

Senior Years

Supplementary Resources

YEAR 10 - 12



NORTHERN TERRITORY

Social and Emotional Learning



Acknowledgement of Country

The Northern Territory Department of Education respectfully acknowledges the Aboriginal people as the traditional owners of the land now known as the Northern Territory.

Aboriginal and Torres Strait Islander people are advised that this material may contain images or names of people who have since died.

Indigenous Education Strategy



The Northern Territory Department of Education acknowledges the Indigenous Education Strategy for supporting the development and implementation of the Northern Territory Social and Emotional Learning Supplementary Resources.

Contents

Resilience, Rights and Respectful Relationships

learning materials and links to NT SEL Supplementary Resources	4
1. Relationships in the workplace – communicating with others	5
2. Active listening – Part 1	7
3. Active listening – Part 2	12
4. Empathy versus sympathy	14
5. The amazing teenage brain	16
6. Northern Territory youth mental health statistics	18
7. What are my strengths?	22
8. Seeing strengths	26
9. Understanding strengths and skills - Part 1	30
10. Understanding strengths and skills - Part 2	32
11. Setting goals and action plans	35
12. Positive self-talk = positive outcomes	41
13. Communicating – problem solving	43
14. Communicating in different relationships	48
15. What if you are not coping with stress?	51
16. To bystand or upstand in difficult situations	55
17. Upstander intervention in difficult situations	59
18. Appropriate communication online	62
19. What makes a good friend?	65
20. Building a support network	68
21. Stereotypes	73
22. Sexual harassment	76

Resilience, Rights and Respectful Relationships learning materials and links to NT SEL Supplementary Resources

Senior Years

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS LEARNING MATERIALS LEVEL 9-10 (BLUE) AND LEVEL 11-12 (GREEN)	SENIOR YEARS NORTHERN TERRITORY SOCIAL AND EMOTIONAL LEARNING SUPPLEMENTARY RESOURCES
TOPICS	SUGGESTED ACTIVITIES
Optional introductory activities	<ol style="list-style-type: none"> 1. Relationships in the workplace - communication with others 2. Active listening - Part 1 3. Active listening - Part 2
Topic 1. Emotional literacy	<ol style="list-style-type: none"> 4. Empathy versus sympathy 5. The amazing teenage brain 6. Northern Territory youth mental health statistics
Topic 1: Challenge, opportunity and personal strengths Topic 2. Personal strengths	<ol style="list-style-type: none"> 7. What are my strengths? 8. Seeing strengths 9. Understanding strengths and skills - Part 1 10. Understanding strengths and skills - Part 2
Topic 2: Goal setting and time management	<ol style="list-style-type: none"> 11. Setting goals and action plans
Topic 3. Positive coping Topic 3: Positive self-talk	<ol style="list-style-type: none"> 12. Positive self-talk = positive outcomes
Topic 4. Problem solving	<ol style="list-style-type: none"> 13. Communicating – problem solving 14. Communicating in different relationships
Topic 4: Stress management Topic 5. Stress management	<ol style="list-style-type: none"> 15. What if you are not coping with stress?
Topic 5: Safer socialising	<ol style="list-style-type: none"> 16. To bystand or upstand in difficult situations 17. Upstander intervention in difficult situations 18. Appropriate communication online
Topic 6. Help-seeking Topic 6: Help-seeking and peer support	<ol style="list-style-type: none"> 19. What makes a good friend? 20. Building a support network
Topic 7. Gender and identity	<ol style="list-style-type: none"> 21. Stereotypes
Topic 8. Positive gender relations	<ol style="list-style-type: none"> 22. Sexual harassment

1. Relationships in the workplace – communicating with others



TIME: 1 HOUR

Learning intention

- Students can identify positive communication skills for the workplace.
- Students can apply communication strategies to real-life situations.

Equipment

- **SCENARIO CARDS.**

Method

1. Explain to the class that building positive relationships is important in our lives and that it is crucial in our workplaces. Building a positive relationship with your boss is about developing mutual respect and improving communication. These relationships need to be partnerships where all members of the team can support each other and work together for a common goal.
2. Brainstorm with the class:
 - What situations at work might you need to communicate with your boss? For example:
 - discussing the roster
 - asking for leave/holidays
 - phoning in sick
 - at training sessions
 - at staff meetings
 - discussing pay issues.
3. Ask the class to work in small groups and rank the communication tasks they have brainstormed in point 2 from easiest to hardest.
4. Bring the class together and discuss why students felt some tasks were easier than others.
5. Group students into pairs and allocate each pair one of the situations brainstormed in point 2. Ask each pair to think of suggestions of what could be helpful to make communication easier in that situation. For example:
 - make a face-to-face meeting
 - prepare what you want to say first
 - print out pay slips to show the errors.
6. Ask pairs to share their ideas with the class to create a guide for communicating with the boss in different situations.
7. Ask students to work in pairs again, perhaps with a new partner and give each pair a **SCENARIO CARD** (or create your own examples).
8. Students will need to discuss the scenario with their partner and decide whether the scenario is an example of good communication or poor communication. They should also consider what the employee or boss could do to improve the situation.
9. After the task, bring the class back together to review their ideas and suggestions.

Coaching point

This task could also be about communicating with teachers. Questions and examples could be changed to suit the school setting.

SCENARIO CARDS

You arrive at work in a bad mood because someone cut you off at the traffic lights. As you walk in the door, a co-worker reminds you that you are 10 minutes late. You yell at them and your manager sees and hears this communication. The manager calls you into their office.

Discuss in your group what you will do next.

You have been in your job for about six months. A co-worker has been repeatedly harassing you. You decide you have had enough.

Discuss in your group what you will do next.

Your manager calls you into their office and seems to be angry with you, but you can't think of anything that has happened to make them cross. You go into the office and sit down.

Discuss in your group what you will do next.

A co-worker asks you to drop off a package at the post office after work. They know that it is on your way home. They tell you to just leave work early without informing your manager.

Discuss in your group what you will do next.

You discover a co-worker stealing goods from the workplace. They tell you not to tell the manager and they will give you some of the goods.

Discuss in your group what you will do next.

You accidentally take home some work keys, but you have no way of getting them back until your next shift, but that is in two days. You are worried about ringing work as the last person that did this was sacked.

Discuss in your group what you will do next.

After work, a group chat starts about the day on social media. A co-worker is speaking badly about the manager and the organisation.

Discuss in your group what you will do next.

You really enjoy your job, but the pay is not good. You decide to apply for another job and need to ask your manager for a reference.

Discuss in your group what you will do next.

Your manager asks you to complete a task that you don't know how to do, and you don't think you should be doing at your level.

Discuss in your group what you will do next.

You wake up feeling really sick, but you are due at work in 30 minutes. The last time you phoned in sick the manager became angry and took away one of your shifts.

Discuss in your group what you will do next.

2. Active listening – Part 1



TIME: 1 HOUR

Learning intention

- Students can identify active listening techniques.
- Students understand the components of active listening.
- Students identify the communication skills of both speaker and listener in active listening.

Equipment

- **ACTIVE LISTENING RIDDLES – CLASS**
- **20 QUESTIONS GAME INSTRUCTIONS**
- **ACTIVE LISTENING RIDDLES - PAIRS**
- **SEL SKILLS CARDS** (optional).

Method

Before the activity: The **SEL SKILLS CARDS** could be used to prompt responses and/or show students how active listening skills align with many social and emotional learning skills.

Part 1

1. Begin by reading out the ‘Humpty Doo’ and ‘Bus driver’ riddles on the **ACTIVE LISTENING RIDDLES – CLASS** sheet. Adapt or find similar riddles or stories as appropriate to your context.
2. Read the riddles one at a time and allow time for students to think and discuss with each other before providing the answers.
3. Additionally, or alternatively, play the **20 QUESTIONS GAME**.
4. Facilitate a class discussion/reflection on the riddles/games using the following prompts or similar:
 - Who found the riddles/game difficult?
 - Easy?
 - Who enjoyed trying to solve the riddles/game?
 - Who didn’t?
 - Why?
 - Why not?
 - What skills were being used to listen to and solve the riddles/game?
 - listening
 - problem solving
 - any others?
5. Explain to students that the riddle/game activity required them to use some of their ‘active listening’ skills.
6. Brainstorm on the whiteboard what ‘active listening’ means. For example:
 - hearing
 - listening
 - concentrating
 - understanding
 - remembering.
7. Discuss and work through the components of active listening. For example:
 - Hearing –
What is the difference between hearing and listening?
 - Hearing is the physical receiving of sound by the ear
 - Listening requires concentration so that your brain processes meaning from words and sentences
 - Understanding –
Interpreting and comprehending what the speaker is saying. Also, being aware you may not be understanding the message properly so adjusting your active listening, asking questions, paraphrasing (repeating in your own words).
 - Remembering –
Once you’ve heard the message you will need to remember it to keep developing your understanding of what has been said.
8. Explain that sometimes the ‘active’ part of active listening can also mean that there is an expectation that the ‘listener’ responds in some way to show their understanding of what is being said by the ‘speaker’.

9. Ask students to brainstorm/identify some ways to show this. For example:
 - eye contact
 - nodding
 - positive body language
 - making sounds like 'hmm', 'yes', 'OK'
 - being patient, not interrupting, not being distracted (using mobile phones)
 - being open minded and non-judgmental
 - remembering what people say
 - asking questions and/or repeating/paraphrasing back to the speaker what they have heard to confirm understanding of both parties.
 - Any others?
 10. Facilitate a class discussion to summarise 'active listening', using the following prompts or similar.
 - Listening is not as easy as it sounds. When you are actively listening you are focussing on what the other person is saying in order to understand what they mean. This requires energy and effort.
2. Provide instructions that the riddle/story can be read out up to three times only to allow the other student to try to understand/solve the riddle, before giving the answer.
 3. Ask students to reflect on:
 - How was it being the speaker (reading the riddle)?
 - What did you do to try to get the message across and make it clearer?
 - Give hints?
 - Emphasise words or use intonation in voice?
 - Use facial expressions, body language?
 - What was it like being the listener?
 - What did you do to try to find the key information needed to solve the problem?
 - Listen for meaning?
 - Listen for emphasis?
 - Look at facial expressions or body language?

Review

Ask students to summarise/paraphrase their understanding of active listening. They should include at least three components of active listening.

Part 2

1. Ask students to form pairs. Each student takes a turn reading out a riddle/story to their partner (use the **ACTIVE LISTENING RIDDLES - PAIRS** and/or students can use the blank spaces to create their own).



ACTIVE LISTENING RIDDLES - CLASS

Humpty Doo riddle

- Q.** As I was going to Humpty Doo,
I saw a man with seven kids.
Each kid had seven sacks.
Each sack had seven cats.
Each cat had seven kittens.
Kittens, cats, sacks, kids.
How many were going to Humpty Doo?

Answer: One (as 'I' was going ...)

(This is an example of a well-known riddle adapted to an NT context).

Bus driver riddle

- Q.** You drive a bus two kilometres with three passengers.
At the first stop one passenger gets off and five get on.
At the second stop three passengers get off and no one gets on.
What is the name of the bus driver?

Answer: Your name

20 QUESTIONS GAME

In this classic game, lots of listening skills are practised, including active listening (asking questions to seek clarification, remembering previous answers, etc.).

First, provide a demonstration by telling the class you are an item that starts with a certain letter, a fictional character, or an object you've recently learned about.

As a class, students ask you 20 'yes/no' only questions to try to work out what you are. They must answer correctly within the 20 questions.

Once the class understands how the game works, ask student volunteers to play the role of the item/character/object, while the rest of the class asks the questions.

ACTIVE LISTENING RIDDLES - PAIRS

Q. You take two apples from seven apples, how many apples do you have?

A. Two apples.

Q. How much dirt is there in a hole that measures 20cm by 30cm by 40cm?

A. There is no dirt in a hole.

Q. How many species did Moses take onto the ark?

A. None - Noah had the ark.

Q. What word in the English language is always spelled incorrectly?

A. Incorrectly.

Q. Two Americans come to Australia. One is the mother of the other one's son. What is the relationship between the two Americans?

A. Husband and wife/partners.

Q. A farmer has five haystacks in one field and four haystacks in another. How many haystacks would the farmer have if the farmer combined them all in one field?

A. One. If the farmer combines all the haystacks, they all become one big stack.

Q. As I left the Hilton Hotel two German tourists, five Japanese tourists and three Swedish tourists were entering. How many people in total left the hotel?

A. One – you.

Q. If you were running a race and you passed the person in second place, what place would you be in now?

A. You would be in second place. You passed the person in second place, not first.

Q. Johnny's mother had three children. The first child was named April. The second child was named May. What was the third child's name?

A. Johnny.

Q. In Tasmania you cannot take a photo of a man with a wooden leg. Why not?

A. You can't take a photo with a wooden leg. You need a camera (or iPad or mobile phone) to take a photo.

Q. Before Mt. Everest was discovered, what was the highest mountain in the world?

A. Mt. Everest. It just wasn't discovered yet.

Q. Which is correct to say, "The yolk of the egg is white." or "The yolk of the egg are white."

A. Neither. Egg yolks are yellow.

OK, some of these are silly - but they demonstrate the need for active listening, thinking and understanding to comprehend and problem solve. Can you think of/find others to fill the blanks?

SEL SKILLS CARDS

Appropriate eye contact

Be friendly

Show respect

Understand other people

Treat people equally

Listen

Wait

Remain focused

Make choices

Take someone else's
perspective

Ensure everyone has a voice

Read faces

Help others

Be proud

Be OK with making mistakes

Read body language

Ask for help

Solve problems

Stay calm

Take time out when you need to

Value other opinions

Take everything in

3. Active listening – Part 2



TIME: 1 HOUR

Learning intention

- Students can identify useful active listening.
- Students can identify the benefits and consequences of useful active listening.
- Students demonstrate active listening skills.

Equipment

- internet access and ability to project video with audio

• Videos:

The Big Bang Theory Active Listening - english sub
https://www.youtube.com/watch?v=3_dAkDsBQyk

Big Bang Theory – Sheldon is a bad listener
<https://www.youtube.com/watch?v=O18rYBieww>

The skill that most people don't have active listening
<https://www.youtube.com/watch?v=xW3n34BYPmg>

- whiteboard or large paper and markers
- paper
- pens/pencils.

Method

1. Review Active listening Part 1, Part 2, which introduced components of active listening.

For example:

- hearing
- listening
- concentrating
- understanding
- remembering
- asking questions
- paraphrasing.

2. Watch all of the YouTube examples of useful listening and active listening.

3. After watching the examples, facilitate a class discussion using the following prompts or similar:

- Who demonstrated good active listening skills?
- Who had poor listening skills?
- What were the results?
- How did the characters feel/respond to the good versus the poor listening skills?

4. Following this discussion, facilitate a class brainstorm (scribe responses on the whiteboard) on why active listening is important. Use the following prompts or similar:

- What are the benefits of active listening?
 - avoid/reduce misunderstanding
 - improve productivity
 - efficient use of time/energy
 - improve and build relationships
 - overcome disagreements
 - others?
- What are the consequences of not actively listening?
 - poorer understanding of needs, wants of others, important messages
 - decreased productivity/ decreased quality of work
 - poor use of time/energy (doing the wrong thing/not what was asked)
 - difficult/poor relationships
 - difficulty in overcoming disagreements/ challenges
 - others?

5. Next, ask students to brainstorm ideas about when they might need to use active listening in real life situations and relationships. Scribe responses on the whiteboard.

For example:

- at school, with teacher
 - at school, with peers
 - at home, with parents/family
 - at work, with boss/colleagues
 - at sport, with coach/team mates
 - any others?
6. Ask students to choose one of the options from step 5 and list the ways that they usually interact with these people.
- For example:
- in person
 - by Skype or Face Time
 - on the phone.
7. Students write down what active listening skills they typically use when interacting with that person.

The following active listening prompts from Active Listening Part 1 and/or **SEL SKILLS CARDS** can be provided as examples:

- concentrating
- making eye contact
- nodding, positive body language
- making sounds like “hmm”, “yes”, “OK”
- being patient, not interrupting, not being distracted (using mobile phones)
- being open minded, non-judgmental

- remembering what people say
- asking questions and/or repeating/paraphrasing back to the speaker what they have heard to confirm understanding.

8. Next, ask students to form pairs and discuss the active listening skills they have identified with their partner, using the following prompts or similar:

- What skills do you use often?
- What skills do you use less often, find difficult to use, or do not use at all?
- What skills do you want to improve on/use more of?
- What benefits will active listening bring to that situation/relationship with that person?
- Can you identify other situations/relationships that would benefit from their improved active listening?

9. Finally, explain that students' active listening skills will now really be put to the test!

10. Still in their pairs, the students are to summarise all that their partner has just shared with them (from step 8). They can remain in their pairs and share or share with the class.

Review

Invite students to reflect on and identify any new active listening skills they are going to try to use more often.

Invite them to share what benefits they hope to achieve through improving their active listening skills.



4. Empathy versus sympathy



TIME: 40 MINUTES

Learning Intention

- Students can identify three skills they can practise to be more empathetic.
- Students can identify the difference between empathy and sympathy.

Equipment

- whiteboard and markers

- internet access and ability to project video with audio

- Videos:

The Importance of Empathy

<https://www.youtube.com/watch?v=UzPMMSKfKZQ>

Dr Brenè Brown on Empathy

<https://www.youtube.com/watch?v=1Ewgu369Jw>

Method

1. Watch video, The Importance of Empathy. Some students may need to watch the video a couple of times and pause at selected points as you discuss.
2. Facilitate a class discussion:
 - Why is it crucial that we try and experience other peoples' realities?
 - for self-development
 - for our relationships
 - for society.
 - What is empathy?
 - an active attempt to try to understand another person's perspective.
 - How do we interpret what other people are experiencing?
 - body language
 - verbal communication.
 - What skills can we practise to enhance our ability to be empathetic?

Suggested skills to practise:

- be observant and curious of others
- use active listening
- open up.

3. Create a table similar to the one below, ask students to consider the following observations of body language, posture and characteristics of the four characters from the video:

- What kind of day do we think the four characters might be having from our observations?
- How might they be feeling based on our observations?

CHARACTER	WHAT KIND OF DAY DO YOU THINK THEY MIGHT BE HAVING?	HOW MIGHT THEY BE FEELING?
The old man		
The young girl		
The young guy		
The guy with the hat		

4. Use the examples below or create your own with the class.

For example:

CHARACTER	WHAT KIND OF DAY DO YOU THINK THEY MIGHT BE HAVING?	HOW MIGHT THEY BE FEELING?
The old man	A long, hard day	Exhausted, lonely, sore
The young girl	A day of being let down by someone	Sad, angry, upset
The young guy	A day with little sleep and food	Tired, sick, sad
The guy with the hat	A bored day	Bored, isolated, lonely

5. Facilitate a class discussion using the prompts below:

- How do you feel you demonstrate empathy?
- Can you think of any examples of empathy you have seen others display?
- What can distract us from being observant of others?
 - our daily routines
 - technology
 - our own concerns
 - our own culture.
- How do we avoid getting into combative verbal exchanges?
 - Slow down – take a moment to consider the other person’s statement.
 - Ask follow-up questions to better understand what the other person is intending to communicate.
 - Try to understand the other person’s emotional state – what life experiences may have led them to their current world view.

- Do you need to share someone else’s opinion in order to understand and acknowledge it?
- How does opening up about your own experience contribute to being empathetic?
 - It’s a two way interaction that is built on mutual understanding.
 - It helps us find a common ground.
- What are the benefits of keeping an open mind?
 - challenge prejudice
 - find commonality
 - expand our own moral universe.
- What is meant by ‘being a human being is a shared experience’?

6. Watch the video, Dr Brenè Brown on Empathy. Facilitate a discussion with the class scribing their answers on the board:

- What were the four main qualities of empathy?
 - perspective taking
 - not judging
 - recognising emotions in other people
 - communicating that recognition.
- How are these different or the same as the three skills from the previous video?
- How is sympathy different to empathy?
 - Sympathy is when we feel pity or sadness for someone else rather than attempting to see their perspective.



5. The amazing teenage brain



TIME: 1 HOUR

Learning Intention

- Students can identify teenage stereotypes.
- Students understand the developing teenage brain.
- Students explore strengths of the teenage brain.

Equipment

- internet access and ability to project video with audio

• Videos:

Kevin Becomes a Teenager
<https://www.youtube.com/watch?v=dLuEY6jN6gY>

Teenage Song
<https://www.youtube.com/watch?v=gKaUL2mtAqA>

Why the Teenage Brain has an Evolutionary Advantage
<https://www.youtube.com/watch?v=P629TojpvDU>

Method

1. Facilitate a class discussion exploring how students think adults in their life would describe teenagers.

For example:

- Do adults think teenagers are easy to get along with?
- Do adults think teenagers are always in trouble?
- Do adults think teenagers listen to them?
- Do adults use mostly positive or negative descriptions of teenagers?
 - Why do you think that is?

2. Show the video, Kevin Becomes a Teenager.

3. Facilitate a class reflection of the video using the following prompts or similar and scribe student responses.

- How did Kevin's behaviour change when he turned 13?
- Do students think there is any truth to the behaviour depicted?
- Are there things/behaviours they recognise in themselves/others?
- Are there behaviours they don't think teenagers do?

4. Show the music video, Teenage Song.

Facilitate a class discussion about the video using the following prompts or similar:

- What stereotypes is the video placing on teenagers?
 - On adults?
- Do the stereotypes match some of your discussion points from step 1?
- Does the video accurately reflect how adults and teenagers interact?

5. Facilitate a class discussion about both videos. Ask students for their thoughts on the behaviours depicted.

- Are the behaviours typical, extreme, untrue, positive or negative?

6. Show the video, Why the Teenage Brain has an Evolutionary Advantage.

7. Facilitate a class discussion that helps identify the positive role the different systems of the brain plays for teenagers.

For example:

- What does science tell us about the teenage brain?
 - brain development lasts until we are around 25 years old
 - different parts of the teenage brain develop at different rates
 - teenagers learn new things more quickly and accurately than adults do
 - teenagers have the energy and ability to lead and motivate others
 - the brain develops from the back to the front so:
 - *the limbic system* (which prefers immediate gratification and is more emotional) develops first
 - *the striatum* drives the need for rewards more strongly than in adults which helps teenagers learn from their environment but also increases risk-taking behaviours – (in the animal world, this helps find food)
 - *the prefrontal cortex* (that helps make good decisions, think about the future and consequences) develops last.
- How can you use the knowledge of how your brain is developing to your advantage?

For example:

 - link boring tasks with small rewards to get them done
 - it is important to express your feelings
 - access support to break down challenging tasks
 - try as many new things as possible and build new skills because your brain, right now in your human journey, is primed to work for you.



6. Northern Territory youth mental health statistics



TIME: 30 MINUTES

Learning intention

- Students examine the mental health status of children and young people in the Northern Territory.

Equipment

- NORTHERN TERRITORY STATISTICS CARDS.**

Method

Before the activity: The **NORTHERN TERRITORY STATISTICS CARDS** can be pre-cut and laminated (optional).

- Ask students to form groups of four and ask each student to select one sheet of **NORTHERN TERRITORY STATISTICS CARDS**. Students should not show their sheet to anyone at this stage.
- In their groups, each student will take turns reading out the question on their sheet to the rest of their group. Group members then take turns guessing the answer. The reader then gives the group the answer and uses the discussion prompt on their sheet to further explore with their group. Demonstrate this process with the class first if necessary.

- Bring students together as a class. Facilitate a class discussion:
 - What did you learn about young people in the NT?
 - Which statistics were most and least surprising to you?
 - Why?
 - How did young people's wellbeing issues in the NT compare to your own ideas?
 - How does this link to or change your overall picture of young people's wellbeing in the NT?

Coaching point

For up to date data, statistics can be found at the Mission Australia Annual National Youth Survey online.

Results are published yearly

<https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey>



NORTHERN TERRITORY STATISTICS CARDS

Question: What percentage of 18 – 25 year olds in Australia experience a mental health problem?

Answer: 27% (1 in every 4)

Discussion prompt: If 1 in every 4 people our age experience mental health problems, what can we do for each other?

Source: Slade, T. et. al. (2009). *The mental health of Australians 2: Report on the 2007 national survey of mental health and wellbeing*. Canberra: DHA.

Question: In 2014, what number (out of 10) of calls to Kids Helpline from NT young people were from people living in outer regional or remote areas*?

Answer: 9 out of 10.

Discussion prompt: What does that mean for where we are?

*All NT areas outside of Greater Darwin

Source: BoysTown (2015). *Statistical Summary 2014: Northern Territory*. Brisbane.

Question: What percentage of young Territorians say they would ask a teacher for help with important issues in their lives?

Answer: 37%. More popular sources are friends (79%) and parents (70%).

Discussion prompt: If the most popular source is friends, how do we help each other?

Source: Fildes, J. et. al. (2014). *Mission Australia's 2015 Youth Survey Report*. Mission Australia.

Question: What percentage of young Territorians report being dissatisfied or very dissatisfied with their studies?

Answer: 6.6% (compared to 4.4% nationally) and 2.5% (compared to 1.3% nationally) respectively.

Discussion prompt: Why are we so dissatisfied with our studies? How can we improve that?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What percentage of young Territorians have plans to attend university?

Answer: 52.7% (compared to 65.3% nationally).

Discussion prompt: Why do we think our statistics are so much lower than the rest of the country? Is it necessarily a bad thing? What other things do school leavers do instead of university?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What did male Territorians aged 15-19 say was the biggest thing stopping them from achieving work and study goals?

Answer: Family responsibility

Discussion prompt: What does family responsibility look like? Why would that be a challenge for achieving work and study goals? How could that change?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What has been the biggest thing stopping students from being bullied?

Answer: Strong family relationships.

Discussion prompt: How do strong family relationships stop us from being bullied? How else can we stop bullying?

Source: Lester & Cross (2014), The Effect of Chronic Victimization on Emotional and Behavioural Difficulties of Adolescents. *Australian Journal of Guidance and Counselling* 24(2).

Question: What percentage of young Territorians aged 15 – 19 report feeling confident about achieving study or work goals?

Answer: 49.4% - this was higher among males than females

Discussion prompt: Is this a good percentage? Why would the percentage be higher among males? How could we increase the percentage of people feeling confident about achieving study or work goals?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What did female Territorians aged 15-19 say was the biggest thing stopping them from achieving work and study goals?

Answer: Financial difficulty

Discussion prompt: Why would this be the biggest factor stopping females from achieving their goals? How may this relate to education/family/work opportunities?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: How do young Territorians aged 15-19 rank the following in terms of what they value the most? School, friends and employment.

Answer: 1. friends, 2. school, 3. employment

Discussion prompt: Why would friends be of the most value for people our age? Why would school be higher than employment? Where would we rate family?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What are the top three things that young Territorians aged 15 – 19 are personally concerned about?

Answer: 1. stress, 2. study problems, 3. body image

Discussion prompt: Why do you think most people our age rank their concerns this way? What other concerns should be on this list and how would we rank them?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: Do more male or female Territorians aged 15-19 say they feel worried about drugs?

Answer: Males (12% reported this as a concern, compared to 3.9% of females).

Discussion prompt: Why would drugs be more of a concern for males? Why might the percentages be so different? Do you think this percentage would change depending on where you lived?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: How many Territorians (out of 10) aged 15-19 say drugs and alcohol are important issues in Australia today?

Answer: 4 in 10

Discussion prompt: Is this a low or high number? Why do you think 40% of Territorians our age think alcohol and drugs are important issues? What other issues do we think are important in Australia?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What percentage of Territorians aged 15-19 volunteer?

Answer: 60.2% (compared to 51.3% nationally)

Discussion prompt: Does it surprise you that the percentage in the NT is higher than the national percentage? What do we think of as volunteering? What are the positives and negatives of volunteering?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What percentage of Territorians aged 15-19 say they feel very positive or positive about the future?

Answer: 60.7% (compared to 61.8% nationally)

Discussion prompt: Do we consider this a low or high percentage?

Source: Cave, L. et. al. (2015). *Mission Australia 2015 Youth Survey Report*, Mission Australia.

Question: What common barriers to seeking help from Kids Helpline do Aboriginal Australians report feeling?

Answer: Not trusting that it will be kept confidential (private). Worried that it won't be relevant to their culture.

Discussion prompt: Do we think the numbers would be similar for non-aboriginal Australians? Why do you think confidentiality would be a common barrier? What other barriers do you think may exist for people seeking help?

Source: Price & Dalglish (2013), Help-seeking among Indigenous Australian Adolescents. *Youth Studies Australia* 32(1).

7. What are my strengths?



TIME: 1.5 HOURS

Learning intention

- Students can identify their top five character strengths.
- Students can identify ways they use their strengths and see strengths in others.

Equipment

- **24 STRENGTHS CARDS** (enough for small groups or individuals)

- **24 STRENGTHS CARDS - meanings** (enough for small groups or individuals)

- computers with internet access

VIA character strengths survey:

<http://www.viacharacter.org/www/Character-Strengths-Survey>

- paper
- pens/pencils.

Method

Before the activity: The **24 STRENGTHS CARDS** and **24 STRENGTHS CARDS - meanings** can be pre-cut and laminated (enough for small groups or individuals) – These will be used again in the next lesson.

Part 1

1. Explain to the class that students are going to complete the VIA character strength survey.
2. Allow students time to log on and complete the survey.
3. When students have completed the survey ask them to save or print out their strength profiles.

Part 2

1. Using the **STRENGTHS CARDS** and the **STRENGTHS CARDS - meanings**, allow students time to match the cards to the meanings in small groups or on their own.
2. Students could brainstorm examples for the strengths as a group or work individually.
3. Students then look at their top five character strengths profile from the VIA survey result and write down the different ways they think they demonstrate their top five strengths.

4. Ask students to match their top five strengths and descriptions with the **STRENGTHS CARDS** and the **STRENGTHS CARDS - meanings**. Could they find matches easily? Or do they understand strengths to mean and look differently than described on the **STRENGTH CARDS - meanings**?
5. Invite students to form small groups to discuss their results using the following prompts:
 - Were you surprised by your results?
 - Why?
 - Which strengths were easy to think of examples for?
 - Which strengths were hard to think of examples for?
6. In pairs or small groups, ask the students to discuss other ways that they show their strengths:
 - with their peers
 - with their families
 - in the community.
7. Encourage the groups to give ideas about how they see examples of strengths in each other.

Review

1. Facilitate a class discussion where students are invited to share their strengths with others.
 - Which strengths are you most proud of?
 - What do these strengths mean to you?
 - How do you demonstrate your strengths?
 - Do others think of that strength in the same way or differently?
2. Students could compare examples of how they demonstrate a strength differently.

Coaching point

Students could decide on a creative way to display their top five strengths to remind them of how they show others their strengths in positive ways. This may encourage reflection and further discussions.



24 STRENGTHS CARDS

Appreciation of beauty
and excellence

Humour

Fairness

Persistence/perserverance

Honesty/integrity

Bravery/courage

Teamwork

Wisdom/perspective

Social intelligence

Hope/optimism

Generosity/kindness

Enthusiasm/zest

Self-control/self-regulation

Creativity

Love of learning

Forgiveness

Love/caring

Leadership

Humility/modesty

Prudence/being careful

Spirituality

Gratitude

Curiosity

Open mindedness/
good judgement

24 STRENGTHS CARDS - meanings

Admiring beauty in things around you

Likes to laugh and bring smiles to others

Treating people the same

Finishing what you start

Telling the truth, being genuine

Being strong in difficult situations

Working well with members of a group

Thinking things through and advising others thoughtfully

Being aware of the feelings of others

Expecting the best for the future

Doing nice things for others

Experiencing life with excitement and enthusiasm

Controlling yourself and the things you do

Thinking of different ways to do things

Wanting to learn new things

Letting things go and forgiving others

Valuing relationships with others

Encouraging a group to get things done

Doing things without wanting recognition or reward

Making good choices without taking risks

Having beliefs about purpose, life and the universe

Being aware of and thankful for good things

Taking interest, exploring and discovering

Thinking things through from all sides and making fair decisions

8. Seeing strengths



TIME: 1 HOUR

Learning intention

- Students can identify character strengths in themselves.

Equipment

- paper
- pens/pencils
- **24 STRENGTHS CARDS**
- **24 STRENGTHS CARDS – meanings.**

Method

Before the activity: The **24 STRENGTHS CARDS** and **24 STRENGTHS CARDS – meanings** can be pre-cut and laminated (enough for small groups or individuals). This may have been made in the previous lesson.

The teacher may choose a sample of a (G rated) TV program, movie or series to watch with the class and use as the example for the discussions below, or alternatively allow students to discuss different TV program below as explained in the instructions.

1. Distribute the **24 STRENGTHS CARDS** and **24 STRENGTHS CARDS-meanings** to students and discuss the strengths and their meanings.
2. Ask students to work in small groups and think of a TV program, movie or series they have watched and identify the main characters. Record this on their paper. Teachers could show a (G rated) movie clip suitable for their students for this section.
3. Next, ask students to discuss the characters they have identified, thinking about each character's strengths demonstrated in the TV program, movie or series.
4. Provide the following prompts for further discussions:
 - Did any characters have the same strengths?
 - What was the biggest/most obvious strength of each character?
 - How did the characters display their strengths in the TV program, movie or series? Give examples.
 - Do any characters have difficult relationships due to their strengths? Why?

5. Now, ask students to think about key people in their lives (family, friends, coaches or others) and the strengths they display. The **STRENGTHS CARDS** and the **STRENGTHS CARDS – meanings** can be used to assist students to identify strengths.
6. Ask students to reflect on their own strengths, again using the **STRENGTHS CARDS** and the **STRENGTHS CARDS – meanings** to assist.

Review

1. Facilitate a class discussion using the following prompts:
 - Did you find any strengths in TV characters that you could also identify in the people in your lives and/or yourself?
 - Did you find strengths of people around you are similar or different to your own strengths?
 - Is it important for people to have different strengths?
 - Why?
 - Why not?
2. Continue the class discussions using the following prompts:
 - When are strengths an advantage?
 - Can strengths be a disadvantage?
 - How can people be TOO kind?
 - How can people be TOO honest?
 - How can people be TOO creative?

3. Ask students to consider the following:
- How well do I understand my own strengths?
 - Who can help me further develop my strengths and skills?
 - How can I use my strengths wisely:
 - at home
 - at school
 - at work
 - with friends
 - in the community.



24 STRENGTHS CARDS

Appreciation of beauty
and excellence

Humour

Fairness

Persistence/perseverance

Honesty/integrity

Bravery/courage

Teamwork

Wisdom/perspective

Social intelligence

Hope/optimism

Generosity/kindness

Enthusiasm/zest

Self-control/self-regulation

Creativity

Love of learning

Forgiveness

Love/caring

Leadership

Humility/modesty

Prudence/being careful

Spirituality

Gratitude

Curiosity

Open mindedness/
good judgement

24 STRENGTHS CARDS - meanings

Admiring beauty in things around you

Likes to laugh and bring smiles to others

Treating people the same

Finishing what you start

Telling the truth, being genuine

Being strong in difficult situations

Working well with members of a group

Thinking things through and advising others thoughtfully

Being aware of the feelings of others

Expecting the best for the future

Doing nice things for others

Experiencing life with excitement and enthusiasm

Controlling yourself and the things you do

Thinking of different ways to do things

Wanting to learn new things

Letting things go and forgiving others

Valuing relationships with others

Encouraging a group to get things done

Doing things without wanting recognition or reward

Making good choices without taking dangerous risks

Having beliefs about purpose, life and the universe

Being aware of and thankful for good things

Taking interest, exploring and discovering

Thinking things through from all sides and making fair decisions

9. Understanding strengths and skills - Part 1



TIME: 1 HOUR

Learning intention

- Students understand the difference between strengths and skills.
- Students can identify skills they already have and apply them across different life areas.

Equipment

- paper
- pens/pencils
- whiteboard and markers.

Method

1. Facilitate a class discussion where students review their understanding of 'personal strengths'. Scribe responses on the whiteboard and agree on a definition.

For example:

- A good or beneficial quality or attribute of a person.

2. Further brainstorm some examples of personal strengths.

For example:

- honesty
- kindness
- generosity
- loyalty
- self-confidence
- courage.

3. Ask students to identify and write down at least three of their own strengths, (which they may have explored in previous lessons).

4. Explain that 'skills' are the expertise needed to do a particular job or task.

5. Write the following definition, or similar, for 'skills' on the whiteboard:

- An ability to do an activity, task or job well, especially because you have practised it.

6. Review the differences between strengths and skills.

For example:

- Strengths are something you may have a natural tendency towards, like a talent, and they tend to last a lifetime.

- Whereas skills are learnt and practised in order to become good at them.

For example:

- As a sportsperson, your strength may be determination, which enables you to work hard at your sport. This may be seen in many different sports, but your skill as a swimmer may be a strong kick technique, or as a sprinter, you may have a great push start off the blocks.
- As an artist, your strength may be creativity, but your skill may be in painting or it may be pottery.

7. Ask students to think about their own skills - things they have learned how to do and had to practise or gain experience at to achieve proficiency (know-how).

For example:

- tying shoelaces
- using technology and software packages
- writing essays
- learning to drive
- learning to cook
- learning to shoot goals at netball.

8. To assist students identify skills they already have, ask them to identify one activity they are good at and/or enjoy.

For example:

- art, drawing, photography
- singing, playing music
- swimming, playing a sport
- languages, poetry, story writing
- chess, computer games
- cooking, gardening
- fixing things - motors, bikes.

9. Now ask students to think about all the skills and strengths that are required for that activity and write them down.

For example:

COOKING	
Strengths	<ul style="list-style-type: none"> creativity perseverance determination judgement flexibility.
Skills	<ul style="list-style-type: none"> reading, comprehension skills following instructions/recipes measuring sense of smell, taste, ability to distinguish between ingredients good hand/eye coordination – to measure, whisk, lift or pour.

10. Ask students to reflect and think about:

- What other activities do they use some/all of the skills from the table above?
- In what other activities could they use these skills?

For example:

- cooking often requires skills in reading and following instructions and so does studying/school work or learning to drive a car.

Review

- Ask students to think about the difference between strengths and skills. They should identify at least two personal strengths and identify at least two skills they use in different life areas and/or activities.



10. Understanding strengths and skills - Part 2



TIME: 1 Hour

Learning intention

- Students can identify skills they already have across different life areas.
- Students can identify skills they may need across different life areas.
- Students can identify skills they want to develop to help them in a life area and/or multiple life areas.

Equipment

- **LIFE SKILLS TABLE**
- pens/pencils
- whiteboard and markers.

Method

1. Explain that students will now think about different life areas and the skills they already have, the skills they will likely need across life areas and the skills they would like to develop.
2. Facilitate a class discussion and scribe different life areas on the whiteboard. For example:
 - school, study
 - work
 - home, family
 - personal life, social, relationships
 - other – music, art, sport.
3. Ask students to work individually to create their own table using the **LIFE SKILLS TABLE**, showing as many skills as they can think of (at least three) that they have in the different life areas.

For example:

LIFE AREA	EXAMPLE OF SKILL
School, study	Essay writing
Work	Customer service
Home	Cleaning, cooking
Family, relationships	Cooperation, communication, conflict resolution

Friends, social	Communication, listening, conflict resolution
Sport, activity	Team work, tackling, shooting goals
Life (practical)	Driving, banking
Life (personal)	Problem solving, making decisions

4. Once students have developed a thorough table of the skills they have in the different areas of their lives, ask them to form pairs or small groups to discuss and share their information. Students can add ideas from others to their table. Provide the following prompts or similar, for discussion:
 - Did you notice many of the same skills?
 - Did you think of more skills once you saw other people's work?
 - Did you notice some skills are common across many life areas?
 - Did you notice a lack of skills in some areas?
5. Encourage students/groups to share their findings with the class and then allow extra time for students to re-evaluate their own table and add more skills.
6. Using an example, like communication skills, explain that these skills are usually required across most areas of life, with different types of communication skills needed in different areas. Ask the class:
 - Can you identify other skills that are required across multiple life areas?

7. Ask students to think more deeply about all the skills they already have and common skills that are needed across life areas. Encourage them to keep adding to their own table.
8. Ask students to reflect on their skills table, using the following prompts or similar:
 - Can you identify life areas you are really good at and/or you have strong skills in?
 - Do these skills tie into your natural/personal strengths? (see Understanding strengths and skills - Part 1, step 4)
 - Have you found these skills easier to learn because of your natural strengths?
 - Have you built these skills despite not being 'naturally' good at them?
 - Are there life areas you want to improve in?
 - Can you identify any lack of skills or skills you would like to improve?
 - How will these skills assist or improve an area of your life or many areas of your life?
9. Reiterate that because we can all learn, practise and develop new skills, we can always be preparing ourselves to meet new challenges and achieve goals.

Review

Students share a life area/activity that they are good at and describe some of their skills. They also identify at least one gap that they have with a skill that they want to work on, and how this will assist them in one or many life areas/activities. Add this information to the **LIFE SKILLS TABLE**.



LIFE SKILLS

LIFE AREA	EXAMPLE OF SKILL	GAPS IN MY SKILL LEVEL – STRATEGIES TO HELP ME
School, study (example)	Essay writing Note taking Planning and drafting	Planning – I need to create a calendar with all my assessment dates and backward plan my time and outside school commitments.
School, study		
Work		
Home		
Family, relationships		
Friends, social		
Sport, activity		
Life (practical)		
Life (personal)		
Other		

11. Setting goals and action plans



TIME: 1 HOUR

Learning intention

- Students understand what a goal is and the benefits of effective goal setting.
- Students understand different types of goals and how long-term goals can be achieved through short-term goals.
- Students practise setting goals and action plans.

Equipment

- internet access and ability to project video with audio

- Videos: (optional)

Goal Setting for Students - 4 Key steps

<https://www.youtube.com/watch?v=E8agsaXfHN4>

Setting SMART Goals - How to Properly Set a Goal (animated)

<https://www.youtube.com/watch?v=PCRSVRD2EAK>

- **10 STEPS FOR EFFECTIVE GOAL SETTING**
- **SMART GOAL SHEET**
- **ACTION PLAN**
- whiteboard and markers
- pens/pencils.

Method

Part 1

1. Watch one of the suggested videos (optional).
2. Facilitate a class discussion and scribe students' understanding of 'goals' on the whiteboard. Find some agreed definitions using the following prompts or similar:
 - What is a goal?
 - an end result
 - an accomplishment or achievement
 - someone's purpose.
3. Explain that although goals can be big and general, goals are more likely to be achieved when they are more specific and focussed.

Big goals:

- I want a job that pays a lot of money.
- I want to travel the world.

Specific and focussed goals:

- I want to pass my mathematics exam coming up in four weeks.
- I want to buy a car by my 17th birthday.
- I want to represent my country playing hockey.
- I want to be an architect.

4. Continue to scribe student responses on the whiteboard to the following questions:
 - Why do we set goals?
 - What are the benefits of goal setting?

Use the following prompts or similar to help with responses.

How can goals:

- help you think about possibilities
- give you direction and/or a clear idea to work towards
- give you motivation and focus
- teach you organisation, time management and self-efficacy skills
- give you a sense of achievement
- help you achieve what you want in life?

5. Explain that setting goals is important for developing a 'growth mindset' which is the belief that you can develop your talents and abilities through hard work, good strategies and help from others.

Part 2

1. Brainstorm what students already know about goal setting and achieving goals. What are some strategies the students know of/use to set and achieve goals?

For example:

- Do you know about short-term, medium-term and long-term goals?
 - Do you know how to break goals down into smaller/sub goals to help you achieve bigger or longer-term goals?
 - Do you know how to write SMART goals?
2. Watch the goal setting videos (optional), which provide some common steps and considerations for setting goals.

3. Work through the goal-setting tools **10 STEPS FOR EFFECTIVE GOAL SETTING, SMART GOAL SHEET**, and **ACTION PLAN**, and explain there is no one way to create a goal and action plan. The goal-setting tools provide ideas and prompts to make a plan that works for them.

Each one of the goal-setting tools has sample goals to assist the teacher to explain how to use the tool with the class.

4. Review/explain the difference between short-term, medium-term and long-term goals.

For example:

- Short-term goals are usually things that are easier to achieve and can be completed in a limited/short timeframe (weeks/months).
- Medium-term goals are things you want to achieve in the next few months to a year.
- Long-term goals are usually achieved much further into the future (years ahead) and can seem much bigger and more difficult, to complete at the beginning.

Coaching point

Teachers may like to plan another lesson to review student goals or work with individual students as a coach.

5. Brainstorm some examples of each with the class.

For example:

Short-term goal	Save \$50 each week
Medium-term goal	Save >\$500 by June
Long-term goal	Buy a car by end of next year

Short-term goal	Get an A in biology
Medium-term goal	Get into university next year
Long-term goal	Be a marine biologist

6. Ask students to reflect on the relationship between short-, medium- and long-term goals.

For example:

- Completing short-term (easier) goals often helps to achieve medium-term goals, which helps to achieve long-term (more difficult) goals.

7. Students will use any of the goal setting tools that make sense to them to set their own goal and action plan.

Part 3

1. Summarise with students that there are many considerations to think about when setting goals, and there are a range of different tools they can use to effectively set out goals and an action plan.
2. See the example provided, 'Become a professional singer', which uses a combination of the strategies that have been discussed. It uses backward mapping to find long-term goals and objectives that can be broken down into short-term goals and strategies, as well as resources to assist.
3. Thinking about some of their own goals, ask students to work individually to identify and write down one particular goal they have. It could be a study goal, a personal goal, a career goal or a financial goal.
4. Once they have identified a goal, ask them to create their own goal action plan, using any or a combination of many of the goal-setting tools and strategies that they have explored. They can make a timeline, table, flowchart, brainstorm, check-list, whatever makes sense to them.



10 STEPS FOR EFFECTIVE GOAL SETTING

1. Establish your goal clearly .

- Be specific about dates, times, amounts etc.
- Use SMART goal guidelines.

2. Establish the 'why'.

- What's the motivation to achieve the goal?

3. Write it down.

- Writing things down makes you define things clearly.
- This process makes you accountable.
- This process will visually prompt you, rather than having to remember details, goals, steps, dates etc.

4. Display/make your goals visible.

- These will act as prompts and a daily reminder.

5. Establish timeframes.

- In addition to the end goal date, what dates/timeframes can you assign to smaller sub goals/short – to medium-term goals?
- Backward map from your end goal until now to get a clear timeline of when smaller tasks should be completed to achieve your end goal on time.

6. Prepare for potential obstacles/challenges.

- What are they likely to be?
- How will you overcome them?
- This enables you to have alternative plans.

7. List your supports.

- This will show you the resources and/or people who can assist.

8. Make a plan and begin.

- Use a template or style that suits you.

9. Evaluate.

- Monitor your progress and alter the plan as needed– times, resources, the whole thing– what seems important now may not be in two years' time.

10. Celebrate.

- Celebrate reaching your goal as well as the sub goals and accomplishments along the way.
- It will keep you motivated and give you a sense of achievement.

SMART GOALS SHEET

SMART goal guideline

SPECIFIC	What will you actually do?
MEASURABLE	How you will know you have done it? How can it be seen, noticed or heard?
ACHIEVABLE	Can it be done in a specific time?
REALISTIC / RELEVANT	Is it possible? Does it fit in with everything else?
TIMELY / TIME BOUND	When will you actually do this? Is it happening at the right time?

SMART goal example – I want to improve my mathematics grade

SPECIFIC	I want to improve my ability to solve linear equations in time for my next test in four weeks.
MEASURABLE	I want my next mathematics test result to improve by >20%.
ACHIEVABLE	It's four weeks until the next test. I can ask the teacher for help, set aside one hour every night to study and I can attend the weekly mathematics study group.
REALISTIC / RELEVANT	I can fit this in for the next four weeks if I don't take so many shifts at work and spend less time socialising.
TIMELY / TIME BOUND	I will start by asking my teacher today and work on this goal for the next four weeks until the test day on (insert date).

ACTION PLAN

START HERE and 'backward map' from your end goal to what you could be doing weekly/daily

	OBJECTIVES				STRATEGIES				
GOAL	Become a professional singer								
STEPS	Record songs	Get a recording contract with Sony Music	Win or place in top three of The Voice, X Factor or Australian Idol	Be performing regularly and confidently in local venues	Build performance experience around local gigs	Audition for singing gigs around town	Join a singing group/band	Find a singing/voice coach and go to lessons	Practise
DATES /			Sept 2020	Jan 2020	June 2019		By next month	Weekly	Daily
TIME FRAME	Long term	Medium term	Short term						
OBSTACLES/ CHALLENGES		Pressure of performing live	Decide which competitions to enter?	Balance study, work and social		Need to buy own mic		Fit in around, other homework and social activities	Need to find a suitable space to practise
WHO CAN HELP			Family		Family and friends to come and watch and support to build my confidence	Local paper	Ask music teacher, school band	Ask music teacher for contacts	
RESOURCES									

Then 'action' your plan forward from this end

12. Positive self-talk = positive outcomes



TIME: 40 MINUTES

Learning Intention

- Students can identify the emotional and behavioural consequences of negative thoughts.
- Students can identify the connection between thoughts, feelings and behaviours in terms of positive coping.

Equipment

- whiteboard and markers.

Method

1. Introduce students to the acronym **WUTIWUF** (what-you-think-is-what-you-feel).

Explain that this acronym comes from a theory in psychology called cognitive behaviour which aims to identify and change unhelpful thought patterns that have a negative influence on emotions and behaviour.

2. Draw four columns on the whiteboard with the headings 'events', 'thoughts', 'feelings', 'behaviours'.

3. Ask students to give an example of an event that may be challenging.

For example:

- an exam in the subject you find hardest
- a relationship break-up
- applying for a job
- getting a bad haircut.

Scribe these in the event column.



4. Ask students to think about what thoughts, feelings and behaviours may be seen/heard if the event is too 'difficult to manage'.

See table below: 'difficult to manage'

5. Ask students to think about what thoughts, feelings and behaviours may be seen or heard if the event is 'possible to manage'.

See table below: 'possible to manage'

6. Facilitate a class discussion about the key differences between the behaviour that followed the negative or positive thinking about the event.

- How are the behaviours affected by the different thoughts/feelings?
- When have you experienced this?
- Do you ever have a bad feeling but it doesn't turn out that way?
- How can we replace negative thoughts with more positive ones?
 - What strategies could we use?
 - Who could help us create positive thoughts?

Difficult to manage

EVENT	THOUGHTS	FEELINGS	BEHAVIOURS
Exam	I am not going to pass	anxiety fear anger	<ul style="list-style-type: none"> • skip the exam • don't bother studying
Expected break up	They are going to dump me	anxiety anger hurt sad	<ul style="list-style-type: none"> • ignore them • be rude to them • break up with them first

Possible to manage

EVENT	THOUGHTS	FEELINGS	BEHAVIOURS
Exam	I can pass if I study	anxious/determined	<ul style="list-style-type: none"> • make time to study • get your friend to tutor you • ask for help from teachers
Expected break up	We can work it out	positive/confident	<ul style="list-style-type: none"> • sit down and have a chat with the other person • come up with ideas to help relationship • see a counsellor

13. Communicating – problem solving



TIME: 25 minutes

Learning intention

- Students practise how to manage difficult conversations in order to problem solve.

'PASTA' is an acronym for a process that was developed for parents/guardians in a parenting training program 'Engaging Adolescence' to use with their teens, however, senior students can use it too with adults or peers. It is a problem-solving tool.

Equipment

- whiteboard and markers
- SEL CARDS**
- PROBLEM SCENARIOS** (optional).

Method

Part 1

- Write the letters of the acronym down the side of the board. **PASTA**
- Explain to the students that **PASTA** can be used as a problem-solving acronym.
- Ask students what they think each of the letters could stand for relating to problem solving and scribe their answers on the board.
- After the students have brainstormed their ideas, write the acronym again as outlined below and fill in the explanation of the steps for **PASTA**:

PREPARE	Plan what you are going to say.
APPOINTMENT	Arrange a time and place to meet.
SAY	Say something positive; say what the problem is, say what you want.
TAME THE TIGER	Acknowledge their feelings and needs.
AGREE	Agree on some things that will happen.

Part 2

- Ask students to brainstorm the common school or study problems they experience and the teacher can scribe their answers on the board. For example:
 - seeking extensions on assignments
 - not understanding the lesson tasks
 - working on group assignments
 - changing class or subjects
 - wanting to increase grades or understand why their grades have dropped.
- Ask students to form small groups and discuss a problem from the brainstorm.
- Using the **PROBLEM SCENARIOS** or teacher created scenarios, ask students in their groups to take turns using the strategy of PASTA, taking turns in the role of student and the role of the person that needs to be negotiated with.

For example:

- teacher
- supervisor
- peer
- parent.

Review

Facilitate a discussion using the following prompts:

- Do you think the process of using the PASTA acronym was helpful in preparing to have conversations that may be challenging?
- What did you like about using the PASTA acronym?
- What didn't you like about using the PASTA acronym?
- Is the PASTA acronym something you may use in the future as a step by step process?

Coaching point

Ask students to create their own acronym. They can still use PASTA and make words/examples that are meaningful to them or create a new acronym to share with the class.





RESOURCE - SEL CARDS

Appropriate eye contact

Read faces

Be friendly

Help someone

Show respect

Be proud

Understand other people

Be OK making mistakes

Treat people the same

Read body language

Listen

Ask for help

Wait

Solve problems

Keep focus

Stay calm

Make a choice

Take time out when you need to

PROBLEM SCENARIOS

Your friends come to your house for a movie night. One of your friends brought a few other people that you didn't invite. What could you do?

There is a student in your class who is always mean to you. They always bump you when they walk past and call you names. You don't think you can take it anymore. What could you do?

You really want to invite a new student at your school to come to your birthday party, but you have never talked to them before. You are worried they will say no. What could you do?

You borrowed your sibling's bike one day without asking and the chain broke while you were using it. What could you do?

At work, you notice a staff member whom you manage is spending a lot of time on their phone and not completing their work. What could you do?

As a parent, you are really worried that your child is not coping at school and seems to be going out a lot with their friends. What could you do?

You are about to get your driver's licence and really want to use your parents' car, but they are really strict. What could you do?

Students in your class just won't take you seriously. They are getting out of control and behaving disrespectfully to you and the teacher. What could you do?

You apply for a promotion at work and you don't get it. You worked really hard to show you were the right choice. You want to find out why you didn't get the promotion. What could you do?

You are in a relationship and it is just not working. You want to try to work through your issues. What could you do?

14. Communicating in different relationships



TIME: 1 HOUR

Learning intention

- Students can identify appropriate and inappropriate ways people communicate in different relationships.
- Students evaluate when it is appropriate to use online communications.

Equipment

- paper
- pens and pencils
- sticky tape or BluTak™
- **COMMUNICATIONS CARDS**
- whiteboard and markers.

Method

1. Brainstorm different relationships students have and scribe on whiteboard using a table.
See table 1 on page 49.
2. Ask students to form pairs and invite them to select one **COMMUNICATIONS CARD**.
3. Ask pairs to BluTak™ their **COMMUNICATIONS CARD** next to a relationship in the table on the whiteboard for which their communication card is inappropriate for that relationship.
Remind students that there are no right or wrong answers.
See table 2 on page 49.
4. Facilitate a class discussion using the following prompts or similar:
 - How did your pair decide which relationship their **COMMUNICATIONS CARD** was the most inappropriate for?
 - What makes something appropriate/inappropriate?
 - Who decides?
 - When might culture change our decision?
 - Do different rules apply when communicating via digital mediums?
5. Distribute remaining **COMMUNICATION CARDS** so that each student has one.
6. Explain that the students will now place their communication card on the relationship poster they think is the most appropriate way to communicate in that relationship.
See table 3 on page 49.
7. Facilitate a discussion using the following prompts or similar:
 - Are there some ways of communicating that apply in all relationships?
 - Are there any that only apply to one kind of relationship?

Table 1

RELATIONSHIP	INAPPROPRIATE COMMUNICATION CARD	APPROPRIATE COMMUNICATION CARD
Community members		
Teacher and student		
Family members		

Table 2

RELATIONSHIP	INAPPROPRIATE COMMUNICATION CARD	APPROPRIATE COMMUNICATION CARD
Community members	Hold hands	
Teacher and student	Kiss	
Family members	Ignore	

Table 3

RELATIONSHIP	INAPPROPRIATE COMMUNICATION CARD	APPROPRIATE COMMUNICATION CARD
Community members	Hold hands	Send an email
Teacher and student	Kiss	High five
Family members	Ignore	Hug



COMMUNICATIONS CARDS

High five

Yell

Kiss

Email

Write a letter

Send a Text

Cuddle

Send a selfie

Video chat

Talk face to face

Talk on phone

Ignore

Send a Snapchat

Wink

Write about on a blog

Whisper

Post a video online

Swear at them

Send a group message

Follow on Instagram

Shake hands

Send private Facebook
message

Post on Facebook wall

Hug

15. What if you are not coping with stress?



TIME: 1 HOUR

Learning intention

- Students can identify signs and symptoms of stress.
- Students recognise when stress is problematic.
- Students can identify how to seek help or support others to seek help.

Equipment

- internet access and ability to project video with audio

- Video: The 25 Coping Skills Everyone Must Have – (optional viewing)

<https://www.youtube.com/watch?v=td4LQ2rxVa0> –

- **CUE CARE TEMPLATE**
- **MY STRESSORS.**

Method

Before the activity: Teachers could look up ‘it’s kind of a funny story...’ (movie) or similar short clip to promote conversations during the lesson.

1. Facilitate a class discussion about stress management. For example:
 - What is stress?
 - What are the physical responses of stress?
 - What are some positive coping strategies?
 - What support is available?
 - Who can you seek help from?

2. Explain that although there has been a lot of discussion and learning about positive coping strategies and relaxation techniques, these might not work for everyone.

Despite their best efforts, some people may still feel overwhelmed by stress and/or because of this stress, may feel they can’t engage with coping behaviour strategies.

3. Brainstorm signs, symptoms and behaviours of stress. Review the signs of stress below:

Physical

- rapid heart rate
- sweating
- headaches
- feeling sick, nauseous
- frequent sickness - colds or allergies

- skin problems or acne
- chronic pain
- digestive issues
- decreased energy
- any others?

Behaviour

- appetite changes – eating more or less
- increase or decrease in weight
- loss of interest in usual activities
- disrupted sleep, insomnia
- picking up bad habits – turning to risky behaviours
- overworking or working long hours
- any others?

Emotions and thoughts

- anger
- irritability
- short temper
- frustration
- confusion
- over reacting
- panic
- paranoia
- guilt
- fear
- any others?

4. Ask students to work individually to reflect on how they are feeling right now.

5. Facilitate small group discussions considering the following prompts:

- Are you feeling any of the emotions or thoughts discussed earlier?
- Are you unsure of your feelings?

Reflect on some or all of the points below. The teacher could prompt:

- Can you recognise any of the signs, symptoms or behaviours discussed earlier in yourselves?
- What positive coping strategies have you tried?
 - Have they had any effect?
 - Have they had the desired effect?
 - If not, what else might you consider?
- What relaxation techniques have you tried?
 - Have they had any effect?
 - Have they had the desired effect?
 - If not, what else might you consider?
- Have you asked for help?
 - Who have you asked for help?
 - Has it been helpful?
 - If not, what else might you consider to address your feelings of not coping with stress?

- Can you recognise when others are not coping?
- Have you recognised any of the signs, symptoms or behaviours of not coping in others?
 - family
 - peers
 - others?
- How might you make others see that they need support?
- How could you support others to try to cope or seek help?

6. Encourage students to make a cue card of ideas or strategies that may help them or a friend when they are not coping with stress. The **CUE CARD TEMPLATE** could be used or another design created by the students.

Coaching point

If the class prefers, they could record their ideas using the **MY STRESSORS** template.



CUE CARD TEMPLATE

Sample

<p>WHAT DOES STRESS LOOK LIKE FOR ME?</p>	<p>WHAT HELPS WHEN I FEEL STRESSED?</p>
<ul style="list-style-type: none"> • I yell at people • Everything gets too hard • I can't remember important things • I panic about everything • It feels like everyone hates me • I worry • I sleep a lot. 	<ul style="list-style-type: none"> • Deep breathing • Talking to my sister • Writing lists • Using a worry jar • Getting more sleep • Calling a helpline.
<p>WHAT DOES STRESS LOOK LIKE FOR ME?</p>	<p>WHAT HELPS WHEN I FEEL STRESSED?</p>
<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • •
<p>WHAT DOES STRESS LOOK LIKE FOR ME?</p>	<p>WHAT HELPS WHEN I FEEL STRESSED?</p>
<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • •

MY STRESSORS

WHAT STRESSES ME OUT?

WHAT DO OTHERS SEE WHEN I AM STRESSED?

WHAT CAN I DO TO HELP ME WHEN I AM STRESSED?

16. To bystand or upstand in difficult situations



TIME: 1 HOUR

Learning intention

- Students can identify actions bystanders and upstanders can take to support others.
- Students develop strategies to act as an upstander in a positive way if they are in a difficult situation.

Equipment

- **SCENARIO SHEET**
- **BYSTANDER STATEMENTS**

- internet access and ability to project video with audio (optional)
- print or display the following information for the class:

What does being a bystander mean

<https://au.reachout.com/articles/what-does-being-a-bystander-mean>

How to be an upstander

<https://au.reachout.com/articles/how-to-be-an-upstander>

Method

Before the activity: Read, print or display the following information for the class on screen.

Website:

What does being a bystander mean?

<https://au.reachout.com/articles/what-does-being-a-bystander-mean>

How to be an upstander

<https://au.reachout.com/articles/how-to-be-an-upstander>

1. Facilitate a discussion:
 - What is a bystander?
 - Someone who chooses not to act?
 - Someone present but does not take part.
 - In what situations can people be a bystander?
 - What is an upstander?
 - Someone who chooses to act?
 - Someone present who stands up in the situation.
 - In what situations can people be an upstander?
2. Create a class definition for a bystander and an upstander and a list of situations where people may become bystanders or upstanders.
3. Use the **SCENARIO SHEET** or co- create more suitable scenarios with the class to use in the activity.
4. Explain to the class that people sometimes make statements when they choose not to act in a situation.

For example:

 - I didn't want to get involved.
 - I thought someone else would do something.
 - I was afraid.
 - I didn't feel qualified.
 - I didn't know the full story.
5. Explain to the class that you are going to read out some scenarios where people may have to make a choice to react or not. Place the **BYSTANDER STATEMENTS** around the room, and as you read the scenarios out, ask the students to stand next to the statement that best describes how they would respond in that situation.
6. Explain that there are no right or wrong answers and that everyone chooses to react in different ways in different situations. No judgements are to be made, but discussions will happen.
7. At the end of each scenario, discuss as a class and make a list of other choices people could make in the situation that would help, deescalate or improve the scenario for the victim, where they could become an upstander.
8. In groups, ask the students to create a poster that could help young people know what to do if they are a bystander which would enable them to become an upstander. Students could also create a short play to present to younger students.

Coaching point

You could display the posters in the class or around the school to help others.

You could encourage a group of students in the class to present at assembly, strategies to affect situations in a positive way if other students are a bystander.

This video showcases the learning in this task and could be used to extend the learning:

The Bystander Effect

<https://youtu.be/Wy6eUTLzcU4> -



SCENARIO SHEET

You go out with your friends to the beach. Your best friend's partner starts arguing with them and it becomes pretty heated. The partner raises their fist to hit your friend.

You are sitting with a group of friends at the shops and you see your teacher struggling to carry their shopping. They drop their bags all over the floor and some of your friends start laughing.

You are in the school yard with your friends and a group of students nearby start making sexual gestures and comments to one of your friends.

You are on the bus on your way to school and an older person gets on the bus. All of the seats are taken and the older person is struggling to stand as the bus begins to move.

You see a group chat where someone is posting messages of a sexual nature, including images of someone you know.

You are at the local shopping centre and you see someone stealing a handbag.

The people in your sporting team are making racial comments about another team member you don't know that well, and they decide to express their feelings directly to the person.

You are at a restaurant with friends and a group nearby start making sexual gestures and comments to one of your friends that's sitting with you. Even though your friend is trying to ignore the comments, you see that your friend is upset.

You go camping with your family and the family next to you are having a lot of trouble setting up their tent. They seem to be getting frustrated and start to argue.

You are at a party with friends who are drinking. Someone you don't know is standing near you and behaving like they have had a lot to drink. They fall over and don't get up.

A friend of yours tells you that someone is hurting them.

You walk past the local playground with a group of friends and you see a young child alone and crying. You see an adult in the playground with their own children, but they don't seem to notice the crying child.

BYSTANDER STATEMENTS

I didn't want to get involved.

Someone else will do something.

I was afraid, so I left.

I didn't feel qualified to deal with this.

I didn't know the full story, so I didn't get involved.

17. Upstander intervention in difficult situations



TIME: 1 HOUR

Learning intention

- Students know strategies to use in challenging situations.
- Students demonstrate skills to direct, distract, delegate and delay.

Equipment

- paper
- pens/textas
- internet access and ability to project video with audio website:

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

Method

1. Facilitate a discussion about the definition of bullying. Use the 'Bullying. No Way!' website for definitions of bullying to assist and ensure students have an understanding. Display the website on the screen

Website: **<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>**

Use the following prompts to lead the discussion:

- What do you think bullying is?
 - Do all difficult situations involve bullying?
 - Should you get involved in situations where bullying is occurring?
 - Have you ever supported someone in a difficult situation? If yes,
 - What did you do?
 - Did it help the situation?
2. Explain to students that they will be practising strategies to use in situations as a bystander where they can intervene in a safe way that works for them and become an upstander.
 3. Explain that people react to situations in many different ways, but being a bystander who does nothing doesn't help.
 4. Use the table below to explain four ways you can react to different situations.

Direct	You step in straight away and assist. For example, someone is injured in an accident and you stop your car, offer first aid and call the ambulance.
Distract	Use a statement to change the topic or mood. For example: Is there someone who won't leave your friend alone? What if you said, 'Oh my God! Is that Mickey Mouse over there?' While they look away, grab your friend and move out of that space.
Delegate	Find someone with more power or influence to help. For example: Talk to someone with more social influence than you. This can be a bouncer or a teacher, or it could just be a crowd of friendly looking people that may be on your side.
Delay	Try to help after the event, when it is safer. For example: Check in with the person involved in the incident after it has occurred to see if you can do anything to help. Maybe you weren't there when the incident happened, but you may still be able to help by listening. Simply saying 'Hey, are you okay? Can I do anything?'

5. Ask students to work in small groups and think of three examples. They could create a scenario to assist them.

PLEASE NOTE: teachers may need to monitor the content that the students choose to use to ensure it is a safe topic to discuss with the class.

For example:

- You see a student being pushed around by a group of older students.
- You see a strange person approach a young child and ask them for directions to the shops and then grab the child's arm.
- Your friend tells you that someone has asked them to do something that makes them feel unsafe.

6. After the students have come up with examples, allow time for the students, in groups, to create a comic strip or a short role play of a scenario where a bystander may intervene. They will need to draw or act out two different endings to their comic/role play, with a different strategy from the direct/distract/delegate/delay table (point 4). The title may be 'What would you do?'
7. Ask each group to present their comic strip or role play and share their ideas.
8. Facilitate a discussion:
 - Which strategy would work the best in that situation?
 - Which strategy may make the situation worse or more challenging?
 - Is there any other ideas of different strategies that could be used?



COMIC STRIP TEMPLATE

Scenario 1

Scenario 2

18. Appropriate communication online



TIME: 1 HOUR (part 1 and 2 could be taught as separate lessons)

Learning intention

- Students can identify appropriate ways to communicate in different scenarios.

Equipment

- internet access and ability to project video with audio

- Video:
Be Deadly Online: Dumb Stuff
<https://esafety.gov.au/education-resources/classroom-resources/be-deadly-online/issues/digital-footprint>
- SCENARIOS WORKSHEET**
- pens/pencils.

Method

Part 1

- Show the video Be Deadly Online: Dumb Stuff. <https://esafety.gov.au/education-resources/classroom-resources/be-deadly-online/issues/digital-footprint>
- Facilitate a class discussion:
 - What do you think the boy was thinking when he posted the video?
 - Do you think when he posted the video, he thought about who might see it?
 - Did he think about what effect it might have on him?
 - His job?
 - His relationship with others?
 - Did he think about what effect it might have on others?
 - Getting them into trouble?
- Ask students to consider the THINK principle:

T	It is true?
H	Is it helpful?
I	Is it inspiring?
N	Is it necessary?
K	Is it kind?

- Facilitate a class discussion about how this principle could be used to consider whether something is an

appropriate or inappropriate way to communicate something online:

- In the video, if the boys had used the THINK principle, would they still have posted the video?

For example:

T	Some of it was true but the video was edited to change the context.
H	It wasn't helpful to dox in his mates for bad behaviour or to make fun of his relative. It was also not helpful in keeping his job.
I	It only inspired people to make fun of others.
N	It wasn't necessary to keep all of the video. Some of it could have been deleted to maintain better relationships and keep his job.
K	It was not kind to his friends or his relative.

Part 2

- Explain to students that they will be doing a quick movement activity to explore different communication methods.
- The teacher will read out statements about communicating. Students will stand if they agree and stay seated if they disagree. The teacher could tally the responses to enable further discussions.

STATEMENTS	AGREE	DISAGREE
It is always best to have 'hard' talks in person.		
Facebook often leads to fights.		
It is hard to know how someone is feeling via text.		
Emails are a common way to communicate at work.		
Different cultures communicate in different ways.		
People of different ages communicate messages in different ways.		
It is easier to communicate online to someone than in person.		
Other (teacher creates).		

- Facilitate a class discussion after each statement to explore why students agreed or disagreed and if there may be alternatives.

For example:

- Why is it/isn't it best to have 'hard' talks in person?
- What other ways do people communicate at work?
- What other methods of communication do people of different cultures and ages prefer? For example:
 - writing a letter
 - through song.

- Provide each student with a **SCENARIOS WORKSHEET**.
- Explain that students are going to work through scenarios (either as a whole class or individually) to decide which is the most appropriate communication method for each. The methods they are choosing from are text, email, phone or in person. Students need to tick the box or boxes they feel best apply to that scenario.
- Allow students time to work through the scenarios.
- Facilitate a class discussion:
 - Is there only one appropriate way to communicate in each of the scenarios?
 - How do you decide?
 - What might be some of the effects of communicating in an inappropriate way for different scenarios?
 - What are some other scenarios where it may be difficult to choose the most appropriate way to communicate?



SCENARIOS WORKSHEET

	SCENARIOS	TEXT	EMAIL	PHONE	IN PERSON
WORK	You need to tell your supervisor you cannot make it into work because you are sick.				
	The stock delivery has not arrived and you need to restock the shelves before you leave and you must tell your supervisor.				
	Your friend sent you a text message and asked you to let the supervisor know they won't be in.				
	You are running late and need to let the supervisor know.				
	You are not rostered for any shifts but really need the money.				
FRIENDS	You need to cancel plans with your friend because you need to work.				
	Your friend posted a picture of you on Facebook that you really don't want other people to see.				
	Your friend has sent you a group message and you don't get along with some of the other members of the group.				
	Your friend has sent you a text message asking if they can copy your homework.				
PARENTS	Your parents want you to stay home and help with your siblings but you really want to go to a party.				
	Your parents want you to get a job to help pay for bills but you are really struggling to keep up with your school work.				
	You didn't do as well as you had hoped in a recent test and are worried about how your parents will react.				
SCHOOL	You don't understand what the teacher was talking to the class about and are embarrassed to let everyone know.				
	There are two students who have been hassling you during the lunch break and you want to tell someone.				
	You are finding it hard to get to school on time.				

19. What makes a good friend?



TIME: 1 HOUR

Learning intention

- Students can identify what strengths or expectations they have of a good friend.

Equipment

- **ADVERTISEMENT EXEMPLAR**
- **ADVERTISEMENT TEMPLATE**
- pens/pencils.

Method

1. Facilitate a class discussion about what characteristics students think a 'good' friend has:

For example:

- What qualities might a good friend have?
 - honesty
 - have your back
 - generosity
 - kindness
 - strength – physical/emotional
 - bravery.
 - Do different people want different things from their friends?
 - Why?
 - What kind of things do we do to begin and keep friendships?
 - Why is it important to have good friends around us in good times?
 - Why is it important to have good friends around us in difficult times?
 - Do you think friendships change over time?
 - Have some friends been more important to you at different times in your life?
 - Why?
 - In what ways?
2. Explain to the class that they will be creating an advertisement for a good friend using the **ADVERTISEMENT TEMPLATE** or creating a video/TV advertisement. Students will need to consider the strengths they want their friends to have and the responsibilities they will have.

Following on with the advertisement theme, students could add a section about what successful applicants will receive in return for being a good friend.

For example, instead of a wage, you might:

- promise to listen to them when they need to talk
 - cheer them up with silly jokes when they are down
 - give them unlimited access to your swimming pool.
3. Facilitate a class discussion, encouraging students to share their work.
 4. Explain that these advertisements would be good to refer to when making new friends or thinking about the friends they currently have in their lives. It may help the students work out which friends have the right characteristics for their lives right now or friends they may need to change.

Coaching point

Students can write a 'friend available' advertisement that outlines their own friendship qualities.



ADVERTISEMENT EXEMPLAR

FRIEND WANTED

START DATE: January 2019

LENGTH OF POSITION: until the end of school

KEY RESPONSIBILITIES:

- listen to me
- stand up for me
- hang out with me on weekends
- give good advice.

STRENGTHS REQUIRED:

- kindness
- honesty
- teamwork
- loyalty.

ABOUT THE POSITION / REQUIREMENTS FOR THE JOB:

I'm looking for a friend who loves to draw. They like to go fishing and hang out on weekends at the beach. I want a friend who always has my back and will agree with everything I say, but still give me good advice if I am on the wrong track. I want a friend who will share their gear with me and watch scary movies. I am sporty, kind and don't like hugs. I will be loyal to you and stand up for you. If you think you could be my friend, feel free to contact me on 'Instagram' at fisher_boy_04.

ADVERTISEMENT TEMPLATE

FRIEND WANTED

START DATE:

LENGTH OF POSITION:

KEY RESPONSIBILITIES:

-
-
-
-

STRENGTHS REQUIRED:

-
-
-
-

ABOUT THE POSITION / REQUIREMENTS FOR THE JOB:

20. Building a support network



TIME: 1 HOUR

Learning intention

- Students can identify people who make up their support network.
- Students can identify how their support network can help them when they need support.

Equipment

- paper
- pens and pencils
- whiteboard and markers
- **SUPPORT NETWORK TABLE**
- **SCENARIO SHEET exemplar and template.**

Method

1. Discuss with the class what they believe a support network is and why we need one. Scribe their answers onto the whiteboard.
2. Ask students to think about people/organisations/groups they believe are part of their 'support network' and how they support them in different ways. Use the support network table and focus on how the different people/organisations/groups they identify help and support them in different ways or for different purposes.

For example:

- best friend – listens, let's you stay at their house, drives you around
 - coach – helps you play better
 - parent/family member – sometimes listens, makes you feel good, gives you money, gives you a place to live
 - helpline – gives advice and support
 - doctor/nurse – patches you up, gives medicine or treatment.
3. Using the **SUPPORT NETWORK TABLE**, students can create their own support network to remind them of who they can rely on for support in different situations.

4. Using the examples on the **SCENARIO SHEET**, ask students to think about the examples and how each person helps in the different scenarios. Use the following prompts:
 - Would it help the scenario?
 - How?
 - Why?
 - Would it make the scenario outcome worse?
 - How?
 - Why?
5. Give students a chance to complete the table with teacher prompts if required.
6. Students can then create their own scenarios individually or in small groups and choose people from their current support networks that might help them in the different scenarios.
7. Finally, for each scenario, ask the students to think about the choices they have made and which person they would choose to have the best outcome for them.

For example:

- Scenario 1 – I would choose A, go to someone in the class, as I don't like talking to my teacher and I think another student could help me understand better.
- Scenario 2 – I would choose C, call a help line, as I'm too scared to tell my family how I feel right now and they would just worry too much. I'd try to talk to my family later when I feel a bit better or after I get some advice.

Coaching point

Teachers may use contextualised examples on the **SCENARIO SHEET** that suit the needs of the class. Students may also like to role play some of the scenarios.

If students are unaware, provide them with the phone numbers, contact details and websites for local help lines and support groups.



SUPPORT NETWORK TABLE

Add names of support people and how they best help you.

Example

Best friend

Listens, lets me stay
at their house and
drives me around

**My support
network**

SCENARIO SHEET - EXEMPLAR

SCENARIO	WHO COULD YOU ASK TO HELP YOU?	WHY WOULD YOU CHOOSE THEM?	HOW WOULD THEY HELP WITH THE SITUATION?
1. You get a low grade for a really important assignment and feel really upset/annoyed about it.	<ul style="list-style-type: none"> A. Someone in the class who is a conscientious student and gets good grades. B. A friend who dislikes that teacher and is always complaining about school. C. The teacher. D. Other? 	<ul style="list-style-type: none"> They might be able to help work through the assignment or help with study for the next one. They might help vent anger and make me feel better when I am upset. They might go through the assignment and show me how to improve next time or let me resubmit the assignment. ? 	<ul style="list-style-type: none"> I would be better prepared next time and perhaps get a better grade. I would feel less upset/angry but it wouldn't really help. I would understand what mistakes I had made and be able to improve next time. ?
2. At night you feel alone, like no one cares and everything is too hard.	<ul style="list-style-type: none"> A. Call/text/message my best mate. B. Talk to my parent/family member or carer. C. Ring a helpline. D. Other? 	<ul style="list-style-type: none"> They have helped me before. They are always there for me. It is private. ? 	<ul style="list-style-type: none"> Listen, talk me round, tell me good stories. Listen, give hugs, reassure me, tell me I am important and loved. Listen, give advice on who else I can talk to, make sure I am safe. ?
3. You notice that you have five shifts at work, sport training and three tests this week.	<ul style="list-style-type: none"> A. My boss. B. A work friend. C. Other? 	<ul style="list-style-type: none"> They always have an answer. They need an extra shift. ? 	<ul style="list-style-type: none"> Give my shift to another co-worker. ? ?

SCENARIO SHEET - TEMPLATE

SCENARIO	WHO COULD YOU ASK TO HELP YOU?	WHY WOULD YOU CHOOSE THEM?	HOW WOULD THEY HELP WITH THE SITUATION?
1. (create your own scenario)	A. B. C.		
2. (create your own scenario)	A. B. C.		
3. (create your own scenario)	A. B. C.		

21. STEREOTYPES



TIME: 1 HOUR

Learning intention

- Students can identify the difference between assumptions and stereotypes.
- Students learn strategies to avoid making assumptions about others.

Equipment

- **EMPLOYEE PROFILES** – 1 set (pre-cut)
- whiteboard and markers.

Method

1. Read out the following scenario:

Someone has been stealing stock from your work. On Thursday at 6pm, more than two boxes of stock were taken from the storeroom. The room is usually left unlocked until 6.30pm for deliveries and cleaning. The manager knows it must be one of the six people seen on camera after 5pm going in and out of the storeroom because he saw the boxes before that. There is no footage of anyone removing the boxes as the power was off between 5.10pm and 6.10pm.

2. Ask for six volunteers to act as suspects and hand each of them an **EMPLOYEE PROFILE**. The rest of the class are other employees.
3. Invite the six suspects to the front of the class and ask them to introduce themselves to the others using the information in their profiles. They can read or summarise.
4. Explain that the students should ask the suspects questions to try to figure out who stole the stock. The suspects will answer in character.
5. Ask the class to form small groups (without the suspects) and collectively decide on an answer to the following questions:
 - Who stole the boxes?
 - Why do you think that?
6. Each group presents their decision and reasons to the whole class. The suspects can be available to improvise responses to any follow-up questions the groups have.
7. When all groups have reached a decision, ask the six suspects to reveal their true reason for being in the storeroom, with the guilty employee (Liam) going last.

8. Facilitate a discussion using the following prompts:
 - What did their age, background, gender and/or name lead us to think about them?
 - Did these things affect our decision?
 - Is it ever fair to judge someone based on these things?
 - Do similar judgments happen at school/work/community/home?
 - How might people judge someone on their age/gender/background?
9. Explain that all judgments we make are based on stereotypes and assumptions.
10. Develop definitions of these terms with your students and write them on the whiteboard. For example:
 - **ASSUMPTION**: to believe something without knowing if it is true.
 - **STEREOTYPE**: an overly simple picture or opinion about a person or group of people.
11. Ask volunteers to share their thinking, prompting them to discuss how stereotypes or assumptions affect the way we behave and how the way we behave affects other people.

Review

Ask students to review the learning intentions.

- What parts of this lesson helped them to understand how easy it is to make assumptions?
- What strategies have they learnt to help avoid making assumptions in the future?

Coaching point

Facilitate a discussion about examples of assumptions and stereotypes. For example:

- on television
- on social media
- in advertising.

Ask students to consider ways people can avoid using assumptions and stereotypes. For example:

- get to know people first
- ask non-confronting questions
- research facts using multiple sources
- speak to people kindly.



EMPLOYEE PROFILES

Name: Beth

Age: 16

Gender: Female

Beth has been coming to work late for the past two months since her mother moved towns. She looks after her three younger brothers. There is a rumour Beth is using drugs.

Reason for being in the storeroom:

Beth was going to the bathroom at the back of the storeroom because she was feeling sick.

Name: Sammy

Age: 20

Gender: Female

Sammy is the mother of two kids, so she works part-time. She works on the registers and really wants to work more because she has no money.

Reason for being in the storeroom:

Sammy borrowed plates from the storeroom for her daughters' party and was returning them when no one would see.

Name: Mex

Age: 18

Gender: Male

Mex won employee of the month twice. The managers like Mex. He is always on time and stays late to help out after clocking off. His dad is best mates with the store's owner.

Reason for being in the storeroom:

Mex was asked to take some damaged goods to the storeroom that had been returned by a customer. A manager gave him a key to the storeroom.

Name: Namh Li

Age: 27

Gender: Female

Namh Li is a store cleaner. She doesn't work on Sundays because she goes to church, so she stays late during the week. Namh Li smiles and waves at everyone – they all like her. Her English isn't good.

Reason for being in the storeroom:

Namh Li stayed back to clean so she could go to church on the weekend.

Name: Jarrah

Age: 15

Gender: Male

Jarrah has a big family. His mother and two of his siblings have been caught stealing before and his father is in jail.

Reason for being in the storeroom:

Jarrah was not rostered on but had come into work as he left his sneakers in his locker and needed them for sport.

Name: Liam

Age: 54

Gender: Male

Liam has been a security guard at the store for 15 years. He has two children at school and his wife is pregnant. He remembers the names of the staff, is always friendly to customers and ensures the staff are safe by walking them to their cars after their shift.

Reason for being in the storeroom:

Liam stole the boxes. He gambles and needed more money.

22. Sexual harassment



TIME: 1 HOUR

Learning intention

- Students understand what sexual harassment is.
- Students discuss statements to develop deeper understandings about sexual harassment.

Equipment

- **HARASSMENT STATEMENTS**

- pens and pencils
- internet access and ability to project video with audio
- Optional video:

Halting Harassment: 7 Rules of the Road

<https://www.youtube.com/watch?v=Wv2FvKOhN88>

Method

Before the activity: Teachers should view the video prior to the lesson to ensure its suitability for their class.

1. Facilitate a discussion about what the students think the definition of sexual harassment is. The suggested video could be used. Brainstorm ideas and shape a definition with their assistance. For example:
 - A behaviour of making unwelcome and inappropriate sexual remarks or physical advances in a workplace or other professional or social situation.
2. Give out copies of the **HARASSMENT STATEMENTS** to students. Remind the students to work quietly and put a tick in the box, one for each statement.
3. Ask students to work in small groups or pairs and discuss their responses and why they made them.
4. After about five minutes, facilitate a deeper discussion with the whole class by reading through the **HARASSMENT STATEMENTS**. This could involve collating the data from the students and discussing different points of view. Allow students to come to their own conclusions by constantly questioning the reasons for their beliefs in an appropriate and suitable way.
5. Ask students to consider the following questions during the discussion.
 - Did anyone in your group try to make you change your answer?
 - Were any of your answers different from those of the other students?
 - Were any of your answers the same as those of other students?
 - Did anyone in your group make a choice that surprised you?
6. Ask students to make a list of where they think sexual harassment would happen. For example:
 - at school
 - at work
 - at home.
7. Facilitate a discussion about what strategies could be used to stop sexual harassment in the places they identified in their list (point 6).

Coaching point

Students may like to create posters to voice their feelings about sexual harassment and display them in the classroom or around the school.



HARASSMENT STATEMENTS

STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Girls sexually harass girls and boys sexually harass boys.				
Friends allow sexual harassment to happen to their friends, even though they dislike it.				
Teachers and school staff ignore sexual harassment and allow it to go on in the school.				
Girls who dress in sexy clothing are asking for attention and harassment.				
Flirting is sexual harassment.				
Sexual harassment does not happen at home.				
Sexual harassment can be prevented.				
A student who files a complaint against someone should expect to be called a snitch.				
Younger children are not capable of sexual harassment.				
Women sexually harass men and get away with it more than men sexually harassing women.				
Boys cannot be sexually harassed.				

STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
In most cases of sexual harassment, males harass females.				
Offensive graffiti on the bathroom wall is not sexual harassment.				
Little children as young as five or six years old can sexually harass other people.				
It's okay to make jokes about sexuality.				
Reporting sexual harassment gets positive results.				
All sexual harassment is intentional.				
Sexual harassment can be flattering.				

