

Building Resilience: Social & Emotional Learning Materials

Level 9-10

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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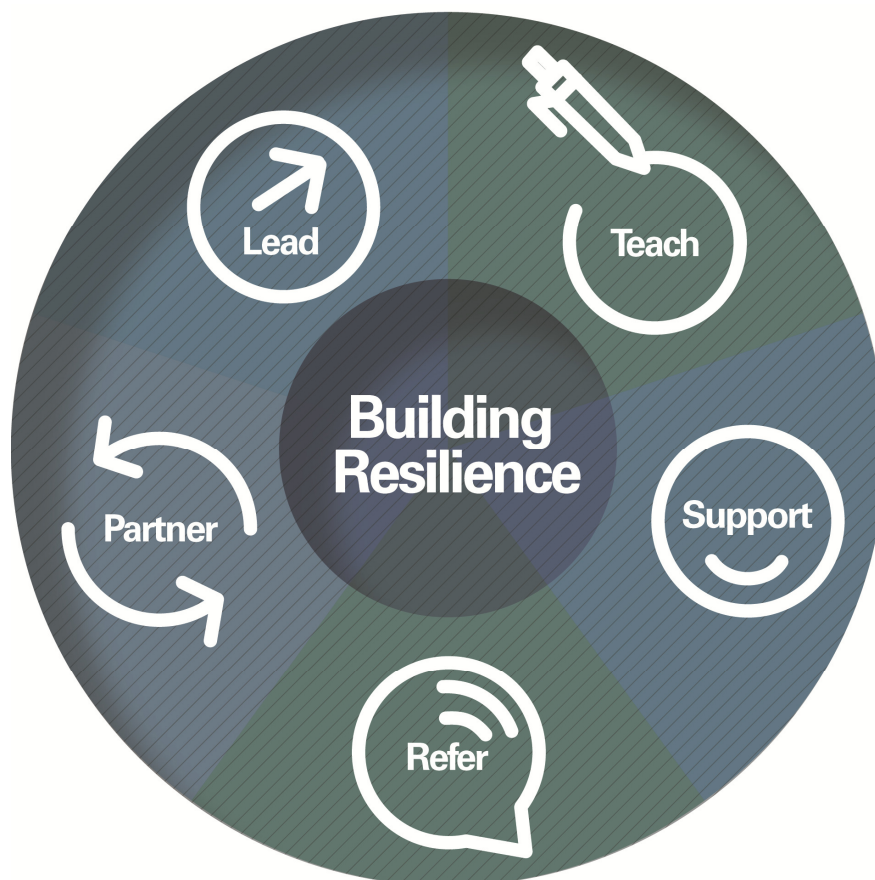
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Building Resilience – a model for supporting children and young people

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:

- 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.

- Ask the student to identify any area where they think they need to improve.
- Give your comment on their assessment.
- Add your own specific suggestion about how to improve.
- Check for understanding.
- 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 9 and 10, 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 seek 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 listen attentively	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 criticise ideas not people	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 AusVELS Curriculum highlights that in the early years (Levels F-2), the focus should be on the core priorities of Literacy, Numeracy, Health and Physical Education, the Arts and Personal and Social Capabilities, in order to support students to develop those fundamental skills for learning and for life. The SEL lesson materials are aligned to three of these five priority areas, and will therefore be a useful tool through which to meet the curriculum requirements.

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 10		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) ¹
<p>By the end of Level 10 students will:</p> <p>Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</p> <p>Assess their strengths and challenges and devise personally appropriate strategies to achieve future success</p> <p>Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability</p> <p>Consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices</p> <p>Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts</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 Topic 6: Help-seeking
	<ul style="list-style-type: none"> Recognise personal qualities and achievements 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping
	<ul style="list-style-type: none"> Develop reflective practice 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management 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 Topic 3: Positive coping Topic 5: Stress

¹ 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 10		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) ¹
<p>Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes</p> <p>Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations</p> <p>Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views</p> <p>Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships</p> <p>Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks</p> <p>Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks</p> <p>Develop and apply criteria to evaluate the outcomes of individual and group decisions</p>		management
	<ul style="list-style-type: none"> Develop self-discipline and set goals 	<ul style="list-style-type: none"> 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"> Work independently and show initiative 	<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"> Become confident resilient and adaptable 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking
	Social awareness	
	<ul style="list-style-type: none"> Appreciate diverse perspectives 	<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

LEVEL 10		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) ¹
<p>and analyse the consequences of their decision-making</p> <p>Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts</p> <p>Propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely</p>		<p>management</p> <ul style="list-style-type: none"> Topic 6: Help-seeking
	<ul style="list-style-type: none"> Understand relationships 	<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
	Social management	
	<ul style="list-style-type: none"> Communicate effectively 	<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"> Work collaboratively 	<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

LEVEL 10		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) ¹
		<ul style="list-style-type: none"> Topic 6: Help-seeking
	<ul style="list-style-type: none"> Make decisions 	<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"> Negotiate and resolve conflict 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 5: Stress management
	<ul style="list-style-type: none"> Develop leadership skills 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 6: Help-seeking

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).

Relevant Sections of Achievement Standard	LEVEL 10	
	Focus (content description)	Topic(s) ²
<p>By the end of Level 10 students will:</p> <p>Pose questions to critically analyse complex issues and abstract ideas</p> <p>Clarify complex information and ideas drawn from a range of sources</p> <p>Create and connect complex ideas using imagery, analogies and symbolism</p> <p>Speculate on creative options to modify ideas when circumstances change</p> <p>Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action</p> <p>Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence</p> <p>Identify, plan and justify transference of knowledge to new contexts</p>	Inquiring – identifying, exploring and clarifying information and ideas	
	<ul style="list-style-type: none"> Pose questions 	<ul style="list-style-type: none"> Topic 2: Personal strengths
	<ul style="list-style-type: none"> Identify and clarify information and ideas 	<ul style="list-style-type: none"> Topic 3: Positive coping
	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 strengths Topic 3: Positive coping
	<ul style="list-style-type: none"> Consider alternatives 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving
	<ul style="list-style-type: none"> Seek solutions and put ideas into action 	<ul style="list-style-type: none"> Topic 4: Problem-solving
	Reflecting on thinking and processes	
	<ul style="list-style-type: none"> Reflect on processes 	<ul style="list-style-type: none"> Topic 4: Problem-solving
	<ul style="list-style-type: none"> Transfer knowledge into new contexts 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 5: Stress

² 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 10		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) ²
Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action		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 4: Problem-solving

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 10		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) ³
<p><i>By the end of Level 10 students will:</i></p> <p>Critically analyse contextual factors that influence their identities, relationships, decisions and behaviours</p> <p>Analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing</p> <p>Evaluate the outcomes of emotional responses to different situations</p> <p>Demonstrate leadership, fair play and cooperation across a range of movement and health contexts</p> <p>Apply decision-making and problem-solving skills when taking action to enhance their own and others'</p>	Being healthy, safe and active	
	<ul style="list-style-type: none"> Evaluate factors that shape identities and analyse how individuals impact the identities of others 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths
	<ul style="list-style-type: none"> Examine the impact of changes and transitions on relationships 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 3: Positive coping
	<ul style="list-style-type: none"> Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 5: Stress management Topic 6: Help-seeking
	<ul style="list-style-type: none"> Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking

³ 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 10		
Relevant Sections of Achievement Standard	Focus (content description)	Topic(s) ³
health, safety and wellbeing.	Communicating and interacting for health and wellbeing	
	<ul style="list-style-type: none"> Investigate how empathy and ethical decision-making contribute to respectful relationships 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 4: Problem-solving
	<ul style="list-style-type: none"> Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management

Table 4: Learning area: English

Relevant sections of the Achievement Standard	Level 9	
	Focus (content description):	Topic(s) ⁴
<p>By the end of Level 9 students will:</p> <p>Reading and viewing</p> <p>Explain how language choices and conventions are used to influence an audience</p> <p>Listen for ways texts position an audience</p> <p>Speaking and listening</p> <p>Create texts that respond to issues</p> <p>Make presentations and contribute actively to class and group discussions comparing and evaluating responses to ideas and issues</p>	Reading and viewing	
	<i>Language</i>	
	<ul style="list-style-type: none"> Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness 	<ul style="list-style-type: none"> Topic 1: Emotional literacy
	<i>Literature</i>	
	<ul style="list-style-type: none"> Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths
	<i>Literacy</i>	
	<ul style="list-style-type: none"> Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 6: Help-seeking
	<ul style="list-style-type: none"> Use comprehension strategies to interpret and analyse texts 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 5: Stress management

⁴ 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 9		
Relevant sections of the Achievement Standard	Focus (content description):	Topic(s) ⁴
	Speaking and listening	
	<i>Language</i>	
	<ul style="list-style-type: none"> Understand that roles and relationships are developed and challenged through language and interpersonal skills 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 4: Problem-solving Topic 6: Help-seeking
	<i>Literacy</i>	
	<ul style="list-style-type: none"> Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking
	<ul style="list-style-type: none"> Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 6: Help-seeking
	<ul style="list-style-type: none"> Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking

Level 10		
Relevant sections of the Achievement Standard	Focus (content description):	Topic(s) ⁵
<p>By the end of Level 10 students will:</p> <p>Reading and viewing</p> <p>Listen for ways features within texts can be manipulated to achieve particular effects</p> <p>Speaking and listening</p> <p>Show how the selection of language features can achieve precision</p> <p>Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments</p> <p>Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments</p>	Reading and viewing	
	<i>Literature</i>	
	<ul style="list-style-type: none"> Evaluate the social, moral and ethical positions represented in texts 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 4: Problem-solving
	<ul style="list-style-type: none"> Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 3: Positive coping

⁵ 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 10		
Relevant sections of the Achievement Standard	Focus (content description):	Topic(s)
	<ul style="list-style-type: none"> Use comprehension strategies to compare and contrast information 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking
	Speaking and listening	
	<i>Language</i>	
	<ul style="list-style-type: none"> Understand how language use can have inclusive and exclusive social effects and can empower or disempower people 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Positive coping
	<i>Literacy</i>	
	<ul style="list-style-type: none"> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action 	<ul style="list-style-type: none"> Topic 2: Personal strengths

Topic sequence

OPTIONAL INTRODUCTORY LESSON

Aims:

- Participate in making the rules and agreements they need to support a safe, responsible and friendly learning environment in their class
- Promote group cohesion through shared expectations and activities

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						

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			X			X		
2	15	X			X		X		X
3	20		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>	
		Evaluate factors that shape identities and analyse how individuals impact the identities of others	Examine the impact of changes and transitions on relationships	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices	Investigate how empathy and ethical decision-making contribute to respectful relationships	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
1	20	X					
2	15			X		X	
3	20	X					

OPTIONAL INTRODUCTORY LESSON

English									
Activity	Time (mins)	Level 9							
		Reading and viewing				Speaking and listening			
		Language	Literature	Literacy		Language	Literacy		
		Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Use comprehension strategies to interpret and analyse texts	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
1	20					X			
2	15				X				
3	20		X		X				

OPTIONAL INTRODUCTORY LESSON

English						
Activity	Time (mins)	Level 10				
		Reading and viewing			Speaking and listening	
		<i>Literature</i>			<i>Language</i>	<i>Literacy</i>
		Evaluate the social, moral and ethical positions represented in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences	Use comprehension strategies to compare and contrast information	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
1	20				X	
2	15			X		
3	20			X		

TOPIC 1: EMOTIONAL LITERACY

Aims:

- Reflect critically on their emotional responses to a variety of situations and in a range of contexts
- Moderate their emotional responses when expressing opinions, values and choices
- Explain how relationships differ between peers, parents, teachers and other adults

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						
2	25	X		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	25		X	X	X		X	X	
2	25		X	X	X		X	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>	
		Evaluate factors that shape identities and analyse how individuals impact the identities of others	Examine the impact of changes and transitions on relationships	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices	Investigate how empathy and ethical decision-making contribute to respectful relationships	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
1	25	X					X
2	25	X				X	X

TOPIC 1: EMOTIONAL LITERACY

English									
Activity	Time (mins)	Level 9							
		Reading and viewing				Speaking and listening			
		Language	Literature	Literacy		Language	Literacy		
		Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Use comprehension strategies to interpret and analyse texts	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
1	25				X	X			
2	25		X	X	X				

TOPIC 1: EMOTIONAL LITERACY

English						
Activity	Time (mins)	level 10				
		Reading and viewing			Speaking and listening	
		<i>Literature</i>			<i>Language</i>	<i>Literacy</i>
		Evaluate the social, moral and ethical positions represented in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences	Use comprehension strategies to compare and contrast information	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
1	25		X	X		
2	25	X		X		

TOPIC 2: PERSONAL STRENGTHS

Aims:

- Assess their strengths and challenges and devise strategies to achieve future success
- Analyse personal characteristics and skill sets that contribute to their personal and social capability
- Critically analyse self-discipline strategies and personal goals and consider their application in a variety of contexts

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	X	X	X
2	20	X		X				X	X	X	X	X	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		X			X	
2	20	X	X	X	X			X	X

TOPIC 2: PERSONAL STRENGTHS

Health and Physical Education							
Activity	Time (mins)	Being healthy, safe and active				Communicating and interacting for health and wellbeing	
		Evaluate factors that shape identities and analyse how individuals impact the identities of others	Examine the impact of changes and transitions on relationships	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices	Investigate how empathy and ethical decision-making contribute to respectful relationships	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
1	30	X					
2	20			X		X	X

TOPIC 2: PERSONAL STRENGTHS

English									
Activity	Time (mins)	Level 9							
		Reading and viewing				Speaking and listening			
		Language	Literature	Literacy		Language	Literacy		
		Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Use comprehension strategies to interpret and analyse texts	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
1	30				X	X		X	X
2	20		X		X	X			

TOPIC 2: PERSONAL STRENGTHS

English						
Activity	Time (mins)	Level 10				
		Reading and viewing			Speaking and listening	
		Literature			Language	Literacy
		Evaluate the social, moral and ethical positions represented in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences	Use comprehension strategies to compare and contrast information	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
1	30			X	X	
2	20	X		X	X	

TOPIC 3: POSITIVE COPING

Aims:

- Analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
- Formulate plans for effective communication (verbal, non-verbal, digital) to complete complex tasks
- Assess their strengths and challenges and devise personally appropriate strategies to achieve future success
- Consider, control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
- Articulate their personal value system and analyse the effect of actions that limit the expression of diverse views

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	X	X	X	X			
2	25	X		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	25		X	X	X				X
2	25		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>	
		Evaluate factors that shape identities and analyse how individuals impact the identities of others	Examine the impact of changes and transitions on relationships	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices	Investigate how empathy and ethical decision-making contribute to respectful relationships	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
1	25	X					X
2	25			X			X

TOPIC 3: POSITIVE COPING

English									
Activity	Time (mins)	Level 9							
		Reading and viewing				Speaking and listening			
		Language	Literature	Literacy		Language	Literacy		
		Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Use comprehension strategies to interpret and analyse texts	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
1	25		X		X	X			
2	25		X	X	X			X	X

TOPIC 3: POSITIVE COPING

English						
Activity	Time (mins)	Level 10				
		Reading and viewing			Speaking and listening	
		Literature			Language	Literacy
		Evaluate the social, moral and ethical positions represented in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences	Use comprehension strategies to compare and contrast information	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
1	25		X	X	X	
2	25		X	X		X

TOPIC 4: PROBLEM-SOLVING

Aims:

- Analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
- Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations
- Develop and apply criteria to evaluate the outcome of decisions and analyse the consequences of decision-making
- Generate, apply and evaluate strategies to prevent and resolve interpersonal problems and conflicts

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	X	X	X
2	25	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	X	X
2	25		X		X	X	X	X	

TOPIC 4: PROBLEM-SOLVING

Health and Physical Education							
Activity	Time (mins)	Being healthy, safe and active				Communicating and interacting for health and wellbeing	
		Evaluate factors that shape identities and analyse how individuals impact the identities of others	Examine the impact of changes and transitions on relationships	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices	Investigate how empathy and ethical decision-making contribute to respectful relationships	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
1	25			X	X	X	X
2	25	X		X		X	X

TOPIC 4: PROBLEM-SOLVING

English									
Activity	Time (mins)	Level 9							
		Reading and viewing				Speaking and listening			
		Language	Literature	Literacy		Language	Literacy		
		Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Use comprehension strategies to interpret and analyse texts	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
1	25		X		X				
2	25	X	X		X	X		X	

TOPIC 4: PROBLEM-SOLVING

English						
Activity	Time (mins)	Level 10				
		Reading and viewing			Speaking and listening	
		<i>Literature</i>			<i>Language</i>	<i>Literacy</i>
		Evaluate the social, moral and ethical positions represented in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences	Use comprehension strategies to compare and contrast information	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
1	25	X		X	X	
2	25		X		X	X

TOPIC 5: STRESS MANAGEMENT

Aims:

- Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and outcomes
- Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
- Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
- Generate, apply and evaluate strategies to prevent and resolve interpersonal problems and conflicts

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	X		X
2	10	X	X	X			X		X						
3	20	X		X							X	X	X		
4	15			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	15		X					X	
2	10		X	X			X	X	
3	20	X	X	X	X		X	X	
4	15					X			

TOPIC 5: STRESS MANAGEMENT

Health and Physical Education							
Activity	Time (mins)	Being healthy, safe and active				Communicating and interacting for health and wellbeing	
		Evaluate factors that shape identities and analyse how individuals impact the identities of others	Examine the impact of changes and transitions on relationships	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices	Investigate how empathy and ethical decision-making contribute to respectful relationships	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
1	15	X	X				
2	10	X	X	X	X		X
3	20	X	X	X	X		X
4	15			X			

TOPIC 5: STRESS MANAGEMENT

English									
Activity	Time (mins)	Level 9							
		Reading and viewing				Speaking and listening			
		Language	Literature	Literacy		Language	Literacy		
		Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Use comprehension strategies to interpret and analyse texts	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
1	15		X						
2	10		X		X				
3	20		X		X	X			
4	15		X						

TOPIC 5: STRESS MANAGEMENT

English						
Activity	Time (mins)	Level 10				
		Reading and viewing			Speaking and listening	
		<i>Literature</i>			<i>Language</i>	<i>Literacy</i>
		Evaluate the social, moral and ethical positions represented in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences	Use comprehension strategies to compare and contrast information	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
1	15					
2	10			X		
3	20			X		
4	15					

TOPIC 6: HELP-SEEKING

Aims:

- Evaluate, re-think and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
- Reflect critically on their emotional responses to challenging situations in a range of contexts
- Formulate plans for effective communication (verbal, non-verbal, digital) to complete complex tasks
- Devise and enact strategies for working in diverse teams, drawing on the skills and contributions of others to complete complex tasks
- Propose, implement and monitor strategies to address identified needs

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	X	X	X	X		
2	20	X		X				X	X	X	X	X	X		
3	20	X		X				X	X	X	X	X	X		X
4	20						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	X
2	20		X	X	X	X	X		X
3	20						X	X	X
4	20	X	X					X	

TOPIC 6: HELP-SEEKING

Health and Physical Education							
Activity	Time (mins)	Being healthy, safe and active				Communicating and interacting for health and wellbeing	
		Evaluate factors that shape identities and analyse how individuals impact the identities of others	Examine the impact of changes and transitions on relationships	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices	Investigate how empathy and ethical decision-making contribute to respectful relationships	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
1	20		X	X	X		X
2	20			X	X	X	X
3	20			X	X		X
4	20			X			

TOPIC 6: HELP-SEEKING

English									
Activity	Time (mins)	Level 9							
		Reading and viewing				Speaking and listening			
		Language	Literature	Literacy		Language	Literacy		
		Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Use comprehension strategies to interpret and analyse texts	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Listen to spoken texts constructed for different purposes for example to entertain and to persuade and analyse how language features of texts position listeners to respond in particular ways	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language and varying voice tone, pitch and pace	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
1	20		X		X	X			
2	20		X		X				
3	20	X		X	X	X		X	X
4	20		X						

TOPIC 6: HELP-SEEKING

English						
Activity	Time (mins)	Level 10				
		Reading and viewing			Speaking and listening	
		Literature			Language	Literacy
		Evaluate the social, moral and ethical positions represented in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audiences	Use comprehension strategies to compare and contrast information	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
1	20			X		
2	20	X	X	X	X	
3	20			X	X	X
4	20			X		

Optional introductory lesson


Aims

Activities within this topic area will assist students to:

- Participate in making the rules and agreements they need to support a safe, responsible and friendly learning environment in their class
- Promote group cohesion through shared expectations and activities

Informed by the evidence base: This (optional) introductory lesson provides a range of activities which build a shared set of knowledge and expectations, enabling students to work well together in the lessons that follow. The activities are based on the finding that healthy groups develop common understandings about how to work well with each other. Getting the students involved in thinking about the rules they need helps to build a sense of responsibility. It teaches students to understand why we have rules. When students are able to think critically about how responsible and irresponsible behaviour affects themselves and others it helps students understand and follow rules.

Activity 1: Getting to know you

 15-20 minutes

Learning intention

- Students mix and get to know each other better
- Students acknowledge that all students are to be included

Coaching point: Although most students may have been at the school for several years, they will not necessarily know all class members well. Starting off with name or mixing games can set the scene for co-operative learning and show students that everyone is important and valued.

Method

Part 1 – A name game

- a. Explain that this game will help people 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 the person to say their name and add an adjective that starts with the same letter e.g. Happy Hamima, Lovely Lichu.

- d. As each person says their name (e.g. Happy Hamima) the rest of the group echoes in one voice (HAPPY HAMIMA!).

Part 2 – Mixing the group

- a. Explain that this game will help people to mix and sit with different people. It is important to be able to mix with everyone in the group. Everyone is important and valued regardless of differences between people.
- b. Seat students on chairs arranged in a circle. Name each person as apple, orange, or banana. Ask them to remember their category.
- c. Point out that they all belong to the category 'fruit'.
- d. Stand in the centre of the circle without a chair. When you call out the name of one of the fruits, all players of that category must move to a different chair. (For example on the call of 'banana', all bananas must leave their chairs and find a different chair.) At this time the teacher will rush to a chair and the last person left without a chair will make the next call in the game.
- e. The next person will then make a new call.
- f. If the category of 'fruit' is called, all players must find a new chair.
- g. Play a few rounds of the game. By this time students will be seated in a mixed arrangement.
- h. Stop the game and point out that we all share the category 'people' just as the apple, orange and banana share the category 'fruit'. In the class activities, all people are included and respected regardless of any differences between them.


Part 3 – Getting to know each other

- a. Pair students with someone they are sitting next to. Ask them to spend one minute in which they find out two things they have in common and two things that are different.
- b. Ask each pair to report one similarity and one difference to the group.
- c. Point out that we have much in common and also we are different. This is something to be enjoyed.

Coaching point: To refresh students on names in future lessons, play 'Name Wave' game:

- Ask students to stand in a circle.
- Take it in turns to rise from their chair and call out their name whilst also lifting their hands into the air. The movement should travel around the circle like a wave.
- Repeat and change directions if you want to be playful.
- Remind students that speaking up and speaking out is part of working collaboratively and encourage them to be courageous in their contributions, and to take on assisting others to take a turn at sharing and reporting on behalf of a group.

Activity 2: Making the rules

 10-15 minutes

Learning intention

- Students participate in making a set of shared rules for the *Building Resilience* lessons which will follow

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 might talk at the same time
 - People might hurt each other – physically or mentally
 - Things might get stolen
- b. Ask students to imagine what rules are needed in the classroom to stop these situations from arising. Ask:
 - *What rules do we need to make sure people are **safe** 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 **hard working** in school?*
 - c. Make a list of their suggestions. Use simple language, keep the list brief and where possible make the rules positive rather than negative.

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
Respect other students	Do not be mean or violent
Bring your books and pens	Do not forget your materials
Encourage others to join in	Do not exclude people/don't distract others

- 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 are:**
- Be friendly
 - Show respect
 - Work hard
- e. Explain to the group that when working together to build relationships and talk about sensitive issues it is important to do the following things:
- **Encourage others to join in** – check to see everyone has a partner, encourage others to join in and to talk
 - **Respect differences of opinion** – agree to disagree, check that you understand other people's views
 - **Participate with all group members** – work with all other group members, join in the activities
 - **Keep the trust of others** – protect people's privacy by not using names when giving stories, and protect people's privacy when passing on the stories that others share in the group – do not tell names or details of the persons involved


Activity 3: 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

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

Method

- a. Give each student one swap stats card; they should keep the information to themselves.
- b. Explain to the class that they will stand and find a partner. The shorter 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 the card *and* find a new partner.
- d. Repeat this process so that everybody has had 4 or 5 turns to swap stats and ask and answer questions.
- e. 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.
- f. 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.

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 2006; 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 proportion of young females aged 15-19 are concerned about their body image?

42%. Concern about body image is considerably higher among females, compared with males (14%).

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 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]

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:

- Reflect critically on their emotional responses to a variety of situations and in a range of contexts
- Moderate their emotional responses when expressing opinions, values and choices
- Explain how relationships differ between peers, parents, teachers and other adults

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 and are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes [1, 11, 12, 21, 23]. 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: Understanding complex emotions




 25 minutes

Learning intention

- Students revise and demonstrate their ability to recognise emotions
- Students differentiate the strength or intensity of emotions
- Students discriminate between emotions

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

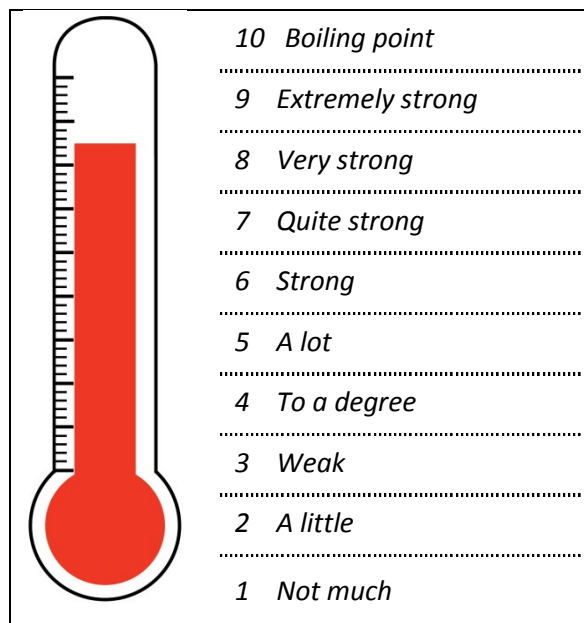
Equipment

- Emotions Quiz 
- Emotions Checklist 
- Emotions Meter 

Method

- a. Explain that the focus of the next activities will be on looking at the emotional reactions that we have to life situations. We will look at the techniques we use to understand and manage our own emotional reactions, and those of others. Understanding and managing our emotions is a lifelong process, and we can expect to develop better skills for this. A two-year old has tantrums when they get can't get what they want. But as we age we have to find other ways to manage our frustration, anger or upset. The first activity is a quick quiz in which you note your most likely emotional reactions to a list of situations. However, because we know that the emotional life of a teenager is more complex than sad, glad and mad, the aim is to note in the quiz where you might have a number of different emotions at the same time in response to a situation. You will have a table of different situations, and an Emotions Checklist to help you think of a wide range of words for different emotions.
- b. Distribute the Emotions Quiz and the Emotions Checklist. Complete one as an example for the class. For each situation in the quiz:
 - Name the emotions (refer to the Emotions Checklist) that you could have as a reaction
 - Note which of the emotions would be 'positive' (feel good), 'negative' (feel bad) or are a mixture
 - Give a score out of 10 (using the emotions meter) for the intensity of the emotion (where 10 is very intense and one is a mild experience of that emotion)
- c. Once students have filled in the Quiz, do a quick check of the number of emotions found for each situation. Ask:
 - *Were any used more often than others?*
 - *How do they account for this?*
 - *What did they find made the intensity of some of these emotions increase or decrease?*
- d. In the follow-up discussion, emphasise that some of the key concepts in understanding our emotional landscape include understanding *complexity* (or the presence of more than one emotion at once), and understanding *intensity* (or the variable strengths with which we may feel the emotion). When we experience emotions of high intensity, which are also 'negative' or uncomfortable in nature, we may face particular challenges in managing our own behaviour or expression of these emotions.

Example emotions thermometer




Emotions Quiz			
Situation	Emotion(s)-list as many as you can	Is the feeling positive (P), negative (N) or a mixture (M)?	How intense is the feeling? Give it a score out of 10 (where 10 is most intense)
You've been selected to fill the part-time job you applied for.			
Someone you think is gorgeous has asked you out.			
You can't think of anything to do.			
Your family gets a new dog.			
You are home alone at night.			
Your girlfriend or boyfriend drops you via text message.			
Your boss at your part-time job says, "You really stuffed that up."			
Your teacher says, "Your work is incomplete and you haven't answered the question. Please do it again."			

Your parent/caregiver wants you to go to a family event.			
A family member is very ill.			
You have an argument with your best friend.			
You receive an unpleasant, anonymous text message.			
A friend thanks you for supporting him through a tough time.			
Your parents or carers are having an argument.			

Emotions Checklist			
hurt	loved	furious	rejected
scared	excited	disappointed	surprised
jealous	joyful	ashamed	unloved
amazed	hopeful	miserable	embarrassed
proud	tense	bored	thankful
uncomfortable	thrilled	worried	powerless
determined	lonely	afraid	confused
shy	ignored	anxious	calm
frustrated	relieved	betrayed	guilty



Activity 2: Thinking from different perspectives

 25 minutes

Learning intention

- Students identify the possible causes of others' needs, wants and feelings
- Students explore a situation from different perspectives
- Students demonstrate empathy for others
- Students recognise non-verbal cues
- Students identify strategies for problem-solving

Equipment

- Consequences Task Sheet  (or display model on board)
- Perspectives Scenarios 

Method

- a. Explain that part of being able to manage relationships well involves using our skills of empathy, or being able to imagine, consider or read other people's emotions. Often this entails being able to see a situation from different perspectives. When we get into situations of conflict or disagreement, this usually involves strong emotional reactions. Often the various people involved have different wants or needs, and being empathetic and being able to negotiate and resolve conflict requires us to be able to understand and communicate about these different wants. The next activity will use a model designed to help think through both different emotions and different wants.
- b. Arrange students into small groups of three or four.

Coaching point: It is good to keep mixing students so that they learn to work well with a variety of people.

Name lotto: Cut up a copy of the class roll and mix the names together in a box or 'hat'. Then draw out three or four 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 three or four 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 the 'number ones' to form a group, and so on).

- c. Draw the model presented on the Compromise Task Sheet on the board. Demonstrate how to do the activity using a sample scenario, and asking students to help build the answers. Write the task on the board:

Inside one arrow for **each** person, write:

- *What does this person want or need?*
- *What different emotions might this person have?*
- *What physical clues (body language) might this person show?*

Inside the circle write:

- *Are there any compromises you can see which would address the needs of the various people (brainstorm a list of them)?*

Inside the box write:

- *What advice would you give to the people in this situation?*
- d. Allocate students to groups and give each group a Perspectives Scenario, and the Compromise Task Sheet to complete the task. Faster groups can complete more than one scenario.
- e. Ask groups to choose one of their scenarios and to report back on their analysis of the needs and emotions, the brainstorm of options, and the group's advice. Gather feedback from the class.
- f. Talk about the effect our advice can have on our friends. We each have the power to accelerate upset, or to help people calm down and think through options before reacting. Asking questions can be a good way to do this. Helpful peer support questions include:
- *How do you feel about this?*
 - *What do you think is going on for the other person?*
 - *What are your needs and wants?*
 - *What do you think the other person's needs or wants are?*
 - *What could a possible compromise look like?*
 - *How suitable would that seem to you?*

Compromise Task Sheet

Person 1	Person 2
Needs/wants:	Needs/wants:
Emotions:	Emotions:
Body language:	Body language:
Words:	Words:
Possible compromises	
Advice	

Perspectives Scenarios

Scenario 1 Party pickup

Holly has been invited to a party with some of Jacinta's friends from another school. Her **mother** has agreed to let her go because Holly told her there would be no alcohol there. She has also insisted that she collect Holly and her friend **Jacinta** to bring them home. When it is time to go home, Holly finds that Jacinta has gotten really drunk, and there will be no way to hide this from her mother. She is scared that this means she will get grounded or will not be allowed to go out with Jacinta and her friends again.

Scenario 2 Stolen skateboard

Ali has an expensive new skateboard. He discovers that his **younger brother** took it to school and let a **classmate** use it in the playground, where it was confiscated as skateboards are banned at school. Ali only found out all this when he got home to find it missing from his room.

Scenario 3 Unwanted guest

Naz catches a train then a bus to get to the town where the music festival is held. She has arranged to stay with **Hayley** and her **mother** in a motel room. When she arrives she discovers that there are only two beds in the motel room, and Hayley never even told her mother that she had invited Naz.

Scenario 4 Breaking up?

Tayla and **Dom** have been going out for six months. Their anniversary is today. Dom has saved up and bought a gift for Tayla. On the day of the anniversary, Dom brings the gift to school, but when he arrives he discovers that Tayla is not waiting for him as usual, but is flirting with his best friend Russell. She has forgotten that it is their anniversary.

Scenario 5 Party problems

Claude has arranged for his dad to give his neighbour **Elissa** a ride home from a party. When his **Dad** arrives Elissa is nowhere to be found. One of his friends tells him she left the party with some older guys who had been drinking. He is not sure what to tell his dad.

Scenario 6 Money priorities

Laura's **mother** tells her that they can no longer afford for both her and her **brother** to have guitar lessons. Because her brother is older, and the guitar is important to him because he plays in a band, they have decided to keep paying for him to have lessons, but not for **Laura**. Even though she is not as good as her brother, Laura really loves playing the guitar.

Scenario 7 Chores

Gloria has to clean the dishes every night, and tidy and vacuum the house each week. She also has to walk her younger sister to and from primary school each day. Her **older brother** only has to take out the rubbish once a week. She thinks it is not fair, but her **father** says her brother has to study more because he is doing Year 12, so she should do the chores. She can't even convince her brother to pick up her sister a twice a week so she can stay for netball practice.

Scenario 8 Privacy problems

Chris and **Jim** are at Jessica's 16th birthday party. Chris took a photo of Jim kissing **Jessica**. Later that night he posts the photo on Facebook and sends it to other people in their class. When Jim and Jessica find out they are really upset.

Scenario 9 Teasing

Lili hates the way that **Trevor** and his friends in her class tease **Rob**. They call him gay and tease him for being good at his school work. All the girls really like Rob as he is great to talk to, so at least he has them as friends. Trevor and his friends also make fun of her for being a music student, and they make racist comments about some others in the class. Lili tells Trevor off, but he just laughs at her, saying he is only mucking around.

★ OPTIONAL GAME: WHO IS LEADING?

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 activity to continue to build a sense of belonging to the group

Method

- Ask students to stand in a circle.
- One student leaves the room. He/she is the detective.
- Appoint one student to lead the movements.
- This person will begin slow movements (such as waving or tapping) which all other students must mirror. The aim is to disguise who is leading the motion as it will appear that all players are moving as one. However, the leader must slowly change the movements so that the one pattern of movement is not repeated for too long.
- Call the detective in. S/he must try to spot who is leading the motion. S/he has only one minute to make a guess. If s/he is correct, s/he will appoint the next detective, and the game will be repeated with a new leader and new detective. If s/he is incorrect, s/he must leave the room again this time with an assistant detective. While they are gone a new leader is appointed and the game repeats.
- Ask students:
 - *How is this game like things that happen in life?*
 - *What messages can you see in the game that are relevant in life?*
 - *How do we know who to follow in life?*

TEACHER REFLECTION

- How do you model emotional literacy to your students?

WEB LINKS FOR FURTHER READING & ACTIVITIES

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

- *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>

- *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>
- *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
- *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/>



ACTIVITY EXTENSIONS

- Use a scenario from Activity 2 as the basis for a piece of writing: invent the back story, develop the scenario and provide two alternative endings: one where the main character follows your advice, and one where he or she doesn't.



TALKING FURTHER

- Ask students to talk to their parent or carer about the way they felt when *their* parent or carer said they wanted to talk to them about something important.

Topic 2: Personal strengths


Aims

Activities within this topic area will assist students to:

- Assess their strengths and challenges and devise strategies to achieve future success
- Analyse personal characteristics and skill sets that contribute to their personal and social capability
- Critically analyse self-discipline strategies and personal goals and consider their application in a variety of contexts

Informed by the evidence base: Positive Psychology emphasises the importance on identifying and using individual strengths. Research shows that wellbeing, positive behaviour and academic achievement are more likely when students are aware of their character strengths and have opportunities to demonstrate and develop them at school [47, 48].

Activity 1: Valuing character strengths

 30 minutes

Learning intention

- Students evaluate and compare the relative value of different character strengths
- Students describe and explain a range of character strengths

Equipment

- 24 Strengths Cards 

Method:

- a. Arrange students into groups of four or five. Give each group a set of the 24 Character Strengths. Assign each group one Context within which they will consider the merits of these strengths (contexts can include: School Work, Sporting Life, Family Life, Social Life, Career or Work).
- b. Ask a student in each group to deal out the cards (each person will have five or six cards). They should then take it in turns around the circle to place one strength at a time on the table, ranking them from 'highly useful' to 'less useful' for equipping people to do well within their given context. Each time they put down a card, they should explain why they have allocated it that particular position in the ranking. When it is their turn, they may also move cards placed by others, as long as they explain their choice.
- c. Ask groups to think of a few examples to illustrate how the top three strengths they have chosen are used in the context they are considering.

- d. Once the groups have finished, ask them to report back on what they put in the 'top three' section, and to explain some of their thinking. Share some of the examples. Compare what happened in the different groups.
- e. Explain that each of these strengths can be used in any situation, though in some circumstances we may need to draw on some more than others.
- f. Refer back to the Strengths Registry test. Ask if the students have already done this (see Topic 2, Level 7/8 materials). If not, encourage them to complete the online test (see instructions at the end of the activity) to get feedback on their top five strengths. If they have done it, they can do it again to see if their top five have changed.

Optional role-play version of the Strengths Ranking Activity

- a. Put students in pairs. Give each pair **one** of the Strengths Cards.

Coaching point: If you use this version of the activity, you could cut out the Strengths Cards and stick them onto chopsticks to make wands.

- b. Explain that each pair will represent the magician who can bestow this strength on the Teenager of Today. However, whilst each of these strengths can be argued for, only seven will be chosen by the Parent Panel.
- c. Give each pair a chance to prepare an argument convincing the Parent Panel that this strength is vital and hence must be chosen for the Teenager of Today.
- d. Organise one speaker to represent each pair. Those who are not speaking can join the decision-making Parent Panel.
- e. In turn, each speaker (magician) presents their argument, 'selling' the contribution their strength can make to others by arguing why it is the most important strength of all for a teenager growing up in today's world (*for example, the magician with the strength generosity might argue that their strength is the most important because people who are generous give to others and are selfless and kind etc.*). When they have finished, the Strengths Cards can be left in a line on the floor.
- f. Ask the members of the Parent Panel to look along the line of strengths and stand behind the strength that they believe is the most important. Eliminate the strengths that have the fewest votes. Continue until only seven are left.
- g. Ask members of the Parent Panel to justify their preferences.
- h. De-brief the activity by highlighting the importance of each of these qualities in our everyday lives, and the contribution we make to others when we model these strengths.

Coaching point: The strengths used in this activity are based on a variation of the Seligman 24 Character Strengths. To check for their own strengths students can log

onto the *Authentic Happiness* website and do a strengths test which will help them identify what their Top Five strengths are. Explain that this website has been set up by a well-known American psychologist and researcher called Martin Seligman.

- Explain that students will need to begin by following the prompt to register as a new user and then proceed to the *VIA Strength Survey for Children*.
- They can record their top five strengths to share with the class.
- Ask students to find someone in the class who has one of the same strengths as them. Discuss with them how this strength is useful in their day-to-day lives.
- Ask students to write a short story in which a character faces a challenge and uses two of their five character strengths to overcome it.


<http://www.authentichappiness.sas.upenn.edu/Default.aspx>

Strengths Cards

<p>Appreciation of beauty and excellence</p> <p>Ability to find, recognise, and take pleasure in the existence of goodness</p>	<p>Humour</p> <p>Sees the light side of life and helps people to laugh</p>
<p>Fairness</p> <p>Treats people fairly and advocates for their rights</p>	<p>Persistence/Determination</p> <p>Focuses on goals and works hard to achieve them</p>
<p>Honesty/Integrity</p> <p>Speaks truthfully</p>	<p>Bravery/Courage</p> <p>Does not hide from challenging or scary situations</p>
<p>Citizenship/Loyalty</p> <p>Stays true to family and friends through difficult times</p>	<p>Wisdom/Perspective</p> <p>Can see things from different angles</p>
<p>Social Intelligence</p> <p>Aware of the needs of others</p>	<p>Hope/Optimism</p> <p>Expecting a good future</p>
<p>Generosity/Kindness</p> <p>Gives freely of their time and possessions</p>	<p>Enthusiasm/Vitality</p> <p>Has lots of energy and excitement for life</p>
<p>Self-control</p> <p>Controls desires and sticks to decisions</p>	<p>Creativity</p> <p>Thinks of many different ways to solve challenges</p>

<p>Love of learning</p> <p>Likes to learn new things</p>	<p>Forgiveness</p> <p>Can move on and not hold a grudge, giving others a second chance</p>
<p>Love/Caring</p> <p>Likes to help others</p>	<p>Leadership</p> <p>Helps the group meet their goals</p>
<p>Humility/Modesty</p> <p>Not seeing themselves as more special than others</p>	<p>Prudence/Being Careful</p> <p>Thinks through the best way to do things</p>
<p>Spirituality</p> <p>Believes in a higher meaning or purpose</p>	<p>Gratitude</p> <p>Is thankful for what they have</p>
<p>Curiosity</p> <p>Keen to explore and discover the world</p>	<p>Open-mindedness</p> <p>Is not biased or judgemental</p>

Activity 2: Using strengths in ethical dilemmas

 20 minutes

Learning intention

- Students recognise the consequences of making decisions
- Students revise the list of strengths students might call on to help make decisions

Equipment

- Dilemmas Scenario Cards 

Method

- Explain that one particular time when we need to draw on our character strengths, and our decision-making skills, is when we face a moral or an ethical dilemma. To do this well we have to also apply our logic, our values, and awareness of our own and others' emotions.
- Write the term 'moral dilemma' on the board. Ask students if they know what this term means. Add a definition if it does not come from the class.

A moral or ethical dilemma is a situation in which a person must choose between two competing actions, and by not taking one of the actions, do something that feels ethically wrong. For example, your cat and your dog both need rescuing from the burning house, but you can only save one. Thus to do the right thing by your cat is to do the wrong thing by your dog (or vice versa). In friendship terms your friend asks you to keep a secret, but in doing so you will have to lie to your parents and other friends. In sharing the secret you will breach your friend's request.

- Explain that each pair or small group will choose one of the scenarios and work to map the dilemma and develop a piece of advice. As part of the mapping they will identify the positives and negatives of each choice, and then propose a piece of advice. To complete, they will identify which strengths they think that someone would need to call on to carry out the advice.
- Complete an example with the class to demonstrate:

Example

You are babysitting a six year old who is asleep. You realise you left your bag at home with your homework, laptop and phone in it. You promised to ring your stressed friend tonight, and you have an assignment due tomorrow which you planned to work on. No one is home at your house on this night. Your house is two blocks away.

Ask: What are the options? What are the positives and negatives of each option? What advice would you give? What strengths would be needed to carry out the advice?

- e. Point students to the six useful questions when thinking about what is ethical:
- ***Is it safe? Could anyone come to harm?***
 - ***Is it legal?***
 - ***Is it fair?***
 - ***How will it affect others?***
 - ***How will I feel about it afterwards?***
 - ***Is it right for me?***
- f. Once students have completed their task, ask for some of the groups to report back.

Thinking Through the Dilemma

Useful questions:

- Is it safe? Could anyone come to harm?
- Is it legal?
- Is it fair?
- How will it affect others?
- How will I feel about it afterwards?
- Is it right for me?

Option A:		Option B:	
Positives	Negatives	Positives	Negatives
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Advice:

Strengths* needed to carry out this advice:

-
-
-

***Strengths: creativity, curiosity, open-mindedness, perspective, love of learning, prudence (carefulness), bravery, persistence, integrity, kindness, social intelligence, social responsibility, fairness, leadership, forgiveness, humility, self-control, appreciation of beauty, gratitude, optimism, humour, spirituality, vitality (energy), love.**

***Based on** 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, 2004

Dilemmas Scenario Cards

DOUBLE BOOKED

Oliver has just found out that there's a big party on this weekend and a girl he likes has asked if him if he is going to be there. He said yes, even though he knows his grandmother's 70th birthday is on the same night and the family are all expected to be there.

WORRIED

Annabelle is worried about a friend who is down. She has not bounced back since her relationship broke up six months ago. The friend has confided in her that she has suicidal thoughts, but she asked her to promise not to tell anyone, especially not her mother. But now Annabelle is really worried about whether she should keep this promise.

TIMING

Sanjay has left a major assignment until the last minute and it's due in tomorrow. He will lose 20 percent of his marks if he does not hand it in on time. He has a part-time job at a fast food place, and his boss has just called him in to do an extra shift, from 4pm until 11.00pm. He really wants the money and his boss has told him the other workers have the flu.

★ OPTIONAL GAME: ANYONE WHO...

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

Learning intention

- Use this activity to mix the way people are seated in the circle and to start back after the break with a friendly energiser

Equipment

- A circle of chairs

Method

- a. Seat students on chairs arranged in a circle (remove any spare chairs).
- b. The teacher stands in the centre of the circle. S/he does not have a chair. She calls out “*Anyone who....*” and adds some information (for example: *Anyone who* likes ice-cream). When s/he calls the category, all players of that category must move to a different chair. All those who like ice-cream must leave their chairs and find a different chair. At this time the teacher will rush to a chair and the last person left without a chair will make the next call in the game.
- c. The next person will then make a new call (for example, s/he might say *Anyone who* came here on a bicycle). Then all those who came on a bicycle must swap to new seats.
- d. Play a few rounds of the game. By this time students will be seated in a mixed arrangement and some differences and similarities will have been noted.
- e. Ask students what key messages they see in this game that might be relevant to the lesson focus on personal strengths and dealing with differences in opinion.
- f. Key messages: There are many differences between people in the group. Diversity is a strength. Different people bring different ideas and strengths. We need to respect those who are different as well as those who are similar to us.

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 links provide 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.authentichappiness.sas.upenn.edu>

- The *2012 Get Ready Drug Education* program is an evidence-based drug and alcohol education program for Years 7-9 that uses a strengths-based approach to explore ethical dilemmas and facilitate decision-making. This resource can be accessed via the DEECD website:
<http://www.education.vic.gov.au/school/teachers/health/Pages/drugedulearn.aspx>



ACTIVITY EXTENSIONS

- Identifying where key characters in the novel or film study face a moral dilemma. Describe the strengths they used/or would have needed to make a choice they would not regret.
- Write a short story in which a character faces and deals with an ethical dilemma.



TALKING FURTHER

- Encourage students to share their top five strengths to their parents/carers and ask if they demonstrated any of these strengths as young children.

Topic 3: Positive coping


Aims

Activities within this topic area will assist students to:

- Analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
- Formulate plans for effective communication (verbal, non-verbal, digital) to complete complex tasks
- Assess their strengths and challenges and devise personally appropriate strategies to achieve future success
- Consider, control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
- Articulate their personal value system and analyse the effect of actions that limit the expression of diverse views

Informed by the evidence base: Research in the field of positive psychology identifies the difference between pessimistic and optimistic thinking styles. Pessimistic thinking style is associated with higher levels of depression. Optimistic thinking style is associated with greater persistence in the face of challenge and a better capacity to use resources and supports. Teachers and parents can inadvertently transmit pessimistic thinking styles. Optimistic thinking styles can be learnt both through direct instruction and practice and through role-modelling.


Activity 1: Understanding the impact of negative self-talk

 25 minutes

Learning intention

- Students explore and investigate the concept of negative and pessimistic thinking styles
- Students practise techniques in the use of a positive explanatory style

Equipment

- Six Common Mind-traps of Pessimistic Thinking 

Method

- a. Explain that the next activity will have us focus on the way our thinking patterns and the things we say to ourselves in our own heads can affect how well we can respond to the challenges in our lives. It's about getting your brain on your side!

- b. To set up the vocabulary, write the words 'Optimistic' and 'Pessimistic' on the board. Ask students to explain to a person sitting next to them what they think these words mean, and to give each other some examples of optimistic or pessimistic thinking.
- c. Collect the some responses from the students.
- d. Provide the following definitions and example if needed to supplement the student examples:

Optimistic = being hopeful and confident about the future, sometimes described as looking on the bright side of things

Pessimistic = tending to see the worst aspect of things or believe that the worst will happen

Example: The optimistic person thinks about what can go right. The pessimistic person thinks about what can go wrong. The optimistic thinker thinks about everything they have to be grateful for – or what is good in their life. The pessimistic thinker thinks about everything that is wrong with them or their life or things that they believe might go wrong. The optimist thinks the lolly jar is half full and the pessimist thinks it is half empty.

- e. Ask what they think might be the focus of a lesson about optimism and pessimism. Confirm or add about the focus of the lesson.
- f. Explain that there is now research into the way people think which shows that positive or optimistic thinkers:
 - Are better at coping with stress and hard times
 - Have lower levels of distress in their life, even when bad things happen to them
 - Are less likely to get sick
 - Live longer
 - Are less likely to suffer from depression
 - Are less likely to die of a heart attack

It's not yet clear why optimistic thinkers experience these mental and physical health benefits. One theory is that having a positive outlook enables you to cope better with stressful situations, which reduces the harmful health effects of stress on your body and on your mind.

- g. Given that optimistic thinking styles are good for us; this lesson focuses on how to get better at positive or optimistic thinking. (In the Year 7-8 program students met the concept of self-talk, and were provided with exercises to develop positive self-talk. Refer to this if needed: Topic 3: Activity 1).
- h. Explain that psychologists who investigate the thinking patterns of optimistic and pessimistic people have discovered that there are some very common **mind-traps** that

can hook us into pessimistic thinking. If we are aware of these traps, we can learn alternative thinking patterns to help get us out of the spiral.

- i. Ask: *Who can guess what one of these mind-traps might be?* Ask students to pair share and then suggest answers and record some key words on the board.
- j. Introduce the six common *mind-traps* provided below by displaying key words or using the Six Common Mind-traps of Pessimistic Thinking handout. Explain through some examples, using the chart below.
- k. Six Mind-traps of Pessimistic Thinking include:
 - 1. Over-reacting
 - 2. Exaggerating how bad things are
 - 3. Mind-reading or thinking you know what other people think about you
 - 4. Taking it too personally (sometimes we call this getting paranoid or thinking that everyone is against you)
 - 5. Not taking enough responsibility for what happens and blaming other people
 - 6. Ignoring the positives or the good things that happen
- l. Ask students to work in pairs, using the Six Common Mind-traps handout to think of some of their own examples for each of these types of thinking and to add ways to contest or argue back against the negative thinking. N.B. Arguing back tends to be specific, whereas negative thinking includes generalisations.
- m. Put two pairs together, creating groups of four. Ask them to compare responses for both the 'additional examples' and 'arguing back' sections of the table. See if they can add more to either section.
- n. Collect some of the groups' responses, exploring by asking students when these types of thinking can happen, thus adding some context to the thinking.

Six Common Mind-Traps of Pessimistic Thinking

Are you... **over-reacting?**

Losing track of the facts

It sounds like this: You pick out one bad thing and assume it gives the whole picture about you.

Examples:

Arguing back sounds like:

I gave the wrong answer – so I am stupid.

I can't get all the right answers yet but I am making progress.

I missed the catch – so I am useless.

Everyone misses the catch sometimes; I will do my best to play better next time.

No one invited me out – because I am too ugly.

I didn't get invited this time, but there will be other opportunities.

Are you... **exaggerating**

Blowing the facts out of proportion

It sounds like this: You think if you are not perfect then you are a total failure

Examples:

Arguing back sounds like:

*I **never** get the right answer.*

*I **always** miss the catch.*

*I am a **total** loser.*

Are you... **being a mind reader?**

Assuming you know the facts when you can have no idea what other people are thinking

It sounds like this: You assume you know how people are thinking (without asking them) and that they are thinking bad things about you

Examples:

Arguing back sounds like:

The teacher **hates** me.

The coach wants me **off the team**

Nobody likes me

Are you... **taking it too personally**

Assuming it is all about you

It sounds like this: You tell yourself you are totally to blame when things aren't good

Examples:

Arguing back sounds like:

My parents split up **because of me.**

It was **my fault** we lost the match.

The party was boring because **I was there.**

Are you... **not taking enough responsibility?**

Assuming it has got nothing to do with you

It sounds like this: You tell yourself there is nothing you can do – even when this is not true

Examples:

Arguing back sounds like:

I can't help it.

It's not up to me.

I shouldn't have to if I don't feel like it.

Are you... **ignoring the positives?**

Switching off the good facts and turning up the bad facts

It sounds like this: You tell yourself that the good things don't count but the bad things do

Examples:


Arguing back sounds like:

It was only **luck** that I scored that goal.

I only got a good mark because the teacher was a **soft marker** on my paper.

He only asked me out because **everyone else said no.**



Activity 2: Applying techniques for positive self-talk

 25 minutes

Learning intention

- Students practise positive thinking techniques
- Students develop their ability to contest the pessimistic explanatory style

Equipment

- Mind-trap Scenarios 
- Mind-traps and Escape Hatches 

Method

- Explain that in this activity the class will work in small groups to see if they can spot the kinds of negative thinking that might be affecting a character in a given situation, and make up a positive explanatory self-talk script that the character could use.
- Each group will receive some scenarios describing people who are stuck in a situation that is causing them stress. They are going to see if they can detect which of the *mind-traps* that the person might be stuck in, and then give the character some advice which might be a bit of an 'Escape Hatch' for them. This advice will give them a way to argue back with their own self-talk, making a more optimistic explanation to counter the pessimistic one.
- Ask groups to share their findings with another group, then collect some responses for the whole class to hear.
- Role-play: Ask for three volunteers: one sits in a chair, the others stand, one at each shoulder; all face the class. One volunteer is to be the character in one of the scenarios (their choice), one to be the demon on his/her shoulder giving pessimistic responses and one the angel on his/her shoulder, giving positive suggestions. (This person should try to argue back really strongly so that the character gets out of the pessimistic spiral!) Ask the first volunteer to read out the scenario, putting it into the first person. The other two volunteers take it in turns to give advice. At the end of the role-play ask the character which one (angel or demon) he/she found to be more persuasive. Why might this be? If others would like to volunteer, choose a different scenario.

Coaching point: It can be useful for students to find a way of talking about the pattern of thinking that might have them stuck in a pessimistic spiral. This use of language helps to make the situation more objective and encourages them to see how they can also use language to 'argue back' or develop different theories about what might happen or what has happened.

Mind-Trap Scenarios

1. Party time?

Jinni is stressed about her up-coming 16th birthday. Her parents want her to have a party, but she is not sure. What if no one comes? What if they come and have a really boring time and then all leave early? What if her parents hate her friends because they behave badly, and then ban her from seeing them? What if everyone thinks her house is a dump?

What kind of a mind-trap of negative thinking is Jinni getting into? What sorts of positive or optimistic thoughts could she use to argue back as an alternative way of looking at this situation?

2. Secrets

Harry is really upset because his friend borrowed his bike and damaged it. He didn't even say sorry. Harry thinks he can't even bother asking him to get it fixed because his friend does not care. He thinks he can't tell his dad in case he gets mad about him lending his new bike. He has been trying to hide his bike from his dad so it doesn't get noticed.

What kind of a mind-trap of negative thinking is Harry getting into? What sorts of positive or optimistic thoughts could he use to argue back with as an alternative way of looking at this situation?

3. Tryouts

Trent wants to get into the middle school soccer team, but he was never in the junior team because he missed the tryouts when he was sick. If he goes to tryouts he might look bad and not get picked – and then everyone will know and call him a loser. He doesn't know if he is good enough or if the coach already has favourites from last year. So he is thinking, maybe he shouldn't bother.

What kind of a mind-trap of negative thinking is Trent getting into? What sorts of positive or optimistic thoughts could he use to argue back with as an alternative way of looking at this situation?

4. Can't get started (procrastination)

Lia can't get started on her big English assignment even though it is now due in two days. Every time she thinks about it she thinks her ideas are dumb and she goes and plays her favourite computer game instead. When her mum checks with her about her homework she pretends that this is what she is working on while at the computer. Then the whole night is gone and her Dad has sent her to bed, and she has got nothing done. When her teacher checks on her progress during class, and asks if she wants some help, she tells her she left her work at home. She is already thinking that when the due date comes she might wag school.

What kind of a mind-trap of negative thinking is Lia getting into? What sorts of positive or optimistic thoughts could she use to argue back with as an alternative way of looking at this situation?

Mind-traps and Escape Hatches

	Pessimistic Mind-traps, can be:	Optimistic Escape Hatch would sound like:
1. Party time?		
2. Secrets		
3. Tryouts		
4. Procrastination		

★ 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, to assist people to work cooperatively and to explore the theme of positive and negative thinking

Method

- Explain to students that this game will call on them to remember five different formations. Ask three volunteers to come and demonstrate what each of these formations will look like.
 - **Hospital**
Groups of three people: One person lying on the floor (representing the patient), and one person kneeling at either side (representing doctor and nurse).
 - **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: The person stands on one leg with their hands on their head.
 - **Traffic light**
Groups of three people: One behind each other with 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.
 - **Motorbike**
Groups of two people: One person kneels with their hands in the air and the other stands behind them holding their hands.
- Explain that when the teacher calls a command, the students must make the right-sized group and quickly make the relevant formation.
- The students who are last to make the formation, miss out on a group, or fail to correctly complete the formation, must go out. The winners are those who are the last left in the game.
- Ask: *What can you see in this game that is also relevant to the challenge of catching the way your own negative thoughts can get in your way in life?*
- Key messages might include:
 - We need to be able to notice how some thoughts help us to persist and to take on challenges or adventures, whilst others stop us from participating in life.

- Some of our thoughts can put us at risk of doing stupid things
- We need to be aware of others in order to work with them or to react appropriately
- Being excluded from a social interaction is hurtful.

TEACHER REFLECTION

- What strategies do you use to cope when you have had a challenging day?
- Which ones work best for you?
- How do you model effective coping for your 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/>
- *Reachout* is a student-centred site providing information and activities on a variety of wellbeing issues for Years 5-12:
<http://au.reachout.com/>

ACTIVITY EXTENSIONS

- Write the self-talk argument a character has when he or she is trying to make a difficult decision. Select a character from a set text or film study.
- Ask students to look at a challenge faced by a character in one of the set texts. Identify the coping strategies used by this person. What might have happened if this person had used different coping strategies and self-talk? Identify some alternatives. Write (or create a story board) a different ending to the text, where the character uses the different coping strategies and self-talk you identified.

TALKING FURTHER

- Ask your family members to tell you about their favourite coping strategies. Ask parents or carers what helped them to cope with stress or challenges when they were young.

Topic 4: Problem-solving


Aims

Activities within this topic area will assist students to:

- Analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
- Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations
- Develop and apply criteria to evaluate the outcome of decisions and analyse the consequences of decision-making
- Generate, apply and evaluate strategies to prevent and resolve interpersonal problems and conflicts

Informed by the evidence base: One of the most positive ways to cope with a problem is to solve it! 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 and wellbeing [49]. 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: Using a logical model for problem-solving

 25 minutes

Learning intention

- Students learn and practise a method of solving problems

Equipment

- Solve it! Six steps for Problem-solving 
- Solve it! Worksheet 
- Problem scenarios 
- Notebooks and pens

Method

- a. Give each student a copy of the *Solve it! Six steps for problem-solving* handout, or write it on the board or a slide and ask them to copy it into their books.
- b. Go through each step with the class.

- c. Put students into pairs and give each pair a scenario and a *Solve it! Worksheet* to fill in. They are to use the model on the worksheet to find a positive solution to the problem in their scenario. They will also need to identify whether it is likely to be a short or long-term solution to this problem.

Coaching point: Do the example on the board first to give them the idea and show them how much thought will be needed! An example is provided on the next page.

- d. Ask students to work in pairs or threes. They should either choose one of the problem scenarios, or provide their own. Display the problem-solving model for them to use to structure their task. Stress the importance of coming up with as many possible solutions in step two. Point out that the chosen option does not always have the highest score. Sometimes the 'right' thing is hard to do, scores low, but is chosen because ethically it is the right choice. Refer students to the work on ethical dilemmas to make this point (Topic 2: Activity 2).
- e. Collect some responses. Did any pairs choose the same problem but favour different solutions? How many groups found short-term solutions? Long-term solutions?
- f. Small group discussion: Recap the problem and suggested solution: if you carried out this solution might you have any regrets? How realistic was the solution? How important would an issue need to be for you to act on it? Collect some responses.

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.

Example Solve it! Worksheet

Example scenario (write this on the board): *Alex's friend wants her to ask her older sister who is 18 to buy alcohol for him and his mates. The friendship is really important but Alex doesn't want to ask her sister.*

STEP 1. What's the challenge?

Alex wants to please both her friend and her sister.

STEP 2. Brainstorm all the possible actions (at least four)

Alex could:

1. *Say no to the friend*
2. *Avoid the friend*
3. *Make a joke*
4. *Suggest an alternative*

STEP 3. Explore advantages and disadvantages of each action

Action 1: *Say no to the friend*

Pro:

It would be honest.

Con:

It would feel uncomfortable.

Score (out of 10):

5/10

Action 2: *Avoid the friend*

Pro:

It would mean the problem might go away.

Con:

I miss out on being with my friend.

Score (out of 10):

3/10

Action 3: Make a joke

Pro:

This would break the tension.

Con:

It wouldn't last.

Score (out of 10):

3/10

Action 4: Suggest an alternative

Pro:

This would save face.

Con:

He mightn't go for the alternative.

Score (out of 10):

6/10

STEP 4. Choose one of the alternatives

My Choice = D: suggest an alternative

STEP 5. What would carrying out this choice sound like or look like?

Alex says: I think you will have to find someone else because my sister won't agree to do that.

6. Assess if this is a short-term or a long-term decision

This might be a short-term solution but it might put her friend off asking again.

Solve it! Six Steps for Problem-solving

- 1. Name the challenge:** What exactly is the problem? No blaming, no emotion, just the facts!
- 2. Brainstorm ideas:** Write down as *many* ideas as you can. Get ideas from others. Collect ANY idea even if you're unsure about it. Collect *at least* five ideas.
- 3. Evaluate them:** Weigh up *each* idea. Could it work? Will it have positive (pro) or negative (con) consequences? Assign a mark out of 10 to each.
- 4. Choose one:** Which looks like the *best* option? (Often the one with the highest score.)
- 5. Think through what it would sound like or look like to take this action:** What needs to be done? Who does it? When?
- 6. Try it. Assess it. Did it work?** If not, repeat the steps. Assess: Is it likely to be a long- term or a short-term solution?

Solve it! Worksheet

STEP 1. What's the challenge?

STEP 2. Brainstorm all the possible actions (at least four)

STEP 3. Explore advantages and disadvantages of each action

Action 1:

Pro:

Con:

Score (out of 10):

Action 2:

Pro:

Con:

Score (out of 10):

Action 3:

Pro:

Con:

Score (out of 10):

Action 4:

Pro:

Con:

Score (out of 10):

STEP 4. Choose one of the alternatives

STEP 5. What would carrying out this choice sound like or look like?

6. Assess if this is a short-term or a long-term decision

Problem Scenarios

Responsibilities

Jenni wants to stay over at her friend's house for a study session, but her parents want her to babysit for their friends so they can go out to dinner together.

Fashion

Minh wants to get the new fashionable haircut, but his mother has told him she will not pay for it because it looks ridiculous and is not worth the money.

Peer pressure

Isaac's friends have asked him to put in money to help buy a bottle of spirits which an older friend will purchase for them. Isaac has money, but he does not want to drink at the party, and he doesn't like the way his friends act when they have been drinking.

Cyber-bullying

Jemma has been posting mean comments about other girls in the class. Makena thinks it has got out of hand. It might have started as a joke but now it is just bullying. She wants it to stop but she also wants to stay on the right side of Jemma who is very popular in the class.

Violence

Simon's skateboarding friends push all the younger boys off the rink when they go down to skate. When they try to get back on they deliberately run into them to scare them off. Simon's younger brother skates with the younger group and he got a bad sprain to his wrist as a result of getting run off the rink. Simon wants to skate with his friends, but he does not like the violence and the unfairness.

Depressed?

Matteo is worried about his older brother. He has left school and has been unemployed for six months now. He stays in his room sleeping all day and at night he is out with friends who smoke dope. He hardly speaks to anyone at home, just watches TV or plays games on his computer. His mum doesn't notice because she works long hours. They never see their dad. Matteo thinks his brother might be depressed.

Future prospects

Leo really needs to do well in his Maths assessments as he wants to take the Maths/Science stream in VCE so as he can get into an Engineering degree at university. However his friends mess around in Maths and give the teacher a hard time, so the class does not get much work done. He can see the teacher is trying but the class are not giving him much of a fair go.


Body Image

Amanthi is worried about her friend Krissy who has body image issues. Amanthi has seen signs that Krissy makes herself sick after eating. She has talked to her girlfriends, who are also worried, but none of them know what to do. They say Amanthi should be the one to do something as she has known Krissy since primary school and knows her parents.

Night Shift

Lucy has a job after school at a fast food store. They get their shifts in advance, and get turns on the early and the late shift. However, Chris, one of the other workers, is always asking her to swap onto the late shift. This means working from 8pm until midnight which is really late for school nights, and this is affecting her concentration at school. Chris always has some different excuse, but Chris is a University student and does not have early morning classes.


Activity 2: Making an assertive 'I' statement

 25 minutes

Learning intention

- Students understand the concept of assertiveness
- Students understand and construct 'I' statements
- Students practise making 'I' statements

Equipment

- *Making Assertive I Statements*  (optional)
- Notebooks and pens

Method

- a. Explain that solving a problem, in theory, is one thing, but carrying out the actions we think we should take can be another challenge altogether. We often need to be assertive in order to communicate our needs, opinions, concerns or preferences.
- b. Write the words Aggressive, Assertive, and Submissive on the board. Ask students to supply definitions. (If there is need to review work on these concepts, refer back to Topic 4: Activity 2 in the Year 7/8 materials where there is an activity to introduce assertiveness.)

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."*

- c. Assertive statements are useful when there is conflict or a relationship problem to be resolved. It is a respectful way of handling conflict. However when we are in a problem-solving situation we will often have strong emotions, and may anticipate some conflict. It is helpful to be calm and straightforward when making a request or telling people how we feel. There are techniques that can help us work out how to do this. This can be done through an 'I' statement in which we explain quite clearly about how we feel, along with any request that we have.

- d. The following format can be useful: **When** (state the action or happening), **I feel** (say how you feel), **so** (make your request here).

- e. Give the students the following examples:

When people don't give me a turn to speak, **I feel** that others think I have nothing to contribute, **so** can you please give me a turn to give my point of view.

When I do extra late shifts, **I feel** really overwhelmed and tired and it affects my school work, **so** I am sorry I can't swap onto your late shifts anymore.

When you drive over the speed limit, **I feel** scared that we might crash, **so** can you please just stick to the speed limit.

- f. Write the 'I' statement sentence prompts on the board. Put the class into pairs. Using the scenario from the last activity, ask them to write an assertive statement that the main character could use to carry out the option that they advised. Note that to tell someone how we feel, we need a good repertoire of words to describe our emotions. Refer students to the Emotions Checklist from Topic 1: Activity 1. A (*Making Assertive 'I' Statements* handout is provided for optional use.)
- g. Ask pairs/groups to prepare a short demonstration role-play in which they act out the delivery of the assertive 'I' statement and the response of the other person.
- h. Once they have practised, have groups perform to the class or to another group. As they observe, ask those watching to become coaches to help the players do a good job. Ask:
- What *did they do well?*
 - What *could they have done differently?*
 - What *could they do or say instead?*
 - What *strengths are needed to turn this advice into action, and to use an assertive rather than an aggressive or submissive approach?*

Making Assertive 'I' Statements

When(state the action)

I feel.....(say how you feel)

and so (make your request here)

I feel(say how you feel)

when(state the action)

and so (make your request here)

★ OPTIONAL GAME: BLIND-FOLD DRAWING

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

Learning intention

- Students practise problem-solving in a playful manner

Equipment

- Sheets of A4 paper
- Pens or textas

Method

- Put students into pairs, each student will need a piece of A4 paper and a pen. The tallest person will draw first.
- Each pair sits back-to-back on the floor. The tallest person draws a simple line drawing. S/he will then, without showing that partner the drawing, instruct his/her partner how to reproduce that drawing, step by step, onto their own piece of paper. For example: 'Place your pencil in the middle of the page. Draw a semicircle to the right. Go down three centimetres and draw a horizontal line across to the left hand side of the page' etc.
- The aim is to reproduce, (without relying on guesses!) as nearly as possible, the original drawing.
- Once they have finished, students should compare drawings and discuss the difficulties of the task. *What would it take to make the drawing more accurate?*
- Students should swap roles so that both students have a turn to draw and to instruct. *Was it easier the second time round? Why or why not?*
- Ask: *What can you see in this game that is also relevant to the challenge of solving problems?*

🔍 TEACHER REFLECTION

- How do you reflect on complex problems encountered in the school setting?
- How do you model approaches to problem-solving within your teaching practice or subject discipline?
- How do you model assertiveness in your management of classroom issues?

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:

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

For a focus on issues related to drug education refer to the following:

- *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>

- *Youth Support and Advocacy Service (YSAS)* has articles, tip sheets and advice for young people about drug and alcohol use, as well as a 24 hour support helpline that young people can use to seek advice about themselves or a friend they are concerned about:
<http://www.ysas.org.au/>



ACTIVITY EXTENSIONS

- Write a story about a situation in which someone did something that they later regretted. They took an action which wronged another person.
- Sometimes when we solve a problem it involves making an apology to someone. Practise this skill by writing a Letter of Apology which refers to the situation developed in the story above.

Guidelines for a 'strong' apology include:

1. Acknowledge specifically what was done
2. Describe the hurt, harm, offence or effect of that action on the other person(s)
3. Say what was originally intended by the action
4. Say how you feel now about what happened
5. State what your future intention is (offer to fix/pay for damage, promise not to do it again)
6. Say sorry



TALKING FURTHER

- Ask at home about a difficult decision someone had to make when they were growing up. How did they decide what to do about moving house? Getting married? Finding a job? Helping a friend?

Topic 5: Stress management


Aims

Activities within this topic area will assist students to:

- Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and outcomes
- Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
- Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
- Generate, apply and evaluate strategies to prevent and resolve interpersonal problems and conflicts

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

Activity 1: Understanding stress

 15 minutes

Learning intention

- Students examine the concept of stress as a response to change or challenge
- Students identify common stressors

Equipment

- Notebooks and pens

Method

- a. Explain that the focus of the next activities will be on how we cope with stress. We all experience stress in our lives, and at some times and for some people this can be particularly intense. In the last few lessons we have looked at identifying our emotions, considering how to problem solve with empathy, by considering other people's perspectives. We have looked at how important our character strengths are in helping us deal with life challenges, and we have used some problem-solving techniques as a way to think through the best way to deal with complex relationship problems or decisions. We have also practised ways to deal assertively with problem situations. These situations can be quite stressful, and we all need strategies to help us self-calm and to cope with the effect of longer-lasting stress or challenge.

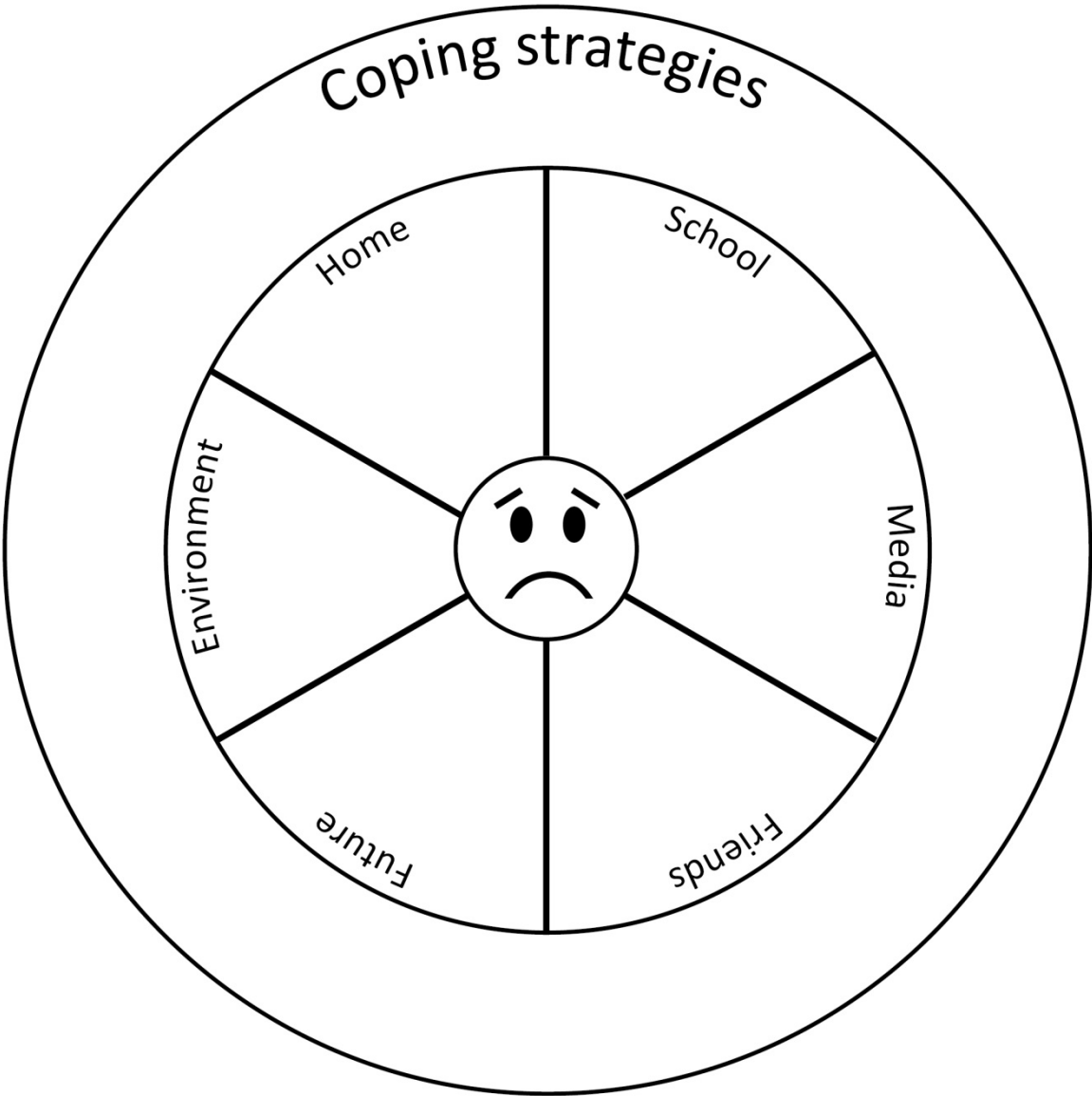
- b. Ask the class: *What do you mean when you talk about stress? What are some of the words we use to describe a person who is feeling stressed?* For example anxious, nervous, worried, uptight. Write a definition in your notebook: 'Stress is....'

Sometimes stress is defined as the reaction to challenge or demands in the environment that require physical, mental or emotional adjustment or response. Stressors in the environment can be positive and enjoyable as well as negative, but they may still produce fatigue or use energy. Stress is also a response to our internal environment or self-talk. Stress can be felt in response to threat and danger, exams, public performance, conflict in relationships and can be produced by things we say to ourselves. Stress can come from any situation or thought that makes you feel frustrated, angry, excited, nervous, or anxious.


- c. What happens in your body when you are stressed? (Release of adrenaline and cortisol into the bloodstream; trigger of the 'flight or fight' response – increased heart rate, breathing rate, blood pressure and metabolism. Glucose is released to provide energy. Blood flow is increased to prepare the body for action. Pupils widen to let in more light, sweat is produced to cool the body.) Write down or draw some of these responses.
- d. Ask students to work in small groups to make a list of common stressors for people of their age. Use the *Circle Stress and Coping Model* as a tool to guide the brainstorm. It has the person in the middle, surrounded by stressors in the six domains of **home, school, friendships, futures, media, environment**. Draw an example on the board. Ask them to identify stressors that happen in each of these domains. In the outer circle they should then brainstorm the various coping strategies that people use to help cope with these stressors.
- e. Ask groups to report back, taking one of the sections for the report from each group. Discuss:
- *Which of the stressors have become more intense since they were in Year Seven or Eight?*
 - *Which of the stressors do they believe will change in intensity as they reach Years 11 and 12?*
 - *Which of the stressors are 'seasonal' or worse at certain times of the year?*
- f. **Homework:** Using the *Six Steps for Problem-Solving* method from Topic 4: Activity 1, make a plan of action to manage one of your stressors!

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 all situations. It is also important to know when to get support or help for yourself or someone else. Relying too much on any one strategy can be harmful, even if it is useful in the short-term or for some types of challenges.

Example Circle Stress and Coping Model



Activity 2: Self-reflection on coping

 10 minutes

Learning intention

- Students investigate and reflect on the strategies they use to cope with stressful situations
- Students identify the positive coping strategies they plan to activate more in the future

Equipment

- Self Check-up on Coping Strategies 

Method

- a. Hand out the *Self Check-up on Coping Strategies* worksheet and ask students to complete the self check-up; tick one box for each strategy.
- b. Ask students to note for themselves those strategies that are likely to be helpful and those which are less likely to be helpful.

Coaching point: As the aim is to encourage students to develop a broader range of coping strategies, lead discussion about why we might need more than one or two strategies to cope with stressful situations.

- c. Invite them to share with a partner one or two of their helpful strategies and one or two goals for strategies they would like to use more in future.


Coaching point: Some people respond to stress by working harder and harder (overworking) or setting very high standards or goals for themselves, and telling themselves they are failures if they don't meet them. They may need to set more realistic goals. Others may respond to stress by denying the real challenge, failing to set any short-term goals and not even beginning to work towards achieving them. They may need help to define their short-term goals.

Self Check-up on Coping Strategies

Strategy	Never or hardly ever use	Use sometimes	Use a lot	Would like to use more
Talk to a friend or relative				
Work out how to solve the problem				
Put more effort into it				
Worry				
Rely on a friend, or family member				
Try to fit in with the others				
Just hope it'll all be ok				
Sign a petition or try to get things changed				
Eat comfort food				
Block it out and hope it will go away				
Blame myself				
Keep it to myself				
Pray				
Think positive				

Get help from a trusted adult				
Do something to relax				
Play sport or do exercise				
Accept that I've done my best				
Take it out on someone else				
Misbehave and act out				
Get sick				
Make a plan				
Give up				
Play computer games for timeout				
Make a joke out of it				
Get grumpy				
Cry				
Search for help online				
Watch TV or movies for timeout				
Other?				



Activity 3: Positive coping

 20 minutes

Learning intention

- Students identify the diversity of coping strategies that people can use to help deal with life challenges
- Students identify the difference between positive and negative coping styles
- Students match coping strategies to types of problems

Equipment

- Coping Challenges 
- Coping Strategies List 

Method

- Explain that little children have different kinds of comfort strategies that they like to use to soothe, reassure or calm themselves. They also have favourite games or activities that give them a sense of happiness or fun. Give some examples from your own memories.
- Memory Lane:** Ask people to work in a pair or trio. They should think back about what they used to like to do for fun when they were little (e.g. play hide and seek), and what they used to do to calm themselves down (e.g. play with favourite toy). They exchange memories.
- Ask some volunteers to share.
- Explain that from very young ages we have already started developing our own coping strategies. Some are to calm us, some to give energy or fun, and some are to distract us when we are scared or tired or jealous or grumpy. As we get older, we add new strategies, and our coping style gets more complex and sophisticated. We need coping strategies to help us with the increasing diversity of challenges that we face as part of growing up.
- Display the list of Coping Challenges. Assign students to small groups and ask them to collect at least five helpful and five not-so-helpful coping strategies for each of the challenges represented in the scenarios. They can use the Coping Strategies List or think of their own.
- Homework task: Choose a helpful coping strategy you would like to use more. What would this look like? Sound like? What would you need to do over the next week?

Coaching point: Coping strategies are learnt via modelling. It is useful to learn about how others cope, as this can help to inform people about additional possibilities.

Coping Challenges

The Challenge:	Unhelpful Coping Strategies:	Helpful Coping Strategies:
Too much homework or study pressure		
People around you at home are angry, upset or stressed		
Friends are in a bad mood or fighting with each other		


The Challenge:	Unhelpful Coping Strategies:	Helpful Coping Strategies:
Worried about how you look		
Feeling stressed or grumpy		
Feeling bad about yourself		

Coping Strategies List

withdraw (not talk or mix with them)	visit a favourite person	Quit (the team, the job)
play computer games	eat more	avoid or put off something you have to do
prioritise (put the most important things first)	plan (make a plan of what to do or how to do it)	think positively about how it will turn out
go for a run	fantasise (daydream an escape)	start a fight
worry	socialise	eat less
get sick	blame yourself	talk it over
run away	blame someone else	ask for help
have a shower	work harder	pretend it's okay
drink alcohol	meditate	watch television
go on the internet	smoke cigarettes	play sport

change direction	go out	complain
go to bed early	stay up late	listen to music
exercise	sit it out	joke or laugh
problem solve	cry	take risks
eat junk food	find new friends	set goals
see a counsellor	sleep more	write about it
sleep less	go shopping	call friends
cook something	walk the dog	pray
take a day off	go for a swim	make something
tidy up	tell everyone how bad it is for you	Other?

Activity 4: Relaxation for self-calming

 15 minutes

Learning intention

- Students experience a self-calming meditative technique

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

- Music
- Notebooks or journals and pens

Coaching point: Meditation is a technique most students really enjoy. Ideally it is to be practised regularly (sometimes weekly, daily or even twice a day, just for a few minutes). Students can learn to do this on their own, but having a teacher to guide them through the process is very helpful, especially in terms of re-focusing them when their thoughts are distracted or distracting.

Method

- Explain that we are going to sample a kind of meditation, a technique where you sit quietly with your body relaxed and focus your concentration on something for a period of time. By meditating you rest your body, allow stress hormones to subside and occupy your mind so that unpleasant, stressful thoughts do not intrude.
- Play the music quietly in the background. Ask students to sit comfortably in their seats, with their heads down on their desks and eyes closed for a couple of minutes. Explain that you are going to give them some instructions, then the class will need to be silent for a few minutes while the instructions are carried out.
- Once the class is quiet begin: You can stay with your head down, or sit up, but keep your eyes closed. You are going to focus on your breathing. Breathe in through your nose. Become aware of your breathing. As you breathe out, say the word ONE, **silently**, to yourself. Breathe in... breathe out, 'ONE', breathe in... breathe out, 'ONE', Breathe in..... breathe out, say 'ONE'. Breathe easily and naturally. Breathe in... breathe out, 'ONE', breathe in... breathe out, 'ONE', Breathe in... breathe out, 'ONE'.
- Tell them that when external distractions or distracting thoughts occur, they should re-focus on the breath and the counting. Remind them to do this, keep redirecting their

attention back to the breath and the word 'one'. They will also become aware of their rib cages and the way muscles move when they are conscious of them. They can also concentrate on this awareness.

- e. If students are still finding concentration difficult, ask them to focus on the inside of their eyelids. Then continue "Breathe in... breathe out, 'ONE' and so on.
- f. After about five minutes, ask the class to slowly sit back up and open their eyes.
- g. Ask students to use their notebook or journal to write about the meditation and their experience of it. Meditation can be a helpful stress-management technique, especially when used frequently; ideally daily or weekly.
- h. Research or homework activity: Ask students to find out about transcendental meditation, mindfulness meditation, yoga and tai chi and report back to the class.

Coaching point: You may like to choose a different meditation technique. A range of these are available through the *Smiling Mind* program: <http://smilingmind.com.au/>

★ OPTIONAL GAME: PASS THE SQUEEZE

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

Learning intention

Use this activity to emphasise that people need to stay alert to what is happening around them in order to adapt

Method

- a. Ask students to form a circle and sit down.
- b. Ask them to hold hands with the person on either side.
- c. At a signal from the teacher, a squeeze is to be passed from person to person around the circle, in an anticlockwise direction. You cannot pass the squeeze to your right till you have received a squeeze from your left. Do this a few times, getting faster and faster. Students should watch the squeeze as it moves around the circle.
- d. Nominate a student to be a 'switch'. This person can decide whether the squeeze is to continue in the current direction or be reversed and go the other way! After a round of this, add a second switch and a third and finally a fourth.
- e. Ask students to pass the squeeze as quickly as they can, till with all 'switches' operating. Then stop.
- f. Ask students to comment on any aspect of this game that they found to be stressful.
- g. Key messages: Students need to be able to respond to rapidly changing situations. They must stay alert to what is happening around them in order to be able to give an

appropriate response. Having to complete a task quickly or respond to changing instructions can be stressful.

TEACHER REFLECTION

- How do you manage your own stress levels?
- What positive coping strategies do you prefer?

WEB LINKS FOR FURTHER READING & ACTIVITIES

Various web resources have been designed to provide 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 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

- Draw some images or write about a time where you have taken control when dealing with a stressful or challenging situation. People who can imagine themselves handling their stresses in a positive way, with an image of themselves having some power or control, are better able to bounce back after tough times. Top athletes often use mind pictures to visualise themselves conquering a challenge.
- Write a story about how a character grappled with a problem, drew on their coping strategies, and eventually surprised themselves or others with what they were capable of.
- Look at the protagonist in a text you're studying this year. Identify the stresses they face, some of which can be controlled by the individual, some will probably be outside the person's control. What techniques do they use to manage this stress? What other

techniques could you suggest? How might this affect the outcome for the protagonist? Write this alternative ending.

- Write a children's story that demonstrates a key character learning to cope by trying various mismatched coping strategies before eventually finding one that suited them and their challenges.



TALKING FURTHER

- Talk to a parent/carer/grandparent about the kinds of stresses they faced when they were at school. Have those stressors changed over time? What do they see as their favourite coping strategies? Can you recognise any others that they regularly use?

Topic 6: Help-seeking


Aims

Activities within this topic area will assist students to:

- Evaluate, re-think and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
- Reflect critically on their emotional responses to challenging situations in a range of contexts
- Formulate plans for effective communication (verbal, non-verbal, digital) to complete complex tasks
- Devise and enact strategies for working in diverse teams, drawing on the skills and contributions of others to complete complex tasks
- Propose, implement and monitor strategies to address identified needs

Informed by the evidence base: The help-seeking behaviours of children and young people are fundamental to their mental health and wellbeing, and encouraging and fostering help-seeking behaviours is one way to improve their mental health and wellbeing [50]. 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 of help-seeking avenues and confident to seek help from an appropriate source when needed.

Activity 1: Awareness raising through statistics

 10-15 minutes

Learning intention

- Students identify a range of situations in which young people may need to seek assistance from adults

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 (below). 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' questions to the group.

- *Who, in this school, might a student with one of these concerns ask for help?*
- *What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?*
- c. Once the group has talked about the potential implications of the statistic and come up with some possible answers to their question, they can choose a 'reporter'.
- d. Ask all groups to report back to the class. Discuss the responses:
 - *Were any of the statistics surprising?*
 - *What did the small group identify as the three most important issues in Australia today?*
- e. Ask each group to discuss this question and pool the results to create a 'top three' for the whole class.

Coaching point: Activity 3 in the Optional Introductory Lesson of these learning materials looks at a complete set of statistics about the concerns of Australian young people. You may like to complete or revisit this activity.

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:

Who, in this school, might a bullied student seek help from?

What would you need to be able to do to provide good peer support to a friend who was bullied?

Source: Cahill 2004 [45]

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

Think about:

Who, in this school, might a student with one of these concerns ask for help?

What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?

Source: BoysTown 2013 [16]

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.

Think about:

Who, in this school, might a student with one of these concerns ask for help?

What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?

Source: Mission Australia 2013 [15]

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:

Who, in this school, might a student with one of these concerns ask for help?

What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?

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

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

Think about:

Who, in this school, might a student with one of these concerns ask for help?

What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?

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%).

Think about:

Why might the figures be different for males and females? Do you think this proportion could be changing?

Who, in this school, might a student with one of these concerns ask for help?

What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?

Source: Mission Australia 2013 [15]

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, in this school, might a student with one of these concerns ask for help?

What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?

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, in this school, might a student with one of these concerns ask for help?

What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?

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 priorities be?

Source: Mission Australia 2013 [15]


Activity 2: When should I ask for help?

 20 minutes

Learning intention

- Students assess the relative severity of a range of situations and decide whether help-seeking or peer-referral is warranted
- Students identify formal and informal sources of help

Equipment

- Should I Ask for Help? Scenarios 

Method

- Explain that as we go through the ups and downs of life, all of us will need help and support at certain points. One of the decisions that must be made is *if, when* and *from whom* one should seek help, and additionally *if, when* and *how* one should refer a peer for help. The next activity will open discussion on this by asking you to rate which of the various scenarios indicate that help-seeking from an adult is needed, and which can be managed with informal peer support.
- Divide students into groups of four to six. Give each group a set of *Should I Ask for Help? Scenarios* and ask them to deal them out among the group. (Some people may have more than one card.)
- One by one, each person should read their scenario aloud to the group and lead a discussion based on the questions below the scenario. *Is this a serious situation? Should the character talk to someone about this? Who? What might happen if nobody takes action?*
- Groups should then rank them from **more serious**, to **less serious**. Encourage debate in this process.
- Once they are ranked, compare the ranking from different groups.
 - Which one did groups choose as the most/least serious? Why?
 - Were there differences between the groups?
 - Who did they identify as sources of help?
- Remind students that seeking help, support or advice from other people is not a sign of weakness, but a sign of strength. It is important to develop help-seeking skills so that in the future, we can ask for help for ourselves or for others. Seeking help when problems manifest provides the opportunity for early intervention which can lessen the likelihood of escalation.
- Provide some information about sources of help available in the school and the area.

Coaching point: Remind students of the basic places that they could go for help if they are in a situation where they feel they need help, support or advice. This includes friends, a favourite teacher, home-room teacher, the school welfare officer, a parent, a sibling or their GP.

Should I Ask for Help? Scenarios

Ash has had the same close group of friends since the start of Year Seven. The four of them always hang out at lunchtime. Over the last week though, Ash's friends have been cutting him out – not waiting at the lockers, or going off with another group and leaving him out. Ash also found out that some kids in the class posted some bad comments about him on Facebook and that his own group of friends has added smart comments to the post.

Is this serious? Should Ash talk to someone else about this? Who? What might happen if nobody takes action?

Lou was allowed to go to the birthday party of her friend's older brother. She was excited to be allowed to go as usually her mother refused to let her go out with older kids. One of the older boys was really nice to her and she danced with him a lot, and they kissed when she thought no one was watching. The next morning when Lou checked Facebook, someone had posted a photo of them kissing. She felt embarrassed and worried that everyone would be looking at them and making comments about her.

Is this serious? Should Lou talk to someone else about this? Who? What might happen if nobody takes action?

Cara and Lucien are best friends. They tell each other everything. Recently Lucien told Cara he is attracted to boys, and made her promise not to tell anyone else. Lucien is worried that his family will not accept him being gay and that other kids will tease him if they know. At first Cara felt special to be trusted with this 'secret'. But later she felt she had to tell someone and so told her other best friend Simmi. Now somehow word has gone around, people have found out and Lucien is really upset with her. He has not come to school since word got out.

Is this serious? Should Cara talk to someone else about this? Who? What might happen if nobody takes action?

Jamie got a new haircut over the weekend. As soon as he gets on the school bus, some of the older kids start teasing him about the haircut. His friends on the bus don't say anything to make him feel better.

Is this serious? Should Jamie talk to someone else about this? Who? What might happen if nobody takes action?

Rey's friend Ryan lives on a farm. Even though Ryan is too young to drive on the roads, sometimes when his parents are out, Ryan takes his dad's trail bike and goes driving around the paddocks at night. Rey sometimes rides behind him. They don't usually go very far, but Ryan has been talking about using the trail bike to drive to a party next weekend. This will mean going on the roads. Rey thinks this is a bad idea, but doesn't know how to convince Ryan not to do it.

Is this serious? Should Rey talk to someone else about this? Who? What might happen if nobody takes action?

Pei Lin has been on a long diet, and now is really skinny and never seems to eat. She thinks she's fat and won't wear shorts or bathers. She always seems to be really moody and unhappy. One hot day all the girls in the group go to a friend's house to swim. Pei Lin feels left out but doesn't want her friends to see her in her bathers.

Is this serious? Should Pei Lin talk to someone else about this? Should her friends talk to someone about this? Who? What might happen if nobody takes action?

Aldo has started skipping a lot of school. It seems he is feeling pretty down. Sometimes he hangs out with older guys who smoke dope. His parents don't notice what he does at night because they work night shifts. His friends have said they are worried about him getting involved with this group and about how stoned he is some days.

Is this serious? Should Aldo talk to someone else about this? Should his friends talk to someone about this? Who? What might happen if nobody takes action?


Prue had unprotected sex at a party when she was drunk. She was embarrassed and didn't tell anyone for a few days afterwards. By then it was too late for her to use emergency contraception (morning after pill).

Is this serious? Should Prue talk to someone else about this? Who? What might happen if nobody takes action?

George has started missing school a lot and is falling behind with his work. He stays home to look after his mum who is suffering from depression and recovering from a problem relating to alcohol use. He has not told his friends what is wrong with his mum, but they know he has some kind of home duties. His friends notice that the teachers think he is just wagging.

Is this serious? Should George talk to someone else about this? Should his friends talk to someone about this? Who? What might happen if nobody takes action?



Activity 3: Conducting the help-seeking conversation

 20 minutes

Learning intention

- Students identify appropriate sources of help, support or advice
- Students practise seeking help, support or advice for themselves and others

Equipment

- When Should I Ask for Help? Scenarios  (from Activity 1)
- Planning the Help-seeking Scenario 

Method

- Explain that sometimes, people can feel reluctant to ask for help for themselves because they are embarrassed or scared. In these situations, it can be useful if a friend seeks help on our behalf. Explain that when we are help-seeking for ourselves or on behalf of others, it is important to be 'assertive'. Refer back to the activity on Assertive 'I' Statements (see Topic 4: Activity 2). We can use assertive 'I' statements when help-seeking.
- Give each pair or group a *Planning the Help-Seeking Scenario* sheet. Ask groups to select one of the scenarios from Activity 2 in this topic or to make their own scenario.
- To prepare for the help-seeking role-play, ask students to use the task sheet to guide them to identify the *who*, *where*, *when*, *what* and *how* of their scene. They may either play the scene as someone seeking help on their own behalf, or seeking help in behalf of a peer.
 - Who = *Who is in the scene?* (e.g. two friends and the year level coordinator)
 - Where = *Where will the scene take place?* (e.g. coordinator's office)
 - When = *When will the scene take place?* (e.g. lunchtime)
 - What = *What will the scene be about?* (e.g. telling the coordinator that they are worried about their friend)
 - How = *How will the character play the scene?* (e.g. approaching the coordinator and requesting advice)
- Once they have decided on the basics for their role-play, they should try it out.
- Give groups a few minutes to practise their role-plays.
- To reflect on the experience, discuss – if you were the help-seeker, what thoughts or feelings did you have about going and asking for help? What were your fears and

concerns? What were your hopes? Given these concerns, what strengths would you say someone needs to call on in order to initiate a help-seeking conversation?

- g. For further work on the scenarios, ask some pairs to show their role-play in front of the group.
- h. Ask volunteers to be the 'Hidden Thoughts' for each of the main characters. Ask them the following questions, seeking multiple answers each time. Others watching may also add to the answers:
 - *What might s/he be thinking or feeling but not saying out aloud?*
 - *What s/he might be afraid of?*
 - *What might s/he be hoping for?*
 - *What do you think s/he needs at this time?*
- i. Ask students to talk in pairs to think up some advice to give to the help-seeking character. Collect the advice.
- j. Return to the role-play to try out what different pieces of advice would look like in action, and how effective they might be. Use new volunteers to show the advice in action, or ask the original actors to show how this new advice would look in action.

Coaching point: Use this activity as an opportunity to invite the school counsellor or welfare co-ordinator to talk to the class, to introduce themselves and invite students to come to them if they have a problem or issue about which they would like support, help or advice.

Put yourself in their shoes: Planning the help-seeking scenario

WHO: The main character/s will be: _____	WHERE: The scene will be set in: _____
WHAT: The scene will be about: _____	WHEN: The scene will take place at: _____
HOW: To start off the conversation, he/she could say: _____ _____ _____	
If this didn't work, he/she could (give another two options): 1. _____ 2. _____	

Activity 4: Research sources of support

 20 minutes

Learning intention

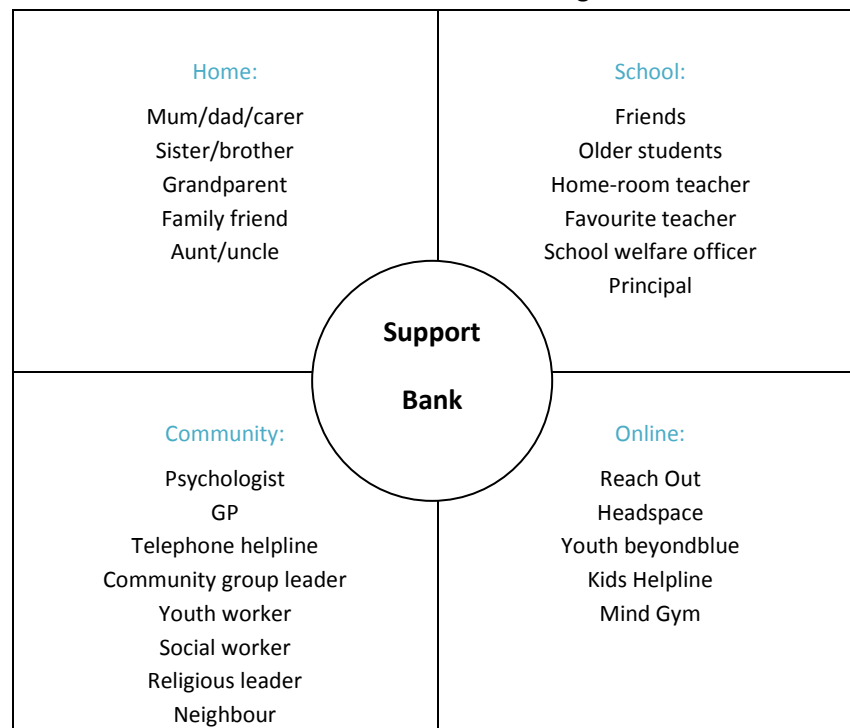
- Students identify some key resources where they could seek help, support or advice in a range of settings

Equipment

- Notebooks and pens
- A3 paper
- Pens or textas

Method

- Explain that knowing when and how to ask for help is important. However it is also important to know where or to whom to go for help. In this activity, students are going to work in groups to come up with a 'support resource bank'. Arrange students into table groups of four to six.
- Give each group a flipchart and markers. Ask them to divide the page into four and write the following headings, one in each section: home, school, community and online. In each section, brainstorm relevant people or organisations you could go to for help, support or advice. Encourage groups to think of as many as possible, but at least four for each group.
- Here are some ideas of resources that students might include:



- d. Bring the class back together. Ask one group to read their list for *home*. Ask others groups to add anyone they missed. Ask another group to read their list for *school*; ask other groups to add anyone they missed. Repeat for *community* and *online*. Remind students that not only will they need to seek help, support or advice from people in their lives, but that people will also rely on them at times to provide help support and advice.
- e. Ask groups to review some of the self-help internet sources. Explain that there are a lot of useful websites available that provide information, support and advice on various issues. In this task, groups will explore some of these sites.
- *headspace*: <http://www.headspace.org.au/>
 - *eheadspace*: <https://www.eheadspace.org.au/>
 - *Youth beyondblue*: <http://www.youthbeyondblue.com/>
 - *Bully Stoppers* (student resources):
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx>
 - *ReachOut*: <http://au.reachout.com/>
 - *Kids Helpline*: <http://www.kidshelpline.com.au/>
- f. Allocate one website to each group. Ask them to take a look at the site and discuss:
- *What kind of issues does the site address?*
 - *Who might find this site useful?*
 - *Does this site include a chatline or online support service?*
 - *Which of the characters in the scenarios discussed in class would find this site useful?*
- g. Ask groups to give a brief summary of their answers and encourage students to take a look at the other sites in their spare time – they might just find them useful!

Coaching point: Invite a guest speaker from a youth support agency to class or to the school assembly. You could seek a speaker from your local community health centre, *headspace* Office, or another youth support group.

★ OPTIONAL GAME: BACK-TO-BACK

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

Learning intention

- To explore the strengths of working together with others to solve a problem or reach a solution

Method

- a. Divide the class into pairs.
- b. Ask pairs to stand back to back and lean their backs against each other. Without separating, they must sit. Once sitting they must move to a standing position again. They then try to move around the room, changing direction and moving around an obstacle course (place six chairs in various spots in the room), without coming apart – the backs must stay in full contact. Don't give any other instructions.

Coaching point: Those who develop good communication and collaborative problem-solving skills will be able to do this quickly. They may communicate or develop a technique, such as walking sideways.

- c. At the end of the game, ask the group to watch one or two pairs who have developed good skills. Ask this group to explain what helped them to do this well.
- d. Ask the class: *Where do we need these skills in everyday life?*
- e. Key message: We need to cooperate and to communicate in order to solve a problem.

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?

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:

- *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/>
- *headspace* is the National Youth Mental Health Foundation. They help young people who are going through a tough time:
<http://www.headspace.org.au/>
- *eheadspace* 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/>

- *Kids Helpline* is a free 24 hour counselling service for Australian children and young people aged 5-25 years:
<http://www.kidshelp.com.au/>
- *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>
- *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>
- *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>

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

- *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 issues related to drug education refer to the following:

- 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>

- *Youth Support and Advocacy Service (YSAS)* has articles, tip sheets and advice for young people about drug and alcohol use, as well as a 24 hour support helpline that young people can use to seek advice about themselves or a friend they are concerned about: <http://www.ysas.org.au/>



ACTIVITY EXTENSIONS

- Discuss the relationship between gender and help-seeking attitudes.
- Conduct a debate around the topic 'Help-seeking requires greater courage than going it alone'.
- Discuss the attitudes towards help-seeking in characters within a set text (film or novel).
- Write a story about a turning point in someone's life which occurred as a result of them letting another person contribute.
- Write a children's story about a character who overcame adversity because they would not give up asking for help, even when at first their request did not succeed.



TALKING FURTHER:

- Discuss with parents or carers who you should call if ever something goes wrong when out with your friends.
- Make a family emergency plan for what to do if someone is taken seriously ill in the home.
- Identify trusted adults who could be contacted for help if ever the parents could not be reached.
- Ask parents or carers to tell you about people who were a source of help to them as they grew up.
- Thank your parents for all the help they have given you.

References

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