



WELLINGTON COLLEGE  
INTERNATIONAL  
TIANJIN

## Role Models

# Online Life Skills sessions during curriculum time

## 'TALKING HEAD' SESSIONS



### How do the sessions work?

"We chose session topics from the curriculum designed by the Role Models team which we knew would benefit our pupils. **We arranged a series of x10 60min online sessions for Years 3-6**, with each year group focusing on a different skill. These sessions took place over Zoom, during curriculum time, delivered by an experienced Role Model to the whole class. The children were supported by a member of staff in the classroom- a teacher or teaching assistant."

The choice of courses offered by Role Models is well-designed: **leadership, confidence, resilience, creative problem solving, collaboration and growth mindset.**

*"This year we have been collaborating with Role Models. The philosophy behind Role Models is to 'help(ing) young people to thrive in life; at home, at school, and in their future workplace.'" (Role Models, 2021). This belief is paramount to us at Wellington College International Tianjin because we aim to develop our pupils holistically, so they can be confident and competent life-long learners, able to face any challenge that life presents and successfully work through to completion. It is our aim that these life skills will help our pupils to become happy, well-rounded people who have a strong belief in themselves and a positive outlook on life and their future."*

**MELISSA MEYERS, HEAD OF JUNIOR SCHOOL,  
WELLINGTON COLLEGE TIANJIN**



Teacher

"The topics discussed in this course are very helpful and very practical."



Year 6 pupil

"We learnt about teamwork, growth mindset and fixed mindset, and interviewing skills"

"I feel that I have increased my capacity to work and think independently and so I feel more prepared for new challenges that the senior school will offer me."

**Marcus, Head Boy**

### Leadership



The Leadership online sessions explore:

- Growth Mindset in Leadership
- Am I Really a Leader?
- Using My Strengths
- The Importance of Listening
- Empathy
- How Do I Make a Difference?
- Leadership Language
- Humility and Likeability as a Leader
- What's My Leadership Style?
- Leadership Skills in Action



Our **Year 6** cohort undertook a ten-week **leadership** course to learn more about themselves by focussing on questions such as: what leadership is, what are my strengths, and what areas can I develop to positively influence others. The year 6 pupils reflected that the programme helped them to "Learn about teamwork, growth mindset and fixed mindset, and interviewing skills", one pupil expressed, "I learned public speaking" and another "It helped me know what resilience is" and "How to communicate well."

Their **teachers** observed: "The topics discussed in this course are very helpful and very practical. It makes me think more about how children will apply all these life skills, like communication skills, public speaking skills, and interview skills into their real life in the future."

### Tips for asserting yourself

- Use the person's name  
'I disagree with you **Henry**...'
- Use the personal pronoun 'I'  
'**I** have a different idea to share'
- Use the word 'because'  
'Can you move over **because** I need to sit down'

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**80%**  
of children

enjoyed or really  
enjoyed the courses

Teacher

"It inspired me to try using the methods with my students in the class."

Year 5 pupil

"I learned how to talk without anxiety"

"I feel like I have developed the skills to better manage friendships and I am able to consider and understand other perspectives which has in turn enabled me to become more resilient when facing new challenges."

**Regina, Head Girl**

## Collaboration



The Collaboration online sessions explore:

- Teamwork; Why, & When is it Important?
- Communication Skills
- Negotiation & Conflict Resolution
- Public Speaking & Presenting
- Interview Skills
- What Makes a Good Team?
- Communication & Collaboration Online
- Teamwork in Action
- How to Disagree & Say No
- Debating as a Team

Our **Year 5** pupils learned about **collaboration**. Often, we see pupils working alongside others, cooperating with others but not truly collaborating. We believe it is so important to teach pupils how to collaborate specifically to understand and practise at becoming active members of a team and able to share their thinking and voice with others to create a very effective team, learning with and from each other. They felt that the course taught them about "*Teamwork and kindness*" the importance of "*Being positive*", how to be more confident sharing own opinions "*I learned how to talk without anxiety*" and the realization that "*Communicating with each other also needs some skills.*"

Their **teachers reflected** "*It was an amazing experience for me. I learned and benefited a lot from the sessions, as the course design is well planned. It also inspired me to try using the methods with my students in the class. The course teachers are great with a very fun way of interacting.*"

## Aggressive to assertive

Your idea is rubbish! It will never work!

??

Your opinion is wrong & you're an idiot!

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"We found that teachers learned from the experience too and other Wellington College schools, hearing of the success of the programme, have adopted Role Models too."

**Melissa Meyers, Head of Junior School, Wellington College Tianjin**

## Resilience



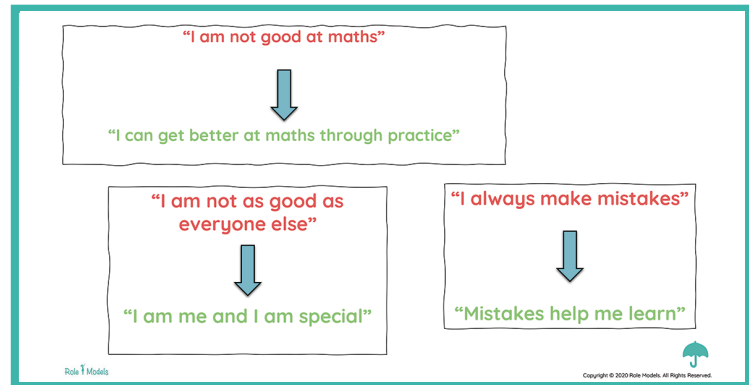
The Resilience online sessions explore:

- Growth Mindset vs Fixed Mindset
- Making Mistakes
- Neuroplasticity
- Comfort Zone
- Mindset & The Power of YET
- Dealing with Unhelpful Thoughts
- Mindfulness & Gratitude
- Worries & Anxiety
- Emotional Resilience
- Keeping Your Mind Healthy

As part of the **Resilience online sessions**, our **Year 3** pupils build on the learning from their Inquiry Brainwave unit and learn more about mindsets and the power of YET. In addition, they learn about neuroplasticity and how we help our brains grow through challenge. Complementing the work, we do here at Wellington, we believe these online sessions are a great chance for our students to learn to push themselves outside their comfort zone, embrace new experiences, challenges and persevere in areas that might not be their strengths yet.

**89%**  
of the parents

felt that the skills their child developed on their course are important or very important to their future.



## Our findings

**What we have found through our pupils participating in the Role Models workshops is that they have been able to immediately put these newly taught tools and strategies into practice.** We use a sophisticated and responsive curriculum framework to explicitly teach skills through our inquiry units and so the learning that pupils received through their Role Model sessions complements our curriculum and enables children to practice what they have learned immediately. Teachers noticed a difference and pupils felt more confident and reassured.

**Due to the success of the programme, we have already booked Role Models for the next academic year for our pupils in years 3 to 6.** We have also approached Role Models to lead a staff INSET in August about the programme.

"I feel I have developed new skills through becoming more courageous to try new things and I am better able to adapt and learn in different environments, for example, online and on campus."

**Marcus, Head Boy**