

1B1

Raising awareness of emotional wellbeing

How can you design and run a campaign to raise awareness of emotional wellbeing in your community?

Raising awareness about emotional wellbeing can help reduce stigma and support others to look after their mental health.

Design and carry out an awareness campaign in your school, centre or local community.

Decide on a message, create campaign materials, and plan how to share them.

After running your campaign, collect feedback from others to help reflect on your impact.

What you'll do

This challenge helps you raise awareness of emotional wellbeing in your school, centre or community. You will:

- choose a theme or message for your campaign (eg managing stress, supporting friends, asking for help)
- create posters, leaflets, slides, videos or other materials to share your message
- write a simple action plan to show how and where you'll run the campaign
- deliver your campaign and collect feedback from at least five people
- reflect on how your campaign worked and what you learned



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Researches emotional wellbeing topics and key messages. Identifies suitable ideas for a youth audience. Applies campaign knowledge to create resources and an action plan.
 Decision-making	Chooses a campaign theme that matters to their community. Selects the most effective ways to share their message. Gives reasons for chosen methods and formats.
 Communicating	Creates campaign materials (eg posters, videos, slides). Presents messages clearly using accessible language. Collects and responds to feedback from others.
 Team working	(Optional) Works with others to share tasks. Contributes ideas and supports group planning. Combines individual input into a shared outcome.
 Thinking	Plans how to deliver a campaign. Explains how activities raise awareness. Reflects on what worked and why using feedback.



Self-awareness

Reflects on what they've learned about emotional wellbeing. Describes how the campaign affected others. Shows awareness of their role in supporting others' wellbeing.

3A1

Building digital resilience

How can we recognise online risks and build resilience to stay safe and well?

Digital resilience means being able to recognise risks online, knowing how to respond, and learning from the experience.

Work with a partner to research examples of how online behaviour, digital content, and social media use can affect young people in positive and negative ways.

Write a short report with your findings and include at least one statistic to support your points. Then create a list of top tips to help young people manage online difficulties and build their digital resilience.

What you'll do

This challenge helps you understand online risks and how to handle them. Working in pairs, you will:

- research how being online can affect people in positive and negative ways
- write a short report including at least one statistic
- create a list of top tips for building digital resilience
- share your tips with others and explain why they're helpful



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Finds out examples of online risks and benefits. Identifies reliable statistics to support findings. Applies learning to create realistic safety tips.
 Decision-making	Chooses which impacts and tips to include. Selects appropriate sources of evidence. Gives reasons for advice included in top tips.
 Communicating	Writes a clear report with evidence. Explains digital risks and responses. Shares advice using accessible language.
 Team working	Works with a partner to divide tasks. Listens and responds to each other's ideas. Produces a shared output through discussion.
 Thinking	Links online behaviour to consequences. Explains how digital resilience can be developed. Reflects on useful responses to challenges.
 Self-awareness	Reflects on their own online habits and reactions. Describes how they manage challenges online. Shows awareness of emotional responses to online content.

7A2

Understanding emotions in relationships

How do our emotions affect our relationships, and how can we manage our emotions?

We all feel emotions like anger, happiness, sadness and fear. These emotions can affect how we behave and how we treat other people.

In a group, talk about how emotions can change our behaviour – and how this can affect relationships with friends, family or teachers. Then, find out about two techniques that help people manage emotions. Create a short guide to explain these techniques and show how people can use them in social situations.

What you'll do

This challenge helps you explore how emotions affect your behaviour and relationships. You will:

- talk about how feelings like anger, happiness or sadness can affect how we treat others
- think about how emotions can impact relationships with friends, family and teachers
- find out about two ways to manage emotions in everyday life (eg breathing exercises, journaling)
- create a short guide to show how people can use these techniques in social situations



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Finds two emotion-management techniques. Records examples of how emotions affect relationships. Lists impacts of feelings on behaviour.
 Decision-making	Chooses two techniques to include in the guide. Gives reasons for how and when to use them. Selects advice appropriate for social situations.
 Communicating	Talks about emotional experiences clearly. Explains techniques in a short guide. Describes how others can use them.
 Team working	Discusses feelings respectfully in a group. Listens to others' examples. Works together to develop ideas for the guide.
 Thinking	Links emotions to changes in behaviour. Explains how emotions affect relationships. Reflects on the benefits of using calming strategies.
 Self-awareness	Describes how they react to emotions. Reflects on emotional triggers. Shows understanding of how to improve self-control.

8A1

Understanding committed relationships

What are the legal and social differences between different types of committed relationships?

People in committed relationships may choose to make their relationship formal. There are different ways to do this, and each one has its own legal rules and social meanings.

Find out about the differences between different types of relationship. Create a factsheet that explains the legal rights, responsibilities and social or cultural meanings of each.

What you'll do

This challenge helps you understand different types of committed relationships and how they are recognised legally and socially. You will:

- research five types of committed relationships:
 - marriage
 - civil partnership
 - cohabiting (living together)
 - living apart together
 - unregistered marriage
- find out the legal rights and responsibilities for each
- explore how different communities view these relationships
- create a factsheet that compares the key features of each type of committed relationship



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Finds out the legal status of five types of relationship. Lists rights and responsibilities. Records facts and comparisons.
 Decision-making	Chooses what information to include. Selects appropriate comparisons. Justifies layout and presentation choices.
 Communicating	Creates a clear factsheet. Explains differences using accessible language. Includes examples and key terms.
 Team working	(Optional) Shares findings. Discusses different views. Combines ideas into a joint factsheet.
 Thinking	Compares legal and social aspects of relationships. Links examples to rights and responsibilities. Explains how relationships are viewed differently.
 Self-awareness	Reflects on personal views respectfully. Shows understanding of different relationship choices. Recognises that valid relationships take many forms.