Student Transition and Resilience Training

A Year 6 – 7 Resource

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ABOUT START

The aim of START
The Student Transition and Resilience Training (START) resource has been designed to enhance the ability of schools to support Year 6 and Year 7 students transition from primary to secondary school. This resource will help to equip students with the skills to make a positive start to secondary school, and build a foundation for their secondary education.

How to use START
START is comprised of four documents. These documents are designed to work together to form a set of activities that will contribute to the development of students’ personal and social capabilities, and critical and creative thinking. Some activities include handouts for the students to either read or complete.

DOCUMENTS
The START resource includes the following documents:

► TEACHER RESOURCE (this document)
This document is the main resource for teachers, with references to the other two (student) documents that make up the START resource. It includes:

- Introduction
  An overview of the START resource, and information on resilience and transition

- Activities
  Activities for the teacher to implement with references to the appropriate student handouts

- Appendices
  Alignment with the Victorian Curriculum, References

► HANDOUTS
Printable handouts that are designed to accompany the activities chosen by the teacher.

► WORKBOOK
This document is for students. It includes an introduction to the START resource. All handouts will be added to this workbook.

► PORTFOLIO
Students are asked to build and refine a personal portfolio that can then be accessed by themselves, their teachers, and their parents or carers, as they transition from primary to secondary school.

ACTIVITIES
The activities are intended to support students’ reflection and personal development throughout their transition to secondary school. These activities can be undertaken in Year 6 or Year 7.

For students who have completed START activities in Year 6, teachers can review their portfolio in Year 7 and consider ways to develop their responses further. Repetition of activities encourages reflection and reconsideration. Depending on the student level, teachers can raise questions like:

- How do you think it is different from the way you saw things last year?
- Do you think you might see things differently next year?
- If you have done this before, do it again and let’s see what changes have happened.

There are three introductory activities. The rest of the activities are divided into eight sections. Teachers can select as many or as few activities in these sections as they wish. In each of the eight sections there is one essential activity that can be tailored to students in either Year 6 or Year 7. Students will be prompted to enter the results into the relevant section of their portfolio.
PORTFOLIO
A key focus of START is to have students build and refine a personal portfolio that can then be accessed by themselves, their teachers, and their parents or carers, as they transition from primary to secondary school. Ideally the student starts his or her portfolio in Year 6 and it travels with them as a living record, potentially generating a “conversation” between the student, his or her teacher and their parent or carer.

Even if a student has not developed a portfolio in primary school, portfolios begun in Year 7 are still useful as they provide students with a snapshot of themselves that can be valuable in identity formation.

The portfolio can be an effective tool to help teachers identify the individual needs of each Year 7 student coming into the school so that their social, emotional and learning needs can be tailored to support them. The portfolio can encourage students to develop and reflect on their personal learning goals and ongoing development over the course of their transition. Reflection involves going back over issues and considering them further.

The activities in each of the eight sections, link directly to eight segments within the student’s portfolio, culminating in a statement about personal identity. As each section is completed, students will be able to fill in that segment of their portfolio.

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Alignment with the Victorian Curriculum

START is intended to align with the Victorian Curriculum and specifically links to the Health and Physical Education curriculum and the English curriculum. Appendix 1 includes details of how START aligns with the Victorian Curriculum Standards.

Alignment with the Building Resilience Model

START also complements the Department of Education and Training’s Building Resilience model and Social and Emotional Learning materials, which are available for use with students across all years of schooling, from Prep to Year 12.

Building Resilience provides an evidence-based approach to developing students’ personal and social capabilities, including self-awareness, self-management, social awareness and social management. It recommends a whole-school approach, encompassing strategic attention in the five interrelated domains of partnership, leadership, teaching, support and referral.

Teachers should follow the Department of Education and Training’s Building Resilience model of lead, teach, support, refer, partner.

► Lead activities across the school, orchestrating a comprehensive approach to transition including transition teams, parent involvement and student empowerment

► Teach social and emotional skills to all students across all year levels that will assist them in transition

► Support young people and their families identified as needing additional assistance with additional coaching, more intensive positive relationships and further input on developing a positive attitude towards learning

► Refer those in need to appropriate services

► Partner with the school community, including families (parents, grandparents and carers) and local and community services

For more information, visit:
Transition
People who study the effects of transition agree there are three main stages:

1. **SEPARATION**
   A change or move away from the person’s usual way of functioning

2. **LIMINALITY**
   A time of confusion and lowered functioning as the person tries to make sense of changing circumstances

3. **REINTEGRATION**
   An adaptation to new circumstances and an incorporation of new skills and experiences into the person’s next phase of life

Resilience
Research defines human resilience as the ability of people to flexibly use their internal capacities and external supports to respond to whatever challenges they face¹.

Resilience is defined as the capacity to recover quickly from difficulties. This process often occurs when encountering a new challenge, and perhaps initially feeling confused, daunted or even overwhelmed by the challenges they are faced with, before finding new ways of adapting to the new circumstances.

For more information on building resilience visit: www.education.vic.gov.au/resilience

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KEY PREDICTORS OF POSITIVE RESILIENCE IN YOUNG PEOPLE

Based on over 2.5 million young people worldwide, research from the Search Institute and Resilient Youth Australia² (www.resilientyouth.org.au) points to 40 key predictors of high resilience in young people.

Simply put, the more of these 40 assets you have, the more likely you are to experience a safe, happy and fulfilling life. People with less than 10 of the 40 assets will find it hard to develop a successful or happy life.

The 40 assets have been grouped into eight main areas, which form the basis of the eight main sections of the START resource:

1. Adult connectedness (teachers, parents, community members)
2. Boundaries and expectations
3. Empowerment
4. School engagement
5. Positive values
6. Friendship and social skills
7. Community engagement
8. Identity

These eight areas provide a powerful framework of resilience for schools and communities to measure and act upon.

SUPPORTING RESOURCES
The Department of Education and Training’s Building Resilience resource:

The Resilience Survey:
www.resilientyouth.org.au

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¹ Haggerty, Sherrod, Garmezy and Rutter, 1996
² Benson, et al. 2011; www.resilientyouth.org.au
Transition points: A time of opportunity

The transition points in schools have the capacity to either consolidate existing disadvantages or create opportunities to grow, flourish and build positive identity and resilience.

The main school transition points are:

- School entry
- Year 3 to 4
- Year 6 to 7 (the focus of this resource)
- Late Year 8 into Year 9
- The commencement of senior secondary school
- School completion into work or further training and education

A growing body of research points to early adolescence being one of the times of maximal neuroplasticity. For young people, schools and parents, this represents a time of great opportunity. As the brain is already restructuring itself to be able to think in more sophisticated ways, it is a time to embed the habits and routines that will lead young people to maximise their intelligence.

The benefits of having a thorough approach to transition

It takes time to build successful transition programs between primary and secondary school settings and strong partnerships with families. However the benefits are far reaching.

For primary schools strong links with secondary settings can lower anxiety, increase resilience in students and strengthen parental involvement, correlating with better academic results and positive behaviours.

In secondary schools successful transition programs help to settle new students and maximise their learning. Research indicates that by Year 10 students who have had a smooth transition have higher levels of school attendance, better academic results, low behavioural problems and lower rates of substance abuse.

Three major changes from Year 6 to Year 7

The transition between primary and secondary school provides challenges for young people on many fronts. Already they are encountering three of the major changes in the human lifecycle:

1. Commencing their ability to reproduce, including massive hormonal changes
2. Restructuring of the prefrontal cortex to enable higher order, conceptual thinking (this is called the executive functions)
3. Beginning their quest for identity formation (while the answer to the question “Who Am I” may not arrive for many years, it is in early adolescence that the quest begins).

Key findings on transition

An extensive body of research into the transition between primary and secondary school suggests that a number of negative changes occur for some students. It can be tempting to view some of these changes (e.g. turmoil and possible disengagement) as a consequence of the upheavals of puberty and early adolescence. However if we succumb to that view we will miss the chance to support young people to capitalise on the great opportunities contained within this stage of life.

Whilst most adolescents succeed in school, have positive relationships with peers, teachers and families, transitioning to secondary school can impact on stress levels and exacerbate negative changes.

Research shows that school transitions can be stressful for many students, particularly for early maturing girls and low achieving boys (a quarter of Western Australian children surveyed by Edith Cowen University in a study published in 2014 found the transition from primary to secondary school difficult). Poor transition can also negatively impact on academic outcomes (NAPLAN writing achievements appear to be negatively impacted by transition, with boys being most negatively affected).

These negative changes are not inevitable. Schools that implement solutions to these issues in the form of an extensive transition process can overcome these setbacks and set them on a trajectory for long term success.

3 Compas, 1995; Fuller, 2002
4 Giedd, et. al., 1996
5 Felner and Adan, 1988
RESILIENT YOUTH AUSTRALIA STUDY

In 2014 and 2015, Resilient Youth Australia surveyed 4,663 Australian students in Year 6 and 7 undergoing transition from primary to secondary school to determine their resilience.

The challenges faced by these students are summarised below:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Year 6 Boys</th>
<th>Year 7 Boys</th>
<th>Year 6 Girls</th>
<th>Year 7 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration problems</td>
<td>20%</td>
<td>16%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Loss of sleep</td>
<td>25%</td>
<td>27%</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td>Feel under strain</td>
<td>24%</td>
<td>25%</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>Unhappy and depressed</td>
<td>25%</td>
<td>22%</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Losing confidence</td>
<td>20%</td>
<td>21%</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>Feeling worthless</td>
<td>19%</td>
<td>18%</td>
<td>19%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Of most note was:

- The decline in resilience, sense of safety and the perceived quality of supportive relationships between Years 6 and 7
- The low levels of community engagement across both year levels
- The decline in positive personal identity between Years 6 and 7 (positive identity was also low for girls in both years)

It is clear from these results that the combination of school transition with the onset of puberty for many students is accompanied by an increase in distress and a lowering of functioning.

The activities in START have been tailored to address these challenges and to increase the likelihood of positive adaptation and resilience.
Mapping successful solutions to the potentially negative effects of transition

The following table outlines the potential negative changes and solutions based on a composite of research findings:

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<tr>
<th>POTENTIAL NEGATIVE EFFECTS</th>
<th>SUCCESSFUL SOLUTIONS</th>
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<tr>
<td>An increase in worries and self-consciousness</td>
<td>Establishing strong adult connectedness and calm positive classroom cultures. Mindfulness and anxiety reduction methods taught to students</td>
</tr>
<tr>
<td>A decrease in self-esteem, particularly for girls if it coincides with puberty</td>
<td>Positive goal setting, boundaries and expectation, assist optimistic thinking and a growth mindset</td>
</tr>
<tr>
<td>Increased sense of alienation</td>
<td>Reduce the amount of environmental shifting between classes and other activities</td>
</tr>
<tr>
<td>Decrease in academic achievement associated with a loss of confidence about the ability to handle the work at the secondary level</td>
<td>Provide professional development for teachers on brain-based learning and the essential skills for academic success. Suggest monitoring and coordination of homework</td>
</tr>
<tr>
<td>Slowing of the momentum of learning progress between upper primary years and early secondary years</td>
<td>Promote student self-efficacy through approaches that enhance student empowerment and mastery learning</td>
</tr>
<tr>
<td>Decrease in student trust of teachers and teacher trust of students that seems connected to not knowing each other well enough yet</td>
<td>Increase visible teacher support to students. Conduct audits of students’ connectedness. Increase positive feedback and coaching</td>
</tr>
<tr>
<td>Loss of family engagement</td>
<td>Involve families in transition as co-coaches of their child’s future, by providing opportunities for discussion and a specific contact point for questions</td>
</tr>
<tr>
<td>A widening of existing gaps in educational achievement</td>
<td>Academic success programs that emphasise that success is possible for all students and that early secondary school is where you establish the key skills related to academic success. PD for staff on teaching and role modelling positive/growth mindset</td>
</tr>
</tbody>
</table>

These successful solutions have been incorporated into the START. Strategies to develop these skills are also outlined in the Department of Education and Training’s social and emotional learning materials available at: [http://www.education.vic.gov.au/about/department/Pages/resilienceframework.aspx](http://www.education.vic.gov.au/about/department/Pages/resilienceframework.aspx)

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Supporting the whole family through transition

Transition from primary to secondary school involves changes that can be both exciting and challenging to students and their families.

The promise of a whole new group of friends, a broader range of teachers and subjects, and an adolescent environment buzzing with hormones, is compelling for many students. However, even the most curious and brave have vulnerabilities at this age and stage.

Parents also have to adjust and establish themselves in a new school setting at a time when their children seem to want them to be as distant from school as possible. Many parents themselves find the transition difficult, due to a change in culture, the daunting scale of secondary schools and the loss of familiarity they had come to know as parents of primary school aged children.

Schools’ role is to ensure that the transition experience is positive and responsive to the needs of all kinds of students and their families. It is important to remember that for some families – such as newly arrived refugee families – parents can find the primary school environment daunting. Obviously the secondary school environment may be more overwhelming at first and so it is important to be aware of the additional support these parents may need while their children are moving from the primary to the secondary school setting.

INVOLVE PARENTS, GRANDPARENTS AND CARERS

While some teens want to use transition as a time to be more independent of their family, it is a time when the adults in each student’s life need to have a direct form of communication and a strong relationship.

Make Year 7 parents and carers feel welcome in the secondary school environment as some parents struggle with how to get involved when their children want to be independent. Year 7 students don’t always make their parents feel welcome at their secondary school like they did at primary school. It can also be a different environment for parents – as they are also “transitioning” from the Year 6 to Year 7 school environment. Consider ways to get parents involved in the secondary environment – BBQs, working bees, open days and transition days.

Creating positive Year 6 and Year 7 classrooms to enhance transition

BUILDING A POSITIVE SCHOOL CULTURE

At transition times, schools should communicate to parents the school’s values, expectations and approach to supporting their child’s learning, highlighting that the school:

- Has a strong positive culture that is inclusive, safe and welcoming for their child
- Encourages parent participation in the education process

Students who are in a positive school culture and are resilient are known to have more successful transitions from Year 6 to Year 7. Ways to build a positive school culture include:

- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Defining and teaching explicit school-wide and classroom behavioural expectations
- Establishing mechanisms for recognising and rewarding positive behaviour
- Establishing school-wide and classroom processes for early identification of students experiencing academic and/or behavioural difficulties
- Developing school-wide and classroom processes for ongoing collection and use of data for decision-making
- Providing a physical environment conducive to positive behaviours and effective engagement in learning
- Using clear, consistent, step-by-step instructions to support students
- Taking into account the interests of your students and integrating these into lessons
- Being mindful of how much time you spend on lesson introductions and instructions. Align this time with the amount of time students are able to actively pay attention

ADOLESCENT LEARNING: HOW SCHOOLS CAN CAPITALISE ON EARLY ADOLESCENT NEUROPLASTICITY

Just prior to puberty between 9 and 10 years of age there is a huge growth spurt in the frontal lobes with millions of new synapses. Then around the age of 11, massive pruning occurs. This time of life represents a great opportunity for educators to develop the neural architecture that will lead students on to success. Schools should take advantage of the maximal neuroplasticity of the student brain at this stage of a student’s life, by providing opportunities for students to maximise their intellect. This could be done by:

- Encouraging students to gain a passion for learning by finding each child’s talent, strengths and passion
- Providing opportunities for professional development to teachers on the emerging adolescent brain

The adolescent brain is set up for being fast and impulsive and we need to help it move towards becoming slow and smart. Slowing adolescent minds down so that they don’t have to do the first thing that comes into their heads requires coaching in reflective rather than impulsive decision-making.

HOW SCHOOLS CAN DEVELOP A POSITIVE MINDSET

Research shows us that students’ mindsets directly influence results. Adopting a growth mindset enables students to remain engaged and achieve well. Students with a growth mindset outperform controls because they believe in effort and are resilient in the face of setbacks. Teachers who have a growth mindset have students who improve faster.

Changing students’ mindsets from a fixed (I can’t do any better) mindset to a growth (I can improve) mindset raises their achievement scores.

Our aim should be for each student to develop his or her potential. To achieve this we need to praise effort not just intelligence and improvement over accomplishment.

HOW SCHOOLS CAN PROMOTE PLANNING

Many teenagers have trouble planning. This is because their prefrontal cortex is being refined during these years. Most teenagers could have a sign on their foreheads that says, “closed for reconstruction.”

While the connections in the prefrontal cortex are being refined or pruned, it is also a time of great opportunity. It is in these years that thinking, problem solving and creativity can surge if nourished.

Key things we can do to boost the performance of the adolescent brain including:

- Structuring learning so that most of the initial planning and organisation is done for them. Clear instructions and task planning will reduce the amount of cognitive load inherent in planning and increase the likelihood students will experience success.
- Providing opportunities for mastery learning (students achieve a level of mastery in prerequisite knowledge before learning subsequent information)
- Giving them activities that develop the frontal lobes – prediction games, anticipation of consequences, mazes, and discussions about the long-term effects of social issues.

HOW SCHOOLS CAN UTILISE EMOTIONAL PROCESSING

Adolescents like intensity, excitement and arousal. They are drawn to music videos and films that shock and bombard the senses.

At this time, hormones become more powerful and adolescents’ brains show more activity in the emotional parts of the brain (known as the limbic system) than they do in the planning and impulse control parts of the brain (known as the frontal lobes and the prefrontal cortex).

This means that adolescents learn best when there is emotion involved.

WHY SCHOOLS SHOULD REDUCE STRESS

When emotional, adolescents have lower activity in their frontal lobes and more activity in the amygdala than adults, drastically reducing their capacity to learn.

This means it is vital to create classrooms that are safe, open and inclusive.

BUILDING EXPECTATIONS

Teenagers who have lower expectations for themselves ask for help less often and are less likely to use feedback to improve outcomes.

Numerous teenagers are sapped of motivation by the fear of failure. Shame is toxic to learning. Build a classroom culture in which “having a go” is expected and mistakes are seen as a normal part of life.

The adage that we “learn from our mistakes” helps students to become more resilient and will help make the transition from primary to secondary school more successful.

7 Giedd, et al. 1996
8 Dweck, 2006
9 Spear, 2010
10 Fuller, 2014
11 Clark, Nguyen and Sweller, 2006
12 Diamond, 2013
INTRODUCTION

TUNED INTO THE PEER GROUP
Teenagers are highly tuned into the opinions of those around them, especially their peers. They tend to be preoccupied with what others think and will sacrifice success for social acceptance.

This means we need to manage the peer culture by giving all students ways to be helpful, and to have a go at new activities and succeed.

Nothing overcomes reluctance and low motivation faster than challenges and a whiff of success. In this area we need to emulate computer game designers, who create games that offer a balance of rewards and challenges.

SLEEP PATTERNS
Most parents will tell you most teenagers’ brains aren’t ready to wake up until 8am or 9am in the morning. Adolescents need more sleep than they did as children and their circadian rhythms appear to be set later than children’s or adults.

Sleep declines from an average of 8.3 hours in Year 8, 7.5 hours in Year 10, to 7 hours in Year 12. Most teens function optimally on 9.25 hours of sleep. Sleep deprivation is associated with weight gain, moodiness, poorer attention and increased use of caffeinated stimulant drinks to become alert.

Adolescents getting only 5-6 hours of sleep a day lose out on the last two REM cycles and thereby reduce the amount of time the brain has to consolidate information into long term storage.

For more information check out www.andrewfuller.com.au and the Department of Education and Training’s SAFE Minds: Schools and Families Enhancing Minds Program.


PERSONAL BEST AND PASSION PROJECTS
Students completing projects of interest to them result in amazing leaps in learning.

Consider creating continuity in a particular project that a student is passionate about, for example astronomy. That project can “transition” with the student from Year 6 to Year 7 with a good “handover” to the student’s secondary teacher in that subject.

Ways to cater for the transition and wellbeing needs of girls and boys

There is always going to be some debate about whether the differences between girls and boys are a social construct or represent structural differences in their brains.

A detailed discussion of this issue is beyond this resource and instead teachers should focus on what a large body of research says works with each gender. However, keep in mind that these findings may not necessarily apply to all students, all of the time.

Generally speaking it is the high-achieving girls and low-achieving boys who are most negatively affected by transition. The following methods are worth considering.

Transition and wellbeing needs of boys

BOY SMARTS
Boys are the masters of minimalism and the practitioners of “just-in-time” management. Asked to do almost any task, their immediate response is “later”. If they are asked to write a 50-word essay they tend to count the words and if they write 51 words most of them will think they have overdone it.

If you have predominantly boys in your class there are a number of strategies you can use to improve behaviour, learning and wellbeing. These methods are likely to work with the majority of boys.

RESPECT
Boys are constantly checking to see if you respect them. They respond well to people who have expectations of them and respect them as capable of meeting those goals. If a boy has a sense that you respect him, he will walk over coals for you.

Never ask a boy who is a poor reader to read out loud in front of his peers. He will be humiliated and will never do anything for you again.

GAINING RESPECT FOR ROLES
Boys need boundaries. They need to know who needs to be the authority figure – why and when. They tend to respond to teachers who are fair, funny and respect their points of view and they generally do better with teacher-led learning. Open-spaced learning areas where no one clearly owns the space can be quite anxiety provoking for boys and that anxiety can convert into expressions of low motivation and clowning type behaviours.
GETTING THEIR ATTENTION
Boys need more signals than girls partly because they are less tuned into facial cues. Boys are more able to screen out white noise. (Teachers requesting quiet equals white noise!)

Therefore some strategies that may be more effective with boys include, not delivering instructions in a noisy room, using visual cues such as raising your hand, turning lights off and on and moving to a particular part of the room. Yelling or shouting is never appropriate and is also highly ineffective.

VALUE THEM AND THEY WILL BE HEROES
Boys are tuned into hierarchies. This means the predominant values of a classroom, family or school will play a powerful role in determining their actions. Have a couple of core values (e.g. compassion, generosity, being part of a team). Live by them and insist upon them.

Help boys to learn that they can be heroes and victorious but that winning doesn’t mean someone else has to lose.

USE KNOWLEDGE FROM COMPUTER GAMES AS AN INSPIRATION FOR LEARNING
Boys’ attraction to competition will override almost any disadvantage or loss of motivation. They generally love competitive games especially when there is not an ultimate winner. Quick fire quizzes with several rounds are a successful way of engaging boys.

Computer game designers have cleverly used the principles of engagement to captivate boys. These principals include:

- Make success challenging but attainable by breaking it down into stages
- Make success more likely than failure. The most motivating games have players succeed about 80% of the time initially before building up to 100% before moving to the next level
- Give people the opportunity to try again
- Try to create a sense of moratorium where boys and girls can try new activities in a setting where there are no consequences
- Convert learning into investigations, adventures and experiments
- Use lots of movement

Pay attention to less competitive, sensitive boys. Assisting them to attain personal bests can be powerful.

Give boys more time to answer and to assemble the words and give them a chance to phone a friend (the friend cannot answer the question but can make helpful suggestions).

MOVE REGULARLY
Teaching boys is like being a cross between a matador and a traffic cop. Keep on the move and mingle with the crowd.

Boys see things best in motion. Use visuals and animations as often as you can. Boys love targeting. If you have ever watched boys place rubbish into bins you will see that they don’t place it, they take a shot. For this reason movement and aiming to achieve a set target are powerful strategies with boys.

Boys often learn best standing up.

PLAN WHERE THEY SIT
Move boys who do not appear to be paying attention to the front. Proactively shift the seating of boys who seem unsettled or distracted. They will often be playing up to impress their local audience.

BOYS NEED QUIET TIMES
In order to reflect and re-energise, boys need quiet times to think, read and at times quietly chat with others. Create quiet places for thinking.

KNOW ABOUT ANGER
Anger and shame can stop boys learning and once boys are angry, it is harder for them to get over it. If they feel you are going to shame them in front of their peers they will fight you tooth and nail. Most boys will do silly, self-defeating things rather than lose the respect of their peers.

Deal with issues at a time of your choosing not when the boy wants to deal with it. If you need to address an issue with a boy, see him after class and not in front of his friends.

There are also decision-making differences between girls and boys when involved in dispute resolution. Girls are often more able to see the effect of their actions on other students so asking “how do you think she felt?” type questions may pay off. In contrast, boys may be less cued into other students’ emotions and a more successful strategy may be to explain the behavior that the school won’t accept.

BOYS ARE LOYAL AND FUNNY
Boys tend to be overtly competitive. Reinforcing your belief in their abilities increases their desire to be their best. Some boys gain popularity through achievement, jokes and skills. Humour is an essential quality. Make it smart to be smart.
BOYS GENERALLY LEARN THROUGH DOING-THINKING-TALKING

Boys like movement and tend to be more concerned with their performance. While some boys will be inherently interested in the material, almost all boys engage when there is a competitive spirit. The more that you mimic a game show format the more boys will be engaged.

GIVE THEM A WHIFF OF SUCCESS

Many men and boys waste time completing tasks that don’t need to be done and avoid tasks that don’t need to be avoided.

Help them to structure tasks and to improve on early attempts so that they gain mastery and success. Once a boy believes he can be successful, he’ll almost always live up to it.

Transition and wellbeing needs of girls

The variability between girls can challenge teachers. This variability is often concealed, as girls often like to highlight their similarities with one another. Nevertheless, if you have a class that is predominantly girls there are some key things you can do to maximise their learning, transition and learning needs.

WE ARE ALL IN THIS TOGETHER

Girls generally like teachers who like them. They want to fit in and be part of the group. They want to do well.

Many girls like to be prepared. Give directions the day before. Give them advance notice of new topics as material to investigate.

OVERRIDE THE CLIQUES

Emerging adolescence can heighten worries about identity and friendships.

Starting at a new school in Year 7 and meeting a whole class of new people can heighten anxiety for some students, and boys and girls tend to respond differently. For many girls this stage of life can be intense and seemingly more “emotional”.

In supporting this age group through their transition into Year 7, encourage girls to interact with a variety of students.

Successful classes for girls don’t allow girls to splinter into set groups. From day one, move girls and get them interacting with a variety of other students, not just their special best friends. Have a classroom expectation that everyone needs to be able to work with everyone.

If allowed to control the social interaction, some girls may gang up on other girls. If this does occur, you need to call out the behaviour and give clear consequences.

Have a clear policy of girls being able to speak to staff members. Interview the girls doing the bullying. Use empathy (“how do you think she feels?”) and a clear hands-off warning regarding bullying. For example, “you don’t have to like her but there are to be no looks, rumours, telephone, electronic contact etc. If it continues we will have to take further consequences”.

Keep an eye out for anxious girls who float on the edges of social groups and help them by assigning groups to work with.

ASSIGN ROLES AND MEMBERSHIP IN GROUP WORK

Girls often thrive with group work when the teacher selects who is in each group and assigns a role to each girl. Give each member of the group the responsibility of completing a task and set a time limit. Rotate who reports back to the class. Generally use groups with even numbers. Don’t let girls become “invisible” in your class.

PRAISE MORE THAN YOU THINK YOU NEED TO

Just as boys love it if you tell them they are legends, geniuses and are brilliant, most girls initially want to know if you like them. They are more responsive than boys to facial cues so make eye contact, smile and nod more frequently.

Once they know you like them, engaging them is usually easy. Girls who have a sense that you like them and are interested in them will want to collaborate with you.

VALUE THEM AND THEY BECOME HEROINES

Have a clear set of values. Live them and insist on them. Talk about women who have had powerful impacts on the world and establish community projects (not just fund raisers) that show them they can make a difference.

TEACH SELF-RELIANCE

Once girls have a sense that you like them it is useful to move them from pleasing the teacher to self-reliance. Create a non-judgmental environment in which they can take risks.

The desire that many girls have to “get it right” can quickly topple into anxiety and perfectionism. Perfectionist girls may constantly seek reassurance from you that they are doing the right thing. Teach them to trust their instincts and do what they think is right.
Teach girls about the scientific method in which questions are investigated, hypotheses are made and reformulated depending on the results. The intention of learning is about helping them to discover things rather than always coming to one correct answer.

Most girls will do what is asked of them, but they may be less likely to realise that they have acquired a skill. They may be more likely to focus on having pleased the teacher and attribute successes to having pleased the teacher rather than improvements in their own skills and capabilities.

Help them to develop a resume of acquired skills. Teach them that everyone can get smarter. Don’t allow them to avoid trying things. Encourage having a go.

**GIRLS NEED QUIET TIME**

Girls tend to be reliant on what their friends think of them and can start discounting the value of their own abilities and opinions, which can lead to them losing confidence in their own decisions and self-reliance. Structure some solo quiet thinking and creativity times in schools.

**THE ANSWER IS THE ANSWER**

Girls often think that if hard work pays off, working longer and harder will always result in success. Teach them to work smarter not harder. They need to know it doesn’t matter how much time you put into completing a project, if the answer is incorrect.

Giving girls time trials e.g. “I want to see how much you can get done in 20 minutes” helps them to overcome procrastination.

**DON’T DAMPEN HIGH-ENERGY GIRLS**

Make sure you don’t subtly indicate to high-energy girls that they should be quiet and more docile. Girls often are given implicit messages such as don’t get too excited, run too fast, don’t overdo it, get too tired, don’t be too you.

Girls often try to gain acceptance through being similar to others and that can squash the spirit of some girls and engender over-compliance. Talk about women who have been rebels. Joan of Arc, Eleanor of Aquitaine, Julia Gillard, Germaine Greer, Margaret Thatcher and Mother Teresa are just a few examples.

Know that it is easy to disempower girls by showing them how to do things rather than getting them to solve them. Encourage their independence.

**GIVE GIRLS SPECIAL ACCESS TO TECHNOLOGY**

Many boys often get plenty of screen time. Girls tend to use computers for social networking, however in these situations it may be beneficial to increase their academic computer literacy skills, such as conducting research and gathering data.

**IMPROVE SPATIAL SKILLS**

Some studies have found that girls are not as adept as boys at non-verbal problem solving and spatial visualisation. For this reason, make time to help them develop spatial problem solving.

This can be achieved by:

- Playing puzzles: jigsaws, scrabble, chess, pottery and weaving
- Making and reading maps
- Using physical objects such as blocks to stand for variables in equations
- Using physical representations of atoms, electrons, planets

**GIRLS GENERALLY LEARN BY TALKING-THINKING-DOING**

Often girls need to discuss an issue in small groups and then need time to think about an issue before applying the knowledge. Try to structure most activities for girls in the sequence of talk-think-do.
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ACTIVITIES

A Optimal Growing Conditions
B What am I Grateful For?
C The Barometer of Feelings

These activities will assist students to:

- Begin to understand ideas relating to resilience and wellbeing

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A Optimal Growing Conditions

HANDOUT 1
Optimal Growing Conditions

LEARNING INTENTION

- For students to learn how to thrive

METHOD

Provide students with a copy of the Optimal Growing Conditions handout to complete.

Explain to students:

If you have ever bought a plant at a garden nursery you may have noticed the plant often comes with a plastic sleeve that specifies the optimal (or best) growing conditions. It says something like “If you plant this in partial shade and give it lots of water, it will flourish.”

We are all like that plant. We all have our own Optimal Growing Conditions. These are the things that help us to grow and flourish.

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B What am I Grateful For?

HANDOUT 2
What Am I Grateful For?

LEARNING INTENTION

- For students to learn that gratitude is related to resilience and wellbeing
- For students to learn how to reflect on the things they are grateful for

METHOD

Provide students with a copy of the What am I Grateful For? handout.

Explain to students:

To have a great life, it is good to keep in mind the things and people we appreciate. Here is a list of things you might like. Circle all of those things that you appreciate and then develop your own top five.

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C The Barometer of Feelings

HANDOUT 3
The Barometer of Feelings

LEARNING INTENTION

- For students to understand that their feelings may shift and change
- For students to learn to visually consider the changes in their emotions

METHOD

Provide students with a copy of the The Barometer of Feelings handout.

This activity links with the Department of Education and Training’s Building Resilience materials, particularly developing self-awareness. As well as this handout, you might want to map students’ feelings in other ways or ask students to research apps that do this.
ACTIVITIES
A  My Family, My Team!
B  Getting to Know Parents
C  Class Resumes
D  My Virtual Community
E  Year 6 and Year 7 Audit

These activities will assist students to:

- Identify adults who support them
- Encourage deeper and more positive relationships between the student and adults in their world
- Increase parental involvement with the school

THEORY
Positive involvement of adults in a young person’s life is a powerful protective factor. Research by Resilient Youth Australia indicates that while highly resilient students can identify adults who care for them and listen to them, this is not true for less resilient students.

Positively involving parents in schools is related to lower levels of behaviour problems and increased academic outcomes.

How teachers can build adult connectedness

- Lead activities that develop and deepen connections between school and family, and use student activities around transition as an opportunity to involve parents and grandparents
- Teach students to identify the adults who support them
- Support young people with low levels of adult connectedness to develop this at school by increasing the positive intensity of adult-student relationships
- Refer families and students with issues around dislocation, disengagement, grief or estrangement for support
- Partner with the local and community services that can support families

For more information visit: www.education.vic.gov.au/resilience

A  My Family, My Team

HANDOUT 4
My Family, My Team!

LEARNING INTENTION
- To clarify the adults and people that play a positive role in each student’s life

METHOD
Provide students with a copy of the My Family, My Team! handout to complete.

This activity can be simple or complex depending on the interests of the class group. The idea is for students to map their family with their parents and other family members and then add in other significant adults. This is a two-stage process repeated in both Year 6 and Year 7. In Year 7 students can deepen or extend their map to include broader family members, community members and other adults in their lives.
Ask students to:

- Map your family mentioning all the significant people in it. Note: who you consider to be in your family is your decision.
- Add in non-family adults who contribute positively to your wellbeing and happiness.
- Indicate the adults you go to when you need help. (You might also want to ask students to add the types of help they need from each person and what they don't need help with).
- Do another map with some members of your family asking them to add to it.

B ➤ Getting to Know Parents

LEARNING INTENTION

- To involve parents in school and in the transition process

METHOD

Post or email the following letter to a parent or give it to them as they enrol in their child in the school.

Dear Parents and carers,

Welcome to this school for what promises to be a great year! Your children will soon be working hard on their assignments. Fair’s fair so... here’s an assignment we’d like parents to do for us!

We often say parents know their children best. This assignment will give you an opportunity to share what you think is important for us to know about your child so we can better meet his or her needs. Welcome to what promises to be a great school year! I hope you have fun with this activity.

Choose one of the following topics to respond to:

1. Please tell us about your child. (Or children, if you have more than one child at the school.) Here is an example of what we would like to know:

   Dear

   I would like to introduce my child ...to you.
   What I like best about them is...
   The way that they seem to learn best is...
   They become unhappy when...
   Their friends tend to be...
   They seem to worry about...
   They are terrific at...

   Yours sincerely

2. Tell us how your child has changed in the past two years.

3. Tell us your greatest wish for your child as they go through their school years with us.

Please return your homework assignment to the office by .... Please include your name, your child’s name, and your child’s homeroom teacher on the completed assignment. If you prefer to email your assignment send it to...

C ➤ Class Resumés

LEARNING INTENTION

- To identify the hidden skills, talents and experiences of an entire class group
- To convey the message that we all have individual strengths and collectively we have a range of strengths

METHOD

We usually think about a resume as representing one person's skills, abilities, post roles and interests.

In this activity we collect an entire class's skills, abilities, past roles and interests.

Graph the classes past roles, hobbies, roles, attributes, interests, skills, achievements, interests and so on. Use sticky notes and have students create different types of graphs to develop creative and critical thinking. E.g.
D ▶ My Virtual Community

HANDOUT 5
Social Media Survey

LEARNING INTENTION

► To teach students to understand that social media can be a form of social support
► To help students, teachers, parents and carers get an idea of how connected people are to a virtual community

METHOD
Social media is important for many young people. Provide students with a copy of the Social Media Survey handout. Ask them to compile and discuss the results.

Discuss:
► What are the best things that happen online?
► What are the worst things?
► If someone makes negative comments what is the best thing to do?
► If someone posts a positive piece of news about himself or herself, what is the best thing to do?

This activity links to the Department of Education and Training’s cyberbullying content and safe use of digital technologies web content.


E ▶ Year 6 and 7 Audit

LEARNING INTENTION

► To identify students who may lack adult connectedness

METHOD
Throughout the year, conduct a staff meeting where class lists with every student’s name are placed on tables.

Staff will then be asked to go around and place a tick next to any student they know well enough to hold a reasonable conversation with if they were stuck in a lift for twenty minutes.

This highlights which students everyone knows and which ones have slipped through the social network.

Staff can then develop a strategy to get to know the kids that are not really known.

This is critical and identifies students likely to fall through the cracks. At secondary level this will be best done during meetings held by the Year 7 or middle school coordination team.
ACTIVITIES
A  Mapping my Pizza Smarts
B  Your Inner Albert and Rex
C  Rex, Albert, and the Stress Response
D  Success Assassins
E  How Humans Can Make the Best of a Day
F  How Much Should I Really Expect of Myself
G  How to Take the Mood and the Roll at the Same Time

These activities will assist students to:
► Build up positive expectations and hope for students’ lives and for the transition
► Use the idea of multiple intelligences to develop a growth mindset and to overcome ways that we limit or sabotage our success
► Develop the idea that having routines, rituals and boundaries contribute to a positive life
► Understand how stress works in our body and mind

How teachers can build boundaries and expectations.
► Lead activities across the school that encourage the view that transition is a time of opportunity
► Teach students and their families about brain functioning, increasing intelligence and how to maximise existing strengths to build a growth or positive mindset
► Support the development of positive boundaries and expectations for students
► Refer those in need to appropriate services
► Partner with the school community, including families and local and community services

For more information visit:

THEORY
Research on self-efficacy and mindset shows that expectations predict success in academic as well as social and emotional functioning.
In addition, the idea that all students have the capacity for some form of genius is compatible with developing a growth mindset.
A ▶ Mapping My Pizza Smarts

HANDOUT 6
Mapping My Pizza Smarts

LEARNING INTENTION
▶ To have students consider their areas of intellectual strength

METHOD
Teachers should familiarise themselves with the following ideas, perhaps even completing it for themselves before teaching it to their students.

Provide students with a copy of the Mapping My Pizza Smarts handout to complete. Enter it into their portfolio when completed.

Background information for teachers to read and ideas to present to students

How to identify your strengths
To unlock your genius you need to work out what you are already good at. Building upon strengths goes a lot further than fixing weaknesses.

You don't need to be good at everything
The good news about the different areas of intelligence is that you don’t need to be a genius in every area.

To develop intelligence you need to know what you are good at and amplify those strengths. Intelligence is made up of many parts and not just limited to IQ and academic smarts.

Provide students with a copy of the Mapping My Pizza Smarts handout.

Ask students to bring both the one they have done today and the one they complete with a family member or trusted adult, to the next session.

Once the family pizza smart map has been completed you may wish to move around the class making a one on one comparison of the two maps as the students enter their pizza map into their portfolio.

B ▶ Your Inner Albert and Rex

HANDOUT 7
Rex and Albert – An Introduction to the Inner Workings of Your Brain

LEARNING INTENTION
▶ For students to understand brain functioning in a fun and memorable way
▶ To provide ways for students to lessen anxiety

METHOD
Provide students with a copy of the Rex and Albert – An Introduction to the Inner Workings of Your Brain handout to complete.

Paraphrase in your own words the following to students.

If you stop and think about it, you might ask why do most people do such stupid things to avoid feeling anxious. People argue, fight, escape, avoid important deadlines, put off important tasks, procrastinate or become controlling in a usually ineffective attempt to stop feeling anxious.

( Teaching note: You might generate a list of all the ineffective ways people try to avoid feeling worried or anxious. )

Albert
To simplify things a bit you have two brains. The first is the brilliant, insightful, creative and compassionate brain that evolved most recently in humans.

Now we could call the clever, creative, brilliant, wonderful, imaginative, fantastic and genius part of your brain (tap on your forehead) the prefrontal cortex but in honour of Albert Einstein lets call it “Albert”.

Rex
The second part of your brain evolved a long, long time ago and forms the bottom part of your brain. This part of your brain keeps you alive. It keeps your heart beating while you sleep. It keeps you at the right temperature. It does a lot of really important things. In fact this lower part of your brains contains 80% of your brain cells. It knows what frightens and threatens you and it is pretty much the same brain that dinosaurs had. Once this part of your brain detects a threat it acts as if it is a life or death issue, even if it isn’t.

We could talk about the reticular activating system and the basal ganglia but in honour of Tyrannosaurus Rex, lets call it “Rex”.

Rex is very old, can get quite grumpy and isn’t very bright. Rex doesn’t use language. Rex doesn’t use logic much so he can’t be reasoned with. Also he is incredibly easy to distract.

Now we all like to think that our inner Albert runs the show. We are all reasonable, intelligent people in control of our own destinies, right? Wrong! Rex runs the show. At times Rex will listen to Albert but only if it is something Rex wants to hear.

For example, your inner Albert might decide to start a new exercise program but if your inner Rex wants to lie in bed, I’d suggest you might not decide to run a marathon.

If your inner Albert says “this issue isn’t worth worrying about” but Rex detects a threat, you’re likely to be up pacing the floorboards at 4am.

Rex can save your life. If something were to attack you, Rex would have you running away before Albert had even thought about it. Rex thinks the most urgent thing to do is always the most important thing to do.

You can get your inner Albert to take matters into hand but only if you distract Rex with something to keep him comfortable. Food, drink, sleep, rest, distractions all help Rex to settle for a while.

The problem for many of us, is that as soon as inner Rex is feeling warm and snuggly we think the problem is solved and don’t put our inner Albert to work in sorting out the issue. Instead we take a break. Things are fine, we think, and they are until our disgruntled Rex roars back to life. Then we start feeling anxious again.

**METHOD**

Watch with students the 5 minute video on the stress response and Robert Sapolsky Stress Response from Savior to Killer.

[https://www.youtube.com/watch?v=sPS7GnromG0&list=PLHB-B89p2gJ8JEc6hqehqPJJ6vDEeYk-k](https://www.youtube.com/watch?v=sPS7GnromG0&list=PLHB-B89p2gJ8JEc6hqehqPJJ6vDEeYk-k)

Provide students with a copy of the **Rex, Albert, and the Stress Response** handout, and the **How to Stress Yourself Out** and **How to Calm Yourself Down** handouts. In teams, discuss this and then ask them to develop two lists:

1. Things that stress students out
2. Things they can do to calm down

Then ask them to develop their own personal calm down plans.

**D ▶ Success Assassins**

**HANDOUT 11**

**Success Assassins**

**LEARNING INTENTION**

▶ For students to consider how they can sabotage their own success through unrealistic expectations and unhelpful strategies

**METHOD**

Provide students with a copy of the **Success Assassins** handout. With some groups you may need to discuss or get the group to research what an assassin is.

**Explain to students**

Almost everyone has some ways that they stop themselves from being the success that they could be. Have you ever reacted first and then later regretted what you have done or said, as it probably wasn’t the best option?
LEARNING INTENTION
▶ To provide ways for students to consider what time of the day is best for particular activities.

METHOD
Creating rituals and rhythms in a day decreases chaos and stress.
Provide students with a copy of The Ideal Day handout.
Discuss their thoughts.
Provide students with a copy of The Ideal Week Planner handout.
Have students compare an ideal week with their actual week.

LEARNING INTENTION
▶ For students to reflect on their moods and to communicate their readiness to learn.

METHOD
Arrange for each student to have four facial photos made up as fridge magnets. Each one has their face, their name and a colour trim that indicates their mood: red = angry; black = worried or tired; blue = sad; green = calm and ready to learn.
Alternately you could have small signs made up and placed on a board. Ask students to place their name under the appropriate colour/sign.
Put all of the students’ photos in a tray shaped box with alphabetical dividers.
As students enter the class they select which photo of themselves reflects their current mood and place it on a whiteboard to indicate their mood and attendance to the teacher.
ACTIVITIES

A  What I Believe In and What I Stand For
B  The Best Classroom in the World
C  The Fine Art of Happiness
D  Depression Proofing Yourself

These activities will assist students to:

- Clarify the values they hold and to consider how these make a difference to their levels of happiness

THEORY

Having clearly articulated values that you live by, is associated with gains in wellbeing and happiness.

How teachers can build assist students to build values:

- Lead activities across the school that emphasise the development of a positive values school culture characterised by respectful relationships between everyone
- Teach the importance of value-based interactions. Look to influence the peer culture
- Support those young people identified as needing additional assistance in developing positive values
- Refer those in need to appropriate services for further work
- Partner with the school community, including families and local and community services

For more information visit: www.education.vic.gov.au/resilience

A  What I Believe In and What I Stand For

HANDOUT 15
What I Believe In and What I Stand For

LEARNING INTENTION

- For students to learn how to identify personal values that influence behaviour, and apply them to social dilemmas

METHOD

Values are principles that guide behaviour. They give us a portal to free will and choice when emotions and stressors swamp our thinking. The values portal allows us to make choices about how we behave. It gives us power over reactivity.

Our values in part define who we are and who we become.

Discuss your own school’s values and motto. When and how were they made the values of the school? What do they stand for? Do you feel the school honours its values? Why?

Provide students with a copy of the What I Believe In and What I Stand For handout. Ask students to identify the top five of most importance to them personally.

Discuss in small groups.

Ask student to interview their parents or family. Which five do they think are most important? Which ones do they think you most strongly show?

Discuss a series of scenarios that describe social and moral dilemmas. Which values do you think would be helpful? Why? Discuss in small groups.
B ▶ The Best Classroom in the World

LEARNING INTENTION

- For students to develop social and communal values that are shared within the classroom as the basis for cooperation and discipline
- For students to identify personal responsibilities and clarify expectations regarding behaviour

METHOD

Ask students to draw and design their Personal Best classroom. Discuss the results as a classroom.

Classes may wish to produce a classroom declaration of values.

Individuals may wish to produce a personal declaration of values.

These discussions should be revisited intermittently to maintain relevance. They may act as the basis for disciplinary discussion.

Discuss:

- The teacher in The Best Classroom in the World would...
- The students in The Best Classroom in the World would...
- As a student in The Best Classroom in the World I would...
- The most important thing I want to contribute to school is...

C ▶ The Fine Art of Happiness

HANDOUT 16
How to Be Happy

HANDOUT 17
How to Be Miserable

HANDOUT 18
Agony Aunt and Uncle Scenario Cards

LEARNING INTENTION

- To encourage students to consider different strategies for approaching life scenarios
- For students to learn about helpful and unhelpful coping styles

METHOD

Provide students with a copy of the How to Be Happy handout and the How to Be Miserable handout. Discuss.

Print the Agony Aunt and Uncle Scenario Cards handout.

Divide the class into the following roles:

- Three students to form the ‘Happiness’ panel (to discuss how the situation or person could be made happier)
- Three students to form the ‘Misery’ panel (to discuss how the situation or person could be made more miserable)
- One student to be the script reader
- The rest of the class to be judges

The script readers present a series of scenarios to the panels. Each panel member reads from an advice card provided, an option for approaching the scenario. The audience then votes on the most helpful, the most difficult, and the most likely option.

This can be repeated with other scenario cards, and changing the roles of the students.
HANDOUT 19
Depression Proofing Yourself

HANDOUT 20
My Depression Proofing Plan

LEARNING INTENTION
► To help students deal with depression

METHOD
Draw on the board:

![Flow Channel Diagram]

**Explain to students:**
Research by Csikszentmihalyi indicates that a powerful way of protecting ourselves from depression is to have some forms of “flow”. Flow is a state of absorption and enchantment where there is a balance between the challenges you face and the skills you have. This occurs when you do activities that engross you so much you lose track of time.

Generate with the class a series of activities that give them a sense of flow. If this is a positive experience students could take this home and add to it after discussing it with their parents.

Provide students with the Depression Proofing Yourself handout and the My Depression Proofing Plan handout to complete.
ACTIVITIES
A How I Make Friends and Lose Enemies
B The Art of the Exuberant Greeting
C Forgiveness and Relationships
D Forgiveness
E Trapped
F Collaboration Wins in the End

These activities will assist students to:
▶ Broaden their friendship groups
▶ Learn how to resolve differences with friends

THEORY
Research shows that students who develop strong peer friendships and connections have improved outcomes and resilience. Developing social connections also increases emotional literacy, self-awareness, empathy and compassion for others.

How teachers can build friendship skills:
▶ Lead activities across the school that extend and deepen positive interactions and friendships
▶ Teach friendship skills and conflict resolution skills to all students across all year levels
▶ Support those young people identified as needing additional assistance to develop friendships and social connections
▶ Refer those in need to appropriate services that specialise in social and emotional intelligence
▶ Partner with the school community, including families and local and community services

For more information visit:
The Art of the Exuberant Greeting

**HANDOUT 22**

The Art of the Exuberant Greeting

**LEARNING INTENTION**

- To help students learn how to feel confident and act confidently when meeting people

**METHOD**

Ask students: What are the signs that you look for what you meet someone, that they are actually pleased to see you?

Generate a list of signs or behaviours.

Provide students with a copy of *The Art of the Exuberant Greeting* handout and either discuss as a class or in small groups.

Once you have done this conduct a small experiment. Ask students to practice exuberant greetings around the school, at home, with friends, relatives or neighbours. Note reactions. Let’s see how many exuberant responses we get. Let’s also see how many people seem a bit weirded out by it.

Discuss as a group how it made you feel.

Forgiveness and Relationships

**HANDOUT 23**

Walk or Talk Situation Cards

**LEARNING INTENTION**

- To help students consider ways to repair friendships and relationships if they fall into difficulties
- To help students consider which situation they would walk away from and which one they would choose to talk through the problems

**METHOD**

Distribute the Walk or Talk Situation cards. Discuss with class.

One student is asked to select and read out a situation card to the rest of the class.

You could either have the class decide through thumbs up or thumbs down voting whether they would suggest walking (leaving the relationship or friendship) or talking (try to patch it up and solve it).

Forgiving Yourself

**HANDOUT 24**

Forgiveness

**LEARNING INTENTION**

- To teach students that forgiveness is an essential part of good social skills

**METHOD**

Ask if anyone here has never done anything that someone else has had to forgive him or her for?

Ask if anyone here has never had to forgive someone for something that they have done to you?

Make the point that for most relationships to continue there has to be some form of forgiveness involved.

Show the following quotes:

- “As I walked out the door toward the gate that would lead to my freedom, I knew if I didn’t leave my bitterness and hatred behind, I’d still be in prison.” - Nelson Mandela

Discuss:

- What does he mean by still being in prison?
- What do you think he gained from this approach?

- “Resentment is like drinking poison and then hoping it will kill your enemies.” - Nelson Mandela

Discuss:

- What does he mean by this statement?
- How did this approach help Nelson Mandela lead his people?

Distribute the Forgiveness handout. Discuss with class.
E  Trapped

LEARNING INTENTION

- To have students look at moral judgments

METHOD

Divide students into teams of six.
Give each student a number from 1 to 6.

Read the following:

You are part of a group touring the secret spy facility at Pine Gap. You are waiting in a completely bare room when a large earthquake shakes the room. An alarm sounds, the door locks and can’t be reopened.
You are trapped.

A warning comes over the loud speaker above your heads.

“Warning! A container of biological weapons has begun leaking in the next room and will seep into your room completely covering the floor in the next 15 minutes. When it comes into contact with human skin it causes a one-year loss of speech and a permanent erratic increase in romantic thoughts. The chemical easily passes through clothing and shoes. The good news is the chemical is only toxic for 30 seconds. If you can keep people from touching the floor for 30 seconds they will be safe.

As the liquid starts to spread the tour guide rips the cover off the alarm. The cover is made of material that can’t be cut or bent, but can withstand the effects of the chemical. The only problem is, it is very small and only one person can stand on it at a time. Your group must work out how many people they can protect by having them stand on the alarm cover.

Allocate roles from 1 to 6 (see ‘Roles’) for the six students in each group. Then ask each of the groups to decide amongst themselves which people to save.

Roles

1. The tour guide
25 years of age, married with 3 young children, your spouse has recently passed away and you are the sole support for your children.

2. Company CEO (52 years of age)
Your company employs 8,000 people in a socially disadvantaged area but due to a downturn in sales you will have to retrench 30% of employees unless a new product can be developed. This morning, in the shower, you dreamt up the new product.

3. Medical researcher (46 years of age)
For the past 12 years you have been researching a cure for AIDS. You feel a cure is only months away. Due to appalling funding, you have no colleagues or assistants who are aware of the research advances.

4. Maths teacher (28 years of age)
You have just won an award for developing a maths program that inspires middle school students and increases their maths achievement dramatically. You have also spent the last few months studying circus skills.

5. Military commander (63 years of age)
You are an expert in counter-terrorism methods and have been asked to advise the government on keeping public transport safe.

6. Unemployed person (35 years of age)
You have been living rough for several years without paid employment. You have a drug habit to support.

Discuss the process of decision making with the class. Perhaps two people can fit onto the alarm instead of just one. Who would they then choose to save?
Collaboration Wins in the End

LEARNING INTENTION

- To teach students about collaboration and cooperation

METHOD

Group students into pairs (not in their usual friendships, if possible).

Ask them to decide who is “A” and who is “B”.

A’s are told that they have $10 that they need to distribute with B in any way they decide. For example they could keep $5 for themselves and give $5 away or they could keep $9.99 and give B one cent. However, if B does not accept the offer, neither of them gets any money. If B accepts the offer, they both get to keep the money.

Ask A to think about what offer they will make to B carefully before making it. Then ask them to make an offer.

Then on the board record all of the offers writing down the amounts and whether the offer was accepted.

For example:

<table>
<thead>
<tr>
<th>A gets to keep</th>
<th>A gives to B</th>
<th>Offer accepted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10</td>
<td>$0</td>
<td>Yes 0 No 0</td>
</tr>
<tr>
<td>$5</td>
<td>$5</td>
<td>Yes 7 No 0</td>
</tr>
<tr>
<td>$6</td>
<td>$4</td>
<td>Yes 5 No 6</td>
</tr>
<tr>
<td>$3</td>
<td>$7</td>
<td>Yes 3 No 0</td>
</tr>
<tr>
<td>$9</td>
<td>$1</td>
<td>Yes 0 No 1</td>
</tr>
</tbody>
</table>

Discuss:

- Did it matter if the offer made was seen to be fair?
- Ask some B’s how they felt.
- Do people always make decisions based on their best interests? If not, why do you think this is so?
- Which was the more successful strategy, collaboration or cooperation?
ACTIVITIES
A  My Resilience Assets
B  The Karma Club
C  Bullying and School Safety
D  Cybersafety and Cyber Learning

These activities will assist students to:

- Describe the range and influence of personal qualities and strengths
- Monitor their progress in consolidating their strengths
- Assess the value of working independently

THEORY
Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs that use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.

How teachers can build empowerment

- Lead activities across the school that emphasis student-lead activities that build responsibility and empowerment. Use highly resilient students to help inspire other students and build a positive school culture
- Teach all students that they have the power to make a difference to others
- Support those young people who find it difficult to see this capacity within themselves, to identify possible areas of strength and capacity
- Refer those in need to appropriate services

For more information visit:
C ▶ Bullying and School Safety

HANDOUT 26
Is This Bullying?

HANDOUT 27
School Safety Survey

LEARNING INTENTION
► To increase students’ awareness of bullying
► To empower students to take actions to prevent bullying

METHOD
Ask for examples of bullying or use the Is This bullying? handout to start a discussion.
Administer the School Safety Survey handout.
Fact sheets on cybersafety, cyberbullying and bullying can be found here: http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advice.aspx
Develop a composite picture of safe and unsafe areas within the school.
Work through bullying scenarios.
Alternatively, you may wish to complete the following map activity.
Copy a map of your school. Get students to mark a cross in areas that they consider unsafe and a tick in areas they consider safe, and a question mark (?) in areas they are unsure about. Students could then discuss the issues their maps raise and report to the class.
Using these results, list the significant issues.

D ▶ Cybersafety and Cyber Learning

LEARNING INTENTION
► To make students aware of cyber issues and cyber learning

METHOD
Explain:
Online relationships are becoming as important as face-to-face ones. In fact cyber friendships are so important to young people that many of them would endure pain rather than lose access to them. As one young man commented, “I’d rather lose a leg than access to Facebook”. On average, young people have 56 online friends.

The strength of online relationships mirrors the best and at times, the worst of face-to-face relationships. The only problem is that when things go badly online, they go really bad. As we know, what goes on the net stays on the net.

In fast paced heated interactions in chat rooms, people who are usually friendly and positive can post nasty and hurtful comments with devastating consequences. For this reason, we need to develop “netiquette” (standards of behaviour) for people online.

Cybersafety is about relationships and how people behave rather than about technology.
Almost two thirds of children have had a negative experience online and 20% feel badly about something they have done online.

Ask students to develop a statement of Netiquette outlining the things that should and shouldn’t happen online. Some suggestions include:
► Don’t harass or stalk people online
► Always check your privacy settings
► Don’t pass on embarrassing photos or posts about others
► Parents should not allow kids to have webcams in bedrooms
► Skype shouldn’t be used except in a family room
► Don’t use Chat roulette.

You can download a Netiquette fact sheet here: http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicenetiquette.aspx

Fact sheets on cybersafety, cyberbullying and bullying can be found here: http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advice.aspx

This activity links to the Department of Education and Training’s Digital Learning Strategy: http://www.education.vic.gov.au/about/department/Pages/unlockpotential.aspx
ACTIVITIES
A How I Learn Best
B How I Feel about Secondary School
C How to Make a Good Decision
D How to Plan
E Developing Willpower
F Great Mistakes

These activities will assist students to:
- View their strengths in relation to learning and to broaden their repertoire of approaches to achieving academic success

THEORY
How teachers can build school engagement:
- Lead activities across the school, orchestrating a comprehensive approach to the learning needs of early adolescent girls and boys
- Teach the skills that predict academic success to all students across all year levels
- Support those young people identified as needing additional assistance to special needs assessment and support
- Refer those in need to appropriate services
- Partner with the school community, including families and local and community services

For more information see: www.education.vic.gov.au/resilience

A How I Learn Best

HANDOUT 28
School Engagement Index

LEARNING INTENTION
- To encourage students to reflect on how engaged they are in school

METHOD
Provide students with the School Engagement Index. Ask them to complete it and score it up. This index should give you and your colleagues a clear indication of the issues involved in engaging some students at school.

Collect the results for each student and use it to consider ways to engage each student.

The results of your discussions could form the basis for an action plan for each student.

B How I Feel About Secondary School

HANDOUT 29
Start Survey for Schools

LEARNING INTENTION
- To encourage students to begin thinking about secondary school and take charge of the process of transition

METHOD
Create ‘Better’ and ‘Worse’ signs. Ask students to stand in a horseshoe shape. Place a ‘Better’ sign at one end of the room and a ‘Worse’ sign at the other end of the room.
Explain to students that this is a ‘continuum’. When you say a word or phrase, you want students to stand on a position along the continuum that represents how strongly they feel. For example, if you say the words, ‘Life’, students who think their life will definitely be better at secondary school, will stand close to the top of the continuum near the ‘Better’ sign, while those who aren’t sure about what will happen to their ‘life’, will stand toward the middle of the continuum, half way between the signs, and those who think their life will be worse, will stand more toward the ‘Worse’ sign.

Ask students to explain why they are standing in the position they have chosen.

Tell students they can change their position if their opinions change while listening to other students.

Complete the START Survey for Schools handout.

As well as getting students to think in more detail about their move to secondary school, this survey can be used to pin point issues that may need to be addressed either individually or as a whole class.

Ask students to complete the survey. Some suggested words for the continuum activity are:

- BULLYING
- FRIENDSHIPS
- CANTEEN
- ENJOYMENT
- TEACHERS
- SPORTS
- SUBJECTS

How to Make a Good Decision

LEARNING INTENTION

- To teach students a decision-making strategy called PICCA

METHOD

Explain the following to your students:

CROSSROADS

Decisions are like crossroads in your life. When you come to a crossroad there are basically five ways you can approach it:

Go straight ahead and keep going. Turn left, Turn right Turn around and go back. Stop and stay where you are.

PICCA

To know which way to go, we need to make a decision. To help us remember how to do this, we use an acronym called PICCA. PICCA stands for a five-step way of making decisions:

1. Problem
2. I wants
3. Choices
4. Compare
5. Act

1. Problem

The first thing to do is to clarify what the problem or decision you need to make is. Generally the need for a decision arises when there is a problem.

At first glance, stating what the problem is may seem very straightforward but it is also important to get it right.

Try out a few different ways of expressing the problem. To help clarify the problem, ask yourself five ‘why’ questions.

For example:

I'm worried I might fail in my next test at school.

Why?
I haven't studied enough.

Why?
I haven't been sleeping well.

Why?
I've been stressed out.

Why?
I think I will disappoint my parents.

Why?
I want to give up piano.

Why?

In this example the problem to be solved shifts, as it often does, from one thing to another. Problems are shifty things. What sometimes seems to be the problem camouflages the real problem.

Once you have identified the problem move to the next stage.

2. I wants

Describe what you want.

3. Choices

Describe as many alternative ways of getting what you want as you can.

Often choices that we haven’t even considered appear if we give ourselves some time to dwell and ponder on the decision. The best decisions often take some time.
4. Compare
Go through your list of choices and note which is the one you’d really love, which one you think has the best chance and which one is a long shot. If you don’t have a long shot option you might want to go back and spend more time developing your choices.

A list of choices that looks too practical and realistic can indicate that you have played it too safe in developing possible choices.

In difficult decisions there is usually a tradeoff. For this reason it is worth drawing up a comparison table (as described on the next page).

5. Act
The last thing to do is to select an option and act upon it.

AN EXAMPLE OF HOW WE CAN USE PICCA
Emma wants to do an after-school activity this term. She is interested in Girl Guides, piano lessons and gymnastics. Girl Guides meet on Thursday evenings. Piano lessons can be scheduled at any time except that her parent’s work late on Mondays and Tuesdays, and Wednesdays is the evening her brother Kyle has karate lessons on the other side of town. Gymnastics has a Saturday session as well as one on Thursday evenings. Friday night is a traditional family evening at home.

1. Problem
Whether Emma should learn piano, join the Guides or become involved in gymnastics.

2. I wants
Emma makes a list of her ‘I wants’:

- I want to meet new friends.
- I want to have fun.
- I want to learn a musical instrument.

3. Choices

- I could choose gymnastics or Guides but not both.
- I could ask Granddad to take me to piano lessons on Monday, Tuesday or Wednesday.
- I could learn another instrument at school and do piano lessons later.
- I could not do an after-school activity.

4. Compare
To compare the choices, Emma and her parents draw up a table:

<table>
<thead>
<tr>
<th>Wants/Activities</th>
<th>Piano</th>
<th>Gymnastics</th>
<th>Guides</th>
</tr>
</thead>
<tbody>
<tr>
<td>New friends</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fun</td>
<td>Maybe</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Musical</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Emma isn’t clear on her decision so she decides to give each activity a ranking based on a star system 3 stars for best, 2 stars for next and 1 star for worst.

<table>
<thead>
<tr>
<th>Wants/Activities</th>
<th>Piano</th>
<th>Gymnastics</th>
<th>Guides</th>
</tr>
</thead>
<tbody>
<tr>
<td>New friends</td>
<td>*</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>Fun</td>
<td>*</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>Musical</td>
<td>***</td>
<td>*</td>
<td>**</td>
</tr>
<tr>
<td>Total</td>
<td>5 stars</td>
<td>5 stars</td>
<td>8 stars</td>
</tr>
</tbody>
</table>

It’s close. Emma has to spend some time thinking about it. While she really loves the piano, she thinks having more friends would be great fun. After a while she thinks that maybe having guitar lessons at school would also be ok. Given that she would like to make new friends, Emma thinks she could do this both through the guitar lessons and Girl Guides.

5. Act
Emma decides to go to Girl Guides on Thursday night.

It might seem like quite a process for Emma to work her way through, but if her parents make every decision for her, she won’t learn how to weigh up different options and choose for herself.
Transport
The Prime Minister wants your input. You have to decide where to spend money on transport needs (roads, public transport and railways). The total budget is $6,000,000,000 dollars.

D ▶ How to Plan

HANDOUT 30
Personal Best Goal Setting

LEARNING INTENTION
▶ To teach students how to plan, anticipate and alter their behaviour accordingly

METHOD
The ability to plan, anticipate and alter your behaviour accordingly is strongly related to success in life. Planning assists the development of the prefrontal cortex (PFC) and executive functions associated with higher order thinking. Provide students with a copy of the Personal Best Goal Setting handout.

Ask students to develop a to-do list of things they would need to do to make today highly successful.

At the end of each hour, take one minute to refocus and reconsider their priorities. This helps them to learn to manage a day, hour by hour.

Review their thoughts on this process at the end of the day.

E ▶ Developing Willpower

HANDOUT 31
Developing Willpower

LEARNING INTENTION
▶ To teach students the ability to do the hard thing, to resist impulses and to maintain focus on the task at hand

METHOD
The ability to do the hard thing, to resist impulses and to maintain focus on the task at hand strongly predicts school and life success.

Show students the video on the marshmallow experiment.

https://www.youtube.com/watch?v=Yo4WF3cSd9Q

Provide students with a copy of the Developing Willpower handout. Ask them to take this home and share it with their parent or email it to parents with a request they discuss it with their child.

F ▶ Great Mistakes

HANDOUT 32
Great Mistakes Survey

LEARNING INTENTION
▶ To help students realise they can make mistakes and ponder issues without having to come up with a quick answer
▶ To let students know that these processes contribute to resilient learning

METHOD
Provide students with a copy of the Great Mistakes Survey handout.

Discuss the concept of mistakes with your students: that instead of saying “I can’t do it” and giving up, it is more liberating to say “I haven’t done it yet” and keep on trying.

Discuss how mistakes can be useful. Talk about the idea that there are no failures, only ineffective solutions.

If we try to predict our abilities at tasks too early, we focus on the wrong thing.

Ask: What top sports people were brilliant right from the start without lots of work and practice?

Consider the history of Abraham Lincoln who was eventually elected President of the USA after almost thirty years of continuous defeat:
▶ 1831 Failed in business
▶ 1832 Defeated for the Legislature
▶ 1834 Second failure in business
▶ 1836 Had a nervous breakdown
▶ 1838 Defeated for Speaker
▶ 1840 Defeated for Elector
▶ 1843 Defeated for Congress
▶ 1848 Defeated for Congress (again!)
▶ 1855 Defeated for Senate
▶ 1856 Defeated for Vice President
▶ 1858 Defeated for Senate
▶ 1860 ELECTED PRESIDENT OF THE USA
ACTIVITIES
A Mapping My Community
B Do You Create Your Own Luck?
C Personal Best
D Postcards from Your Future
E Local Heroes

These activities will assist students to:
- Powerfully link with their community and learn that they can make a positive impact

THEORY
How teachers can build school engagement:
- Lead activities that deepen the links between the school, students and their local community
- Teach students ways to access community resources
- Support those young people identified as needing additional assistance
- Refer those in need to appropriate services
- Partner with appropriate community agencies

For more information see: www.education.vic.gov.au/resilience

A ▶ Mapping My Community

LEARNING INTENTION
- To help students build resilience by knowing and connecting more powerfully with the community

METHOD
There are many ways to map a community: photo profiles, statistical, resources, needs, tribal, opportunity mapping, and geocaching, interesting spots, shops, theatres, cinemas, animals, streetscapes, Google earth, social media usage.

Discuss different types of profiling and mapping used.

This is a chance for your students to be as creative as they can be. Ask them to come up with wild, whacky, wonderful ways of mapping their community, streets, town, and area. (e.g. video, photography, graphs)

Plan to put on an exhibit of the different maps.

This can be repeated or extended upon in Year 7.

B ▶ Do You Create Your Own Luck?

LEARNING INTENTION
- To enable students to examine the concept of luck and how it can change people’s lives both individually and as a community
- To teach students to understand that they have some ability to create their own luck

METHOD
The Secret of Luck

Watch with your students the Derren Brown episode on The Experiments: The Secret of Luck (48 minutes). This is available on YouTube.

https://www.youtube.com/watch?v=O4mN33w5Ftw
Discuss:
- Do we create our own luck?
- Success doesn’t come to you. You go to it.
- Can communities have attitudes towards concepts like luck?
- What do you think your community’s attitude is towards luck?

Alternative videos
https://www.youtube.com/watch?v=BYyk6sIufRI
https://www.youtube.com/watch?v=cnExnIXgIHc

C ▶ Personal Best

LEARNING INTENTION
- To teach students to develop and extend the concept of growth mindset and self-efficacy

METHOD
Personal Best is a program that allows each student to take on a project of their choosing and to develop it with supervision and consultation from their homeroom teacher. The project will run over two terms and time will be set aside for each student to individually meet with a staff member.

This requires staff to take on the role of coaches who meet individually with each student to set goals to review progress and to expand the project.

The aim is to have each student have an experience of taking on a project of interest and to then set goals regarding that project, implement the project, have it reviewed with constructive feedback and to then incorporate that feedback and to expand the project.

Some project ideas are:
- Create a magazine about basketball
- Write a play/television show/story on a topic of your choosing
- Develop a series of school policies and interview a series of staff and students about the rules you would have in an “ideal” school
- Develop a good food guide for kids (survey students about food choices and develop suggested menus)
- Survey a class group about different musical tastes and write a report on this
- Create an artistic representation of the school as a series of pictures or sculptures
- Set a goal to achieve a certain level of skill or competency at a sport. Discuss and write down a plan to achieve this level. Implement the plan and review progress.

D ▶ Postcards from Your Future

LEARNING INTENTION
- To help students examine possible futures

METHOD
Cut out postcard-sized cards. (four cards to an A4 piece of card)

Give each student a blank postcard. Have them write a postcard to themselves from their future. They can write on one side of the postcard and draw a picture on the other.

For example:

Berlin, 2052

Dear Me!
I’m in Germany. I am visiting my assistants to help me pick out the latest nuclear powered car. It’s the fastest and coolest thing on the planet. I hope to win the Grand Prix in it this year.
Looking forward to seeing you.
Love Me!

Then have students discuss how to make that postcard a possibility for them.
E ▶ Local Heroes

LEARNING INTENTION

▶ To help students examine the concept of resilience

METHOD

This project can occur over several weeks.

Local Heroes is a project where students become involved in studying resilience through developing a biography of a local person (or family member) who has been resilient in their lives.

Ask students to form small teams and nominate a local hero. In a few lines, get them to write on a card, why they think that person is resilient. For example:

▶ What has been hard in their lives?
▶ What difficulties did they face growing up, working at their jobs or living in their families?
▶ What did they do to keep going, get on with their lives and bounce back to enjoying themselves again?

The teams can then plan how they will collect their information.

They can then construct a storyboard of the person's life based on interview, pictures and/or associated historical events.
ACTIVITIES
A  How People See Me
B  Portfolio (Separate document)

These activities will assist students to:
- Develop an overview of their identity, strengths, vulnerabilities and Optimal Growing Conditions

THEORY
Identity formation is a key developmental task of adolescence.

How teachers can help students to build a positive identity:
- Lead activities that highlight the positive attributes and characteristics within all people
- Teach students about identity formation
- Support those young people who struggle in this area to investigate their own strengths and character
- Refer those in need to appropriate services
- Partner with the school community, including families and local and community services

For more information visit:

A  How People See Me

HANDOUT 33
How People See Me

LEARNING INTENTION
- To help students develop an overview of their identity, strengths, vulnerabilities and optimal growing conditions

METHOD
Ask students to complete the How People See Me handout, with 10 equalling very likely to see me this way, and 0 being very unlikely to see me this way.

B  Portfolio

DOCUMENT
Portfolio

LEARNING INTENTION
- To help students' develop an overview of their identity, strengths, vulnerabilities and optimal growing conditions
- To build students' self-esteem
- To inform teachers and students about each other
- To celebrate and acknowledge students achievements at primary school
- To continue to encourage the process of building a positive identity for students

METHOD
A key focus of START is to have students build and refine a personal portfolio that can then be accessed by themselves, their teachers, and their parents or carers, as they transition from primary to secondary school. Ideally the student starts his or her portfolio in Year 6 and it travels with them as a living record, potentially generating a "conversation" between the student, his or her teacher and their parent or carer. Even if a
student has not developed a portfolio in primary school, portfolios begun in Year 7 can still be useful as they provide students with a snapshot of themselves that can be valuable in identity formation.

The portfolio can be an effective tool to help teachers identify the individual needs of each Year 7 student coming into the school so that their social, emotional and learning needs can be tailored to support them. The portfolio can encourage students to develop and reflect on their personal learning goals and ongoing development over the course of their transition. Reflection involves going back over issues and considering them further.

The activities in each of the eight sections of this resource link directly to eight segments within the student’s portfolio, culminating in a statement about personal identity. As each section is completed students will be able to fill in that segment of their portfolio.

Teachers can decide whether students create an online or paper-based portfolio.

For students with special needs, the portfolio would need to be adapted to their learning needs or abilities. For example, they could record a portfolio or create it in images as a picture journal.

The portfolio provides students with the opportunity to develop:

- Identity formation
- Depression prevention
- Mindfulness
- Positive or growth mindset
- Anxiety reduction methods
- Empowerment
- Increased friendship skills

Provide students with the Portfolio document, or ask students to develop their own document on the computer.

- Introduce the notion and benefits of students creating their own portfolio. (E.g. To celebrate their achievements at primary school and to communicate to their teacher at secondary school)
- Advise students about how much control they will retain over its distribution – whether it will be sent to their Year 7 teachers and whether other people will see it
- Be aware that the portfolio can contain personal information about family characteristics, illnesses etc. Refer to the Department of Education and Training's website for more information about confidentiality and teaching and learning resources: http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/selection.aspx
- Provide support to students as required
APPENDICES

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HOW START ALIGNS WITH THE VICTORIAN CURRICULUM STANDARDS

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Year 6

CIVICS AND CITIZENSHIP

- Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016) 1C, 3A, 3B, 5A, 7A
- Examine the concept of global citizenship (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC017) 1A, 5B, 7A

CRITICAL AND CREATIVE THINKING

Questions and possibilities

- Experiment with alternative ideas and actions by setting preconceptions to one side (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ022) 2C, 3A, 5A, 6D
- Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ023) 1C, 6C, 6D

META-COGNITION

- Investigate thinking processes using visual models and language strategies (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ029) 2B, 2C, 6A

DIGITAL TECHNOLOGIES

Digital systems

- Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ028) 5D
- Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI029) 1C, 5D, 6D, 8B, 8A
ENGLISH

Literature and context
- Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP107) 2B, 2C, 2E, 2F, 3A, 3C, 6C, 7E

ETHICAL CAPABILITY

Understanding concepts
- Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU009) 5A, 5D, 6B
- Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU010) 3A, 3B, 4D, 4E, 5C
- Examine how problems may contain more than one ethical issue (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU011) 1D, 5D, 6C

Decision making and actions
- Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD012) 1D, 2B, 4A, 5B, 6C

HEALTH AND PHYSICAL EDUCATION

Being healthy, safe and active
- Explore how identities are influenced by people and places http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP105) 1A, 6B, 7D
- Investigate resources to manage changes and transitions associated with puberty http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP106) INTRO A, 2E, 6B, 7D
- Investigate community resources and strategies to seek help about health, safety and wellbeing (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP107) 4A
- Plan and practise strategies to promote health, safety and wellbeing (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP108) 2B, 2C, 3D, 4A, 4C, 6B

Communicating and interacting for health and wellbeing
- Practice skills to establish and manage relationships (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP109) 1A, 1D, 2E, 4C
- Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110) 2B, 2F, 4A, 6B
- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP111) 1A, 5C, 5D, 6A, 6C

Contributing to healthy and active communities
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP112) 5C
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP113) INTRO, B
- Investigate how celebrating similarities and differences can strengthen communities (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP114) INTRO, B, 1C, 3B, 5B

PERSONAL AND SOCIAL CAPABILITY

Recognition and expression of emotions
- Explore the links between their emotions and their behaviour (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE025) INTRO A, 1D, 2B, 2C, 2E, 6B

Development of resilience
- Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE026) B, 1B, 2A, 5C, 7C, 8B, 8A
- Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE027) INTRO, A, 2A, 2B, 2C, 2D, 2F, 4B, 4C, 4D, 5C, 6B, 6E, 6F, 7C, 7E, 8B, 8A
- Identify the skills for working independently and describe their performance when undertaking independent tasks (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE028) 1D, 2D, 3B, 6B, 6E, 6F, 7C
Social awareness and management

Relationships and diversity
► Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO029) 1B, 1D, 3B, 3C, 5C, 7C
► Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO030) INTRO, C, 2F, 3A, 3B, 3C, 5C

Collaboration
► Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO032) 1A, 5A, 7C
► Describe the various causes of conflict and evaluate possible strategies to address conflict (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO033) 3A, 5A, 5C, 5D, 6C

Year 7

CIVICS AND CITIZENSHIP
Citizenship, diversity and identity
► Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC025) 1D, 3A, 5A, 5B, 7A
► Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026) 1A, 6C, 7A

CRITICAL AND CREATIVE THINKING
Questions and possibilities
► Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ032) 3A, 5A, 6C
► Suspend judgments temporarily and consider how preconceptions may limit ideas and alternatives (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ033) 3A, 5A, 7C
► Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artifacts (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ034) 1C, 6C

Meta-cognition
► Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040) 1C, 1B, 6A
► Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM040) 6A, 7C
► Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM042) 1D, 2C, 3A, 6A, 6D

DIGITAL TECHNOLOGIES
Data and information
► Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI039) 1D, 5D, 8B, 8A

ENGLISH
Literacy
Interpreting, analysing, evaluating
► Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY378) 1C
Literature and context
► Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEL393) 2F, 3A, 3C, 6A, 7E
Responding to literature
► Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEL394) 1D, 3A, 6A, 6C
Interacting with others
► Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY395) 1D, 2F

ETHICAL CAPABILITY
Understanding concepts
► Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU014) B, 1D, 2A, 4E, 5A, 5C, 5D, 6B, 6C
Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU015) 3B, 4D

Investigate criteria for determining the relative importance of matters of ethical concern (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU016) 1D, 2B, 5C, 5D, 6C

HEALTH AND PHYSICAL EDUCATION

Being healthy, safe and active

Investigate the impact of transition and change on identities (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP123) INTRO, A, 1A, 6B, 7D

Evaluate strategies to manage personal, physical and social changes that occur as they grow older (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124) 1D, 2C, 6B, 7D

Examine barriers to seeking support and evaluate strategies to overcome these (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) 4A

Investigate and select strategies to promote health, safety and wellbeing (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126) 2C, 2E, 3D, 4C, 6B

Communicating and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and well being (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP127) 1A, 1D, 2F, 4A

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128) INTRO, B, 1A, 2B, 2F, 4A, 4C, 5C, 6B

Develop skills to evaluate health information and express health concerns (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP129) 3D, 5C, 5D

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP130) 1D, 2E, 4E, 5B, 5C

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP131) INTRO, B

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP132) INTRO, B, 1C, 3C, 5B, 5C

PERSONAL AND SOCIAL CAPABILITY

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0034) INTRO, C, 2B, 2C, 2E, 6B

Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0035) INTRO, A, 2B, 2B, 2C, 2D, 2E, 2F, 6F, 7C, 8B, 8A

Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0036) 2D, 3B, 3C, 3D, 3E, 6E, 6F, 7C, 8B, 8A

Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0037) 1D, 2B, 2C, 2D, 2E, 2F, 3B, 4C, 4D, 5C, 6E, 6F

Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0038) 1A, 1B, 1D, 2F, 3A, 3C, 5C, 7C, 7E

Investigate human rights and discuss how these contribute to a cohesive community (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0039) 3B, 3C, 5C, 6C

Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0040) INTRO, C, 1B, 1D, 3B, 5C, 6C

Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0041) 5A, 7C

Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict (http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCS0042) 3A, 5A, 5C, 5D, 6C, 7C
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Optimal Growing Conditions

Below is a list of statements to help you think about your optimal growing conditions. Tick all that apply to you, and then circle your top five.

☐ I like to have people around me all the time
☐ I like to have times I am alone
☐ I like sport
☐ I like art
☐ I like team sports
☐ I prefer solo sports
☐ I like to be outside
☐ I like to be indoors
☐ I like being at home
☐ I like being out and about
☐ I need to get enough sleep
☐ I like to eat healthy foods
☐ I like restaurants
☐ I like to be always busy
☐ I like to lie around
☐ I like to daydream
☐ I like reading stories
☐ I like films
☐ I like parties
☐ I like to pretend I am someone else
☐ I like to be me
☐ I like dogs
☐ I like cats
☐ I like bushwalks
☐ I like computer games
☐ I like adventures
☐ I don’t like surprises
☐ Birthdays are important to me
☐ Birthdays are not important to me
☐ I like to have many friends
☐ I like just a few close friends
☐ I like to solve puzzles
☐ I like being active
☐ I like animals
☐ I like talking to people
☐ I like drawing
☐ I like fixing things
☐ I like building things
☐ I like music
☐ I like dressing well
☐ I like looking good
☐ I like going to the hairdressers
☐ I like shopping
☐ I like gossip
☐ I like thrills
☐ I like nice smells
☐ I like cooking
☐ I like dancing
☐ I like riding bikes
☐ I like sailing
☐ I like getting taller
☐ I like being shorter
☐ I like to feel strong
☐ I like being well
☐ I like to play musical instruments
☐ I like to sing
☐ I like mathematics
☐ I like good stories
☐ I like detective stories
☐ I like running
☐ I like trampolines
☐ I like riding horses
☐ I like ice cream
☐ I like telling jokes
☐ I like watching television
☐ I like being hugged
☐ I like to solve my own problems
☐ I like to talk problems over with friends
☐ I like to think before deciding what to do
☐ I like to jump straight into things
☐ I like to take risks
☐ I like to stay safe
☐ I like getting angry
☐ I like being relaxed
☐ I like the beach
☐ I like a big family
☐ I like a small family
☐ I like to travel
☐ I like finding out new things
☐ I like to collect things
☐ I have a hobby
☐ I like secrets
☐ I like romance
☐ I like gaming
☐ I like social media
☐ I like to watch things
☐ I like to have things

Add some of your own:
In Year 7 think about what has changed over the past year. Are there things you now like that you didn’t like in Year 6?

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

What one growing condition would you like to have more of in your life and why?

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________
To have a great life, it is good to keep in mind the things and people we appreciate. Below is a list of things you might like. Circle all of the things that you appreciate.

- Falling in Love
- Being in an outdoor spa in a rainstorm
- BEING LOVED
- Listening to music
- A warm breeze through my hair
- The smell of a home cooked meal
- CHOCOLATE MILKSHAKES
- HELPING SOMEONE
- Hearing someone praise me
- Singing my favourite song at top volume
- Watching the expression on someone’s face as I give them a present
- A MASSAGE OR SHOULDER RUB
- Having someone who is pleased to see me
- Patting dogs or cats ears
- Listening to rain on the roof while I am in bed
- Learning from mistakes
- Smelling bread baking
- Watching my sports team win
- Having a special place for me
- Having a teacher who understands me
- Hearing from someone who I’ve missed
- Being healthy
- Making new friends or spending time with old ones
- Hugging the people I love
- Hearing my favourite song
- Riding a roller coaster
- Fireplaces
- DANCING
- FRESH SHEETS ON MY BED
- ASPHALT AFTER RAIN ON A HOT DAY
- THE SMILE OF A FRIEND
- Bouncing on a trampoline
- A hug that lasts and is really meant
- PHOTO ALBUMS
- Discovering a new idea
- Travelling to new places
- THE MILKY WAY
- My family
- COMING HOME
- Painting
- Reading a great book
- Grandparents
- Bouncing on a trampoline
- The sound of thunder
- TELLING JOKEs
- Warm towels out of the dryer
- Being healthy
Now see if you can add a few of your own:

Of all of those things, what are your top five?

1 ▶

2 ▶

3 ▶

4 ▶

5 ▶
The Barometer of Feelings

Our feelings are like a barometer. They swing about. It’s a bit like a fire hazard sign.

Fill in the barometer below and write in your feelings from sad to deliriously happy. Some categories might be larger than others, depending on your personality and life experiences. Mark where you are on the Feelings Barometer today.
Map your family adults (as you define family) and other significant adults in your life using the diagram below. Add extra circles if there are not enough. Draw dotted lines linking the people to show their relationships with each other. (For example, Ben’s parents have a relationship but his Granny doesn’t know his tennis coach.)

1. Who could you go to for help?
2. What different sorts of help can these adults provide?
3. Who do you feel is your biggest cheerleader?
4. Who is a great coach; helping you to formulate a winning plan?
5. Is there anyone missing from your team?
6. Are there any adults you would like to recruit?
Social Media Survey

You do not need to put your name on this sheet unless you want to. The results will be put together so that no one person’s response can be identified.

Do you use the technology to connect with or play games with other people? 
☐ Yes ☐ No

Are these:
☐ All people I have met in person
☐ Some I have met in person / some not
☐ Mostly people I have not met in person

If you play multi-player games which ones do you like most? Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Which social media sites do you regularly use? (Please write them down here.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are there any social media sites that you would not recommend using?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why not?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How does having a virtual technology based community make you feel?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do teachers most need to know about the online world?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How many hours a day do you spend on social media/technology?
________________________________________________________________________
________________________________________________________________________

Where is the technology kept when you go to bed?
________________________________________________________________________
Your intelligence is like a multi-flavoured pizza. Some slices are large and bursting with ingredients while other slices are small and have hardly any bits on them at all. This is true for most of us.

An easy way to begin identifying your strengths is with this pizza smarts chart. The chart shows an outline of a pizza divided into eight different slices, representing eight different types of intelligence. Draw a line to outline the shape of your pizza. (Just remember, unless you’re an absolute genius, you’re never going to have full sized pizza slices in every section!)

The person in this example regards themselves as very number, word and logic smart, but less art and body smart. The closer to the edge, the stronger they are in that slice of smarts.
Most people have never mapped their strengths. By outlining the shape of your pizza smarts, you are in a more powerful position to learn your strengths and to build on them.

Whether your pizza map is true or not, it shows you how you view yourself. Some of you may have been too modest, others perhaps too confident.

1► What are your main areas of strength?
2► What are the main areas where you are not strong?
3► Do you want to increase the slice size on any of your strength areas?
4► Do you want to change the slice size where you are not so strong?
5► Are there slices of strength that you have that other people don’t know about?

Take this handout home, discuss and complete it again below with a member of your family. Does having someone else’s input make you think differently about the size of each of your pizza slices?
All of us have **Rex** and **Albert** strategies.

**Rex** strategies are automatic.  
**(Ouch = Roar)**

**Albert** strategies are thought through.  
**(E = mc²)**

Imagine you are feeling stressed and worried. Let’s see if you can put an ‘A’ next to the strategies that you think are Albert strategies, an ‘R’ next to Rex strategies and a ‘NS’ next to those you’re not sure about.

<table>
<thead>
<tr>
<th>Decrease caffeine or sugar</th>
<th>Argue with parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep less</td>
<td>Meditate or take deep breaths</td>
</tr>
<tr>
<td>Eat well – reduce sugar, salt and fats</td>
<td>Dance</td>
</tr>
<tr>
<td>Talk to friends</td>
<td>Use social media</td>
</tr>
<tr>
<td>Plan to have some down time</td>
<td>Listen to music</td>
</tr>
<tr>
<td>Get grumpy</td>
<td>Go for a run or a walk</td>
</tr>
<tr>
<td>Eat junk food</td>
<td>Speak to a teacher</td>
</tr>
<tr>
<td>Plan what to do if you do start to panic</td>
<td>Start a fight</td>
</tr>
<tr>
<td>Give up energy drinks</td>
<td>Bully someone else</td>
</tr>
<tr>
<td>Write poetry, songs</td>
<td>Yell at a teacher</td>
</tr>
<tr>
<td>Become a couch potato</td>
<td>Relaxation techniques</td>
</tr>
<tr>
<td>Talk to parents</td>
<td>Stretching, Yoga, Tai Chi</td>
</tr>
<tr>
<td>Play computer games</td>
<td>Play sport</td>
</tr>
<tr>
<td>Drink energy drinks</td>
<td>Exercise</td>
</tr>
</tbody>
</table>
Everybody feels anxious at different times. If you stop and think about it, you might ask why do most people do such stupid things to avoid feeling anxious. People drink, gamble, argue, fight, escape, avoid important deadlines, put off important tasks, procrastinate or become controlling in a usually ineffective attempt to stop feeling anxious.

### Albert Strategies: Things people can do to lessen anxiety

<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Give up energy drinks</td>
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<tr>
<td>Exercise (even a 10 minute walk helps)</td>
</tr>
<tr>
<td>Eat well - reduce salt, sugar and saturated fats</td>
</tr>
<tr>
<td>Get some counseling</td>
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<tr>
<td>Get more sleep</td>
</tr>
<tr>
<td>Stop catastrophising</td>
</tr>
<tr>
<td>Stretching, yoga, tai chi</td>
</tr>
<tr>
<td>Breath from your diaphragm</td>
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<tr>
<td>Write a diary</td>
</tr>
<tr>
<td>Relaxation techniques</td>
</tr>
<tr>
<td>Practice meditation</td>
</tr>
<tr>
<td>Listen to music</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Play sport</td>
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<tr>
<td>Talk to friends</td>
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<tr>
<td>Live healthily</td>
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</tbody>
</table>

### Rex Strategies: What people actually do to lessen anxiety

<table>
<thead>
<tr>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Sleep less</td>
</tr>
<tr>
<td>Argue with parents</td>
</tr>
<tr>
<td>Eat junk food</td>
</tr>
<tr>
<td>Find someone who has the same worry and consider them to be an expert</td>
</tr>
<tr>
<td>Avoid doing things</td>
</tr>
<tr>
<td>Go over and over the problem</td>
</tr>
<tr>
<td>Do nothing</td>
</tr>
<tr>
<td>Panic</td>
</tr>
<tr>
<td>Blame others</td>
</tr>
<tr>
<td>Get grumpy</td>
</tr>
<tr>
<td>Complain</td>
</tr>
<tr>
<td>Listen to depressing music</td>
</tr>
<tr>
<td>Lie around</td>
</tr>
<tr>
<td>Play computer games</td>
</tr>
<tr>
<td>Use social media</td>
</tr>
<tr>
<td>Increase caffeine, nicotine, sugar, alcohol and drug consumption</td>
</tr>
</tbody>
</table>

Which do you do? Place a tick in the Albert column and an ‘x’ in the Rex column to match what you actually do. Now add some of your own.
Create your own stress reduction / calm down plan.

<table>
<thead>
<tr>
<th>When I think</th>
<th>My Rex strategy is</th>
<th>My Albert strategy is</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. This homework is way too hard.</td>
<td>Avoid doing it at all costs.</td>
<td>To ask Dad to explain it to me again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When I feel</th>
<th>My Rex strategy is</th>
<th>My Albert strategy is</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Angry at my brother.</td>
<td>Scream at him, or punch him.</td>
<td>Go into my room to calm down.</td>
</tr>
</tbody>
</table>
**How to Stress Yourself Out**

Getting stressed is pretty easy really. Most of us can manage it all by ourselves without any outside assistance. Just in case you need help in increasing your stress levels here are a few sure-fire tactics you can use.

**SLEEP LESS**
Not getting enough zzzs will make you cranky and wired. You need at least eight hours of sleep to function well. At times of pressure you may even need more. Sleep resets our hormone levels and protects us against stress and depression.

**DRINK ENERGY DRINKS**
Just one of these drinks elevates your levels of adrenaline (a stress hormone) to five times the normal level for five hours after drinking. These drinks are often high in caffeine, aspartame and sugars all of which increase your stress levels. Add to that eating a lot of junk food that is full of carbohydrates and you’ll have a brain that is not only stressed out, it will also feel sludgy and tired.

**BE INACTIVE**
Sitting around doing nothing can be great but if you are already a bit stressed, it will help the worries to build and circle like vultures.

**ISOLATE YOURSELF**
You’re a big powerful person right? You don’t need help from anyone else. Pretend that:
- no one else on earth has ever felt this way and they have no useful ideas that could help you in any way; and...
- even if you did ask them they wouldn’t care enough about you to help.

When you are really stressed you can’t think straight, so trying to sort things out alone is one of the best ways to make sure your worries continue.

**THINKING ABOUT THE OUTCOME NOT THE PROCESS**
Focusing and worrying about final exams, upcoming performances or future social situations will not only increase your stress, it will fill you with dread as well.

**WORK HARDER**
The logic here is that if working harder got you into this state, it is going to take even more hard work to get you out of it. This is crazy, but you want to feel stressed, this is a good way of going about it.

**ESCAPE INTO COMPUTER GAMES**
Playing computer games can be a good distraction. Play them for too long, say more than two hours, and you will end up feeling wired and listless.

**TALK ABOUT BEING BUSY**
We can talk ourselves into being stressed. Telling everyone how busy and tired you are becomes a way of increasing your own sense of being wired and exhausted.

**FACEBOOK FRETTING**
Once you are feeling stressed, go on Facebook and check other friends’ Facebook profiles. Seeing all the fun stuff they’ve been doing while you’ve been worrying, should help you to feel much, much worse!
How to Calm Yourself Down

We can get so used to feeling stressed that it can feel weird to wind down and relax. As soon as we start to chill out we get jumpy and feel worse. If this sounds familiar, it’s a sure sign you do need to stress less. It is going to take a bit of time and few practice runs before you’ll notice any changes.

DON’T THINK ABOUT THE END RESULT
Focus on the steps you have to take today to get to that outcome. Thinking about how future events will turn out might make you anxious. Will I pass this test? Will they like me? Do I have enough friends? Try to tame your mind so that you stop thinking about questions you can’t know the answer to. Instead practice narrowing your attention to what you can do right now.

EXERCISE
Being physically active lowers our stress levels. Exercise increases blood flow to the smart parts of our brains where problems can get solved. When we sit or lie still for too long the more primitive parts of our brain fire up and our thoughts start to go around and around.

Movements where you move rhythmically are especially good for reducing stress. Dancing, surfing, drumming, roller-skating, table tennis, swimming, juggling, down ball, volleyball, boxing and gymnastics are all rhythmic movements.

WRITE IT OUT
Get your worries out of your head. Write them down on a sheet of paper. Map them out using Kidspiration*. Make a note or a voice memo on your phone.

KNOW THAT EVERYONE HAS WORRIES
All human beings worry at times. Just know that you can find yourself worrying at times, just like everyone else.

TALK TO SOMEONE YOU TRUST
Now you know everyone gets stressed at times, tell someone you can rely on about feeling worried. Even if they don’t have any suggestions for you, just telling someone can make a difference.

BREATHE DEEPLY
When you feel stressed, take a moment to breathe deeply. Put your hand on your belly and take a big breath. Then slowly breathe out as you count to yourself, ‘one thousand, two thousand, and three thousand’. Slowing down your breathing resets your body.

DRINK WATER
Drinking water lowers the level of cortisol (a stress hormone) in your body.

STOP MIND JUGGLING AND START DOING
Lots of people when they get stressed freeze up and feel like they can’t start anything. Start somewhere. Your first attempt doesn’t have to be the perfect answer. Getting started builds momentum and gives you confidence.

USE A MOOD SHIFT PLAYLIST
Music is a powerful way of lessening stress. Make a playlist of your best feel good songs and play it when you find the worries are creeping in.

* Kidspiration is an online application that can be downloaded from the internet (http://www.inspiration.com/Kidspiration). It uses visuals to explore and understand words, numbers and concepts.
Circle all of the ways you have sabotaged your success in the past. Which one is your Number One Assassin?

- Blaming someone
- FAULT FINDING
- Blaming yourself
- Gossiping
- Making it worse than it is
- TURNING SOMEONE INTO AN ENEMY
- Complaining to someone who can’t solve the problem
- Not talking about it
- THINKING THE PROBLEM WILL ALWAYS BE A PROBLEM
- VOWING REVENGE
- PROCRASTINATION (putting things off)
- GOING OVER AND OVER THE PROBLEM
- Rescuing others
- Working too hard
- Pretending there isn’t a problem
- Pretending there isn’t a problem
- VOWING REVENGE

Either not see my friends or seeing them too much.
The Ideal Day

3AM – NIGHT
Hopefully you are sound asleep. Your body temperature is at its lowest. Even though you snooze on, your brain is still 80% activated. It is busy consolidating memories restocking proteins, repairing cell damage, and strengthening synapses. Soon you will have one of the 200,000 dreams in your life. REM (rapid eye movement) or dream sleep is important for memory consolidation.

Not getting enough sleep really makes it hard to have a great day. One week of restricted sleep is like 24 hours of consecutive wakefulness - zombie land! Sleep loss impairs the body’s ability to regulate blood sugar, which means you age faster, and it helps you gain weight.

7AM – EARLY MORNING
Waking up causes violent increases in heart rate and blood pressure and cortisol peaks in blood levels. So start the day as gradually as possible.

After a warm shower is a good time for stretching, exercises involving balance and fine motor control.

Breakfast should be high in protein and low in carbohydrates to kick-start your mood and concentration. Try a protein shake smoothie with berries, or an omelette and a glass of milk. Avoid fruit juices and muffins.

8AM – PREPARING FOR THE DAY.
Gather the things you will need for the day ahead. Don’t forget to take a water bottle. Your brain needs to be hydrated during the day.

9AM – SCHOOL
It’s time to get focused. We are easily bothered by distractions in the morning. Don’t multitask at this time. What happens when we try to do two things at once is that neither gets completed nor learned. Multitasking means it takes 50% longer to do things.

Between 2½ to 4 hours after you woke up, your attention will peak. Use this time to concentrate on things you really find hard to learn. Late morning is also the best time to learn new motor skills.

12PM – LUNCH
Lunch is ideally the major meal of the day. Eat well. Healthy school lunch ideas include:

- sandwiches or pita bread with cheese, lean meat or salad, rice/noodles with lean meat and vegetables,
- cheese slices, crackers with spread and fresh fruit,
- washed and cut-up raw vegetables or fresh fruits,
- cold water, particularly in hot weather.

Try to keep the times you eat fairly regular as eating sets your internal body clock. Just by living you burn between 50% and 70 % of the energy you consume.

If you can, a 20 minute nap increases performance and learning and recharges your mental batteries. Winston Churchill once said a nap gives you two days in one! Thomas Edison and Leonardo da Vinci were also great believers in a midday nap.

2PM – EARLY AFTERNOON
Lots of people make more mistakes and learn the least between 2.30 - 3.30 in the afternoon. During the afternoon it is good to have snacks for mood and energy lifting. Almonds and apples are especially good.

4PM – LATE AFTERNOON
This is the best time for physical activity. Your body is generally at its best later in the day. Exercise at this time may result in 20% more muscle strength than in the morning. (Most sports records have been set between 3 and 8 pm.)

6PM – EVENING
Have some quiet time 20 minutes before dinner. Dinner should be lighter than lunch and at least 3 hours before your bedtime. It takes about 50% longer for the stomach to empty dinner than lunch. Sit quietly 5 minutes after you finish eating, then walk for 15 minutes.

8PM – EVENING
About 1½ hours before bedtime commence the wind down for the day. Soak in a warm bath. An hour before bed lower the lights - use lamps, sip herbal tea, create to do lists for tomorrow. Melatonin, the hormone that makes you feel sleepy, starts to increase in the evening. If you are learning new information, listen to a tape or podcast of key information for about 20 minutes. Put electronic devices out of your bedroom before you go to sleep. Remember the sleep cycle occurs every 90 -120 minutes. Try to catch it.
When do you feel the most alert and able to learn new things?
- Morning
- Late Morning
- Afternoon
- Just after school
- Evening
- Don’t know

What time do you usually go to sleep? ___
What time do you usually wake up? ___
How much sleep do you get most school nights? ___

When is your ‘down time’ hour? (When you are the least energetic in the day.)
To work this out, note the time you usually go to sleep and the time you usually get up on a week day. Calculate the halfway point, then add 12 hours. E.g.: Sleep 9 pm – 7 am. The halfway point is therefore 2 am. Add 12 hours = 2 pm. Add half an hour on each side, and you end up with a down time hour of 1.30 – 2.30 pm.
My down time hour is ___

Which of your subjects do you expect to be the hardest?

Which do you expect to be the easiest?

YOUR IDEAL WEEK PLANNER
Use different colours for:
- Sleep time
- Down time
- Exercise time
- School times
- Eating
- Homework
- Fun/relaxing time

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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‘Can’t Do’ to ‘Can Do’

Developing a positive growth mindset, where you expect to improve over time and overcome setbacks, is a sure fire way to succeed. Here are some tips to help switch your mindset from ‘can’t do’ to ‘can do’.

‘FALL DOWN 7 TIMES, GET UP 8’ POLICY

We all have set backs. There are times when we all have to pick ourselves up, dust ourselves off and start again. Most of us are experts in this, because this is the way we learned to walk. Sucking at something the first few times you do it is the first step to getting good at it.

FOCUS ON EFFORT MORE THAN ABILITY

You are a genius even if you don’t know it yet. But that doesn’t mean you don’t have to put in the work. Put your attention towards trying hard especially at the things you want to do well in.

MISTAKES ARE OPPORTUNITIES TO LEARN

Mistakes are an essential part of learning. The physicist Niels Bohr defines an expert as ‘a person who has made all the mistakes that can be made in a very narrow field.’

Creating something new involves make a lot of mistakes. One example is the bestselling Dyson vacuum cleaner. The inventor made 5,127 prototypes before getting it right. ‘There were 5,126 failures. But I learned from each one. That’s how I came up with a solution. So I don’t mind failure’.

When you make a mistake, it tells you nothing about capable you are. All it means is that you haven’t learned how to get it right yet.

DEALING WITH SET BACKS

No one really enjoys making mistakes. If we don’t learn from our mistakes we are destined to repeat them. However, it is hard to keep your enthusiasm up when you’ve not been selected for a dance team or a drama part or a sports team or failed a test at school.

Analyse your setbacks. Some questions used to review a setback are:

- What can I learn from this?
- What parts did I do well?
- What parts didn’t go as well as I hoped?
- How much work would be involved in getting better at those parts?
- Would I change how I prepared next time? If so, in what ways?

DO I WANT TO TRY AGAIN?

If you decide not to have another go say to yourself, ‘Ok but don’t let this decision trick me into believing I couldn’t get better if I tried.’

TURN A LOSS INTO A TOURNAMENT

After losing a game, you may have said, ‘Ok, best out of three?’ If you didn’t win that tournament perhaps you may have said, ‘Ok, best out of five is ruler of the universe?’ There is almost always a chance to have another go, despite what reality TV shows say!

HAVE ROLE MODELS

Look around for people you admire. You can model parts of your life on what they’ve done. Look out for people who share the same interests or exhibit personality traits you find attractive.

HOW TO AVOID A BORING LIFE

If you get scared of getting things wrong, you won’t try new things. If you don’t try new things you can become bored, and boring! Life may become mundane, dull and routine.

Every so often do things you have never done before. Quirky adventures don’t have to take a lot of time or money but they do take thought and planning. Plan to experience things you have never experienced before. Don’t settle for anything less than an interesting life.

Think of a time when it was hard. We’ve all done things that at first seemed impossible. We’ve all struggled at times. Remember the times when you could have given up but you didn’t.
Values are principles that guide behaviour. They create a 'portal' to free will and choice. The values portal helps us to make choices about how we behave by screening out emotions and stressors that can swamp our thinking. Knowing our values gives us power over reactivity. Tick your own personal values, and circle your top five.

- Achievement
- Adaptable
- Agility
- Alertness
- Appreciation
- Approval
- Assertiveness
- Beauty
- Being the best
- Belonging
- Bravery
- Calmness
- Caring
- Carefulness
- Celebrity
- Challenge
- Charity
- Cheerfulness
- Cleanliness
- Compassion
- Competition
- Confidence
- Conformity
- Control
- Coolness
- Cooperation
- Courage
- Courtesy
- Creativity
- Curiosity
- Daring
- Decisiveness
- Determination
- Dexterity
- Dignity
- Directness
- Discretion
- Dominance
- Eagerness
- Education
- Elegance
- Enthusiasm
- Enjoyment
- Excellence
- Excitement
- Extravagance
- Fairness
- Faith
- Family
- Fashion
- Fitness
- Forgiveness
- Freedom
- Friendship
- Fun
- Generosity
- Gratitude
- Happiness
- Harmony
- Helpfulness
- Heroism
- Honesty
- Honour
- Hopefulness
- Humour
- Imagination
- Independence
- Individuality
- Ingenuity
- Integrity
- Intelligence
- Insightfulness
- Inspiration
- Intensity
- Intuition
- Kindness
- Knowledge
- Leadership
- Learning
- Love
- Loyalty
- Maturity
- Meaning
- Modesty
- Money
- Motivation
- Musicianship
- Nature
- Neatness
- Obedience
- Organisation
- Originality
- Outrageousness
- Patience
- Passion
- Peace
- Perfection
- Perseverance
- Persistence
- Persuasiveness
- Playfulness
- Popularity
- Power
- Practicality
- Precision
- Pride
- Privacy
- Reason
- Reflection
- Relaxation
- Reliability
- Reputation
- Resourcefulness
- Respect
- Risk taking
- Sacrifice
- Satisfaction
- Security
- Self-control
- Selflessness
- Self-reliance
- Self-respect
- Sensitivity
- Sensuality
- Serenity
- Sharing
- Silence
- Simplicity
- Sincerity
- Skillfulness
- Solitude
- Spirituality
- Spontaneity
- Stability
- Status
- Strength
- Success
- Support
- Sympathy
- Teamwork
- Thoroughness
- Thoughtfulness
- Thrift
- Thrill-seeking
- Tidiness
- Trust
- Truth
- Understanding
- Uniqueness
- Usefulness
- Volunteering
- Warm-heartedness
- Warmth
- Watchfulness
- Willfulness
- Willingness
- Willpower
- Winning
- Wisdom
- Wonder
- Zeal
How to Be Happy

The art of making yourself happy is something we can all learn and practice. No one is happy 100% of the time. Life has its ups and downs. Even so there are some surefire ways to increase your happiness.

**DON’T WAIT TO SEE IF YOU ARE HAVING A GOOD TIME**
Instead of going to places and seeing if it is fun, decide in advance to have fun *regardless* of the circumstances. Enjoy the day regardless of the weather. Make the most of the occasion regardless of the company.

**GO OUTSIDE AND PLAY**
You were told to do this as a kid and I’m telling you to do it again, play more! Go for walks, throw a dog a stick, skip, sing loudly or imagine yourself to be a spy passing through enemy territory. Make a promise to *play more*.

**DEVELOP DEEP FRIENDSHIPS**
Your friends are your *true* wealth. Value them and see them regularly. Let them know how important they are to you. Most people only have two close friends so don’t fool yourself into believing you are less popular than most people.

**INCREASE THE CLOSENESS OF FAMILY**
Keeping in close contact with your family gives you a support base for difficult times and also strengthens your sense of where you come from. Feeling you belong in a family is a powerful way of being happy.

**PLAY TO YOUR STRENGTHS**
Have a good long hard look at yourself. What are you good at? Make a commitment to develop your skills, talents and abilities as much as you can. If you don’t develop your own unique talents, the world misses out.

**SEEK OUT GROUPS THAT VALUE WHAT YOU HAVE TO OFFER**
Finding the niche where your abilities are valued is the basis of success!

Avoid social groups where your unique attributes are not valued. Not everyone is going to like you or think you could amount to much. Get used to it. Accept that it is so, and then get out of their way.

**LIVE IN THE DREAMTIME**
Find and follow your passions. Dream *big* dreams and make a promise to yourself to live a wonderful life.

**LAUGH A LOT MORE**
Find people, shows, books, films and situations that make you laugh and surround yourself with them.

**HAVE SOMETHING BIGGER THAN YOURSELF TO BELIEVE IN**
Think about the *contribution* you can make while you are on this planet and do it. People who think they are the centre of the universe are boring, and often very unhappy!

**LOVE AS MUCH AS YOU CAN**
Not only does it make the people you love feel good about themselves, studies show that caring for others makes you feel good about yourself too.
How to Be Miserable

Being miserable is an art form. There are many ways of achieving it. A few surefire ways are below.

WAIT FOR THE SITUATION TO BE RIGHT BEFORE HAVING A GOOD TIME
One of the most dangerous words is ‘someday’. People say things like, ‘someday I’ll be happy’, ‘someday I’ll do what I want to do’ or ‘someday I’ll be confident’. Putting off having a great life until you have the right job/house/partner/friend is a great way of putting off life all together.

COMPARE YOURSELF TO OTHERS
Spend hours thinking about how much more beautiful, happy, intelligent, creative, insightful and wonderful everybody else is compared to you. Think that glossy people who are featured in glossy magazines have glossy lives despite lots of evidence to the contrary.

GIVE OTHERS THE POWER TO CONTROL YOUR LIFE.
This occurs when you don’t do the things you want to do. Let other people choose your life directions and priorities for you. This allows you to avoid responsibility. When you end up miserable (and believe me you will!) blame the people you let make the decisions.

ALWAYS TRY TO MAKE OTHER PEOPLE HAPPY AT THE EXPENSE OF YOUR OWN HAPPINESS
Try to fix other people or spend your life trying to please them. Base your life decisions on what other people will think of you rather than what you want to do.

FEEL IT IS BETTER TO AVOID REJECTION THAN TO LOVE
Play safe. If you don’t try to love people you can’t be let down or hurt. Resign yourself to a life of perpetual disappointment.

TALK YOURSELF OUT OF STUFF YOU REALLY WOULD LIKE TO DO.
Spend time telling yourself you can’t do things because you are not smart enough or talented enough. You can really begin to believe that if you don’t try, you can’t fail.

SAY YES WHEN YOU MEAN NO
It’s nice to be helpful and agreeable but if you say yes to things you don’t want to do, you can end up feeling really bad about yourself or resentful of people. Long-term resentment turns into bitterness.

BELIEVE YOU DON’T DESERVE TO BE HAPPY
Believe that you need to smarter, more good looking, more sporty, more creative, more popular or more skinny before you can be happy.
Use these scenarios for the Misery and Happiness panels to discuss.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Toni walks into school it seems like everyone has someone to talk to, except her. She feels very alone and like everyone is looking at her and judging her. She doesn’t know what to do.</td>
<td></td>
</tr>
<tr>
<td>Dai is really sick of being the object of his mates’ jokes. They always seem to be making fun of him and putting him down.</td>
<td></td>
</tr>
<tr>
<td>Ash is really worried about his parents. They seem to be arguing all the time, and he doesn’t feel like going home.</td>
<td></td>
</tr>
<tr>
<td>Grace feels really unhappy at school. She’s ok at most things, but not really good at anything. It seems like there is always someone who is better than her. She doesn’t feel like there is anything that makes her special.</td>
<td></td>
</tr>
<tr>
<td>Anna has cool friends at school but she’s worried all the time that she may do something wrong and get ditched. She stresses about how she looks and thinks that if she could just get slimmer she would be ok.</td>
<td></td>
</tr>
<tr>
<td>Josh likes his friends but sometimes they like to do crazy stuff. He worries that someone may get hurt.</td>
<td></td>
</tr>
<tr>
<td>It’s the day of an important test and Matthew hasn’t studied for it. Fortunately, he’s figured out a way to easily cheat the test.</td>
<td></td>
</tr>
<tr>
<td>Ayako is in a soccer team but recently training has been intense and has affected her school work. She doesn’t want to quit the soccer team but pressure for her to do well at school is mounting.</td>
<td></td>
</tr>
<tr>
<td>There’s a teacher at school that Ekene just doesn’t like at all and feels victimised by, but whenever he tries to talk to someone about it, he’s told that he’ll just have to get over it.</td>
<td></td>
</tr>
<tr>
<td>Danielle has no one that she feels she can talk to. She feels she can’t talk to her parents, her friends, or her teachers about her problems.</td>
<td></td>
</tr>
<tr>
<td>Jack doesn’t feel like he fits in at school. No matter what, people just don’t seem interested in the things he’s interested in.</td>
<td></td>
</tr>
<tr>
<td>Sam is being bullied online by her classmate Sarah.</td>
<td></td>
</tr>
</tbody>
</table>
SADNESS IS NOT ALWAYS BAD
Everyone loves being happy but being sad at times is not such a bad thing. Sadness gives us time for thinking things over, sometimes regretting things we have done and helps us to resolve to be better people. Feelings of sadness and disappointment over setbacks are part of being human.

Knowing that you won’t be happy all the time is important. Accept that there are some things you just can’t control. All feelings pass and we can learn from the whole range of feelings, sadness included.

LOWER THE AMOUNT OF STRESS
Try to identify some of the major sources of stress in your life and develop systems to deal with them. If you can’t avoid the stressful situations at least develop a de-compression strategy. This is a way of winding ourselves down after being revved up. Going for a walk, doing some exercise and being active are some of the best ways.

FIND SOME GOOD FRIENDS
Friends are a treasure. Along with family, having a few good friends that we can talk things over with enriches our lives and protects us in difficult times.

EAT HEALTHILY
What we eat changes our moods. For example, countries that eat low levels of fish have higher levels of depression. Fish contains a fatty acid known as EPA, which is lacking in those with depression. Fatty acids are also found in flaxseed, walnuts and chia seeds and are good fats.

These are ‘good’ fats so don’t be hesitant about eating them! Whole grain oats have been shown to help with depression, as their folic acid and B vitamins release energy slowly. Foods high in selenium, which is found in meat, fish and cereal grains, have also been shown to decrease symptoms of depression. Leafy greens have magnesium in them which helps with depression and helps with sleep patterns.

HAVE SOME SOURCES OF ‘FLOW’
We experience ‘flow’ when we get involved in an activity that captivates us. At the end of these types of activities people think, ‘Where did the time go?’ There are many sources of flow – computer games, sports, drawing, dancing, reading, swimming and surfing are some. These are the things that you do that absorb you and take you away from your day to day cares.

Losing yourself in a few pleasurable activities that challenge you is highly protective against depression.

BE GRATEFUL AND LUCKY
Even people who have had rotten things happen to them can rise above them. They usually do this by deciding to be lucky. While we can focus on the things that have upset us, most of us have many things and people to be grateful for. Focusing on that part of your life and deciding you are lucky makes an enormous difference to your life.

GET ENOUGH SLEEP AND REST
Getting enough sleep is one of the most powerful ways we can protect ourselves against depression. The structures in the brain that support the most powerful antidepressant, serotonin, are built and rebuilt between the sixth and the eighth hour of sleep.

Over 60% of people who sleep 5 or less hours a night end up obese and depressed.

If you are having difficulty sleeping:

- Decrease caffeine consumption late in the day
- Decrease your intake of sugar
- Go to bed at the same time every day and wakeup at the same time every day.
- Avoid late nights
- Avoid naps especially after 4pm
- Avoid spicy, sugary or heavy foods before bed
- Have the room at a comfortable temperature
- Block out distracting noise
- Don’t sit in bed while studying. Get in the habit of reserving your bed for sleep
- Warm milk before bed is good as it is high in tryptophan, which aids sleep.
Try relaxation methods before sleeping
Write out a to-do list for the next day before getting into bed
Have a pre-sleep ritual e.g. reading or warm bath
Switch off the electronics, especially phones

GET SOME EXERCISE
Exercise decreases stress hormones such as cortisol and increases endorphins (happy chemicals). Exercise also helps release dopamine, adrenaline and serotonin, which work together to make you feel good.

Endorphins are a hormone like substance, produced in the brain and function as the body’s natural painkillers. During exercise endorphins can leave you in a state of euphoria with a sense of wellbeing.

The most effective type of exercise for the release of endorphins is cardiovascular exercise and aerobics.

Moderate exercise for 10 minutes a day is enough to improve your mood and increase energy but it is suggested that you do 30 minutes per day.

LAUGH MORE
Laughter raises our levels of serotonin and dopamine. Make a point of watching TV shows or movies that make you laugh. Share funny stories and jokes with friends. People report that laughing even when they don’t feel happy improves their mood and sense of wellbeing.

CREATE A DEPRESSION PREVENTION PLAN.
Try and identify things that can stress you out, make you feel sad or make you worried. Then write down 2-3 plans you could try for each thing. Write down things that make you happy, people who make you feel good, and people you can talk to.
MY PHYSICAL WELLBEING

Am I eating well?

- Yes
- Sometimes
- No

The improvement I plan to make in this area is:

__________________________________________________

__________________________________________________

Do I have a regular activity and exercise?

- Yes
- Sometimes
- No

The improvement I plan to make in this area is:

__________________________________________________

__________________________________________________

Do I usually sleep and rest well?

- Yes
- Sometimes
- No

The improvement I plan to make in this area is:

__________________________________________________

__________________________________________________

THE THINGS THAT STRESS ME OUT

The things that make me annoyed or angry are...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My options for dealing with these are...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The things that make me worry...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My options for dealing with these are...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The things that make me sad are...

My options for dealing with these are...

---

**MY SOURCES OF FLOW**

The things I love to do are...

Ask myself: Am I doing them?

The things I am grateful for are...

Ask myself: Have I reminded myself that I am fortunate to have these things?

The things that make me laugh are...

Ask myself: Have I noticed them?

The people that feel good to be with are...

Ask myself: Am I being a good friend to them?

If I begin to feel sad or really worried about something, the people I could talk about it to are...
How I Make Friends and Lose Enemies

Do you make new friends easily? Do you feel you do a good job of keeping friends? This sheet lists skills and characteristics that help you make and keep friends. Take a few minutes to rate yourself on each one. When you’re done, choose one or two skills you want to improve this month.

I try to say hello to people even if I don’t know them very well.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I listen as much as I talk when I’m with my friends.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I try to help my friends meet other people they might like.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I suggest things to do that other people think are fun.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I don’t repeat gossip or hurtful comments about others.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I know when my friends are angry, frustrated, or feeling left out – even if they don’t say anything.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I apologise when I accidentally upset someone.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I do ‘random acts of kindness’ for friends and others.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I keep secrets.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I try to forgive people when they do something wrong.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I can disagree with someone without getting angry or resorting to name calling.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I stand up for what I think is right, even if my friends do not agree.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I encourage friends to do their best.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I reach out to people who seem lonely or disconnected.
☐ Not often  ☐ Sometimes  ☐ Most of the time

If I say I will do something, I almost always try to do it.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I am a kind person.
☐ Not often  ☐ Sometimes  ☐ Most of the time

If a friend is upset I try and talk to them about it
☐ Not often  ☐ Sometimes  ☐ Most of the time

If a friend is upset I try to avoid them.
☐ Not often  ☐ Sometimes  ☐ Most of the time

I try to forgive people when they do something wrong.
☐ Not often  ☐ Sometimes  ☐ Most of the time
The Art of the Exuberant Greeting

Hi! It’s great to have you reading this and thinking about how to greet and meet people more positively in your life. Thank you for taking the time to think about this.

It can be scary to seem too pleased to see someone when you meet them. Firstly, they might think you are weird. Secondly, they might pull back from you and avoid you.

Problem is, that to be successful in almost any area of life, people have to learn that you are a good friend. How can they learn that about you, if you tend to hold back from others?

Think about how dogs greet the people they love. Mostly they don’t saunter over and say, ‘How ya doin?’ They run, bounce, bark, and wag their tails. Now we’re not asking you to start barking and licking people but here’s few things you might like to try out when you greet people over the next few days.

▶ When you first meet people try to notice their eye colour while also smiling at them.
▶ Use their name a lot. People loving being referred to by their name, and it will establish a sense of trust and friendship right away.
▶ Look directly at them
▶ Sound friendly, energised and upbeat
▶ Say that it’s good to see them
▶ Ask questions such as, how are you? What have you been doing? or even, “Guess what I did this weekend?” or “Want to hear something funny?”

▶ If you ask someone a question and they only partially answers just wait. If you stay silent and keep eye contact they will usually continue talking.
▶ Psyche yourself up. If you get yourself to be really happy and excited to see other people, they will react the same to you. Even if it doesn’t happen the first time you do, it will change the way they respond to you eventually.
▶ Think to yourself something like, ‘I’ve known this person. We’re old friends catching up. I can’t wait to see them’. Visualise the experience, saying hello, making eye contact, having conversation. Ask yourself ‘What can you not to wait to tell them?’

When you’ve finished the conversation indicate to them that you will be pleased to see them next time by saying something like, ‘Hope we catch up again soon’.

There’s a golden rule here: people like people who like them. Good luck in trying it out!
<table>
<thead>
<tr>
<th>You've found out a friend is spreading untrue rumours about you.</th>
<th>You worked hard on a group project and then hear your friend claims she did all the work.</th>
<th>Your friend was given an invitation to pass on to you and didn't pass it on.</th>
<th>You are sick and tired of your friend complaining about other people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every time you see other people you like, your friend tries to make you feel guilty.</td>
<td>Your friend likes to make jokes about other people and wants you to join in.</td>
<td>Your friend keeps asking to loan him money.</td>
<td>A friend always tries to tell you what to do.</td>
</tr>
<tr>
<td>A friend always thinks they have better ideas than you do.</td>
<td>A friend keeps pinching and hitting you in a &quot;friendly&quot; way.</td>
<td>A friend speaks over the top of every one else.</td>
<td>A friend who thinks it is fun to be cruel to animals.</td>
</tr>
<tr>
<td>A friend who really likes you but doesn’t like anyone else.</td>
<td>A friend who thinks it is cool to fail at school</td>
<td>A friend who distracts you and wants to talk to you in class</td>
<td>A friend who thinks it is funny to make jokes about the way you look.</td>
</tr>
<tr>
<td>A friend who insists of having everything her own way.</td>
<td>A friend who thinks he is better than everyone else.</td>
<td>A friend who looks down on poor people.</td>
<td>A friend who looks down on people from other countries.</td>
</tr>
<tr>
<td>A friend who says everything and everyone is ‘gay’.</td>
<td>A friend who wants to share their worries with you all the time</td>
<td>A friend who wants to argue with you.</td>
<td>A friend who never returns the things they borrow.</td>
</tr>
<tr>
<td>A friend who boasts and tells big lies to make themselves look good.</td>
<td>A friend who has to win at everything.</td>
<td>A friend who talks too much.</td>
<td>A friend who is rude without knowing.</td>
</tr>
<tr>
<td>A friend who is rude and knows it.</td>
<td>A friend who wants to be romantically involved with you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are a number of ways we can forgive, and not all of them involve speaking to anyone else. In a way forgiveness is a gift that we give ourselves to free us from the hurt of other’s wrong doings.

You could:

- Write a forgiveness note to someone in your journal.
- Be grateful for what you can learn by forgiveness—sometimes our ‘problem’ people are our best teachers. They can teach us how to bring out the best in ourselves.
- Forgive yourself. Often we are toughest on ourselves. Acknowledging that you made a mistake is important. But don’t let a mistake stop you from moving forward. If you’ve done your best, that’s all you can expect of yourself. (Of course, that doesn’t mean you can’t learn lessons from this event to improve on in the future.)
- Write it out, sing it out, paint or draw it out, dance it out. Lots of wrong doings are turned into creative acts full of emotional power.
- Make a practice of forgiveness. Each day complete a review and see if there is anyone whom you felt treated you meanly or badly. Forgive them for it. Then make an intention to treat them well the next time that you see them.

Forgiveness doesn’t mean excusing unacceptable behaviours. Forgiveness is something you do for yourself. People who practice forgiveness are happier and are less likely to be depressed, anxious, neurotic and angry. They are also healthier. Practicing forgiveness results in lower stress responses such as a lower heart rate and blood pressure.

Write a forgiveness letter to yourself from someone you have hurt. What sorts of things would you like to hear from that person?

Dear (your name):

Write: __________________________________________________________

Write: __________________________________________________________

Write: __________________________________________________________

Write: __________________________________________________________

Write: __________________________________________________________

Write: __________________________________________________________

Write: __________________________________________________________

Write: __________________________________________________________

Write: __________________________________________________________
My Resilience Assets

Tick each one that is true for you and then count them up to get a score for each section. This is not a competition, it’s an exercise to help you identify the things in your life that will help you cope with change. The scores will show you your strengths and weaknesses.

ADULT CONNECTEDNESS
- □ I receive lots of love and support from my family.
- □ My parent(s) and I communicate positively, and I go to my parent(s) for advice.
- □ I receive support from three or more adults who are not my parents.
- □ I have caring neighbours.
- □ My school provides a caring, encouraging environment.
- □ My parent(s) are actively involved in helping me succeed in school.

SCORE:

EMPOWERMENT
- □ I believe that adults in my community value young people.
- □ Young people are given useful roles in my community.
- □ I help out in my community for one hour or more per week.
- □ I feel safe at home, at school, and in the neighborhood.

SCORE:

BOUNDARIES AND EXPECTATIONS
- □ My family has clear rules and consequences, and always tries to know where I am.
- □ My school provides clear rules and consequences.
- □ My neighbours look out for young people and take care of them in need be.
- □ Parent(s) and other adults model positive, responsible behaviour.
- □ My best friends model responsible behaviour.
- □ Both my parent(s) and my teachers encourage me to do well.

SCORE:

COMMUNITY ENGAGEMENT
- □ I spend three hours or more per week in lessons or practice in music, theatre, or other arts.
- □ I spend three hours or more per week in sports, youth group, clubs, organizations at school, and/or in community organisations.
- □ I play in a local sports team.
- □ I go out with friends ‘with nothing special to do’ no more than two nights per week.

SCORE:

SCHOOL ENGAGEMENT
- □ I am motivated to do well in school.
- □ I am actively engaged in learning.
- □ I do at least one hour of homework every school day.
- □ I care about my school.
- □ I read for pleasure three or more hours per week.

SCORE:

POSITIVE VALUES
- □ I place a high value on helping other people.
- □ I place a high value on promoting equality and reducing hunger and poverty.
- □ I act on and stand up for my beliefs.
- □ I tell the truth even when it is not easy.
- □ I accept responsibilities and take personal responsibility for my actions.
- □ I believe it is important for young people to discuss things that worry them with a trusted adult.

SCORE:
SOCIAL SKILLS
☐ I know how to plan ahead and make choices.
☐ I have empathy, sensitivity, and friendship skills.
☐ I know and get along with people of different cultural/racial/ethnic backgrounds.
☐ I can resist negative peer pressure and dangerous situations.
☐ I seek to resolve conflict non-violently.

SCORE:

IDENTITY
☐ I feel I have control over things that happen to me.
☐ I have a high self-esteem.
☐ I believe my life has a purpose.
☐ I am optimistic about my personal future.

SCORE:

How did you go?
Write down the scores you got for each section below.

YOUR RESILIENT ASSETS PROFILE

<table>
<thead>
<tr>
<th>Adult connectedness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowerment</td>
<td></td>
</tr>
<tr>
<td>Boundaries and expectations</td>
<td></td>
</tr>
<tr>
<td>Community engagement</td>
<td></td>
</tr>
<tr>
<td>School engagement</td>
<td></td>
</tr>
<tr>
<td>Positive values</td>
<td></td>
</tr>
<tr>
<td>Identity</td>
<td></td>
</tr>
</tbody>
</table>

Now let’s add them up. How many out of 40 did you get?

TOTAL: 

► 31-40 Fantastic resilience qualities!
► 21-30 Really good resilience qualities.
► 11-20 Some work to do on developing better resilience.
► 0-10 Ok, let’s really get to work to improve your resilience!
## IS IT BULLYING?

<table>
<thead>
<tr>
<th>Situation</th>
<th>WHAT WOULD YOU SUGGEST?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanessa keeps being pushed out of line at the canteen by some older students.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Two girls won’t let another girl hang out with them.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Tran calls everyone names and even though he says he’s just joking, some of his words hurt people’s feelings.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Veronica spreads rumours about one of the boys and no one wants to hang out with him.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Two girls won’t let another girl hang out with them and tell everyone else not to as well.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Ginger interrupts two boys playing basketball and plays keepings off.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>A group of three students tell everyone else that they can’t hang out in a part of the school grounds because it belongs to them.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Thea invites the whole class to her party except for Roy.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Two students keep hiding a boy’s school bag.</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>
School Safety Survey

Year level: [ ] How old are you: [ ]

Are you (please tick) [ ] Male [ ] Female

How would you describe bullying and harassment at this school? (Circle a number on the line below.)

1 2 3 4 5 6 7 8 9 10

NOT A PROBLEM... ...A MAJOR PROBLEM

Have any of the following behaviours ever happened to YOU at school? Please tick the appropriate box for each type of bullying.

<table>
<thead>
<tr>
<th>Types of Bullying</th>
<th>Once or more a day</th>
<th>Most days</th>
<th>Less often</th>
<th>Weekly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being teased or called names</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having comments made about your family, your country of birth or religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left out of things on purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatened</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hit, punched or kicked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forced to give money or belongings to someone without wanting to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments about the way you look</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locker damaged or disturbed on purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have been bullied, how long has it been happening?
- [ ] Less than one week
- [ ] Less than one month
- [ ] Less than six months
- [ ] More than six months

Who do you think does the most bullying in this school?
- [ ] Students in older year levels
- [ ] Students in my year level
- [ ] Students in younger year levels

What times of day are the worst for bullying? Please tick as many as apply.
- [ ] Before school
- [ ] On transport to and from school
- [ ] Morning classes
- [ ] Morning recess/playtime
- [ ] Lunchtime afternoon classes
- [ ] After school between classes
Are female students at this school more likely to be bullied by:
- [ ] Other female students
- [ ] Male students
- [ ] Both male and female students
- [ ] Don’t know

Are male students at this school more likely to be bullied by:
- [ ] Female students
- [ ] Other male students
- [ ] Both male and female students
- [ ] Don’t know

If you were being bullied who would you talk to about it?
- [ ] A teacher
- [ ] A parent
- [ ] A Year 12 student
- [ ] A friend at school
- [ ] A friend not at school
- [ ] No one

Do you think teachers can stop bullying?
- [ ] Yes
- [ ] No

If a friend told you that they were being bullied or picked on by another student what would you suggest they do? Please tick as many as apply.
- [ ] Ignore it
- [ ] Fight the person
- [ ] Tell a teacher
- [ ] Stay away from the person
- [ ] Tell a parent
- [ ] Stay away from school
- [ ] Tell a powerful friend
- [ ] Change their looks or behaviour
- [ ] Other

Have you got any other helpful suggestions?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Would you report it to a teacher?
- [ ] Yes
- [ ] No
If no, why wouldn’t you?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Would you be interested in helping to stop bullying and/or harassment in the school?
- [ ] Yes
- [ ] No
School Engagement Index

Please read each statement and write a number from 1 to 5 on the line provided.

<table>
<thead>
<tr>
<th>NOT TRUE AT ALL</th>
<th>COMPLETELY TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

☐ I pay attention in class.
☐ I usually take a lot of care in completing my schoolwork.
☐ I feel it is important to fully understand the work I do in class.
☐ I usually finish class work on time in the classroom.
☐ I like to be challenged by my schoolwork.
☐ I set personal goals for myself.
☐ I spend time studying for tests and exams.
☐ When I am unsure about something relating to schoolwork I get advice from a teacher.
☐ I want to achieve high marks.
☐ I never skip classes.
☐ I actively participate in classroom discussions.
☐ I want to succeed in life.
☐ I really get involved in my schoolwork.
☐ I am gaining skills that will be of use to me when I leave school.
☐ I can achieve good results at this school if I work hard.
☐ I usually hand assignments and projects in by the due date.
☐ This school offers interesting subjects for students to choose from.
☐ I like to answer questions in class.
☐ I find the topics presented by my teachers in class interesting.
☐ I participate in classroom activities.
☐ With help from the teachers, I can achieve my goals at this school.
☐ Learning is fun.
☐ You need to complete all schoolwork if you want to succeed in life.
☐ In class I try to pay attention even if a topic seems boring or irrelevant.
☐ I am gaining knowledge that I can use when I leave school.
☐ I take time to complete my homework to make sure it’s done properly.
☐ This school will prepare me for the ‘real world’.
☐ I have set clear goals for my future.

SCORE:

104 OR MORE = HIGHLY ENGAGED
69-103 = CRUISING AND NOT REALLY TRYING
68 OR LESS = DISENGAGED
When you are thinking about secondary school do you: (Please circle one answer for each of the phrases below.)

- **Feel good?**
  - Never
  - Not Much
  - Sometimes
  - Mostly
  - Always

- **Feel bad?**
  - Never
  - Not Much
  - Sometimes
  - Mostly
  - Always

- **Feel nothing?**
  - Never
  - Not Much
  - Sometimes
  - Mostly
  - Always

- **Unsure?**
  - Never
  - Not Much
  - Sometimes
  - Mostly
  - Always

Please describe the feelings you have about going to secondary school.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write down a list of what you think might happen on your first day of secondary school.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

At your new school do you think you will: (Circle one option for each question.
‘Y’ = Yes, ‘N’ = No, ‘U’ = Unsure and ‘S’ = Sometimes.)

- **Make new friends?**
  - Y
  - N
  - U

- **Be taught by good teachers?**
  - Y
  - N
  - S

- **Behave better than you do now?**
  - Y
  - N

- **Need to work hard?**
  - Y
  - N
  - S

- **Learn more than at primary school?**
  - Y
  - N
  - U

- **Enjoy yourself?**
  - Y
  - N
  - S

- **Feel safe?**
  - Y
  - N
  - S

- **Know what to do?**
  - Y
  - N
  - S

The three things I look forward to most about going into secondary school are:

- __________________________________________________________________
  - __________________________________________________________________
  - __________________________________________________________________

The three things I worry about most going into secondary school are:

- __________________________________________________________________
  - __________________________________________________________________
  - __________________________________________________________________
  - __________________________________________________________________
  - __________________________________________________________________
### Personal Best Goal Setting

#### DETAILS
- **Name:**
- **Year level:**
- **Homeroom teacher:**

#### BRIEF DESCRIPTION OF PROJECT

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

#### GOALS

1. 
2. 

MAIN ANTICIPATED OUTCOME

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

Review date:
Signed:

#### ACHIEVEMENTS TO DATE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

COMPLETION DATE

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

#### IDEAS FOR FURTHER DEVELOPMENT

1. 
2. 

#### OUTCOME

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

#### REFLECTION

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
Developing Willpower

Learning that your first decision is not always your best decision is usually hard won through life. A series of scalded tongues, scraped knees, sprained ankles and banged elbows through childhood teaches us that impulses are not always to be trusted. If this sounds familiar don’t feel too bad – at least you didn’t let the wooden horse into Troy!

The magic ingredient that helps us to resist the urge to act on our first impulse is willpower. It is a slippery ability. For weeks we can hold off with steely determination, only to inexplicably become putty in a moment of tantalizing temptation.

As Roy Baumeister observed, if you want to increase human happiness you might begin with two areas: increasing intelligence; and increasing self-control.

ONE MARSHMALLOW OR TWO?

In a scientific study, Walter Mischel offered children the choice between eating one marshmallow straight away, or two when he returned, if they didn’t eat the first while he was out of the room. Only 30% of the children in his study were able to resist the temptation of that first marshmallow.

The ability to not take that one marshmallow was equated with self-control. This ability not to do the first thing that comes into your mind, turned out to be a powerful predictor of success in life.

The longer those four year old children waited, the better their social and cognitive function in teen years. They exhibited more self control, intelligence, self reliance, and confidence. They were more resilient in times of stress. They planned ahead more than others. They achieved higher college admission scores.

Similar work conducted by Terrie Moffit and David Ferguson in New Zealand found strong linkages between self-control levels in childhood and success in adult life.

WHAT DO WE KNOW ABOUT WILLPOWER?

1. ‘Just a little bit’ is not always good for you.

Once on a train in Spain there was a man who knew how to weaken willpower. He went through the entire train kindly giving each passenger one peanut. Just one. Then he returned selling bags of peanuts. He made a fortune. Appeasing yourself by just having a little bit rarely works.

2. Save your willpower for the important things

Studies show that people who restrain themselves in small unrelated areas can then become vulnerable to poor self control in others. In one study, women watched a documentary, with some of them sitting near a bowl of sweets. Later, they were given impossible puzzles to solve. Those who had sat near the sweets gave up sooner than those seated well away. Perseverance takes something out of you. The effort it took to resist temptation depleted their willpower.

3. Willpower is a limited resource.

If you are making a New Years resolution make it in one main area. If you split your efforts you most likely won’t achieve anything.

4. When dog becomes a wolf

There is a phenomenon among male stock traders where a usually level-headed trader becomes intoxicated with a heady rush of testosterone mixed with dopamine. This is called ‘the hour between dog and wolf’ and is the time reckless decisions involving unwarranted and wildly optimistic risk taking occurs. This is why a gambler may get on a roll and start make unwise bets.

5. What is strong in the morning....

Willpower is a fickle beast at the best of times and it seems to diminish as the day wears on. We can see this in decision making patterns of judges. They are more likely to grant parole in the morning and just after they have eaten. Harsher sentences are usually given in the afternoon.

6. Goals are helpful. Systems are essential

Set high goals for yourself but don’t rely on your willpower to carry you through. Lance Armstrong had great goals, but they weren’t enough to stop him making bad choices. Even the most determined of us will have moments when our convictions and willpower are tested.

ARE THE BRAINS OF HIGH AND LOW WILLPOWER PEOPLE DIFFERENT?

The short answer is yes. People with high levels of self-control show increased levels of activity in the frontostriatal brain circuits. These are the parts of the brain that integrate motivation and control. Simply put this part of the brain provides us with better brakes.

People with low willpower show increased levels of activity in the ventral striatum. This is a more
primitive area of the brain linked to desire, pleasure and addictions. Simply put, these people have strong engines but poor brakes.

The areas of the brain activated in high willpower people are the same as those involved in higher order decision-making, planning and implementation. Often called ‘executive functions’, these are refined in the early adolescent years.

Developing executive functions and willpower predicts literacy and numeracy levels, academic and occupational success, satisfying relationships and overall happiness. Conversely, being a victim of your latest impulse leads people to be more vulnerable to addictions, violence, gambling, depression, troubled relationships and poverty.

THE LIMITATIONS OF PLANNING
Before we discuss how to develop willpower, we should pause to consider that not everything in life should be planned or patiently waited for. Spontaneity and impulsiveness are also essential ingredients of a good life. Being too prudent can leave us missing the love of our life or leaving that wild adventure until it is too late.

DEVELOPING WILLPOWER
Suppose for a moment that you wanted to improve your eating habits and exercise more regularly. Let’s outline some of the steps you might take.

1. Starting something
Narrow your focus. Set a narrow goal and frame it as starting something. For example it is much more effective to start living a healthy lifestyle rather than stop eating chocolate cake for two weeks.

2. Start a new you
View this change as a permanent shift in your lifestyle rather than a temporary one.

3. The future is now
See your future as part of your present. Visualise the life you want for your future and start living it – now.

4. Don’t just rely on willpower
Willpower is great but don’t rely on it alone. Ask someone to be an ‘accountability parter’. This person can join in with your exercise regime, or just check in on how you are going.

5. Develop your system
Develop a system for dealing with the times you are tempted. Develop if-then plans. If I feel tempted I then I will do this before I act on my temptation.

6. Short bursts with controlled breaks
Scheduled breakouts are important. This is why the 5 and 2 diet is appealing to many. Give yourself a day off a week. Otherwise your willpower is likely to wear thin.

7. Never miss twice
Have a policy of never missing your goal twice in a row. Ok, today I may not feel like going to the gym but that means tomorrow I have to go no matter what.

DEVELOPING WILLPOWER IN CHILDREN.
In a world of instant gratification, those who can step back, plan, and then decide on the best course of action have a massive advantage. The ability to delay gratification and the development of executive functions are linked. In turn this builds persistence and resilience in learning.

Games such as Simon says, chess, backgammon, battleships, dominoes, checkers, snap, 500 and theatre sports can develop these skills.

Projects such as pottery, sculpture, painting, drawing, building models, knitting, weaving also build willpower and persistence. Encourage children to build collections.

Model and teach children planning and decision making systems and give them experiences in using them.

Children learn patience and persistence as they learn to walk, whistle, juggle, skip, snap their fingers, skateboard, ski, surf, ride a horse or complete a puzzle.

Parents can help children develop willpower by learning to save up for things they want. Regard some foods and activities as treats, that should occur rarely. Acting as if everyday is feast day or celebration day does no one any favours.

Anticipation can be as important as resistance and willpower. Looking forward to the rewards of an event helps children learn to wait and anticipate, for example, no hot cross buns until Easter.

- Rather than indulging a child, use the marshmallow concept to help your child exercise willpower.
- Remind them that they can trust that good things will happen if they wait.
- Compliment them on how good they are at waiting
- Look at a photograph of the item they want and tell them it is worth waiting for.
- Help them learn how to distract themselves.
- Help them to distance themselves from the feelings of temptation. Imagine the temptations in a frame or in a picture.
Great Mistakes Survey

We are doing a survey to see if mistakes are as bad as they are made out to be or whether they are opportunities for learning.

Can you tell us about a time when you thought you made a mistake?

What are the feelings you most commonly associate with making a mistake?

When you have made mistakes how have you dealt with them?

Have you ever felt you made a mistake only to later find it wasn’t as bad as you feared? If so, please describe:

Albert Einstein once said “Anyone who has never made a mistake has never tried anything new”. Do you agree with this?
Complete the following survey, rating each quality with a number between 0 and 10.
10 = very likely to see me this way
0 = very unlikely to see me this way.

<table>
<thead>
<tr>
<th>QUALITY</th>
<th>FAMILY</th>
<th>FRIEND</th>
<th>TEACHER</th>
<th>MYSELF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funny</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HARD WORKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sporty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Angry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loud</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONTENTS

Introductory Activities
1  My Family, My Team
2  My Boundaries and Expectations
3  My Values
4  My Friendship Skills
5  My Power and Empowerment
6  My Learning and School Engagement
7  Where I Live
8  Who I Am

Portfolio (separate document)
HELLO!

Can you remember learning to ride a bike, or playing a new instrument for the first time? Perhaps you can even remember your first day in primary school. Life is full of changes that may seem difficult at first, but eventually become second nature. Shifting from primary school to secondary school is a lot like that too - tricky at first then easier and easier.

WHAT IS START?

START stands for Student Transition and Resilience Training. This workbook is part of the START resource that will give you skills to have a positive and successful first year of secondary school.

It is divided into eight sections, each with a bunch of activities, plus some introductory activities to get you started. Each section is about a different aspect of you. Some activities have handouts that you can read and/or fill in. Once these handouts are completed, they can be added to this workbook.

START ENCOURAGES YOU TO HAVE A GO

Before we get into all of that, here is a quick challenge. How many squares are there?

You see. Part of shifting from primary school to secondary school is about learning to try new things.

START FOCUSES ON STRENGTHS

Imagine you have a battery that is 85% charged. You have a choice: you can focus on the 15% of charge that is already used up and worry about it a bit; or you can think about how you can use the 85% of charge that is there.

It is better to focus on what works for you and what your strengths are rather than spending time worrying about things that aren’t there. Throughout START ask yourself, “What works best for me?”.

HELP OR ADVICE

If you are concerned about yourself or anyone you know, please get in touch with one of the following:

The School Counsellor or one of your teachers:

Kids Helpline
1800 55 1800
www.kidshelp.com.au

Headspace
1800 650 890
www.headspace.org.au

Life Line
13 11 14
www.lifeline.org.au

Beyond Blue
1300 22 4636
www.beyondblue.org.au
START

NAME

Student Portfolio
INTRODUCING
the Amazing

Name:

Where I grew up:

Pronunciation:
E.g. Teah = Tay-hah, not Tee-ah. (Fill this bit in if people are always saying your name incorrectly, or your parents were being super creative on your birth certificate!)

Nickname:
If you have one you like to be called!
(Wolverine is already taken.)

Digital Stuff:
If you have created digital content for this project, write your file names here:
WHAT I'D LIKE YOU TO KNOW ABOUT ME
MY OPTIMAL GROWING CONDITIONS ARE

1

2

3

4

5

5 Things I'm grateful for:

REFER TO HANDOUT 2

REFER TO HANDOUT 1
MY FAMILY AND OTHER SIGNIFICANT ADULTS

Note: If you have something about your team you’d like to share, write it here. (E.g. Most of your family live overseas.)
**My View of My Smarts:**

REFER TO HANDOUT 6

- **Self Smart**
  Knowing yourself

- **Number Smart**

- **People Smart**
  Knowing how others think and feel

- **Music Smart**
  Playing, singing, appreciating

- **Body Smart**
  Fitness, health, healing

- **Picture Smart**
  Art, design, construction

- **Word Smart**

- **Logic Smart**

---

**I would like to work on:**

What slice of smarts would you like develop?
FRIENDSHIPS

REFER TO HANDOUT 21
Answer the following as best you can.

What friendship skills do you think you are good at?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

What friendship skills do you think you need to work on?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

What ‘losing enemies’ skills are you good at?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

What ‘losing enemies’ skills do you need to work on?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

On a scale from 1 (‘Awful’) to 10 (‘Awesome’) what have your friendship experiences been like in Year 6?

Why?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Do you think you need to talk to someone about any friendship issues you might have?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

5 values that are important to me:

REFER TO HANDOUT 15
## MY RESILIENCE ASSETS

### MY RESILIENT ASSETS PROFILE

REFER TO HANDOUT 25

<table>
<thead>
<tr>
<th>Asset</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult connectedness</td>
<td></td>
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<td>Boundaries and expectations</td>
<td></td>
</tr>
<tr>
<td>Community engagement</td>
<td></td>
</tr>
<tr>
<td>School engagement</td>
<td></td>
</tr>
<tr>
<td>Positive values</td>
<td></td>
</tr>
<tr>
<td>Identity</td>
<td></td>
</tr>
</tbody>
</table>

My 3 strongest areas of resilience are:

__________________________
__________________________
__________________________

The area I’d like to develop further is:

__________________________

Because:

__________________________
__________________________
__________________________
__________________________

__________________________
My School engagement score is:

REFER TO HANDOUT 28

I scored 2 or LOWER on...

I scored 4 or HIGHER on...

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
WHO I AM

REFER TO HANDOUT 33
Write the top three responses from each column (and the score), on the following notes.
STATEMENTS

Parents/carer/significant adult:

Teacher: