



Guide to using DEAL:

These resources are designed to be adapted to the needs of your students and the time you have available. The resources are designed for students aged approximately 14 and over although we know many of the sessions are also suitable for younger students.

Using the resources

You can use one of the prepared learning journeys, or search for specific sessions by looking through the session overview or search for a key word. Some sessions should be covered before others, and these are noted on the relevant sessions.

There are some suggested assessment activities designed to help teachers identify the progress made by students; other suggested methods for assessment are included as an appendix. Most activities can be picked up and used with nothing other than a few other basic resources – paper, pens and a projector.

Audio-visual resources have been created to use as talking points, as part of certain lessons, or can be used to initiate discussion that relate to the sessions. We hope that educators and young people will use these resources as inspiration, and that students will be keen to create their own materials. By creating a radio show, carrying out interviews, gathering vox pops, creating posters or filming role plays, young people can have a voice and share their ideas about the issues important to them.

Delivering DEAL activities

The DEAL sessions are not designed for use as therapy for individuals. However, you can let others such as pastoral leads or a school counsellor know you are running the sessions, in case students want to discuss any of the issues raised.

When you deliver a session, it is important to remember that there is likely to be at least one young person in the group who has personal experience of the issues being discussed. You and other adults in the room may also be affected. A number of features are built into the session plans to help make the classroom an emotionally safe learning environment for everyone.

Making sure a session is emotionally safe, positive and inclusive will mean it is an effective and fun learning environment.

Our Top Tips for a successful DEAL session:

Ground rules: all students should be aware of and agree to ground rules about behaviour during all sessions which include confidentiality* and respect for others.

We suggest including: **REG**

- R** **Respect** yourself and the opinions of others, respect privacy and the right to speak or not speak during an activity.
- E** **Empathy** – doing your best to try and see things from others' points of view, trying to understand without making assumptions or judgements.
- G** **Genuine** – be honest – it's ok to say you don't know what to say. Own your own opinion. Acknowledge difficult feelings.





- In all sessions, make sure that students are told who they can talk to, how and where they can access help and support, and that you care about their wellbeing.
- Anonymity can be very important, do not ask students to write their names on their papers
- It's ok to find and use humour where appropriate. Being able to laugh is important.
- Feedback from our consultation with young people told us that when dealing with sensitive issues, students prefer to work in small groups and pairs. Please bear this in mind when arranging group activities with the class. Group dynamics can have an impact on how open and honest discussions are.
- Young people should not be asked to disclose personal information. This includes being asked to share their written work. Discussing examples, using characters and case studies, is a good way of addressing sensitive issues and discussing ideas in an emotionally safe way. This is known as distancing technique.
- If a person raises something that may be better dealt with one to one, thank them for being open and sharing with everyone and give them the option to talk to you/another adult in more detail at the end of the session.
- Everyone has different experiences, attitudes and beliefs, so within a group, differences of opinion are likely. Particularly when exploring thoughts and emotions, there are no right or wrong answers and each person's opinion must be treated as equally valid. An important part of developing empathy is being able to explore other people's views with an open mind, and a well-facilitated group session means that everyone feels respected and included.
- Use open questions during the session to encourage people to explore all sides of an issue, seeking out its complexity, and asking people to acknowledge and respect differences of opinion – and the right of each person to make their own decisions.
- Explore any negative reactions or stereotypes by asking the person to explain why they feel this way. Invite other opinions to paint a fuller picture.
- Acknowledge difficult feelings. If a young person describes a situation they have struggled with, show you have understood by reflecting back or summarising what they have said.
- The facilitator should be aware of his or her own beliefs and values and how these influence their reaction to young people's opinions.
- Be aware of cultural differences in terms of how emotional health is viewed, taboos around expressing problems or feelings, and sources of support available.
- Allow time for own research, by setting home task or holding sessions in IT rooms so students can explore and research subjects further.
- At the end of the session, let people know where they can go if they want to talk more about any of the issues. It is important to be specific as to who that is, and to offer more than one option.

***Confidentiality and safeguarding**

As with all areas of school life, confidentiality and safeguarding policy and procedures should be known and understood by all, including students. Some DEAL sessions could bring up difficult feelings for students, so young people, teachers, school staff, and visitors to lessons need to be familiar with the confidentiality statement and work within it. Parents and carers should also be made aware of the school's confidentiality policy and how it works in practice. It is important that all students are constantly reminded in language appropriate to their age and maturity that teachers and other adults in a classroom setting cannot offer or guarantee absolute confidentiality. As an integral part of DEAL, pupils and students should be made aware of confidential sources of information. These confidential sources of help could include helplines such as ChildLine, Samaritans, the school nurse, the school counsellor, a local young people's advice service, or local sexual health service. Students should be reassured that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

