

Building Resilience: Social & Emotional Learning Materials

Level 7-8

Created for the Department of Education and Early Childhood Development (DEECD) by
the Youth Research Centre, Melbourne Graduate School of Education, University of
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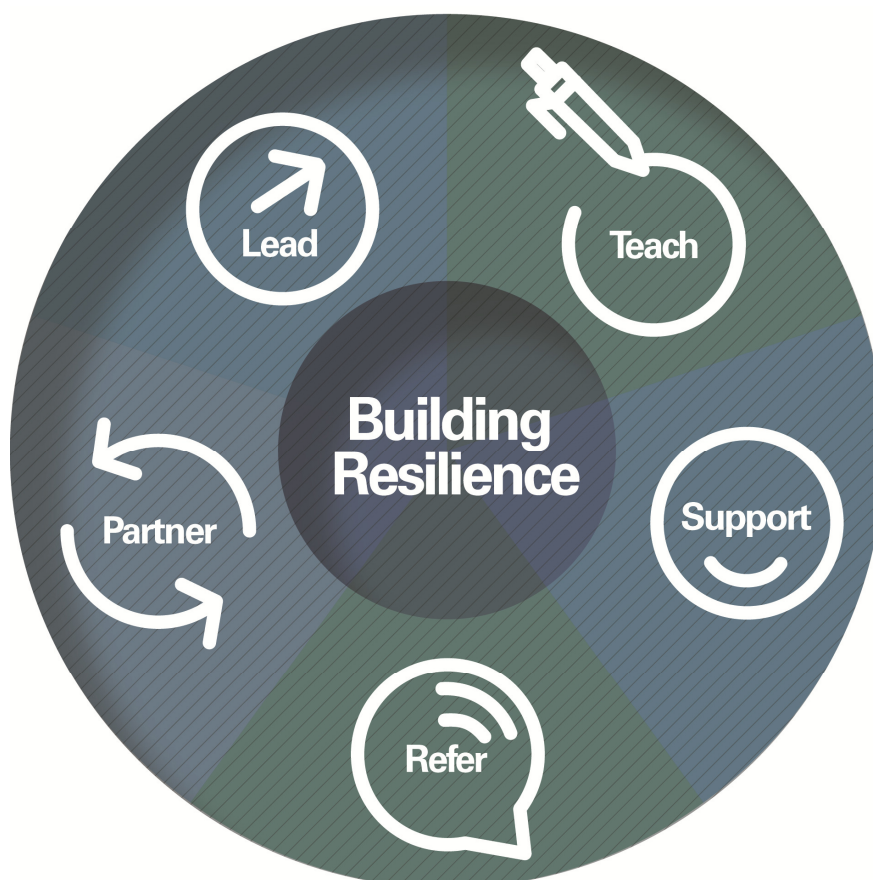
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Building Resilience – a model for supporting children and young people

Building Resilience supports schools to foster the learning, resilience and wellbeing of children and young people. It provides an evidence-based approach to developing personal and social capabilities, including self-awareness, self-management, social awareness and social management. It recommends a whole-school approach, encompassing strategic attention in the five interrelated domains of partnership, leadership, teaching, support, and referral.

Building Resilience is based on research which highlights the importance of taking a multi-dimensional school-wide approach to building resilience [1-3]. It assists schools to:

- **Partner** with the school community, including families and local and community services
- **Lead** activity across the school, orchestrating a comprehensive approach
- **Teach** social and emotional skills to all students across all year levels
- **Support** those young people identified as needing additional assistance
- **Refer** those in need to appropriate services



Partner

Effective approaches to building the resilience of children and young people include active and positive partnerships with students, staff, parents, and community and health services. Children and young people who feel cared for by people at their school and who are connected to the academic goals of the school are less likely to suffer academic, social or mental health problems [4-9].

Lead

Effective school leaders recognise the importance of a whole-school approach to building resilience in children and young people. They take action at organisational, relational and pedagogical levels. They ensure the provision of safe and caring learning environments for students, staff and families. This entails the establishment of safe, caring learning environments, effective use of positive approaches to classroom management, support for high quality teaching practices, explicit teaching of social and emotional skills and provision of support and referral processes for those students with greater needs [1, 10].

Teach

All teachers have a role in building the personal and social capabilities of students. They use pedagogical and relational strategies to foster the skills of self-awareness, self-management, social awareness, and social management, which are the building blocks of resilience. Schools also build resilience through the explicit teaching of evidence-based health, wellbeing and social and emotional learning (SEL) programs. Students who participate in rigorously designed and well-taught SEL programs show improved academic outcomes, demonstrate more positive social behaviour, and are less likely to engage in risky and disruptive behaviour, including risk-taking with alcohol and other drugs [1, 11, 12].

Support

Teachers and Early Childhood professionals are well-placed to notice children and young people with additional academic, social or wellbeing needs and to instigate school-based efforts to provide targeted support. This may include the provision of additional support within the classroom, specialised learning activities, or provision of additional pastoral or counselling services. Students experiencing social or emotional distress benefit from the provision of secure and positive routines within a supportive and friendly classroom.

Refer

Schools play a key role in the early identification of students in need of specialised social or mental health support and in referring them and their families to seek help from the appropriate service providers.

Building Resilience Online

Building Resilience online (www.education.vic.gov.au/resilience) assists schools to easily access the wealth of programs, resources, tools and organisations designed to enhance the resilience of children and young people. Through this interactive portal, teachers and educators can access:

- Information, advice and resources that assist in the leadership of school-wide approaches to fostering the resilience and wellbeing of students and staff (including the evidence base detailed through the *Building Resilience* literature review).
- A wide range of evidence-based materials and resources developed both by the Department and external organisations, to assist teachers to educate across key health and wellbeing areas, including: social and emotional learning, positive social relationships, drug education, sexuality education, mental health and healthy bodies.
- Resources to guide schools in supporting all students, including those with additional needs, as well as advice on appropriate referral pathways for students requiring specialist assessment or intervention.

The literature review

This literature review provides a summary of the current evidence base available to inform schools in their approach to building resilience and promoting the personal and social capabilities of their students. It begins with an introduction to contemporary theories about what influences individual wellbeing and resilience. It summarises the evidence base for the use of the school as a site through which to promote wellbeing and resilience. It features a discussion of the importance of the whole of school approach; the contribution made by specific social and emotional learning curricula; the role of teacher-student and student-student relationships in fostering engagement, connectedness and wellbeing; and the role of families and agencies within the broader support and service network.

Understanding the approach to enhancing resilience through social and emotional learning

Welcome to the *Building Resilience: Social and Emotional Learning Materials*. These materials have been designed for teachers in Primary and Secondary classrooms to build students' resilience through the development of their personal and social capabilities.

Resilience is the ability to cope and thrive in the face of negative events, challenges or adversity. Key attributes of resilience at an individual level include social competence; a sense of agency or responsibility; optimism and a sense of purpose or hope for the future; attachment to family, to school and to learning; problem-solving skills; effective coping style; pro-social values; a sense of self-efficacy; and positive self-regard.

Why develop students' personal and social capabilities?

Children and young people face a range of changes and challenges as they grow up. Recent research highlights that Australian children and young people experience a range of stressors and anxieties including those in the areas of study, family relationships, body image, emotional wellbeing and bullying [13-16]. At the same time, the mental health of children and young people is a growing national concern. The most recent data shows that more than a quarter (27%) of young people aged 16-24 are experiencing mental health problems and/or mental illness each year [17, 18].

It is increasingly recognised that as well as teaching academic skills, promoting student wellbeing is part of the core business of schools [19, 20]. One way that schools can promote students' resilience is through the teaching of evidence-based programs that explicitly foster the skills of self-awareness, self-management, social awareness, social management and critical and creative thinking. This is referred to as Social and Emotional Learning (SEL).

AusVELS identifies four General Capabilities which comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum. Within AusVELS the General Capabilities encompass a set of discrete knowledge and skills to assist students to live and work successfully in the twenty-first century. The knowledge and skills of the General Capabilities are required to be explicitly taught and assessed. *Personal and Social Capability* is one of four General Capabilities. The key skills of self-awareness, self-management, social awareness and social management comprise the organising elements of the *Personal and Social Capability*.

Within AusVELS, this set of materials neatly fits into the General Capability: *Personal and Social Capability*. This capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership. This capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and Social Capability', the words 'personal/emotional' and 'social/relational'

are used interchangeably throughout the literature and within educational organisations. The term 'Social and Emotional Learning' is also often used, as is the SEL acronym.

What are Social and Emotional learning programs?

Social and Emotional Learning (SEL) programs include curricula used to explicitly teach emotional literacy, coping and problem-solving skills. SEL involves the processes through which children and adults develop, extend and enhance the knowledge, attitudes and skills necessary to understand, manage and communicate about their own emotions, feel and show empathy for others, establish and maintain positive relationships, set and work towards positive goals, draw on a repertoire of positive coping strategies, think critically about the influences on their choices, and make responsible decisions [21-23]. Collaborative games, role-plays, stories, group tasks, and class meetings or 'circle time' are commonly incorporated within SEL programs to enhance social connectedness and teach social and emotional competencies [22, 24-26]. In addition, Waters and colleagues (2014) reviewed the evidence from 15 studies investigating the use of contemplative strategies, such as relaxation and meditation for wellbeing promotion in schools, finding significant positive results in 61% of cases and noting that such programs were more effective when they were designed to deliberately increase cognitive function and emotional regulation [27].

Effective SEL programs include a combination of knowledge, social and life skills, normative approaches, critical thinking and negotiation skills. They are most effective when delivered within a broader wellbeing curriculum that incorporates a range of social, physical and mental health issues, when delivered by the classroom teacher, and when provided in schools with a positive relational climate [1].

Do Social and Emotional learning programs make a difference?

A considerable amount of research has been conducted into the effectiveness of SEL programs. A 2008 meta-analysis of 180 school-based studies involving 277,977 students aged from kindergarten to Year Eight showed that students who participate in rigorously designed and well-taught SEL programs demonstrate more positive social behaviour, have improved academic outcomes and are less likely to engage in risky and disruptive behaviour, including risk-taking with alcohol and other drugs [1, 11, 12]. Several longitudinal studies have documented the way in which initiatives provided in the primary years can have a lasting effect, promoting resilience and school connectedness well into the high school years [2, 3, 5, 28-31]. SEL programs are also important in the early years. A 2003 meta-analysis of 34 universal and targeted pre-school prevention programs found that SEL programs had positive effects on both cognitive and academic outcomes. The most effective programs were those that contained a direct teaching component (including explicit SEL lessons), those that were of greater intensity, and those that were of longer duration [32].

The importance of fostering positive relationships

Resilience is also fostered through positive relationships. A sense of connectedness or belonging to school and to family is the single most important protective factor for young people [33, 34]. It is associated with positive health and academic outcomes [4-9]. Children and young people who feel cared for by people at their school and feel connected to learning are more likely to be motivated, show improved academic outcomes, and academic self-efficacy.

School connectedness is also associated with a range of physical health and mental health outcomes. Children and young people with a higher level of school connectedness are less likely to abuse substances, engage in violence, report mental health problems or engage in sex at an early age [6, 28, 35]. On the other hand, low school connectedness combined with high peer connectedness was associated with higher risks of substance or mental health problems, and those students with both low school and low peer connectedness were at an elevated risk of substance and mental health problems and were also more likely to leave school early [6].

Positive teacher-student relationships are significantly associated with increased school connectedness and with cognitive, emotional and behavioural engagement [36]. A 2011 meta-analysis of 99 research studies found that positive teacher-student relationships were linked to increased student engagement and achievement and that negative teacher-student relationships were linked to poorer student engagement and achievement. In addition, students labelled as 'at risk' were more strongly influenced by the quality of the teacher-student relationship than those labelled 'normative' [37]. The association between positive teacher-student relationships and improved engagement and learning outcomes has also been demonstrated for students at risk of school failure. Anderson et al.'s (2004) research on a relationship-based intervention for high-risk students found that positive relationships between students and adults can improve student engagement and educational outcomes, regardless of student level of risk [38].

Some of the key influences on student engagement are pedagogical in nature, whilst others are relational in nature [37-39]. At the classroom level the relational factors associated with higher levels of student engagement include positive teacher-student relationships, effective class management, and transmission of clear and consistent expectations. At a pedagogical level engagement is enhanced by the quality of teaching instruction, enthusiasm of the teacher, effective use of structure and routine, effective feedback, use of collaborative learning tasks, and a degree of autonomy or choice in learning [36].

Embedding efforts within a broader whole-school approach

An increasing Australian and international evidence base highlights the contribution that can be made through use of multi-dimensional school-wide approaches to promoting student wellbeing [1-3]. Such programs are often referred to as 'universal', 'school-wide' or 'whole-school' approaches. Taking a whole-school approach includes taking action at an organisational, relational and pedagogical level. This entails:

- Explicit instruction, modelling, practice and application in processing, integrating, and selectively applying social and emotional skills. This should include programs that help students to apply SEL skills in an effort to prevent specific problem behaviours (e.g. substance use, interpersonal violence, bullying).
- The establishment of safe, caring learning environments involving peer and family initiatives, improved classroom management and teaching practices, and whole-school community-building activities [1, 10].

The *Building Resilience* online portal (www.education.vic.gov.au/resilience) assists schools to access the wealth of tools and resources designed to support leadership of a comprehensive

approach to building resilience. It includes resources developed both by the Department and external organisations, to assist teachers to educate across key health and wellbeing areas, including: social and emotional learning, positive social relationships, drug education, sexuality education, mental health, and healthy bodies. It also provides links to resources which guide schools in their efforts to provide support for those students with particular needs, as well as advice on appropriate referral pathways for students requiring specialist assessment or intervention.

The Achievement Program, jointly developed by the Department of Health and the Department of Education and Early Childhood Development (DEECD) promotes a whole-school approach to health and wellbeing and the development of safe, healthy and friendly environments for learning, working and living in. It provides eight priority areas which schools can work through simultaneously, at a pace that suits their needs. For more information on the Achievement Program, visit:

<http://www.education.vic.gov.au/school/principals/health/pages/healthpromo.aspx>

Further engagement with the evidence base

For more information on the evidence base informing social and emotional learning interventions, please see the full literature review: *Building Resilience in Children and Young People*, available on the DEECD website (www.education.vic.gov.au/resilience).

Using the lesson materials

About the lesson materials provided in this resource

These lesson materials are informed by a strong evidence base that highlights the elements of effective SEL programs. Such programs use a range of cooperative learning strategies which in themselves provide opportunities to develop social skills whilst also engaging explicitly with the key content areas of emotional literacy, decision-making, problem-solving, positive self-regard, stress management, positive coping, help-seeking and peer support. As such, these lessons use a range of collaborative learning activities such as paired sharing, small group problem-solving discussions, scenario-based discussions, skills-development exercises, role-plays, storytelling, games, experiential activities and class discussions. This requires the teacher to exercise a high level of facilitation to organise and moderate student interactions with the tasks and their peers.

Lesson activities are available for the following AusVELS Levels:

Primary

Foundation

Level 1-2

Level 3-4

Level 5-6

Secondary

Level 7-8

Level 9-10

A suite of activities have also been developed for use with students in Years 11 and 12.

Where can the lessons be delivered?

The lessons provided can be delivered within home groups, English, Health and Physical Education or within orientation, Careers Education or school camp programs. The materials available for students in Years 11 and 12 are intended to be delivered as extra curricula activities outside of core subject areas – for example, in home group, lunchtime sessions, extra-study sessions or study camps. The lessons are designed to be delivered in sequence, but the activities can be run independently and modified by the teacher to suit the needs of the learners, and the context within which the program is delivered. Teachers can also refer to materials provided for earlier or later levels if seeking materials more suitable to the levels and needs of their students.

Teachers are encouraged to use these lesson activities in conjunction with other SEL and broader health and wellbeing programs being implemented by the school.

Using collaborative learning strategies

Some teachers and students will be less accustomed to working via collaborative learning tasks. In these instances, teachers may wish to spend additional time setting up group agreements and norms, and provide some explicit coaching on the use of team skills in group work.

The introductory sessions provided in the secondary materials can be used to build a positive group atmosphere and establish some group agreements with new classes. They could also be adapted for use in the primary classroom though most teachers will have already set up

classroom rules and expectations. The games provided in each topic can be used to help the class learn to mix well with each other and to build group cohesion and social confidence through fun activities.

It is also helpful if students understand why they are engaged in particular activities. This can be achieved by making explicit reference to the learning intentions, and by acknowledging and reinforcing positive behaviours. This might include commenting when you notice students:

- get started on the task straight away
- encourage people to play by the rules
- have one person speaking at a time
- accommodate newcomers
- encourage peers to join in
- apologise to someone
- try hard to get the work finished
- help tidy up
- show respect for others' contributions
- complete the tasks

Orientation to the structure of the lesson materials

Each lesson includes:

- Key aims
- A brief overview of the evidence base (for a more extensive discussion refer to the accompanying Literature Review and Teacher Professional Learning Materials)
- Three or four learning activities
- A collaborative game to open thematic discussion and build social cohesion
- Self-reflection questions for the teacher
- Extension activities for use in the English or general classroom
- Links to web resources
- 'Talking further' conversation starters for students and their families

Each activity includes:

- Approximate time allocation 🕒 (time allocations are indicative and will differ from class to class)
- Learning intention
- Equipment (including handouts that require copying 📄; handouts that require copying and cutting up ✂️)
- Method

Assessment

It is important to assess student learning against the Achievement Standards outlined in the AusVELS curriculum (see tables below). Assessment takes place for different purposes, including:

- ongoing formative assessment to monitor learning and provide feedback to teachers to enhance their teaching, and for students to improve their learning
- summative assessment to assist schools in reporting the progress and achievement of students to parents and carers.

It can be particularly useful to give formative feedback in relation to the development of SEL skills, to assess what students have learned, and to consider new strategies to improve learning outcomes if required. You may like to use the following model to provide formative feedback to your students; you could also teach this model to students, to encourage positive peer-to-peer feedback:

- a. Name something specific and positive which the student accomplished, or comment on a positive effort.

E.g. I saw you using your leadership skills when encouraging everyone to take turns. I think that was a good contribution to the group.

E.g. I saw you trying hard to get everyone to listen.

- b. Ask the student to identify any area where they think they need to improve.
- c. Give your comment on their assessment.
- d. Add your own specific suggestion about how to improve.
- e. Check for understanding.
- f. Ask if they think they can do this or want more coaching.

Self-assessment can also be useful to gain an understanding of students' skill level. For example, at the end of the Level 7 and 8, you might ask students to complete a list of "I can" statements, to demonstrate what they are able to do:

I can name my emotions	Rarely	Sometimes	Mostly	Always
I can identify triggers for my emotions	Rarely	Sometimes	Mostly	Always
I can use coping strategies to manage emotions	Rarely	Sometimes	Mostly	Always

I can use positive self-talk	Rarely	Sometimes	Mostly	Always
I can show empathy for others	Rarely	Sometimes	Mostly	Always
I can ask for help for myself and others	Rarely	Sometimes	Mostly	Always
I can use a problem-solving model to think through options	Rarely	Sometimes	Mostly	Always
I can stay on task	Rarely	Sometimes	Mostly	Always
I can work cooperatively in a group	Rarely	Sometimes	Mostly	Always
I can negotiate with group members	Rarely	Sometimes	Mostly	Always
I can listen attentively	Rarely	Sometimes	Mostly	Always

All assessment, both formative and summative, should be aligned with the AusVELS Achievement Standards, in order to ensure students are actually learning the essential components of the curriculum, and to enable teachers to report on their progress in these areas. The Insight Assessment Portal is a useful resource which provides assessment advice, tools, example tasks and templates to support teachers to assess student progress. For further information, please see: <http://www.insight.vic.edu.au/>

Mapping against the AusVELS

The following tables outline the links between the *Building Resilience Social and Emotional Learning Materials* and AusVELS:

Table 1: Links to the General Capability: Personal and Social Capability curriculum

Table 2: Links to the General Capability: Critical and Creative Thinking curriculum

Table 3: Links to the Health and Physical Education curriculum

Table 4: Links to the English curriculum

Schools may use these materials in a flexible manner to contribute to development of the students' Personal and Social Capability and Critical and Creative Thinking Capability.

General Capability knowledge and skills are addressed in all learning areas and at every stage of a student's schooling.

Personal and Social Capability curriculum is organised into four interrelated elements of Self-awareness, Self-management, Social awareness and Social management. The *Building Resilience* materials provide learning activities which explicitly address the four elements and are designed to contribute to the broader work that teachers do to enhance this capability in their students.

Critical and Creative Thinking is organised into four interrelated elements. The learning activities in these materials foster Critical and Creative Thinking skills, in relation to the organising elements, 'Inquiring', 'Generating ideas, possibilities and actions' and 'Reflecting on thinking and processes'.

Schools may also use the *Building Resilience Lesson Materials* to contribute to learning outcomes in Health and Physical Education and English.

Health and Physical Education: These materials address the Personal, Social and Community Health strand, and are particularly relevant in developing the sub-strands 'Communicating and Interacting for Health and Wellbeing' and 'Being Healthy, Safe and Active'.

English: These SEL materials also address elements of the English Curriculum. The 'Speaking and Listening' strand is particularly relevant, although there are some activities which support skill development in 'Reading and Viewing' as well. In addition, the *Extension Activities* at the end of each Topic provide opportunities to address the 'Writing' strand of the English curriculum.

Table 1: General Capabilities: Personal and Social Capability

Note: The General Capabilities Achievement Standards will be updated when the AusVELS versions are released later in 2014. These standards address the current Australian Curriculum, as approved by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

LEVEL 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s)*
<p>By the end of Level 8 students will:</p> <p>Examine influences on and consequences of their emotional responses in learning, social and work-related contexts</p> <p>Make a realistic assessment of their abilities and achievements, and prioritise areas for improvement</p> <p>Predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers</p> <p>Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour</p> <p>Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals</p> <p>Critique their effectiveness in working independently by identifying enablers and barriers to achieving goals</p>	Self-awareness	
	<ul style="list-style-type: none"> Recognise emotions 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 3: Positive coping Topic 5: Stress management
	<ul style="list-style-type: none"> Recognise personal qualities and achievements 	<ul style="list-style-type: none"> Topic 2: Personal strengths
	<ul style="list-style-type: none"> Develop reflective practice 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 6: Help-seeking
	Self-management	
	<ul style="list-style-type: none"> Express emotions appropriately 	<ul style="list-style-type: none"> Topic 1: Emotional literacy
	<ul style="list-style-type: none"> Develop self-discipline and set goals 	<ul style="list-style-type: none"> Topic 3: Positive coping
	<ul style="list-style-type: none"> Work independently and show 	<ul style="list-style-type: none"> Topic 5: Stress management Topic 6: Help-

* The skills and abilities developed in these Topics are complex and interrelated. The Topics listed in this table indicate where there is a major, explicit focus on a particular skill or element.

LEVEL 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s)*
<p>Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence</p> <p>Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view</p> <p>Identify indicators of possible problems in relationships in a range of social and work related situations</p> <p>Analyse enablers of and barriers to effective verbal, nonverbal and digital communication</p> <p>Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives</p> <p>Assess individual and group decision-making processes in challenging situations</p> <p>Assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations</p> <p>Plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals</p>	<p>initiative</p> <ul style="list-style-type: none"> Become confident resilient and adaptable 	<p>seeking</p> <ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping
	Social awareness	
	<ul style="list-style-type: none"> Appreciate diverse perspectives 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving
	<ul style="list-style-type: none"> Understand relationships 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 5: Stress management Topic 6: Help-seeking
	Social management	
	<ul style="list-style-type: none"> Communicate effectively 	<ul style="list-style-type: none"> Topic 1: Emotional Literacy Topic 3: Positive coping Topic 6: Help-seeking
	<ul style="list-style-type: none"> Work collaboratively 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 4: Problem-solving
	<ul style="list-style-type: none"> Make decisions 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 5: Stress

LEVEL 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s)*
		management
	<ul style="list-style-type: none"> Negotiate and resolve conflict 	<ul style="list-style-type: none"> Topic 4: Problem-solving
	<ul style="list-style-type: none"> Develop leadership skills 	<ul style="list-style-type: none"> Topic 4: Problem-solving

Table 2: General Capabilities: Critical and creative thinking

Note: The General Capabilities Achievement Standards will be updated when the AusVELS versions are released later in 2014. These standards address the current Australian Curriculum, as approved by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

LEVEL 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) [†]
<p><i>By the end of Level 8 students will:</i></p> <p>Pose questions to probe assumptions and investigate complex issues</p> <p>Clarify information and ideas from texts or images when exploring challenging issues</p> <p>Draw parallels between known and new ideas to create new ways of achieving goals</p> <p>Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting</p> <p>Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action</p>	Inquiring – identifying, exploring and clarifying information and ideas	
	<ul style="list-style-type: none"> Pose questions 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking
	<ul style="list-style-type: none"> Identify and clarify information and ideas 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking
	Generating ideas, possibilities and actions	
	<ul style="list-style-type: none"> Imagine possibilities and connect ideas 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal

[†] The skills and abilities developed in these Topics are complex and interrelated. The Topics listed in this table indicate where there is a major, explicit focus on a particular skill or element.

LEVEL 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) [†]
<p>Evaluate and justify the reasons behind choosing a particular problem-solving strategy</p> <p>Justify reasons for decisions when transferring information to similar and different contexts</p> <p>Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions</p>		<p>strengths</p> <ul style="list-style-type: none"> • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking
	<ul style="list-style-type: none"> • Consider alternatives 	<ul style="list-style-type: none"> • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking
	<ul style="list-style-type: none"> • Seek solutions and put ideas into action 	<ul style="list-style-type: none"> • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking
	Reflecting on thinking and processes	
	<ul style="list-style-type: none"> • Reflect on processes 	<ul style="list-style-type: none"> • Topic 1: Emotional literacy • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking
	<ul style="list-style-type: none"> • Transfer knowledge into new contexts 	<ul style="list-style-type: none"> • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress

LEVEL 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) [†]
		management <ul style="list-style-type: none"> • Topic 6: Help-seeking
	Analysing, synthesising and evaluating reasoning and procedures	
	<ul style="list-style-type: none"> • Draw conclusions and design a course of action 	<ul style="list-style-type: none"> • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking

Table 3: Learning area: Health and Physical Education

Note: The Health and Physical Education standards and content descriptions will be updated when the AusVELS versions are released later in 2014. This table reflects the current Australian Curriculum as approved by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Level 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) [‡]
<p><i>By the end of Level 8 students will:</i></p> <p>Investigate strategies and resources to manage changes and transitions and their impact on identities</p> <p>Evaluate the impact on wellbeing of relationships and respecting diversity</p> <p>Analyse factors that influence emotional responses</p> <p>Investigate strategies and practices that enhance</p>	Being healthy, safe and active	
	<ul style="list-style-type: none"> Investigate the impact of transition and change on identities 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 5: Stress management
	<ul style="list-style-type: none"> Evaluate strategies to manage personal, physical and social changes that occur as they grow older 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving
	<ul style="list-style-type: none"> Practise and apply strategies to seek help for themselves or others 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 4: Problem-solving Topic 6: Help-seeking

[‡] The skills and abilities developed in these Topics are complex and interrelated. The Topics listed in this table indicate where there is a major, explicit focus on a particular skill or element.

Level 8		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) [†]
<p>their own and others' health and wellbeing</p> <p>Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity</p> <p>Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing</p>	<ul style="list-style-type: none"> Investigate and select strategies to promote health, safety and wellbeing 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 5: Stress management
	Communicating and interacting for health and wellbeing	
	<ul style="list-style-type: none"> Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking
	<ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 4: Problem-solving
	<ul style="list-style-type: none"> Develop skills to evaluate health information and express health concerns 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 6: Help-seeking

Table 4: Learning area: English

Level 7		
Relevant sections of the Achievement Standard*	Focus (content description):	Topic(s) [§]
<p>By the end of Level 7 students will:</p> <p>Reading and viewing</p> <p>Listen for and explain different perspectives in texts</p> <p>Speaking and listening</p> <p>Understand how the selection of a variety of language features can influence an audience</p> <p>Understand how to draw on personal knowledge to express of challenge a point of view</p> <p>Make presentations and contribute actively to class and group discussions, using language features to engage the audience</p>	Reading and viewing	
	<i>Literature</i>	
	<ul style="list-style-type: none"> Discuss aspects of texts 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 6: Help-seeking
	<ul style="list-style-type: none"> Use comprehension strategies to interpret, analyse and synthesise ideas and information 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving
	Speaking and listening	
	<i>Literacy</i>	
	<ul style="list-style-type: none"> Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 3: Positive coping
	<ul style="list-style-type: none"> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Positive strengths

[§]The skills and abilities developed in these Topics are complex and interrelated. The Topics listed in this table indicate where there is a major, explicit focus on a particular skill or element.

Level 8		
Relevant sections of the Achievement Standard*	Focus (content description):	Topic(s)
<p>By the end of Level 8 students will:</p> <p>Reading and viewing</p> <p>Select evidence to show how events, situations and people can be represented from different viewpoints</p> <p>Listen for and identify different emphases in texts</p> <p>Speaking and listening</p> <p>Explain the effectiveness of language choices they use to influence the audience</p> <p>Make presentations and contribute actively to class and group discussions</p>	Reading and viewing	
	<i>Literacy</i>	
	<ul style="list-style-type: none"> Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 6: Help-seeking
	<ul style="list-style-type: none"> Use comprehension strategies to interpret and evaluate texts 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 6: Help-seeking
	Speaking and listening	
	<i>Literacy</i>	
	<ul style="list-style-type: none"> Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 4: Problem-solving Topic 6: Help-seeking
	<ul style="list-style-type: none"> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Positive strengths

Topic sequence

OPTIONAL INTRODUCTORY LESSON

Aims:

- Make or affirm the rules and agreements needed to support a safe, responsible and friendly learning environment
- Identify shared expectations for positive group cohesion

Personal and Social Capabilities															
Activity	Time (mins)	Self-awareness			Self-management				Social awareness		Social management				
		Recognise Emotions	Recognise personal qualities and achievements	Develop reflective practice	Express emotions appropriately	Develop self-discipline and set goals	Work independently and show initiative	Become confident resilient and adaptable	Appreciate diverse perspectives	Understand relationships	Communicate effectively	Work collaboratively	Make decisions	Negotiate and resolve conflict	Develop leadership skills
1	20							X	X		X	X			
2	15			X		X			X	X		X	X		X
3	20			X		X		X	X	X	X	X			X
4	20			X											

OPTIONAL INTRODUCTORY LESSON

Critical and Creative Thinking									
Activity	Time (mins)	<i>Inquiring – identifying, exploring and clarifying information and ideas</i>		<i>Generating ideas, possibilities and actions</i>			<i>Reflecting on thinking and processes</i>		<i>Analysing, synthesising and evaluating reasoning and procedures</i>
		Pose Questions	Identify and clarify information and ideas	Imagine possibilities and connect ideas	Consider alternatives	Seek solutions and put ideas into action	Reflect on processes	Transfer knowledge into new contexts	Reach conclusions and design a course of action
1	20								
2	15			X	X	X			
3	20			X	X				
4	20	X	X	X				X	

OPTIONAL INTRODUCTORY LESSON

Health and Physical Education								
Activity	Time (mins)	<i>Being healthy, safe and active</i>				<i>Communicating and interacting for health and wellbeing</i>		
		Investigate the impact of transition and change on identities	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Practise and apply strategies to seek help for themselves or others	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Develop skills to evaluate health information and express health concerns
1	20					X		
2	15					X		
3	20					X		
4	20							X

OPTIONAL INTRODUCTORY LESSON

English									
Activity	Time (mins)	Level 7				Level 8			
		Reading and viewing		Speaking and listening		Reading and viewing		Speaking and listening	
		<i>Literature</i>		<i>Literacy</i>		<i>Literacy</i>		<i>Literacy</i>	
		Discuss aspects of texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Use comprehension strategies to interpret and evaluate texts	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints
1	20			X					
2	15			X					
3	20			X					
4	20	X	X	X			X		

TOPIC 1: EMOTIONAL LITERACY

Aims:

- Examine influences on and consequences of emotional responses
- Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- Identify indicators of possible problems in relationships
- Analyse enablers of and barriers to effective verbal and non-verbal communication

Personal and Social Capabilities															
Activity	Time (mins)	Self-awareness			Self-management				Social awareness		Social management				
		Recognise Emotions	Recognise personal qualities and achievements	Develop reflective practice	Express emotions appropriately	Develop self-discipline and set goals	Work independently and show initiative	Become confident resilient and adaptable	Appreciate diverse perspectives	Understand relationships	Communicate effectively	Work collaboratively	Make decisions	Negotiate and resolve conflict	Develop leadership skills
1	10	X		X						X	X				
2	10	X		X						X	X	X			
3	15	X		X						X					
4	20	X		X				X	X	X	X				

TOPIC 1: EMOTIONAL LITERACY

Critical and Creative Thinking									
Activity	Time (mins)	<i>Inquiring – identifying, exploring and clarifying information and ideas</i>		<i>Generating ideas, possibilities and actions</i>			<i>Reflecting on thinking and processes</i>		<i>Analysing, synthesising and evaluating reasoning and procedures</i>
		Pose Questions	Identify and clarify information and ideas	Imagine possibilities and connect ideas	Consider alternatives	Seek solutions and put ideas into action	Reflect on processes	Transfer knowledge into new contexts	Reach conclusions and design a course of action
1	10	X	X						
2	10	X		X					
3	15	X	X	X			X		
4	20			X			X		

TOPIC 1: EMOTIONAL LITERACY

Health and Physical Education								
Activity	Time (mins)	<i>Being healthy, safe and active</i>				<i>Communicating and interacting for health and wellbeing</i>		
		Investigate the impact of transition and change on identities	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Practise and apply strategies to seek help for themselves or others	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Develop skills to evaluate health information and express health concerns
1	10							
2	10						X	
3	15						X	
4	20						X	

TOPIC 1: EMOTIONAL LITERACY

English									
Activity	Time (mins)	Level 7				Level 8			
		Reading and viewing		Speaking and listening		Reading and viewing		Speaking and listening	
		<i>Literature</i>		<i>Literacy</i>		<i>Literacy</i>		<i>Literacy</i>	
		Discuss aspects of texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Use comprehension strategies to interpret and evaluate texts	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints
1	10	X		X		X		X	
2	10		X	X		X		X	
3	15		X	X			X	X	
4	20			X			X	X	

TOPIC 2: PERSONAL STRENGTHS

Aims:

- Make realistic assessments of their abilities and achievements and prioritise areas for improvement
- Acknowledge the values, opinions and attitudes of different groups within society
- Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of objectives

Personal and Social Capabilities															
Activity	Time (mins)	Self-awareness			Self-management				Social awareness		Social management				
		Recognise Emotions	Recognise personal qualities and achievements	Develop reflective practice	Express emotions appropriately	Develop self-discipline and set goals	Work independently and show initiative	Become confident resilient and adaptable	Appreciate diverse perspectives	Understand relationships	Communicate effectively	Work collaboratively	Make decisions	Negotiate and resolve conflict	Develop leadership skills
1	30		X	X				X	X	X		X			
2	15	X	X	X		X		X	X	X		X	X		
3	15		X	X				X							

TOPIC 2: PERSONAL STRENGTHS

Critical and Creative Thinking									
Activity	Time (mins)	<i>Inquiring – identifying, exploring and clarifying information and ideas</i>		<i>Generating ideas, possibilities and actions</i>			<i>Reflecting on thinking and processes</i>		<i>Analysing, synthesising and evaluating reasoning and procedures</i>
		Pose Questions	Identify and clarify information and ideas	Imagine possibilities and connect ideas	Consider alternatives	Seek solutions and put ideas into action	Reflect on processes	Transfer knowledge into new contexts	Reach conclusions and design a course of action
1	30			X	X				
2	15			X	X	X	X		
3	15		X	X					

TOPIC 2: PERSONAL STRENGTHS

Health and Physical Education								
Activity	Time (mins)	<i>Being healthy, safe and active</i>				<i>Communicating and interacting for health and wellbeing</i>		
		Investigate the impact of transition and change on identities	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Practise and apply strategies to seek help for themselves or others	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Develop skills to evaluate health information and express health concerns
1	30				X	X		
2	15	X		X	X	X		
3	15							

TOPIC 2: PERSONAL STRENGTHS

English									
Activity	Time (mins)	Level 7				Level 8			
		Reading and viewing		Speaking and listening		Reading and viewing		Speaking and listening	
		<i>Literature</i>		<i>Literacy</i>		<i>Literacy</i>		<i>Literacy</i>	
		Discuss aspects of texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Use comprehension strategies to interpret and evaluate texts	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints
1	30		X	X				X	
2	15	X	X	X			X	X	
3	15		X				X		

TOPIC 3: POSITIVE COPING

Aims:

- Select, use and analyse strategies that assist in regulating behaviour and achieving goal
- Assess, adapt and modify personal strategies and plans and revisit tasks with renewed confidence
- Analyse enablers and barriers to effective verbal and non- verbal communication

Personal and Social Capabilities															
Activity	Time (mins)	Self-awareness			Self-management				Social awareness		Social management				
		Recognise Emotions	Recognise personal qualities and achievements	Develop reflective practice	Express emotions appropriately	Develop self-discipline and set goals	Work independently and show initiative	Become confident resilient and adaptable	Appreciate diverse perspectives	Understand relationships	Communicate effectively	Work collaboratively	Make decisions	Negotiate and resolve conflict	Develop leadership skills
1	15	X		X				X				X			
2	20		X	X				X		X		X			
3	15	X		X				X		X		X			

TOPIC 3: POSITIVE COPING

Critical and Creative Thinking									
Activity	Time (mins)	<i>Inquiring – identifying, exploring and clarifying information and ideas</i>		<i>Generating ideas, possibilities and actions</i>			<i>Reflecting on thinking and processes</i>		<i>Analysing, synthesising and evaluating reasoning and procedures</i>
		Pose Questions	Identify and clarify information and ideas	Imagine possibilities and connect ideas	Consider alternatives	Seek solutions and put ideas into action	Reflect on processes	Transfer knowledge into new contexts	Reach conclusions and design a course of action
1	15	X	X	X	X		X		
2	20	X	X	X	X		X		
3	15	X	X	X	X	X	X		

TOPIC 3: POSITIVE COPING

Health and Physical Education								
Activity	Time (mins)	<i>Being healthy, safe and active</i>				<i>Communicating and interacting for health and wellbeing</i>		
		Investigate the impact of transition and change on identities	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Practise and apply strategies to seek help for themselves or others	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Develop skills to evaluate health information and express health concerns
1	15		X				X	
2	20					X	X	
3	15		X	X	X		X	

TOPIC 3: POSITIVE COPING

English									
Activity	Time (mins)	Level 7				Level 8			
		Reading and viewing		Speaking and listening		Reading and viewing		Speaking and listening	
		<i>Literature</i>		<i>Literacy</i>		<i>Literacy</i>		<i>Literacy</i>	
		Discuss aspects of texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Use comprehension strategies to interpret and evaluate texts	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints
1	15	X	X	X		X	X	X	
2	20	X	X	X		X	X	X	
3	15	X	X	X				X	

TOPIC 4: PROBLEM-SOLVING

Aims:

- Predict the outcomes of challenges based on problem-solving and decision-making strategies
- Assess individual and group decision-making processes in challenging situations
- Plan projects, applying effective problem-solving and team-building strategies
- Acknowledge the values, opinions and attitudes of different groups

Personal and Social Capabilities															
Activity	Time (mins)	Self-awareness			Self-management				Social awareness		Social management				
		Recognise Emotions	Recognise personal qualities and achievements	Develop reflective practice	Express emotions appropriately	Develop self-discipline and set goals	Work independently and show initiative	Become confident resilient and adaptable	Appreciate diverse perspectives	Understand relationships	Communicate effectively	Work collaboratively	Make decisions	Negotiate and resolve conflict	Develop leadership skills
1	25	X		X				X	X	X					
2	25	X		X	X			X	X	X	X			X	

TOPIC 4: PROBLEM-SOLVING

Critical and Creative Thinking									
Activity	Time (mins)	<i>Inquiring – identifying, exploring and clarifying information and ideas</i>		<i>Generating ideas, possibilities and actions</i>			<i>Reflecting on thinking and processes</i>		<i>Analysing, synthesising and evaluating reasoning and procedures</i>
		Pose Questions	Identify and clarify information and ideas	Imagine possibilities and connect ideas	Consider alternatives	Seek solutions and put ideas into action	Reflect on processes	Transfer knowledge into new contexts	Reach conclusions and design a course of action
1	25	X	X	X	X	X	X		
2	25	X	X	X	X	X	X		

TOPIC 4: PROBLEM-SOLVING

Health and Physical Education								
Activity	Time (mins)	<i>Being healthy, safe and active</i>				<i>Communicating and interacting for health and wellbeing</i>		
		Investigate the impact of transition and change on identities	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Practise and apply strategies to seek help for themselves or others	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Develop skills to evaluate health information and express health concerns
1	25		X		X		X	
2	25		X	X	X	X	X	

TOPIC 4: PROBLEM-SOLVING

English									
Activity	Time (mins)	Level 7				Level 8			
		Reading and viewing		Speaking and listening		Reading and viewing		Speaking and listening	
		<i>Literature</i>		<i>Literacy</i>		<i>Literacy</i>		<i>Literacy</i>	
		Discuss aspects of texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Use comprehension strategies to interpret and evaluate texts	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints
1	25	X	X	X			X	X	
2	25		X	X	X				X

TOPIC 5: STRESS MANAGEMENT

Aims:

- Critique their effectiveness in working independently by identifying enablers and barriers to achieving goals
- Identify indicators of possible problems in relationships in a range of situations
- Examine influences on and consequences of their emotional responses in a variety of contexts
- Assess, adapt and modify personal strategies and plans and revisit tasks with renewed confidence

Personal and Social Capabilities															
Activity	Time (mins)	Self-awareness			Self-management				Social awareness		Social management				
		Recognise Emotions	Recognise personal qualities and achievements	Develop reflective practice	Express emotions appropriately	Develop self-discipline and set goals	Work independently and show initiative	Become confident resilient and adaptable	Appreciate diverse perspectives	Understand relationships	Communicate effectively	Work collaboratively	Make decisions	Negotiate and resolve conflict	Develop leadership skills
1	10	X		X					X						
2	20	X		X				X	X	X		X			
3	10	X	X	X		X		X	X	X					
4	10	X	X	X	X				X					X	

TOPIC 5: STRESS MANAGEMENT

Critical and Creative Thinking									
Activity	Time (mins)	<i>Inquiring – identifying, exploring and clarifying information and ideas</i>		<i>Generating ideas, possibilities and actions</i>			<i>Reflecting on thinking and processes</i>		<i>Analysing, synthesising and evaluating reasoning and procedures</i>
		Pose Questions	Identify and clarify information and ideas	Imagine possibilities and connect ideas	Consider alternatives	Seek solutions and put ideas into action	Reflect on processes	Transfer knowledge into new contexts	Reach conclusions and design a course of action
1	10	X	X						
2	20	X	X	X	X		X		
3	10	X		X	X	X	X		
4	10			X	X	X	X		

TOPIC 5: STRESS MANAGEMENT

Health and Physical Education								
Activity	Time (mins)	Being healthy, safe and active				Communicating and interacting for health and wellbeing		
		Investigate the impact of transition and change on identities	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Practise and apply strategies to seek help for themselves or others	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Develop skills to evaluate health information and express health concerns
1	10	X						
2	20	X					X	
3	10				X		X	
4	10		X	X				

TOPIC 5: STRESS MANAGEMENT

English									
Activity	Time (mins)	Level 7				Level 8			
		Reading and viewing		Speaking and listening		Reading and viewing		Speaking and listening	
		<i>Literature</i>		<i>Literacy</i>		<i>Literacy</i>		<i>Literacy</i>	
		Discuss aspects of texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Use comprehension strategies to interpret and evaluate texts	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints
1	10		X	X				X	
2	20		X	X				X	
3	10		X	X				X	
4	10		X	X				X	

TOPIC 6: HELP-SEEKING

Aims:

- Identify enablers and barriers to achieving goals
- Identify indicators of possible problems in relationships in a range of situations
- Analyse enablers of and barriers to effective verbal, non-verbal and digital communication in help-seeking situations

Personal and Social Capabilities															
Activity	Time (mins)	Self-awareness			Self-management				Social awareness		Social management				
		Recognise Emotions	Recognise personal qualities and achievements	Develop reflective practice	Express emotions appropriately	Develop self-discipline and set goals	Work independently and show initiative	Become confident resilient and adaptable	Appreciate diverse perspectives	Understand relationships	Communicate effectively	Work collaboratively	Make decisions	Negotiate and resolve conflict	Develop leadership skills
1	20			X								X			
2	20	X		X				X	X	X	X	X	X	X	X
3	20	X		X	X			X	X	X	X	X	X	X	X
4	15	X	X		X				X	X	X				

TOPIC 6: HELP-SEEKING

Critical and Creative Thinking									
Activity	Time (mins)	<i>Inquiring – identifying, exploring and clarifying information and ideas</i>		<i>Generating ideas, possibilities and actions</i>			<i>Reflecting on thinking and processes</i>		<i>Analysing, synthesising and evaluating reasoning and procedures</i>
		Pose Questions	Identify and clarify information and ideas	Imagine possibilities and connect ideas	Consider alternatives	Seek solutions and put ideas into action	Reflect on processes	Transfer knowledge into new contexts	Reach conclusions and design a course of action
1	20	X	X	X				X	
2	20	X	X	X	X	X	X	X	
3	20	X		X	X	X	X	X	X
4	15					X			X

TOPIC 6: HELP-SEEKING

Health and Physical Education								
Activity	Time (mins)	<i>Being healthy, safe and active</i>				<i>Communicating and interacting for health and wellbeing</i>		
		Investigate the impact of transition and change on identities	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Practise and apply strategies to seek help for themselves or others	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Develop skills to evaluate health information and express health concerns
1	20						X	X
2	20		X	X	X		X	
3	20		X	X	X	X	X	
4	15			X	X	X	X	

TOPIC 6: HELP-SEEKING

English									
Activity	Time (mins)	Level 7				Level 8			
		Reading and viewing		Speaking and listening		Reading and viewing		Speaking and listening	
		<i>Literature</i>		<i>Literacy</i>		<i>Literacy</i>		<i>Literacy</i>	
		Discuss aspects of texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Use comprehension strategies to interpret and evaluate texts	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints
1	20	X	X	X		X	X	X	
2	20	X	X	X			X	X	
3	20		X	X	X			X	X
4	15	X	X						

Optional introductory lesson

Aims

Activities within this topic area will assist students to:

- Make or affirm the rules and agreements needed to support a safe, responsible and friendly learning environment
- Identify shared expectations for positive group cohesion

Coaching point: This introductory lesson provides a range of activities which can be used to build a shared understanding of rules and expectations. Healthy groups develop common understandings about how to work well with each other. Getting the students involved in thinking about what rules they need helps to build a sense of respect and responsibility.


Activity 1: Getting to know you games

 20 minutes

Learning intention

- Students get to know all members of the class in a playful way

Equipment

- Human Bingo 
- Pens

Method

Part 1: A name game

- a. Explain that this game will help students to learn each others' names in a playful way.
- b. Go around the circle and ask everyone to say their name.
- c. On second rotation ask person to say their name and add an adjective that starts with the same letter e.g. Amazing Alice, Magnificent Malcolm.
- d. As each person says their name (e.g. Amazing Alice) the rest of the group echoes in one voice (AMAZING ALICE!).
- e. Point out that there are lots of new faces around us in the first year of high school and it is important to get to know and use everyone's names.

Part 2 - Human Bingo

- a. Distribute the *Human Bingo* handout to students.
- b. Give the class about five minutes to mill around and find answers to the questions in the boxes.
- c. Remember: nobody's name can be written down more than once!

Coaching point: Research has found that positive teacher-student relationships are linked to increased cognitive, behavioural and emotional engagement in learning and increased academic achievement. On the other hand, negative teacher-student relationships were linked to poorer student engagement and achievement [37]. Research examining student perspectives shows that students value helpful and friendly teachers who also maintain an authoritative style of classroom management. In summary, teacher interpersonal behaviour has a powerful effect on student learning and on their students' social wellbeing and resilience [36].

Human Bingo

1. Introduce yourself to a class member
2. Get a signature from a person who satisfies a statement in a square
3. Each person may sign your sheet only once
4. First to fill all 20 squares wins!


... has long hair	...is left handed	... was born in December	... has a cat
... has pierced ears	... follows Carlton in the AFL	... was born in February	... can play cricket
... is a morning person	... colours their hair	... is a vegetarian	... likes a song you like
... was born in July	... has a dog	... name begins with S	... follows Collingwood in the AFL
... likes a band you like	... name begins with M	... has green eyes	... likes to eat donuts

Part 3 - Who knew?

- a. Put students into pairs. Give them one minute to discover three interesting facts about their partner that aren't immediately apparent, visible or obvious!
- b. Give some examples first: e.g. 'Amal has three sisters and a brother'. Warn the class they will need to remember the three things. Allow for laughter.
- c. Find a new partner and repeat the exercise.
- d. Put the class into a circle. Each student introduces their (second) partner, outlining the three interesting things she/he has discovered about this person.

Coaching point: Re-group students often to encourage empathy and appreciation of difference. Use friendship groups sometimes, but vary groupings often. For example, to organise the class into groups of four, remove figure/court cards from a deck of playing cards. Adjust for class numbers, then shuffle and deal the remainder of the cards around the class – one card per person – and ask students to organise themselves into groups with those of the same numbered card.

Activity 2: Making the class rules

 15 minutes

Learning intention

- Students participate in making or affirming the rules and agreements needed to support a safe and friendly learning environment in their class

Coaching point: Your classroom or school may already have rules like this in place. Adapt the activity to suit your setting.

Equipment

- Blank sheets of A3 paper
- Textas or coloured pens

Method

- a. Ask students to imagine that there are no rules in the classroom and everybody can do whatever they want whenever they want. What would it be like?

Some suggestions:

- People would talk at the same time
- People could hurt each other

- Things might get stolen
 - Furniture might be broken
- b. Ask students to imagine what rules are needed in the classroom to stop this situation from arising. Ask:
- *What rules do we need to make sure people are **hard working** in school?*
 - *What rules do we need to make sure people are **happy** in school?*
 - *What rules do we need to make sure people are **safe** in school?*
- c. Present the suggestions below.


Examples of positive rules	Examples of negative rules
Come on time	Do not be late
Put your hand up to talk	Do not call out
Be friendly	Do not bully
Respect your teacher	Do not be rude
Bring your books and pens	Do not forget your materials
Encourage others to join in	Do not exclude people / don't distract

- d. Remind students that we need to keep these rules to protect everyone's right to learn, and their right to feel safe and respected.

The three most important rules:

- Be friendly
 - Show respect
 - Work hard
- e. Ask pairs of students to make a poster showing the class rules. Display some of the posters on the classroom wall or noticeboard.

Activity 3: Rules and responsibilities

 15-20 minutes

Learning intention

- Students understand the link between rules and responsibilities

- Students understand how irresponsible behaviour affects individuals and classrooms negatively

Coaching point: By participating in this interactive activity, students are able to think critically about how responsible and irresponsible behaviour affects themselves and others. Learning about responsibility helps students understand and follow rules.


Method

- Ask: *Whose job is it to make sure that people are happy and hard working at school?* Seek ideas from the class.
- Explain that actually, it is everyone's 'responsibility' to make sure that people are happy and hard working at school – the teachers, the principal and the students – including **YOU!** If we break the rules, then we are not being responsible.

A responsibility is something that is your job to do something about, or to think about. If we want to have an environment where everyone is happy, hard-working and safe, we need to follow the rules. Every student has a duty – or a responsibility – to behave in a way that follows the rules.

- Ask some students work in small groups to make a list of the things that peers can do to help them work well and relate positively to each other in class, and a list of the things they think teachers can do to encourage this behaviour.
- When they report back ask them to explain:
- Ask: *What is the effect of this behaviour on others? How does it work to encourage or support them?*
- Identify the types of behaviour that have the opposite effect, and discourage, threaten or distract the class.


Activity 4: Statistics game on mental health issues

 10-15 minutes

Learning intention

- Students examine the mental health status of children and young people in Australia
- Students heighten their awareness of the need to develop skills and strategies to enhance their own and others' resilience and mental and social health

Equipment

- Swap stats cards  (You may wish to make a selection or use the whole set)

Method

- a. Give each student one statistics card/sheet; they should keep the information to themselves.
- b. Explain to the class that they will stand, then find a partner. The taller of the two goes first to ask the question on their Swap Stats card. Their partner tries to guess, and is then given the answer. The second person asks their question, hears the guess, and gives the answer. They can briefly talk about what they discovered. How close was their guess? Was either statistic surprising?
- c. They then swap their stats card *and* find a new partner. Repeat this process so that everybody has had four or five turns to swap stats cards and ask and answer questions.
- d. Ask the class to sit back down in their seats. Ask some questions about the statistics: *Who found out something that was surprising?* Mention two or three statistics *you* found interesting or important for this age group. Collect some responses.
- e. Explain that social and emotional distress is a very real part of life, and for many young people their levels of stress and distress increase as they enter their late teens and early twenties. Therefore it is important to develop the social and emotional skills needed to cope with distress, and the skills needed to support friends as they go through tough times. The activities in this unit of work are designed to help us understand ourselves and each other better, and to enhance our resilience and coping skills.

Swap stats cards

What proportion of 15-19 year olds are extremely concerned or very concerned about coping with stress

38%

Source: Mission Australia 2013 [15]

What proportion of 15-19 year olds find that school or study problems are a major cause of stress?

37%

Source: Mission Australia 2013 [15]

What proportion of 18 -25 year olds experience a mental health problem?

27%

Source: Slade 2009 [17]

How much more likely are victims of bullying to suffer depression than people who are not bullied?

They are four times more likely. Those who are both **bullies and victims** are six times more likely to suffer from depression; and over six times more likely to suffer from anxiety.

Source: Dake 2003; Egger 2006 [40, 41].

What is the leading cause of death for adolescents aged 15-19 years?

The leading cause of death for adolescents aged 15-19 years is road injury, followed by suicide.

Source: Institute for Health Metrics and Evaluation 2010 [42]

What proportion of young people aged 16-24 have at least one mental health problem?

26% of young people aged 16-24 years had at least one mental disorder. That is just over one in four young people.

Source: Australian Institute of Health and Welfare 2011 [43]

What proportion of young people aged 16–24 years had high or very high levels of psychological distress?

9% of young people aged 16–24 years had high or very high levels of psychological distress. Females were twice as likely as males to report high or very high levels of psychological distress (13% and 6% respectively).

Source: Australian Institute of Health and Welfare 2011 [43]

What proportion of young Aboriginal and Torres Strait Islander people aged 16-24 years have high or very high levels of psychological distress?

31%

Prevalence of mental health problems is higher in Aboriginal and Torres Strait Islander young people than in the general population of young people (9%).

Source: Australian Institute of Health and Welfare 2011 [43]

What proportion of young people aged 12-24 years drink at 'risky' or 'high-risk' levels over short-term periods?

30%

Source: Australian Institute of Health and Welfare 2011 [43]

What proportion of young people in Year 12 report having had sexual intercourse?

50% of young people in Year 12 have had sexual intercourse.

Source: Australian Institute of Health and Welfare 2011 [43]

What proportion of parents of young people report having a mental health problem?

19% of parents of young people report having a mental health problem.

Source: Australian Institute of Health and Welfare 2011 [43]

What proportion of young people aged 12-14 years has experienced bullying in the previous 12 months?

Over one-third of young people (38%) experienced bullying in the previous 12 months (40% of females and 37% of males).
For almost one in five of these (19%), bullying was either a weekly or a daily event.

Source: Australian Institute of Health and Welfare 2011 [43]

What proportion of Year 4 to Year 9 students report being bullied at least once every few weeks during their last term at school?

27% or close to one in four Year 4 to Year 9 Australian students report being bullied at least every few weeks in the last term.

Source: Cross 2009 [13]

What proportion of Year 4 to Year 9 students experienced cyber-bullying in the past term?

7-10% of students report they were bullied by means of technology over the school term.

Source: Cross 2009 [13]

What are the top three issues of concern for young people aged 15-19 years?

Nationally, the top three issues of concern for young people aged 15-19 years in Australia are:

1. Coping with stress,
2. School and study problems
3. Body image

Source: Mission Australia 2013 [15]

What are the top five issues raised by young females aged 10-14 who call Kids Helpline?

The top five issues raised by young females aged 10-14 are:

1. Mental health concerns
2. Family relationships
3. Emotional wellbeing
4. Suicide-related concerns
5. Dating and partner relationships

Source: BoysTown 2013 [16]

What are the top five issues raised by young males aged 10-14 who call Kids Helpline?

The top five issues raised by young males aged 10-14 are:

1. Family relationships
2. Bullying
3. Emotional wellbeing
4. Child abuse
5. Friends/peer relationships

Source: BoysTown 2013 [16]

What is the top issue raised by young males aged 15-19 who call Kids Helpline?

The top issue raised by young males aged 15 – 19 is mental health concerns.

Source: BoysTown 2013 [16]

What is the top issue raised by young females aged 15-19 who call Kids Helpline?

The top issue raised by young females aged 15 – 19 is mental health concerns.

Source: BoysTown 2013 [16]

What are the top five issues raised by boys aged 5-9 who call Kids Helpline?

The top five issues raised by boys aged 5-9 are:

1. Family relationships
2. Bullying
3. Emotional wellbeing
4. Child abuse
5. Friends/peer relationships

Source: BoysTown 2013 [16]

What are the top five issues raised by girls aged 5-9 who call Kids Helpline?

The top five issues raised by girls aged 5-9 are:

1. Family relationships
2. Bullying
3. Friends/peer groups
4. Emotional wellbeing
5. Child abuse

Source: BoysTown 2013 [16]

What proportion of young females aged 15-19 are concerned about their body image?

42% of females aged 15-19 years report that they are concerned about body image. Concern about body image is considerably higher among females, compared with males (14%).

Source: Mission Australia 2013 [15]

What percentage of Year Eight students believe no one knows them well?

40 %

Source: Glover 1998 [44]

What percentage of Year Eight students believe they have no one to talk to in bad times?

25%

Source: Glover 1998 [44]
[44]

Who is a student most likely to tell if he or she is being bullied – a teacher, a student or the parent?

The parent

Source: Cahill 2004 [45]

Topic 1: Emotional literacy

Aims

Activities within this topic area will assist students to:

- Examine influences on and consequences of emotional responses
- Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- Identify indicators of possible problems in relationships
- Analyse enablers of and barriers to effective verbal and non-verbal communication

Informed by the evidence base: Research shows that students who participate in rigorously designed and well-taught social and emotional learning programs demonstrate more positive social behaviour, are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes [1, 11, 12, 21]. Collaborative learning activities help students to build their social skills [46]. Building a large vocabulary for emotions helps to increase emotional literacy, build self-awareness and empathy for others.

Activity 1: Emotions vocabulary

 10 minutes

Learning intention

- Students demonstrate and extend their vocabulary for emotions

Equipment

- Emotions List 

Coaching point: Spend a few minutes ensuring students can understand and use a majority of the terms in the Emotions List before you begin the activities.

Method

- a. Explain that the focus of this unit of work is going to be on social and emotional skills. These are the skills we use to help us manage our relationships, understand and control our own behaviour, and work out the best way to cope with the challenges we face. Like any other set of skills, we can improve them through

deliberate practise. The next activities focus on emotional awareness. Sometimes people describe emotional awareness as being 'tuned in', or understanding ourselves, plus understanding others. For this we need a good vocabulary to be able to describe our emotions.

- b. Ask the class to work in pairs or trios to brainstorm a list of emotions. Challenge them to get 20 within the next minute.
- c. Ask the group with the longest list to read theirs out. Ask other groups to add any extras that they had which were not on this group's list.
- d. Ask if anyone has any theories as to why we have developed so many words for emotions in our language.
- e. Hand out the Emotions List and get the groups to add on some that were identified in the brainstorm but not on the list.

Emotions List			
hurt	loved	angry	happy
scared	excited	sad	surprised
jealous	disappointed	ashamed	friendly
amazed	hopeful	brave	shy
proud	nervous	bored	thankful
stupid	embarrassed	worried	anxious
safe	lonely	afraid	confused


Activity 2: Body language

 10 minutes

Learning intention

- Students identify ways to recognise emotions through body signals

Equipment

- Emotions list  (from Activity 1)
- Notebooks and pens

Method


- Ask students to define what they think is meant by the term 'body language'.
- Ask: *In which jobs or professions do people have to be good at reading body language?*

When can reading someone's body language incorrectly get you in to trouble? Any examples?
- Arrange the class into groups of four. Explain that they will play a body language guessing game in their group, using the list of emotions.
- To play the game, each student will in turn choose one of the emotions from the list, and take up a pose, or a facial expression to show that emotion. The group guesses which it is. Then move on in turn to the next person.
- Demonstrate one of your own for the class to guess.

Coaching point: As an option you could play this game with the whole class. Assign each person (or pair) an emotion on a slip of paper.

- Ask each group to show one of their more convincing (or more humorous) poses to the rest of the class.
- Ask for some theories as to why it is important for people to be able to recognise their own emotional reactions, and to 'read' each other's emotions.



Activity 3: Empathy quiz

 15 minutes

Learning intention

- Students revise and demonstrate their 'feelings' vocabulary
- Students associate emotions with triggers or causes
- Students discuss the importance of empathy in developing healthy relationships

Equipment

- Emotions List  (from Activity 1)
- Empathy Quiz 
- Notebooks and pens

Method

- a. Ask: *What is meant by the term 'empathy'?*

Empathy is the capacity to recognise or imagine the emotions that are being experienced by someone else.

- b. Ask students to discuss in pairs before sharing their ideas with the class:

- *Why do people need to be able to empathise with others?*
- *What sorts of things can happen when we do not empathise with what others are going through?*
- *What is it like for you when no one empathises with you?*
- *How do we develop our empathy?*
- *What do you think helps develop your empathy?*
- *How do you think it comes about that 13 year olds are more empathetic than six year olds?*

- c. Emphasise that empathy is a core skill for effective relationships. It helps people feel connected, understood and appreciated when others can empathise with them.

- d. Explain that the next game is based on using empathy skills to work out the emotions that certain experiences might trigger. Hand out a copy of the *Empathy Quiz* to each student. First everyone will make up a set of clues, using the formula provided. Then they will test their partner or group, giving them two clues, and

asking them to guess the emotion. Refer students to the *Emotions List* (from Activity 1) to select the emotions they want to use to construct their clues around.


- e. Once the game is complete, ask students if they found it was more difficult to match the emotion with the trigger than with the body language pose in the earlier activity. Why might this be so?
- f. Point out that not everyone has the same emotional reaction to a certain trigger. This means our empathetic guessing will not always be accurate. Also, some triggers will provoke a number of different emotions. It can be difficult to predict how someone will feel just by knowing what has happened to them. We need to also ask, and observe.

Empathy Quiz

Example:	
<p style="text-align: center;">The clue:</p> <p><i>When my mum doesn't appreciate it when I do all the tidying up</i></p> <p style="text-align: center;">OR</p> <p><i>When my friend forgets my birthday</i></p>	<p style="text-align: center;">The answer =</p> <p><i>I feel: hurt</i></p>
<p style="text-align: center;">The clue:</p> <p><i>When</i> _____</p> <p style="text-align: center;">OR</p> <p><i>When</i> _____</p>	<p style="text-align: center;">The answer =</p> <p><i>I feel:</i> _____</p>
<p style="text-align: center;">The clue:</p> <p><i>When</i> _____</p> <p style="text-align: center;">OR</p> <p><i>When</i> _____</p>	<p style="text-align: center;">The answer =</p> <p><i>I feel:</i> _____</p>
<p style="text-align: center;">The clue:</p> <p><i>When</i> _____</p> <p style="text-align: center;">OR</p> <p><i>When</i> _____</p>	<p style="text-align: center;">The answer =</p> <p><i>I feel:</i> _____</p>

<p style="text-align: center;">The clue:</p> <p><i>When</i></p> <p>_____</p> <p style="text-align: center;">OR</p> <p><i>When</i></p> <p>_____</p>	<p style="text-align: center;">The answer =</p> <p><i>I feel:</i> _____</p>
<p style="text-align: center;">The clue:</p> <p><i>When</i></p> <p>_____</p> <p style="text-align: center;">OR</p> <p><i>When</i></p> <p>_____</p>	<p style="text-align: center;">The answer =</p> <p><i>I feel:</i> _____</p>



Activity 4: Hidden emotions

 20 minutes

Learning intention

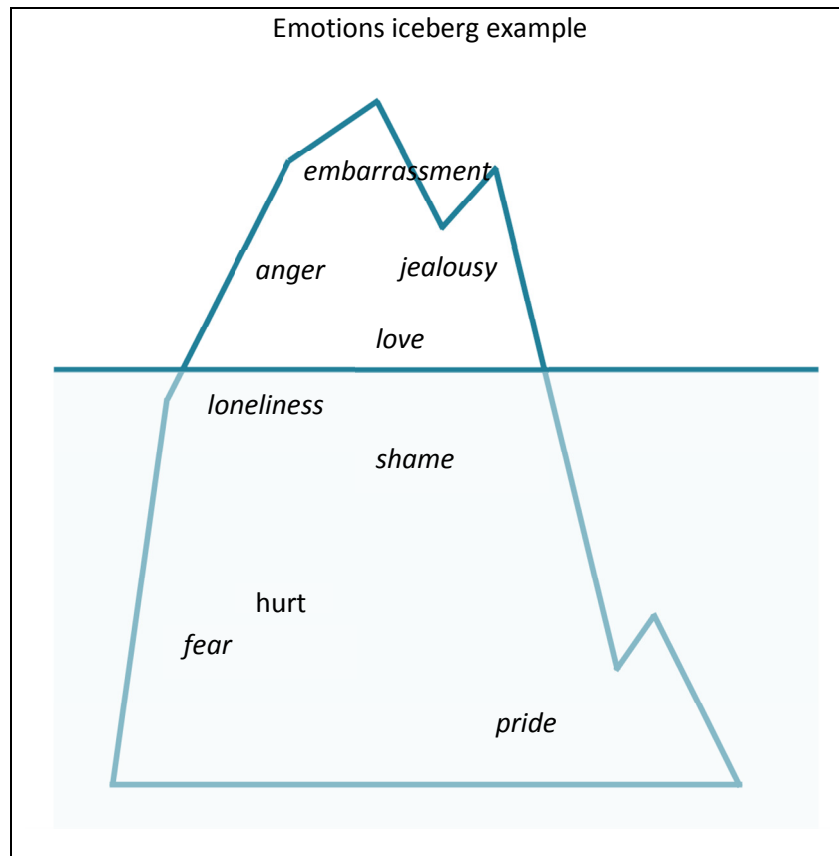
- Students understand and demonstrate that a complex array of emotions may co-occur in response to certain experiences
- Students understand the concept of emotional layering

Equipment

- Scenarios (one scenario per group of students) 
- Emotions list (from Activity 1) 
- Notebooks and pens

Method

- a. Explain that some periods of life are likely to be more emotional than others, particularly periods when lots of change is going on. One theory is that adolescence is a more emotional period of life, as people become independent from their parents, develop different kinds of friendships, work out what kind of person they are or want to be, and fall into or out of love. During more emotional periods of life, it is important to work on understanding ourselves, so that we can manage the way we express and cope with our emotions. As friends and family may also be going through stress or change, it is also important to be able to tune in to what might be going on for them.
- b. Draw the 'Emotions Iceberg' on the board. Explain that this metaphor is used as a way to explain the way in which some emotions can be happening close to the surface, whilst others may be buried, but are still affecting us. The emotions that are deeper below the surface may even be causing the ones closer to the top. For example fear or hurt or shame often causes anger or jealousy, though it might be just the anger that shows.



- c. For the next task, students will work in groups of three or four and use the scenarios to map emotions onto the iceberg image. The students are to read their scenario, and identify what different emotions each of the key characters might be experiencing. Those emotions that are closer to the surface should be written above the 'waterline', and those that are hidden or more deeply felt will be written below the 'waterline'. Make a separate 'iceberg' for each character.

Coaching point: Mix students into different pairs or groups so that they learn to work well with a variety of people. Ideas for mixing:

- Find a partner who has the same number of letters in their name
- Find a partner who is the same height as you
- Find a partner who is the opposite gender
- Find a partner who was born in the same month as you

- d. Once they have mapped the emotions, they should discuss which might be the dominant or the stronger emotions, and which emotion the character would have been most likely to try and hide from others. Compare their findings to note where some of the underlying emotions may be similar.
- e. Ask the groups to report back on their scenario and explain their choices.

- f. Once all the scenarios are read out, ask students to rate which of the scenarios would be the most challenging for someone their age to deal with. What kinds of responses would someone in that situation appreciate from their friends, teachers, parents?
- g. Emphasise that whilst we need our social and emotional skills to get us through everyday life, we will each find times in our lives when things are more challenging. One of the basic skills we need to help us cope is to be able to recognise and call on our own strengths. The next lessons will look at how to focus on and use these strengths.

Scenarios

Scenario 1 CHLOE

Chloe has her friend to her house for the first time. They are working on an assignment together. Chloe's mum serves them a snack. The friend doesn't like the food, makes a face, and asks if there is anything else to eat, or if they can dial for a pizza.

- What emotions might Chloe be feeling? Which might be the strongest of these emotions? Which emotions might she be trying to hide from her mother or her friend?
- What emotions might her mother be feeling? Which might be the strongest of these emotions? Which emotions might she be trying to hide from her daughter?

Scenario 2 JOSH

Josh is cycling home from basketball training. A car passes too close and runs him off the road. He ends up crashing into a post. The motorist doesn't stop to help. Josh isn't hurt badly, but he has a cut on his face, and his bike is damaged and unrideable. He phones his dad who tells him off for not being more careful and for getting his bike damaged.

- What emotions might Josh be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from his father?
- What emotions might his father be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from Josh?

Scenario 3 RUBY

Ruby is staying overnight at a friend's place. After dinner the parents start arguing very loudly in the kitchen. Ruby can hear that they are arguing about money, and the father asks why there are guests staying over when he has enough trouble putting food on the table with all the bills coming in. Her friend pretends it is not happening.

- What emotions might Ruby be feeling? Which might be the strongest of these emotions? Which emotions might Ruby be trying to hide from her friend?
- What emotions might her friend be feeling? Which might be the strongest of these emotions? Which emotions might she be trying to hide from Ruby?

Scenario 4 SURAJ

Suraj is in a Science class when the teacher catches him looking at a post on his Facebook page. The teacher confiscates the phone and tells him he will keep it for the rest of the week. The phone belongs to Suraj's grandmother who does not even know he has borrowed it.

- What emotions might Suraj be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from his friend?
- What emotions might the teacher be feeling? Which might be the strongest of these emotions? Which emotions might the teacher be trying to hide from Suraj?

Scenario 5 OSMAN

Osman lends his friend his new iPad, and he returns it with a scratch on it. It looks like it has been dropped. His friend pretends nothing has happened and then denies it when Osman asks.

- What emotions might Osman be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from his friend?
- What emotions might his friend be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from Osman?

Scenario 6 LAUREN

Lauren and her mother are driving home from school. Lauren's mother stops beside a park and tells her she wants to talk to her about something important. She explains that she has lost her job, and so they have to move in with their grandmother on the other side of town. This will mean Lauren has to change schools.

- What emotions might Lauren be feeling? Which might be the strongest of these emotions? Which emotions might she be trying to hide from her mother?
- What emotions might her mother be feeling? Which might be the strongest of these emotions? Which emotions might she be trying to hide from her Lauren?

Scenario 6 AHMED

Ahmed did not get picked for the team, even though he had been training hard for weeks. His group of three best friends all got into the team, even though they had not been training as hard. Now they are all talking about how good it is that they will all be in the team together.

- What emotions might Ahmed be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from his friends?
- What emotions might his friends be feeling? Which might be the strongest of these emotions? Which emotions might they be trying to hide from Ahmed?

Scenario 7 DAN

Dan asks if he can go out to the movies with some of his new friends. His father refuses permission. He says he does not like those friends and he does not want Dan to hang around with them. He wants Dan to spend time with his cousins instead.

- What emotions might Dan be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from his father?
- What emotions might his father be feeling? Which might be the strongest of these emotions? Which emotions might they be trying to hide from Dan?

Scenario 8 JIM

The teacher asks Jim to work on the Maths problems in a pair with Matteo. Jim complains loudly about having to work with Matteo, calling him stupid.

- What emotions might Matteo be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from the class?
- What emotions might Jim be feeling? Which might be the strongest of these emotions? Which emotions might she be trying to hide from the class?

★ OPTIONAL GAME: THE MIRROR GAME

Use this game as a playful approach to start or end this lesson.

Coaching point: When effectively and purposefully facilitated, games can be used to enhance social connectedness and teach pro-social and emotional skills that are generalisable to real-life situations [22].

Learning intention

- Use this game to explore the qualities that make up positive relationships

Method

- a. Organise students into pairs and ask the taller person to be A and the other to be B.
- b. Explain that in this game, the aim is to work with your partner to create a perfect mirror reflection. In the first round, A will be the leader and B will play the mirror. With pairs facing each other, A will begin to move and B will start to copy every action like a reflection.
- c. Once they have had a chance to play, ask the partners to swap roles so that B becomes the leader and A becomes the mirror.
- d. Ask students:
 - *What did you need to do in order to play that game successfully?*
 - *What messages did that game contain that relate to relationships?*
- e. Key messages: For relationships to work well students need to tune in and respond to the needs and ideas of others. They pick up on the physical clues such as body language as well as listening in to what others say.

Coaching point: Games are provided at the end of each lesson plan. They are optional but you are encouraged to use them to help create a sense of fun and build a friendly atmosphere. Each game has a key message. You can use the games to start or complete the lesson.

🔍 TEACHER REFLECTION

- How do **you** model emotional literacy to your students? How do you read the body language of various class members?

ACTIVITY EXTENSIONS

- Use the scenarios from Activity 4 as the basis for short story writing. Students could create a back story, showing the lead up to their scenario, or use the scenario as the starting point for a subsequent interaction, or an ending with a twist.

WEB LINKS FOR FURTHER READING & ACTIVITIES

Various web resources have been designed to provide information for young people on a range of topics related to understanding emotions and wellbeing:

- *Catching on Later* is a sexuality education resources targeted to students across Years 7-8. It includes activities based on key topic for adolescents including understanding emotions and relationships. This resource can be accessed via the DEECD website:
<http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/resources.aspx>
- *Calmer Classrooms: A guide to working with traumatised children* offers guidance in understanding traumatised children and developing relationship-based skills to help them:
http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf
- *SenseAbility* is a resource from beyondblue. It provides three sets of 10 lessons, one each for Years 8, 9 and 10 on topics related to enhancing and maintaining emotional and psychological resilience. It uses a variety of pedagogies and provides teacher manuals and student workbooks:
<http://www.beyondblue.org.au/resources/schools-and-universities/secondary-schools-and-tertiary/senseability>
- *MindEd* is a UK-based site providing guidance on children and young people's wellbeing, development and mental health. It caters for adults working with children and young people, including teachers. Register online and have a look at some of their useful resources:
<https://www.minded.org.uk/>

TALKING FURTHER

- Ask students to talk to their parent or carer about what sorts of things they found hard or easy to talk to *their* parent or carer about. What did they get scared/ angry about when they were a child? What used to work to cheer them up? Did their parent ever have to break important news to them? If so, how did they do it?

Topic 2: Personal strengths


Aims

Activities within this topic area will assist students to:

- Make realistic assessments of their abilities and achievements and prioritise areas for improvement
- Acknowledge the values, opinions and attitudes of different groups within society
- Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of objectives

Informed by the evidence base: Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement [47-49].

Activity 1: Qualities that I admire

 30 minutes

Learning intention

- Students identify the qualities or strengths that they value in others
- Students recognise a range of character strengths
- Students identify personal character strengths

Equipment

- Paper
- Pens or markers

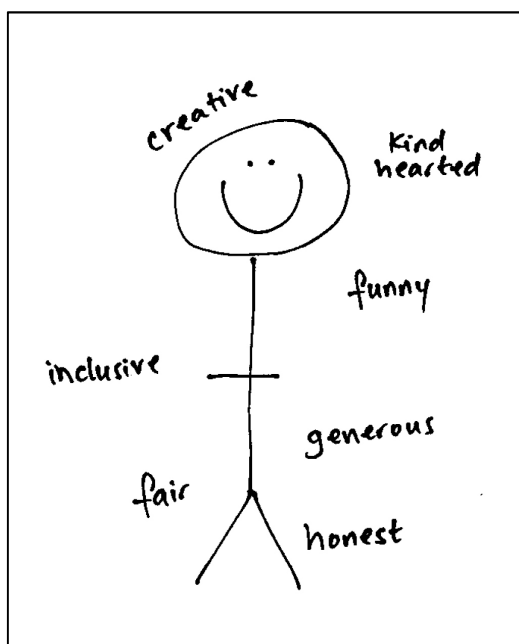
Method

- a. Explain that this lesson will focus on the positive qualities that we admire in others and value in ourselves. We all have strengths, though often no one names them for us, and so we don't notice that we have them. However our character strengths are an important part of who we are, and we use them to help us deal with everyday life. To start with we are going to focus on the strengths or qualities of some of the people we know and admire.
- b. Ask students to think about a person that they admire, or respect in some way. This must be someone who they have actually met in person. It might be someone close

to them, such as a relative or family friend. They do not need to share the identity of the person.


- c. Ask each person to draw a stick figure. In the space around the person, brainstorm the 'qualities' or 'strengths' that they admire about this person. Encourage each person to think of at least six things.

Example



- d. Ask students to share the qualities they chose with a person sitting near them, so they can compare what is similar or different about what they have written.
- e. Then for further sharing they can leave their picture on their desk and do a 'gallery walk' around the classroom to look at the qualities that others have identified in their role models.
- f. After seeing other people's strengths, allow time in case there are any that they would now like to add.
- g. Ask students to look back at their own picture and circle the three qualities they would choose as the ones that they would most like to have for themselves.
- h. Once students have done this, explain that often people highlight the qualities that match ones that they themselves already possess. This means that the three items they circled are probably strengths that they already have. Ask them to think about themselves as someone who has these qualities, and to try to remember situations in which they have used one of these strengths.
- i. Encourage students to keep their drawings as a reminder of the strengths that they admire and to remember to use the strengths they already have in their day-to-day lives.


Activity 2: Using strengths

 15 minutes

Learning intention

- Students recognise and describe a range of character strengths
- Students examine different character strengths that are useful in different situations

Equipment

- Which strength will you use? 
- Notebooks and pens

Method

- Explain to students that when we are in challenging situations, it can be useful to think about which strengths we will draw on. Athletes perform better when they work out ahead what skills and strengths they will need to call on for different parts of the game.
- Distribute the *Which strength will you use?* handout. Students can work in pairs or small groups to complete their work on the scenarios, thinking through what the character could do to resolve their problem, and identifying which strengths will be of most use in carrying through their choice.
- After the task is completed, ask students to report back on the strengths they chose and to explain their choices. Ask: *Did everyone choose the same strengths? Were some strengths in greater demand?*
- For individual follow up, ask each person to choose which three strengths on the list they think are the most useful to help students through an average school week.
- Compare the answers. Collect this data and record it on the board.
- Explain that in the following activity, they will build on the idea of using strengths, and look at a model for training their ability to think positively about how to approach challenges. This is a key technique to help people persist when things get challenging.

Which strength will you use?

Draw from the strengths bank below to choose 1-2 strengths that you could use in each scenario. Write the strength(s) in the space provided.

Strengths Bank:

Hope and optimism

Always looks on the bright side of things

Fairness

Treats people fairly, advocates for their rights

Honesty

Speaks truthfully

Loyalty

Stays true through difficult times

Intelligence

Learns quickly and thinks of good solutions

Generosity

Gives freely of their time and possessions

Self-control

Controls desires and sticks to decisions

Humour

Sees the light side, helps people to laugh

Determination

Works hard to achieve goals

Courage

Does not hide from challenging situations

Tolerance

Accepts different and distress without anger

Compassion

Thinks of how others are feeling

Enthusiasm

Has lots of energy and excitement for life

Creativity

Thinks of many ways to solve challenges

Jenni worked hard to get her science assignment done early. Her classmate Prue left it till the last minute and then asked if she can borrow Jenni's work to copy her answers. Jenni is sick of Prue using her. The only time Prue talks to her is when she wants something.

What could she do?

Which strengths will she need to draw on to do this?

Harun promised his mother he would babysit his little brother so his parents could go out for dinner for their anniversary. When the day comes, his friends are all going to the movies, and they encourage Harun to come too, suggesting that he ask his parents to get someone else to babysit, or change their dinner plans for another night.

What could he do?

Which strengths will he need to draw on to do this?

Lia cracked the screen of her friend's laptop while visiting her house. Her friend did not notice as Lia knocked the computer off the table whilst her friend was in the kitchen getting them a drink.

What could she do?

Which strengths will she need to draw on to do this?

Thuy won two tickets to a band in a radio phone in competition. His older sister and her best friend really want to go as they have been fans of this band for a long time. They can't believe he won them when he doesn't even follow the band.

What could he do?

Which strengths will he need to draw on to do this?

Liam really wants to have a go at abseiling on the school excursion but the thought makes him feel sick. He has always been afraid of heights. His teacher has said he won't force people to have a go as everyone has to be a volunteer.

What could he do?

Which strengths will he need to draw on to do this?

Bik notices a new student sitting on her own at lunchtime. She suggests to her friends that they ask her to join their group. Reese makes some mean remarks about how they don't need anyone new in their group, which is maybe a bit too big anyway.

What could she do?

Which strengths will she need to draw on to do this?

Zac is worried about a friend Lee who seems to have been very down for the last few weeks. Fred says just to leave him alone and wait for him to get over it. But Zac thinks maybe coordinator needs to know, because Lee isn't even doing his work most of the time, whereas he used to be a pretty good student.

What could he do?

Which strengths will he need to draw on to do this?

Abe is studying for his music exams. It means he has to practise every night. His friends are pressuring him to stay online for games, but he can't afford to skip practice or to stay up that late without it affecting his performance. He really wants to join in with his friends, but also he wants to do well in his exam as his parents have paid a lot for all his music lessons.

What could he do?

Which strengths will he need to draw on to do this?

The house is messy and no one has done the vacuuming. Emily wishes her mum didn't have to go to the hospital all the time to visit her grandmother or that her brothers would take a turn at the dishes without fighting. It seems like the mess was making her mum even more stressed.

What could she do?

Which strengths will she need to draw on to do this?


Activity 3: Finding your top five strengths

 15 minutes

Learning intention

- Students discover the top five strengths that show for them when they complete the Seligman Strengths registry.

Equipment

- Access to internet
- 24 Character Strengths 

Method

- a. Explain to students that one method people use to find out about their character strengths is to take the online test developed by Professor Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania.
- b. This test shows your top five of 24 strengths. It does not mean you are low in other strengths, rather it shows where you are highest.
- c. This test can be accessed on <http://www.authentichappiness.sas.upenn.edu> where the VIA Strength Survey for Children Measures 24 Character Strengths for Children.
- d. Ask students to examine the *24 Character Strengths List* to see the definitions provided for their top five strengths.
- e. Encourage students to share the results with people at home.

24 Character Strengths*

<p>Creativity (originality, ingenuity):</p> <p>Thinking of novel and productive ways to conceptualise and do things</p>	<p>Curiosity (interest, novelty-seeking, openness to experience):</p> <p>Taking an interest in ongoing experiences for its own sake; exploring and discovering</p>	<p>Open-mindedness (judgment, critical thinking):</p> <p>Thinking things through and examining them from all sides; weighing all evidence fairly</p>	<p>Love of learning:</p> <p>Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally</p>
<p>Perspective (wisdom):</p> <p>Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people</p>	<p>Bravery (valour):</p> <p>Not shrinking from threat, challenge, difficulty, or pain; acting on convictions even if unpopular</p>	<p>Persistence (perseverance, industriousness):</p> <p>Finishing what one starts; persisting in a course of action in spite of obstacles</p>	<p>Integrity (authenticity, honesty):</p> <p>Presenting oneself in a genuine way; taking responsibility for one's feelings and actions</p>
<p>Vitality (zest, enthusiasm, vigour, energy):</p> <p>Approaching life with excitement and energy; feeling alive and activated</p>	<p>Love:</p> <p>Valuing close relations with others, in particular those in which sharing and caring are reciprocated</p>	<p>Kindness (generosity, nurturance, care, compassion, altruistic love, "niceness"):</p> <p>Doing favours and good deeds for others</p>	<p>Social intelligence (emotional intelligence, personal intelligence):</p> <p>Being aware of the motives and feelings of other people and oneself</p>

Citizenship (social responsibility, loyalty, teamwork): Working well as a member of a group or team; being loyal to the group	Fairness: Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others	Leadership: Encouraging a group of which one is a member to get things done and at the same maintain time good relations within the group	Forgiveness and mercy: Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful
Humility / Modesty: Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is	Prudence: Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted	Self-regulation (self-control): Regulating what one feels and does; being disciplined; controlling one's appetites and emotions	Appreciation of beauty and excellence (awe, wonder, elevation): Appreciating beauty, excellence, and/or skilled performance in various domains of life
Gratitude: Being aware of and thankful of the good things that happen; taking time to express thanks	Hope (optimism, future-mindedness, future orientation): Expecting the best in the future and working to achieve it	Humour (playfulness): Liking to laugh and tease; bringing smiles to other people; seeing the light side	Spirituality (religiousness, faith, purpose): Having coherent beliefs about the higher purpose, the meaning of life, and the meaning of the universe

**The information above is based on the book *Character Strengths and Virtues: A Handbook and Classification* written by Christopher Peterson and Martin Seligman; Published by Oxford University Press and the American Psychological Association (Copyright 2004 by Values in Action Institute).*

★ OPTIONAL GAME: GUARDING THE TREASURE

Use this game as a playful approach to start or end this lesson.

Learning intention

- Use this activity to encourage people to focus on the importance of strategy and determination in working towards change

Equipment

- Toy to represent the 'treasure'

Method

- a. Appoint one person from the group to be the Giant and to stand at one end of the room, facing the wall, with a soft toy placed on the floor directly behind him/her.
- b. Ask the rest of the group to line up along the wall at the opposite end of the room.
- c. While the Giant has his/her back turned, the group must creep forward and attempt to steal the treasure and run all the way back to the opposite wall without being caught.
- d. However, as the group creeps forward, the Giant may turn around any time.
- e. When this happens the group must freeze. If the Giant sees any of the players move, those players must go back to the beginning wall and start again.
- f. The person who succeeds in stealing the treasure and running back to the back wall with it becomes the new Giant. If the Giant catches anyone with the treasure before they get back to their base line, they become the Giant's helpers and may do all the same moves as the Giant.
- g. Ask players to identify some messages we can learn from this game (for example, the importance of strategy, determination and persistence).

🔍 TEACHER REFLECTION

- What are the most important strengths for a teacher?
- What strengths can you identify in your students?
- How do you help students to recognise their own strengths in class?

🔗 WEB LINKS FOR FURTHER READING & ACTIVITIES

The following link provides further information on building strengths:

- The *Authentic Happiness* website is the homepage of Dr. Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania and provides

detailed information about character strengths and the field of positive psychology:
<http://www.authentic happiness.sas.ipenn.edu>



ACTIVITY EXTENSIONS

- Strong characters: Identify a range of key characters from a book or a film that students are currently studying. Allocate characters to small groups. Ask groups to list at least three character strengths that their character possesses. Ask them to think of a few examples of how this person uses their strength in the book or film.
- Debate: Run a debate or forced controversy in which speakers compete to argue which of the character strengths are the most useful ones for a teenager to have in today's society.
- Children's story: Have the class work collectively to make a children's book which page by page introduces a child to each of the 24 character strengths as defined by Seligman. Assign pairs or groups to a particular strength.



TALKING FURTHER

- Ask students to talk to family members about the strengths that they admire in others and about their own personal strengths. Are there some strengths that run in the family?

Topic 3: Positive coping


Aims

Activities within this topic area will assist students to:

- Select, use and analyse strategies that assist in regulating behaviour and achieving goals
- Assess, adapt and modify personal strategies and plans and revisit tasks with renewed confidence
- Analyse enablers and barriers to effective verbal and non-verbal communication

Informed by the evidence base: Resilience research shows that use of positive self-talk is associated with greater persistence in the face of challenge, whereas negative self-talk is associated with higher levels of distress, depression and anxiety [50]. Research studies have demonstrated that those who use positive self-talk about how they will approach and manage challenge are more likely to succeed. Negative self-talk includes over-personalising adversity, excessive self-blame, and exaggerating the likely duration and impact of adversity or failure. It includes focussing on what is wrong and ignoring what is right. Positive self-talk includes more realistic appraisal of capacity, circumstances and effort. It includes acknowledging and being grateful for the positives, recognising personal strengths and positive intentions, and realistic attribution of responsibility. Positive self-talk can be learnt or strengthened through practise [20, 51].

Activity 1: What is self-talk?

 15 minutes

Learning intention

- Students understand the concept of self-talk
- Students identify the differences between negative, positive and technical self-talk
- Students learn and demonstrate strategies for contesting negative self-talk

Equipment

- Self-talk situations 

Method

- a. Explain that in this lesson the activities will focus on the way our self-talk influences the way we cope with the challenges that we face.

- b. Write the term “self-talk” on the board. Ask: *What do you think this term might mean?* Collect some student answers.

Self-talk is what we say to ourselves when we are thinking. Mostly this just happens inside our head, though sometimes we also say it out loud.

It is the kind of thinking we do when we think through something we are going to do or think back on something that happened. Some examples are provided below:

“I am going to have to get better organised if I am going to get my assignment in on time.”

“I hope no one thought I sounded stupid when I said that.”

- c. Ask students to work in pairs to think of examples of self-talk for a student who faces one of the following situations:
- The self-talk someone might have just before sitting an exam
 - The self-talk someone might have just before going to a new school
 - The self-talk someone might have just before making a speech at school assembly
- d. Collect some examples from the class. Ask: *How many of these were negative and how many were positive?*
- e. If there were no examples of positive self-talk, work with the class to add some. For example:
- Even if I don't get a good mark, at least I know I tried hard
 - It might be lonely at first but I will eventually get to know people and settle in
 - Even if it is scary to talk in front of the school, it won't last that long, and I can keep control of my nerves
- f. Explain that psychologists study the effect of our self-talk on athletes and performers. These are people who have to do their best under pressure.
- They divide self-talk into three types:
- Negative self-talk is when we say **negative** things to ourselves
 - Positive self-talk is when we say **positive** things to ourselves
 - Technical self-talk is when we tell ourselves **how** to do things while we are doing them.
- g. Explain that psychologists have found that when people use positive self-talk before or during a challenge then they are more likely to succeed.

For example, it is better for a football player to be thinking *I will kick this goal right through the middle*, rather than *I am going to miss this for sure*. Or it is better for the performer to think: *I am going to put myself totally into this performance*, rather than *I hope no one can tell how nervous I am*.

People doing long distance or endurance events are more likely to make it to the finish if they use positive self-talk. For example, they perform better if they keep telling themselves *I can make it*, than if they tell themselves *it's too far- I will never make it*.

Technical self-talk can also be useful as a way of talking ourselves through our challenges. Technical self talk involves telling yourself what actions to take at various stages of the challenge. For example: *I am going to sprint now and ease up as I come to the corner*, OR *I am going to take a breath before I go for the high note*.

- h. Ask students to copy the definitions of positive, negative and technical self-talk into their notebooks
- i. Display or hand out the *Self-Talk Situations* (or brainstorm some with the class). Ask students to work with a partner or trio. They should choose one of the self-talk situations, then work together to make up an example of each of the three types of self-talk for a person in the situation they have selected (positive, negative and technical). Encourage them to choose a situation they are interested in or know a bit about.
- j. Once groups have accomplished the task, arrange for some to feed back what they have come up with. (Listening to each other's answers contributes to building the students' recognition of self-talk and helps to provide positive examples for them to draw from when they need to find positive self-talk to contest their own negative thinking.)

Coaching point: Invite students to choose from the list provided as some may prefer not to disclose their own self-talk to the class.


Self-Talk Situations

In these situations;

- *Positive self-talk might sound like:* _____
- *Negative self-talk might sound like:* _____
- *Technical self-talk might sound like:* _____

Sports person on the day of a big match (choose a sport you know about)	Tourist travelling by themselves in a foreign country they have never been to
Performer on the opening night of the concert (choose singer, dancer, or actor)	Hiker setting out on a tough five day walk in difficult weather
Student sitting for a test (choose the subject)	Person trying skiing for the first time
Young person going for their driving test	Teenager babysitting a toddler for the first time
Young person cooking a cake for their grandparent's 70 th birthday party	Trying kayaking for the first time on a school camp
Mountain biker trying a steep downhill ride in front of a crowd	Going to a cousin's 18 th birthday party where you don't know most people
Giving a talk during school assembly	Other (<i>make this situation up yourself</i>)


Activity 2: Remembering our strengths

 20 minutes

Learning intention

- Students build a vocabulary of strengths to promote positive self- and peer-recognition
- Students practise references to strengths and capabilities within positive self-talk

Equipment

- 100 Positive adjectives 
- Notebooks and pens

Method

- a. Explain that when we are using positive self-talk, we have to be able to remind ourselves that we have some strengths. This can be tricky as when we are in the middle of negative thoughts we can find it hard to think that we have strengths. This next activity is going to remind us that we all have a lot of strengths. These strengths help us to deal with life, and we can deliberately set out to use and build these strengths.

Coaching point: The activities in Topic 2: Personal Strengths help students to identify a range of character strengths.

- b. Write the word 'adjective' on the board. Remind the class that an adjective is a describing word. Everyone needs lots of 'strengths' adjectives to describe themselves. For example when we say someone is kind, or friendly, or helpful, or energetic these are strengths and those words are describing words or adjectives.
- c. Ask the students to work in small groups to brainstorm some **positive** adjectives that can be used to describe people. Set a time limit and a goal. For example *aim for 20 adjectives in the next two minutes*.
- d. Get groups to count how many they got. Ask the group with the most to read them out. Ask other groups to add any that they had that were not on the list of the first group.
- e. Distribute the *100 positive adjectives* handout. Have a meaning check up to make sure students are familiar with some of the less commonly used terms.

Coaching point: Get students to think of some positive adjectives themselves before supplying the list as this helps them to think about what they value and

admire in others or in themselves.

- f. Ask students to choose five different adjectives (no repeats) for *each* of the following categories:
 - 1. Five strengths they would appreciate in a friend
 - 2. Five strengths they would like to see in themselves
 - 3. Five strengths they are mostly likely to be known for in their family
 - 4. Five strengths they think they would need to show to get a part time job
- g. Ask students to pair-share and compare which ones they chose with a partner, and to explain the reasoning behind their choices.
- h. Ask some student volunteers to read theirs to the class.


100 Positive Adjectives to remind you about your strengths

I AM... (or in the past there are times when I have been...)	
1. Accepting	2. Independent
3. Adaptable	4. Intelligent
5. Adventurous	6. Interested
7. Affectionate	8. Inventive
9. Ambitious	10. Joyful
11. Amusing	12. Kind
13. Analytical	14. Logical
15. Appreciative	16. Loving
17. Approachable	18. Loyal
19. Articulate	20. Motivated
21. Attentive	22. Neat
23. Aware	24. Objective
25. Brave	26. Open-minded
27. Bright	28. Optimistic
29. Broadminded	30. Organised

31. Calm	32. Out-going
33. Careful	34. Outspoken
35. Caring	36. Patient
37. Charming	38. People-oriented
39. Cheerful	40. Perceptive
41. Clever	42. Playful
43. Compassionate	44. Polite
45. Conscientious	46. Practical
47. Cool-headed	48. Punctual
49. Courageous	50. Realistic
51. Creative	52. Reasonable
53. Dedicated	54. Reliable
55. Deep	56. Resourceful
57. Definite	58. Respectful
59. Dependable	60. Self-disciplined
61. Determined	62. Sensible
63. Easy-going	64. Sensitive
65. Efficient	66. Sincere

67. Encouraging	68. Sociable
69. Energetic	70. Stable
71. Fair	72. Strong
73. Faithful	74. Supportive
75. Far-sighted	76. Sympathetic
77. Flexible	78. Tactful
79. Forthright	80. Task-oriented
81. Friendly	82. Thoughtful
83. Fun-loving	84. Tidy
85. Funny	86. Tolerant
87. Generous	88. Trustworthy
89. Gentle	90. Unaffected
91. Hard-working	92. Understanding
93. Helpful	94. Versatile
95. Honest	96. Warm-hearted
97. Idealistic	98. Well-behaved
99. Imaginative	100. Witty




Activity 3: Building skills in positive self-talk

 15 minutes

Learning intention

- Students learn and use techniques to promote positive self-talk
- Students learn and use techniques to challenge the impact of negative self-talk

Equipment

- 100 Positive adjectives  (from Activity 2)
- 'I can' checklist 
- Self-talk situations  (from Activity 1)
- Notebooks and pens

Method

- a. Explain that now we understand the concept of self-talk, and we have lots of strengths words to draw on, we will focus on techniques for dealing with negative thoughts. This is important as letting negative self-talk take over can make people feel very down, and get in the way of them achieving what they are capable of in daily life.
- b. Explain that some people hope they can just stop negative thoughts like turning a switch. However, we can't just stop thoughts by wishing to because they just pop into our heads. The technique for dealing with negative self-talk is to **argue back** with positive thoughts, and to win the battle by making the positive self-talk stronger than the negative self-talk. This is a skill that people get better at with practise. Coaches teach athletes to do it. Directors teach performers to do it. And it also works in school and in life in general. This means we have to train the coach in our head, the coach that encourages us, and gives good advice on how to play the game, and how to stick at it.
- c. A good recipe for creating positive self-talk is made up out of three parts (write the three step model on the board)
 1. **I am:** _____ YOU SAY SOMETHING TO YOURSELF ABOUT ONE OF YOUR STRENGTHS (examples: I am patient, fair, determined).
 2. **I can:** _____ YOU SAY SOMETHING TO YOURSELF ABOUT WHAT YOU ARE CAPABLE OF. THIS MIGHT BE SOMETHING YOU HAVE DONE BEFORE, THAT RELATES TO THE CHALLENGE YOU ARE FACING NOW (examples: I can give it a go, stick at it, do it even if I think I won't be perfect, put up with something

even if I don't like it, get along even if I can't get my own way, make a plan, take the first step, try again)

3. **I will:** _____ YOU SAY SOMETHING TO YOURSELF ABOUT WHAT YOU ACTUALLY WILL DO, OR THE ACTION YOU WILL TAKE (examples: I will: turn up, do my homework, smile at people I don't know, tidy up, ask for help, say sorry, own up)
- d. Use the above model to share an example of your own with the class. This is a chance for you to positively role-model how to approach a challenge (e.g. I am reliable, I can mark papers even when I feel like watching TV, so I will get started and record my favourite program to watch at another time.)
- e. Ask students to copy the three-step model. They should then work with their partner or group to make one of these **I AM, I CAN, I WILL** formulas for a character from the *Self-talk situations* handout. Fast workers can complete additional ones.
- f. Refer students to the *100 positive adjectives* handout to help them find a good collection of strengths to use in the **I AM** section. Hand out or display the **I CAN** Checklist as a reminder of the sorts of things people can use to remind themselves about what they can do.
- g. Ask some pairs to share their examples.
- h. Ask each student to write one for themselves. Suggest that this could be one that would help them get work done in the subject they find most challenging, or to help them carry out a positive resolution, such as tidying their room, or starting a get fit plan. Share one of your own as an example. Invite volunteers to share one if it is not too private.
- i. Optional extension: Get students to use the "I CAN" handout and choose the three that they think are likely to be the most useful in life. Ask them to rank them from most to least important. Ask them to compare with a partner and explain their choice.
- i. Ask some partners to explain whether they chose similar or different ones, and what their reasoning was.
- j. Take a class survey to find out which were the three most popular "I CAN" statements in the whole class (taking the data from the one ranked first in each person's list). Display these on the wall.

Coaching point: It is important to collect back examples of positive self-talk scripts from the class as students learn via modelling. Positive peer modelling can be particularly useful.

'I can' Checklist

- ✓ It might take time and effort but I can do it even if it takes me a long time
- ✓ I can learn from my mistakes
- ✓ I can say sorry
- ✓ I can stick at it
- ✓ I can cope with not looking like a movie star
- ✓ I can handle being ordinary, I don't have to be the best to be OK
- ✓ I can handle being different, it is OK to be who I am
- ✓ I can control myself, even when I feel really angry
- ✓ I can own up, even when I don't want to take the blame
- ✓ I can speak up, even if I am scared
- ✓ I can turn up, even when I don't feel like it
- ✓ I can do the right thing even when my friends don't
- ✓ I can show friendship, even if no one else does
- ✓ I can go out of my way to help, even if I don't know if my offer will be accepted
- ✓ I can stick at it, even when I am not sure if I will make it
- ✓ I can take on a new challenge, even if I am not sure how I will manage it
- ✓ I can get over it, even if someone wronged me
- ✓ I can forgive, even if I was hurt by someone
- ✓ I can (add more here)

★ OPTIONAL GAME: TRAFFIC LIGHTS

Use this game as a playful approach to start or end this lesson.

Learning intention

- Use this activity to energise the group and assist people to work cooperatively

Method

- a. Explain to students that this game will call on them to remember three different formations. Ask three volunteers to come and demonstrate what each of these formations will look like.
 - **Date:** Groups of two people. The two people stand opposite each other with one hand pointing towards their partner, and the other hand on their heart.
 - **Thinking:** One person. Each person stands on one leg with their hands on their head.
 - **Traffic light:** Groups of three. The front person kneeling, the second crouching just behind them, and the third standing upright. Each should open and close their hands on either side of their face to represent flashing traffic lights.
- b. Students are to mill around in the space. Explain that when the teacher calls a command, students must make the right sized group and quickly make the relevant formation.
- c. The students who are last to comply, miss out on a group or fail to correctly complete the formation, must sit out, then students mill around the space again. The winners are those who are left last in the game.
- d. Ask: *What can you see in this game that is also relevant to the challenge of making relationships work?*
- e. Key messages: Students need to be able to work in different combinations and with different people. Sometimes they will be working with people that they do not feel they have much in common with but will still need to work out how to communicate and contribute.

🔍 TEACHER REFLECTION

- Do I tend to use negative talk to describe coming academic challenges, or do I introduce a positive approach to addressing challenge?
- How can I model positive self-talk in my explanatory style when addressing the class?
- What sort of self-talk am I entertaining about teaching this class?

WEB LINKS FOR FURTHER READING & ACTIVITIES

Further work on self-talk is available on many self-help websites designed for young people, including:

- *Youth beyondblue* provides a range of resources and support services focused on mental health and wellbeing, including depression and suicide prevention and post-suicide support. It has links to other mental health and wellbeing sites:
<http://www.youthbeyondblue.com/>
- *headspace* is the National Youth Mental Health Foundation. They help young people who are going through a tough time:
<http://www.headspace.org.au/>
- *ehespace* is a confidential, free and secure space where young people 12 - 25 or their family can chat, email or speak on the phone with a qualified youth mental health professional:
<https://www.eheadspace.org.au/>
- *Catching on Later* is a sexuality education resources targeted to students across Years 7-10. It includes activities based on key topic for adolescents including body image, relationships, puberty, sexuality and managing emotions. This resource can be accessed via the DEECD website:
<http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/resources.aspx>
- *Reachout* is a student-centred site providing information and activities on a variety of wellbeing issues for Years 5-12:
<http://au.reachout.com/>
- *Smiling Mind* is a web and App-based program developed by a team of psychologists with expertise in youth and adolescent therapy, Mindfulness Meditation and web-based wellness programs. It provides mindfulness programs for children and young people aged 7-11, 12-15 and 16-22:
<http://smilingmind.com.au/>

Teacher professional learning resource:

- *Safe Minds*: a resource for teachers to help them identify and support students with early signs of emotional distress:
<http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx>

ACTIVITY EXTENSIONS

- Write the self-talk argument a character has for themselves when they are trying to make a difficult decision. Select a character from the text or film study.
- Write a children's storybook which introduces the idea of self-talk by showing the character's positive and negative self-talk on their first day of primary school.

- Use the positive adjectives list as a spelling list.
- Ask students to provide dictionary definitions for ten of the positive adjectives they do not hear used very often.
- Ask students to write a profile of a particular character in the text study, assigning at least five different adjectives to this character, and justifying this choice by direct reference to the text.



TALKING FURTHER

- Invite students to ask their parents / carers / extended family members what they like to do to help them prepare for a challenge or a changing situation. Ask what they say to themselves to get through a difficult situation. Ask if they remember what sorts of situations they used to find challenging when they were young.

Topic 4: Problem-solving


Aims

Activities within this topic area will assist students to:

- Predict the outcomes of challenges based on problem-solving and decision-making strategies
- Assess individual and group decision-making processes in challenging situations
- Plan projects, applying effective problem-solving and team-building strategies
- Acknowledge the values, opinions and attitudes of different groups

Informed by the evidence base: It is important to help students learn a range of problem-solving skills through applied learning tasks so that they are able to cope with the challenges that they face in the future. Problem-solving is identified by the World Health Organisation as a key skill for health [52]. To be able to solve problems, young people need to be able to think critically and evaluate the consequences of various actions [1].



Activity 1: Tree change!

 25 minute

Learning intention

- Students map an issue or problem
- Students identify possible causes or feelings affecting an issue or problem
- Students identify possible strategies for dealing with an issue or problem

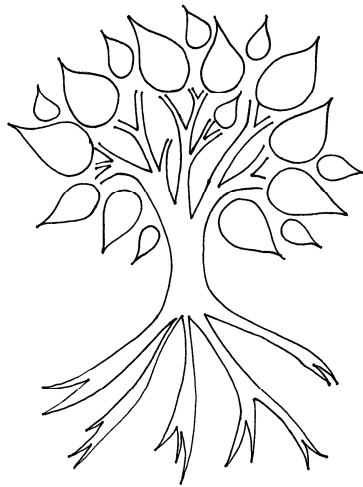
Equipment

- Problem-solving tree  (optional)
- Scenarios 

Method

- a. Ask students to draw the picture of the tree in their books *or* give each student a picture.

Example:



- b. On their tree diagram add the detail:
- **Trunk:** issue or problem
 - **Roots:** possible causes of the problem
 - **Branches:** possible strategies to be used
 - **Leaves:** possible results of the strategy chosen
- c. Provide an example illustrating how to use the 'problem tree' as a thinking tool to explore a problem and to think through the options before making a choice about what to do.

Example Scenario: Lateness to school

Ceyda is in trouble again. She is late for school for the third time this week.

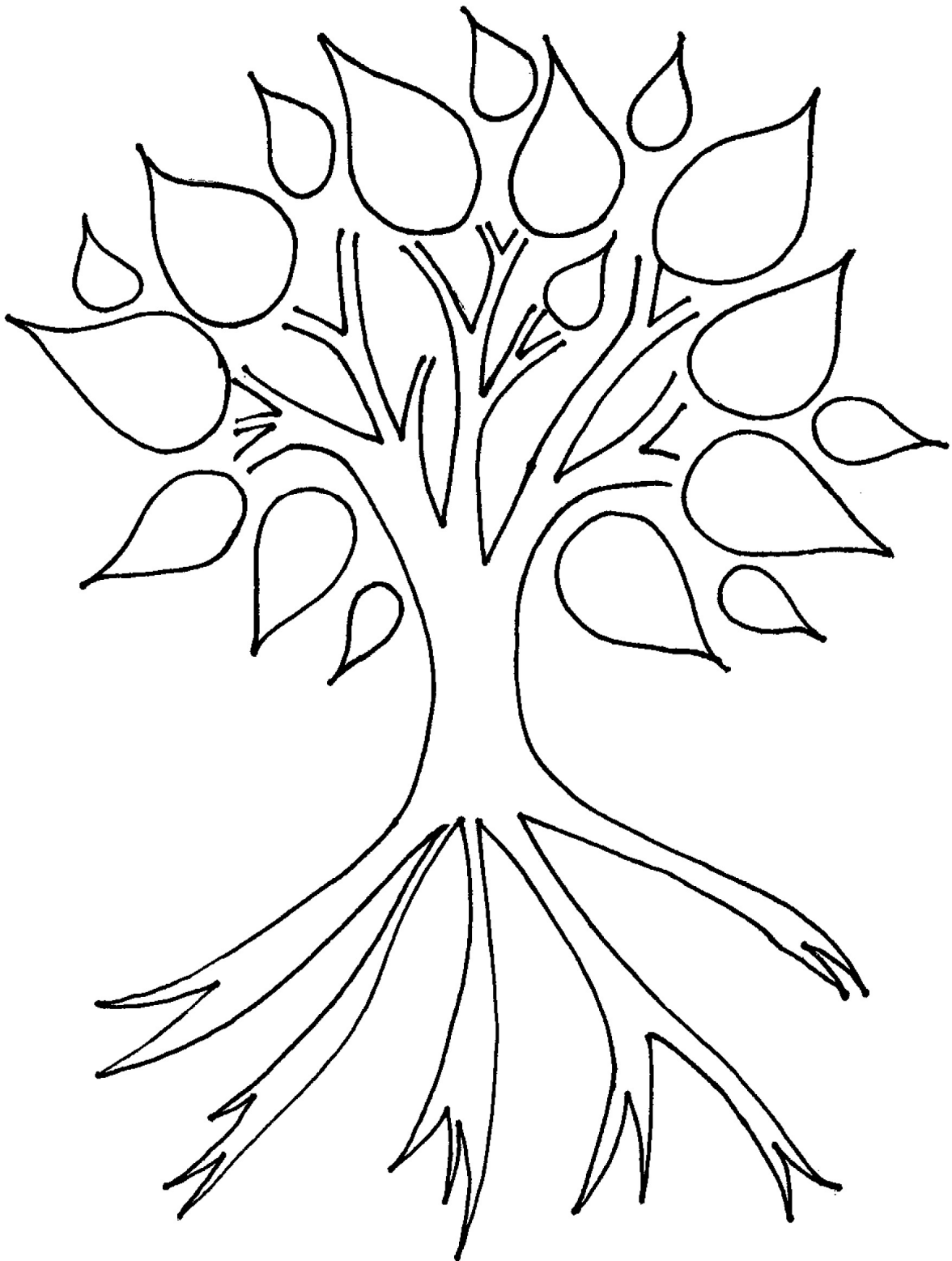
- **Issue:** (Write this on the TRUNK of your tree)
Lateness to school.
- **Possible causes:** (Write these on the ROOTS of your tree)
Ceyda's sister hogs the bathroom; Ceyda has to walk the dogs before school; mum and dad are disorganised; Ceyda has to make her lunch in the morning; the bus is often late.
- **Possible strategies:** (Write these on the BRANCHES of the tree)
Wash hair the night before, make lunch the night before, set alarm early to walk the dogs early or to use the bathroom before sister.
- **Possible results:** (Write these on the LEAVES of the tree)

Leaving for school 15 minutes earlier, less conflict with sister, feeling in control, feeling organised and less stressed.

- d. Put the students into pairs, give each pair a scenario (or ask them to make up their own one). Explain that they are to 'map' their problem onto their copy of the tree. They should aim to think of at least three possible causes of this problem and at least three different strategies.
- e. Ask a student from each of the groups to read out their scenario, one of the 'causes' and a strategy they suggested. Add other suggestions from the other pairs. Draw a different tree on the board for each of the three scenarios.
- f. Remind students that there will usually be lots of reasons for an issue or problem, some of which they cannot change, and some of which they can. Problem prevention usually happens as a result of addressing underlying causes such as those shown on the roots of the tree. Problem-solving is the whole process of thinking about the problem and the possible strategies and consequences. It is important to think ahead about the consequences as some solutions will be good but others can lead to the development of new problems.

Coaching point: Acknowledge that knowing what to do is one thing but that actually carrying out the planned action is the real challenge. Sometimes communicating can be a challenge, requiring courage and assertion.

Problem-solving tree



Deadline!

Ethan has three pieces of work due in on Friday, in three different subjects. He's not going to make this deadline!

Unfair

Something was stolen from a student in class today. Huda knows who did it. She doesn't think anybody else saw it happen. The teacher has said she'll keep the whole class in till the item is returned.

Grounded

Tanith has been grounded for the weekend. She was supposed to tidy her room before she went out. She has already promised to take her friend's place in the netball game on Saturday afternoon.

Activity 2: Introducing assertiveness

 25 minutes

Learning intention

- Students understand the concept of assertiveness
- Students identify a range of situations in which it is useful to be assertive
- Students practise techniques for assertiveness in problem-solving

Equipment

- Notebooks and pens

Method

- a. Put the words *aggressive*, *assertive* and *submissive* on the board. Ask the class what they think is meant by these terms.

AGGRESSIVE: A person expresses their feelings and opinions in a punishing, threatening, demanding, or hostile manner. The person stands up for their own rights but the other person's rights do not matter. It sounds like: *"This is what I want. What you want is not important!"*

ASSERTIVE: A person expresses their feelings, needs, legitimate rights or opinions without being punishing or threatening to others and without infringing upon their rights. It sounds like: *"I respect myself and I respect you too."*

SUBMISSIVE: A person fails to express their feelings, needs, opinions or preferences or they may be expressed in an indirect manner. It sounds like: *"What you want is important; but I am not so don't worry about me."*

- b. Reinforce the definitions by demonstrating an aggressive statement (done in an angry style), an assertive statement (done in a strong but respectful style in which your own needs are stated) and a submissive statement (where you give in and dismiss your own needs or feelings).
- c. Explain that sometimes when we are trying to solve a problem we need to talk to people in an assertive way. Being assertive is a respectful way of handling conflict.
- d. Applying the concepts to everyday life: Ask students to paired share: *In what situations are they more likely to be aggressive, submissive, assertive?* Ask some pairs to share their ideas with the class.
- e. Ask each pair to prepare three freeze frames, one showing the key moment of the aggressive interaction, one showing the assertive mode and a third showing the submissive mode. Set a ground rule that none of the freeze frames (or subsequent

role-plays) are to include body contact. (This rule helps to control some who may get carried away in their aggressive scene. Where further 'control' is needed, ask for the aggressive role-play to be done in slow motion). Suggest the following scenario for those who can't think of one: *You just found out that a close friend has told another friend your secret that s/he had promised not to tell.*

- f. Ask for some volunteers to bring their freeze frames to life; one of each!
- g. Discuss: *Which response do you think would give the best results when seeking to solve problems or conflicts? Why?*
- h. Explain that assertiveness is a healthy way of communicating. It is a way of speaking up for ourselves in a way that is honest and respectful but whilst still considering the rights of the other person. Assertive statements are useful when there is conflict or a relationship problem to be resolved.

Coaching point: Further practise in a technique for making an assertive request is located in Lesson 6 on the theme of help-seeking where a three-part formula is modeled:

- 1) Explain how you feel;
- 2) Name the problem; and
- 3) Make a request.

Examples:

I feel used when you take my things without asking, so can you please check first if it is OK for you to borrow my stuff.

When you don't listen to me, I feel disrespected, so can you please let me add my side of the story.

★ OPTIONAL GAME: MOVING AS ONE

Use this game as a playful approach to start or end this lesson.

Learning intention

- Use this activity to explore the challenge of working well together

Method

- a. Ask students to stand in a large circle and explain that the aim in this game is for the group to follow the actions of the leader so that it looks as if the entire group is moving as one. Actions could include: slow motion tai chi type actions, waving of arms and lifting of legs.
- b. Appoint a 'leader' to begin and allow the group to try it out.
- c. After a short time, appoint a different 'leader'.
- d. Ask the group what messages they saw in the game that relate to group work.
- e. Key messages: A strong and shared sense of purpose helps people to work well together, overcome personal differences and solve problems.

🔍 TEACHER REFLECTION

- How do you map out a problem in your teaching? Do you follow a particular method?
- How do you identify and take account of the underlying causes of the behaviour of students in your class?

🔗 WEB LINKS FOR FURTHER READING & ACTIVITIES

Various web resources have been designed to provide children and young people with information they might need in a range of challenging situations. Have a look at some of these sites so that you are able to refer students appropriately:

- *Reachout*: www.reachout.com.au
- *Youth beyondblue*: <http://www.youthbeyondblue.com/>
- *Kids Helpline*: <http://www.kidshelp.com.au/>
- *Headspace*: <http://www.headspace.org.au/>
- *Eheadspace*: <https://www.eheadspace.org.au/>

For a focus on bullying prevention, refer to the following websites and resources:

- *Bully Stoppers* provides information and advice relating to bullying, for Years 3-12: <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
- *Bullying. No Way!* provides information and advice relating to bullying, for Years 3-12: <http://bullyingnoway.gov.au/>

For a focus on issues relating to puberty, relationships and adolescence, refer to the following resources:

- *Building Respectful Relationships* is a suite of teaching and learning activities for students in Years 8 and 9, and focuses on the key themes of respect, gender, relationships and violence. This resource can be accessed via the DEECD website: <http://www.education.vic.gov.au/school/teachers/health/Pages/respectrel.aspx>
- *Catching on Later* contains sexuality education resources targeted to students across Years 7-10. It includes activities based on key topic for adolescents including body image, relationships, puberty, sexuality and managing emotions. This resource can be accessed via the DEECD website: <http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/resources.aspx>

For a focus on issue relation to drug education the following resource will be useful:

The *2012 Get Ready Drug Education* program is an evidence-based drug and alcohol education program for Years 7-9. It contains a teacher manual that provides contextual advice for teachers on the use of the lesson materials. This resource can be accessed via the DEECD website:

<http://www.education.vic.gov.au/school/teachers/health/Pages/drugedulearn.aspx>



ACTIVITY EXTENSIONS

- Look at a text you are studying this year. What key choices or decisions did the protagonist have to make? What might have happened if he or she had made a different decision? Write that ending.
- Was there a problem faced by a major (or minor) character in this text? Suggest how it could have been prevented.
- Write the back story for a text you are studying this year. What happened BEFORE the 'story' started? What might be the underlying causes of the events that occur in the novel/poem/play/film?



TALKING FURTHER

- Talk to your parents/carers about the way they solved a problem or issue that they faced when they were at school.

Topic 5: Stress management


Aims

Activities within this topic area will assist students to:

- Critique their effectiveness in working independently by identifying enablers and barriers to achieving goals
- Identify indicators of possible problems in relationships in a range of situations
- Examine influences on and consequences of their emotional responses in a variety of contexts
- Assess, adapt and modify personal strategies and plans and revisit tasks with renewed confidence

Informed by the evidence base: Stress is a normal part of life, especially as children get older. Being able to understand what stress is and how to cope with stress will help children cope with challenges in the future. Being able to cope with stress is an important skill for keeping yourself well and healthy [23].

Activity 1: What is stress?

 10 minutes

Learning intention

- Students identify and define 'stress'

Equipment

- Notebooks and pens


Method

- Ask students to imagine that they are about to **explain to an alien** what human beings mean by stress. Ask them to talk to the person next to them to develop a definition 'Stress is when...' and write down their ideas in point form after they have talked about it.
- Compare some of the different definitions the pairs have generated and write some on the board.
- Ask what they notice about what stress means to different people.
- Does the word 'challenge' mean the same thing to you? Why/why not?

- e. What can be some of the effects or physical sensations of stress on the body? Make a class list.
- f. Students should write in their workbooks:
 - My definition of stress is ...
 - My definition of challenge is...

Coaching point: Different people have different reactions to stress. It is important to normalise the fact that people react differently. What one person finds very stressful may not concern another.

Activity 2: Sources of stress

 20 minutes

Learning intention

- Students identify common stressors

Equipment

- Notebooks and pens
- Six large sheets of paper
- Six coloured pens

Method

- a. Divide students into groups of about four.

Coaching point: It is good to mix students into different pairs or groups so that they learn to work well with a variety of people. You could use one of these methods:

Name lotto: Cut up a copy of the class roll and mix the names together in a box or 'hat'. Then draw out four or five names at a time to create random groups.

Count off: Count students off (depending on the number in your class) so that they end up with groups of four or five students (i.e. with 24 in the class you would count students off from one to six, then start again. When you finish, ask all those who were 'number one' to form a group and so on).

- b. Set each group the task of brainstorming around the question: *What are some of the stresses and challenges people around your age can face?* Ask them to also think

about how these stressors might be affected by time or change over time. For example, school stress might be stronger when assignments are due or there are exams or tests coming up.

- c. As groups report back, have two scribes collect a comprehensive list on large sheets of paper (or on the board) using the headings below:


Life event (e.g. moving house)...	School...
Home...	Friends...
Futures...	Sport...

- d. Use the following questions to assist in the development of a comprehensive list:

- *What sort of stresses in the physical environment can directly affect how you feel either physically or emotionally?*
- *What sorts of stresses or challenges can happen in relationships or between people?*
- *What sort of stresses or challenges occur to do with particular events or occurrences? (e.g. leaving school, family breakup)*
- *What are some of the fears, anxieties or thoughts that can cause people to feel stressed?*

Coaching point: If you are short on time, give each group one of the six kinds of stressors.

Activity 3: Coping strategies

 10 minutes

Learning intention

- Students investigate the variety of coping strategies people can use to help them to cope with stress and challenge

Equipment

- Paper and pens

Method

- a. Divide the group into pairs.

- b. Ask pairs to make a list of things people can do to calm themselves when they feel stressed. Explain that some coping strategies are helpful but some are harmful. Some people like to do active things, like play soccer. Some people do quiet things like read or draw. Some people like to do social things like talk with others. Ask them to include only those strategies that do not cause hurt or harm.
- c. Collect all the positive strategies and have some volunteers write them on the board.
- d. Share with the class one thing you like to do when you are stressed. Use the stem: *'Sometimes when I am stressed I like to read a book/sing a song/go for a walk.'*
- e. Go round the room and ask each person to give one strategy they use. For example: *'Sometimes when I am stressed I like to...'* (state a coping strategy here).
- f. Point out that for different challenges we need different coping strategies. For example to study hard is a good strategy before a test, to play a game with others is a good coping strategy when feeling lonely.
- g. Ask individual students to make list of five different coping strategies that they would use during an average school week.
- h. Homework task: pick one coping strategy you would like to use more. What would this look like? Sound Like? What would you need to do over the course of one week?

Coaching point: Each of us has a range of different ways to cope, and often we use a different coping strategy according to what the situation is. An important thing to aim for is to have a lot of different coping strategies so that you are not depending on one or two that are not suited to a particular situation. It is also important to know when to get support or help for yourself or someone else.

Activity 4: Relaxation techniques

 10 minutes

Learning intention

- Students use a relaxation technique as way to cope with stress and challenge

Coaching point: This activity requires a high level of group co-operation in order to work, as all must be both still and silent during the whole activity. Some people might feel tempted to make a joke or mess around. That would mean spoiling the activity for everyone.

Equipment

- Relaxing music

Method

- Ask students to sit quietly and comfortably in their own chair, putting their heads down on their desks and closing their eyes for a minute or two. Play the CD quietly in the background. When all is calm and silent, students can stay with heads down or sit up.
- OPTION 1:** Take the students through a progressive muscle relaxation, starting with the feet.

Instruction: 'You will be tensing different muscles as much as you can then relaxing them. Hold each muscle tension for the count of ten. Relax and enjoy the sensation of release from tension. Keep breathing slowly and deeply.'

Now, tighten the muscles in your toes and feet, focus your attention on the sensation coming from the muscles, breathe slowly and deeply. Hold for 10 seconds, then relax.'

Move up through the body, asking students to tighten each group of muscles, holding for 10, then relaxing: legs, stomach, back, neck, face.

'Now tense every muscle in your body, hold for 10 seconds, then relax. Feel a wave of calmness as you stop tensing.'

OPTION 2: Take the students through a guided imagery exercise.

Play the music quietly and ask students to sit comfortably, either with their heads down on their desks or to sit up with their eyes closed. They will need to stay silent as you read the script aloud, while they imagine their own individual scene.

All activity and sound will take place inside their heads, they won't appear to say or do anything; all activity is imagined, internal. Use the following script or one of your choosing.

'Choose a setting that is calming and restful for you. It may be at the beach, in a rainforest, on a boat, under a tree, on a soft couch, or anywhere else that you choose. Try hard to imagine that you are really there and concentrate hard on your senses – what you can see, hear, smell, touch or taste in this place.'

Sit comfortably and breathe in slowly and gently through your nose. Close your eyes. As you breathe out, imagine your scene and look around you. What can you see? Listen carefully. What can you hear in your scene?

Now imagine you can touch some of the things in your scene – it might be the ground, sand some water. Note the feeling of the textures on your skin. You feel

quiet and calm and relaxed. All the time you are doing this you are feeling completely relaxed and safe and peaceful. Check if you can taste anything from your scene – is there a tang of the ocean or the taste of cool fresh water?

As you relax in your special place your body feels heavy and relaxed and all the tension leaves your body. Your breathing is slow and rhythmic. Your entire body feels comfortable and calm. Say to yourself I feel calm and relaxed. My face feels smoother, heavier, more relaxed. I feel safe and at peace.

Take a moment to enjoy the feeling of relaxation and the peace of this scene. Look around your scene again to get a really clear image of this, your special place. When you are feeling stressed or upset remember that you have the power to imagine a place or a feeling of relaxation, as you have done now. When you are ready, open your eyes, feeling alert and awake but keeping the feeling of relaxation and calm that you have created...'

- c. Ask students for their reactions to this activity: *What benefits did it have? What could make it easier to do?*
- d. Explain that this type of relaxation technique or other types of meditation are good for self-calming. We all need to be able to use self-calming techniques, particularly when we get anxious or angry or experience periods of intense or long-lasting stress.
- e. Ask students to share examples of how they self-calm when facing situations like tests, exams, performances and sports matches which can produce anxiety.
- f. Ask students to share examples of how they self-calm when facing situations involving conflict and frustration (you may wish to share suggestions like take a big breath and exhale slowly, or count to ten).
- g. Refer to the self-talk lessons and the techniques learnt about how to use positive self-talk to cope with stress. Explain that although self-talk and self-calming strategies are essential life skills to have, there are also times when the most effective coping strategy is to involve others and to ask for help. The activities in the next lesson focus on this key skill of help-seeking and peer referral.

★ OPTIONAL GAME: FIZZ BUZZ

Use this game as a playful approach to start or end this lesson.

Learning intention

- Use this activity to illustrate the importance of listening carefully and tuning in to your classmates

Method

- a. Invite students to stand in a large circle.

- b. Explain that in this game, the aim is to keep numbers rippling around the circle. The first person says one, the second two and so on. However, when a five or multiple of five is reached, that person must say BUZZ instead of the number. The next person says six and on it goes (e.g. 'One, two, three, four, BUZZ, six, seven, eight, nine, BUZZ, eleven' and so on).
- c. Encourage students to speed up this game.
- d. Once students have the hang of this, start the game again, only this time as well as saying BUZZ instead of a number with five or a multiple of five, add the word FIZZ whenever a seven or multiple of seven is reached (Note: if you reach 35, the person must say FIZZ BUZZ!). Players who make a mistake must sit down and the game continues with the remaining students.
- e. Play until you have the last few winners.
- f. Ask students:
 - *What are the challenges in this game?*
 - *What do you need to do to overcome them?*
- g. Key messages: Rapidly changing situations can be stressful. One way of managing stress is to stay alert to what is happening around you.

TEACHER REFLECTION

- How do you manage your own stress levels?

WEB LINKS FOR FURTHER READING & ACTIVITIES

Various web resources have been designed to provide children and young people with information and strategies for managing stress:

- *Smiling Mind* is a web and App-based program developed by a team of psychologists with expertise in youth and adolescent therapy, Mindfulness Meditation and web-based wellness programs. It provides mindfulness programs for children and young people aged 7-11, 12-15 and 16-22:
<http://smilingmind.com.au/>
- *Reachout* is an interactive website for children and young people. It includes a section on stress management, and provides a range of suggestions about how to relax. Encourage students to have a look at this site, especially when it comes to a busy time of year. Ask them to choose and practise some of the suggestions for themselves:
<http://au.reachout.com/managing-stress>
- *Somazone.com* provides information and online Q&A about a wide variety of wellbeing topics for Years 5-12:

<http://www.somazone.com.au/>

- The *Centre For Adolescent Health* is an Australian-based organisation providing information and interactive material concerning medical conditions for Years 5-12: http://www.rch.org.au/cah/about_us/



ACTIVITY EXTENSIONS

- Using metaphor: some people say their stress feels like being the meat in the sandwich or being stretched, trapped in a box, juggling 10 balls or negotiating an obstacle course. Ask students to draw or find a picture of one of these images. Record on this drawing/picture some of the key or common stressors from the classroom brainstorm.
- Look at a key character from a novel the students are reading. What sort of stress is this person under? What coping strategies does he/she use? Suggest some additional or alternative strategies and describe the 'new' outcome.
- Write a song or a poem about how to cope with stress.



TALKING FURTHER

- Ask a parent/carer/grandparent about the sorts of stressors they faced when they were young.
- Ask a parent/carer/grandparent about the positive ways they managed stress when they were at school.

Topic 6: Help-seeking


Aims

Activities within this topic area will assist students to:

- Identify enablers and barriers to achieving goals
- Identify indicators of possible problems in relationships in a range of situations
- Analyse enablers of and barriers to effective verbal, non-verbal and digital communication in help-seeking situations

Informed by the evidence base: The help-seeking behaviours of children and young people are fundamental to their mental health and wellbeing. Encouraging and fostering help-seeking behaviours is one way to improve mental health and wellbeing [53]. There are a number of barriers that young people face when it comes to help-seeking, therefore it is important to work with students to make sure they are aware about help-seeking avenues and confident to seek help from an appropriate source when needed.

Activity 1: Check the statistics

 15 minutes

Learning intention

- Students identify a range of situations in which young people may need to seek assistance from adults
- Students learn about the prevalence of mental health distress in the youth population

Equipment

- Statistics Cards 

Method

- a. Divide students into groups of three to four (allowing up to nine groups).
- b. Ask one person from each group to come forward and collect a Statistics Card. Their job is to read the question on the card to their group. The group members should guess the answer. The reader should then provide the correct answer and read the 'Think about' question to the group. Once the group has discussed some implications of the statistic and come up with some possible responses to the question, they can choose a 'reporter'.

- c. Ask all groups to read out their statistic and report back to the class. Discuss the responses. Were any of the statistics surprising?
- d. What did the small group identify as the three most important issues in Australia today? Ask each group to discuss this question and pool the results to create a 'top three' for the whole class.
- e. Ask students to use these statistics to help identify what sorts of issues they are likely to encounter as part of growing up through the teenage years.

Coaching point: There is an activity in the Introductory Lesson to this unit that looks at a whole set of statistics about the concerns of Australian young people. You may like to complete or revisit this activity.

Statistics cards

What percentage of Year Eight students believe no one knows them well?

40 %

Think about: what might this means when someone needs help with a problem?

Source: Glover 1998 [44]

What percentage of Year Eight students believe they have no one to talk to in bad times?

A. 25%

Think about: what might this means when someone needs help with a problem?

Source: Glover 1998 [44]

Who is a student most likely to tell if he or she is being bullied – a teacher, a student or the parent?

The parent

Think about: which adults in this school might a bullied student go to for help?

Source: Cahill 2004 [45]

What are the top five issues raised by young females aged 10-14 who call Kids helpline?

1. Mental health concerns
2. Family relationships
3. Emotional wellbeing
4. Suicide-related concerns
5. Dating and partner relationships

Think about: which adults in this school might a student with one of these concerns ask for help?

Source: BoysTown 2013 [16]

How much more likely are victims of bullying to suffer depression?

They are four times more likely. Those who are both *bullies and victims* are six times more likely to suffer from depression; and over six times more likely to suffer from anxiety.

Think about: which adults in this school might a bullied student go to for help?

Source: Dake 2003; Egger 2006 [40, 41].

What are the top five issues raised by young males aged 10-14 who call Kids helpline?

1. Family relationships
2. Bullying
3. Emotional wellbeing
4. Child abuse
5. Friends/peer relationships

Think about: which adults in this school might a student with one of these concerns ask for help?

Source: BoysTown 2013 [16]

What is the top issue raised by young males aged 15-19 who call Kids helpline?

The top issue raised by young males aged 15 – 19 is mental health concerns.

Think about: who are the adults in this school who could offer help to someone in this situation?

Source: BoysTown 2013 [16]

What is the top issue raised by young females aged 15-19 who call Kids helpline?

The top issue raised by young females aged 15 – 19 is mental health concerns.

Think about: who are the adults in this school who could offer help to someone in this situation?

Source: BoysTown 2013 [16]


In 2013, what are the three issues that young people aged 15-19 years consider are most important in Australia today?

The top three issues identified in 2013 were *the economy and financial matters* (26%), *politics and societal values* (25%) and *equity and discrimination* (24%).

Think about: what would your group's priorities be?

Source: BoysTown 2013 [16]


Activity 2: What could you do?

 20 minutes

Learning intention

- Students consider and identify who to seek help, advice or support from in specific situations
- Students explore ways to ask for help, support or advice for one's self or on behalf of others

Equipment

- Notebooks and pens
- Help-seeking Scenarios 

Method

- Explain that across the unit of work we have focussed on understanding our own and others' emotions, using strengths and problem-solving techniques to help us manage life challenges and use of coping strategies and self-calming strategies to help us manage stress. However, there are times when regardless of our strengths and skills, we need to ask for help, either for ourselves or for someone else. This is not a weakness or a failure, but rather, another strength. Often we have to tune in to our emotions and those of others to know when to ask for help. The next activities will provide a chance to think through when and how to ask for help, and who to turn to.
- Put students in groups of four or five.
- Give each group a set of Help-seeking Scenarios.
- Put your cards in a circle, facedown, arranged like the spokes of a bicycle wheel. Place a pen in the centre of the circle and spin it. Whichever card it points to will be the one to focus on first.
- The person who spun the pen reads out the scenario, then leads the group discussion, using the prompt questions:
 - *What can someone do in this situation to help themselves?*
 - *How could they use a friend as a source of help?*
 - *How could they use an adult as a source of help?*



- f. Spin the pen again and continue the activity.
- g. Ask each group to report back on one of their scenarios. Ask the class:
- *How do you work out which adults to use as a source of help?*
 - *Who in this school can provide help?*
 - *Where else can people go for help?*

Coaching point: Remind students that if they find any of the material discussed in this unit distressing, they should talk to you after the lesson or they can call *Kidshelpline* to discuss any problem.

Help-seeking scenarios

You lost a week of school when you were sick with the flu last week and you have fallen behind in your Maths class. Your new teacher is quite strict and you feel anxious about asking for help.

- What could you say to your teacher?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

Your friend seems very miserable. The other day she started crying at lunchtime and told you things were tough at home because her parents were fighting and she thinks they are splitting up.

- What could you say to this person?
- How could you use a friend as a source of help?
- How could you use an adult as a source of help?

A lot of people in the class tease one of the other students because of the way he looks. You don't like this and you can see it really gets to this person, even though he tries to laugh it off. You want it to stop.

- What could you say to this person?
- How could you use a friend as a source of help?
- How could you use an adult as a source of help?

Your two closest friends do things together at the weekend but don't invite you. You can see the photos of what they have been doing on Facebook. At lunchtime they talk about what they did on the weekend and it makes you feel left out and miserable.

- What could you say to them?
- How could you use a friend as a source of help?
- How could you use an adult as a source of help?

The internet is down at your house, and you have been grounded for the weekend because you did not tidy your room and you got into a fight with your sister. By Sunday night you need it to finish some of your homework; you need to use the internet, and you want to be able to email your friend to ask how to do the assignment.

- How could you use a friend as a source of help?
- How could you use your parents as a source of help?


Your mother is really worried about money since she lost her job. The school camp is coming up and she knows you really want to go. She has never asked for help with payments before, and you think she might be too proud to let anyone know that things are hard for your family right now.

- What could you say to your parent?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

Brainstorm your own help-seeking situation...

- What could you say to this person?
- How could you use a friend as a source of help?
- How could you use an adult as a source of help?

Activity 3: Assertive help-seeking: What can you say?

 20 minutes

Learning intention

- Students practise asking for help, advice or support from peers and adults
- Students use a model to guide a help-seeking request

Equipment

- Notebooks and pens

Coaching point: Use this lesson as an opportunity to invite the school counsellor or welfare officer to talk to the class, introduce themselves and invite students to come to them if they have a problem or issue that they would like support, help or advice with.

Method

- Explain that we often hope people will offer help when we need it. Sometimes we think people should just notice our needs, or be mind-readers. Sometimes we send hints, and think this is the same as asking, but it is not. Also, sometimes people don't offer help because they are afraid of intruding. The next activity is about developing help-seeking skills. These are skills for life. People need them in their relationships, at school, when they travel, and in their working lives.
- Introduce the following three-step help-seeking formula. It is an **assertive** way of asking for help. If the first step does not seem useful, it can be dropped, but the second two steps are essential. In some situations it is the emotional level that is most important, but in other situations, where practical help is needed, it might not be as important:
 - Explain how you feel
 - Name the problem
 - Make a request for help

Coaching point: It may be helpful here to refer to the assertiveness activity from Topic 4, Activity 2 (*Introducing assertiveness*).

- Read out the following scenarios and some examples.

Scenario 1: Behind in your work

- To friend: I am feeling really stressed because I am so far behind with my assignment. Could you give me some help and explain the task to me?

- To teacher: I am worried I can't get my assignment finished on time because I missed so much work when I was sick. Could you please give me an extension to hand in my assignment?

Scenario 2: Worried about a friend

- To friend: I am worried about Simon, he has gotten so skinny. Can you come with me to talk with Ms Smith about it?
- To teacher: I am worried about Simon, he is on such a strict diet. Could you talk to him and see if he is OK?

Scenario 3: Making Up after a fight

- To friend: I am feeling bad after my fight with Zhu. Can you help out by telling her I want to make friends again?
- To Parent: I am stressing about how to make up with Zhu. Can you help me think about how I can do that?

Scenario 4: Asking someone out

- To friend: I really like Clare, but I am too shy to tell her. Can you find out if she likes me?
- To parent: I want to ask this girl I like to be my partner at the formal. What do I say to her?

d. Write the four situations on the board:

- *Behind in your work*
- *Worried about a friend*
- *Making Up after a fight*
- *Asking someone out*

e. Write the three step help-seeking formula on the board:

Step 1: Explain how you feel

Step 2: Name the problem

Step 3: Make a request for help

f. Ask students to find a partner then choose one of these scenarios or create a new one.

g. Prepare two versions of a help-seeking scene: one version of the scenario will involve seeking help from a friend, and the second version will involve seeking help from an adult. Brainstorm some ideas about how to use the help-seeking formula to build some dialogue for their characters.

- h. Give students time to prepare, and then to practise. Ask pairs to swap roles. Give each group time to practise their role-plays.
- i. After they have tried out their scenes ask them to discuss what they noticed:
 - *Did you use some of the lines you made up?*
 - *What was challenging about the scene?*
 - *What did it take to actually ask for help?*
 - *What are the underlying emotions when asking for help (refer back to the emotions iceberg)?*

Note that often an underlying barrier to help-seeking can be fear of rejection or fear of disapproval. In the presence of fear it takes courage to ask for help. In this case help-seeking is an act of courage. Courage is a strength (refer back to the Strengths exercises), therefore it takes strength to ask for help. Sometimes we need to call on additional strengths like loyalty, compassion or wisdom to help us activate the courage to seek help.

- j. Ask for two or three volunteer pairs to show their scenarios.
- k. At the end of each, ask each of the characters what they might be feeling, what they may be afraid of, and what they may be hoping for.
- l. Nominate one of the role-plays and ask students to talk in pairs or fours to think up some advice to give to the help-seeking character. Collect the advice. Ask some volunteers to show this advice in action, or for the original players to re-play their scenario incorporating this advice.

Coaching point: Use role-play activities to help students practise being in situations where they may need to help-seek. It can be easy to think of good advice, but much more challenging to take it into action. Watching others role-play can help to model and normalise the act of help-seeking. Seek or build strong examples to help create this sense of possibility. However, if role-playing is difficult for the class, an option is to work in pairs to write help-seeking scripts, or draw help-seeking cartoons.


Activity 4: Peer support texts

 15 minutes

Learning intention

- Students explore and identify signs that a friend might need help
- Students practise giving support and advice to friends

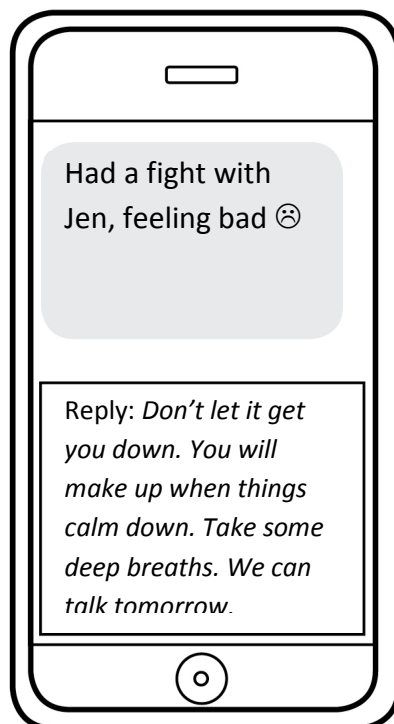
Equipment

- *Peer support text messages* 
- Notebooks and pens

Method

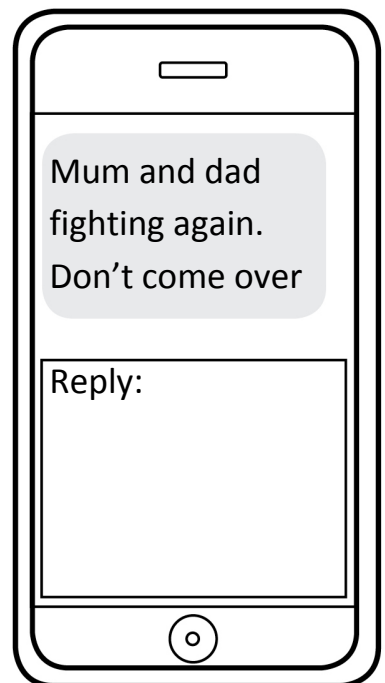
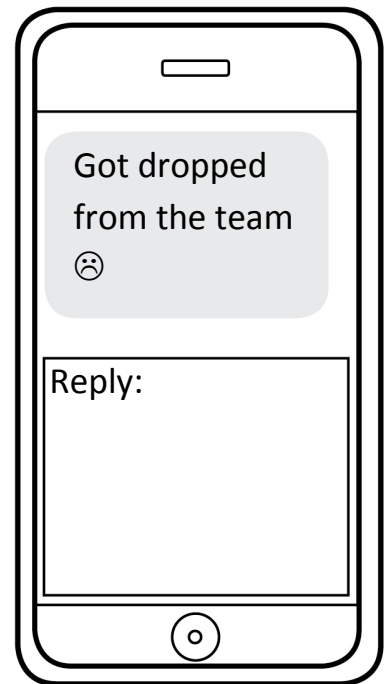
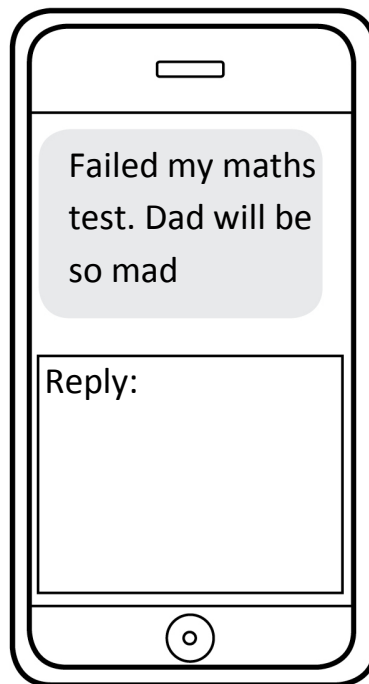
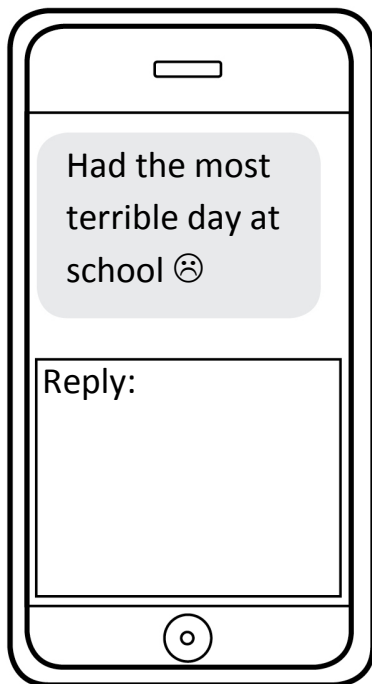
- Explain that when we are feeling a bit down, simply having a friend show that they care or ask “*are you ok?*” can be comforting. Students can also be helpful in helping friends to access the right support. Sometimes this support is shown in small ways that are not as major as those explored in the previous help-seeking activity. These forms of friendship support are part of everyday life. But this does not mean that they are not important. The next activity provides a chance to practise ways to offer support in a small number of words.
- Give each person a *Peer support text messages* handout. Ask students to work in pairs (different pairs from the last activity) to write supportive reply texts to each of the messages. Their text could include:
 - Words of support
 - A coping strategy
 - Advice about where their friend could seek help or advice

An example might be:



- c. Ask some pairs to read out one of their examples, ask others to comment on alternative responses.
- d. Optional extension: Using the texts provided, ask pairs to work together to construct a dialogue made up of text messages, or to improvise a follow up phone call. Have all students role-playing at once to give everyone a chance to play. After a few minutes, ask pairs to swap roles. This time, they must think of two new pieces of advice. Ask some pairs to volunteer to show their role-play phone conversation to the class.

Peer support text messages



★ OPTIONAL GAME: ROBOT AND CONTROLLER

Use this game as a playful approach to start or end this lesson.

Learning intention

- Use this activity to emphasise the importance of giving clear messages
- Use this activity to continue to build a positive group climate

Method

- a. Organise students into pairs. One will be the robot and one the controller.
- b. The controller stands opposite the robot and raises his/her hand with palm facing the robot's face. The robot must keep his/her face the same distance from the controller's hand at all times. The controller will signal through clear hand movement where s/he wants the robot to move as s/he takes the robot for a walk around the room. This should be done without speaking. S/he may move the robot forward or backwards, up or down, as they progress around the room. Play for one minute.
- c. Signal it is time to swap roles.
- d. Repeat the game for one minute.
- e. Stop the game. Ask:
 - *What actions by the leader made the 'instructions' easy/difficult to follow?*
 - *What messages does this game give us about relating to others?*
 - *How does the game relate to communication and help seeking?*

🔍 TEACHER REFLECTION

- What are some sources of help for you as a teacher around lesson planning, classroom management or general wellbeing issues?
- How do you model help-seeking behaviour to your students?
- How do you respond to help-seeking behaviour from your students?
- How do you encourage students to provide help to each other?

🔗 WEB LINKS FOR FURTHER READING & ACTIVITIES

Various web resources have been designed to provide young people with information they might need in a range of challenging situations. Have a look at some of these sites so that you are able to refer students appropriately:

- *Bully Stoppers* provides information and advice relating to bullying, for Years 3-12, in particular with regard to seeking help:
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
- *R U OK?* is a not-for-profit organisation, established in 2009 and dedicated to encouraging and enabling us all to meaningfully ask anyone struggling with life 'are you ok?'. They provide a range of resources, including for school students, to help promote positive help-seeking and help-giving. Are you Ok Day is celebrated annually:
<https://www.ruokday.com/>
- *Kids Helpline* is a free 24 hour counselling service for Australian kids and young people aged 5-25 years:
<http://www.kidshelp.com.au/>
- *eSmart Schools* is a behaviour-change initiative designed to help schools improve cybersafety and reduce cyberbullying and bullying. It provides a framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cybersafe or eSmart environment:
<https://www.esmartschools.org.au/Pages/default.aspx>
- *Cyber[smart]Teens* is part of an Australian website providing information about online safety, specifically for teenagers. Years 5-12:
<http://www.cybersmart.gov.au/Teens.aspx>
- *Thinkuknow.org.au* is an Australian-based website (linked to a UK site) providing information and activities about online behaviour and safety for F-12:
<http://www.thinkuknow.org.au/>
- *Racism. No Way!* is an Australian website providing information about racism for Years 5-12, and teacher resources:
<http://www.racismnoway.com.au/index.html>
- *The Butterfly Foundation* is an Australian-based site providing information and support about eating disorders and body image for Years 3-12:
<http://thebutterflyfoundation.org.au/>
- The *Daniel Morcombe Child Safety Curriculum* is focussed on personal safety and awareness, cyber-safety and telephone safety. It includes teaching and learning activities for students in Years Prep-2, 3-6 and 7-9:
<https://fuse.education.vic.gov.au/content/7ff7f8ac-1da5-45d2-a812-8259b35f38ea/p/index.html>
- *Smiling Mind* is a web and App-based program developed by a team of psychologists with expertise in youth and adolescent therapy, Mindfulness Meditation and web-based wellness programs. It provides mindfulness programs for children and young people aged 7-11, 12-15 and 16-22:
<http://smilingmind.com.au/>

ACTIVITY EXTENSIONS

- Use one of the scenarios from Activity 3 as the basis for a short story which explores the theme of help-seeking.
- Write a children's story that teaches how to persist with help-seeking even when the first attempt does not work.
- Discuss what could have changed in the narrative line if a key character in the novel or film study had sought help at a critical moment.
- Prepare a set of help-seeking role-plays to show at a school assembly or on orientation day for new students. The role-plays should carry a key message about how and where to seek help, advice or support.
- Participate in a debate exploring the theme of Gender and Help-seeking, in response to the statement: "Males are more likely to seek help than females".

TALKING FURTHER

- Ask students to create a list of those who they can seek help from and keep it somewhere safe in case they ever want to refer to it.

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