INEOS Science + Performance | Go Humans Academy

The Challenge with Belonging
INEOS Britannia

Featuring Dr Michaela Litchmore-Dunbar, renowned clinical psychologist, these three short films introduce us to the world of communication and connection, and prompt us to consider how this contributes to our emotional wellbeing. To add a fresh perspective, members of the INEOS Britannia sailing team try out a few challenges that get them thinking about working as a team.

The films may be used as part of the planned curriculum for PSHE or as part of tutor time. Each short film comes with suggested discussion points and activities to use as a springboard into deeper discussion.

These four films were created to fit within:

- The Citizenship and PSHE (RSE) curriculum in England
- The Curriculum for Excellence (Health & Wellbeing Education) in Scotland
- Learning for Life and Work in Northern Ireland
- Personal and Social Education (PSE) in Wales

Using in tutor time

If using in tutor time we recommend you start a discussion by talking about what mental health is. The World Health Organisation (WHO) defines mental health as 'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.'



You could then use the following prompts:

Trust in the Unknown	The sailing team members undertook a challenge where one of them was blindfolded. Would you give this a go? What does the word trust mean to you in this situation?
Connect Without Words	Could you communicate with your friends without using words like the sailing team members did? How often do you think you use non-verbal communication?
Uniqueness and Performance	Dr Michaela stresses the importance of recognising and celebrating our unique identities. Talk about how you see yourselves, and how others might describe you.

After watching the films, as a group, talk about ways that everyone can support each other with their mental health. Remind students that if they or someone they know has suicidal thoughts then it is important to get help immediately. This is not something they should have to deal with alone.

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Using in PSHE lessons

If using in lesson time, fuller teacher notes are provided to support sessions that contain a main discussion, and one pair or small group activity, with a takeaway challenge that encourages students to further work on their communication skills outside the classroom. These will help them explore the world of communication and connection.

There is little or no additional need for resources or planning but it's important to become familiar with the films and questions before each session. Consider carefully whether it will be appropriate and of use for your specific cohort as every class is different, even if they are in the same year group. Feel free to adapt the questions to the needs of your own students.

Before watching the films

We recommend that you set up a group agreement before watching the films and this should include how and where to access support if needed. You could include signposting to any support in school or locally.

Remind students that the classroom should be a safe space to discuss and share thoughts and that they should be aware of and respect others' opinions and experiences. Remind them also that you cannot guarantee absolute confidentiality but will talk to individuals if you have any concerns. It's also ok not to share any personal experiences if they don't want to. They can discuss the athletes' personal experiences instead or talk about 'someone who.'

Start a discussion by talking about what mental health is. The World Health Organisation (WHO) defines mental health as 'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.' Ask the group if this resonates with them and as a group try and come up with your own definition.

After watching the films

As a group, talk about ways that everyone can support each other with their mental health. Support and allyship is a strong focus in these films.

Each film ends with this message:

Most importantly, remember to seek professional help if you need it. If you're struggling, don't hesitate to reach out to a mental health professional. They can provide immediate support to help you navigate your feelings and develop a stronger sense of self.

Remind students that if they or someone they know has suicidal thoughts then it is important to get help immediately. This is not something they should have to deal with alone.

Want more?

Head to **stemcrew.org/gohumansacademy** to explore masterclasses covering self care, wellbeing, mental and physical fitness and more.

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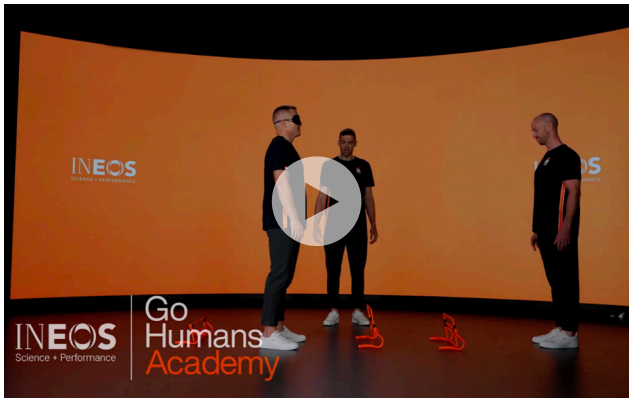
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Trust in the Unknown

Lesson plan

In this film Dr Michaela talks about the power of trust and the INEOS Britannia sailors take part in a hurdle challenge with a focus on:

- Exploring how trust is essential to effective teamwork and can be built through experiences that encourage us to rely on the people around us
- Learning how trust is built over time through consistent actions, communication and behaviours that demonstrate reliability and dependability



Once you have watched the film together, start a discussion based on the questions below. This could be as a whole class, in small groups or pairs. It's important that every student can express themselves in a way that feels comfortable to them.

Discussion prompts

Dr Michaela explores the meaning of trust

- What does the word trust mean? What examples can you give of where you may have to trust someone? For example, you trust your teacher to give you the correct information, you may trust a friend to be there when you need them

Trust is a two-way process – we need to trust others and they need to be able to trust us

- When might it feel harder to trust someone? This might be when we first meet them, when we share personal information with them or ask them to help us

Imagine a world where no one trusts anyone

- What would it be like to work, socialise and develop relationships in a world like that?

The INEOS Britannia sailors complete a hurdle challenge that requires them to trust each other to share information

- Talk together about how they did this – through clear instruction, through asking questions, through checking. Anything else?
- What might have happened if one of the trio hadn't trusted the others?

Trust in the Unknown

Lesson plan

Trust me!

- In pairs or threes, ask students to pick one or more challenges from the list below:
  - Pick a certain colour of pen or pencil from a pot/the table
  - Arrange a pile of five books in alphabetical order by author or title
  - Move their finger along a maze that their teammates have drawn on a piece of paper
  - Fold a paper boat or hat
  - Find page 57 in a book
- Ask one student to take on the challenge, closing or covering their eyes with their hand if they are comfortable with that
- Ask the others to give them a set of instructions to complete. They must communicate clearly and calmly
- Remind them that the person closing their eyes is putting their trust in the communicators and they must try and respect that trust. Equally, the group must be able to trust that the person closing or covering their eyes isn't looking
- If time allows, encourage everyone to take turns being directed and directing
- Afterwards, talk about how easy or hard it was, and what helped or didn't. How did they deal with frustration if their teammate didn't listen? How hard was it to give clear instructions that rely on words? How hard was it to keep trying rather than taking over? Ask students what they think they have learnt, what skills they already have and what skills they think they need to work on

Takeaways

Dr Michaela suggests some simple activities that can be done at home. These are:

Building trust

Trust is the foundation of strong relationships with friends, family, or teammates. To build trust you need to demonstrate consistent and reliable behaviours. People often say: '...actions speak louder than words.' What types of actions do you think would demonstrate you're trustworthy?

Historic acknowledgement

Don't let past experiences or betrayals hinder your ability to trust people now. Recognise these things, but approach each new situation with an open mind, allowing new relationships the opportunity to build their own trust history.

Deactivate threat

Trust and a sense of belonging can reduce anxiety and clear mental blocks. Participate in activities that build trust within your team or community as this will help create a sense of safety and enable better performance.

Signposting

After the session, remind students to seek professional help if they need it. Mental health professionals can provide immediate support to help them navigate their feelings and develop a stronger sense of self.

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Connect Without Words
Lesson plan

In this film Dr Michaela talks about how effective communication goes beyond words and can include body language, tone, and other nonverbal cues with a focus on:

- Exploring the power of nonverbal communication to build trust and understanding
- Strengthening our ability to read each other's cues and build deeper connections



Once you have watched the film together, start a discussion based on the questions below. This could be as a whole class, in small groups or pairs. It's important that every student can express themselves in a way that feels comfortable to them.

Discussion prompts

Dr Michaela explains non-verbal communication can help us build trust and understanding

- Encourage students to think about how often they use non-verbal communication
- Ask them to think back on their day already and list the times they communicated using their face, tone and body language

We use non-verbal cues all the time without even thinking

- Can you list some of the most common non-verbal cues such as smiling, clapping, nodding our heads, waving, thumbs up etc.

The INEOS Britannia sailors played charades and used a variety of methods to communicate. The words were specific to their own sport, and some were easier than others!

- What happened when the person performing the charade wasn't clear?
- What happened when the guessers couldn't guess correctly?
- What happened when the guesser guessed correctly and quickly?

Let's communicate

- Dr Michaela notes that improving our non-verbal communication can help us connect more deeply with others and helps strengthen our connections
- In pairs or threes, ask the students to take turns saying one of the statements below while making their body language, tone and facial expressions say something different. For example, one person may say, 'I'm really worried about the exam tomorrow' in a cheery voice while smiling and giving a thumbs up. It will look, sound and feel strange, and we won't know what to believe

Connect Without Words

Lesson plan

I've just been selected for the team and can't wait for our first match	**I fell out with my best friend, and I really miss them**	**I've got an exam tomorrow and I haven't revised at all**
I had a scary dream last night and I can't shake off the feeling	**I've just got tickets to see my favourite band in concert**	**I forgot to hand in my homework and the teacher was angry with me**
I can't wait for the party on Saturday night	**The teacher asked me to read something in class and it's my worst nightmare**	**My family bought me the gift I've always wanted for my birthday**

- Now ask them to match their non-verbal communication to the verbal and ask the others to respond to that
- As a group, talk about the importance of matching up our non-verbal and verbal cues so people understand and trust us. It's not always easy to do so keep practising!

Takeaways

Dr Michaela suggests some things to think about. These could for the basis of further discussion in class or be used as something to consider at home. These are:

Unlock nonverbal cues

In a world dominated by words, never underestimate the power of nonverbal communication. Body language and tone can often tell us more than spoken words.

Self-regulate

Learn to be more conscious of your feelings and reactions – and try to reinforce positive thoughts before negative feelings take control.

Positive self-talk

Maintaining positive thoughts about yourself can help you feel calmer, more relaxed and open to creating healthier relationships.

Signposting

After the session, remind students to seek professional help if they need it. Mental health professionals can provide immediate support to help them navigate their feelings and develop a stronger sense of self.

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Uniqueness and Performance

Lesson plan

In this film Dr Michaela talks about the importance of developing your own unique identity and not comparing yourself to others with a focus on:

- Acknowledging and celebrating each other's strengths and differences, and how this is essential to build a sense of belonging and a strong team culture
- Recognising and appreciating diverse perspectives and talents, as this can lead to more creative and innovative solutions
- Exploring ways to deepen our understanding and appreciation of each other's contributions



Once you have watched the film together, start a discussion based on the questions below. This could be as a whole class, in small groups or pairs. It's important that every student can express themselves in a way that feels comfortable to them.

Discussion prompts

Dr Michaela stresses the importance of recognising and celebrating our unique identities

- Can you sum up your identity or what makes you unique in one sentence?
- Are there times when it's easier or harder to be your authentic self?

The sailors describe each other using words like stoic, passionate and driven

- Talk about what these words mean and why these qualities are useful for sports people at the top of their game
- Talk about how each sailor reacted when they saw their words and how they applied them to their own characters

This film is all about celebrating difference and diversity

- Talk about a world where everyone looks alike, sounds the same or has the same viewpoints and talk about the pros and cons of that

Imagine a football team where everyone was a striker, an art exhibition where everyone painted the same picture or a music festival where every artist performed the same song in the same style

- What might that be like? What would we be missing out on?

Dr Michaela recommends that we ditch the comparisons

- What are the pros and cons of comparing ourselves to others? We might aspire to be better like our role models but may find it impossible to achieve other things

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Uniqueness and Performance
Lesson plan

Who am I?

- Individually, ask the students to choose three words they'd use to describe themselves
- Think back to the film and the sort of words the sailors used to describe each other; ask students to be honest and authentic. Some words may be 'strong' like stoic or driven, and some may be 'softer' like kind and thoughtful. There is no need to compare themselves to anyone else
- If students feel ok with sharing their words with the rest of the group, they can but recognise that some may not feel comfortable doing this
- Now ask students to work in small groups to agree on one word to describe each person in their group. Ask them to discuss if this chimes with their own three words, or whether the group sees them differently
- Talk about where the differences might come from and what we can do to close the gap and help each other be authentic

Takeaways

When it comes to identity, Dr Michaela suggests we:

Embrace individuality

Each person brings something unique to the table. Embrace this individuality. It's what fuels innovation, creativity and authenticity.

Appreciate differences

Appreciating the different perspectives, talents and characteristics of each family/group/team member not only enhances culture but also cultivates a sense of belonging.

Ditch comparisons

Being a part of a family/group/team is not about measuring up to each other. It's about celebrating differences and leveraging them to reach shared goals. Don't let comparison hinder your ability to appreciate your unique strengths and those of others.

Signposting

After the session, remind students to seek professional help if they need it. Mental health professionals can provide immediate support to help them navigate their feelings and develop a stronger sense of self.