

Building Resilience: Social & Emotional Learning Materials

Year 11-12 VCE/VCAL

Created for the Department of Education and Early Childhood Development (DEECD) by
the Youth Research Centre, Melbourne Graduate School of Education, University of
Melbourne



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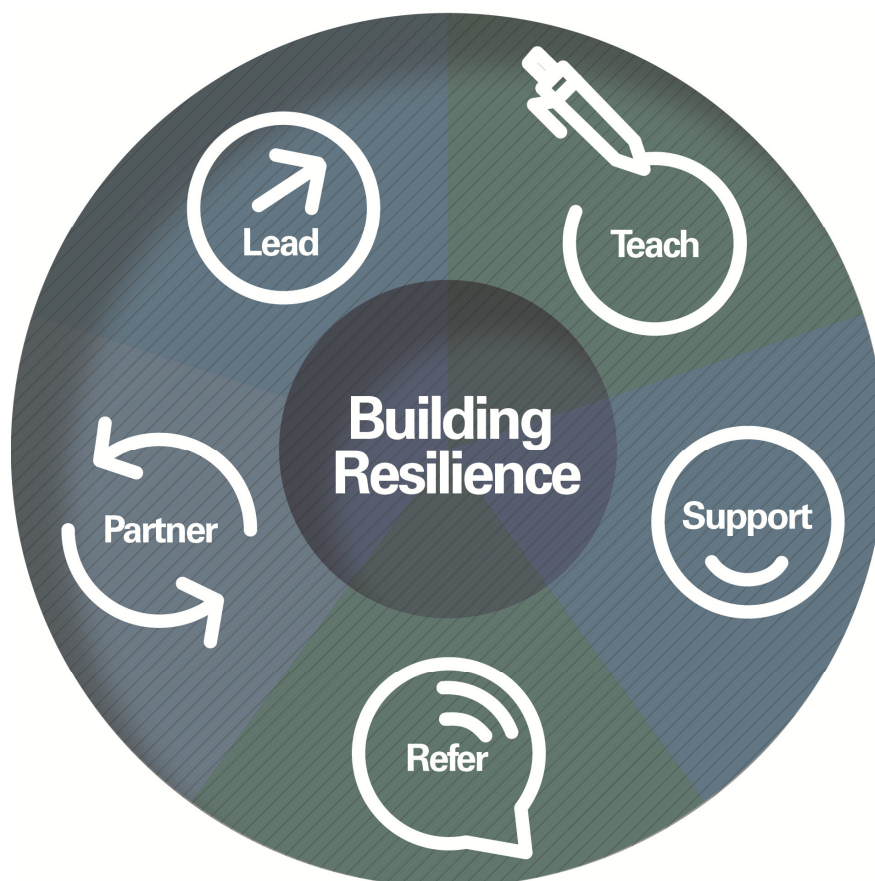
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Building Resilience – a model for supporting children and young people

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, lunch time sessions, study camps or extra-study sessions. 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

Topic sequence

- The activities in the early lessons have a specific focus on VCE/VCAL through topics such as time management, goal-setting, study routines and stress-management.
- Later topics develop students' skills in safe socialising, positive coping, assertiveness, peer support and help-seeking.
- The titles of the activities provide clues to the content. Choose the activities that meet your needs.

Topic	Key aims	Main learning activities (minutes)
Topic 1. Challenge, opportunity and personal strengths	<ul style="list-style-type: none"> • Identify personal character strengths that can be drawn on to help manage the challenges and opportunities experienced in the senior years of high school 	<ul style="list-style-type: none"> • Activity 1: Emotional landscape in the senior high school years (20) • Activity 2: Study strengths (15) <p>Activity 3: Using strengths to reach a goal (20)</p>
Topic 2. Goal setting and time management	<ul style="list-style-type: none"> • Understand the importance of setting goals and objectives and of devising strategies to help accomplish goals • Generate multiple options/develop alternative solutions • Distinguish between short- and long-term consequences <p>Take responsibility for their actions and decisions</p>	<ul style="list-style-type: none"> • Activity 1: Setting goals and objectives (15) • Activity 2: What do you do when you study? (15) • Activity 3: Managing your time (15) • Activity 4: Addressing procrastination (15) • Activity 5: How to use the holidays (15)

Topic	Key aims	Main learning activities (minutes)
Topic 3. Positive self-talk: Dealing with performance challenges	<ul style="list-style-type: none"> Engage in positive self-talk in relation to anticipated challenges Improve skills in the use of technical self-talk as a coping strategy in preparation for challenging circumstances that they anticipate will be part of the senior years at school Use respectful and assertive modes of communication to express their needs, feelings or opinions 	<ul style="list-style-type: none"> Activity 1: Making success scripts (30) Activity 2: Positive self-talk and peer support (20) Activity 3: Active listening and peer support (20)
Topic 4. Stress management	<ul style="list-style-type: none"> Identify common stressors for young people in the final years of school Identify effective coping strategies Consider how to support friends if they are stressed 	<ul style="list-style-type: none"> Activity 1: Stress and coping (5) Activity 2: Self-reflection on coping strategies (15) Activity 3: Coping in context (15) Activity 4: Relaxation techniques (15)
Topic 5. Safer socialising	<ul style="list-style-type: none"> Practise assertive talk to speak up for themselves Consider assertive responses to pressure situations Rehearse assertiveness skills in pressure situations 	<ul style="list-style-type: none"> Activity 1: Assertive talk (25) Activity 2: Explaining how you feel (25) Activity 3: Drawing on strengths in social situations (20)

Topic	Key aims	Main learning activities (minutes)
Topic 6. Help-seeking and peer support	<ul style="list-style-type: none"> • Identify sources of help, support or advice • Develop skills in seeking help, support or advice in a range of situations and from a range of sources • Normalise help-seeking behaviour • Practice help-seeking in an emergency situation • 	<ul style="list-style-type: none"> • Activity 1: Debate of the helpers (40) • Activity 2: Social problem-solving (20) • Activity 3: When things get serious: getting medical help in an emergency (20) • Activity 4: WebQuest: Searching online for help (20)

Topic 1: Challenge, opportunity and personal strengths

Aims

Activities within this topic area will assist students to:

- Identify personal character strengths that can be drawn on to help manage the challenges and opportunities experienced in the senior years of high school.

Informed by the evidence base: Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement [48-50].

Activity 1: Emotional landscape in the senior high school years

 20 minutes

Learning intention

- Students identify the situations in which year 11/12 students face challenges and/or feel stressed
- Students identify situations in which help should be sought
- Students identify a range of potential sources of help, support or advice

Equipment

- Notebooks and pens
- Flipchart and markers
- Post It notes

Method

- a. Explain that there are some things that are good and some things that are challenging about being in the final years of high school. Put students into groups of three or four and ask each group to brainstorm *10 things that are good about being in the final years of school* and *10 things that senior students can find stressful or challenging*.

- b. Option: Ask them to write each idea on a separate Post It note or slip of paper and arrange the two columns onto an A3 sheet of paper for subsequent display.

Coaching point: Items on the positive list might include: independence, choice of subjects, being old enough to learn to drive, free/private study periods.

Ideas for the challenges list might include: study, time management, exams, body image issues, relationship breakups.

- c. Ask them to review their list and brainstorm: *What kind of personal skills do senior students need to manage these challenges?*
- d. Ask groups to compare their lists, and to report on what they think are the kinds of personal skills they need to manage these challenges.
- e. Explain that the subsequent activities are designed to help build these social, emotional, relational and study skills (N.B. Techniques for managing the challenges and the negative emotions will include goal-setting, time management, stress management, safe socialising, help-seeking and peer support).

Activity 2: Study strengths

 15 minutes

Learning intention

- Students highlight which strengths are key to managing VCE/VCAL study demands

Equipment

- Notebooks and pens
- Post It notes for brainstorm (optional)

Method

- a. Explain that this activity will focus on the positive qualities that we admire in others and value in ourselves. We all have strengths, and we use them every day, though often no one names them for us, and so we don't notice that we have them. However our character strengths are an important part of who we are, and we use them to help us deal with everyday life.
- b. Ask small groups to brainstorm *Strengths to Survive Year 11 & 12*: strengths can be any positive adjectives used to describe people such as hard-working, intelligent, diligent,

reliable, creative, reliable and so on. Ask each group to aim for at least 20, setting a time limit for this task.

- c. Ask students to look at their list and select the three most important strengths that they would like to help them cope with the study demands of Year 11 and 12. Then share with the person next to them. Explain 1) Why this strength is helpful for study; 2) A particular situation in which this strength would be useful. Ask them to be aware of situations in which they could use these strengths in the future. You could ask them to report back on some examples in the next lesson.


Activity 3: Using strengths to reach a goal

 20 minutes

Learning intention

- Students identify strengths needed to meet a specific goal

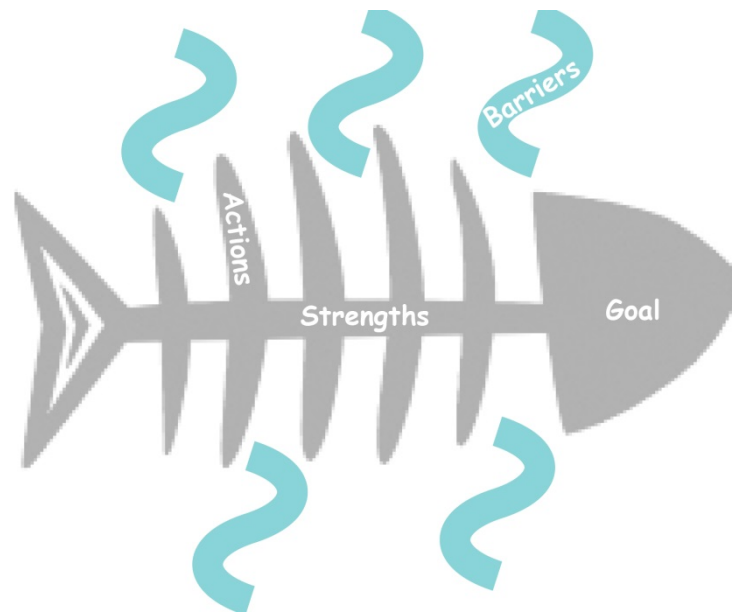
Equipment

- 100 Positive Adjectives 
- Sheets of A3 paper

Method

- a. Draw a picture of the fish bone on the board. Explain that we will be looking at the strengths we will need to meet the goal: successfully completing VCE/VCAL. Provide the handout of *100 Positive Adjectives* as a resource. Write the goal **successfully completing VCE/VCAL** in the fish's head.
- b. Give each student a sheet of A3 paper and ask them to create a fish diagram. They can be creative but their fish needs to have a head, backbone and ribs. Ask them to write the goal **successfully completing VCE/VCAL** on the head of their fishbone.

Example Fish Diagram



- c. On the backbone of the fish, ask students to write the strengths they will need to use to reach this goal. (Remind them they can refer to the lists they made in an earlier activity in this topic).
- d. Ask students to work in pairs to brainstorm the steps or actions that will help them to move towards that goal, then write these on the ribs of the fish, one action or step per rib (they could include health strategies, study habits, socialising strategies, personal supports and resources etc.).
- e. Ask students to add some waves above and below their fish: on these they should write any of the negative forces that they may have to work against to move towards their goals.
- f. Review the overall 'fish' brainstorm. Discuss: which particular (or additional) strengths or strategies might students need to harness to keep up the effort in the face of distractions, or resistance? Students should add these to their backbone.

100 Positive Adjectives to remind you about your strengths

I AM... (or in the past there are times when I have been...)	
1. Accepting	2. Independent
3. Adaptable	4. Intelligent
5. Adventurous	6. Interested
7. Affectionate	8. Inventive
9. Ambitious	10. Joyful
11. Amusing	12. Kind
13. Analytical	14. Logical
15. Appreciative	16. Loving
17. Approachable	18. Loyal
19. Articulate	20. Motivated
21. Attentive	22. Neat

23. Aware	24. Objective
25. Brave	26. Open-minded
27. Bright	28. Optimistic
29. Broadminded	30. Organised
31. Calm	32. Out-going
33. Careful	34. Outspoken
35. Caring	36. Patient
37. Charming	38. People-oriented
39. Cheerful	40. Perceptive
41. Clever	42. Playful
43. Compassionate	44. Polite
45. Conscientious	46. Practical
47. Cool-headed	48. Punctual

49. Courageous	50. Realistic
51. Creative	52. Reasonable
53. Dedicated	54. Reliable
55. Deep	56. Resourceful
57. Definite	58. Respectful
59. Dependable	60. Self-disciplined
61. Determined	62. Sensible
63. Easy-going	64. Sensitive
65. Efficient	66. Sincere
67. Encouraging	68. Sociable
69. Energetic	70. Stable
71. Fair	72. Strong
73. Faithful	74. Supportive

75. Far-sighted	76. Sympathetic
77. Flexible	78. Tactful
79. Forthright	80. Task-oriented
81. Friendly	82. Thoughtful
83. Fun-loving	84. Tidy
85. Funny	86. Tolerant
87. Generous	88. Trustworthy
89. Gentle	90. Unaffected
91. Hard-working	92. Understanding
93. Helpful	94. Versatile
95. Honest	96. Warm-hearted
97. Idealistic	98. Well-behaved
99. Imaginative	100. Witty

★ OPTIONAL GAME: CHOPSTICKS

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

Learning intention

- Use this activity to build a spirit of teamwork and to invite students to identify and reflect on the skills required for good teamwork

Equipment

- Chopsticks or pens (make sure they are not too pointy!)
- Music to play during the game (optional)

Method

- a. Clear furniture from the space so students have room to move.
- b. Organise students into pairs.
- c. Explain that the first challenge in this game is for each pair to work together to keep a chopstick 'held' between them. Each person in the pair should have their index finger in contact with one of the two tips of the chopstick, so that the chopstick is horizontal to the ground. Each pair will need to find the right 'tension' in order to maintain their 'hold' on the object.
- d. However, while they work at maintaining the right tension and holding the chopstick, pairs must also begin to move around the room, experimenting with turns and moving up and down, etc. without dropping the chopstick between them (demonstrate with a volunteer).
- e. Distribute chopsticks to each pair and allow them to practice.
- f. Once partners have had a chance to practise and begin to master this challenge, add in other chopsticks to link pairs together with other pairs, until you have the whole group in a single chopstick line moving around the room. It is more fun if you play music during this game.
- g. Ask students what messages they can see in this game that are also relevant when we are thinking about what makes for effective peer support in the context of the senior years of high school.
- h. Key messages: Use this game to highlight the importance of co-operative teamwork as part of peer support. Our network is an important part of our life and influences our wellbeing and productivity.

TEACHER REFLECTION

- What are the most important strengths for a teacher?

- What strengths can you identify in your students?
- How do you help students to recognise their own strengths in class?

WEB LINKS FOR FURTHER READING & ACTIVITIES

The following link provides further information on building strengths:

- The *Authentic Happiness* website is the homepage of Dr. Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania and provides detailed information about character strengths and the field of positive psychology:
<http://www.authentichappiness.sas.upenn.edu>

TALKING FURTHER

- Encourage students to talk with their parents or carers about what kind of support they want to help them stick to their study plan.

Topic 2: Goal setting and time management

Aims

Activities within this topic area will assist students to:

- Understand the importance of setting goals and objectives and of devising strategies to help accomplish goals
- Generate multiple options/develop alternative solutions
- Distinguish between short- and long-term consequences
- Take responsibility for their actions and decisions

Informed by the evidence base: In the final years of school students can find the study load difficult and have trouble juggling multiple study demands as well as other parts of their life. A 2013 Mission Australia study found that the top two concerns for young people aged 15-19 years were 'school or study problems' and 'coping with stress' [15]. It is useful to provide students with a number of tools and tactics to set realistic goals and plan their time so that they can achieve their goals and maintain a good balance in life.

Activity 1: Setting goals and objectives





10-15 minutes

Learning intention

- Students learn about how to set personal goals and objectives
- Students practise using a planning tool to help develop strategies to assist in pursuing goals

Equipment

- What are My Goals? 
- SMART Strategies Check-up 

Method

- a. Explain that the focus of the next activity is going to be on how to set goals, objectives and strategies. This is very important when setting out to accomplish something that takes sustained effort, such as doing one's best in the VCE/VCAL, or pursuing a sports or arts agenda.

- b. Write the word 'goals' and 'objectives' and 'strategies' on the board. Explain that although the words are often interchanged, for those who work in management and program design, they stand for different things, and the distinction is quite useful.

A **goal** is a big general aim. It is usually long-term, and describes an accomplishment or achievement that someone puts effort into over time. It may sum up someone's purpose. It tends to be broad. Some examples of goals include:

- Doing well in VCE/VCAL
- Being a good friend
- Living a healthy life

An **objective** is also a target that someone aims for. But this word is used to refer to specific and concrete targets that are more short-term in nature. Objectives are like the building blocks or steps that people take along the way towards their goal. They should be real, specific, occur in time, and be measurable and attainable. Some examples of objectives include:

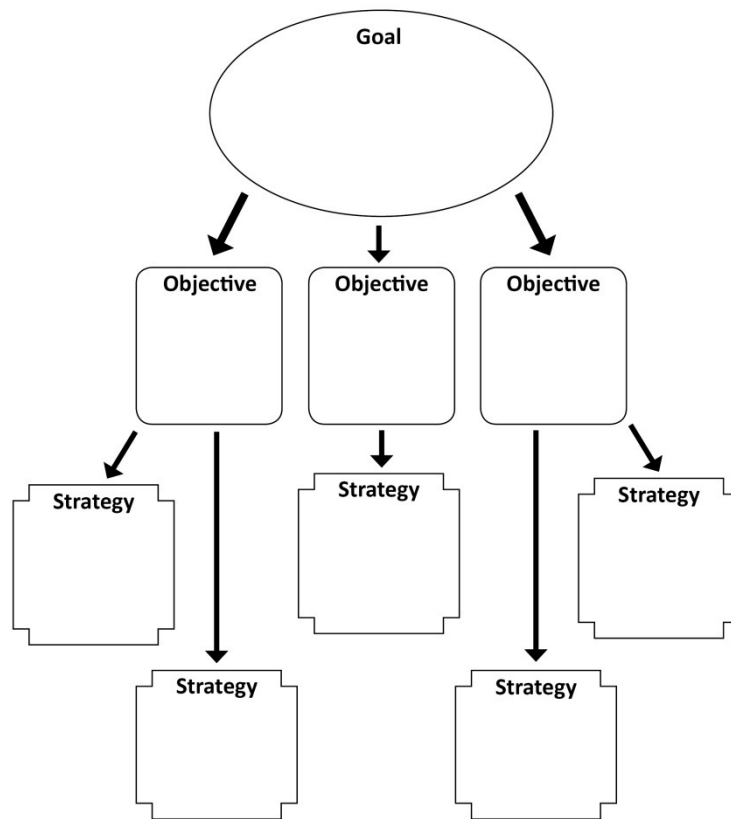
- Get my essays in on time
- Keep up to date with homework
- Show an interest in my friend's life
- Get regular exercise

A **strategy** is a plan that tells you *how* you will achieve your objective. For example:

- Do three hours of homework on Monday-Friday
- Keep a calendar of due dates for work tasks
- Write a set of study notes at the end of each unit of work
- Store notes in a separate folder for each subject
- Ask my friend about their day as we walk home together
- Go for a 20 minute run on Mondays, Wednesdays and Fridays

- c. Complete an example with the class, demonstrating how to use the planning model:

What Are My Goals?




- d. Ask students to work in pairs or trios to complete a planning map including a goal, objectives, and strategies. The goal should relate to their aspirations relating to their time in the senior end of the school.
- e. Arrange for some volunteers to report back to the class, encourage use of specific strategies for pursuing study and self-care goals. Add more study-specific suggestions if more are needed.
- f. Ask students to return to their strategies and give them the *SMART Strategy Check-up* (SMART is an acronym of five criteria: Specific, Measurable, Achievable, Realistic, and Timely).
- g. Give out a copy of the *SMART Strategy Check-up*.
- h. Optional homework: Ask students to complete a study plan for homework which encompasses their goals, objectives and strategies plan. Encourage them to regularly review and revise their strategies as their circumstances change and they find out more about what works for them. Remind them that when there is a breakdown, this does not mean that they should throw out their objectives or forget their goal, but rather re-visit, review and refresh their strategies.

Coaching point: The relevance of this activity and some of the others later in the lesson will depend on the time of the year. Goal setting is clearly more relevant at the start of a year, a unit of work or a term!

SMART Strategies Check-up*				
S pecific	M easureable	A chievable	R ealistic	T imely
Did you say what you will actually do?	How will you know you've done it? How can it be seen, or noticed or heard?	Can it be done in the time frame? Do you need to change the amount or frequency?	Does this fit in with everything else?	Is this happening at the right time? When will you actually do this?

* The SMART acronym is attributed to Peter Drucker

Activity 2: What do you do when you study?

 10-15 minutes

Learning intention

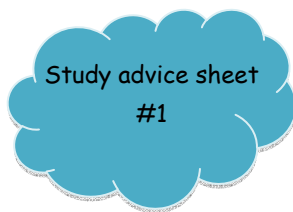
- Students access advice on a range of study-related topics

Equipment

- Study Advice Sheets 1, 2 and 3 

Method

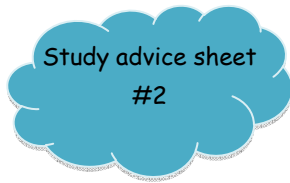
- Explain that studying is not the same as doing homework. It is the extra activity you do to train yourself to perform in your exams and other assessment tasks. It is a form of memory training and skill development you do to prepare for the big match.
- Ask the class to work in pairs to brainstorm a list of all the things students might do when 'studying' for exams.
- Pool the list from the class. Hand out the three advice sheets, then review the *Memory Training* advice sheet with the class to look for additional suggestions.
- Emphasise that just as you can't develop all your fitness and ball skills in the week before the big match, you cannot commit to memory all the knowledge you need to draw on in the last few days before the exams. Study must be done across the term, with more intensive periods during the holidays and pre-exam period. This is where it is important to set up a study schedule (time management and scheduling is the focus of the next activity).
- Refer students to the additional two advice sheets: on *Reducing Exam Pressure* and *Exam Technique*.
- Ask them to read these and then to highlight the pointers they consider most important to them personally.
- Ask for some feedback from the class on which pointers were highlighted and why.
- Encourage students to keep the advice sheets in a safe place for future reference – stick them into diary, or photograph or scan them into a phone or computer.



Memory training

- **Make notes along the way:** make your notes as close as you can to learning new material
- **In your own words:** write your study notes in your own words to ensure you understand them
- **Read notes:** read over your notes or recite them out aloud
- **Predict and practise:** think of the questions you may be asked and practise answering them
- **Summary flash cards:** make cards or notes containing main points, read them regularly, recite them aloud
- **iPods or iPhone:** record yourself reading your notes; use travel or chore time to listen to them and reinforce your understanding
- **Exchange ideas:** discuss issues and topics with a small study group of friends; explain your notes to someone else
- **Ask questions:** when you don't understand, write down the questions and check your text-book, or follow up with your teacher
- **Mnemonics:** use letters or rhyme or rhythm, song or rap to help you remember key points
- **Acronyms:** use the first letter of each word to prompt the memory
- **Idea maps:** create pictures or diagrams that visually link concepts and areas of knowledge
- **Group associations:** link ideas through themes and similarities
- **Familiarity:** do practice exams and essays to help you get used to responding effectively
- **Tactics:** set out definite strategies or ways you will go about solving problems, such as using reading time and spreading your time across exam papers
- **Control your devices:** Make your computer and phone your friend not your enemy.

Turn off email, games, Facebook and messaging during study times. Have set times to do your social networking, surfing or gaming



Reducing exam pressure


- Put social life on hold during the exam period
- Plan rewards after the exams
- Arrange for friends to visit/contact only at agreed times
- Walk or exercise daily, at least 20 minutes
- Sleep 8 hours a night to rest your eyes and brain
- Maintain a balanced diet
- Avoid excessive caffeine and junk food
- Use travel time to revise
- Study actively: take notes, do past exam papers
- Start final revision 8 weeks before the exams
- Plan your time, prioritise
- Avoid last minute cramming
- Create a study timetable and follow it
- In Swat Vac plan three study sessions per day plus breaks
- Start at 9am each day, stick to a routine
- Avoid partying at critical periods, focus on exams
- Don't exclude your family, ask for their support
- Use your teachers' expertise
- Have the exam timetable in a prominent place
- Ensure the equipment you need for each exam is ready (and working!)
- Know the format of the exam for each subject
- In your room put up lists and idea maps of quotes, formulae etc. Look at them/recite them at least once a day

- Be well prepared
- Have faith in yourself, be positive
- Be thorough and focussed

Exam technique

- **In reading time:** read and understand instructions; look at the mark allocation for questions and allocate your time accordingly; make sure you leave the right amount of time for the big questions; identify questions you can answer immediately; work out the order you'll answer the questions in
- **In writing time:** start on your selected question; do multiple choice and short answer questions before essays; don't dwell on tricky questions, highlight them and return
- **Work steadily** – not rushed, not slowly, but with an eye on the time
- **If you can't answer:** guess, unless there's a penalty; beware of careless mistakes; draw clear diagrams; plan essays; work at the rate you practised
- **Use all the exam time:** never leave early; read over what you have done
- **On exam day:** eat a wholesome breakfast; wear comfortable clothing; exercise briefly; avoid caffeine; don't play loud music or review work on exam day; arrive early; speak positively and give encouragement to yourself and others; ensure all equipment is working; use some self-calming breathing techniques for a couple of minutes if you are very nervous
- **In the exam:** take water in if possible don't sit with a friend; sit where you can see the clock; use reading time well; provide an outline or essay plan of sections you can't finish; check your work; never leave early; don't use white out; write legibly. You are in control of you.




Activity 3: Managing your time

 15 minutes

Learning intention

- Students practise using a planning tool to assist with time-management

Equipment

- How do I spend my time? 
- Sample Timetable 
- Personal Timetable 

Method

- Explain that the next activity is designed to help students to plan how they will use their time effectively.
- Play a quick 'Statues' game in which you call out the time of day, and students adopt an instant pose which indicates what they are doing at that time of day (e.g. sleeping, showering, eating, studying, travelling, chatting).
- Ask students to work on a 24 clock across the seven days of their last week, and estimate how they spent their time. Distribute the *How do I spend my time?* table to assist with this. They should include: sleeping, eating and dressing, homework, travelling, being at school (including class time), sport/exercising, leisure/TV/social networking, part-time job.
- Ask them to compare with partners or a small group. *Were they surprised by any of the results? Did they find anything that was eating too much time? What strategies might they use to deal with this?*
- Ask students to make themselves a basic study schedule, which shows when they are at school and when they are doing other things. Present or distribute the sample timetable and ask students to complete one for themselves, and then compare with a friend. Emphasise the need for sufficient sleep; aim for eight hours (a sample study timetable is drawn below; modify it to suit your circumstances).

How do I spend my time?

Activity (no. of hours)	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Activity total
Sleeping								
Eating								
Dressing								
Homework								
Travelling								
Class time								
Break time								
Sport/ exercise								
Leisure/TV								
Social networking								
Chores								
Socialising								
Part-time job								
Games								
Other								


Daily Total								
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Sample Timetable

A typical week day could have:	A typical weekend day could have:	Tips during exam periods:
<ul style="list-style-type: none"> • 8 hours for sleep • 1 hour for exercise • 1 hour for dressing, showering, getting organised • 1 hour for travelling to school • .5 hour for chores • 6 hours for class time • 3 hours for homework/music practice etc. • 1.5 hours for meals and breaks • 1 hour for socialising/networking • 1 hour for leisure 	<ul style="list-style-type: none"> • 8 hours for sleep • 2-3 hours for exercise or sports • 1 hour for dressing, showering, getting organised • 1 hour for chores • 3-4 hours for homework/music practice etc. • 2 hours for meals and breaks • 2 hours for socialising/networking • 3-4 hours for leisure and relaxation 	<ul style="list-style-type: none"> • Reduce weekend socialising time • Increase weekend time for study • Reduce time spend in paid work • Maintain time for adequate sleep and exercise • Complete weekend study hours during the day time • Fill some social needs by studying with others

Personal Timetable					
Display on your wall. Review and update weekly					
	7am-9am	9am-12pm	12pm-3pm	3pm-6pm	After 6pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					


Activity 4: Addressing procrastination

 10-15 minutes

Learning intention

- Students access advice on a range of study-related topics

Equipment

- Avoiding Procrastination (Study advice sheet 4) 

Method

- a. Explain that it is common for people to make good plans, but then to find themselves doing something else instead – either procrastinating or favouring their preferred or easier tasks.
- b. Ask students to remember a time when they just got on with getting something done, and did not procrastinate (this could be an activity related to study, sport, work, home chores, planning a social event or doing a hobby).
- c. Based on that memory, ask them to share their own tips for getting on with it, or avoiding procrastination. Collect these tips on the board.
- d. For additional advice on dealing with the problem of procrastination, go through the advice sheet with students, clarifying meaning and asking for feedback or for examples of when people have successfully used these techniques.
- e. Ask student to select the five tips they find to be most useful, and write them in their diaries.

Coaching point: Remind students that avoiding procrastination is important not only at school but throughout tertiary study and in the work force. Being able to identify issues and address procrastination will be useful skills throughout their lives.

Avoiding procrastination

Review your habits

- Identify the kinds of tasks that you tend to put off
- Identify the things you tend to do as a way to avoid these tasks (e.g. computer games, personal grooming, watching TV)

Work out what is urgent and important

- Make a list of the URGENT or 'must do' tasks; the IMPORTANT or 'should do' tasks; and the FUN or 'like to do' tasks
- Over breakfast each day review your timetable to show when you will do the 'must do' and 'should do' tasks and 'like to do' tasks for that day and week

Make a timetable

- Break down big work tasks into achievable chunks
- Prioritise your tasks
- Do some of the 'musts' and some 'shoulds' each day
- Set realistic deadlines
- Commit to sticking at one task for at least 20 minutes

Get support to stick to your timetable

- Set your timer or phone reminders
- Ask family to do some encouragement or policing of your schedule
- Get a study buddy
- Study at the library to get away from distractions

Use visual reminders

- Put your goals and objectives for the year on your bedroom wall
- Put a copy of your study timetable on your wall
- Publish your work hours on the fridge, so as your family know when you should be working and when you should be taking time off

Use positive self-talk

- Tell yourself: I can do it, I will do it. Even when I don't feel like working I will because I am in control
- Tell yourself: When I breakdown on sticking to my timetable, I will not give up, I will review and re-start

Use rewards

When you finish a task reward yourself

- Tick off the item on your to-do list
- Take a short fun task

Activity 5: How to use the holidays



10-15 minutes

Learning intention

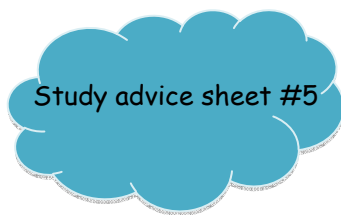
- Students access advice on a range of study-related topics.

Equipment

- Tips for Using the Holidays Well (Study advice sheet 5) 

Method

- a. Explain that in senior school, holidays aren't really holidays. They do include time off, but they are also for study.
- b. Ask students to brainstorm a collective class list about what sorts of things they think they should be doing during the holidays.
- c. Add the following four tips for using the holidays well.



Tips for using the holidays well

1. **Relax and re-charge your batteries:** Get some good sleep and exercise. Wind down from the usual daily stress. Do some social, family and leisure activities.
2. **Get yourself organised:** Tidy your room, desk, school-bag, computer.
3. **Get on top of your subjects:** Revise and summarise for each subject, make study notes, do practice exercises, essays and exams.
4. **Review your study schedule:** Review the approach you took to the last term. Revise your schedule and approach where necessary to suit the challenges of the next term.

Some strategies:

- Keep your body clock on track for work by getting out of bed at the usual school time, and avoiding late nights (have one sleep in a week as reward).
- On day one plan your holiday study timetable (include all activities).
- Complete one session per subject per day (like being in class at school).
- Study in the morning or early afternoon (aim for relaxing evenings).
- Include two leisure or relaxation activities per day.
- Eat healthy food, get some exercise and enough sleep (aim for eight hours).
- Reward yourself after you've done the work each day (not before!)

★ OPTIONAL GAME: THE KNOTS GAME

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

Learning intention

- Use this activity to highlight that we need cooperation and persistence to solve problems

Method

- Ask all the students to form groups of about eight. Each group is to stand in a circle and join hands with other students across the circle so that they form a giant human knot.
- Once the 'knot' is complete, the group must find a way of undoing themselves without letting go of each other.
- Play the game again but this time without speaking.
- Ask:
 - *What sort of behaviours helped the group to solve the problem?*
 - *What messages can you see in this game that are relevant to our focus today on setting goals, objectives and strategies?*
- Key Messages: Effective students are good problem-solvers. They are not afraid to acknowledge that they may need to work hard over time to define a problem and to use a range of strategies to solve it.

TEACHER REFLECTION

- How do you help your students to think through how they might study for exams or prepare for demanding tasks?

WEB LINKS FOR FURTHER READING & ACTIVITIES

- *Reachout* is a student-centred site providing information and activities on a variety of wellbeing issues for years 5-12. It includes advice for senior school students on managing study:
<http://au.reachout.com/>

TALKING FURTHER

- Ask at home about the sorts of exam pressure faced by your parent/carer when they were at school. Use this as a basis for a discussion about how they can help you manage your commitments.
- Show parents or carers your timetable and ask them to help you stick at it, review it when you break it, and look at your new plans.

Topic 3: Positive self-talk: Dealing with performance challenges

Aims

Activities within this topic area will assist students to:

- Engage in positive self-talk in relation to anticipated challenges
- Improve skills in the use of technical self-talk as a coping strategy in preparation for challenging circumstances that they anticipate will be part of the senior years at school
- Use respectful and assertive modes of communication to express their needs, feelings or opinions

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 and lower levels of persistence. 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 through direct instruction, practise and through role-modelling. Students can learn techniques to help them challenge excessively anxious or negative self-talk. This type of self-talk typically includes overgeneralisation, personalisation and exaggeration about the likely impact of negative events.

Activity 1: Making success scripts


 30 minutes

Learning intention

- Students revise definitions of self-talk, optimism, pessimism
- Students identify the differences between positive self-talk, negative self-talk and technical self-talk
- Students develop positive self-talk scripts designed for use in a range of relevant challenges

Equipment

- Performance Challenges  (one between two)
- I AM/I CAN  

- Scripting for Success: A Self-talk Exercise 

Method

- Explain that the focus of this activity will be on the way that our self-talk or internal conversation affects our performance when we are under pressure. (Revise the definition of self-talk. You may wish to refer to or use activities from the lessons in the 9/10 (Topic 3: Activity 1 or 7/8 (Topic 3: Activity 1) Learning Materials.
- Explain that some psychologists divide self-talk into three types:
 - Negative self-talk = is when we say **negative** things to ourselves
 - Positive self-talk = is when we say **positive** things to ourselves
 - Technical self-talk = is when we tell ourselves **how** to do things while we are doing them
- Explain that in this activity the focus will be on using technical self-talk and positive self-talk as a tool in exam preparation, and in preparation for dealing with other types of performance pressure such as when going for a job interview or going on a first date.

Coaching point: Revision of self-talk could include the following examples:

Psychologists have found that when people use positive self-talk before or during a challenge then they are more likely to succeed.

- For example, it is better for a student to approach an exam thinking *I am going to stay calm and focussed and give this my best effort*, rather than *I am hopeless*, or *I am sure to mess this up*.

People doing long distance or endurance events are more likely to make it to the finish if they use positive self-talk. Studying across your final year is a certain kind of marathon because you have to keep at it for a long time.

- You will perform better if you keep telling yourself *I can stick at this*, rather than if you tell yourself *it's too hard - I will never make it*.

Technical self-talk can also be useful.

- For example, telling yourself what actions to take at various stages of the challenge. *I am going study in three sessions lasting one hour each, with a ten minute break in between, then take a two hour break* OR *I am going to read the exam paper, look at the marks allocated to each question and work out how much time to allocate to each. Then I will choose the one I like best to start on and be ready to go once the 'start writing' instruction is given.*

- d. Distribute the *Performance Challenges* handout (one per pair). Ask pairs to select one of the performance challenges (or to add a challenge of their own). They can choose from:

- Option 1: Exam preparation
- Option 2: First date
- Option 3: Job interview
- Option 4: Driving test

Their task is to develop a positive self-talk script for each of three time periods leading up to the performance challenge. Use the example provided first to model how to do the exercise (this could be shown on a slide or read out or distributed as a handout). Provide students with the *I CAN*, and the *I AM* handouts as a resource to use to help them with ideas.

- e. Once groups have finished, ask them to share these scripts. Hearing them read aloud (or performed) is one way to provide positive role-modelling (alternatives include inviting students to present their self-talk script as a rap, motivational slogan or song).
- f. Encourage students to keep the handouts as a resource to use when working on their own positive self-talk.

EXAMPLE: SCRIPTING FOR SUCCESS: A SELF-TALK EXERCISE			
THE CHALLENGE: <i>Job interview</i>			
THE PATTERN	Days before	Hours before	Minutes before
I am (describe some of your strengths)	I tell myself I am: <ul style="list-style-type: none"> • <i>hard-working</i> • <i>reliable</i> • <i>friendly</i> • <i>determined</i> • <i>optimistic</i> • <i>employable</i> 	I tell myself I am: <ul style="list-style-type: none"> • <i>well-prepared</i> • <i>a good choice for the job</i> 	I tell myself I am: <ul style="list-style-type: none"> • <i>capable of being calm under pressure</i> • <i>ready to make a good impression</i>
I can (describe one piece of evidence that shows how you have handled some type of performance pressure before)	I tell myself I CAN: <ul style="list-style-type: none"> • <i>be nice to customers</i> • <i>always come on time</i> • <i>follow the instructions of my boss</i> • <i>do everything required even if the job is boring or tiring</i> • <i>fit work into my study and social life</i> 	I tell myself I CAN: <ul style="list-style-type: none"> • <i>explain my CV</i> • <i>give good answers</i> • <i>make a positive impression</i> • <i>ask the right kind of questions</i> 	I tell myself I CAN: <ul style="list-style-type: none"> • <i>smile when greeted</i> • <i>look poised even when I don't feel calm</i> • <i>think of an answer to the questions I am asked</i>
I will (say what you will actually do – this is technical self-talk)	I WILL: <ul style="list-style-type: none"> • <i>borrow my parent's jacket</i> • <i>develop answers to five questions they might ask me before the interview so I know I have something to say</i> 	I WILL: <ul style="list-style-type: none"> • <i>have shower and get neat</i> • <i>take the early bus to be sure not to be late</i> • <i>make sure I have found the entrance</i> 	I WILL: <ul style="list-style-type: none"> • <i>smile and introduce myself by shaking hands</i> • <i>ask them to repeat a question if it's unclear</i> • <i>refer to my notes if I</i>

	<ul style="list-style-type: none"> • <i>organise to wear a clean, pressed and respectable looking shirt</i> • <i>work out how long it will take to get there</i> • <i>ask my parent or carer to help me think of the questions they might ask</i> • <i>ask friends for tips based on their interview experiences</i> • <i>look up the address or visit the workplace so I know exactly where to go</i> 	<ul style="list-style-type: none"> • <i>walk calmly around the block</i> • <i>arrive seven minutes early</i> 	<p><i>need to</i></p> <ul style="list-style-type: none"> • <i>tell them I am very keen to work in their firm</i> • <i>thank them for interviewing me</i>
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Performance Challenges

Option 1: Exam preparation

- It is the week before your end of year exam – *What is your positive self-talk?*
- It is the morning of your exam – *What is your positive self-talk?*
- It is ten minutes before your exam – *What is your positive self-talk?*

Option 2: First date

- It is two days before your first date with a special person – *What is your positive self-talk?*
- It is two hours before your first date with a special person – *What is your positive self-talk?*
- It is ten minutes before your first date with a special person – *What is your positive self-talk?*

Option 3: Job interview

- It is the week before your job interview – *What is your positive self-talk?*
- It is the day before your job interview – *What is your positive self-talk?*
- It is ten minutes before your job interview – *What is your positive self-talk?*

Option 4: Driving test

- It is one month before your driving test– *What is your positive self-talk?*
- It is two hours before your driving test– *What is your positive self-talk?*
- It is two minutes before your driving test– *What is your positive self-talk?*

SCRIPTING FOR SUCCESS: A SELF-TALK EXERCISE

THE CHALLENGE :

THE PATTERN	Days before	Hours before	Minutes before
I am (describe some of your strengths)	I will tell myself I AM: • • •	I will tell myself I AM: • • •	I will tell myself I AM: • • •
I can (describe one piece of evidence that shows how you have handled some type of performance pressure before)	I will tell myself I CAN: • • •	I will tell myself I CAN: • • •	I will tell myself I CAN: • • •

I will (say what you will actually do – this is technical self-talk)	I will: • • •	I will: • • •	I will: • • •
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I AM (or in the past there are times when I have been) <i>Use these scripts as part of your positive self-talk</i>			
1. Organised	2. Generous	3. Interested	4. Strong
5. Thoughtful	6. Determined	7. Outspoken	8. Unaffected
9. Helpful	10. Hard-working	11. Respectful	12. Aware
13. Flexible	14. Honest	15. Stable	16. Bright
17. Anxious	18. Loyal	19. Tactful	20. Dedicated
21. Funny	22. Patient	23. Well-behaved	24. Far-sighted
25. Caring	26. Courageous	27. Articulate	28. Objective
29. Accepting	30. Respectful	31. Broad-minded	32. Realistic
33. Fair	34. Affectionate	35. Definite	36. Cheerful
37. Flexible	38. Appreciative	39. Idealistic	40. Cool-headed
41. Encouraging	42. Approachable	43. Out-going	44. Logical
45. Interested	46. Brave	47. Tolerant	48. Motivated

49. Calm	50. Adventurous	51. Practical	52. Playful
53. Cheerful	54. Compassionate	55. Neat	56. Resourceful
57. Creative	58. Dependable	59. Kind	60. Amusing
61. Self-disciplined	62. Flexible	63. Polite	64. Reliable
65. Helpful	66. Friendly	67. Careful	68. Sensible
69. Intelligent	70. Inventive	71. Deep	72. Warm-hearted
73. Joyful	74. Loving	75. Supportive	76. Easy-going
77. Neat	78. Open-minded	79. Trustworthy	80. Independent
81. Optimistic	82. Perceptive	83. Energetic	84. Entertaining
85. Playful	86. Punctual	87. Understanding	88. Resourceful
89. Reasonable	90. Empathetic	91. Gentle	92. Fun-loving
93. Resourceful	94. Sensitive	95. Caring	96. Polite
97. Careful	98. Sympathetic	99. Witty	100. Compassionate

'I CAN'


Use these scripts as part of your positive self-talk

It might take time and effort but I can do it even if it takes me a long time	I can speak up even if I am scared
I can learn from my mistakes	I can use what I have been taught
I can apologise when I did the wrong thing	I can draw on preparation that I did
I can stick at it	I can keep going even if I get stuck
I can turn up even if I don't feel like it	I can try a different strategy if the first one doesn't work
I can control my nerves	I can work out how to manage my time
I can read the question and work out how best to show my knowledge in answering it	I can do the right thing even when my friends don't
I can cope with not looking like a movie star	I can show friendship even if no one else does

I can handle being ordinary, I don't have to be the best	I can stay positive even if people around me are getting upset
I can handle being different, it is OK to be who I am	I can control myself even when I feel really angry
I can get over it even if someone wronged me	I can own up even when I don't want to take the blame
I can stick with my plan even if other people are being distracting	I can smile and be friendly even when I am nervous
I can focus my attention just because I choose to	I can go out of my way to help even if I don't know if it will be accepted
I can stick at it even when I am not sure if I will make it	I can take on a new challenge even if I am not sure how I will manage it
I can ask for help when I need it	I can explain what I need
I can speak up when I know something is wrong	I can take responsibility when leadership is needed
I can keep my promises	I can identify when change is needed

I can think through how my actions might affect other people	I can plan for my own safety and wellbeing
--	--

Activity 2: Positive self-talk and peer support

 20 minutes

Learning intention

- Students identify and practise ways of encouraging peers to identify the effect of negative self-talk, and to use positive or technical self-talk

Equipment

- Strength-based Questions for Peer Support 

Method

- a. Point out to students that they can be useful to peers by encouraging them to use positive self-talk when they get stressed or to use strength-based approaches to thinking through their approach to a challenge.
- b. Introduce the following four questions as useful ones to use in problem-solving conversations with friends:
 - *What usually works for you when you are under this kind of pressure?*
 - *You've handled tough times before – what gets you through at other times? Can you use any of those tactics here?*
 - *Is there anything that you need right now?*
 - *What do you think would be the best thing for you to do to help yourself calm down?*
- c. Ask people to work in trios and brainstorm a few common problems that can cause stress, choosing from the low to medium range, not from the most distressing end of the spectrum.
- d. Ask them to choose one of the situations as a basis for a role-play. One person will play the person with the problem, one will play the helping friend, and one will be the observer who watches and gives feedback.
- e. Ask the helping friend to begin the role-play by asking their friend what is bothering them, and then experimenting with the strength-based questions as the conversation proceeds.
- f. Call a stop to the role-play and ask the observer to comment on what they observed and for the various players to note what effect the strength-based questions had on the thinking of the distressed person.

Strength-based questions for peer support

- What usually works for you when you are under this kind of pressure?
- You've handled tough times before – what gets you through at other times? Can you use any of those tactics here?
- Is there anything that you need right now?
- What do you think would be the best thing for you to do to help yourself calm down?

Activity 3: Active listening and peer support

 20 minutes

Learning intention

- Students practise the skill of active listening as a way of providing peer support

Method

- Explain that one of the challenges that can occur when friends try to support each other in problem-solving is that the person with the problem does not get listened to well enough to feel understood, or to feel free to start contributing to their own problem-solving.
- Write the term 'active listening' on the board. Explain that it is a technique for listening supportively to someone.

'Active listening' is designed to make sure your attention stays on the speaker and doesn't swing around to all the points *you* want to make. It is a technique designed to make the listener feel respected and understood.

It involves the listener in feeding back what they hear to the speaker; putting what they have heard in a summary in their own words. This allows the speaker to correct them if they have misunderstood or shows the speaker that they were understood. It can also help the speaker to clarify what it is that they are thinking or trying to communicate.

Active listening can also involve picking up on the person's body language and level of emotionality and feeding back on that. Active listening is not a way of saying you agree with the speaker. Rather it is a way of showing that you understand what the speaker is saying or feeling.

- Ask students to work in pairs to try out the active listening technique. Person A will be the speaker, and Person B the active listener. Person A should think of something they want to complain about. Person B should ask them how they are, then Person A begins their complaint, and Person B tries out the active listening technique.
- After some time, ask pairs to role-swap, and try the exercise again.
- Ask for feedback on how it felt for the speaker and for the active listener.
- Explain that this technique can help to prevent the problem in friendships when as soon as you start telling someone what you are struggling with, they say 'me too' and the story shifts to being all about them.

★ OPTIONAL GAME: GOAL-SETTING

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

Learning intention

- Students explore the strategies and strengths required within a team to achieve shared goals

Equipment

- Two or three packets of balloons
- Bell or signal of some kind

Method

- a. Organise students into groups of about five or six.
- b. Give each group at least three more balloons than there are group members.
- c. Ask them to inflate and knot the balloons.
- d. Assign each group a defined space in the room.
- e. When the bell rings, the group is to toss all of the balloons up and then work together to keep them all in the air. Play one round of the game to allow group members to develop their skills.
- f. Before the next round, set some time for the groups to discuss and plan strategies that will help them to keep the balloons in the air for longer.
- g. On the second round, time the activity and determine if the strategies helped the team to perform better.
- h. Allow for a second team meeting and further revision of strategies. Re-play and again time the activity to see if team performance has improved.
- i. Play a last round as a competition between all the groups. Review – what happened to the strategies when under performance pressure?
- j. Ask students to comment on what they noticed about the way the winning team played the game; i.e. what strategies were responsible for their success? Ask the winning group to comment on this as well. What other messages does this game contain about working toward goals?
- k. Key Messages: strategic planning and rehearsal helps to improve performance. Setting up a strong study environment can be a group objective which helps everyone to work towards their goals. Strategies must be reviewed and revised based on reflection and analysis as to how well they are working.

TEACHER REFLECTION

- Review your own self-talk. Would you describe your thinking style as optimistic or pessimistic? How might this affect your students?

WEB LINKS FOR FURTHER READING & ACTIVITIES

- Visit the *headspace* website and look into the “Tips for a Healthy Headspace” within the information section. You will find there is a section on positive self-talk. This is also a place to get advice on where to seek help if negative self-talk is getting you down:
<http://www.headspace.org.au>.

TALKING FURTHER

- Encourage students to practice positive self-talk in relation to their school, family and social situations.
- Encourage students to talk with friends and family about the ways in which they motivate themselves when they get stuck, lose confidence, or face a big challenge.

Topic 4: Stress-management

Aims

Activities within this topic area will assist students to:

- Identify common stressors for young people in the final years of school
- Identify effective coping strategies
- Consider how to support friends if they are stressed

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

Activity 1: Stress and coping

 5 minutes

Learning intention

- Students identify common stressors and preferred coping strategies

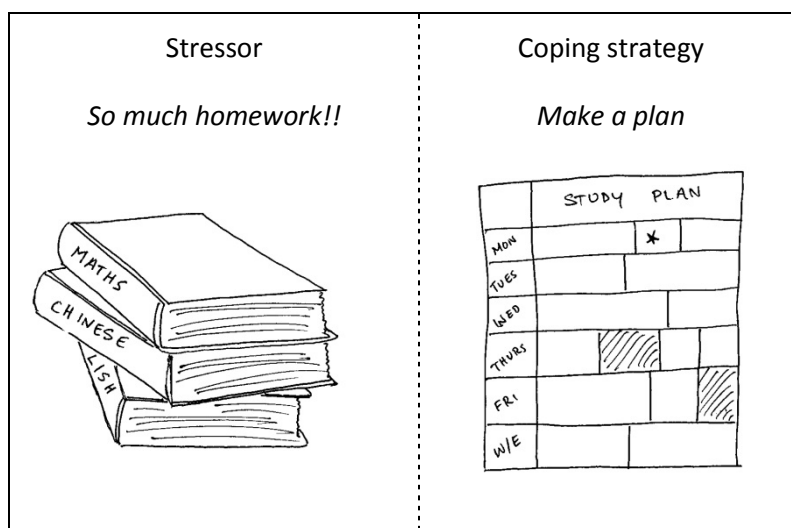
Equipment

- Notebooks and pens

Method

- a. Ask students to fold a page in half. On one half they draw an image to represent causes of stress (choosing those that are suitable to share in the public space of the classroom), and on the other a favourite coping strategy. Show them the example or one of your own as a model.

Example:



- Ask students to meet in small groups to share their images (or arrange the class in a circle and complete as a class activity).
- Acknowledge that although we all deal with stress, we all have many coping strategies to assist us to deal with what is happening in our environment. Refer back to the discussion about stressors in Topic 1 of this unit. Explain that the focus of the next activities will be on stress management and coping style.

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



Activity 2: Self-reflection on coping strategies

 15 minutes

Learning intention

- Students reflect on the strategies they tend to use to cope with stressful situations
- Students understand the distinction between pro-active and re-active coping strategies
- Students expand their repertoire of positive or pro-active coping strategies

Equipment

- How do I cope? Self-check Quiz 
- Pro-active or re-active coping strategies 

Method

- a. Ask the students what they understand by the term 'coping strategy'? What is one? Collect some examples. Give an example yourself e.g. reading a book, going for a walk, tidying the house. (To review this area, refer to the activities in Topic 3 of the Years 7/8 and 9/10 curricula.)
- b. Handout the *How do I cope? Self-check Quiz*. Ask students to complete the quiz.
- c. Put students into pairs or small groups to compare where they have some similar patterns, and where they might differ.
- d. Ask groups to report back. *Are there some 'favourite' strategies for the class? Are there some that people would like to use more often or more effectively?*
- e. Coping strategies can be described as pro-active or re-active. Ask students what these terms might mean. *What kind of strategies might be an example of each?* Give your own example or use those provided below.
 - *A pro-active strategy:* Make a detailed plan showing the steps and timeline for the task, and then begin Step 1.
 - *A re-active strategy:* Text your friend to complain about the essay task.
- f. Handout or display the list of pro-active and re-active strategies. Talk about why some strategies might be in the pro-active or re-active group and why some strategies might be in both. Ask students to refer to a particular pro-active strategy and share how that works for them in reducing stress.
- g. Ask students to refer to their 'self-test': *Which ones do they use pro-actively?*

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. We can learn coping styles from seeing them modelled in others. It is important to develop a broad range of coping strategies so that you are not depending on one or two that are not suited to a particular situation. Coping strategies can be either pro-active or re-active depending on your purpose (e.g. are you actively selecting a strategy or escaping from a problem?). There are some examples in the table that demonstrate this.

How Do I Cope? Self-Check Quiz


	Hardly ever use	Use sometimes	Usually works for me	Would like to use more
Talk to a friend				
Work out how to solve the problem				
Just try even harder				
Worry				
Use social media				
Ask someone to tell you what to do				
Just do what the others are doing				
Hope it'll all be ok				
Eat comfort food				
Give up				
Pretend it's not happening				
Listen to music				
Blame yourself				
Keep it to yourself				
Tidy up				

Play sport or exercise				
Socialise				
Make a plan				
Think positive				
Get professional help				
Make a list				
Get sick				
Pray				
Get organised				
Read a book				
Tell yourself you've done your best				
Take it out on others				
Do something to relax				
Watch TV or a DVD				
Make a joke out of it				
Procrastinate; do something else instead				

Pro-active or Re-active Coping Styles

Pro-active	Re-active
Do something to relax	Procrastinate; do something else instead
Use humour to lighten your mood	Use jokes to avoid dealing with the issue
Set aside a set time to watch TV or a DVD (or game, music, novel) to wind down	Escape into hours of music, TV, a novel or online games instead of dealing with the issue
Play sport or exercise	Take it out on others
Socialise	Allow friends to become a distraction
Make a plan	Get sick
Think positively about what you can achieve	Just try even harder
Follow your plan	Keep it to yourself
Talk to a friend	Blame yourself
Work out how to solve the problem	Pretend it's not happening
Get organised	Give up
Listen to music to lift your mood or calm yourself	Eat comfort food
Read a book	Hope it'll all be ok
Tidy up	Just do what the others are doing
Tell yourself you've done your best	Ask someone to tell you what to do
Seek appropriate help	Worry
Other:	Other:


Activity 3: Coping in context

 15 minutes

Learning intention

- Students identify positive or pro-active coping strategies suited to particular contexts or challenges

Equipment

- Sets of Coping Strategies Scenarios 

Method

- Put students into groups of three. Give each group a scenario and ask them to work through the issues. *What coping strategies could the person use? For each strategy: Is this strategy pro-active or re-active? What might happen if he/she did this? What would it take for this person to use this strategy?*
- Ask two groups of students who worked on the same scenario to compare notes. *What strategies were helpful or could cause a problem in this situation? How is self-talk related to these situations?*
- Ask a volunteer to read out one of the scenarios then gather the suggested coping strategies. *Pro-active or re-active? Likely to be helpful or cause problems?* Repeat for at least one other scenario.
- Individual task: Ask students to give written advice to the student in their scenario, short enough to fit into a text message or SMS: “If I could say one thing...” what would that advice be?

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.

Coping Strategies Scenarios

Michelle

Michelle is running in the interschool athletics sports in a couple of weeks. She's been training really hard but she's sure the opposition from the other schools will be much too strong.

What coping strategies could Michelle use?

What could be the outcome of using each strategy?

Joelle

Joelle is having a 'pre-party' before the formal. It's the first time she's had a party. What if no one turns up? What if her family does something embarrassing?

What coping strategies could Joelle use?

What could be the outcome of using each strategy?

Dinesh

Dinesh has a music solo performance concert in three weeks. He thinks he hasn't done enough practice to be able to perform well. He's really nervous about performing anyway. His friends and family will all be there.

What coping strategies could Dinesh use?

What could be the outcome of using each strategy?


Franco

Franco has a VCE exam in a few weeks. He also has a part-time job. Sometimes he feels the part-time work is more important; if he can't turn up for a shift he might lose the job.

What coping strategies could Dinesh use?

What could be the outcome of using each strategy?

Activity 4: Relaxation techniques

 15 minutes

Learning intention

- Students experience a self-calming or relaxation technique

Equipment

- CD of relaxing music OR students could take it in turns to bring the 'relaxation music' for the day/home group/etc. If there's not time to do a full relaxation or visualisation, five minutes daily of sitting silently with heads down, just listening to quiet music can be helpful. The *Smiling Mind* website has a range of mindfulness and meditation material. <http://smilingmind.com.au/>

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.

Method

- a. Explain that when we are in situations of heightened or prolonged stress, we benefit from use of explicit relaxation techniques such as meditation or progressive muscle relaxation. The next activity will provide a chance to try a form of progressive muscle relaxation, in which you will be guided to tighten and then relax muscles and thus contribute to reducing tension.
- b. Ask students to sit comfortably in their chairs (or lie on the floor) and close their eyes. Explain you will play the CD quietly and then talk them through which muscles to focus on. Invite them to try it out to see how it works for them.
- c. Use the following script to guide the progressive muscle relaxation (or use another of your own choosing):

Relaxation script

You are going to tense different muscles as much as you can without discomfort, then relax them. Focus your attention on each muscle group that I mention. Try to tighten only the intended muscles while the rest of your body stays quiet and relaxed. Breathe slowly and deeply.

Tighten the muscles in your toes and feet. Hold for a count of ten. Relax.

Now tighten your lower legs. Hold for a count of ten. Relax. Breathe.

Now tighten your stomach and back. Hold for a count of ten. Relax. Breathe.

Now tighten your neck, head and face. Hold for a count of ten. Relax. Breathe.

Now tense every muscle in your body and feel tension in every part of your body. Hold for ten, then relax.

Scan the body for any remaining tension and relax that part of the body. Feel a wave of calmness as you stop tensing. Let your body melt.

Let yourself breathe naturally for a few minutes. Enjoy feeling relaxed.

Now wiggle your toes, now your fingers. You are preparing to come back into the room.

In a moment you will open your eyes. Take a moment or two to return to your normal position.

- d. Ask students to write about their experience in their Journals, or alternatively ask them to share with a partner how that experience felt.
- e. Ask for some volunteers to report on how the experience worked for them.
- f. Explain that they can use a similar technique seated on a chair or lying on their bed at times when they want to help themselves wind down.
- g. Ask them to identify times when such a technique could be useful.
- h. Make a plan to do it again! Invite students to bring some suitable music or to run the activity for the class.

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

★ OPTIONAL GAME: WINKING

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

Learning intention

- Use this activity to lighten the mood, to encourage students to notice each other, to mix the way people are seated in the circle, or to start back after a break with a friendly energiser

Resources

- Sit the students in a circle of chairs

Method

- a. Explain that the purpose of the game is to try out many seats in the circle.
- b. The way you get to try out a new seat is to wink at a person across the circle. If they make eye contact with you and wink or nod back then you swap seats.
- c. Aim to get as many seat swaps as you can.
- d. Remember to look for who might be winking at you.
- e. Stop the game.
- f. Key message: This game has us sending messages to others, and mixing so we sit with new people. We do better in life when we can reach out to others and give and receive social support. Noticing others and communicating with them is one of the key skills of friendship, and an effective coping strategy. It is one way to provide peer support. Sending clear messages is also a basic building block in our help-seeking endeavours.

🔍 TEACHER REFLECTION

- How do you manage your own stress levels?
- What is your preferred method of self-calming?

🔗 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* provides information and advice to young people. It includes useful information on managing stress:
<http://au.reachout.com/managing-stress>



TALKING FURTHER

- Talk to those at home about the ways in which they manage stress. Show them the table of the types of coping strategies and ask them to identify which methods they predominantly use. Use this as a discussion starter about how they might help you to cope with VCE/VCAL stress.

Topic 5: Safer socialising

Aims

Activities within this topic area will assist students to:

- Practice assertive talk to speak up for themselves
- Consider assertive responses to pressure situations
- Rehearse assertiveness skills in pressure situations

Informed by the evidence base: Socialising is important but young people can face a number of risks in social situations, especially where alcohol and other drugs are involved. Young people need skills in assertiveness so they can respond well in pressure situations. Knowing what to do is one thing but then actually carrying out a planned or desired action can be much more challenging. Practical rehearsal of assertion and help-seeking skills is important so that young people are prepared for real-life situations. The first two activities may be revision if your students participated in the optional introductory lesson at the start of this unit.

Activity 1: Assertive talk

 25 minutes

Learning intention

- Students understand the concept of assertiveness
- Students identify a range of situations in which it is useful to be assertive
- Students practise the skills of assertive communication

Equipment

- Notebooks and pens

Method

- a. Explain that self-talk is one way we work on ourselves. But we also need good ways to talk to others when things are not working for us. Sometimes when we are stressed we 'dump' on other people and take it out on them by being angry. We might push them around or take advantage of them. This can lead to them getting upset as well and everyone getting more stressed and upset. We call this being 'aggressive'. At other times we go too far in the extent to which we put up with people treating us badly or we don't let people know about our own needs or feelings. Sometimes we call this being a 'doormat' or being over-independent. A more technical term is being 'submissive'. The term assertive is used to

describe the middle position between aggressive and submissive. When we are assertive, we use a strong but respectful style to express our own needs and opinions.

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

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

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


- b. Provide a demonstration in which you, the teacher, show first an aggressive response, then a submissive response and then an assertive response.

Coaching point: If students have not come across the terms aggressive, submissive and/or assertive they can be quite abstract. It is helpful to act them out briefly to the group.

- c. Ask pairs of students to prepare and show a brief scenario showing an aggressive, a submissive and an assertive version of the one scene. Students may choose their own situation or one from the list:
- *The boss asks you to work extra hours with no notice and you have an exam in two days that you need time to study for.*
 - *Your friends tell you that they are coming to your house to study so you can help them with their Maths, but you want to have the time to finish your own Maths assignment.*
 - *Your parent tells you what hairstyle you must have.*
 - *Your sibling borrows something but does not give it back clean.*
 - *Your friend borrows money from you but never talks about paying it back.*
 - *You want to leave the party at the agreed time, but your friends want to stay on. You have study to do the next day and don't want to be too tired to concentrate.*
- d. Ask students to pair share and discuss: In what situations are they more likely to be aggressive, submissive, or assertive? Ask some pairs to share their ideas with the class.
- e. Explain that assertiveness is a healthy way of communicating. **It is a way of speaking up for ourselves in a way that is honest and respectful.** Explain that assertive statements are

useful when there is conflict or a relationship problem to be resolved. It is a respectful way of handling conflict or of asking for help or consideration for your needs.


Activity 2: Explaining how you feel

 25 minutes

Learning intention

- Students learn about the use of 'I' statements to tell others how they feel
- Students practise making assertive 'I' statements

Equipment

- Being Assertive Prompt Card 
- Notebooks and pens

Method

- Explain that assertive statements are useful when there is conflict or a relationship problem to be resolved. They are also useful when you want to let others know about your feelings, preferences, needs, wants or concerns. When we are dealing with stress or with relationship challenges, it is helpful to be able to tell people how we feel whilst still controlling the way we express our emotions. This can be done in a respectful way through an 'I' statement. In an 'I' statement, we own the feeling, explain the feeling, and make any requests.
- The following formats can be useful for making an 'I' statement:

Feeling first:

I feel(say how you feel)

when (state the action or happening)

so(make your request here)

Situation first:

When (state the action or happening)

I feel(say how you feel)

so(make your request here)

'I' Statement without a request (used just to share how you feel)

I feel(say how you feel)

when (state the action or happening)

- c. Give the students some examples, e.g.:
- ***I feel*** that you don't care about how things affect me ***when*** you don't listen to my side of the story, ***so*** can you please let me explain what was happening from my side.
 - ***I get stressed*** about your safety ***when*** you get really drunk at parties, ***so*** can you please drink a bit less tonight.
 - ***When*** you don't show me your draft, ***I get worried*** that you are falling behind or that you don't know how to do the task, ***so*** can you let me know what is going on with your essay.
 - ***When*** you drive so fast, ***I get scared we are going to crash***, ***so*** can you please slow down.
- d. Put the class into pairs and ask them to help each other to design and practise an 'Assertive 'I' Statement' that is relevant in their life. Display or hand out the *Being Assertive Prompt Cards* to help them plan their statements.
- e. Ask some volunteers to share their statements with the class.
- f. Alternatively, ask each pair to perform one of their 'I' Statements and then ask the class to give feedback: *Was the character being assertive? What did they do well? What could they have done differently?*

Coaching point: Remind students that if negative self-talk is getting them down they can go to the wellbeing coordinator, a favourite teacher, a GP or a parent or trusted adult. They can also go to the *headspace* website and look into the "Tips for a Healthy Headspace" within the information section. They will find there is a section on positive self-talk <http://www.headspace.org.au>. This is also a place to get advice on where to seek help if negative self-talk is getting them down.

Kids Helpline is also a good place for seeking help about issues that get them down. They can phone, SMS or use email 1800 55 1800 www.kidshelp.com.au/kids/get-help/email-counselling/

Being Assertive Prompt Card

I feel...

.....

(say how you feel)

When...

.....

(state the action or happening)

and so...

.....

(Make your request here)

When...

.....

(state the action or happening)

I feel...

.....


(say how you feel)

and so...

.....

(Make your request here)


Activity 3: Drawing on strengths in social situations

 20 minutes

Learning intention

- Students identify strategies to prevent or reduce harms associated with use of alcohol
- Students identify assertion strategies to use in the context of negative peer pressure

Equipment

- Social Pressure Scenarios 
- Strengths brainstorm (from Topic 1: Activity 3)

Method

- a. Explain that the focus of this activity will be on using assertiveness skills and personal strengths to negotiate for self-care in situations where peers have different preferences and priorities.
- b. Each group will choose a scenario (or create a new one of their own). They should work to identify the various strategies that the key character could use to negotiate for their own needs and safety to be ensured. They should then identify what an assertive response could sound like in this situation, and what strengths the key character could draw on to enact this option. (Refer to the activity on strengths from Topic 1: Activity 3. If needed, hand out the 100 Strengths list again).
- c. Bring the group back together and gather feedback about what strategies the groups came up with, the strengths they identified, and the advice about what an assertive response would look like/sound like.
- d. For more extensive work on the strategies, ask groups to prepare a role-play demonstrating their suggested assertiveness strategy in action.

Social Pressure Scenarios

Party pressure: Tricia is at a party on a Saturday night, and friends, who have brought alcohol to share, suggest everyone gets drunk to forget their study stress. Tricia has a lot of homework to do on Sunday, including a practice exam. She knows she needs to wake up with a clear head to do this.

What strategies could Tricia use to assert her needs in this situation? What strengths could she draw on to manage in this situation? What would an assertive response sound like/look like?

Driving Decision: Adam has just got his driver's licence and is driving two friends to a party. He starts showing off by cornering really fast. It's been raining and there is quite a lot of traffic.

What strategies could the friends use to assert their needs in this situation? What strengths could they draw on to manage in this situation? What would an assertive response sound like/look like?

Multiple Demands: Exams are coming up. Rohit has lots of study to do as well as part-time work three nights a week, and he is also trying to maintain a social life. He is feeling exhausted and needs an early night when a friend rings and asks if he wants to go to a party.

What strategies could Rohit use to assert his needs in this situation? What strengths could he draw on to manage in this situation? What would an assertive response sound like/look like?

★ OPTIONAL GAME: ROBOT AND CONTROLLER

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

Learning intention

- Use this game to introduce the concept of leaders and followers

Method

- a. Organise students into pairs. One will be the robot and one the controller.
- b. The controller stands opposite the robot and raises his/her hand with palm facing the robot's face. The robot must keep his/her face the same distance from the controller's hand at all times. The controller will signal through hand movement where s/he wants the robot to move as s/he takes the robot for a walk around the room. This should be done without speaking. S/he may move the robot forward or backwards, up or down, as they progress around the room. Play for one minute.
- c. Signal it is time to swap roles.
- d. Repeat the game for one minute.
- e. Stop the game. Ask:
 - *Where in real-life situations do people have the experiences that were sampled in the game?*
 - *What effects can this have on the person in power?*
 - *What effects can this have on the person who must please the one in power?*
 - *What lessons can we learn from this game about how to assert our own needs and consider those of others?*

Key Messages: Friends need to be respectful of each other's needs and not abuse their influence. We need also to be able to assert our own needs in the face of different forms of peer pressure.

🔍 TEACHER REFLECTION

- What kind of practices do you use to help students think through how they will approach challenging tasks?
- What do you do to identify the kinds of student self-talk that can lead to procrastination or undermine the confidence to start a task or present work for assessment?
- How do you work on your own negative self-talk when it intrudes?

WEB LINKS FOR FURTHER READING & ACTIVITIES

These websites offer support for young people dealing with social and personal challenges:

- *headspace* provides additional information on positive and negative self-talk:
<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 also a good place for seeking help about issues that get you down. Students can phone, SMS or use email:
www.kidshelp.com.au/kids/get-help/email-counselling/
- *Sane Australia* provides information, fact sheets, and podcasts about mental health issues for Years 7-12:
<http://www.sane.org/>
- *The Australian Drug Foundation* offers a range on information including fact sheets in working to prevent alcohol and other drug problems in communities:
<http://www.adf.org.au/>
<http://www.druginfo.adf.org.au/fact-sheets/fact-sheets>

TALKING FURTHER

- Try some assertive 'I statements' with those at home.

Topic 6: Help-seeking and peer support


Aims

Activities within this topic area will assist students to:

- Identify sources of help, support or advice
- Develop skills in seeking help, support or advice in a range of situations and from a range of sources
- Normalise help-seeking behaviour
- Practise help-seeking in an emergency situation

Informed by the evidence base: The help-seeking behaviours of 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 [40]. 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: Debate of the helpers

 40 minutes

Learning intention

- Students identify different sources of help, support or advice
- Students consider the pros and cons of different sources of help, support or advice in different situations
- Students identify potential barriers that might prevent young people seeking help for themselves or their friends

Equipment

- Help-Seeking Scenarios 
- What Happens When I...? Seeking Professional Help 

Method

- a. Divide the class into groups of three to four people. Distribute the handout: *What Happens When I...? Seeking Professional Help*.

- b. Allocate each group one of the following 'helpers': friend, parent, home-room teacher, school welfare officer, psychologist, Kids Helpline, G.P., sibling, go it alone.
- c. Each group should then choose a representative to sit on the Chat Show Panel. This representative will sit on the Chat Show Panel and argue that their 'helper' role offers the best source of help, aiming to outdo the advantages nominated by others.
- d. The group is to work with their representative to brainstorm ideas for the way they will respond to the scenarios. They can use the worksheet to provide a few facts, but must also think of other arguments themselves.
- e. Use one of the following scenarios (or construct some to suit the needs of the class). Read Scenario One aloud.
- f. Ask each group to prepare their representative, then send that representative forward to join the Panel to be interviewed by the Chat Show Host. Use a volunteer from the class to play the Chat Show Host (alternatively the teacher can play this role). The Chat Show Host will interview the different helpers in turn, using the following questions.
 - *Why should (character) come to you for help?*
 - *What kind of support or advice can you offer?*
 - *What fears or apprehensions might (character) have about asking you for help?*
 - *What makes you think you provide the best option for them?*
- g. Once each helper has been interviewed, ask some students to come and stand behind the helper who:
 - *They think the character would be most likely to go to* (take a look where students stand, ask why they have chosen this helper? Why not the others?).
 - *They think the character would get the best advice/support from* (take a look where students stand, ask why they have chosen this helper? Why not the others?).
- h. Repeat the process for additional scenarios.
- i. Discuss the concerns and fears that stop people from help-seeking. Emphasise where people can go for help in the school and the community.

Help-seeking Scenarios

Scenario 1

Mali is worried about her friend Gemma who went through an unhappy relationship breakup, but did not seem to get over it. Gemma seems really down and it looks like she has been dropping behind on all her subjects, even though she has usually been a strong achiever.

Scenario 2

Oscar is feeling increasingly worried about his end of year exams. He can't sleep and when he thinks about them his heart starts racing and he feels nauseous. His parents really want him to get into Law at university and he does not want to disappoint them but he can't see himself getting the marks.

Scenario 3

Jacinta got drunk at a party and ended up having unprotected sex with someone she did not know. The next day she was really distressed and could not work out what to do. She didn't feel like telling anyone as she did not want stories to get out about something that she really regretted.

Scenario 4

Mick is worried about his friend Jack who has started hanging out with guys who smoke a lot of dope. These guys no longer attend school. Mick is worried that Jack might end up dropping out as well, even though he wants to get into a TAFE Electronics course.

Questions for chat show host

Why should (character) come to you for help?

What kind of support or advice can you offer?

What fears or apprehensions might (character) have about asking you for help?

What makes you think you provide the best option for them?

What happens when I.....? Seeking professional help

	What can I expect?	Will I have to pay?
Go to a counsellor?	Counsellors will listen to what's going on, and help you figure out some options to deal with the issues you're facing, or help you find a more helpful way of thinking or approaching it. Your school may have a counsellor or welfare officer available for you to speak to. Ask a trusted teacher to refer you or a friend to them.	Your school should have a counselling service which is absolutely free to all students. If they are not able to help, they may refer you to someone else.
Go to a psychologist?	Psychologists have specialist training in diagnosing, treating and preventing mental health problems so that you can manage your issues. They often specialise in different areas, and in different approaches, so sometimes you have to work to find the right person for your situation.	If you get a referral from your GP (see below), you will be covered by Medicare to visit a psychologist for up to 10 sessions in one year. Depending on which psychologist you go to, Medicare will cover the whole fee. Sometimes there will be a gap that you will have to pay.
Go to your GP?	Doctors these days are trained in recognising symptoms of mental health difficulties and connecting you to the right people. They can give you a referral to a psychologist or psychiatrist if you need it, and they should know exactly what services are available in your area.	If you go to a bulk-billing clinic, Medicare will cover the cost of your GP appointment. At other clinics, you may have to pay a gap payment.

Go to a psychiatrist?	<p>Psychiatrists are doctors with specialist training in mental health issues. They treat mental health disorders like depression, severe anxiety, schizophrenia and bipolar disorder. They're the ones who can prescribe you medication if you need it.</p> <p>All doctors, including psychiatrists, have to keep what they talk about with their patients confidential.</p>	<p>A psychiatrist working in a public hospital or mental health centre is free of charge. But psychiatrists who work privately might ask you to pay each time you visit. Ask them how much it costs before each visit, and how much you'll get back from Medicare.</p>
Call Kids Helpline?	<p>Kids Helpline is a counselling service for Australian children and young people aged between 5 and 25 years. When kids call Kids Helpline, they are connected to a counsellor after listening to a message about the counselling process, including privacy and confidentiality information.</p> <p>All calls are private and confidential. You can call Kids Helpline about any issues, no matter how big or small.</p>	<p>Calls to Kids Helpline are free from mobile phones, landlines and public telephones.</p>

For more information, visit <http://au.reachout.com/Tough-Times/Getting-help>


Activity 2: Social problem-solving

 20 minutes

Learning intention

- Students solve a problem using the problem-solving model

Equipment

- Social problem-solving scenarios 

Method

- Explain that problem-solving is often conducted within friendships, and so decisions may involve competing emotions and loyalties. The next activity will have them think about the sorts of strategies that people can use when what they want and what their friends want may not be the same thing, or when they must consider safety as well as fun when making social choices.
- Put students in groups of four to six. Explain that each group will get a problem scenario. Their task will be to brainstorm the possible options for the key character, and then to rank them from most to least desirable. They will then present the scenario, options and ranking to the class.
- As groups present their scenario and report back, discuss:
 - *Are there any other strategies that they could consider?*
 - *Are there any other options they could have used earlier as prevention strategies?*
 - *What would it take for the key character to be able to carry out this option? What kind of strengths and assertiveness skills would they need?*
 - *What does it take to do what is right for you, when your friends are heading in a different direction?*

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.

Social Problem-solving Scenarios

Celebrating: Kerry is about to have her 18th birthday. She is the last of her group of friends to turn 18, and they want to take her out for a big night. Kerry knows that this is likely to involve most of them drinking heavily. She doesn't want to get drunk, or to be looking after others who are drunk, but she is in the mood for celebrating, and she values their friendship.

Relationship problems: Joe and Abdul have been going out for 6 months. Lately Abdul has become really controlling and doesn't want Joe to see any of his other friends. Now Joe thinks it might be time to break up with Abdul, but it is two weeks before the exam period.

Work and Study: Hakim has a part-time job and has been called in at the last minute to take an extra evening shift. Hakim is supposed to be studying as it's a school night and there are exams very soon, but he wants to keep the job.

After party: Mia got permission to go to the party to be held at a friend's house after the Year 12 formal. She thought they would all look out for each other and she would be quite safe, but she found herself surrounded by a group of drunk guys who had gate-crashed the party, and her close friends were nowhere to be seen.

Schoolies: Henri had gained his uncle's permission to use his beach house as a base for him and his friends during schoolies week. The condition was no parties, no more than 5 friends, pay for any damage and leave the place clean. Somehow things got out of hand with the invites and he ended up with 10 friends turning up to stay, and on the first night his friends suggested that it was such a good house, they should make it the party place, and get a group of girls to join them.

Activity 3: When things get serious: Getting medical help in an emergency

 20 minutes

Learning intention

- Students identify a range of situations in which young people may need to seek assistance from adults to help them respond to problems caused by alcohol or drug use
- Students consider appropriate action in response to emergency situations
- Students rehearse positive responses to emergency situations
- Students rehearse basic first aid procedures

Equipment

- Statistics cards 
- Tips for Party Goers 

Method

- a. Divide students into groups of three to four (allowing up to seven groups).
- b. Ask one person from each group to come forward and collect a statistic card (see statistics cards 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' question to the group. Once the group has come up with some possible reasons, they can look at the ideas presented on the card.
- c. Ask some groups to report back to the class.
- d. Explain that while emergency events are rare, it is important to be prepared and to know what to do in an emergency; it is important to draw on our strengths and knowledge to do the right thing and deal calmly and efficiently with an emergency, rather than panic. It is also important to actually run through and rehearse these steps so that they can remember what to do should they ever be under pressure in the moment.
- e. Ask for a volunteer to read the following scenario:

A group of mates are at a party. A small group of girls and boys have been drinking heavily. Sam sees that a classmate, Dash, has passed out. The party is unsupervised. Others at the party don't seem to think it is serious, and say that Dash has had too much to drink and they should put him/her in a bedroom to sleep it off. Sam tries to wake Dash, but can't get him/her to respond. Sam is worried that if they leave Dash, he/she might throw up and choke on his/her own vomit. Sam calls over a friend, Lee.

- f. Ask for three volunteers to come to the front:
- Person One will play the patient, Dash
 - Person Two will play the person administering the practical first aid, Sam
 - Person Three will play the person calling the ambulance, Lee.
- g. Assemble the volunteers with Person One lying on the floor and Persons Two and Three on either side.
- h. Ask Person Two to mime the following first aid actions as you read them out:

First Aid Actions:

- Look around you and check for dangers to yourself, to other bystanders and to Dash. You note that there are no apparent dangers.
- Check if Dash can be roused or respond. Use C.O.W.S.
 - *Can you hear me?*
 - *Open your eyes*
 - *What is your name?*
 - *Squeeze my hand*

Dash is unresponsive

- Noting that Dash is unconscious, you ask Lee to call an ambulance immediately (000 from a landline or 000 or 112 from a mobile if it is out of credit or out of range). Lee rushes off to find a phone.
- Gently move Dash to lie on his/her back.
- Check that Dash's airways are clear (there are no blockages).
- Check that Dash is breathing. Note that he/she is.
- Gently move Dash into the lateral recovery position. (Note that an unconscious person can vomit and die due to choking on their vomit. This has happened to a number of young people in Australia). First, gently roll the person onto their back. Then you kneel on one side of them. Place the arm furthest from you out perpendicular to the body. Take the hand closest to you and place it on the opposite shoulder. Place the knee closest to you up at a right angle. With one hand under their shoulder and the other under their knee, push the person onto their side. Place the bent knee into a right angle so the person doesn't roll over onto their front.

- Keep Dash safe and warm while waiting for help to arrive. Continue to watch for signs of loss of breathing.
- If Dash were to stop breathing, you could ask someone if they know first aid and get them to take over to give two initial breaths and then check for signs of life or administer CPR if there is no pulse.
- Remember, if a person is unconscious, never try to make them drink or vomit.

- i. Now, shift the focus to Person Three, Lee, who is the one who has immediately called the ambulance when noting that Dash is unconscious. Remind them that this is a free call from any phone, even a phone box or disconnected mobile phone. Dial 000 from a landline or 000 or 112 from a mobile. Explain that Lee will make a phone call and you will play the voice at the other end of the line and will use the standard questions the ambulance service will be likely to ask.
- j. Role-play the following questions with Lee.

Calling 000:

- Lee dials 000/112
- Operator: *You have dialled emergency Triple Zero. Your call is being connected.*
- Operator: *Do you require Police, Fire & Rescue or Ambulance?*
- Operator: *What is the exact address of the emergency?* (The operator will ask for the suburb name and nearest cross street.)
- Operator: *What is the phone number you are calling from* (this information is important in case the operations centre needs to call back to obtain further information).
- Operator: *What is the problem? Tell me exactly what happened.*
- Operator: *How old is he/she?* (Give the approximate age if unsure.)
- Operator: *Is he/she conscious?*
- Operator: *Is he/she breathing?*

- k. When the exercise is complete, thank the volunteers. Point out that people are sometimes afraid to call an ambulance because they think they will get into trouble. Inform them that if they call an ambulance they do not have to give their name. The ambulance service just

needs to know where the patient is and what sort of problem the person seems to be experiencing.

- I. Briefly outline the *Tips for Party Goers* below. If you wish, give students a copy to read.

Statistics cards

Question: What percentage of young people aged 16-17 report high levels of alcohol consumption (that is consuming 20 or more standard drinks in one day) at least once during the last 12 months?

Answer: 30%. 2% say that they do this weekly or more often. Males are more likely to report high levels of alcohol consumption than females.

Think about: Why might some young people drink at risky levels?

Some possible reasons include: they think that it is normal; they think that it is cool or fun; they don't know how much is too much; they want to escape reality; they are trying to impress someone.

Source: Victorian Drug and Alcohol Prevention Council 2009 [51]

Question: What percentage of young people aged 16-24 say that in the last 12 months they have drunk to the point of not being able to remember what happened?

Answer: 52%. That's just over half.

Think about: What are the risks that people face from this level of drinking?

Possible risks include: passing out; choking on vomit; falls or injuries; unprotected sex; sex with the wrong person; being a victim of violence or assault; having belongings stolen; brain damage; traffic accidents.

Source: Victorian Drug and Alcohol Prevention Council 2009 [51]

Question: What percentage of young people aged 16-24 has been injured when under the influence of alcohol?

Answer: 18%. That's nearly 2 in 10 young people.

Think about: Why might people be at higher risk of injury while under the influence of alcohol?

Possible reasons include: loss of self-control; slower reactions; loss of reasonable judgement; poor decision-making; poor decisions.

Source: Victorian Drug and Alcohol Prevention Council 2009 [51]

Question: What percentage of young people aged 16-24 has driven a car whilst under the influence of alcohol?

Answer: 11%. That is one in 10 people.

Think about: What might lead to this happening?

Some possible reasons include: they got so drunk that they could not make sensible choices; they were pressured by others who were also doing it; they were trying to impress friends; they were asked to drive by an older adult who had been drinking even more.

Source: Victorian Drug and Alcohol Prevention Council 2009 [51]

Question: What percentage of young people aged 16-17 report having recently used illicit (illegal) drugs?

Answer: 19%. That is around 2 in 10.

Think about: What are the risks that people face from using illicit drugs?

Possible risks include: passing out; unwanted side effects; over-dosing; choking on vomit; falls or injuries; unprotected sex; sex with the wrong person; being a victim of violence or assault; having belongings stolen; brain damage; traffic accidents.

Source: Victorian Drug and Alcohol Prevention Council 2009 [51]

Question: What percentage of young people aged 16-24 has been injured when under the influence of illicit drugs?

Answer: 11%. That's around 1 in 10 young people.

Think about: Why might people be at higher risk of injury while under the influence of illicit drugs?

Possible reasons include: loss of self-control; slower reactions; loss of reasonable judgement; poor decision-making; poor decisions.

Source: Victorian Drug and Alcohol Prevention Council 2009 [51]

Question: How much higher are the chances that a drinker will experience injury/accidents if their friends are also drinking?

Answer: A Victorian study showed that drinkers whose peers also drank were three times more likely to be injured as those whose peers did not drink.

Think about: Why might hanging around with other drinkers increase one's chances of being injured?

Possible reasons include: peer pressure to drink more than one normally would; no one sober to monitor the situation and take responsibility if things get out of hand; no one able to take action in a clear-minded way if something goes wrong (e.g. call an ambulance or administer first aid).

Source: Bonomo et al. 2002 [52]

Tips for Party Goers*

When going to a party, there are a number of things you can do to ensure that you and your friends have an enjoyable and safe time. Many of these are linked to making sure you stay safe when people are using alcohol.

Getting to and from the party safely

- **Drinking and driving.** If you are planning on drinking don't drive. Organise a lift with a person who is not going to be drinking or stay with the hosts of the party.
- **Don't drive when tired.** If you are tired or have to travel long distances consider organising to stay overnight with the hosts of the party.
- **Don't take rides from drinkers.**

Look out for one another

- Respect people's decisions not to drink and do not encourage risky drinking behaviours. Drinking in rounds, drinking competitions or games can encourage people to drink more alcohol than is safe.
- Have they had too much to drink? If a friend has had too much to drink, encourage them to stop drinking alcohol and switch to non-alcohol alternatives. Make sure they are OK and if they are vomiting don't leave them alone. If you think an ambulance is needed, don't hesitate to call one.
- Getting home safely. If a person is affected by alcohol do not let them drive, or walk home without assistance.

Hints for drinking less if you are a drinker

- Quench your thirst with a non-alcoholic drink before you start drinking alcohol and have a non-alcoholic drink every second or third drink.
- Pace yourself. Take sips, not gulps and drink at your own pace not someone else's.
- Use a smaller glass. Try drinking smaller glasses of beer or wine and make them last longer.
- Don't let people top up your drink. Always finish your drink before getting a new one, this helps you keep track of how much alcohol you have consumed.
- Avoid drinking high-alcohol content drinks—try the low alcohol alternative. The number of standard drinks contained in an alcoholic beverage is listed on the side

of the can or bottle. Some cans may contain over two standard drinks. If mixing your own drinks, use less alcohol than normal.

- Eat before and while you are drinking. Eating slows your drinking pace and fills you up. If you have a full stomach, alcohol will be absorbed more slowly. But avoid the salty snacks as they make you thirsty, so you want to drink more.
- Don't just sit and drink—stay busy. Dance or talk to friends. If you have something to do, you tend to drink less.
- Don't be pressured into drinking more than you want or intend to. It's OK to say no!

*Tips adapted from the Australian Drug Foundation's Fact Sheet: *Safe Partying for All Ages*

Activity 4: Web Quest: Searching online for help



35 minutes

Learning intention

- Students identify some useful online resources that provide information, support and advice
- Students critically appraise internet resources

Equipment

- Notebooks and pens
- Computers with internet access

Method

- a. Explain that in this activity, students will take some time to explore some useful websites, consider what they are for and how useful they are, as the internet can be a good source of help, support or advice.
- b. Divide the class into groups no larger than four. Allocate each group one of the websites listed below. Their task is to go and have a look at the website, navigate to the various links and resources and to consider the questions provided. Explain that they will be presenting to the group at the end of the lesson and they need to summarise key things about the website so that others are well informed.

- *headspace*: <http://www.headspace.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/>
- *YSAS*: <http://www.ysas.org.au/>

Coaching point: Mix students randomly using a mixing game. For example, ask students to quickly line up in order of their birthdays (January at one end of the line and December at the other) and then count them off into groups.

- c. Write the questions on the board:
 - Briefly describe the website

- Who is the target audience?
 - What do you think the most useful parts of the site are?
 - Find some useful facts to share with the class
- d. Give groups 20 minutes to explore their sites. Then, as a team, ask them to informally present on the site they were allocated.
- e. **Optional extra:** Give each group a set of scenario cards from the activity above. Which characters would benefit from the website that you reviewed? Are there any other websites that would be useful?

Coaching point: Some additional information about the recommended websites listed is available at the end of the lesson plan so that teachers can familiarise themselves with them. Since the time of writing this lesson plan, other useful websites may have been produced. Ask around or do some of your own online research before the class and add any other useful websites that you discover to the list.

Some extra information about websites for teachers

Headspace	http://www.headspace.org.au/	Headspace is Australia's national youth mental health foundation. Its website includes a section for young people that includes information, case stories, ideas for getting help and other useful resources. It also provides an online and telephone support and counselling service for young people 12-25 and their families and friends through its e-headspace service link.
Youth beyondblue	http://www.youthbeyondblue.com/	Youth beyondblue is beyondblue's youth program. It aims to empower young people aged 12–25, their friends and those who care for them to respond to depression and anxiety. Its website provides simple information about mental health problems, as well as information about what young people can do to help themselves and others and to stay mentally well.
Bully Stoppers	http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx	Bully Stoppers is a website developed by the Victorian Department of Education and Early Childhood Development. It provides a series of tools and resources that aim to empower school communities to stop all forms of bullying. It includes a section dedicated to students that provides information for what to do if you are experiencing bullying, or know someone who is, explores cyber-safety, provides interactive learning modules and links to helpful resources.

ReachOut	http://au.reachout.com/	Reachout.com is a student-centred site providing information, activities and advice on a variety of wellbeing issues including mental health, sex and relationships and alcohol and drugs. It also includes sections on 'how to study', 'managing work and study' and 'dealing with exam results'.
Kids Helpline	http://www.kidshelpline.com.au/teens/	Kids Helpline is a telephone helpline available for students to talk to someone about an issue. The website includes information on a range of topics, such as family problems, peer pressure and exam stress. It directs users to telephone, online and email counselling services and provides information on what happens when you call. It also provides useful links to other services.
YSAS	http://www.ysas.org.au/	YSAS provides a range of programs and services for young people aged 12 to 21 years who are experiencing significant problems related to their alcohol or drug use. These programs are free, confidential and voluntary. YSAS recognises that young people may experience a number of problems simultaneously. Youth alcohol and other drug workers are trained and experienced in dealing with a range of complex problems including alcohol and drugs, legal matters, primary and mental health, homelessness, sexual abuse and family breakdown.

★ OPTIONAL GAME: THE TRUST GAME

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

Learning intention

- Use this activity to talk about the role trust plays in successful team work

Equipment

- One blindfold for each pair

Method

- a. Organise students into pairs and explain that the person with the shortest hair will be blindfolded first.
- b. Explain that in this game the sighted person will be responsible for guiding the blindfolded person around the room. They must ensure that their blindfolded partner does not crash into any furniture or any other students. Their aim is to keep their partner safe. To play at the advanced level, the sighted person is not allowed to make any physical contact with their blindfolded partner. They must guide them using their words only. To play at the basic level, the sighted person leads the blindfolded partner by their elbow. Ask pairs to choose at what level they will play the game.
- c. Have any of those who do not wish to play arrange themselves as the obstacles in the space that the blindfolded persons must navigate from one end of the room to the other with the help of their partners. (If everyone is playing, arrange some chairs and tables as obstacles to move around.)
- d. Once students have had a go, ask partners to swap roles, choose their level of play (advanced or basic) and play again.
- e. Ask: *Where in real-life situations do people have the experiences that were sampled in this game?*
- f. Key messages: Reinforce that responsibility, trust and good communication is part of supportive friendship. It is also needed in the act of help-seeking.

🔍 TEACHER REFLECTION

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

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/>
- *YSAS: Youth Support and Advocacy Service* <http://www.ysas.org.au>

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

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

For a focus on schoolies and safe partying see:

- The *schoolies* website provides information, tips and advice to help make sure young people, and those around them, have fun in a safe, legal and responsible way: <http://schoolies.youthcentral.vic.gov.au/Safe+Partying/>
- The *Australian Drug Foundation* offers a range on information including fact sheets in working to prevent alcohol and other drug problems in communities: <http://www.adf.org.au/>
<http://www.druginfo.adf.org.au/fact-sheets/fact-sheets>

TALKING FURTHER

- Ask students complete a research exercise on where to go for help in the local community. They can fill in the worksheet provided. Alternatively they may search different topics and pool the information in a later class. If they can't find services where they can get person-to-person support to include on their list, they should look for good websites and include information about them.

Where can you get help with a worry about...?	
Money	
Family conflict	
Drugs or alcohol	
Pregnancy or sexuality questions	
Study	
Stress	
Housing	
The law or police	
Friendship breakups	
Physical health	
Mental health (e.g. feeling really down)	

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