



RAD

Lesson 10: Teaching Companion

Lesson Summary

Lesson 10 brings together all the essential concepts introduced across the first ten RAD lessons. Students revisit the core skills: recognizing thoughts, feelings, and behaviours; labelling experiences as comfortable or uncomfortable; identifying personal values; and noticing the difference between RAD moves, notRAD moves, and the RoAD Blocks that can leave them stuck. The lesson reinforces that RAD skills are lifelong tools—not steps to immediately master just once, but strategies to return to repeatedly as life changes. Students also review the two acceptance strategies introduced so far, Taking Notice: Looking In and Looking Around. Both help students unhook from RoAD Blocks and reconnect with what matters most.

This lesson clarifies what it actually means to live a RAD life. Instead of trying to feel happy all the time, an expectation the world implicitly teaches, students learn that a meaningful life includes both comfortable and uncomfortable thoughts and feelings. Living a RAD life means acting on your values in both easy moments and hard ones, even when your mind is noisy or your emotions are intense. This connects directly to the concept of psychological flexibility from the theory of Acceptance and Commitment Therapy. Psychological flexibility is the ability to stay present, remain open to internal experiences (thoughts, feelings, sensations), and take action guided by personal values even during difficult moments. Rather than getting stuck in rigid patterns or fighting discomfort, psychological flexibility helps students notice and accept their internal world while still choosing behaviours that reflect what truly matters to them. When students can experience the full range of human emotions and still make RAD moves, they are building the foundation for a rich and meaningful life. Or as I like to say, “Living a RAD Life!”

Extension Ideas

A RAD checklist

This checklist can be used to remind students of the concepts presented in RAD and to assess if they can remember them and if they are using them. It could be used as an ongoing self-assessment and can suggest areas that may need to be revisited or expanded on.



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Living a RAD Life

When I created RAD, one of the largest barriers was creating images for the worksheets, website, and videos. While the concept of RAD, including the ideas for the lessons, the scripts, the video editing, and pretty much everything else are all my own, I did use AI to generate the images. After all, when trying to share a curriculum, images must be royalty-free— free of copyright and permissible to share with everyone. This is where AI helped greatly (along with some proofreading— we established spelling is not a strength!).

Still, often the generated images were not quite right. Creating images proved harder than I anticipated, and it often took many tries and many mistakes to create an image that was still often not what I wanted. In fact, the one image that I am most proud of, the RAD logo, was drawn by my daughter, without any help from AI.

For this activity, I want you to replace AI. Create an image that represents one of my favourite sayings from the lessons “Living a RAD life.” Incorporate as many of the big ideas of the program as you can into the image. Below is a checklist of these big ideas.

Living a RAD Life Checklist

- Knowing what the RAD acronym stands for (Recognize, Accept, Do)
- Recognizing thoughts, feelings, and behaviours
- Labelling experiences as comfortable or uncomfortable
- Identifying personal values
- Making RAD moves (actions that follow values), avoiding not-RAD moves, and noticing RoAD Blocks
- Accepting thoughts and feelings instead of avoiding them
- Taking Notice (Looking In and Looking Around)
- Using the RAD acronym to help guide decisions in difficult moments



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RAD Concepts Checklist

Here are some concepts from RAD. Use this assessment to see which ones you really know and which ones you could learn more about and practice more.

How well do you understand these RAD concepts? I...	don't understand this yet	am starting to understand it	understand it but rarely use it	understand it and sometimes use it	understand it and use it often in my life
Recognize	✓	✓	✓	✓	✓
I can identify my thoughts, feelings, and behaviours separately.					
I can label my experiences as comfortable or uncomfortable (instead of good or bad).					
I can tell when I'm starting to get stuck.					
Accept	✓	✓	✓	✓	✓
I understand that uncomfortable thoughts and feelings are normal and not good or bad.					
I can identify a RoAD Block (an uncomfortable thought or feeling that gets in the way of my values).					
I know that I cannot fully control or eliminate thoughts and feelings.					
I can use Taking Notice — Looking In to help me accept uncomfortable thoughts and feelings.					
I can use Looking Around to help focus on doing what's important.					
I understand that feelings matter, but they don't need to be in charge of my choices.					



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How well do you understand these RAD concepts? I...	don't understand this yet	am starting to understand it	understand it but rarely use it	understand it and sometimes use it	understand it and use it often in my life
Do What's Important	✓	✓	✓	✓	✓
I can identify my values—the big ideas that describe the kind of person I want to be.					
I can tell the difference between a value and a goal.					
I can identify a RAD move (an action in line with my values).					
I can identify a notRAD move (an action that moves me away from my values).					
I can use RAD skills to help me choose RAD moves even when it's hard.					
I understand what it means to live a RAD life: acting on my values in both easy and hard moments- not just being happy					
Putting It Together	✓	✓	✓	✓	✓
I know that all parts of RAD—Recognize, Accept, Do—work together.					
I see RAD as a set of lifelong skills I can return to whenever life becomes challenging.					

What did you find most interesting or helpful from the RAD lessons so far?

