As the world around us changes, and the social, emotional and environmental crises deepen, we need to respond to the overwhelm young people are facing. We need an education that helps develop the skills, capacities and growth mindset to *thrive* in a rapidly changing world.

This is why ThoughtBox exists.

I’m delighted to be welcoming you to our community, offering a whole-school approach to creating a culture of wellbeing. Our programmes help young people flourish in our changing world by nurturing the three principles of Self-care, People-care and Earth-care.

You have joined an incredible community of educators and changemakers from across the world, working to help young people to think deeply about the things that really matter and feel connected and activated in their local and global contexts.

A very warm welcome to the ThoughtBox Learning Journey – enjoy the adventure!
ThoughtBox is a global community of teachers and educators regenerating education for a thriving world.

Our global thinking school programmes are underpinned by a holistic framework designed to build social, emotional and environmental wellbeing. **We call it Triple Wellbeing.**

All of the curriculum, training and workshops that we offer focus on the three principles, helping schools to develop the knowledge, skills and practices to create and sustain a thriving world.

**SELF-CARE** Explore what it means to be human and strengthen how we think and feel about ourselves.

**PEOPLE-CARE** Nurture relationships with the wider world and feel valued in and by our communities.

**EARTH-CARE** Learn how to bring our lives back into balance with our natural living ecosystems.
All of the ThoughtBox programmes focus on nurturing the three principles to develop the knowledge, skills practices to support the wellbeing of people and planet:

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>SELF-CARE</strong></td>
<td>Cultivating personal wellbeing by making sense of what it means to be human and developing how we think and therefore feel about ourselves and the world around us.</td>
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<tr>
<td><strong>INNER COMPASS</strong></td>
<td>Finding our sense of direction and purpose by seeing the bigger picture and being stretched in what we think and feel motivated to do.</td>
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<tr>
<td><strong>SELF AWARENESS</strong></td>
<td>Strengthening our ability to tune into thoughts and feelings, search for blind spots and to see ourselves clearly and authentically.</td>
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<tr>
<td><strong>SELF COMPASSION</strong></td>
<td>Nurturing a healthy relationship with ourselves through a willingness to be actively kind as we navigate our diverse human experiences.</td>
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<tr>
<td><strong>AUTONOMY</strong></td>
<td>Feeling valued as a person, embracing our strengths and weaknesses and having the confidence to make good choices.</td>
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<tr>
<td><strong>EMOTIONAL INTELLIGENCE</strong></td>
<td>Understanding and engaging with our emotions to navigate overwhelm and develop empathy and connection with others.</td>
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<tr>
<td><strong>PEOPLE-CARE</strong></td>
<td>Developing social wellbeing and global citizenship through the ability to practice empathy, bridge divides, be active in and feel valued by our communities.</td>
</tr>
<tr>
<td><strong>INNER COMPASS</strong></td>
<td>Finding our sense of direction and purpose by seeing the bigger picture and being stretched in what we think and feel motivated to do.</td>
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<tr>
<td><strong>SYSTEMS THINKING</strong></td>
<td>Making sense of the complexities of our world by exploring the big picture as the starting point for problem solving.</td>
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<tr>
<td><strong>EMPATHY &amp; COMPASSION</strong></td>
<td>Developing empathy and compassionate leadership skills to enable meaningful and collaborative relationships with others.</td>
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<tr>
<td><strong>COLLABORATIVE PROBLEM SOLVING</strong></td>
<td>Embracing the value of diverse stakeholders, facilitating genuine dialogue and meeting with a shared purpose to co-create confident.</td>
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<tr>
<td><strong>ACTIVE LISTENING</strong></td>
<td>Engaging with diverse perspectives and making sense of wider ideas to enable more reflective and objective views and actions.</td>
</tr>
<tr>
<td><strong>EARTH-CARE</strong></td>
<td>Revitalising environmental wellbeing by seeing ourselves as part of nature and learning how to bring our lives back into balance with our natural living ecosystems.</td>
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<tr>
<td><strong>APPRECIATING INTERDEPENDENCE</strong></td>
<td>Learning how different systems connect and how we rely on and contribute to the health and wellbeing of all natural ecosystems.</td>
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<tr>
<td><strong>CLIMATE CHANGE AWARENESS</strong></td>
<td>Understanding the causes and effects of the climate crisis with the capacity to move towards positive climate actions.</td>
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<tr>
<td><strong>RECONNECTING WITH NATURE</strong></td>
<td>Learning to put aside the idea that humans are separate from nature, and see ourselves as part of our planet’s living systems.</td>
</tr>
<tr>
<td><strong>REGENERATIVE PRACTICE</strong></td>
<td>Contributing to planetary health by developing the capacity to consciously care for the ecosystems we depend on.</td>
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</tbody>
</table>
Think & Thrive is a discussion-based curriculum which slots straight into timetabled lessons. Each lesson is linked to PSHE, SMSC, Global Citizenship and SDG4, and can work as a compliment to topics studied within wider National Curriculum lessons.

Think & Thrive offers discussion-based lessons, exploring some of the big issues happening across the world through a reflective and exploratory inquiry-based process of learning.

Each topic contains four 60 minute lessons built around the following learning framework:

**LESSON 1 | IMMERSE (1 hour)** Immerse into the topic
**LESSON 2 | UNDERSTAND (1 hour)** Understand why this topic is important
**LESSON 3 | EXPLORE (1 hour)** Explore a range of global perspectives
**LESSON 4 | EMPOWER (1 hour)** Feel empowered taking positive actions

Each 60 minute lesson is broken down into smaller sections, allowing flexibility to be used across the school timetable and within a range of timings e.g.:

- PSHE lessons
- Daily tutor periods
- Life Skills lessons
- Off-timetable days
- Debate clubs
- Theory of Change lessons
- National Curriculum lessons

**NB:** See [here](#) for how to we map to RSE guidelines from DfE.
Transforming education together with lessons in which every student’s voice is heard and every voice matters.

All of the topics are built around the three principles of Self-Care, People-Care and Earth Care.

Topics are chosen based on their relevance to current affairs and including the big issues young people are talking about.

Lessons help explore how these issues interrelate, developing emotional, social and environmental intelligence through a systems-thinking approach.

Each curriculum is designed and developed by teachers to support delivery by non subject-specialists, meaning the lessons are easy to use, accessible and contemporary.

See here for how we map our programme to PSHE requirements

NB: We use slightly different topic titles for the Primary curriculum for three of our programmes: Immigration & Refugees = Journeys | Homelessness = Home | Charity & Ethics = Kindness
### HOW & WHERE TO USE

**SPACE IN THE CURRICULUM**

| 1. **Weekly lessons**  
  (PSHE | Lifeskills) | The topics can be used each week (1x 60 minute lesson per week) with one topic per half term. Based on an average 6 weeks per half term, this allows x4 weeks for the topic, and an additional few weeks to explore the related action projects – “embedding the learning into life”. |
| 2. **Daily discussions**  
  (Form time) | Each 60 minute lesson is broken down into smaller sections (10, 15, 20 minute chunks) which can be explored each day across the week in tutor time or national curriculum lessons, allowing one lesson to be explored each week / one topic per half term (as above). |
| 3. **Drop down days**  
  (Theme days) | Each topic has content to last for the duration of one school day (4+ hours of content) allowing them to be used as drop down days to launch a topic across the school (e.g. Changing Climates | Equality & Justice | Food | Happiness) to embed the same learning ideas across the whole school community. |
| 4. **Peer to peer learning** | Lessons are written to be read by the students themselves, with all instructions included in the lessons themselves. This allows for older students in the school to run discussion sessions or clubs with younger year groups, guiding them through the topic over x4 hours and then running an action project within the school community to put their learning into action. |
| 5. **Homework projects**  
  (self directed learning) | As mentioned, all lessons have been written with full instructions included, meaning that they can be sent home for students to work through themselves or even with parents / family members at home. |

*NB: See [here](#) for how to embed ThoughtBox across the curriculum*
Inspire young people to explore life’s big questions, learn to think outside the box and start to broaden their perspectives, ready to go out into the world and thrive.

ThoughtBox lessons are designed so that anyone can lead them – even the students. Rather than teaching the lesson, your role is to facilitate the learning and the discussions that emerge. In these lessons, students’ knowledge, opinions and beliefs are as important as those of the teacher and we welcome you all to enter the lessons with a learner’s mind.

• Feel free to move seats so that you are in the same level as your pupils and everyone can see each other, making dialogue flow more freely.
• We recommend introducing a scrap book to act as an Explorer’s Journal (or Reflection Journal) to use in these lessons. Pupils can include some of the written or artistic activities and then keep as a record of their thoughts, reflections and ideas during the learning journey.

You may wish to consider creating a ‘class charter’ or agreement that everyone abides by when exploring the ThoughtBox curriculum, to set clear discussion guidelines (maybe have these on the classroom wall).

Your school may already have guidance for holding discussions and debates in class. To support further, here are some simple invitations:

**Free of judgment** - Different opinions are valid and welcome! Allow for controversy with respect and civility

**Active listening** - Listen carefully to what others are saying - even when you disagree with what is being said

**Conscious challenges** - Challenge or criticise the idea, not the person, and support your statements - this allows for ‘unlearning’. Encourage students to use evidence and provide rationale for their points.

**All voices welcome** - Vary the processes of discussion (group, pairs, talking stick) to allow all voices to be heard.

**Respect** - Distinguish between challenge and aggression. Recognise our opinions are shaped by our contexts and our beliefs, and that they are all different.
We revisit each topic every two years over the course of a child’s school journey from KS1-KS5, with each learning level connecting with the topic from a different angle, perspective and skill-set.

**Key Stage 1 | Y1&2**

Our KS1 curriculum is all based around animal stories. Each of our topics is explored through a bespoke picture-book story at the beginning of the lesson, engaging children with some of the key themes and ideas of the topic in simple, accessible and exciting ways. Lessons focus on the core practice of empathy building, developing other key skills of discussion, active listening, curiosity and global citizenship.

**Key Stage 2 | Y3&4**

Our lower KS2 curriculum follows a similar structure to KS1, with videos often used as an introduction to the lesson, followed by a range of discussion-based and practical activities. Lessons build on the practice of empathy building and introduce critical thinking, developing other key skills of discussion, active listening, curiosity, reflection and global citizenship.

**Key Stage 2 | Y5&6**

Our upper KS2 curriculum follows a similar structure to lower KS2, with videos often used as an introduction to the lesson, followed by a range of discussion-based and practical activities. Lessons build on the practice of empathy building and introduce core practices of critical thinking and linking thinking, whilst continuing to develop key skills of discussion, active listening, curiosity, reflection and global citizenship.
**Key Stage 3 | Y7&8**

At KS3, students engage with a range of current global issues, helping them to find their voice, share their opinions and listen to a diverse range of ideas within the classroom and curriculum content. Lessons introduce critical thinking as a foundation for learning, with the core practice of empathy weaved throughout the programmes and developing key skills of discussion, active listening, inquiry, reflection and global citizenship.

**Key Stage 4 | Y9&10**

Our curriculum for KS4 spans the upper age range of KS3, connecting to a deeper level of inquiry present at this age group. Lessons encourage students to strengthen their own ideas and opinions about a range of core global issues, introducing the practice of systems thinking to help make sense of how different issues relate and interconnect. All lesson activities encourage the foundational practices of critical thinking and empathy whilst developing key skills of debate and discussion, active listening, inquiry, reflection and global citizenship.

**Key Stage 5 | Y11-13**

Our curriculum for KS5 spans the upper age range of KS4, connecting to a deeper level of inquiry and reflection present at this age group. Lessons encourage students to connect more fully with the wider world and their place within it, using the core practices of critical thinking, systems thinking and empathy building to help young people make sense of the world and their place within it. As well as these three core practices, all lessons develop key skills of debate and discussion, active listening, compassion, inquiry, reflection and global citizenship.
We believe educators need a more innovative toolkit to facilitate learning that is both relevant and resilient to the world we live in.

The influence that educators have on helping to shape the future of young people is often profound, and the social and emotional wellbeing of teachers is foundational to the difference they make, in and out of the classroom.

This three-part CPD programme supports teachers to elevate their practice to create genuinely impactful change for people and the planet in their school. Using a systems-thinking approach, this training course weaves the neuroscience of wellbeing together with practices for growing emotional resilience, restoring social equality and regenerating planetary health.

We offer this training in-house, and include pre-recorded training modules in your membership: [www.thoughtboxeducation.com/training](http://www.thoughtboxeducation.com/training)

Our CPD training includes:

- Evidenced based research into holistic wellbeing
- Cutting edge neuroscience in teaching & learning
- Personal, professional & organisational development
- Support in creating a culture of wellbeing
- Practical classroom strategies and approaches
- A regenerative framework and whole school approach to wellbeing for people and planet.
Innovative thinking to transform learning
Come for the resources, stay for the community

Setting up your account
Your school now has a unique subscription to ThoughtBox, offering you full access to all of our Think & Thrive curriculum and three training modules. To access, simply set up your membership using the unique link for your school (feel free to drop us a line to request this if necessary).

Once you’ve created your profile, you can choose to access lesson plans individually via the website by visiting each of the topic pages via the Programme tabs. Or you can use the “one-click download” to save the entire module onto your computer or school network. This is found on the bottom of each curriculum topic page.

Members Area
Visit the Members’ Area on the top of the ThoughtBox menu to access all of the curriculum topics, activities and training modules.

Teaching expertise is a powerful gift when shared

Join the Staffroom
Our online Staffroom is a place to come together with teachers from across the world, share ideas, resources and opportunities for learning. We host monthly events (free to members) and invite you to be part of the network.

TeacherTalk
Discover the ideas shaping 21st century education with our monthly e-magazine shares stories from inspiring schools and educators from across the world. Keep an eye on your inbox on the first Thursday of each month for your copy – or visit the TeacherTalk page on the website to read back-issues.
Help connect learning to life – extending the conversations beyond the classroom.

Learning is constant and continuous and doesn’t simply finish when the bell rings. Here are ways for your students to continue their reflections and growth, and to strengthen their opportunities to nurture the three principles of self-care, people-care and earth-care on a daily basis:

1. **Little Thinks**
   Why not start each morning with a quick reflection on something happening in the media with our selection of little thinks – daily tutor time activities to stimulate conversation and spark critical thinking, empathy and connection: [www.thoughtboxeducation.com/little-thinks](http://www.thoughtboxeducation.com/little-thinks)

2. **Line of thought**
   Ask pupils to end the lesson by writing down a question or reflection they may have. Hang these up on a ‘line of thought’ (a piece of string and some pegs) and use these questions to spark discussions during tutor time or at the start of the next lesson.

3. **Wonderwall**
   Paint a wall in the school with blackboard paint for pupils to write down some of their questions and reflections. Simply write “I wonder why...” at the top of the wall – pupils are free to chalk their questions and the wall can become a community space for engaging conversations and the sharing of thoughts and ideas

4. **Global Changemakers**
   Connect pupils to our growing community of inspiring individuals working in the fields related to the topics to create positive change for people and planet: [www.thoughtboxeducation.com/ngts](http://www.thoughtboxeducation.com/ngts)

5. **Learning from home**
   Our 30-day inquiry activities are perfect to bring the conversations home! Explore many of the topics and ideas being explored in the classroom with parents and family by moving through the different inquiries and short activities. [www.thoughtboxeducation.com/school-of-thought](http://www.thoughtboxeducation.com/school-of-thought)
This sort of learning can’t wait...

If you are ready to dive deeper into the ThoughtBox learning journey, we can help with training, curricular, workshops, talks and ideas. Reach out to our team: hello@thoughtboxeducation.com | thoughtboxeducation.com