

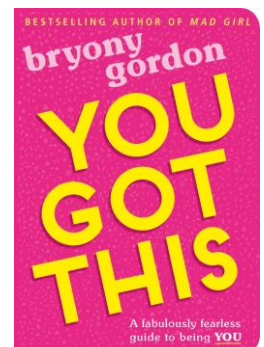
Notes for RSHE on
YOU GOT THIS
by Bryony Gordon

GUIDANCE AND INSPIRATION FOR STUDENTS AGES 12+

INTRODUCTION

You Got This by Bryony Gordon is suitable for teaching to students aged 12+. The four inspirational quotes included in this Teachers' Pack are linked to prominent themes in the book and accompanied by corresponding discussion questions and activities. Together, they explore important RSHE topics of self-esteem, body positivity, relationships and mental health – and, above all, they encourage teenagers to believe in themselves, and to find strength in their uniqueness.

You Got This by Bryony Gordon
9781526361868



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CONTENTS

- INSPIRATION 1: *(taken from chapter 1, page 41)*

THEME: **Self-Esteem**

Objectives: To explore the challenges to self-esteem in the modern world; to understand ways of overcoming these challenges; to create a campaign highlighting the importance of thinking positively about yourself.

- INSPIRATION 2: *(taken from chapter 1, page 26)*

THEME: **Body Confidence**

Objectives: To consider the impact of media and advertising on 'body image'; to identify the stereotypes of the 'perfect' body image and to challenge these stereotypes; to celebrate the differences between our bodies.

- INSPIRATION 3: *(taken from chapter 8, page 227)*

THEME: **Good Mental Health**

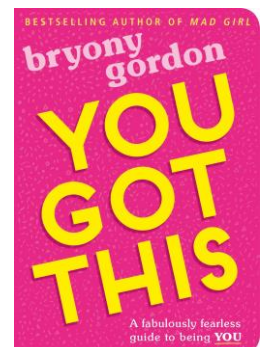
Objectives: To understand how thoughts and feelings can become overwhelming and have a negative impact on self-esteem; to identify strategies for dealing with overwhelming thoughts and feelings.

- INSPIRATION 4: *(taken from chapter 6, page 172)*

THEME: **Positive Relationships**

Objectives: To understand the importance of positive relationships; to identify the criteria of a positive relationship; to identify the positive relationships in students' lives.

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ABOUT THE BOOK

I wanted to be a unicorn. I wanted to be a lawyer. I wanted to be an astronaut.

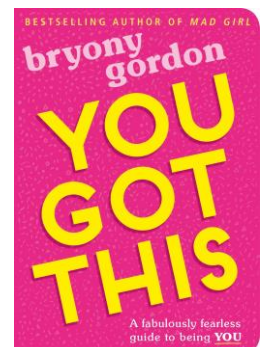
But the thing I really wanted to be more than anything else, was a little less like me.

It was only recently that I realised not wanting to be me was at the heart of every dumb decision I ever made. And so now I am writing this book containing all the life lessons I wish someone had taught me.

A book for the teenage girl in me. And for every teenage girl out there.

Because the most powerful thing you can be when you grow up is yourself.

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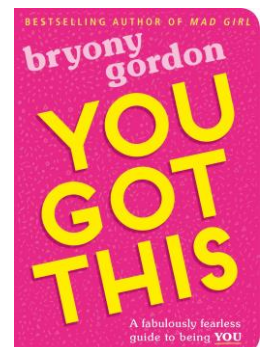
INSPIRATION 1: SELF-ESTEEM (*Chapter 1, page 41*)

DISCUSSION QUESTIONS:

- What does the author mean when she says that there has 'never been a better time to be a girl'? Do you agree with this statement? Why or why not?
- Why does the author advise you to 'cast aside the Instagram filters and the false billboard advertising'? What negative impacts do these things have on young people today?
- How does social media effect self-esteem? Why might 'comparing [yourself]' be considered to be a bad or dangerous thing?
- What sort of tone does the author use in the book? Why do you think this is? What is the impact of second person address – i.e. talking directly to 'you', the reader?
- What is the final, inspirational message of this quotation? Why is it important?

**There has never
been a better time to
be a girl, to rise up
and cast aside the
Instagram filters and
the false billboard
advertising, to stop
comparing yourselves,
and instead
start celebrating
yourselves.**

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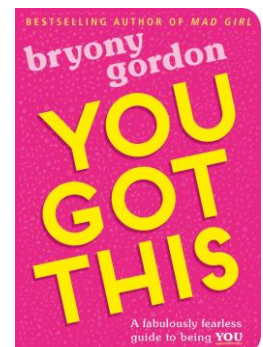
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ACTIVITY:

SELF-ESTEEM SLOGANS

- In pairs, discuss why the author has chosen the title 'You Got This' for her book. What do you think the phrase means? How is the title aspirational and empowering?
- Working together as a class, create a list of the things that have a negative impact on your self-esteem.
- Create another list, this time of ways to overcome these challenges to your self-esteem.
- How would your day-to-day life improve if you had better self-esteem? Can you think of any examples?
- Create a campaign poster that advocates positive self-esteem for young people. Make sure that it's as bold and unique as possible. You can follow these steps to help you:
 - Decide on a catchy phrase or slogan like 'You Got This'
 - Plan the layout of your poster
 - Decide on pictures/artwork to include
 - Refer to any common, daily challenges to young people's self-esteem
 - Include the benefits of thinking positively about yourself
- Use your posters to create a classroom display and to remind you of the importance of self-esteem. You might even choose a few of the best slogans to mount in a bigger font and decorate with aspirational colours and images.
- Visit another classroom to explain why you've created your posters; spread the message of why it is important to think positively about yourself.

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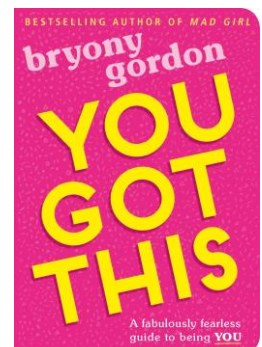
INSPIRATION 2: BODY CONFIDENCE (*Chapter 1, page 26*)

DISCUSSION QUESTIONS:

- What pressures do young people feel when it comes to their bodies?
- What is 'body image'? How is body image linked to self-esteem?
- What are the key features of a 'perfect' male and female body according to modern media and advertising? Do you think this is changing?
- It is harder for young girls to feel comfortable with their bodies than it is for young boys to feel comfortable with theirs. Do you agree with this statement? Why or why not?
- How does a preoccupation with 'body image' impact on physical health and mental wellbeing?
- Why is it powerful when the author says that something 'out there in the cosmos really, really wants you to be here'?

**Something out
there in the
cosmos really,
really wants you
to be here. And it
wants you to look
exactly as you do.**

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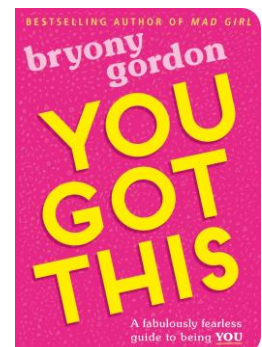
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ACTIVITY:

BODY IMAGE

- Using two templates of the human body, annotate the key features of a 'perfect' body image according to advertising agencies and the media (one male, one female). Share your annotations with the class. Examples: Long, glossy hair, white teeth, tanned skin.
- Swap these annotated bodies and use a different colour pen or pencil to make notes about how you are different.
- Swap the annotated bodies again. Make sure that everyone's comments are anonymous. Look at the notes that have been written in a different colour. Write a positive and encouraging comment under each of these notes explaining why this feature is actually unique and beautiful. Begin your comment with the words: 'Celebrate this because.....' or 'Be proud of this because.....'
- Now, swap the annotated bodies again. What empowering messages have your classmates written? Read some of them aloud.
- Finish by annotating the inside of the bodies with words to describe what makes a human truly special and beautiful.

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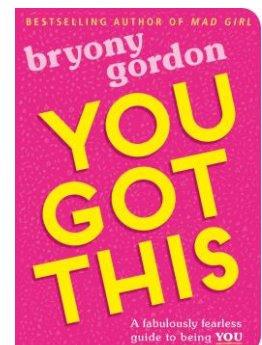
INSPIRATION 3: GOOD MENTAL HEALTH (*Chapter 8, page 227*)

DISCUSSION QUESTIONS:

- Why is a 'snowflake' a good metaphor for the human mind and mental health?
- Can you think of any ways that your own thoughts resemble a snowflake?
- In what situations might you feel 'weak' or 'impermanent'?
- Why is it important to remember that you are not 'weak' or 'impermanent'?
- Why do you think the author uses the words 'magnificent', 'intricate' and 'brilliant' in this quotation? What does she want you to focus on? What message is she trying to convey?

**Remember this:
you are as
magnificent and
intricate and
brilliant as a
snowflake. But you
are not as weak
or impermanent
as one.**

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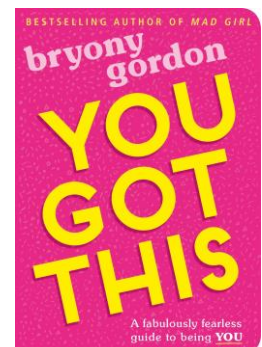
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ACTIVITY:

EMOTIONS VOLCANO

- Write down some of the things that you think and emotions that you feel on a daily basis.
- Draw the outline of a volcano. Put the thoughts or emotions that affect you the least at the bottom of the volcano, and the thoughts or emotions that affect you the most at the top of the volcano. Why is a volcano a good metaphor for how the thoughts and feelings we have inside can become dangerous when they are overwhelming?
- Our bodies give us lots of signals when we feel certain things. Choose one of the following: nervousness, anger, shame, humiliation, isolation, and stress.
- Write the name of your thing at the top of a blank piece paper and draw a stick figure below. Then, label all the places you might feel the 'thing' in your body and what you would feel. What does your head feel like? Your hands? Your stomach? Any other physical signs of this feeling? On the outside of the figure, write down how you would be presenting yourself to the world.
- Share your ideas. As a group, can you notice what emotions have similar physical signs? Do positive and negative feelings have different physical signs or do they share some?
- What strategies can you come up with for managing these negative feelings? (E.G. Speaking to a friend, breathing deeply). Why is it important to accept these negative feelings, and not to criticise yourself for having them?
- Making sure you leave generous space for a border, write a diary entry in which you describe a specific incident or a time when you have felt overwhelmed by negative thoughts or feelings. Try to recall: what led you to feel this way; who else was involved in this situation; how it affected your confidence.
- When you have finished your diary entry, use bright colours to fill in your border with positive advice as to what to do when you feel this way again. Decorate it with drawings and symbols to remind you that you are important, you are strong, and you believe in yourself.

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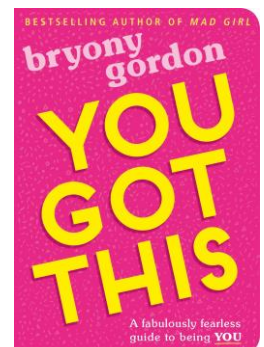
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ACTIVITY:

CELEBRATING RELATIONSHIPS

- What is a 'positive relationship'? Create a list of all of the criteria of a positive relationship.
- How can positive relationships help you to manage some of the negative feelings discussed in the previous session?
- Sketch a picture of your best friend or someone who is very close to you. It might be someone in your class, outside of school, or a family member.
- Think about what qualities your best friend or loved one possesses, why you love to spend to time with them, and how they make you feel more confident about yourself.
- Around your sketch, write down key words that you associate with this person. You could include the quality of 'being loyal' to start you off, then think about other qualities they possess. Your key words could also include places you go together and hobbies or interests you share.
- Write a letter to your chosen person, outlining why you are grateful for them, how they help you to nurture the love that is inside you, and how they help you to believe in yourself.

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INSPIRATION 4: POSITIVE RELATIONSHIPS (*Chapter 6, page 172*)

DISCUSSION QUESTIONS:

- How important is 'love' in your life? Who do you love? Who loves you?
- What do you think the author means when she says that love is 'already there'? Do you agree with this statement?
- What does the word 'nurture' mean? Why is it important to nurture the love that is inside you?
- Can you think of any situations where the love inside you has been taken for granted? Can you think of a time when it was misused or manipulated? How did it make you feel?
- Why is it important to only give your love to 'people who are grateful for it'? Who are these people in your life?

Love is already there. It is in you. Your goal in life is to nurture that love, and only give it to people who are grateful for it.

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