			
- Mindfulness exercise: Heartfulness			
4.3 Social awareness			
- A story for discussion: Pay it forward			
- The dilemma to be discussed in class			
- Act out our emotions			
- Appendix A			
- Appendix B			
- The emotions of other people			
- Performing good deeds			
- Robin Hood			
- Inclusion			
- Mindfulness exercise: Heartfulness			
4.4 Relationship skills			
- A story for discussion: The Two Friends			
- The dilemma to be discussed in class			
- The social network			
- What can we do to keep our friends?			



- Our class at its best			
- Feeling rejected or accepted			
- Great balls of fire			
- Mindfulness exercise: Shift gears - mindful walking			
4.5 Responsible decision making			
- A story for discussion: The Story of a Girl			
- The dilemma to be discussed in class			
- Types of responsible choices			
- Role-play: How to make a good decision?			
- Group decisions			
- The decision quality (DQ) checklist			
- The case of Bernard			
- Mindfulness exercise: Hear it all - mindful listening			
Transfer exercise			
5. Priority skills			
5.1 First skill			
5.2 Second skill			
5.3 Third skill			
6. Optional sessions			
6.1 Session one			
6.2 Session two			
6.3 Session three			
6.4 Session four			
6.5 Session five			
6.6 Session six			
7. Communication with parents			
7.1 Information on UPRIGHT sent to parents			
7.2 Leaflet			
7.3 Manual for parents delivered			
7.4 Regular updates on the implementation of the program sent to parents			
7.5 Meeting with parents			
8. Other teachers and school staff			
8.1 Are informed about the UPRIGHT program and how they can contribute			

