

THE
13
LIFE HACKS



Volume
1

MASTERING YOUR MIND

WORKBOOK - HACKS 1-4

TEACHER NOTES



A JTeen Prevent Project

How to Teach Mastering Your Mind

Teaching Life Skills Today to Help Prevent the Mental Health Problems of Tomorrow

Mastering Your Mind is a groundbreaking, evidence-based preventative mental health and life skills programme for young people aged 11–15, created by psychotherapist and JTeen founder Yaakov Barr and based on the award-winning book Mastering Your Mind.

Developed from proven psychological approaches and extensive frontline experience working with young people, the programme turns vital life skills into practical, engaging classroom learning. Across 13 Life Hacks, students build confidence, resilience, emotional awareness, healthier relationships, coping skills and healthier thinking patterns.

The programme has been tried and tested in schools, with feedback helping to shape and strengthen its content and delivery.

The Mastering Your Mind Journey

The programme is usually delivered over three school years, at approximately one lesson per week.

The three volumes build progressively, beginning with foundational skills and moving towards topics requiring greater maturity and self-awareness. Recap lessons help students revisit and strengthen earlier learning.

There is no need to rush. The aim is not simply to complete the material, but to help students understand, practise and use these skills in their own lives.

These are not simply lessons for school. They are skills for life - helping young people understand themselves, cope with challenges, build healthier relationships and prevent many of the problems we are seeing young people struggle with today.

You Don't Need to Be an Expert

Mastering Your Mind has been specifically designed to be taught by teachers, without the need for outside experts.

You do not need to be a psychologist, therapist or expert in mental health or life skills. The expertise is built into the programme, with the workbook, PowerPoints, Teacher Notes, activities and online resources giving you everything you need to teach it confidently and effectively.

Your role is to bring the material to life, encourage discussion, involve the class and help students practise and apply the skills they are learning.

How Each Hack Works

1. Student Workbook

The workbook is at the heart of the programme. Students follow the material, discuss the ideas and complete the tasks and exercises directly in their own books.

2. PowerPoint

Each PowerPoint follows the workbook directly, allowing you to take the whole class through the Hack together while students follow in their own books.

The PowerPoint helps bring the material to life through audio, sounds and interactive elements, as well as providing dedicated slides for tasks and discussions.

Teachers should have received the PowerPoints and downloadable fonts by email. Please install the fonts before use. If you have any problems, contact admin@masteringyourmind.today

3. Teacher Notes

Each Hack has its own Teacher Notes, including:

- A brief overview and key themes
- Discussion prompts
- Relevant Torah sources
- Suggested classroom activities
- A Suggested lesson structure

The lesson structure is a guide only. Every class is different, so please feel comfortable adapting the pace, discussions and activities to suit your students and timetable.

The additional activities and discussion prompts are there to give you choice – you do not need to use every resource.

How to Teach Mastering Your Mind

4. Online Resources

Before teaching each Hack, visit www.masteringyourmind.today

For each Hack, you will find:

- A short video from Yaakov Barr introducing the Hack and explaining why it matters
- An end-of-Hack multiple-choice quiz
- An end-of-Hack word search
- Printable copies of charts and worksheets from the workbook where additional copies may be useful

There are also short student videos at the beginning and end of each volume:

Volume 1: Hacks 1 & 4

Volume 2: Hacks 5 & 9

Volume 3: Hacks 10 & 13

5. Optional Videos

Some lessons include links to short optional videos chosen to help bring a particular MYM idea to life, prompt discussion or make the learning more memorable.

These videos are not an essential part of the programme and may not be suitable for every school or community. Teachers should always watch a video themselves before showing it and decide whether the content, style and presentation are appropriate for their students and school.

Where a video is not suitable, simply leave it out. The workbook contains the core teaching and the lesson does not depend on the video.

All optional-video sections are shown in square brackets so that they can easily be omitted where appropriate.

If a Student Opens Up...

Some of the topics in Mastering Your Mind may encourage students to think or talk about difficulties they are experiencing. Please don't feel intimidated by this or feel that you need to become a therapist.

Your role is to listen, respond calmly and supportively, and follow your school's usual pastoral or safeguarding procedures where appropriate. You are not expected to diagnose, counsel or solve a student's difficulties yourself.

Creating a classroom where young people feel able to speak up when something is wrong is an important

part of preventative wellbeing. If a student shares something that raises a safeguarding concern, always follow your school's safeguarding procedures.

Working in Partnership

We see the schools teaching Mastering Your Mind as our partners.

At the end of each volume, we will provide teacher and student evaluation forms. These help both you and us understand the impact the programme is having, track outcomes and see which parts students are finding most valuable.

Mastering Your Mind is not intended to stand still. We will continue to learn from what teachers and students tell us, as well as from what we are seeing through our work with young people, and will keep developing and updating the programme accordingly.

Please do share your feedback with us, the things that worked particularly well, things you think could be improved, or anything you feel is missing. And if at any stage you need help teaching or using the programme, please get in touch at admin@masteringyourmind.today. We are here to support you.

Before Teaching Each Hack

Read the Teacher Notes > Watch the short teacher video > Open the PowerPoint > Teach through the workbook > Choose any additional activities > Finish with the quiz and/or word search.

Most importantly, don't feel you need to rush. It is better to spend time on a valuable discussion or activity than simply to get through the material.

The goal is not just to finish the book. It is for students to understand, practise and begin using these skills in their own lives.

The expertise is built into the programme. You bring it to life in the classroom.

Thank you for being part of Mastering Your Mind and for helping us give young people skills that we hope they will carry with them long after they leave the classroom.



Yaakov Barr
Founder, Mastering Your Mind

Curriculum overview

Approximately 90 lessons for Years 7 to 9

Volume	Hack/Appendix	Title	Core Focus	Lessons
Volume 1	Hack 1	Good friendships	Workbook tasks on friendship types and instincts (pp.13–16)	4
	Hack 2	Mood boosting	Activity scheduling, exercise, kindness, gratitude, self-talk	5
	Hack 3	Overcoming stress	Identify stressors, thought skills, time planning, calming breath, support	4
	Hack 4	Facing problems and life challenges	SODAS problem-solving; acceptance & coping with Long-term challenges	4
	Recap	Revisiting Volume 1	Review and application of Hacks 1–4	2
Volume 2	Hack 5	Taming your anger	Triggers, calming strategies, reframing, perspective	5
	Hack 6	Balance	Study/life balance, body image, hygiene, routines, screen-time	5
	Hack 7	I.C.B.B. (I can be bothered)	Beating avoidance, building motivation, starting small	4
	Hack 8	A good night's sleep	Sleep hygiene, routines, “don’t sleep vs can’t sleep”	4
	Hack 9	Speaking up & speaking out	Asking for help, assertiveness, bullying, Safe disclosure	4
	Recap	Volume 2 + Revisit Volume 1	Review and application of Volume 2 with cumulative recall	3
Volume 3	Hack 10	Breaking bad habits	Habit loops, swaps, small wins	4
	Hack 11	Me, myself, and I	Self-esteem, identity, self-acceptance	5
	Hack 12	Coping with feelings & thoughts	Normalising emotions, helpful thinking	4
	Hack 13	To change or not to change	Choices, SMART goals, sustaining change	4
	Conclusion	Bringing it all together	Review & next step	2
	Recap	Volume 3 + Revisit Volumes 1 & 2	2 lessons Volume 3, 1 Volume 2, 1 Volume 1	4
	Appendix A	Anxiety on the big day	Exams/interviews: prep, sleep, breathing, visualisation	2
	Appendix B	Antisemitism and fear of terrorism	Safety, resilience, support seeking	2

Note: Lesson numbers are approximate. Schools may take more or fewer periods depending on lesson length, discussion, activities and workbook pace.

Hack 01



Good Friendships

“

**A real friend accepts who you
are and allows you to become
the person you should be.**

(Y.B)

”

Hack a glance

This Hack helps students understand what healthy and unhealthy friendships look like, how to make and maintain good friends, how confidence can get in the way socially, and how jealousy can damage friendships.

Main MYM ideas:

The Six Types of Healthy Friendships; the Six Types of Unhealthy Friendships; The Power of Instinct; the Eight Tips for Making Good Friends; the Four Confidence Traps; Comparing and Observing; Start Accepting Yourself.

Important Teacher Guidance

- Keep the workbook at the centre of the lesson. The notes are there to help you bring out the key message, not to replace the workbook.
- Do not ask students to name classmates when discussing unhealthy friendships, jealousy or social difficulties.
- Encourage students to think about themselves as a friend as well as judging other people.
- Some students may be socially isolated or struggling with friendships. Keep the tone encouraging and avoid public comparisons.
- If a student raises a genuine safeguarding concern, follow the school's normal safeguarding procedures.
- Where relevant for the school, the same friendship patterns can also appear through messaging, social media and other online interaction. All specifically digital examples in these notes are shown in square brackets so they can be omitted where appropriate.
- These notes assume each lesson maps to roughly one class period. If you are short on time, prioritise the Discussion questions over the Optional Activity.

Suggested lesson structure

Lesson 1: What Makes a Healthy Friendship?

Workbook pages:

Workbook pp. 4–7

Learning focus:

Students explore why friendships matter and learn the six types of healthy friendship.

Key MYM concepts:

The Supporter, The Real Deal, The Easy-going, The Independent, The Pillar, The Trusted.

What to emphasise:

The six types are not a test that every friend must pass. They are a way of noticing the qualities that make friendships feel safe, supportive and genuine. Also ask students to think about which qualities they themselves offer as a friend. Where appropriate, point out that the same qualities matter online too: a Trusted friend does not share private messages or images, and an Independent friend does not expect constant online contact.

Discussion:

- Which of the six types do you think is most important, and why?
- Can one friend be more than one type?
- Which of these qualities is hardest to offer to someone else?

Optional activity:

Which Friend Is This? (Appendix A). Read the scenarios one at a time and challenge students to identify the healthy friendship type as quickly as they can. Ask for one clue from the scenario that proves their answer. This can be played as a whole-class quick-fire game or in two teams. Allow about 5–10 minutes.

Teaching point:

Healthy friendships are made up of recognisable behaviours, not just whether someone is fun to be around.

Teacher note / Watch-out:

Avoid turning the discussion into naming or rating real classmates.

Looking ahead:

Lesson 2 turns to unhealthy friendship patterns and the importance of trusting instinct.

Lesson 2: Unhealthy Friendships and Instinct

Recap:

Briefly remind students of the six healthy friendship types from Lesson 1. Ask if anyone has noticed one of these qualities in a friendship since the last lesson (no need to share details).

Workbook pages:

Workbook pp. 8–10

Learning focus:

Students learn to spot unhealthy friendship patterns and understand why their instinct matters.

Key MYM concepts:

The User, The Pusher, The Stressor, The Reliant, The Volcano, The Gossiper; The Power of Instinct.

What to emphasise:

Bring out that the workbook asks two questions: *'Is someone treating me like this?'* and *'Do I sometimes behave like this?'* The aim is not to label people, but to notice patterns. When teaching instinct, focus on the idea that an uncomfortable feeling is worth taking seriously and thinking about. We may ignore it because we want to be liked, popular or accepted, but instinct is a prompt to pause and notice what may be causing the feeling, not proof on its own that someone is unsafe. Online, the same unhealthy patterns can show up through repeated messaging, pressure in group chats, sharing something without permission, expecting instant replies, or making someone feel watched or responsible all the time.

Discussion:

- Why might someone ignore a feeling that a friendship is not good for them?
- What is the difference between a friend who occasionally stresses you and a friendship that regularly leaves you feeling stressed?
- Which unhealthy behaviour could someone show without even realising it?
- How might an unhealthy friendship pattern show up through messages, group chats or social media even if the person seems friendly face to face?

Suggested lesson structure

Lesson 2: Unhealthy Friendships and Instinct Cont.

Optional activity:

Spot the Friendship Red Flag (Appendix B). Read one scenario at a time. Students identify the unhealthy friendship pattern and call out the behaviour that is the '*red flag*'. For an extra challenge, ask what a healthier version of that behaviour might look like. Allow about 5–10 minutes. Keep the focus on behaviours rather than real people. Where appropriate, include the bracketed online/messaging examples in Appendix B.

Teaching point:

Spotting a pattern early makes it easier to think clearly about a friendship.

Teacher note / Watch-out:

This section may bring up real concerns. Keep examples anonymous and do not try to resolve a live friendship problem in front of the class.

Looking ahead:

Lesson 3 moves from spotting patterns to practical tips for making and keeping good friends.

Lesson 3: How to Make Good Friends

Recap:

Briefly revisit the six unhealthy friendship types and the idea that instinct is a prompt to notice, not proof that someone is unsafe. Ask if anyone wants to share how that idea landed.

Workbook pages:

Workbook pp. 11–15

Learning focus:

Students use the workbook story and the eight practical tips to think about how real friendships develop.

Key MYM concepts:

The Eight Tips for Making Good Friends: Be You; Be Loyal & Trustworthy; Be Open-Minded; Be Patient; Avoid Being Exclusive; Look After Yourself; It's Okay If You Argue; Just Do It.

Optional videos:

- Making Friends

A short film about how friendships can begin.

Ask: *“What did the boy do that helped him make a friend?”*

- The Present

A short film about first impressions and not judging someone too quickly.

Ask: *“How did his first judgement stop him seeing the value of the present?”*



PLAY



PLAY

Optional activity:

Friendship Advice Clinic (Appendix C). Read one fictional friendship problem at a time. Students become the *‘friendship advisers’* and choose which of the Eight Tips for Making Good Friends would be most useful. Ask them to give one short piece of advice using the workbook language. Allow about 10 minutes.

Teaching point:

The Eight Tips are practical tools that can be applied to real friendship situations.

Teacher note / Watch-out:

Keep the lesson hopeful for students who currently find making friends difficult.

Looking ahead:

Lesson 4 looks at the thoughts that can make social situations feel harder than they need to be.

Suggested lesson structure

Lesson 4: The Four Confidence Traps

Recap:

Briefly recap the Eight Tips for Making Good Friends, especially *'Be You'*. Ask if anyone tried the small action they chose in the last lesson.

Workbook pages:

Workbook pp. 16–19

Learning focus:

Students learn four common ways self-conscious thinking can make social situations harder.

Key MYM concepts:

Mind Reading, Voice Recording, Replays, Fear of Silence.

What to emphasise:

All four traps pull attention away from the actual conversation and onto *'How am I coming across?'* The practical message is not to wait until confidence magically appears, but to practise talking, joining in and being more natural. The same traps can happen online: Mind Reading what somebody meant by a short reply or no reply, over-analysing a message before sending it, or replaying and rereading a message afterwards.

Discussion:

- Why does Mind Reading make conversations harder?
- What happens when you *'voice record'* yourself while speaking?
- Why is silence not necessarily a sign that a conversation is going badly?
- Why is it especially easy to Mind Read when someone has not replied, has left a message on *'seen'*, or sends a very short response?

Optional activity:

Trap! – The Four Confidence Traps (Appendix D). Read an example aloud and give students a few seconds to call out: Mind Reading, Voice Recording, Replays or Fear of Silence. Then ask, ‘*What could the person do instead?*’ Keep the pace quick and repeat with several examples. Allow about 5–10 minutes. Where appropriate, also use the bracketed messaging examples in Appendix D.

Teaching point:

Once you can spot the trap, it becomes easier not to get pulled into it.

Teacher note / Watch-out:

Some students may strongly identify with this section. Let personal reflection stay private unless they choose to share.

Looking ahead:

Lesson 5 looks at jealousy and comparison, and how to focus more on self-acceptance.

Suggested lesson structure

Lesson 5: Jealousy & Self-Acceptance

Recap:

Briefly recap the Four Confidence Traps - Mind Reading, Voice Recording, Replays and Fear of Silence. Ask if anyone noticed one of these traps in themselves since the last lesson.

Workbook pages:

Workbook pp. 20–24

Learning focus:

Students understand how jealousy affects friendships and learn practical ways to reduce comparison.

Key MYM concepts:

How to Stop the Rot; Less Looking; Less Comparing; Less Copying; Don't Pull Others Down; Comparing and Observing; Start Accepting Yourself.

What to emphasise:

All four traps pull attention away from the actual conversation and onto *'How am I coming across?'* The practical message is not to wait until confidence magically appears, but to practise talking, joining in and being more natural. The same traps can happen online: Mind Reading what somebody meant by a short reply or no reply, over-analysing a message before sending it, or replaying and rereading a message afterwards.

Discussion:

- Why can jealousy be especially strong between friends?
- What is the difference between observing something about another person and comparing yourself to them?
- Why does putting someone else down not actually make you feel better in the long term?
- How can scrolling through other people's posts turn simple observing into comparing?

Optional video:

- Jealousy & Kindness

A short story exploring jealousy and kindness.

Ask: *“What does the story teach us about jealousy?”*



PLAY

Optional activity:

Comparison or Observation? (Appendix E). Read each statement aloud.

Students decide whether it is a comparison or an observation. Whenever it is a comparison, challenge them to turn it into a neutral observation. Keep it quick-fire and use the workbook examples first as the model. Allow about 5–10 minutes.

Teaching point:

We can notice something good about another person without turning it into a judgement about ourselves.

Teacher note / Watch-out:

Use hypothetical examples rather than comparing real students' popularity, possessions or achievements.

Additional discussion prompts

Discussion:

- Can someone be fun to be around but still not be a good friend?
- Is being popular the same as having good friendships?
- What makes it difficult to be yourself around other people?
- How can jealousy damage a friendship even if nothing is said out loud?

Optional additional activities

Friendship scenarios:

Appendices A and B contain ready-to-use examples for the healthy and unhealthy friendship types. Use only as many as the class needs.

Your good friendships plan:

Give students proper class time to complete the reflection on workbook page 24. This is the best way to finish the Hack because it asks them what they are actually going to do differently. Consider a brief check-in a few weeks later. Even two minutes at the start of a future lesson to ask how their plan is going, so the reflection doesn't get forgotten once the Hack ends.

What success looks like

- Recognise the six healthy and six unhealthy friendship types
- Recognise the six healthy and six unhealthy friendship types
- Explain why instinct can be useful when something about a friendship feels wrong
- Identify at least one of the eight friendship tips they can put into practice
- Recognise the Four Confidence Traps
- Explain the difference between comparing and observing
- Identify one practical way to focus more on self-acceptance

Explain why instinct can be useful when something about a friendship feels wrong.

- Identify at least one of the eight friendship tips they can put into practice
- Recognise the Four Confidence Traps
- Explain the difference between comparing and observing
- Identify one practical way to focus more on self-acceptance

Appendices: Ready-to-use activities

Appendix A: Which friend Is this?

How to use:

Read the scenarios one at a time. Students identify the healthy friendship type and give one clue that proves their answer. For extra energy, divide the class into two teams and alternate questions.

- **The supporter:** One student notices that a friend has been unusually quiet all day. They check in privately and say, *"You seem a bit down. I'm here if you want to talk"*
- **The real deal:** One student tells a friend they do not feel like joining the group after school. The friend says, *"No problem at all"*, and does not make them feel guilty
- **The easy-going:** Two friends can spend time together without pressure or drama. They laugh, chat and are also comfortable when there is nothing much to say
- **The independent:** Two students are close friends, but both have other friends too. Neither gets upset when the other spends time with someone else
- **The pillar:** One student tells a friend that something they said was upsetting. The friend listens rather than becoming defensive, apologises and talks it through
- **The trusted:** One student tells a friend something personal. Weeks later, they realise the friend has kept it completely private

Teaching point:

The six types describe behaviours and qualities that help a friendship feel safe, supportive and genuine.

Appendices: Ready-to-use activities

Appendix B: Spot the Friendship Red Flag

How to use:

Read each scenario. Students identify the unhealthy friendship type and then name the behaviour that acts as the “*red flag*”. Remind them that the aim is to recognise patterns, not label classmates.

- **The user:** One student usually ignores a classmate, but suddenly becomes very friendly whenever they need homework help or want to borrow something
- **The pusher:** One student keeps trying to persuade a friend to do something the friend has already said they are uncomfortable doing, and laughs at them for saying no
- **The stressor:** Whenever one student is with a particular group, they feel tense, worry about saying the wrong thing and often feel worse afterwards
- **The reliant:** One student expects a friend to listen to every worry immediately and becomes upset if the friend is not available. The friend starts to feel responsible for keeping them okay
- **The volcano:** One student never knows what will upset a friend. One day a joke is fine; the next day the same thing causes a huge reaction. They feel they have to watch every word
- **The gossiper:** One student often tells a friend private stories about other people and says, “*Don’t tell anyone I told you*”. The friend starts wondering what is being said about them

Online / messaging examples – use only where appropriate:

- A friend posts or shares something about you online without asking you first. Which unhealthy friendship pattern might this connect with, and what is the red flag?
- A friend repeatedly messages you, expects an immediate reply and becomes upset if you are not available. How could this become a Reliant friendship?
- A friend pressures you through messages or a group chat to do something you have already said you do not want to do. Which unhealthy friendship type does this show?

Teaching point:

Unhealthy patterns become easier to deal with when we can name the behaviour clearly.

Appendix C: Friendship Advice Clinic

How To Use:

Read one problem at a time. Students choose one or two of the Eight Tips for Making Good Friends and give the young person a short piece of advice using the workbook language.

- A student has just joined a new class and is trying very hard to impress everyone by pretending to like everything the group likes
- Two friends have become so exclusive that they get annoyed whenever the other spends time with anyone else
- A student made a new friend last week and is disappointed that the friendship does not already feel close
- Two good friends had an argument yesterday and one now thinks the friendship must be over
- A student keeps listening to a friend's problems for hours and is beginning to feel completely drained
- A student wants more friends but waits for other people to start every conversation

Possible tips students may use:

Be You; Be Loyal & Trustworthy; Be Open-Minded; Be Patient; Avoid Being Exclusive; Look After Yourself; It's Okay If You Argue; Just Do It.

Teaching point:

Good friendship skills are things we can practise rather than qualities we either have or do not have.

Appendices: Ready-to-use activities

Appendix D: Trap! – The Four Confidence Traps

How to use:

Read each example and give students a few seconds to call out the trap. Then ask what the person could do instead. The four answers are: Mind Reading, Voice Recording, Replays and Fear of Silence.

- *“They look bored. They must think I’m boring”* (Mind Reading)
- *“Was that sentence stupid? Am I speaking too quickly? Do I sound strange?”* while still talking (Voice Recording)
- On the way home, repeatedly thinking, *“Why did I say that? They must think I’m ridiculous”* (Replays)
- A few seconds go quiet and immediately thinking, *“Quick! I need to say something or this is awkward”* (Fear of Silence)
- *“They didn’t smile when I spoke. They probably don’t like me”* (Mind Reading)
- After a conversation has ended, going over each thing you said to check whether you made a mistake. (Replays)

Online / messaging examples – use only where appropriate:

- *“They haven’t replied yet, they must be annoyed with me”* (Mind Reading)
- Reading over a message again and again after sending it, worrying that it sounded stupid. (Replays)

Teaching point:

Spotting the trap helps students move their attention back to the actual conversation rather than monitoring themselves.

Appendix E: Comparison or Observation?

How to use:

Read each example and give students a few seconds to call out the trap. Then ask what the person could do instead. The four answers are: Mind Reading, Voice Recording, Replays and Fear of Silence.

Comparison:

"They are so much better at sport than me. I'm useless"

Possible observation:

"They are very good at sport"

Comparison:

"They have loads more friends than I do. Nobody likes me"

Possible observation:

"They are very sociable and have lots of friends"

Comparison:

"Their family always goes on amazing holidays. My life is boring"

Possible observation:

"Their family goes on some exciting holidays"

Comparison:

"They always get higher marks than me. I'm not clever"

Possible observation:

"They often get high marks"

Teaching point:

Observing notices something about another person; comparing immediately turns it into a judgement about ourselves.

Quick Teacher Reminder

The appendices are there to save preparation time, not to add extra lessons. Use them only where they help students understand the workbook material more clearly.

Torah Perspectives

Theme in Hack	Source	Hebrew & English (in same cell)	Use in Lesson
Friendships shape who we become	Rambam, Hilchos De'os 6:1	דרכו של אדם להמשך בדעותיו ובמעשיו אחרי רעיו – A person is naturally drawn to the attitudes and behaviours of their friends.	Highlights the deep influence of peer groups.
Learning from everyone you meet	Taanis 7a	ומתלמידי יותר מכלם – I have learned most from my students.	Emphasises that friendships and interactions shape us.
Choosing friends wisely	Chovos Halevavos 8:3	התאמצו להשיג רעים נאמנים וטהורים – Strive to find loyal and pure friends.	Reinforces the “Types of Healthy Friends” section.
A true friend helps us grow	Mesillas Yesharim 23	חבר אמת... המוכיח באהבה ומצילו – A true friend rebukes with love and helps his friend avoid harm.	Encourages students to value honesty in friendship.
You are influenced by your social circle	Taanis 23a	או חברותא או מיתותא – Either companionship or death is.	Shows how crucial positive social connection is.
Don't try to be someone you're not	Sanhedrin 106a	הלך הגמל לבקש קרנים ונקצצו אזניו – The camel went to demand horns and lost its ears.	Connects with pressure to fit in or change to please others.
Be comfortable in your own skin	Bamidbar Rabbah 16	ונהו בעינינו כחגבים וכן היינו בעיניהם – We felt like grasshoppers in our own eyes, and so we appeared to them.	Explores how low self-image affects how others see us.
You can't always know what others think	Bereishis Rabbah 64:2	שבעה דברים נסתרים מן האדם... – Seven things are hidden... including another's thoughts.	Counters mind-reading and social anxiety.
Jealousy destroys from within	Mishlei 14:30	רקב עצמות קנאה – Envy is rot to the bones.	Shows the internal damage of comparing yourself to others.
Everyone is different – and that's good	Berachos 58a	כשם שאין פרצופיהן שוות, כך דעותיהן שוות – Just as no two faces are the same, no two opinions are the same.	Supports embracing differences and personality types.
Everyone has their own mission	Chafetz Chaim, Va'eschanan	דע שיש לך כל מה שאתה צריך להשלים את תפקידך בחיים – Realize you have all you need to fulfil your life's mission.	Counters jealousy and fear of missing out.
True wealth is internal contentment	Pirkei Avos 4:1	איזהו עשיר? השמח בחלקו – Who is rich? One who is happy with what he has.	Builds self-worth not based on popularity or appearance.
Greet others with warmth and respect	Pirkei Avos 1:12	הוי מקבל את כל האדם בסבר פנים יפות – Greet every person with a pleasant face.	Encourages kindness, warmth, and inclusion.
We are responsible for our actions	Pirkei Avos 1:17	לא המדרש הוא העקר, אלא המעשה – Study is not the main thing, but action.	Pushes students to put friendship values into practice.

Government Criteria Alignment Chart

Framework	Criterion / Theme	Covered in Hack 1
PSHE (Health & Wellbeing)	H1: Recognise and talk about emotions	Workbook tasks on friendship types and instincts (pp.13–16)
	H6: Strategies for maintaining healthy relationships	Exploring healthy friendship types and communication
	H10: Managing peer influence	Popularity vs. authenticity, red flag friendships
	H11: Self-respect and happiness	Being yourself and valuing inner worth
	H12: Impact of actions on others	Reflecting on emotional impact of behaviours
PSHE (Relationships)	R1: Positive relationship characteristics	6 Types of Healthy Friendships (p.13)
	R2: Trust, respect, communication	Trust and assertiveness activities (pp.14–21)
	R3: Bullying and seeking help	Recognising unsafe friendships and instinct signals
	R6: Managing conflict	Healthy disagreement and personal reflection
	R13: Changing relationships	Letting go of toxic relationships, trusting instinct
RSHE (Mental Wellbeing)	Recognising emotions, managing peer pressure	Emotional literacy and gut feelings (pp.13–16)
RSHE (Respectful Relationships)	Kindness, boundaries, unhealthy patterns	Red flags, trust and honesty (pp.14–15)
RSHE (Online Relationships)	Peer pressure and social judgement (light touch)	Discussion on popularity and emotional safety
Safeguarding / KCSIE	Recognising distress or social harm	Instinct-based reflection and emotional red flags
	Knowing when and how to get help	Identifying safe people and trusted adults
British Values	Individual Liberty: choosing true friends	Confidence and friendship choices
	Mutual Respect: empathy and acceptance	Working with different personality types
SMSC – Spiritual	Self-reflection, emotional honesty	Instinct, values, self-awareness reflection
SMSC – Moral	Right vs. wrong in friendships	Recognising red flags, jealousy themes
SMSC – Social	Empathy, jealousy, communication	Group tasks and discussion on social experiences

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A JTeen Prevent Project
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