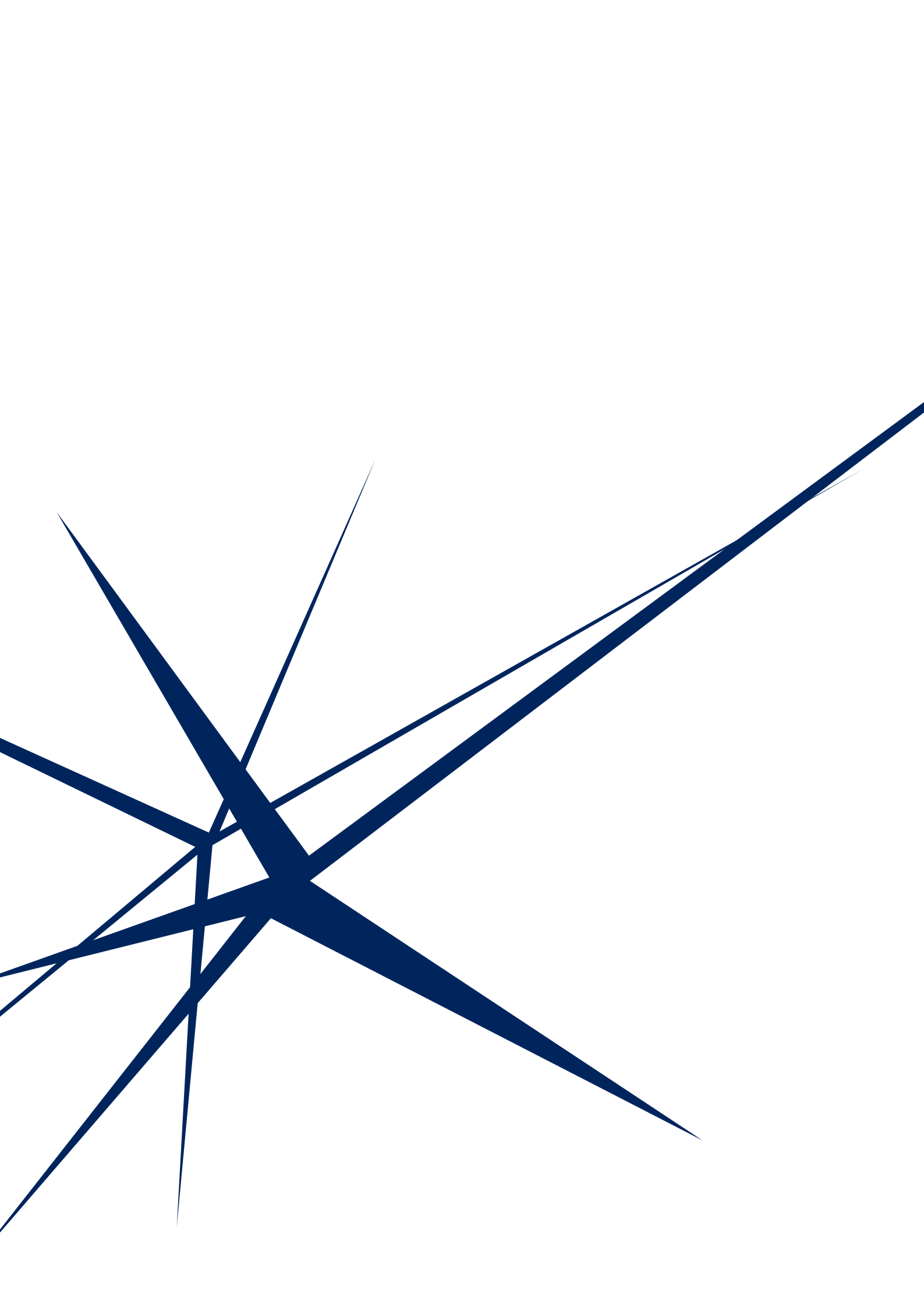


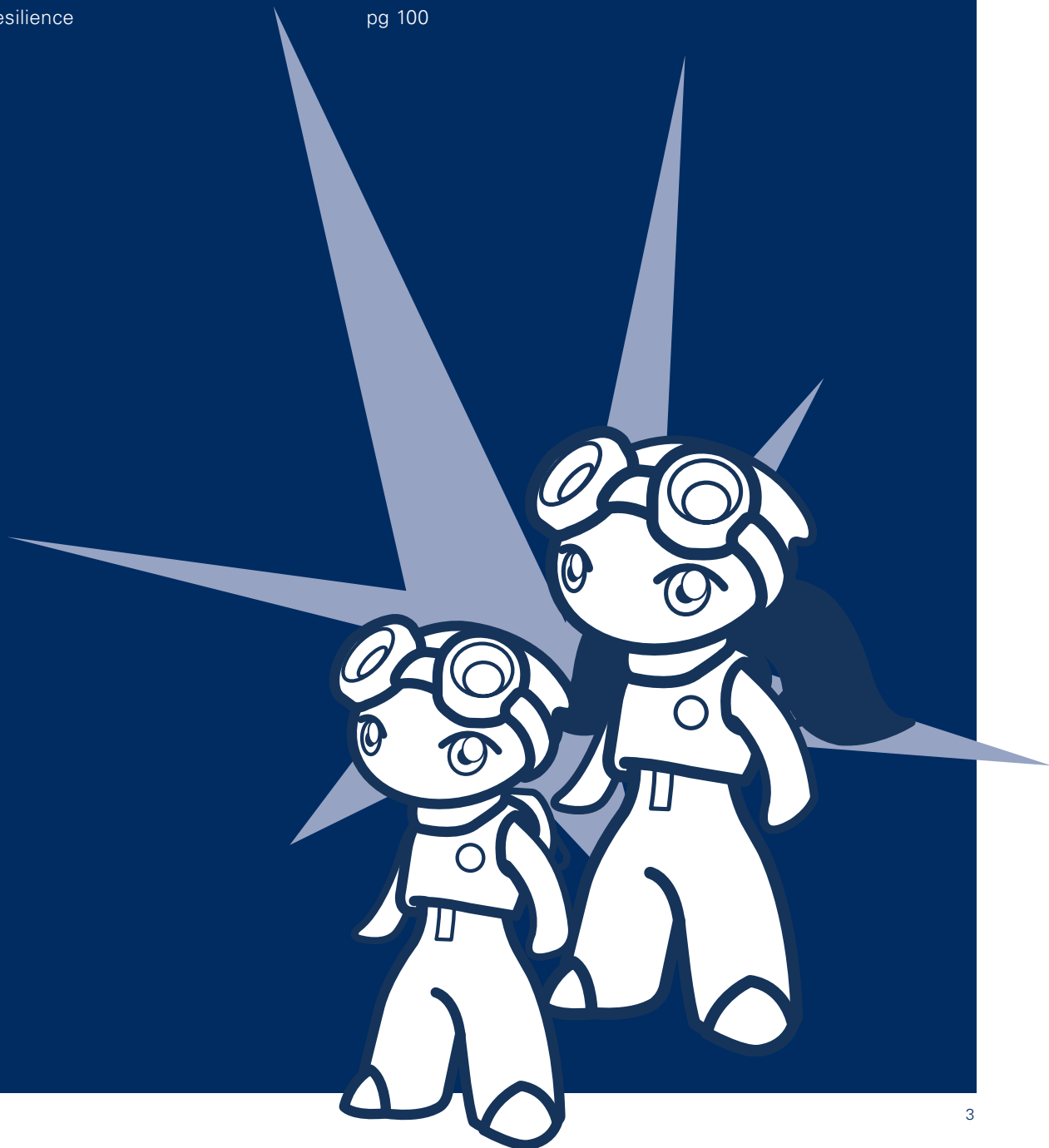
start

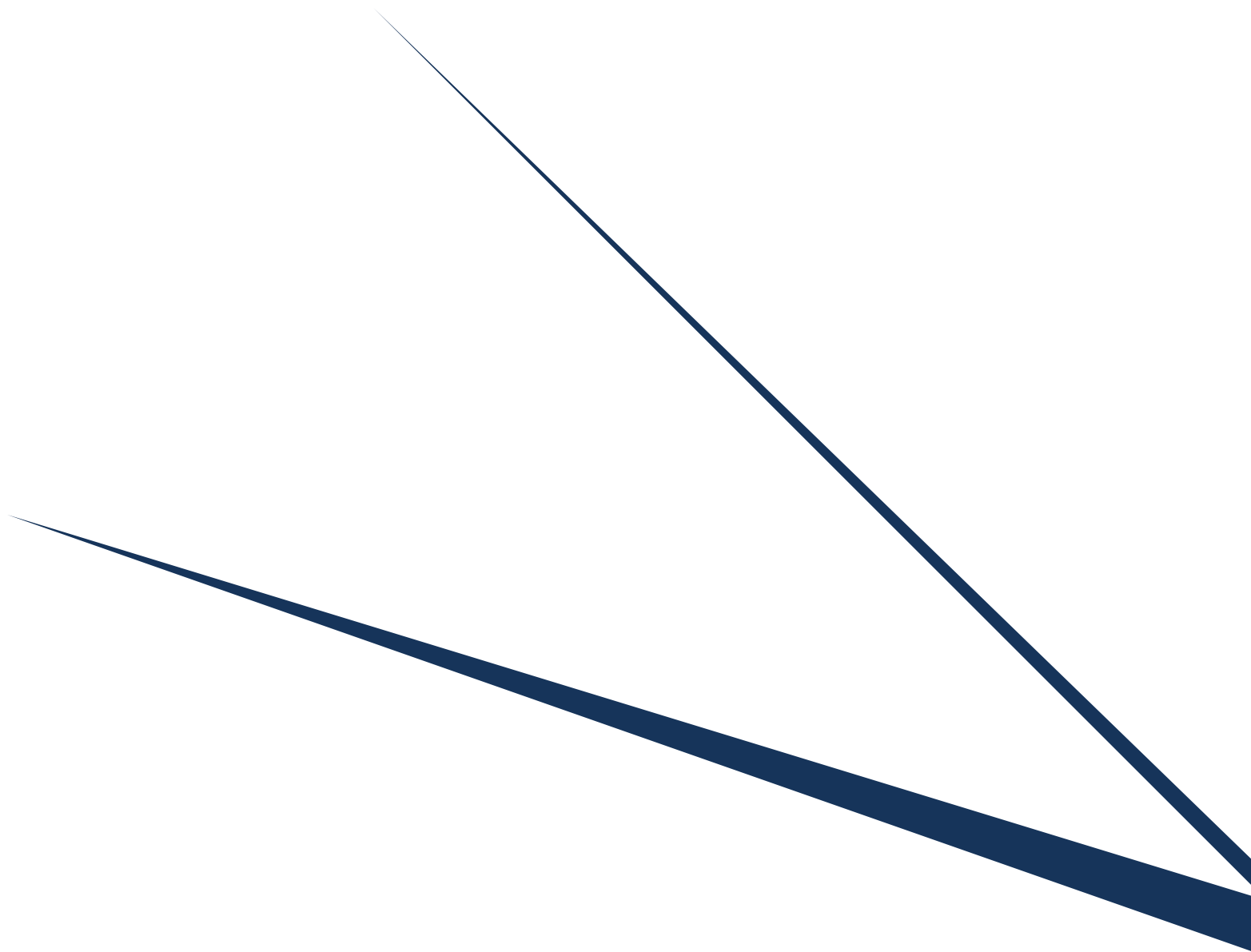
School Transition And Resilience Training





Introduction	pg 5
An Overview of START	pg 8
Key Findings	pg 9
Teaching and Learning Principles	pg 11
Getting 'Start'ed	pg 13
Year 6 Transition Activities	pg 15
Year 7 Transition Activities	pg 34
Activities developed for Year 6 or Year 7	pg 57
Being your own best friend	pg 78
Habits of resilience	pg 100





Introduction

School Transition And Resilience Training (START) is a program encompassing *The Framework for Student Support Services in Victorian Government Schools* and the middle years of schooling theory and practice strategy.

The START program embodies core aims expressed in *The Framework for Student Support Services in Victorian Government Schools* (The Framework). The START program has been designed to assist schools to plan and implement crucial primary prevention strategies to build belonging and promote wellbeing in all students as they reach a stage of potential vulnerability.

The START program materials support schools to address the needs of students at this point in their development by:

- making connections between curriculum and student welfare agendas
- encouraging the use of local primary and secondary school networks to jointly develop approaches to student transition
- promoting strategies for whole school and classroom organisation that contribute to a safe and supportive school environment
- providing curriculum materials to strengthen student resilience
- exploring approaches to improve family and local community involvement
- enabling teacher team work, mutual support and ongoing professional development across primary and secondary schools.

This resource is well grounded in middle years of schooling theory and practice, and provides teachers with many innovative teaching and learning ideas.

During the middle years of schooling young adolescents are confronted with rapid physical, emotional and intellectual changes while simultaneously seeking to establish their own place in the world. Many educators have recognised that schools need to change significantly at the Years 5 - 9 level in order to better assist young people through these changes.

The Department of Education and Training (DE&T) has recognised the importance of the middle years and the impact these years have on students, and has developed a comprehensive strategy to support schools to ensure they are best meeting students' needs.

The DE&T Middle Years Strategy aims to:

- apply a general design approach to whole school improvement
- focus on improvement in student literacy and numeracy levels, student attitudes, attendance and retention
- pay particular attention to under achievement by groups of students such as boys, Koories and new arrivals.

Transition is one element in middle years reform and an important one, but in order to be effective it needs to be part of an ongoing broader middle years agenda.

In the general context of school change it has been observed [...] that piecemeal attempts to provide quick-fix solutions do not work. This is because what are perceived to be individual and isolated problems are, in fact, elements of a much more global issue affecting the school. If, therefore, they are treated as individual circumstances, they will falter or fail completely. Therefore any thought process which perceives of students as moving from one school to another in a complete change of culture on a single day is obviously not going to work. The transition process must be seen as part of the whole-school strategy for the middle years of schooling.

Middle Years Matters, The State of Victoria, September 2000

Central elements of a comprehensive middle years strategy will include:

- a whole school approach to addressing the needs of students in the middle years
- use of a specific school improvement model - the Hill and Crevola model
- effective school cluster cooperation and collaboration over time
- linking with the latest research
- linking with curriculum and teaching and learning reform
- ongoing teacher professional development.

As such, the role of the START resource kit is to provide activities and strategies to assist students to develop resilience and to successfully make the transition from primary to secondary schooling. It will be most effective when used as part of a broader whole of school, cluster-based middle years strategy.

Transition from primary to secondary schools involves changes that can be both exciting and worrying to students and their families. Successful transition is vital to the development of students' self-esteem and academic self-competence as well as to the prevention of potential anti-social behaviour, substance misuse, depression and suicide.

Effective transition programs can potentially reduce these negative outcomes.

The promise of a whole new group of friends, different teachers, new subjects, pizza in the canteen and an adolescent environment buzzing with excellent adventures is compelling for many students. Even the most curious and brave young person possesses some vulnerabilities at this age and stage in their development.

Parents also have to adjust to changes when establishing their child in a new school setting, at a time when their children are beginning to express their individuality and autonomy. Consultation with parents about their expectations of the transition process has revealed that many parents find transition difficult. Parents speak of the different cultures of primary and secondary schools, the daunting scale of secondary schools and the consequences of a loss of familiarity with the school, its organisation, teaching staff and even the friends that their children were associating with.

With these considerations in mind, we need to ensure that the transition experience is positive and responds to the diversity of the needs of students and their families.

Teachers are also anxious about the wellbeing of students in transition. This is highlighted in the way most schools have established transition programs, and embraced principles and practices developed through the middle years of schooling movement. With this in mind, the program has drawn on examples of better practice from a broad range of settings and strategies. These examples include small table teams to help organise student classroom activities, the creation of passports and the implementation of 'Personal Best' programs.

The Victorian Department of Education and Training has funded the START project. The project has drawn on local and overseas research as well as consultation with teachers, students and parents to identify key issues and strategies to build this model.

An Overview of START

The START program is broken into sections: background information and considerations for developing a transition program, including key findings; teaching and learning principles; tips for getting 'start'ed; and a discussion of the issues surrounding school organisation.

The program then provides some activities for students involved in transition from primary to secondary school. The Year 6 activities focus on preparing young people for secondary school and celebrating the completion of primary school. The Year 7 activities have a focus on building positive relationships and learning about secondary school.

A section of activities based around the development of social skills is also included. The 'Understanding Yourself' and 'Goal Setting' activities can be conducted at either the primary or secondary school level.

For the program to be effective and conducive to continuity and consistency it is recommended that school clusters agree on which activities they will run at each level.

The section on social skills concentrates on the issues of friendship and safety, which are pertinent to this stage of school life. There are many other social skills that are also important to young people, however many of these are already covered comprehensively in other programs and existing health education curriculum.

The section 'Understanding Yourself' helps students develop awareness around how they build their emotional life. Clearly, students cannot be completely responsible for their mental health, but they can have some control over it. Students can also be aware of the effects of their words and actions on the mental health of others.

The activity 'Habits of Resilience' leads into the section 'Goal Setting'. While traditional health and personal development programs have taught goal setting as a purely cognitive process, we believe that goal setting is the vision, habits are the engine. For instance, a student may set one of their goals as gaining a place in the school netball team. However, the choice between watching television or doing exercise will be determined more out of habit than a decision preceding an act of will. Habits are the building blocks that construct the outcomes. Consequently, when a student sets goals, the planning process needs to determine the appropriate habits that need to be developed and nurtured to achieve the goal. An assessment of students' habits will also assist the student and teachers to assess how the student is progressing toward their goals.

While some basic activities are provided to explore the habits of resilience, they are mere seeds in a longer process. To develop habits students need to persevere and practice until these habits become routine behaviour. Consequently, to make a meaningful difference, parents and schools need to find methodical ways of supporting, encouraging and acknowledging the constructive behaviours of students.

The final section is on goal setting. As the great Australian horse trainer, Colin Hayes, said, 'The future is for those who plan for it'. Hayes built a horse racing empire from his own vision, beginning without money, knowledge or contacts, just a plan.

Finally, it should be noted that many of the sections are inter-related. The program has not been developed with a view to being taught in any particular order. It is more important that teachers have a sense of what they want to achieve, and select the activities accordingly.

Key Findings

School transitions can be stressful for many students, particularly for early maturing girls and low achieving boys. Negative changes in Year 7 students include:

- increases in distress, such as worries and self-consciousness
- decreases in self-esteem, particularly for girls if it coincides with puberty
- decreases in academic achievement associated with a loss of confidence about ability to handle the work at the secondary school level
- decreases in student trust of teachers and teacher trust of students that seems connected to not knowing each other well enough.

Primary schools and secondary schools are often very different places. Secondary schools are more likely to have:

- greater teacher control with fewer opportunities for student decision making
- less personal and positive dimensions to student and teacher relations
- increased whole-of-class organisation that potentially increases social comparison and competition
- an increase in the degree of competitive standards used by teachers to judge student competence.

Research into building resilience in young people (Resnick et al, 1997; Fuller et al, 1999) has identified several factors that are critical in the capacity of students to cope with stress and adversity. These factors are essentially related to engendering in students a sense of belonging, fitting in or connection regarding:

- family
- peers
- school
- community.

The research also suggests that programs which make a positive difference to student transition from primary to secondary school effectively:

- increase visible teacher support to students
- promote meaningful relationships between students and between staff and students
- reduce the amount of environmental shifting between classes and other activities
- promote student self-efficacy through approaches that enhance goal setting, mastery learning and inter-personal problem solving skills
- involve families in transition through provision of information, opportunities for discussion, awareness of the role that parents can take to support school initiatives
- provide professional development and opportunities for team support among teachers.

The research also supports the notion that skills targeted in transition programs that enhance student resilience include:

- supportive relationship skills: social skills that improve connection to peers, teachers and family members
- self-efficacy skills: skills for coping constructively with stress as well as the development of positive academic self-competencies
- positive goal setting: skills to assist more optimistic thinking, a sense of direction and meaning in life.

Teaching and Learning Principles

It is recommended that schools intending to implement the START program are aware of the following principles that are fundamental to teaching and learning in the middle years of schooling.

1. A shared vision and commitment to young people needs to be developed and communicated between school staff, students and their families.

Teaching and learning in the middle years of schooling is most likely to be effective when based upon a shared philosophy of fundamental values and beliefs within the school community. This can provide the key reference point for any discussion and decision making process concerning matters such as school transition.

Values and beliefs such as justice, care, respect, and a concern for the needs of others can then be reflected in the every day practice of teachers, students and administrators. A commitment to advance the learning capacity of all students and the achievement of outcomes that are meaningful and beneficial to the student is critical at this stage. Providing students with opportunities, skills and recognition for participation in school activities enhances their self-esteem and sense of fitting in at school. Encouragement of active and responsible citizenship improves their acceptance and sense of belonging within the community.

This sense of commitment is crucial on a whole school basis. However, it is also important to develop a shared vision across primary and secondary schools in a local cluster. Facilitating communication, mutual planning and work among teachers of different school levels can contribute to improved outcomes. To this end, middle school networks have been established in a number of school clusters to develop a more seamless approach to teaching and learning.

2. Sensitivity to child and adolescent stages of development needs to be reflected in school policies, procedures and practices.

Findings from the Middle Years Research and Development (MYRAD) Project indicate the importance of responding to particular physical, emotional, intellectual, social and cultural needs of young adolescents.

Very important specific needs that must be addressed between Years 5 and 8 include:

- identity
- relationships
- purpose
- empowerment
- success
- rigour
- safety.

Recognition of these needs can inform school priorities concerning structures and processes for organising student learning, such as establishing secondary level sub-schools based on the stages of adolescent development (middle and senior) and engaging in regular consultation with students about their concerns and needs.

3. Commitment to supportive relationships needs to be a school community priority.

Developing productive and affirming relationships with adults and peers in an environment that respects differences and diversity is of particular importance to young adolescents. Students at this stage need to enjoy quality relationships within a school environment that ensures that each student is in contact with a small number of adults. In the development of this program, students were surveyed to seek their opinion on school and transition issues. One Year 6 student, when asked about what they thought secondary school teachers would be like, commented: "If they know more about you, they are better".

With this aim in mind, it is recognised that teachers of junior secondary students need to have more contact time with fewer students if they are to know and understand them well. Teachers also need opportunities to form teams with colleagues at both the primary and secondary level to enhance communication, develop trust and to experience that "work shared is work reduced".

Getting Start'ed

When considering program changes in your school at the Year 6 or 7 level, the following approaches to school structure and organisation are helpful.

1. Provide sufficient teacher time for:
 - initial consideration of the program by all staff
 - discussing the changes that have to be made for effective implementation
 - team planning, monitoring implementation and evaluation.

2. Ensure appropriate leadership and support in order to:
 - gain priority and ongoing encouragement from the principal and other key personnel
 - build in access to relevant professional development for teachers (whole school as well as those involved in the program).

3. Use a flexible approach to school arrangements by:
 - reviewing teacher allocation (e.g. fewer teachers, teacher teaming, pairs of pastoral group teachers)
 - re-arranging the use of physical space (e.g. for home rooms, designated locker areas, equipment, technology and other resources)
 - enabling changes in timetabling.

4. Undertake curriculum integration to:
 - make learning more relevant through the use of themes, projects and activities that are based on real-life issues, challenges and the personal and social concerns of students.

5. Actively encourage family and community involvement to:
 - enable initial and ongoing participation in the program.

References

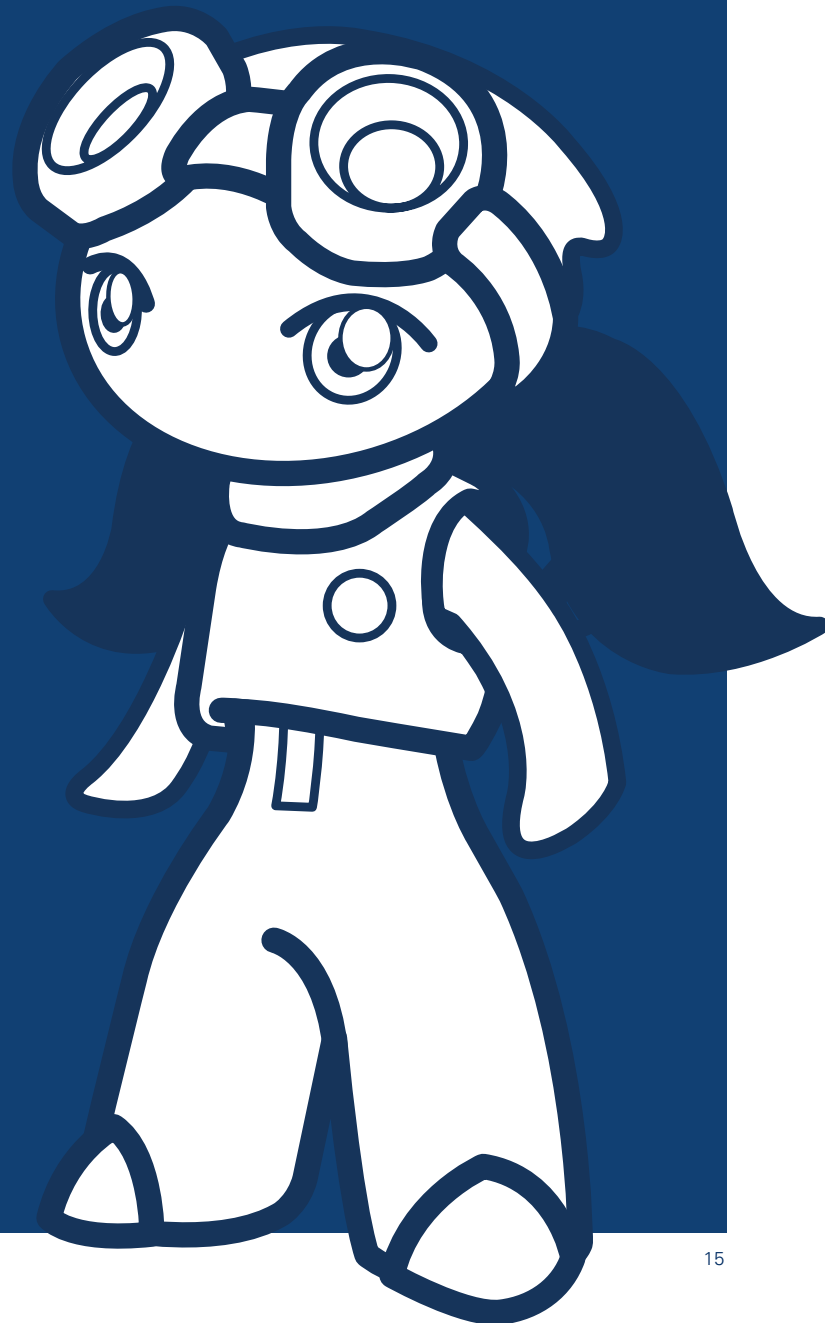
Barratt, R. (1998) *Shaping Middle Schooling in Australia: A Report on the National Middle Schooling Project*, Australian Curriculum Studies Association. Inc.

Cumming, J. (1996) *From Alienation to Engagement: Opportunities for reform in the middle years of schooling*, Australian Curriculum Studies Association. Inc.

Fuller, A., McGraw, K. and Goodyear, M., (1999) Bungy Jumping Through Life: what young people say promotes wellbeing and resilience, *Australian Journal of Guidance and Counselling*, 9, 1, 159-168.

Resnick, M.D., Bearman, P.S., Baumna, R.W, Harris, K.E., Jones, K.M., Beuhring, J., Sieving, T., Shew, R.E., Ireland, M., Bearinger, L.H., Udry, J.R., (1997) Protecting Adolescents from Harm: Findings from the National Longitudinal Study on Adolescent Health, *Journal of the American Medical Association*, 278, 10, 823-832.

Year 6 Transition Activities



The following activities
can be modified
for Year 7

Thinking About Secondary School - Activity 1

What's Your Opinion? - Activity 2

Good Teacher Activity - Activity 3

Passports - Activity 4

Communicating Your Thoughts - Activity 5

What do Parents Think? - Activity 6

Year 6 Transition - Activity 1



Thinking About Secondary School

Adapted from *Catching On STI/HIV Prevention Education Resource*
DE&T 2002 *Creating a Supportive Learning Environment*

Setting the Ground Rules

Setting ground rules with students is important in any classroom. It enables students and teachers to have a mutual understanding of what is expected in terms of their own behaviour and the behaviour of others. It is particularly important when students are involved in teaching and learning activities that may require the sharing of a range of ideas, values and attitudes. Students need to feel safe and supported, not only by teachers but also by other students. A useful strategy is to engage students in the development of these ground rules. If the students have difficulty in developing these, you may like to start with some of the following rules for discussion:

- we do not “put down” each other
- everyone has the right to speak
- what other people say in class is confidential
- it is equally important to enable students to withdraw if they find issues personally confronting and to protect them from making harmful disclosures. In other words, every person has the right not to offer an opinion.

Purpose

For students to begin thinking about secondary school and taking charge of the process of transition.

Preparation

Photocopy question sheets for each student.

Process:

1. Introduce the program by asking students if they have been thinking about secondary school recently. Ask them what their thoughts have been about.
2. Ask students to complete the question sheet in their workbooks.
3. Group students according to their chosen colour. Discuss reasons for choice and feelings.
4. Compare choices of colour among students and discuss how students chose different colours.

The Colour of Secondary School

Have you thought about secondary school? Yes / No

List three of your favourite colours, and three of your least favourite colours.

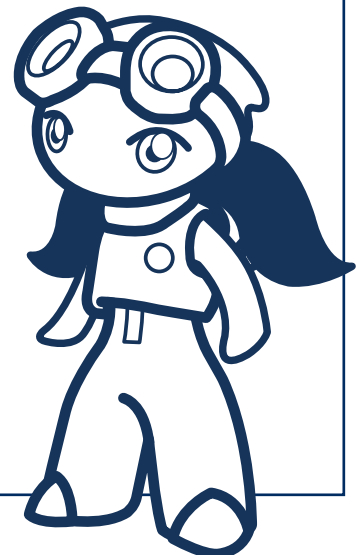
Most favourite colours. Least favourite colours.

Which colour is most like how you feel about secondary school?

Why did you choose that colour?

Why do you think that colour makes you feel like that?

Have you always felt this way about that colour? Yes / No



Year 6 Transition - Activity 2



What's Your Opinion?

Purpose

For students to begin thinking about secondary school and taking charge of the process of transition.

Preparation

Prepare cards for the continuum.

Process:

1. Ask students to stand in a horse shoe shape.
2. Place a 'Better' sign at one end of the room and a 'Worse' sign at the other end of the room.
3. 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 word, '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.
4. Ask students to explain why they are standing in the position they have chosen.
5. Tell students they can change their position if their opinions change while listening to other students.
6. Complete the START survey for schools.

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

Ask students to complete the survey and then collect.

Some suggested words for the continuum activity.

BULLYING CANTEEN TEACHERS SUBJECTS FRIENDSHIPS ENJOYMENT SPORTS

START Survey for Schools



1. 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:

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

3. At your new school do you think you will: (circle the answers)

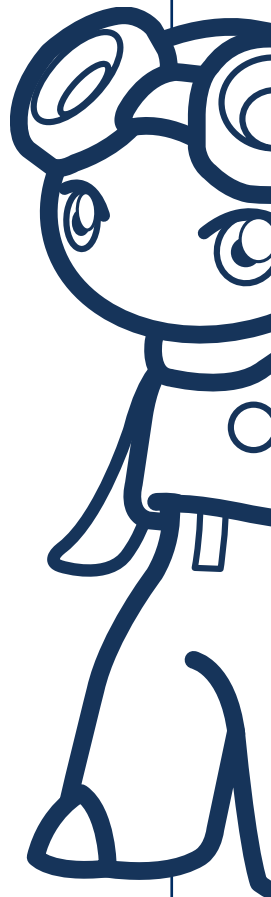
Make new friends?	Yes	No	Unsure
Be taught by good teachers?	Yes	No	Sometimes
Behave better than you do now?	Yes	No	Sometimes
Need to work hard?	Yes	No	Sometimes
Learn more than at primary school?	Yes	No	Unsure
Enjoy yourself?	Yes	No	Sometimes
Feel safe?	Yes	No	Sometimes
Know what to do?	Yes	No	Sometimes

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.



Year 6 Transition - Activity 3



Good Teacher Activity

Purpose

To encourage students to begin thinking about what they expect from secondary school.

Preparation

Photocopy "Greatest Teacher for Me" sheet

Butcher's paper

Scissors

Glue

Textas

Process:

1. Ask students to think about who would be the best teacher for them.
2. Distribute large pieces of paper to each student with a photocopy of the Teacher Description Cards.
3. Ask students to cut up the photocopied sheet into individual cards.
4. Either by themselves or in pairs, ask students to rate the cards from Most Important to Least Important. Explain that there are no right or wrong answers. These ratings are their opinions. When they are satisfied with their ratings, paste them to their paper.
5. Ask students to present their sheets to the class and explain their ratings. Invite other students to comment.
6. Fill out the "Greatest Teacher for Me" sheet.
7. Remember to thank students for their contribution, since it will help you to teach in a way that they will appreciate.

Teacher Description Cards

Fair	Organised	Smart	Positive
Knows your name	Gives short instructions	Good discipline	Friendly
Fun	Persevering	Understanding	Kind
Cool	Firm	Good sense of humour	Talks to students
Helpful	Answers questions	Gives clear instructions	Tells you how to do things better
Encourages students	Laughs	Speaks to people by themselves	Asks questions

The Greatest Teacher for Me!

If you could have anybody in the world to be your teacher at your new school, what would that be like? You can choose anybody or make someone up. The only criteria is that you would really like this person to be your teacher.

Name

What do they look like? Draw their picture underneath or on a large piece of paper. Using the 'teacher description' words, label your picture. You may add any other words you think are important.

Do you think teachers are important? Why?



Year 6 Transition - Activity 4



Passports

Purpose

To build self-esteem, inform teachers and students about each other and celebrate (acknowledge) achievements at primary school.

To continue to encourage the process of building a positive identity.

Passports ideally are commenced in primary school and continued in Year 7. This can often be arranged by clusters of schools.

In some circumstances this is not possible in primary school but passports begun in Year 7 can still be useful as they provide students with a snapshot of themselves that can be valuable in identity formation.

Preparation

Prepare a layout for the passport or get students to develop a layout on the computer.

Process:

1. Introduce the notion of the passport, the benefits of students creating their own passports, e.g. to celebrate their achievements at primary school and to communicate to their teachers at secondary school.
2. Advise students about how much control they will retain over its distribution - whether it will be sent to their Year 7 pastoral care teacher and whether other people will see it.
3. Be aware that passports can contain personal information about family characteristics, illnesses etc. Decide in advance what type of confidentiality is desirable for your students.
4. Provide support to students as required.

Outline of Passport

Front Cover Design

My Passport to

Name



Page 1

About me!

My name

What I like to be called

My birthday

My address

My phone number

My parent or guardian

Other people who live at my house

My primary school

My jobs or responsibilities at primary school

Page 2

What I want you to know about me

Please write any personal things that you would like to share with your new pastoral care home room or form teacher.

You can choose not to share this with other students.

You could write this as a letter if you wish. There is also room for you to include a picture if you wish.

Here are some ideas

My pets, my favourite sports, my favourite music, my favourite food, my concerns, my favourite book, my future career, my hobbies, I am terrific at, my hopes and dreams, my favourite movie.

Page 3

What I want you to know about me

(include a picture)

Page 4

I learn best when

You are unique and like to learn in special ways. Think about the ways you like to learn and why you like to learn things this way. Some examples are given to help you begin. Only use the examples that are relevant to you. Please add any ideas that are special to you.

I learn best when

(e.g. it is quiet)

Because

I learn best when

(e.g. I am working with a partner)

Because

I learn best when

(e.g. I am doing things)

Because

I learn best when

(e.g. I am in a group)

Because

Page 5

Goals I want to achieve

Think about the things you are looking forward to at secondary school and in particular the things you want to be able to do and learn. Think about why these goals are important to you.

Below there are places for you to write down your goals.

Goal 1

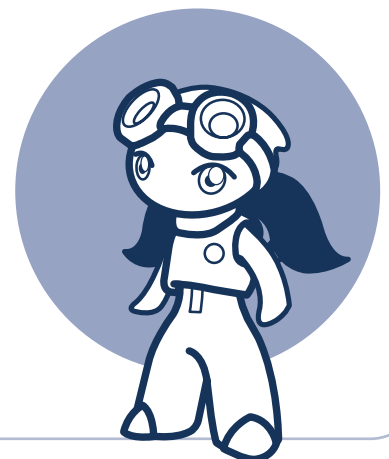
Goal 2

Goal 3

Page 6

Work I am proud of

Please select three pieces of your work that you are proud of. You may include more if you wish. A good place to start may be a piece of written work, some mathematics or a piece of artwork. You may like to add an explanation about why you are proud of each piece.



Year 6 Transition - Activity 5



Communicating Your Thoughts

Purpose

To communicate concerns and expectations about secondary schools.

Preparation

Previous activities

Photocopy - The sample letter to secondary school principal

Envelopes

Stamps.

Process:

1. Form students into groups.
2. Ask students to brainstorm all the questions they would like answered about their new school.
3. Using the sample letter, draft a letter to the principal at your new school.
4. When the letter has been checked by the teacher, address and send.

Sample Letter to South Side Secondary College

Activity- Write a combined letter to a secondary school

Example

The Principal

South Side Secondary College

Dear Principal,

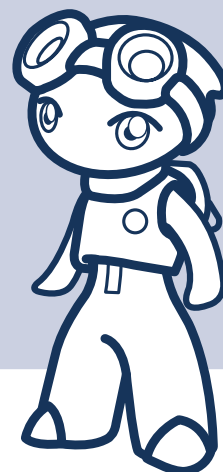
We are four students from Dogwood Primary School called Nuygen Le, Toby Amsely, Harriet Zagovsky and Ahmed Mohammed. We are writing to you because we are interested in finding out more about your school. These are some questions we would like answered.

- 1. What kind of facilities does your school have?*
- 2. Do you need to pass any kind of tests to get into your school?*
- 3. Do you have any special criteria for students wanting to come to your school?*
- 4. What is your dress code?*
- 5. What subjects are compulsory in Year 7?*
- 6. How many periods are there in a day?*
- 7. Is there an area in the school set aside just for Year 7 students?*
- 8. Do you have home room teachers?*
- 9. How safe are the toilets at your school?*
- 10. Do you have any facilities for disabled students?*

Thank you for taking the time to reply to this letter.

Yours faithfully,

Harriet, Nuygen, Ahmed and Toby



Year 6 Transition - Activity 6



What do Parents/Guardians Think?

Purpose

To give parents/guardians an understanding of transition.

To encourage communication between parents/guardians and students.

To empower parents/guardians and teachers to support each other through the transition process.

Preparation

Photocopy surveys.

Process:

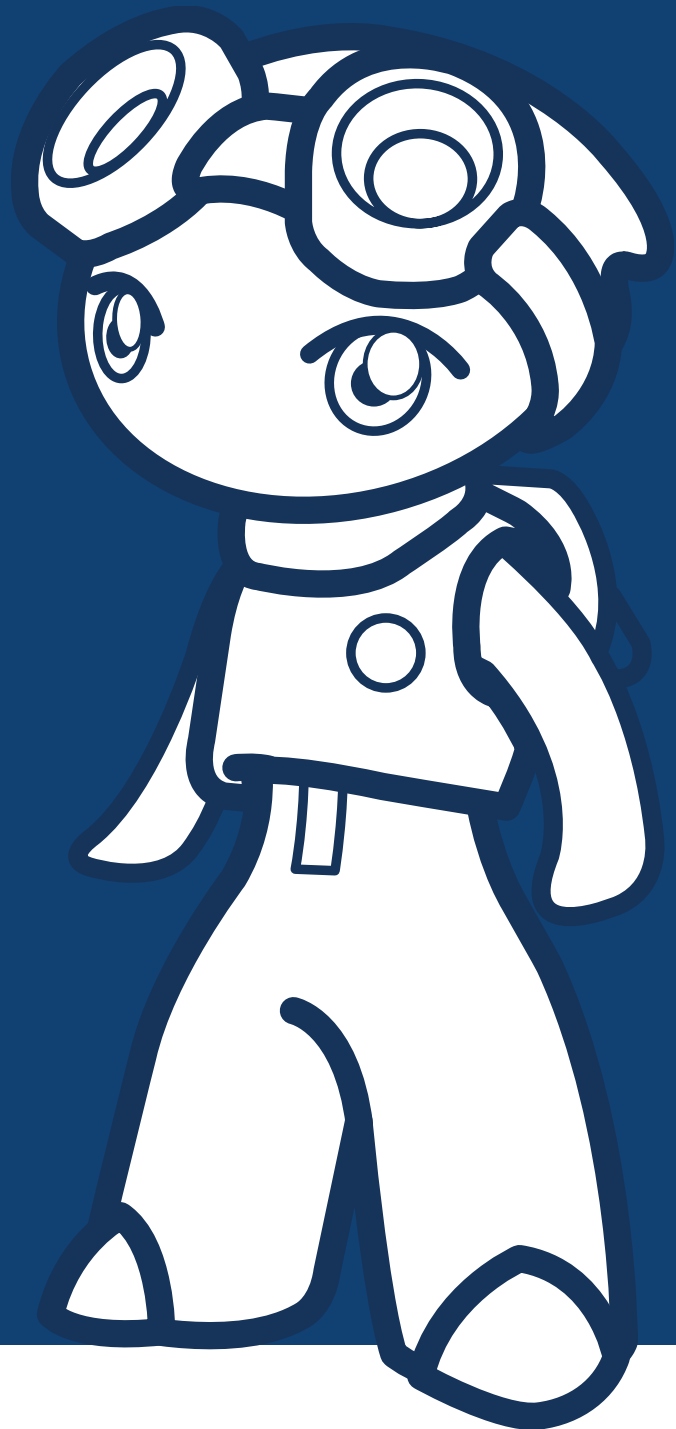
1. As a homework assignment, ask students to complete the questionnaire with their parents/guardians.
2. Discuss parent/guardian surveys in the class and identify any common questions.
3. The teacher should ensure that any questions/concerns which are communicated to the secondary school are addressed.

Parent/Guardian of Year 6 Students Survey

1. What were the three things you liked best about secondary school?
2. What were the three things you found most difficult at secondary school?
3. What are the three questions you would like answered about your child's new school?
4. What do you think will be the biggest difference you will notice when your child goes to secondary school?

Thank you for your time. This information will be used in class time to help students in preparing for the transition to secondary school. If you have any questions about this survey or the transition program please contact your child's teacher.

Year 7 Transition Activities



Structural changes and considerations
for a Year 7 transition program

Classroom Organisation - Activity 1

Establishing Peer Involvement Teams - Activity 2

Follow Up Activities - Activity 3

Peer Involvement Team Activity - Activity 4

Shared Activity - Activity 5

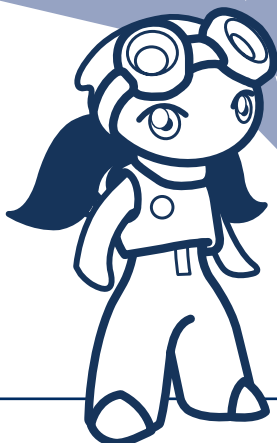
Social Gathering with Families - Activity 6

Interviewing Somebody Else's Parents - Activity 7

Structural changes and considerations for a Year 7 transition program

Some of the structural considerations that are worth considering prior to implementation include:

- structuring timetables to reduce the number of subjects and classroom changes as well as lessening the number of teachers involved with each student
- structuring classrooms to promote a small team, round table model of teaching
- promoting one on one consultation times between home room teachers and students to allow for discussion of passports and personal best programs
- allocating time to homeroom teachers so they can effectively integrate students and parents into the school.



Peer Involvement Teams

Overview of Peer Involvement Teams (PITs)

Peer Involvement Teams (PITs) consist of students being organised into groups of 4 - 6. The longer these teams stay together the more effective they will be. Some schools use the team to organise their students in a range of classes for the whole of Year 7. Teachers may choose to use PITs only for the transition program. However, they risk a lot of effort for a minimal outcome. If teachers are in two minds about PITs, they are probably better advised to read "group work" when they see the term Peer Involvement Team, and focus on another aspect of the program. The purpose of these groups is to:

- build a sense of belonging among students
- enhance supportive peer relationships
- develop cooperation and cohesion
- enhance self - esteem.

PITs should be chosen by the teacher so the teams work for the benefit of all students. Teachers will normally develop their own guidelines for selecting groups, especially as they gain experience with the method.

Selection guidelines should:

- ensure teams have at least two of same gender
- avoid friendship groups (small table teams should teach students they can have supportive relationships with people other than their close friends)
- reflect teachers use of the 'Getting to Know Yourself' scale and passport (to help teachers group students into PITs).

Peer Involvement Team Guidelines

Number One: Support Each Other

This is the basic condition for achieving a mutually beneficial relationship. Supporting someone does not mean you love them or they are your best friend, but it does mean that you will do your best to help them achieve their goals, complete their classroom tasks, contribute meaningfully to the group and offer constructive feedback.

Groups should also be encouraged to offer pastoral support to each other, although teachers may choose to develop the notion of mutual support over time subject to the skills of the students in the group. The initial step in providing pastoral support is to encourage students to speak positively to each other. Put downs should be regarded as unacceptable.

Number Two: Equal Contribution

Allow all members to contribute. This means that students should be encouraged to undertake activities where they are active listeners as well as confident speakers. Interrupting should be consistently discouraged.

Number Three: Build Trust

Groups will function more effectively if they believe they can trust other members of the group. Students will feel more free and safer the greater this feeling. They will be more likely to take risks and to speak openly and honestly. Information should not be spread about other PIT members without their explicit consent. Confidentiality among PIT members is essential.

Year 7 Transition - Activity 1



Classroom Organisation

Creating Peer Involvement Teams

Purpose

To help teachers create Peer Involvement Teams and provide a range of introductory activities for these teams.

Materials Needed

Peer Involvement Team information sheet, (on pages 48 and 49)

Guidelines for administration and scoring "Getting to Know Yourself" survey form.

Preparation

Photocopy survey for each student.

Process:

1. Conduct class discussion of PITs.
2. Give each student a copy of the START Self-Assessment "Getting to Know Yourself" form and ask them to complete it. Upon completion each student should score their level of peer, family and school connectedness.
3. Collect the forms and average the scores for each home group/class.
4. Using the selection guidelines on information sheet to create PITs.

Year 7 Transition - Activity 2



Establishing Peer Involvement Teams

Purpose

To establish guidelines for the Peer Involvement Teams (PITs).

To assist members of PIT to know each other.

Materials needed

PIT guidelines.

Process:

Complete a range of the introductory activities.

Section E

For the questions below please tick whether you agree or disagree

13. Secondary school is bigger than I expected Agree Disagree
14. Secondary school is more friendly than I expected Agree Disagree
15. I have many friends here from my primary school Agree Disagree
16. The school work at secondary school is tougher than I thought it would be Agree Disagree
17. The subjects I am best at are
18. The subjects I don't think I'm good at are

Section F

19. My favourite television show is
20. The best movie (or video) I've ever seen is
21. My favourite hobby or activity is

22. The things about school that worry me most are

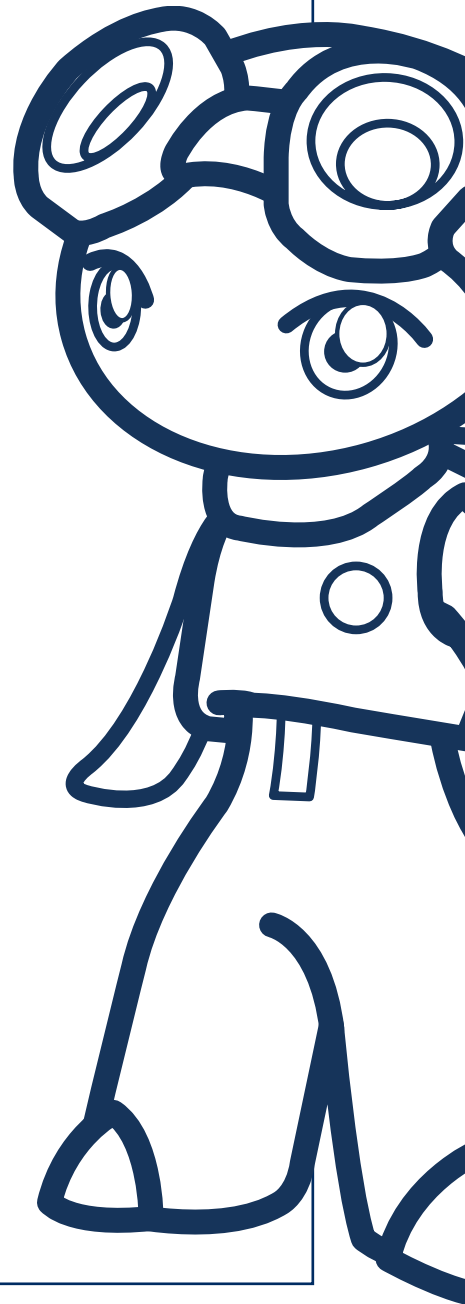
1

2

3

23. Something else I would like you to know about me is

Thank you.



Guidelines for Administration and Scoring

The START self-assessment scale can be used to gain an indication of students' level of belonging and connectedness. As resilience partly depends on connectedness to school, family and peers, the scale can be used as a way to determine groupings of students into support teams as well as guiding you in which activities should be chosen to promote belonging.

The scale is divided into 5 sections:

Section A (School Connectedness) 3 questions scored, with a possible range from 0 - 21.

Section B (Family Connectedness) 3 questions, with a possible range of scores from 0 - 21.

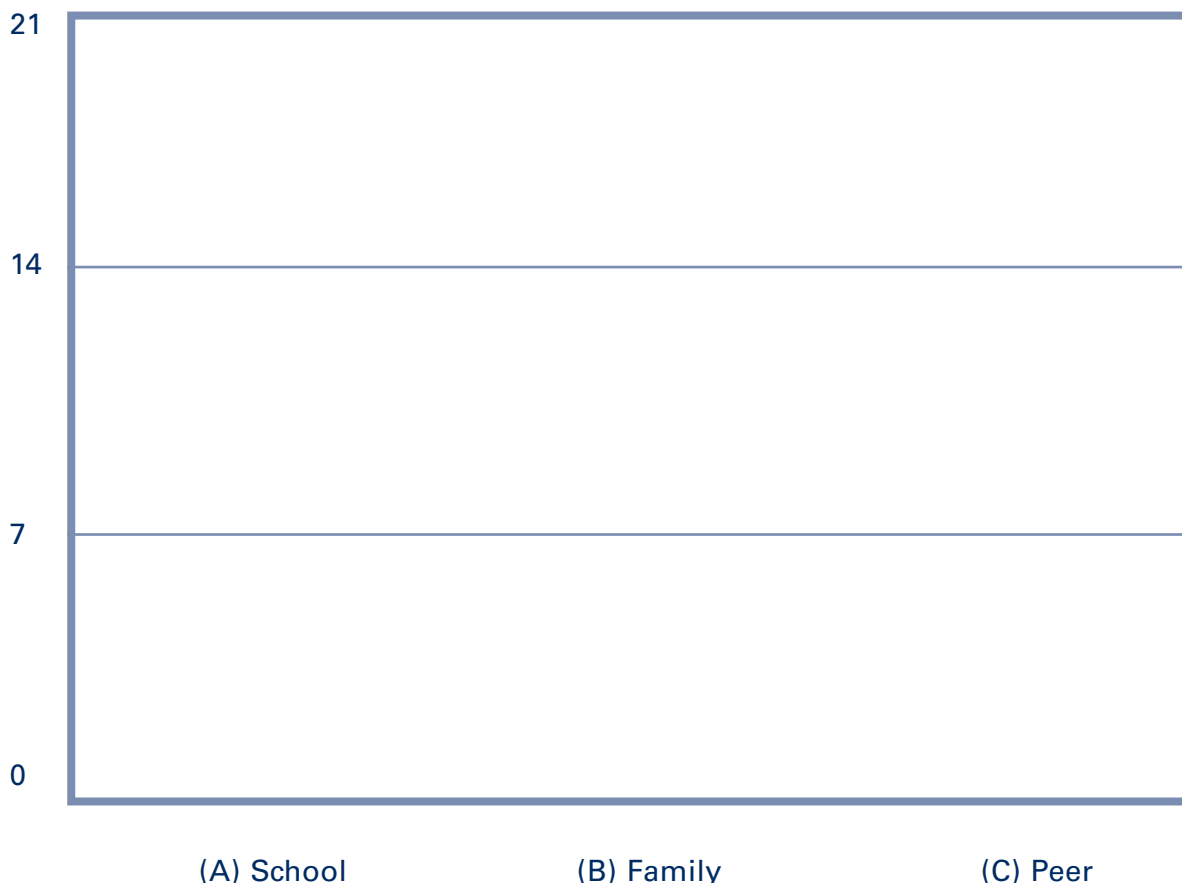
Section C (Peer Connectedness) 3 questions scored, with a possible range from 0 - 21.

Section D Self-esteem 3 questions, with a possible range of scores from 0 - 21.

Section E Questions 13 - 18 are used to provide an idea of academic confidence in learning areas and are not scored.

Section F (Interests) is not scored but can be used to provide you with a basis for linking students into support teams.

A home room profile can be developed by averaging the scores across the sections and placing them on the graph below.



Suggested Introductory Activities

→ 1 Throwing Game

A short ice breaker to help students learn each other's names. Students are given a few minutes preparation time to practice throwing. Students stand in a circle with a ball and throw it to each other for one minute. Each time they receive a ball they must say the name of the person who threw it to them. Each time they are correct, they score a point. All students receive the ball at least once. If a student throws a ball back to a student they received it from, that throw is invalid and does not score a point. The winning student is the one that scores the most points in a minute. Once the game is over, move on to another activity.

→ 2 Interviewing Activity 1

Within support groups, break into pairs and allow students 5 minutes to find out as much as they can about each other. Then allow each pair a few minutes to report back to the class about what they discovered.

→ 3 Interviewing Activity 2

Variations on the interview could include: if you could do one thing all day what would it be; describe the most interesting things you did at your previous school; if a genie appeared and granted you three wishes what would they be; describe all the best things about yourself.

→ 4 "If I Were" Activity

In pairs get students to nominate what they would be if they were an animal, a hero or a cartoon character. Then ask them to explain to their partner why they chose their character and how life would be different from how it is now.

→ 5 The Truth or Not Game

In PITs, think of one truth and one fiction about each member. The rest of the class has to guess which is the truth and which is the fiction. An extension of this activity could be to tell one truthful story and one fictitious story about the achievements of a representative from each PIT. The other groups have to guess which is truthful and which is fictitious.

Year 7 Transition - Activity 3



Follow Up Activities

Purpose

To share a mutual decision.

To share an experience.

Preparation

Depends on activity.

Process:

Once Peer Involvement Team members know each other they should complete a group activity. This activity should be enjoyable, organised in class and completed in their own time.

Some suggestions could include:

→ The Mapping Activity

In PITs, design a map of the local area and ask each student to stand in the spot where they live and describe something about their street or neighbourhood.

→ Social Activity

Organising a social activity in which all team members participate: going out together for lunch, to the movies, a sporting event, a game of squash, a video, a social gathering at the house of a team member.

→ Investigation Activity

Members of the team are asked to explore the range of clubs and activities that could be joined by Year 7 students. The PIT might develop their findings into a newsletter or information sheet and distribute to the class. They could also provide an advisory service to other students in their class.

Year 7 Transition - Activity 4



Peer Involvement Team Activity

Purpose

To enhance peer support and involvement in teams and to consolidate the teams.

Preparation

Development of Peer Involvement Teams (PITs).

Process:

1. In PITs, choose one of the scenarios.
2. Discuss how your PIT might respond to the issue.
3. Write down your answers.
4. Share with the class.

PIT Scenarios

A friend of yours feels scared about asking questions in class. Your friend thinks everyone might say that they are stupid. The problem is that your friend gets really stressed out about school work.

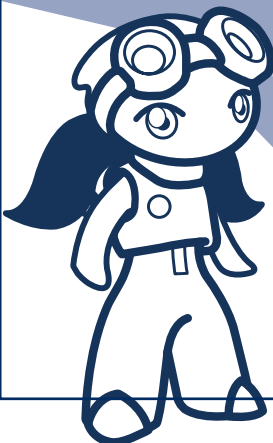
You want all team members to complete their homework. How might you support each other to do this? Write down some guidelines.

You want everybody to be included and feel they belong to your PIT. What helps people feel like they belong to a group? What might your team do to help all team members feel like they belong?

If a PIT member is away from school, how might you help them be informed about what happened when they were away?

How will you help each other complete your tasks during class time?

Your PIT is discussing an issue and some members dominate and don't allow others to have their say. How would you go about setting PIT rules to prevent this?



Year 7 Transition - Activity 5



Shared Activity

Purpose

To provide a common experience for discussion.

To enhance knowing and understanding (empathy).

Process:

1. All Year 7 students participate in a shared activity as described below.

All students across the year level should be asked to watch a specific half hour of television (or specific television show) for one week. During this week staff should also be encouraged to watch the show and wherever possible to integrate the show into their teaching for that week.

NB: This activity allows students who do not know one another well to have a shared experience and a common topic of conversation thereby extending and broadening peer connectedness.

2. The activity should be followed by a discussion group.
3. Students fill out the Shared Activity Student Survey (teacher to collate, provide feedback to class and use to stimulate discussion).
4. Conduct whole group discussion using the Discussion Questions Sheet.

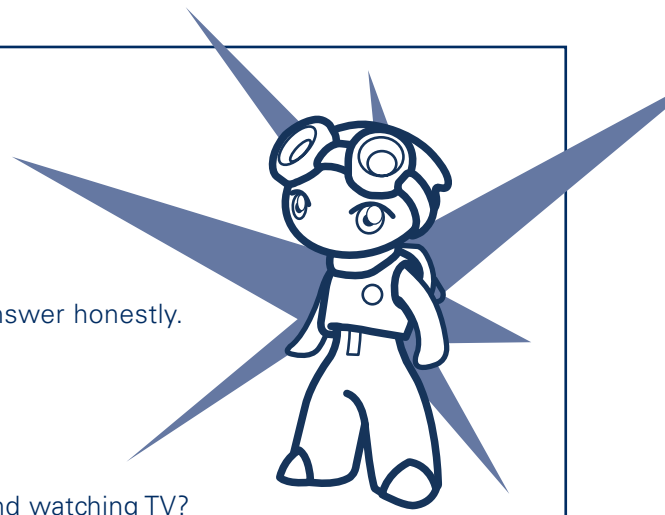
Shared Activity Student Survey

This survey is anonymous.

Do NOT write your name on this piece of paper. Please answer honestly.

Age:

Male Female



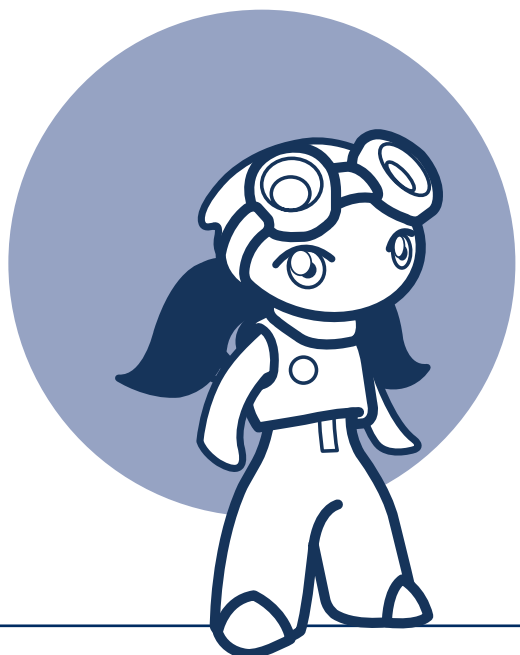
1. How many hours on an average weekday do you spend watching TV?
2. What is your favourite television show?
3. How many hours on an average weekday do you spend listening to the radio?
4. What is your favourite radio station?
5. Did you have any difficulty convincing your parents that you had to watch TV as a homework assignment?
Yes No

If yes, in what way was it difficult?

6. Do you watch TV while you eat your dinner?
Yes No
7. Are you expected to do your homework before you watch TV?
Yes No
8. Do you watch TV while you do your homework?
Yes No

Discussion Questions Sheet

1. Who sets the rules in the family about TV watching?
2. Is it important that there are rules regarding what TV programs are watched? Why?
3. Did having everyone in your year level watching the same TV show on television for one week change the way you related to one another, or what you talked about?



Year 7 Transition - Activity 6



Social Gathering with Families

Purpose

To organise a social gathering between parents, guardians, teachers and students.

Preparation

Photocopy student survey: Families.

Varies depending on the type of social activity.

Process:

Conduct Student Survey: Families.

1. Use as a basis for discussion how and why families can differ.
2. Organise a forum to explore these issues, as well as to help parents feel more included in the school.
3. Students organise a social gathering (with the support of teachers) to help parents feel more included in the school.
4. The social activity should have enjoyment and light-heartedness as the central focus. This could be a fish and chip night, an icecream tasting competition, a barbecue, or something else appropriate to your school's families. Non-threatening activities, done in groups with awards or presentations, are good ways of having fun and helping people relax.
5. Students could also use the occasion to distribute a newsletter, a class publication, or some other medium of communication that will be sent to parents through the year.
6. Other activities as appropriate.

Families

This survey is anonymous.

Do NOT write your name on this piece of paper. Please answer honestly.

1. Male Female
2. Age
3. What are the three things that parents/guardians worry about most?
 - 1
 - 2
 - 3
4. If you were asked to advise a parent who was worried about their son or daughter, what would you suggest is the best way to speak to them?
5. What do you think is good about being in a family?
6. What do you think is bad about being in a family?
7. Overall, what do you think makes children and teenagers happy about their families?
8. If you had a serious problem whom could you talk to about it?
(tick as many as apply)

Parent	<input type="checkbox"/>	Foster Parent/Guardian	<input type="checkbox"/>
Friend	<input type="checkbox"/>	Adult friend of the family	<input type="checkbox"/>
Grandparent	<input type="checkbox"/>	Your friend's parent(s)	<input type="checkbox"/>
Sister/brother	<input type="checkbox"/>	Other family member	<input type="checkbox"/>

Year 7 Transition - Activity 7



Interviewing Somebody Else's Parents/Guardians

This is an idea for an activity at a parent/guardian forum.

Preparation

Teachers are required to make assessments about the range of young people, the existing levels of tolerance and understanding and how threatening the activity will be for parents/guardians and their children.

Consequently, prior to commencing this activity, teachers should discuss the issues of privacy and sensitivity. The activity is aimed at enhancing students' understanding, empathy, compassion and tolerance.

Some questions are suggested on the following page. These could be used, or others could be developed depending on the class.

Process:

1. The process will depend on the setting, whether this is an activity at a parent/guardian forum or whether students visit other parents/guardians at their homes.
2. Conduct the interview, based on *Interviewing Somebody Else's Parents* handout.

Interviewing Somebody Else's Parents/Guardians

Family

What is your favourite food?

How many children do you have?

How many brothers and sisters do you have?

How many people are there in your family?

What is your biggest wish for your children?

Do you think your children have the same wishes?

If you could give your children anything, what would it be?

What things do you most worry about for your children?

School

What school did you go to?

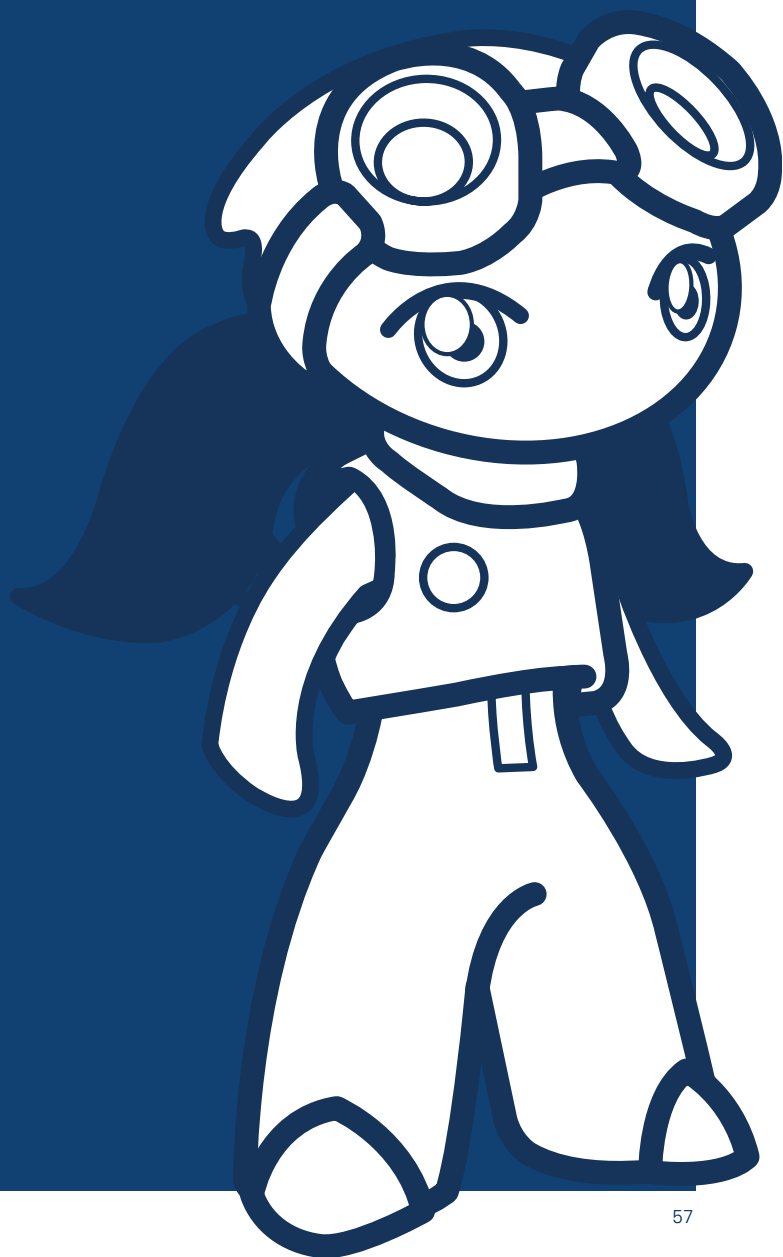
Did you enjoy school?

What's the thing you remember best from your school days?

What important things did you learn at school?

Are things other than academic learning important at school?

Activities developed for Year 6 or Year 7



Friends? What are they? - Activity 1

Compliments Activity - Activity 2

Anger Expression and Aggression Management - Activity 3

Bullying - Activity 4

Year 6 or 7 Transition - Activity 1



Friends? What are they?

Purpose

To develop the skills of peer connectedness and belonging.

To enable students to link with others who may not be their friends.

Preparation

Photocopy Discussion Group handout.

Process:

1. Ask students to complete the discussion handout. Explain you will be discussing the issues as a class, but the sheets will remain private.
2. Brainstorm the qualities of a good friend.
3. Write these qualities on cards.
4. Ask students to form into a horse-shoe shape and place one card labelled "Most Important" at the top of the horse-shoe, and one card labelled "Least Important" at the other end of the horse-shoe.
5. Give one card to each student.
6. Go around the horse-shoe, asking each student to place their card along the continuum at the relative position of importance. They should explain why they have placed the card where they have. After each card is placed and the student has finished their explanation, the other students are invited to comment. Then the process continues with the next participant placing their card. Subsequent students may change the position of others' cards as long as they give a reason.
7. The point of this exercise is to encourage conversation, there are no correct answers.

Discussion Group

This survey is anonymous.

Do NOT write your name on this piece of paper. Please answer honestly.

Male Female

Age

1. The three things I like best about having friends are ...

2. A good friend is someone who

3. A bad friend is someone who

4. Is it good to have more than one friend at a time?

Yes No

Why?

5. What should someone do if two separate friends want them to go to a different place at the same time?

6. Imagine you were friendly with two people who couldn't stand the sight of one another. What would you do?

Year 6 or 7 Transition - Activity 2



Compliments Activity

Purpose

To develop positive relationships.

Preparation

Think friendly.

Photocopy handouts/worksheets.

Process:

1. Ask students to choose a partner.
2. Instruct students to:
 - think up three compliments to give their partner
 - look at each other directly and give each other compliments
 - discuss how giving and receiving compliments made each student feel
3. Ask students to complete the work sheet on the next page.
4. Share and compare answers.
5. Encourage students at the beginning and end of each day to note the complimentary and uncomplimentary comments they have received.
5. Your class might like to publish the best of your complimentary and uncomplimentary comments. You may also like to write an editorial and distribute your publication among other Year 7's, teachers and parents.
6. Have a competition to find the student in your class who can last the longest without making an uncomplimentary comment to another school member.

An alternative competition in your Peer Involvement Team is to find who can devise the "most shockingly and amazingly nice thing" to say to their parents, guardian or teacher. Each "shockingly and amazingly nice thing" must be written up and authenticated by a "shocked and amazed" parent, guardian or teacher.

The class could judge the competition as a whole.

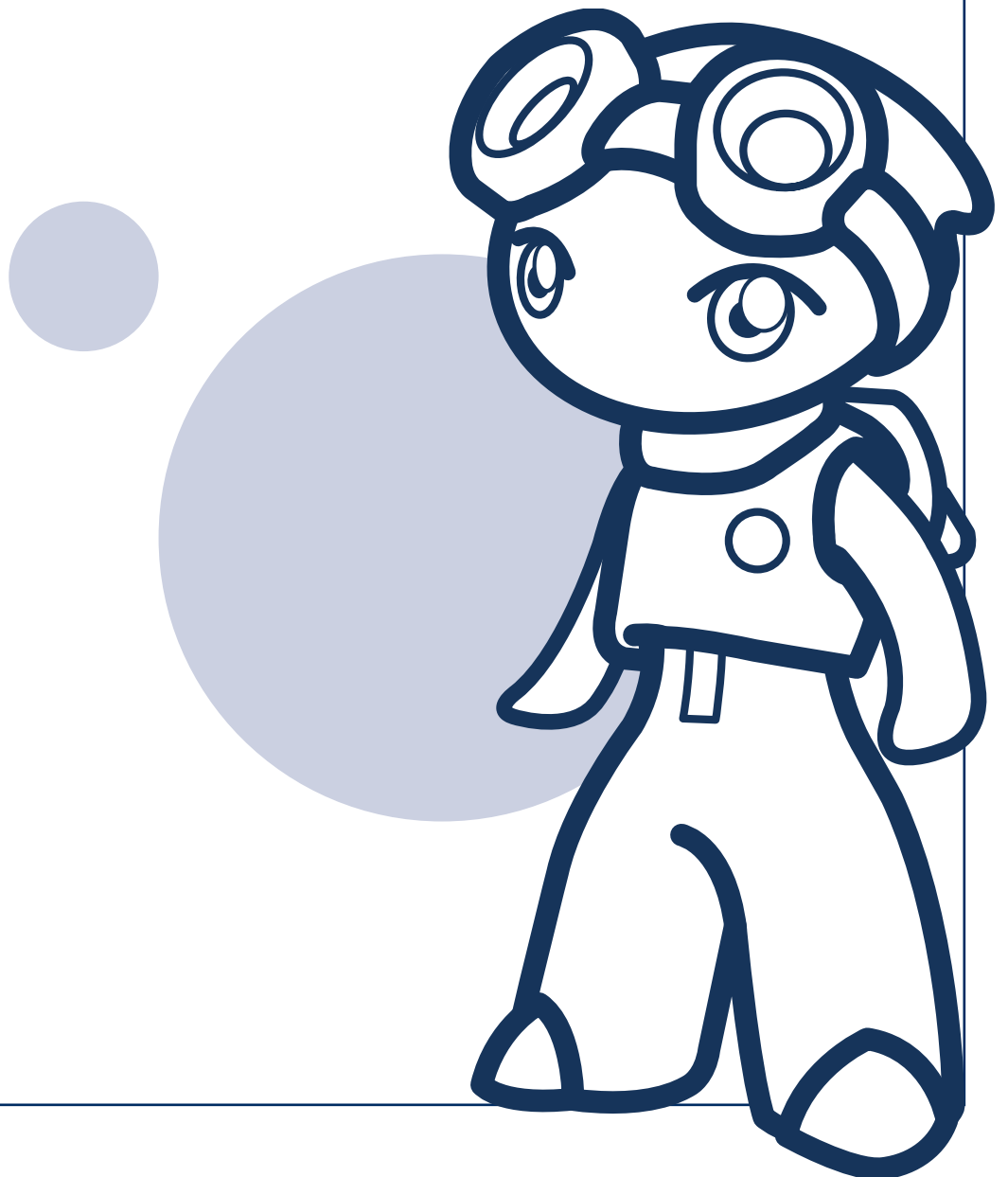
Being pleasant! How tough is it?

Who normally gives you compliments?

Do you ever give compliments?

How often do you say or think something complimentary (or something insulting) to yourself?

Give yourself 3 compliments.



Family History of Friends Assignment

Interview your parents, family friends, or neighbours about their friends.

First step, design the assignment including questions. Check with your teacher and begin.

If possible, include photos of the person you are interviewing and their classmates when they were at school.

Some suggested questions:

Who were their friends at school?

Who are their friends now?

How have they changed?

Are they different?

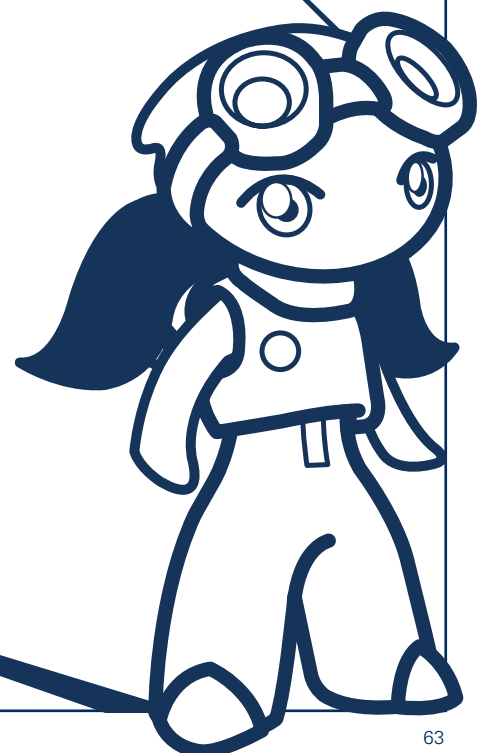
What activities do they enjoy with their friends?

Describe the best thing a friend has ever done for them.

Are friends the best people to help with problems?

Who else would they get help from if they had a problem?

Students might like to list different types of problems (e.g. medical, girl/boy friend, school work and room).



Other Friends Activities

A. Create a discussion about empathy.

- Do people have the same feelings?
- Do other people ever guess how you are feeling?
- How might they do this?
- Do people respond to things in the same way?
- What reasons can you give for different reactions?
- How might students support other students?
- What could they do?
- What advice could they give?
- Would they care?

B. Develop a mystery friend or gnome program.

Each student in the class draws the name of another out of a hat and takes on the role of being their secret friend or friendly gnome. This may involve helpful acts, friendliness or small gifts each week that can be made by students.

C. Create a discussion around friendships.

- Does everyone want friends?
- Why are friends important?
- Brainstorm the qualities of a good friend, e.g. fun, same interests, habit, loyalty, sense of humour.
- What qualities do you expect of a friend?
- Rate these qualities in order of importance.
- Does this order change depending on the situation or on the friend?
- What qualities would be important in the following questions:
 - What if none of your friends are going to your secondary school?
 - Can you plan to make friends?
 - How did you first make friends when you came to primary school?
 - What things help you to make friends?
 - Can people be bad friends?

D. Use a video about problem situations (e.g. from a soapie, or ask students to make up their own scenarios). Ask students to discuss how they might respond to the problems presented. They could present this in dramatic form.

E. Without identifying their 'mystery friend', students do friendly things for that person until next lesson. Students try to guess who has been their 'mystery friend', how they know and how it made them feel.

F. Create a list of friendly acts and write them on cards. Paste the cards, blank side up on a wall and ask students to each choose in turn. They must choose whichever friendly act to conduct before the following lesson.

Year 6 or 7 Transition - Activity 3



Anger Expression and Aggression Management

Purpose

To enable students to differentiate between anger and aggression.

To allow students to learn the cues for their own anger and how to manage.

Possible Materials

Videos: Monty Python 'I've come for an argument' scene.

Fawlty Towers ('Gourmet Dinner' episode) scene of Basil hitting his car in frustration.

Process:

The following steps are described in detail on the next page.

1. Create a discussion around the topic of anger and aggression.
2. Ask groups to talk about what people should get angry about. Also ask groups what are the types of things that people do get angry about that are a waste of time.
3. Create a discussion about the early signs of anger.
4. Map anger as a homework activity.

Description of Activities

1. Create a discussion around the topic of anger and aggression.

Ask students to list all of the terms they know of that describe getting angry ('cheesed off', 'spewing', 'pissed off', 'spitting the dummy', 'chucking a wobbly', 'narked', 'snakey', 'lost the plot', 'cracked it', 'doing your na na', and so on). Then go back over the terms asking the group which terms indicate getting angry versus those that mean getting aggressive or violent.

Anger is a feeling that may or may not be justified. Anger can have many positive effects such as increasing awareness of injustices (letting you know something is wrong and giving you the energy to change things). Aggression is an act that results in harm or hurt to someone else.

2. Ask groups to talk.

Groups can talk about what people should get angry about, as well as the types of things that people get angry about that are a waste of time.

Examples:

Things it is useful to be angry about	Things it is not useful to be angry about
War Cheating Pollution Racism	What other people think Insults from people Television

Discuss aggression with students. Some topics for discussion might be: Is aggression the same as violence? Is aggression ever justified?

It may be useful to use video excerpts that portray anger and aggression, or newspaper articles on topics like road rage, terrorism and gang conflicts, or poetry and music about war.

3. Early signs of anger.

Ask students to say where they first feel anger in their bodies and what is the first thing someone would notice about them if they were getting angry. Generally, people report different sites for their anger ranging from stomachs, fists, necks, jaws and foreheads.

Most students will tell you that people can tell if they are getting angry by some facial signal such as 'the look', 'it's in the eyes'. If you are able to obtain a polaroid camera, take photographs of each student's angry look to build a montage for display.

Students can also be asked to answer the question: If your anger was a cartoon character, an animal, a colour or a shape what would it be? Asking students to draw or paint their anger can also be useful as is giving their drawing a title (or their anger a name).

4. Homework activity.

Students may wish to map out their anger as a homework activity.

Bullying

A strategic approach for schools in prevention and intervention related to harassment and bullying was outlined by the then Minister for Education, the Hon. Mary Delahunty in 2000.

In terms of addressing bullying behaviour, all schools have a Code of Conduct that outlines procedures for maintaining safe and supportive school environments that cater for all students without discrimination. The school's Code of Conduct must include anti-harassment and anti-bullying strategies. Its ultimate aim is to promote positive student behaviour, prevent anti-social behaviour, encourage care, courtesy and respect for the rights of others and highlight and promote positive student behaviour in a secure, purposeful learning environment.

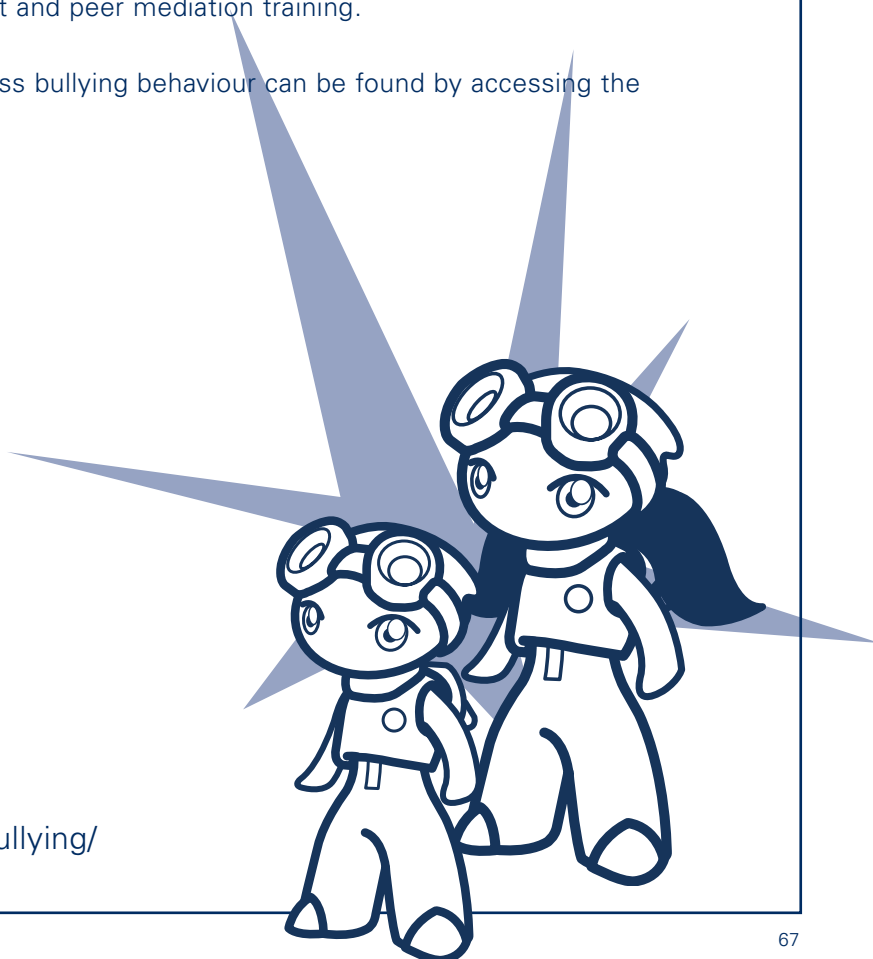
Where there are incidents of bullying in schools they must be responded to promptly in line with the procedures outlined in the Code of Conduct. It is important to ensure that these issues are addressed through:

- the development and implementation of programs to improve the school environment and social skills
- on-going monitoring and evaluation of progress, and
- the provision of school-based support and counselling where appropriate.

As outlined in *The Framework for Student Support Services in Victorian Government Schools* all schools should place an emphasis on prevention and early intervention programs focussing on such areas as social skills, peer support and peer mediation training.

Activities for use by schools that address bullying behaviour can be found by accessing the DE&T website:

<http://www.eduweb.vic.gov.au/bullying/>



Year 6 or 7 Transition - Activity 4



Bullying

Purpose

To empower students to take actions to prevent bullying.

Preparation

Photocopy School Safety Survey plus a copy of the map of the school.
Copy of sample school policy for each student.

Process:

1. Ask for examples of bullying or use the, 'Bullying Behaviour - Is this bullying?' worksheet to start a discussion.
2. Administer the School Safety Survey (on pages 70 - 72).
3. Develop a composite picture of safe and unsafe areas within the school.
4. Discuss what changes students would make if they were to write a policy (see examples on pages 74 - 75).
5. Work through the Bullying Scenarios.

Bullying Behaviour - Is this bullying?

Situation

1. Vicram keeps being pushed out of line at the canteen by some older students.

Is it bullying? Yes No What would you suggest ...

2. Two girls won't let another girl play with them.

Is it bullying? Yes No What would you suggest ...

3. Reg calls everyone names and even though he says he's just joking, some of his words hurt people's feelings.

Is it bullying? Yes No What would you suggest ...

4. Veronica spreads rumours about one of the boys and no one wants to play with him.

Is it bullying? Yes No What would you suggest ...

5. Every time Algie puts up his hand to ask a question in class, the whole class say "der".

Is it bullying? Yes No What would you suggest ...

6. Two girls won't let another girl play with them and tell everyone else not to play with her as well.

Is it bullying? Yes No What would you suggest ...

7. Ginger interrupts two boys playing basketball and plays keepings off.

Is it bullying? Yes No What would you suggest ...

8. A group of three students tell everyone else that they can't play in a part of the school grounds because it belongs to them.

Is it bullying? Yes No What would you suggest ...

9. Thuy invites the whole class to her party except for Roy.

Is it bullying? Yes No What would you suggest ...

10. Two students keep hiding a boy's school bag.

Is it bullying? Yes No What would you suggest ...

School Safety Survey - Revised (SSS-R) for Secondary Schools

1. What is your current year level?
2. Are you (please tick) Male Female
3. How old are you?
4. Have any of the following behaviours ever happened to YOU at this school?

Please tick the appropriate box for each type of bullying.

Types of Bullying	Once or more a day	Most days	Weekly	Less often	Never
Being teased or called names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having comments made about your family, your country of birth or religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Left out of things on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threatened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit, punched or kicked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forced to give money or belongings to someone without wanting to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unkind comments about the way you look	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Touched in ways you don't want to be touched	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lockers damaged or disturbed on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. 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

6. What times of day are the worst for bullying? (please tick as many as apply)

Before school Lunchtime

On transport to and from school Afternoon classes

Morning classes After school

Morning recess/playtime Between classes

7. Would you describe bullying and harrassment at this school as: (place an 'x' on the line)

Not a problem

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 A major problem

8. Who do you think does the most bullying in this school? (please tick one)

Students in older year levels

Students in my year level

Students in younger year levels

9. 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

10. Are male students at this school more likely to be bullied by:

Other male students

Female students

Both male and female students

Don't know

11. If you were being bullied who would you talk to about it?

A teacher A parent SWC

A Year 12 student A friend at school School

A friend not at school No one Nurse

12. Do you think teachers can stop bullying? Yes No

13. 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

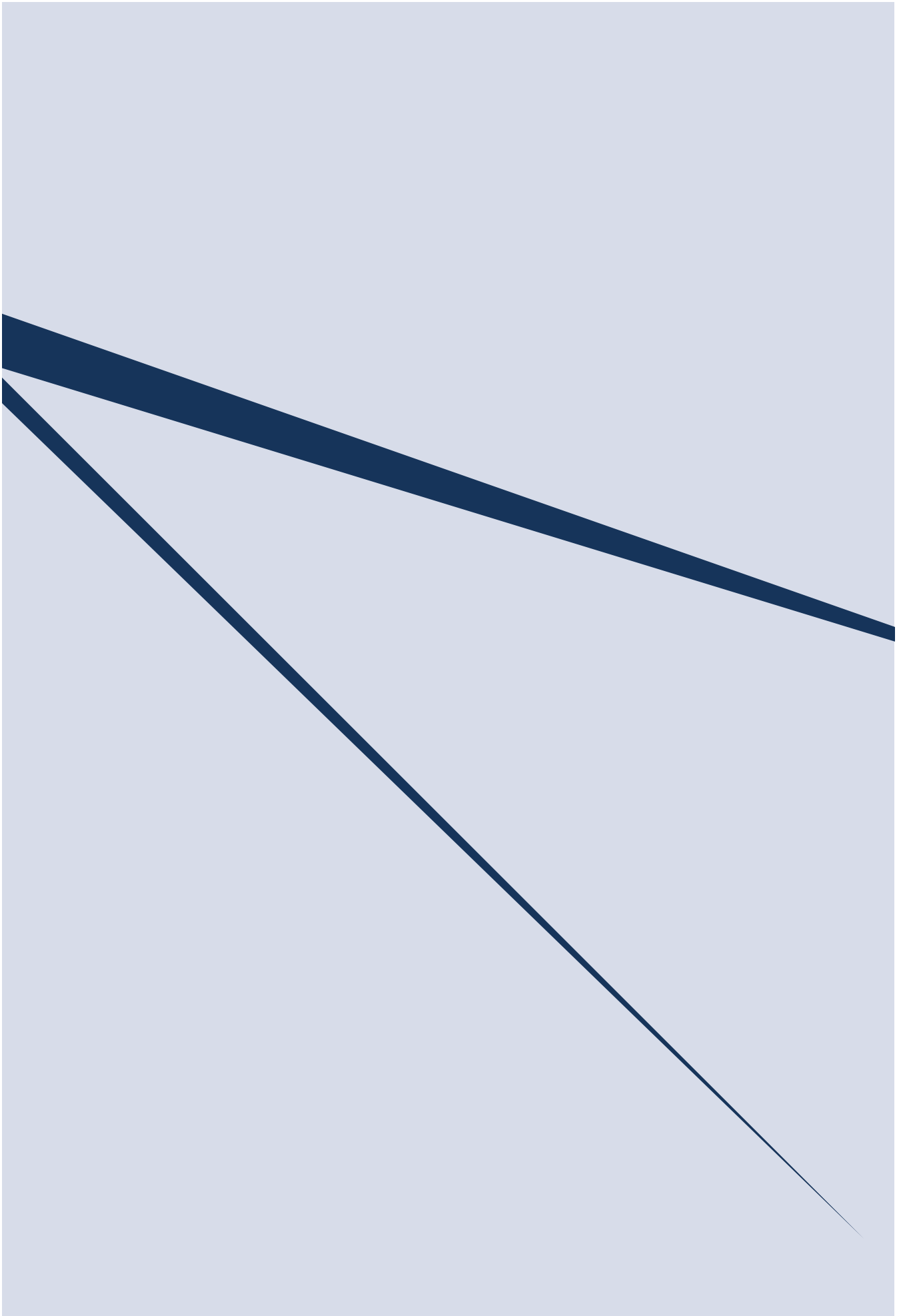
Please write what you would suggest

14. Would you report it to a teacher? Yes No

If no, why wouldn't you ...

15. Would you be interested in helping to stop bullying and/or harassment in the school? Yes No

Thank you for completing this survey. On this next page is a map of the school. Please mark areas you feel safe with a tick (✓) and places you feel unsafe with a cross (x).



Safety Survey Map Activity

If you do not wish to do the School Safety Survey, you may wish to complete the following map activity.

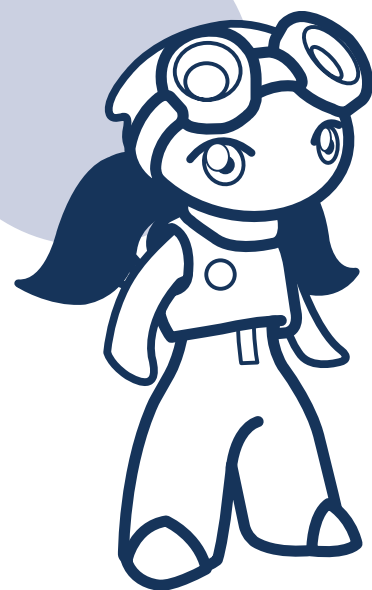
Distribute maps of your school. Get students to mark a cross in areas that they consider unsafe and a tick in areas they consider safe, and a question mark in areas they are unsure about. Students could then discuss the issues their maps raise and report to the class. The class could then swap ideas about possible responses to these issues.

Allocate survey forms across Peer Involvement Teams, allocate tasks and quantify results. Using these results list the significant issues. Students might also like to develop a year level map.

Anti-Bullying Policy

An effective way of protecting students against bullying is by developing, implementing and reviewing a 'Bullying Policy' (see sample anti-bullying policy on next page). Hand out the example sheet and discuss.

What changes would students suggest for this school?



Sample Anti Bullying Policy

The students at this school have the right to a safe and caring environment which promotes learning, personal growth and self-esteem. The school is committed to providing this and each student has the responsibility to make this happen.

Being bullied means that someone is subjected to behaviour which is hurtful, threatening or frightening and this behaviour is repeated over time.

Bullying can take many forms:

Physical bullying	includes fighting, pushing, shoving, gestures, standing over or invading someone's personal space.
Verbal bullying	includes name calling, offensive language, putting people down behind their backs, picking on people because of their race, gender or religion.
Victimisation	includes stand-over tactics, picking on others, threats to 'get' people, repeated exclusion.
Sexual bullying/ Sexual harrasment	includes touching or brushing against one in a sexual manner, sexually oriented jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life.
Exclusion bullying	leaving people out of activities on purpose.
Racial discrimination	of any kind is a form of bullying.
Homopholine	of any kind is a form of bullying.

At our school, it is your right and responsibility to report bullying, whether this happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents.

In the primary school - talk to your class teacher.

In the secondary school - talk to your home room teacher or year level co-ordinator.

The school welfare co-ordinator can also be approached, as can any other member of the teaching staff and leadership team.

Parents who become aware of bullying are also encouraged to report this to a member of staff.

These discussions will be viewed as confidential.

After consultation with those involved ...

Action will be taken to ensure that bullying stops.

(Adapted from McNamara, 1994)

Bullying Scenarios

Choose a scenario from the following page for students to read.

Ask students to write down:

What is the problem?

If they were the victim, what outcome would they want?

List as many options as possible for achieving this outcome.

Next to each option, list all the possible ways the bullies might react?

Choose one which you think is the best option.

Use the sample Anti-Bullying policy to help with your answer.

Each group should write down the steps in order.

They should then report back to the class, compare answers and discuss.

Discuss whether the sample policy can be improved in any way.

Bullying Scenarios

Your name is Dierdre Vokker. You are from Berlin. Some students have started raising their hands in the air and chanting Zeig Heil. You find this embarrassing and offensive.

Seven girls are in your class. Whenever you are asked to form pairs you are the odd person out. At lunch time the others rarely think to include you in the things they are doing. You feel lonely and worthless.

When you go to the toilet, older students are usually in there. They often make comments about your body shape and physical maturity. You dread going to the toilet.

Every time you disagree or say something funny, another student hits you. You are permanently bruised, speak far less than you once did and wish very much that this boy would transfer to another school, get a job or accidentally fall off a cliff onto a very jagged rock in a raging sea surrounded by mobs of starving white pointer sharks.

Sometimes at the canteen, and becoming more frequently than not, a group of boys surround you and your friends and ask to borrow money which they never repay. You feel that if you don't keep giving it to them they might take retribution even though they have never actually threatened you. Rather they act in an intimidating way.

Each time you bend over at your locker a group of girls make fun of your backside.

One of the boys in the class always rubs up against you when you are queuing for class or standing in a group. It gives you the creeps. Especially when he looks you over and smiles. You have told him to leave you alone, but he says, "Can't you take a compliment?"

Being your own best friend



Understanding Feelings - Activity 1

Linking Feelings to Actions - Activity 2

Catching Negative Thoughts Activity - Put - Downs - Activity 3

Problem Solving - Activity 4

Communicating Feelings - Activity 5

Being your own best friend - Activity 1

Understanding Feelings



Purpose

An accurate interpretation of the feelings of ourselves and others is critical in developing emotional literacy and is beneficial in developing peer and school connectedness. Some students with peer relationship difficulties may interpret the feelings and intentions of others as overtly hostile or unfriendly. The following activities begin to develop the skills for interpreting feelings in others and ourselves.

Preparation

Materials - pictures (from magazines) of faces expressing different feelings.

Photocopy Faces Worksheet (on page 82.)

Process:

1. Select one or more activities from the next page to discuss feelings.
2. Use the Faces Worksheet and the Feelings Cards to support the activities.
3. Create a discussion with the class using the Understanding Feelings Worksheet.
The questions are only a guide.

Feeeeelllliiiiinnngggsss...

1. Collect a series of photos, pictures or magazine cuttings of people's faces.

a) Ask students in their groups to try to work out the feelings that person is expressing.

b) Ask each student to select one photo and explain to the rest of the group why they selected that picture.

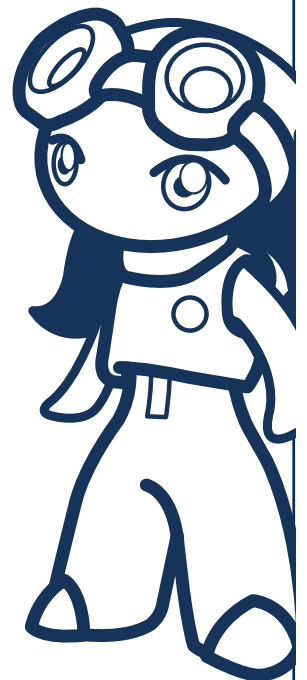
2. Hand out photocopies of Faces Worksheet (on next page). Students draw expressions to demonstrate a feeling.

3. Use a piece of writing or a poem to start this activity. In pairs, distribute Feelings Cards (page 83). How do people describe feelings? Give examples of metaphor - "I felt empty". "My stomach was in a knot." "I was frozen with fear." Students write a metaphor to describe the feeling. Other students guess the metaphor.

4. Charades. Act out a feeling. Students have to guess. Fearful, Uncertain, Unnoticed, Happy, Sad, Angry, Frustrated, Excited, Powerless, Happy, Contented.

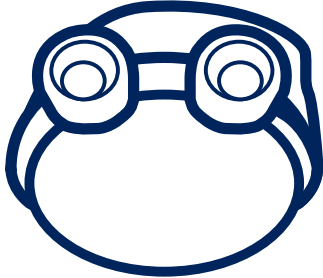
5. Make a list of metaphors that describe a feeling. Act out the metaphor which students have to guess.

6. Stickers with feelings. Place a sticker with a feeling written on it on another student's forehead (make sure they don't know what is on the sticker). Students start responding to other students as if they were experiencing that feeling. The student with the sticker on their head has to guess what feeling is written on the sticker.

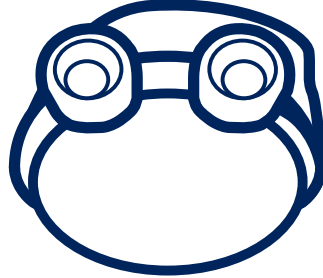


Faces Worksheet

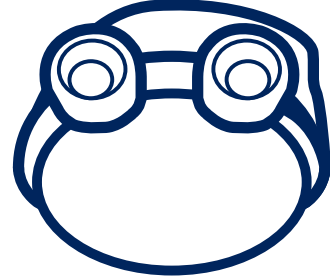
Draw a face that expresses the emotions and feelings that are written.



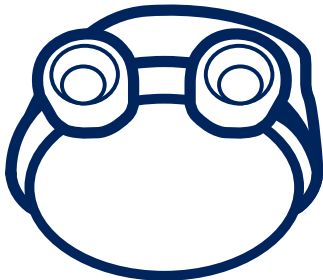
HAPPY



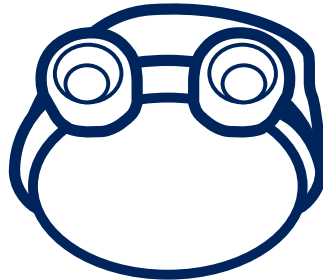
SAD



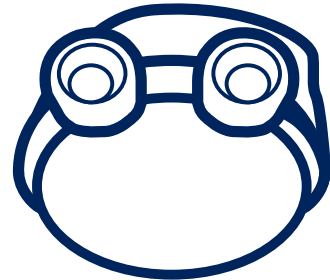
ANGRY



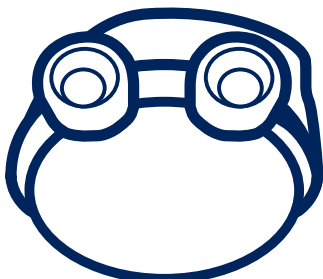
WORRIED



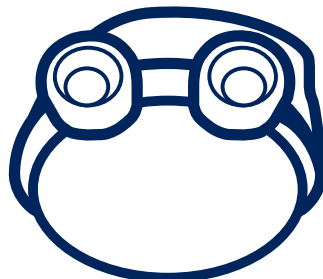
EXCITED



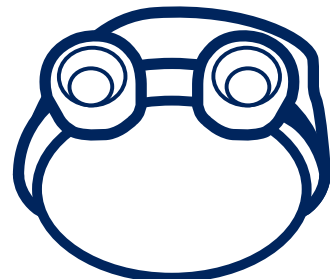
FEARFUL



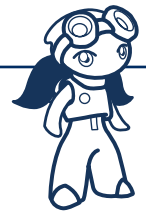
MISERABLE



FRIENDLY



ANNOYED



Feelings Cards

Happy

Excited

Annoyed

Delighted

Worried

Polite

Irritated

Friendly

Funny

Fearful

Amused

Kind

Interested

Bored

Tired

Lively

**Want to be
alone**

Thirsty

Hungry

Sleepy

Quiet

Laughing

Scared

Curious

Understanding Feelings Worksheet

Use the following issues to create a discussion.

Can you usually work out the feelings of other people? What about teachers?

What do feelings affect? Physical condition? Actions/Behaviour? Thinking?

Do other people usually understand your feelings? Who? Is it helpful?

Use the following events to create a discussion:

Getting a compliment

Getting a smile

Giving a smile

Giving a compliment

Being lost

Being helped when you are lost

Not being invited to join in a game or to a party

Ignoring someone

Being told off by a parent, a friend, or a teacher

Telling off a parent, a friend, or a teacher

Doing something you haven't done before

Meeting new people

Going to a new school

Multiple feelings

Do you sometimes have more than one feeling?

Do people sometimes behave in confusing ways?

e.g. say friendly things but behave in an unfriendly or aggressive manner.

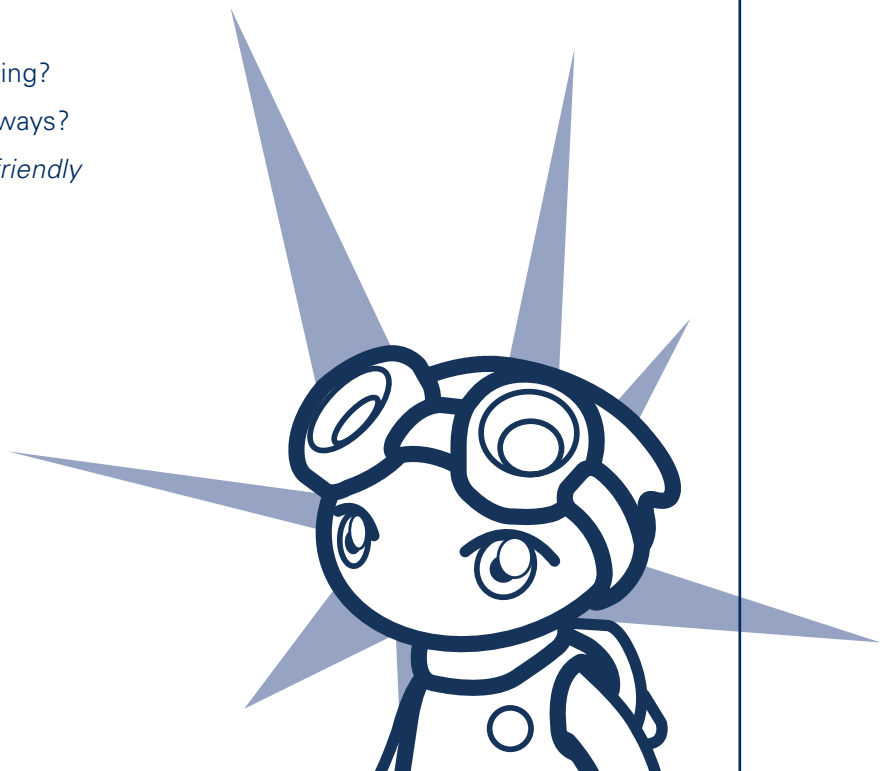
Understanding your feelings.

Do you always know how you feel?

How do you find out?

What does frustration feel like?

What do you do when you feel like this?



Activity 2 - Being your own best friend

Linking Feelings to Actions



Purpose

For students to become aware of their own feelings and how these may link to particular thoughts and actions.

Preparation

Materials - Feeling Cards from previous activity.

Process:

1. Use the diagram below to link events to thoughts and thoughts to feelings.
You could either make it into a overhead transparency or you could draw it onto a board.
2. Talk about the idea of positive "dolphin" and negative "shark" thoughts.
3. Ask students to work through the Linking Thoughts to Feelings Worksheet (page 88) and for a homework or lunchtime activity ask them to collect thoughts.

Teacher's Notes

The idea that feelings are largely caused by the interpretation we place on the events that happen to us is the basis of Cognitive Behavioural Theories and Rational Emotive Therapy. The concept is useful because it provides people with an insight into the way their thinking affects their feelings. As people can learn to think in more optimistic and positive ways, this concept provides a basis for helping people to analyse their thoughts and to select more productive ways of thinking. In this activity we have labelled positive thoughts as "dolphin thoughts" and negative thoughts as "shark thoughts". (No offence to shark fanciers!)

An example of an activating event may be 'getting a pimple'. One person might think "oh hell, I'm going to look so bad no one will talk to me" (shark thought), while another might think "oh well, I may not like pimples but I guess it's just part of growing up and most people get them" (dolphin thought). These thoughts will change the way the person feels about getting a pimple.

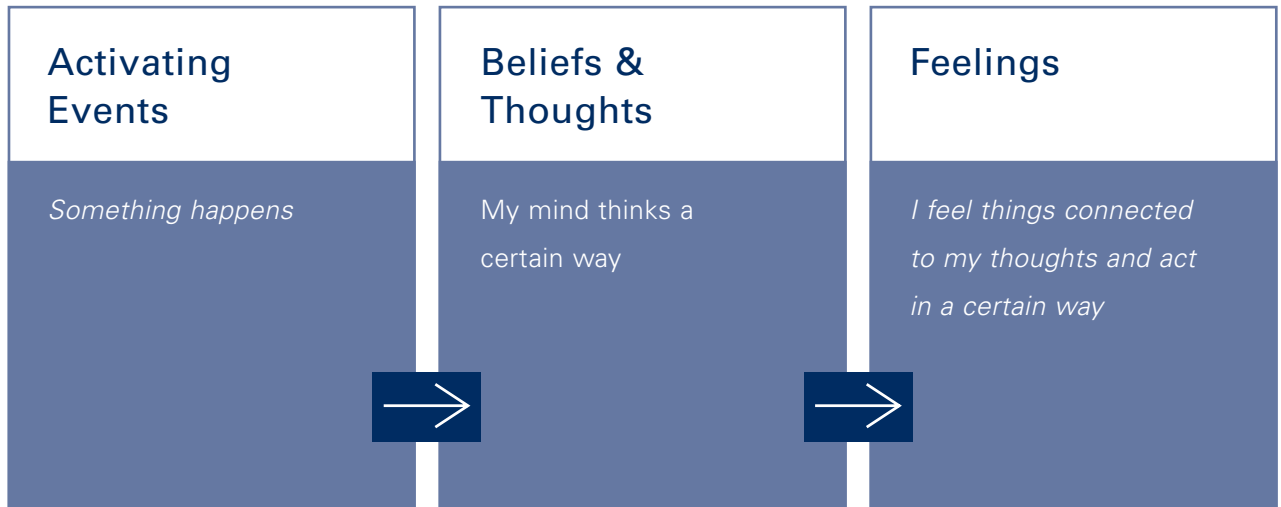
To make you feel better you can learn to interrupt your mind.

Think about a rainy day: it may cause disappointment in someone wanting to go to the beach, delight in a drought-affected farmer who has been waiting for rain, and frustration in someone wanting to get somewhere in a hurry. Suggest a series of events and try to get students to discuss different ways people might view that event and how it will affect their feelings. Some events might be: school holidays, a hot day, snow, having a good friend visit unexpectedly.

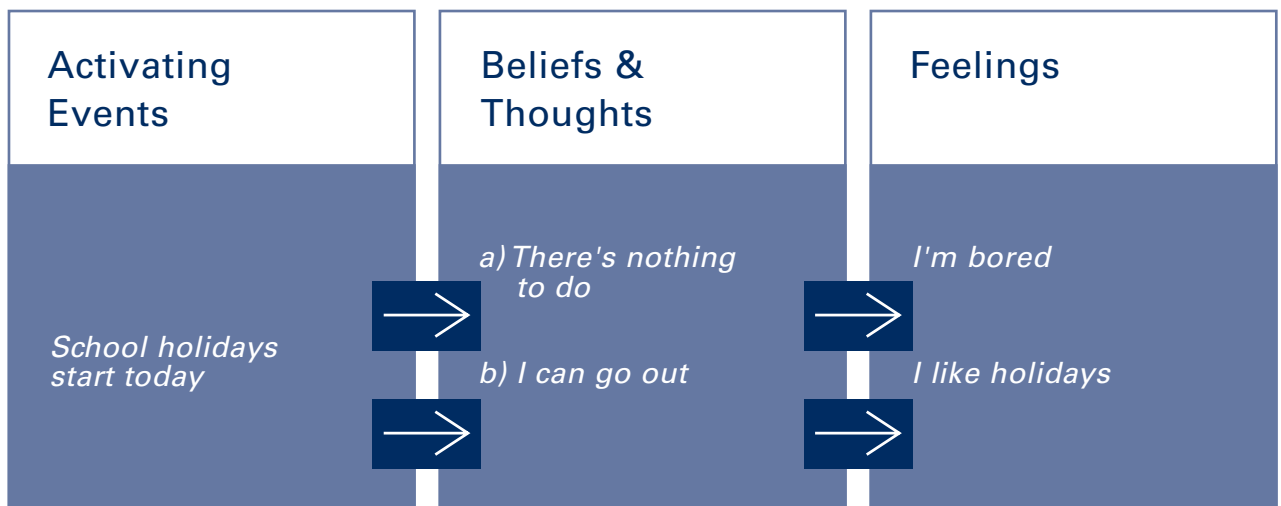
Draw out the idea the way we think about events changes the way we feel.



Feelings, where do they come from?



For example ...



Questions:

- Which is the shark thought?
- How does it make you feel?
- Which is the dolphin thought?
- How does it make you feel?

Linking Thoughts to Feelings Worksheet



Fill in the blank spaces

What a Voice!

First something happens: You get picked to be in the school concert.

Second you think: "I can't sing, I'll be hopeless"

Third you feel: _____

Fourth you do: _____

Question: Was the thought dolphin or shark?

The New Game

First something happens: You bring a new game to play with your best friend at lunchtime
but they're not interested.

Second you think: _____

Third you feel: disappointed

Fourth you do: but you ask another kid if they want to have a go

Question: Was the thought dolphin or shark?

Happy Teacher

First something happens: Your teacher smiles when you show her your work.

Second you think: She likes it!

Third you feel: _____

Fourth you do: _____

Question: Was the thought dolphin or shark?

Homework or Television?

First something happens: Your mother says you have to do homework before watching TV.

Second you think: I suppose most parents say that

Third you feel: _____

Fourth you do: _____

Question: Was the thought dolphin or shark?

Dolphin Thoughts

I'm a good friend.

I'm good at school.

If I practise I can do well.

Collect as many thoughts as you can ...

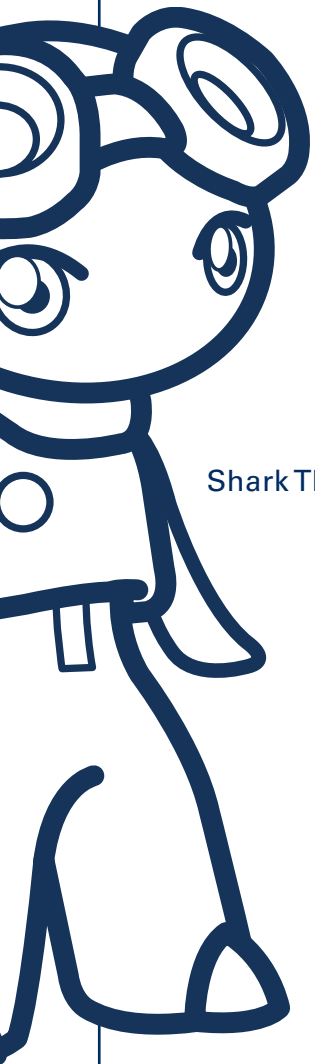
Dolphin Thoughts

Shark Thoughts

Nobody wants to play with me.

I can never do well.

Everyone else is smarter than me.



Shark Thoughts

Some other ideas for activities ...

Pretend Game

Pretend to have a particular feeling or write feelings on cards (see Feeling Cards in previous activity) and get students to pick one at random and act out that feeling. Others try to guess the feeling.

Music

Play a series of music pieces and ask students to try to guess the feelings being expressed in a particular piece.

"The Feeling Detectives"

Go out over lunchtime and notice as many feelings in as many people as possible.
Generate a class list.

"The Thought Police"

Go on a hunt for dolphin and shark thoughts. Listen for the way people talk about these ideas.

Big Problems, Little Problems

Select a list of situations - getting a cold, forgetting someone's birthday, not getting invited to a party, moving house. Discuss these in a way to make them BIG problems and then discuss in a way to make them LITTLE problems.

Being your own best friend - Activity 3

Catching Negative Thoughts Activity - Put - Downs



Purpose

To develop awareness of the effects of negative thoughts.

Preparation

Thinking time.

Process:

1. Introduce the idea of negative thoughts with a class discussion around questions like:
 - Are some people afraid to ask questions because other people might think they are stupid?
 - Do people ever want to tell friends things but they are afraid?
 - Do people often feel unappreciated?
 - Do people often worry about what other people think?
 - Does worrying about what other people think stop people from learning or improving or even sometimes just 'having a go'?
2. Give some examples of 'put-downs':
 - 'Don't you even know that?'
 - 'That's stupid/weird/crazy/idiotic?'
 - 'What a nerd/fool/bogan?'
 - 'What planet did you come from?'
 - 'Get a life'
 - 'What a boy/girl?'

3. In groups, ask students to think up as many put-downs as possible.

NB: Occasionally a student will suggest another student's name as an insult. If this occurs, you should refer the students to the classroom rules of no put-downs. Apart from this guidance the teacher should refrain from offering opinions about the terms being suggested. (*From Surviving to Thriving*, A. Fuller, ACER Press, 1998, p. 119.)

4. Examine some of the put-downs in detail, defining their literal meaning. Discuss the fact that they are rarely true and never appropriate.
5. List some of the put-downs on the board and ask class members what they would suggest as a response to a friend who was being put-down.

NB: This process serves to disempower those terms that serve to 'put-down' students. Of course, not all students will have the presence of mind to think up witty responses when faced with the daily barrage of negativity. However, even if the above activities do not radically alter the level of negativity that confronts students, they will still be more aware of what is happening and perhaps more resilient to its effects. They may also be less inclined to believe it.

6. Some staff members fear that discussing put-downs openly may encourage them. However, this has not been the experience in schools that have utilised this activity. While it probably makes little difference to the amount of insults used, it does appear to be effective in lessening the hurtfulness of these terms.

Discuss: Should this school have a "No Put-Down" zone or day?

Being your own best friend - Activity 4

Problem Solving



Purpose

To increase the diversity of students' coping and problem solving strategies and to discuss the role of the family in solving problems.

To help students be aware that stress is usually present in everybody's life. (Not all stress is bad. Sometimes it helps you to rev up to do your best, sometimes it over-revs you so that you can't do your best. There is no set way to cope with stress but some ways work more effectively than others.)

To have students consider how families might assist in dealing with stress.

Preparation

Photocopy discussion group forms.

Process:

1. Introduce coping and problem solving.
2. Choose an issue for PITs to solve.
3. Conduct a focus group on families and young people.
4. Conceptualise and develop a broader community issue for discussion.

Description of Activities

A. Coping and problem solving.

Think of something that is stressful for most students. Write it down.

What do most people do to cope with this? Does it help them? What else might they do?

Which would have been the most positive way to deal with this?

Which choice would have made for a better outcome?

Teacher Notes

It may also be valuable to introduce the idea that people deal with stress and life situations in different ways. Some of these coping strategies are more helpful than others.

Some coping strategies include:

- * problem solving (change things)
- * self blame ("it's my fault")
- * denial (keep to self, nothing happened, ignore it and hope it will go away)
- * help seeking (talk to someone, help others)
- * self care (get plenty of sleep, relax)
- * acting out (get angry, break something, be naughty)
- * philosophical (humour, positive thinking)
- * composure (force self not to worry, I won't let this get to me).

If you had a problem which of these coping strategies would you use?

Is it different if the problem is at home, at school or with friends?

B. Choose an issue, e.g. unsafe toilets, getting lost, having no friends, being ignored. Ask a group of students to design a plan to counter this problem through prevention and intervention.

Steps to Problem Solving:

Discuss what the problem actually is, the effects of the problem on the person, the school etc, and why the problem should be addressed.

Research the extent of the problem, e.g. questionnaire, interview with Year 7 students and teachers.

Brainstorm strategies for responding to the problem.

Form a group to go to the secondary school with concerns and suggested responses.

C. Conduct a discussion group.

D. Conceptualising.

Choose a concept that interests the students. Research and consider this concept as an issue in the broader community, e.g. powerlessness, homelessness, change, racism, political solutions.

E. Role play scenarios or activity sheet.

Being your own best friend - Activity 5

Communicating Feelings



Purpose

For students to become aware of and able to communicate their feelings.

To teach students how to ask for support.

Process:

1. Conduct a discussion about communicating feelings either as a whole class or in PITs.
2. Discuss who you might talk feelings over with.
3. Discuss transition scenarios to explore how others might feel.

Description of Activities

A. Communicating feelings

Conduct a discussion about some of the examples below.

A teacher tells you off for something you didn't do.

You've arrived at school after a family argument.

You are scared to go to the toilet.

You don't like the class you have been put into.

A good friend of yours tells someone else something you've asked them to keep secret.

Who would you talk to? What would you say? What would you be trying to achieve?

B. Choose an issue

Brainstorm who you could discuss your feelings with.

What might you achieve by doing this? e.g. support, getting the situation changed.

For each person, describe how they be might be able to help you.

C. Transition scenarios

For each of the scenarios below, please discuss how you think students might feel.

On the first day of school a student doesn't know anybody in their class. They are worried about sitting on their own. Some older students hang around the toilets. Some students are nervous about going to the toilet. A group of students are making fun of another's body shape.

Your parents keep saying how great secondary school will be, but you are not so sure. You wish they wouldn't tell you how to feel. You are unsure what some of your teachers expect of you. You do lots of activities and things, but you never seem to get any praise. The Year 6 camp is coming up. A friend of yours doesn't want to go. Your friend comes to you for advice. What do you say to them?

How to ask for support

Seeking help takes practice. Some evidence suggests young people in Australia are more reticent to seek help from adults when in need than many of their overseas counterparts.

Process:

1. Complete Dear Ashley Letter activity.
2. Conduct Help Seeking Role Play activity.

Description of Activities

A. Dear Ashley Letter (on page 99).

Create a discussion around the issue of how many students suggested Adrian should seek help from an adult.

Discuss when it is appropriate to seek help from an adult (e.g. teacher, parent, grandma, sport's coach).

What are some of the reasons why people might not seek help from an adult?

If you were worried about a friend, would you suggest they speak to an adult?

B. Help Seeking Role Play

In Peer Involvement Teams ask students to allocate roles of student and teacher.

Give the student one of the bullying scenarios on page 77. They are to approach their teacher and:

- ask if they could speak to the teacher privately
- look at the teacher when speaking
- be clear about the problem
- be clear about the outcome they want to achieve.

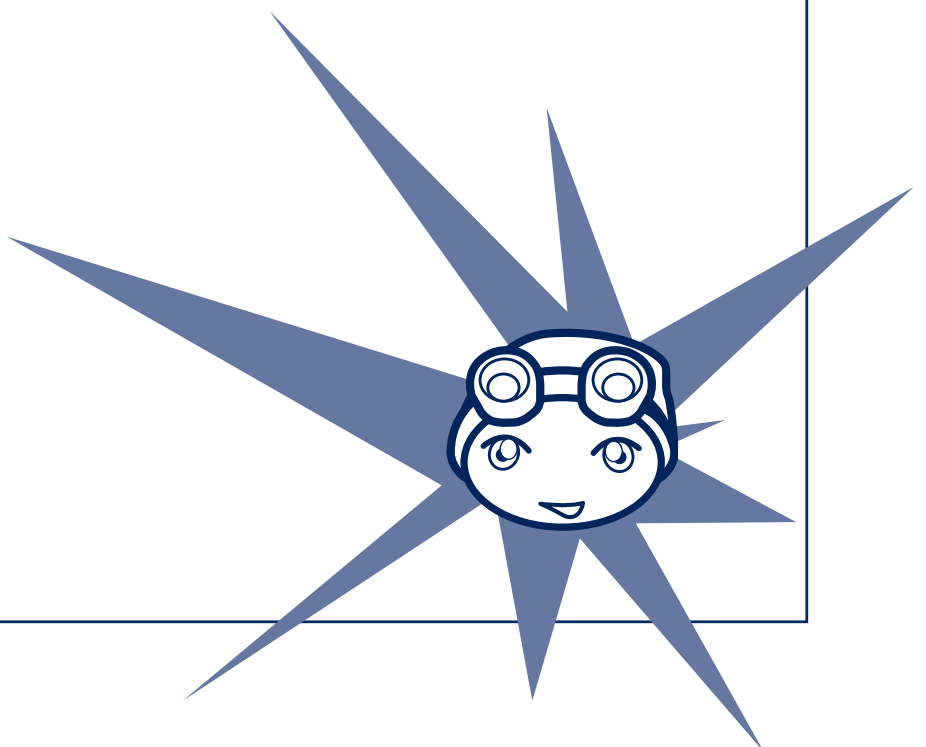
Give the teacher the following directions:

You are a teacher. A student has approached you with a problem. Your role is to be attentive, to clarify the problem and to think of all the possible options for dealing with it, as well as all the possible consequences of those options.

When discussing the issues with students, the teacher may wish to outline the following stages for developing a response:

- clarify the problem
- clarify the outcome that is being sought
- consider the different strategies for achieving that outcome
- agree on a plan.

Remember to debrief students after the activity so they avoid carrying any emotions beyond the classroom.



Dear Ashley Letter

Dear Ashley

I have got a few problems since I started secondary school. In fact, I have probably always had a few problems but I didn't realise it. Like, I thought my name was Pisarski, but now my teacher tells me it's Disaster. I thought I was just like everybody else, but the other students tell me with a name like Disaster, I couldn't be. I must come from somewhere else like Germany or Mars or something. Wherever it is, it must be weird. I always thought I was born in Australia, even if my father did come from another country. Poland actually.

I thought I had a pretty normal body, but the boys in the toilet tell me that their baby brothers have got more to be proud of than me. When I go to the canteen, some other boys think I am suddenly very rich since they always seem to want my money. Now I am getting very skinny since I can't afford lunch for myself. Which might have one benefit, which is to stop the girls from laughing at my bottom when I bend over at the lockers.

All of these problems are making me think I have something wrong with me and perhaps I would be better hiding in some drain somewhere instead of going to school. What do you think I should do?

Adrian

Pretend you are Ashley.

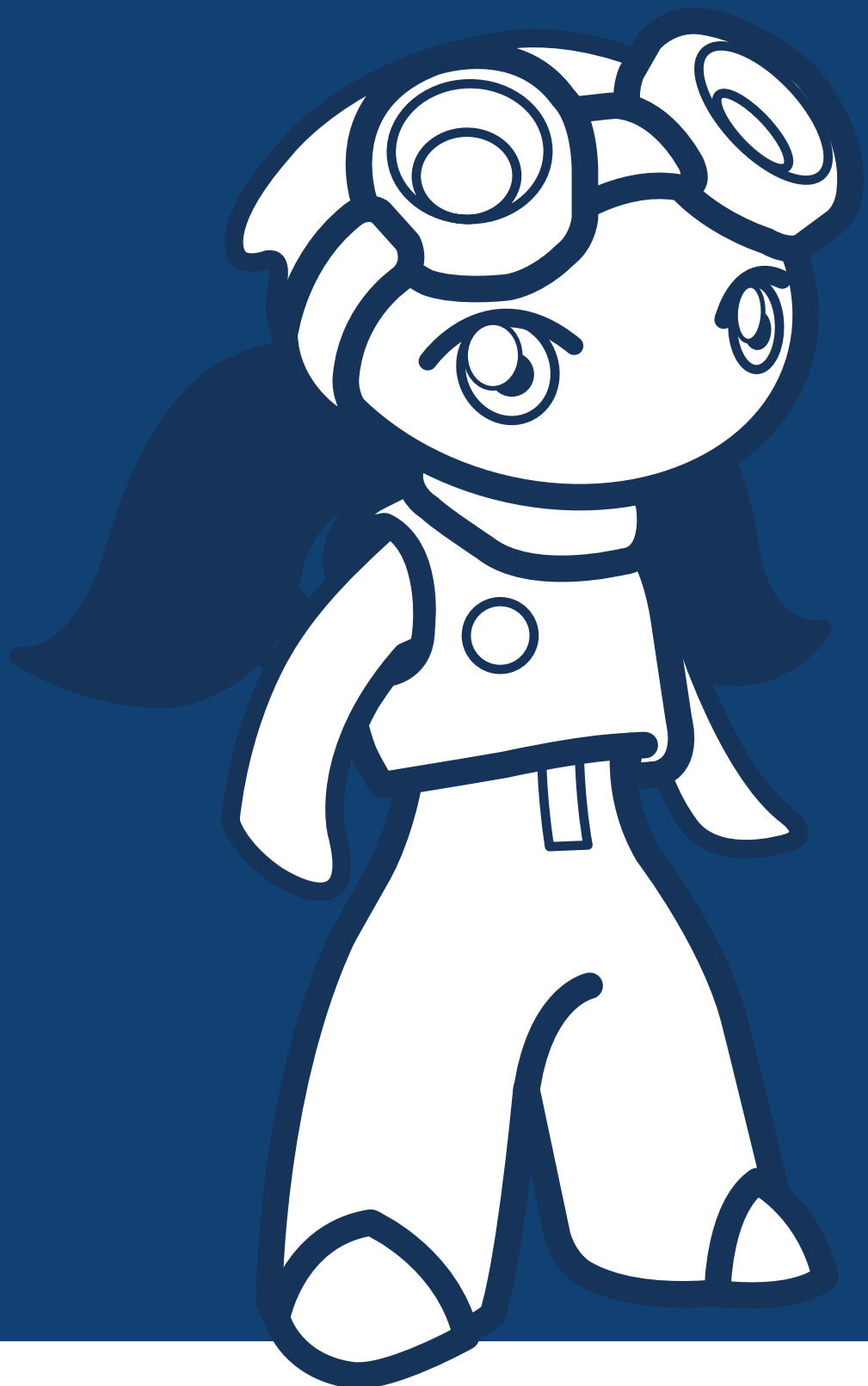
How do you think Adrian is feeling about himself?

What are the problems for Adrian?

What advice would you give to Adrian?

When does 'mucking around' become bullying?

Habits of Resilience



Bouncing Back - Activity 1

Habits - Activity 2

Habit of Self-caring - Activity 3

Habit of Reliability - Activity 4

Habit of Planning - Activity 5

Habit of Perseverance - Activity 6

Habit of Thoughtfulness - Activity 7

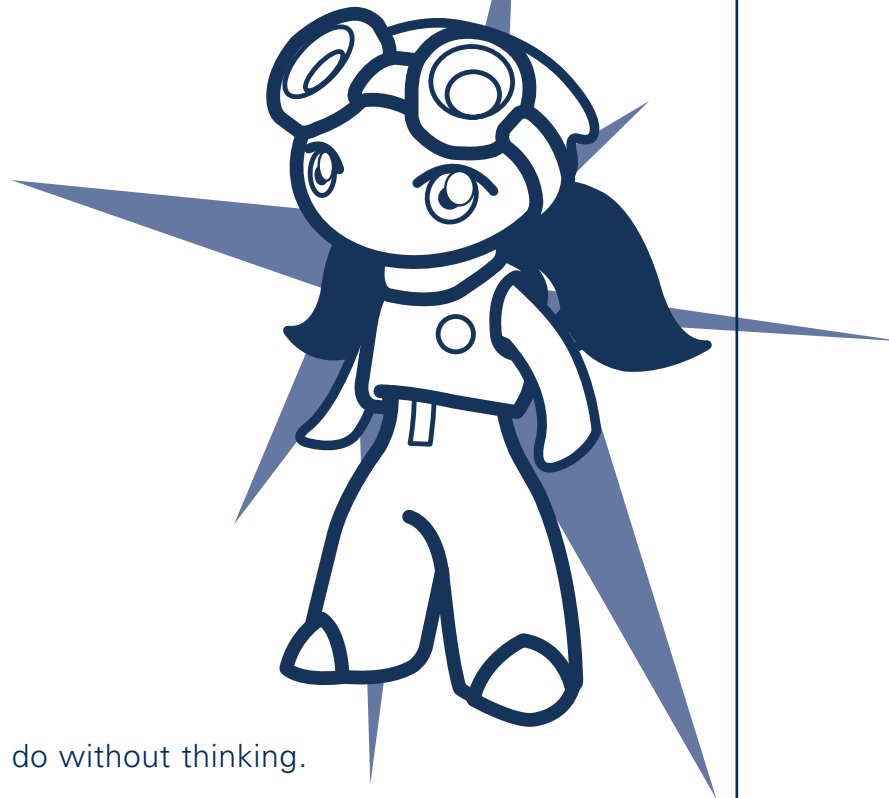
Habit of Courage - Activity 8

Habit of Citizenship - Activity 9

Habit of Calmness - Activity 10

Goal Setting Activites - Activity 11

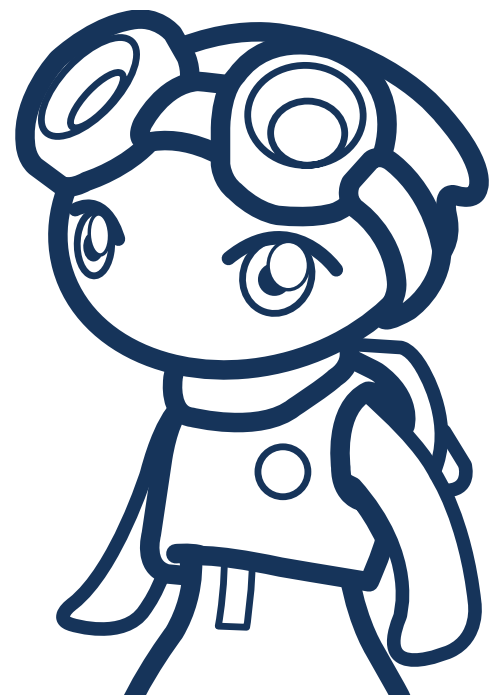
Some points to consider when discussing habits



- 1.** Habits are those behaviours you do without thinking.
They become part of you.
- 2.** Good habits can help you to feel good about yourself.
- 3.** Good habits can help you be in your best possible health.
- 4.** Good habits can help you to do your best at school.
- 5.** Good habits can help you with your family, your teachers and your friends.
- 6.** Good habits can protect you from your impulses.
- 7.** Good habits can help you to achieve things.
- 8.** Good habits can give you confidence.
- 9.** Good habits can earn you the respect of other people.
- 10.** Most importantly, good habits can earn you respect from yourself!
- 11.** Good habits are not always easy to do. You need to practice them.
- 12.** With time, good habits will come easily. You will do them automatically, almost without thinking.

Habits that Build Resilience

- Self caring:** developing habits of personal hygiene, being your own best friend, speaking up for yourself, developing habits of politeness and courtesy.
- Reliability:** developing habits of punctuality and trustworthiness.
- Planning:** developing habits of being organised, developing self control, and thinking ahead.
- Perseverance:** developing the habits of doing your best, of persistence, and of overcoming difficulty.
- Compassion:** developing the habits of thinking about your own behaviour, and the behaviour of others with an attitude of caring and kindness.
- Courage:** developing the habit of overcoming fear and of behaving ethically.
- Citizenship:** developing the habit of social awareness.
- Managing emotions:** developing the habits of expressing feelings appropriately.



Habits of Resilience - Activity 1



Bouncing Back

Purpose

To develop an understanding of resilience.

To consider whether it is an important skill to develop.

Preparation

Photocopy Bouncing Back Worksheet (on page 105).

Process:

1. Ask students to think of something they have done of which they are proud.
2. What was the hardest thing about doing what they did?
3. Why were they proud of it?
4. Are you most proud of those things that are hardest to do?
5. Fill in the Bouncing Back Worksheet on the next page.

Bouncing Back Worksheet



Bouncing back is ...

- finding strength in mind, heart, spirit and body when you need it
- coping with problems
- beating the set backs.

Think of someone who has done something that you admire, e.g.:

a sporting person

someone you know

a scientist

an actor

a musician

a religious person

a legend or hero.

The person I admire is:

What have they done to earn your admiration?

I admire them because:

Think about some of the difficulties they might have overcome to be the person you admire.

Some of the difficulties they may have had to overcome are:

Developing Habits

Teacher's note:

Habits require practice and repetition. To develop habits, students require opportunities, skills and recognition. Developing a program that gives equal weight to opportunity, skills and recognition is a way of being serious about helping young people to develop constructive habits. This program can be done within the classroom, across the whole school and/or in consort with parents. The following program is designed to help students to know about the habits of resilience. The broader strategy of opportunity, skills and recognition is what will influence behaviour.

Opportunities

Opportunities to develop constructive habits can occur in play, in extra curricula activities, in the classroom, at home and in the community.

Skills

Skills that make constructive habits achievable will develop through instruction, practice, opportunities and by reminding, role modelling, and being talked about.

Recognition

Recognition and positive reinforcement is essential. It can occur formally through rewards in class and at home, by giving awards, by noticing constructive habits and by simply commenting.

Habits of Resilience - Activity 2



Habits

Purpose

Define habits.

Discuss the benefits of good habits.

Preparation

Photocopy Habits Worksheet on next page.

Process:

1. Class discussion: What is a habit?
2. Students to complete Habits Worksheet (on page 108) and discuss as a class.
3. Break students into groups, ask some to write down a list of 'good habits', and others to make a list of 'bad habits'.
4. Draw two columns, headed 'good habits' and 'bad habits'.
5. Ask groups to contribute to each list and to give reasons why they think a habit is good or bad.
6. Charades: students role play habits, while the rest of the class attempts to guess the habit.
7. Students could ask parents about their habits.

Habits Worksheet

Habits are those behaviours you do as a matter of routine, almost without thinking.

Write down three good habits you have:

Ask your partner to guess your three good habits.

How many did your partner guess?

Did anyone in your class guess all three habits of another person?

Now write down a habit you would like to have.

Why would you like to have this habit?

Describe how things would be different if you had this habit.



Habits of Resilience - Activity 3



Habit of Self - caring

Purpose

Discussion about habits of self-care.

Encourage sharing of ideas.

Preparation

Tape recording equipment.

Process:

1. Discuss the ways people look after themselves:
 - developing habits of personal hygiene
 - being your own best friend
 - speaking up for yourself
 - developing habits of politeness and courtesy.
2. Ask students to complete 'Looking after Yourself' sheet (on next page).
3. Ask students to compare answers with a partner.
4. Discuss how young people learn to look after themselves: role modelling, development, practice. Discuss the merits of reminding or nagging. Does it work?
5. Get students to develop a questionnaire to ask their parents about the habits they were repeatedly reminded about when they were young. Did the reminding work?
What helped them develop habits of self-caring?
6. Develop a tape recording for parents. If the tape recording equipment is unavailable, this could be a script for recording. The tape could be sold to parents as a fund raiser (refer to activities on pages 102 and 103).

Looking after Yourself

Tick the behaviours that you have a habit of doing:

- Shaking hands
- Saying hello
- Burping
- Picking your nose
- Ignoring someone
- Opening the door for someone
- Expressing your opinion
- Playing on the computer or watching television
- Riding a skateboard
- Letting others boss you around
- Cleaning your teeth
- Brushing your hair
- Interrupting someone who is speaking
- Speaking with your mouth full
- Saying thank you

Add other behaviours you are in the habit of doing:

Reminding

Do your parents/guardians ever remind you about the same thing every day? Do you try to ignore them, even though you know you will have to do what your parents/guardians want in the end?

Have you ever thought of why you ignore them?

"Why don't they get a tape recording or something!" What a great idea! You could make a fortune! It would be a big hit!

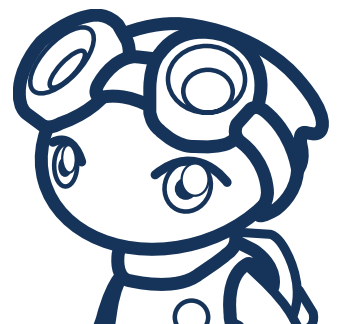
Make a class list of all the things parents/guardians remind their children about. Distribute the reminders among the class and write out the exact wording of each 'reminding statement'.

Statement:

Each student could come out to the front of the class and demonstrate their statement with passion.

Make a tape recording of the statements. Remember, these statements must be done with feeling, just the way a parent/guardian would do them.

For the real entrepreneurs among you, now you might do one for teachers.



Make up your own publicity campaign

All parents - you will never have to NAG your children again

Here it is

Done for you on one tape.

All the nagging you could ever dream of!

Our tape has reminders for your children about:

Getting ready for school

Eating dinner

Going to bed

Meeting people

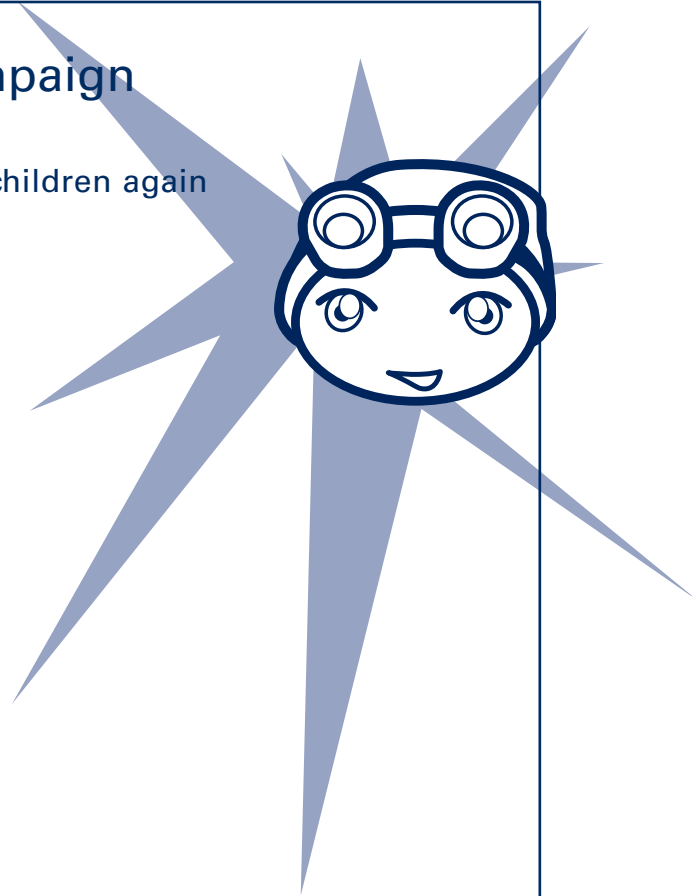
Playing with their friends

Doing their homework

Behaving at school.

Every reminder you've ever thought of and more

PS: Coming soon, 'Nagging for Teachers!'



Habits of Resilience - Activity 4



Habit of Reliability

To develop habits of punctuality and trustworthiness.

Purpose

Consider the importance of being reliable.

To distinguish between matters of more or less importance.

Preparation

Photocopy Being Reliable Worksheet on next page.

Process:

1. Discuss reliable behaviour. You may choose 'getting to class late' to begin the discussion.
Or you can tell a story with a theme of reliability such as the one below.
2. Ask students to complete the Being Reliable Worksheet on the next page.
3. Discuss as a class.

STORY.

From '*Romulus, My Father*' by Raimond Gaita.

In the summer of 1954, I went to Melbourne to spend some of my holidays with my mother and Mitru who were together again. My father put me on the train at Moolort and my mother and Mitru were to meet me at Spencer Street Station in Melbourne. They did not turn up, however, after waiting an hour or so I went to the station master who called the police. They were unable to contact my mother and so I was taken to St. Kilda Police Station, where I slept the night.

In the morning my mother and Mitru came to collect me. I do not know why they failed to meet the train the previous day.

Being Reliable Workshop Worksheet

A reliable person is someone you can trust.

A reliable person is someone you can be confident will keep their word.

A reliable person is someone you can depend on.

A reliable person is:

Are some things more important to be reliable about than others?

Rate the following behaviours according to the importance of being reliable.

Rate using the numbers 1 (most important) to 10 (least important).

Being punctual to school

Being friendly

Always doing your best

Being the best

Telling good jokes

Keeping secrets

Sticking by your friends

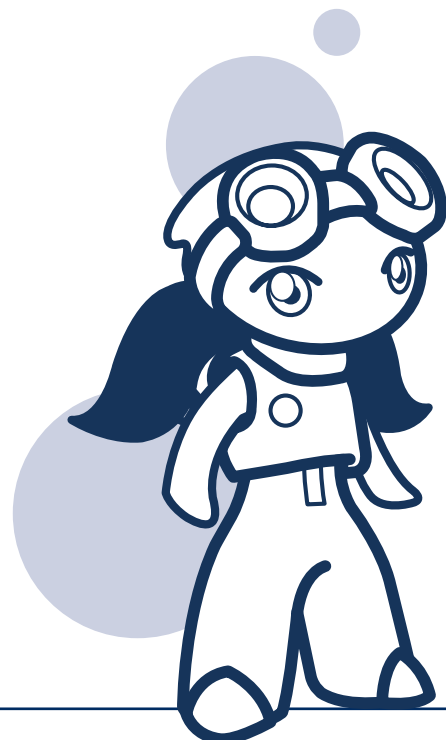
Speaking nicely

Getting out of bed on time

Doing your homework

Does any one rely on you?

What do they rely on you for?



Habits of Resilience - Activity 5



Habit of Planning

Purpose

To consider the need for planning.

Preparation

Pencils, paper, ruler, erasers.

Read the activity and decide how far you will take it.

Process:

1. Inform the class that they have just won the Luckiest Person Dream Home Competition. The Association of the Unbelievably Rich People have promised to build a model dream home. The class must provide a plan to build the model dream house, and, for the especially adventurous, provide a model prototype.
2. Talk about what sort of home: holiday, ski lodge, residential.
Where might the home be located?
What things do people like in their homes?
What innovations might they try?
3. Distribute paper and pencils and ask students to sketch their dream home.
4. Once the task is complete, discuss with the students what might have happened to their dream home if they didn't have a plan.
5. Do people make plans about their direction in life? What happens if they don't make plans?
(NB: This activity could also be done using designing of clothing, implements or anything else that is deemed appropriate. The purpose is to have an idea, make a plan and develop something.)
See the section Goal Setting Activities (page 134) for more about the habit of planning.
6. Complete Habit of Planning Worksheet.

Model Dream House

Sketch Design

On your plan provide all the details for a builder like materials and measurements. When you have finished, the class will decide which plan to choose for progressing to the model stage of construction.

Once the class has decided on a model, it is time to plan the construction.

Materials Required	Quantity	Person Responsible

Latest date required by:

To be given to:

Who to tell if you are having problems fulfilling your task:

Construction Plan	
Order of Tasks	Completed by:

Questions:

1. Could you build a house without a plan?
2. What might be some of the problems?
3. What are some of the other things you make plans for?



Habit of Planning Worksheet

The future is for those who plan for it.

Planning helps you decide your future.

If you don't plot a course, you don't know where you are going.

Do you ever plan to do something but then change your mind, like doing your homework, or the washing up, or cleaning your room, or music practice or other things?

Make a list of some of the things you plan to do:

Are there other things that you plan to do, and you almost always do?

What are they?

Why do you think you act on some plans and not others?

Habits of Resilience - Activity 6



Habit of Perseverance

Purpose

To develop an understanding of why perseverance is important.

Preparation

Grid for memory card (on page 121).

Never Give Up question sheet (on page 122).

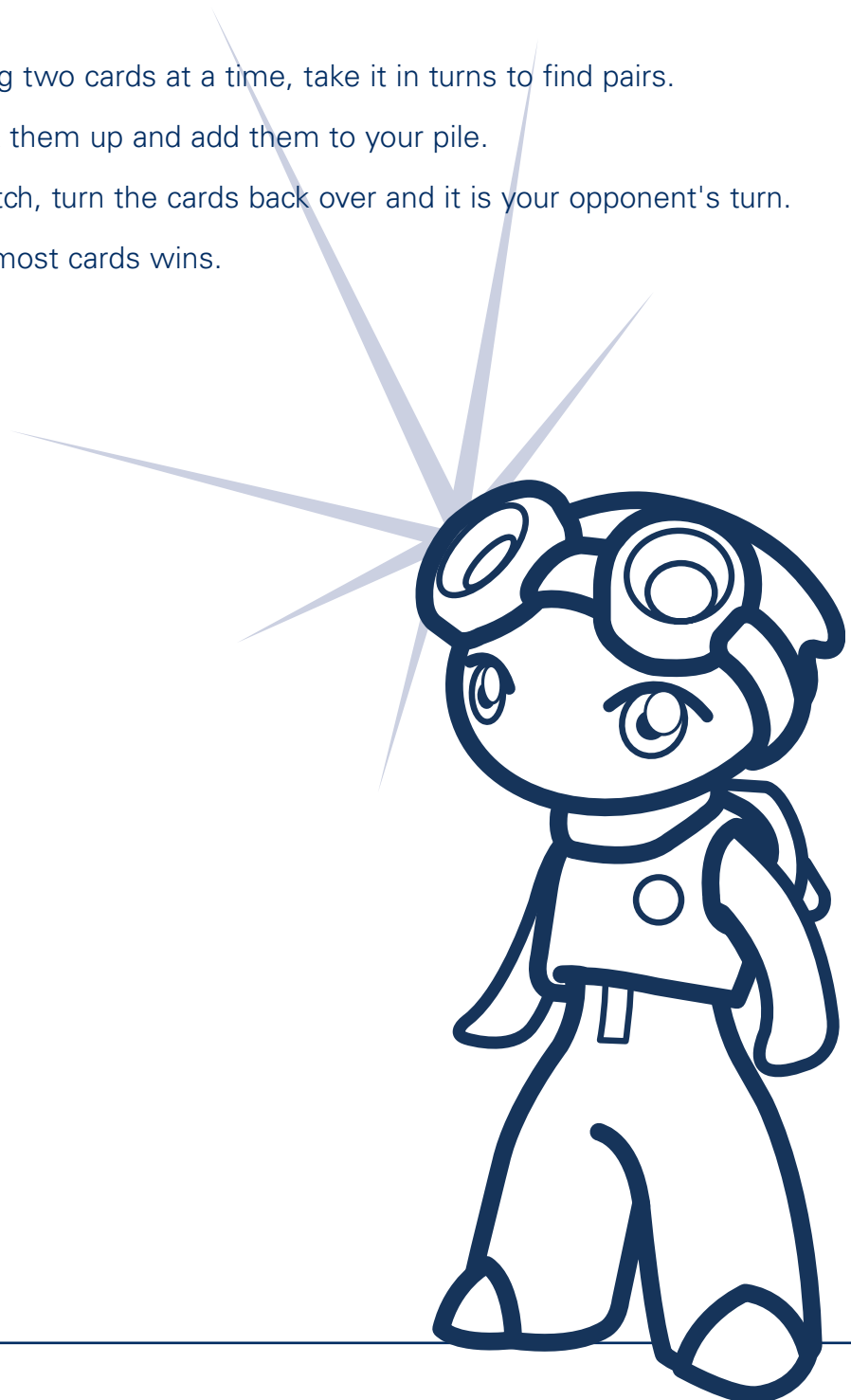
Process:

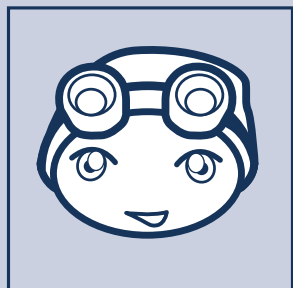
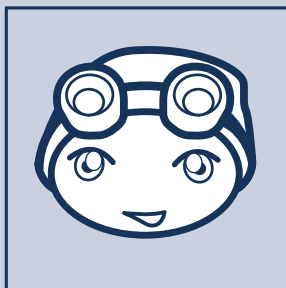
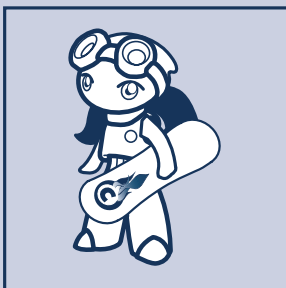
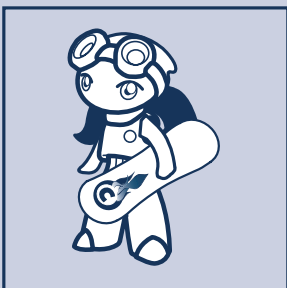
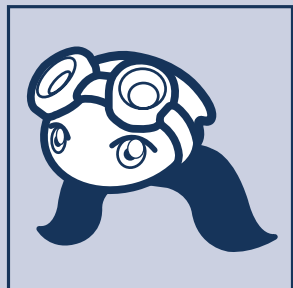
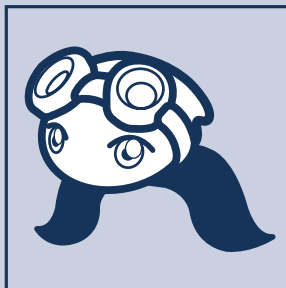
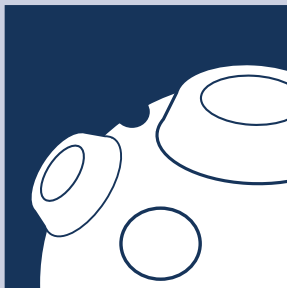
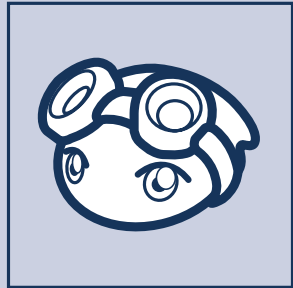
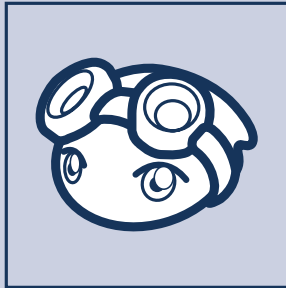
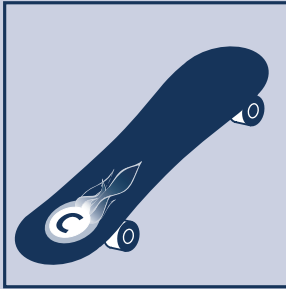
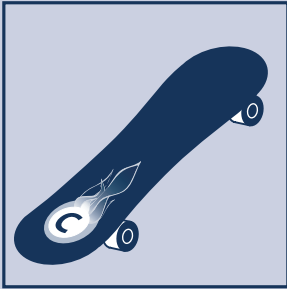
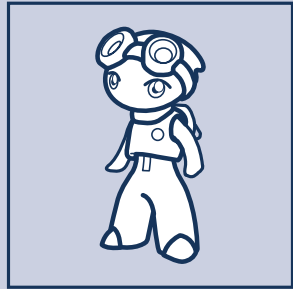
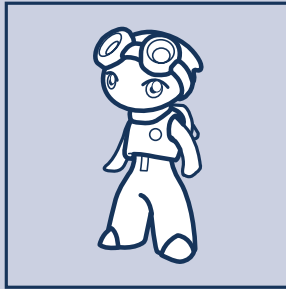
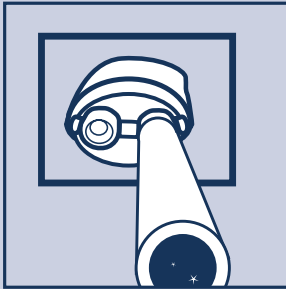
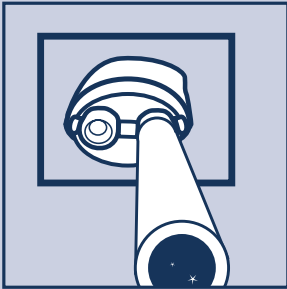
1. Get everyone out of their seats. Ask them to walk around. When you clap your hands they must stand absolutely still. When participants move they are 'out'. The person who remains motionless the longest wins.
2. Explain that the winner persevered the longest.
3. Using the grid for the Memory Game (on page 121), students make their own cards and play the game.
4. What qualities help you to play the memory game well? e.g. memory, concentration.
Does concentration help you to improve memory?
Does concentration help a person to persevere?
5. Each student could be asked to do a short biography of a famous person. They could present their famous person to the class, describing who is the famous person, why they are famous and the qualities or behaviours that have helped them to become famous.
6. Ask students to answer the Never Give Up! question sheet (on page 122).
7. As a class, discuss the different ways you can persevere and what would happen if you never persevered.

Memory Game

Directions

1. Paste the shapes in the grid (or make your own) onto cardboard.
2. Colour the shapes.
3. Cut into cards.
4. Turn cards over so you cannot see the shapes.
5. Mix them around so you do not know which card is which.
6. Place them in rows.
7. Two players, checking two cards at a time, take it in turns to find pairs.
8. If you find a pair pick them up and add them to your pile.
9. If you have a mismatch, turn the cards back over and it is your opponent's turn.
10. The player with the most cards wins.





Never Give Up!

To persevere is to keep trying, even when things get difficult.

Describe something you feel you have achieved:

List some of the difficulties you had to overcome to achieve this:

Habits of Resilience - Activity 7



Habit of Thoughtfulness

Purpose

To consider the habit of thoughtfulness.

Preparation

Thoughtfulness Quiz (next page).

Being Thoughtful Worksheet (on page 126).

Process:

1. Give students the Thoughtfulness Quiz (on page 124).
2. It is a simple quiz and most students will probably score highly.
3. Discuss whether most people know how to be thoughtful.
4. Discuss why sometimes people aren't thoughtful, even if they know it is wrong.
5. Talk about the things that encourage us to be thoughtful, e.g. laws.
6. Ask students to complete the Being Thoughtful Worksheet.
7. Put students' names into a hat. Then get each student to draw out a name and read it without telling anyone. Inform each student that during the next week they must try to do something thoughtful for the person they have chosen. (Rewards may be used as inducement.) At the end of the week, ask each student to try and guess:
Who was being thoughtful to them?
Why do they think that?

Thoughtfulness Quiz

Someone is lost, so you:

- a) ignore them
- b) ask them if they need help
- c) laugh with your friend
- d) none of the above.

Your mother is tired, so you:

- a) beg her for money
- b) complain about dinner
- c) offer to help with the washing up
- d) none of the above.

Most of the class is misbehaving so you:

- a) quietly do your work
- b) copy them
- c) jump out the window
- d) start doing the boogie.

Your friend is upset and says they don't want to talk about it, so you:

- a) respect their wishes but stay open to talking later
- b) tell them to go jump
- c) stop being their friend
- d) stir them up.

Your friend hasn't a bike, so you:

- a) ride off on them
- b) ask if they want a dink
- c) ask if they would like you to walk with them
- d) try and run them over

Your teacher has a heavy accent which is difficult to understand. so you:

- a) realise they are probably stupid and you should feel sorry for them
- b) refuse to listen until they learn to speak properly
- c) complain to the school principal
- d) explain your problem to them after class and listen more intently

Another student comes to your school for the first time, so you:

- a) ignore them
- b) let them sit by themselves
- c) don't talk to them
- d) smile and say hello

Another student annoys you, so you:

- a) hit them
- b) decide not to talk to them
- c) complain to the teacher
- d) ask them if they are deliberately annoying you

A team mate misses an important goal and you lose the game, so you:

- a) console them
- b) tell them they're out of the team
- c) scream at them
- d) tell everybody how hopeless they are

Being Thoughtful Worksheet

Being thoughtful means thinking about your behaviour and how it affects others.

Being thoughtful means thinking about why others behave as they do.

Being thoughtful means not making quick judgements about others.

Being thoughtful means talking to others and listening to others.

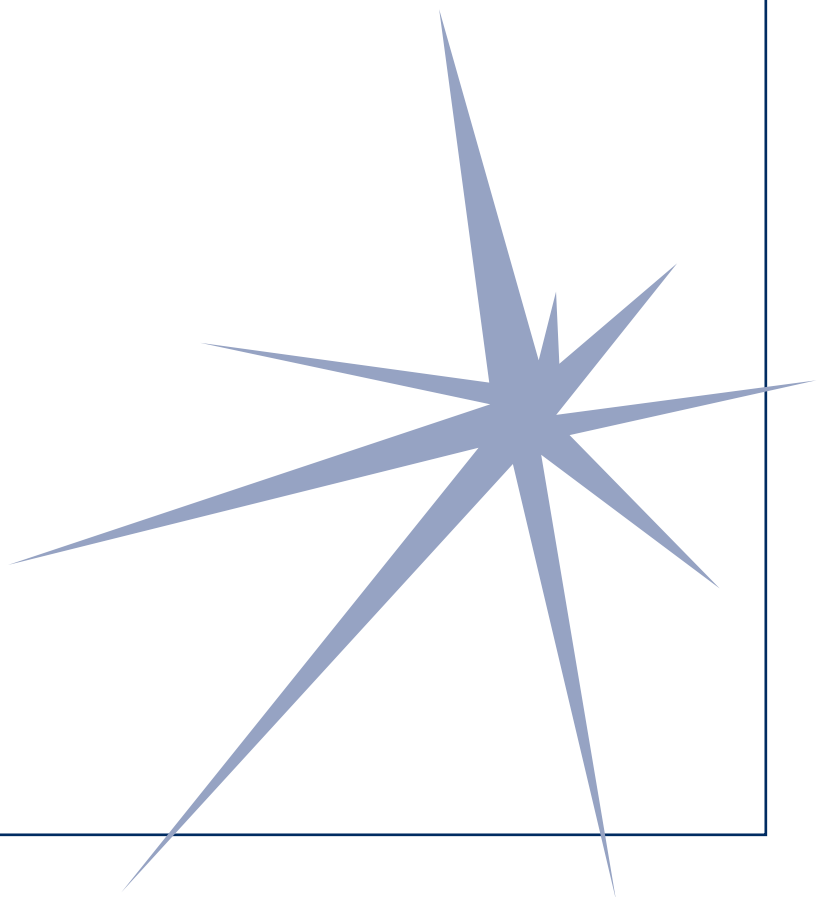
Being thoughtful requires tolerance.

Think of a rule that is designed to protect others.

At school:

At home:

On the roads:



Habits of Resilience - Activity 8



Habit of Courage

Purpose

To explore the habit of courage.

Preparation

Collect stories about courageous people.

Process:

1. Ask students to nominate courageous people and explain why they think these people are/were courageous.
2. Ask students to attempt the Sticking Up for What You Believe In Activity Sheet (on page 128).
3. As a class, match the clues with the people and talk about why they were courageous.
4. Which jobs require the most courage? Why?
5. How does a person become courageous?

Sticking Up for What You Believe In Activity Sheet

Sticking up for what you believe in is doing something that is difficult or frightening to do, but you believe it is the right thing, or needs to be done.

A courageous person is someone who is true to his or her principles or beliefs even when it is difficult.

People are not born courageous. They learn to be courageous.

Try and match the right person with the clue:

<i>Clue</i>	<i>Courageous Person</i>
Friend of African animals	_____
Burnt at the stake	_____
Gaoled for 27 years	_____
Carried wounded soldier	_____
Nursed wounded soldiers	_____
Went to court for Native Title	_____
Civil Rights leader	_____
Fought for the gods	_____
Vampire slayer	_____
Wrote a diary during World War 2	_____

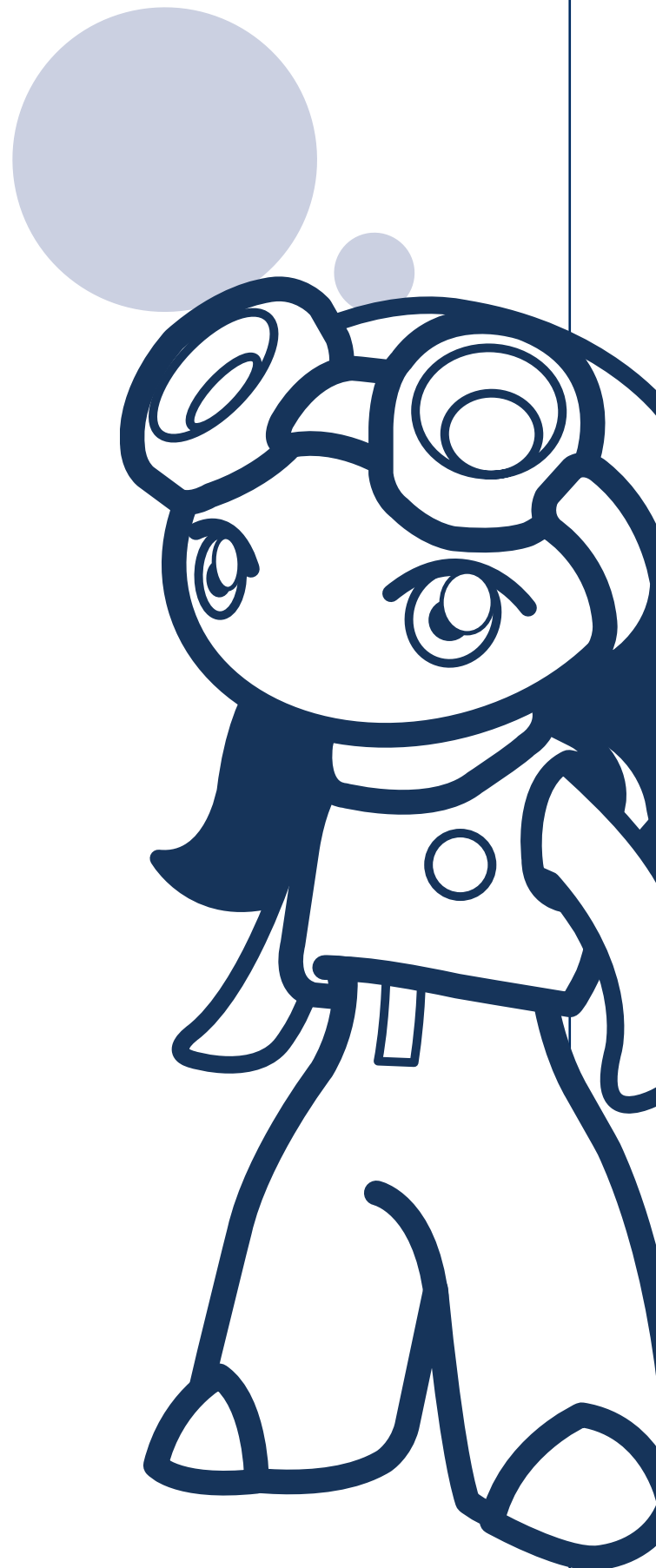
Nelson Mandela, Florence Nightingale, Martin Luther King, Hercules, Joan of Arc, Buffy, Tarzan, Anne Frank, Eddie Mabo, Simpson and his donkey

Do you have to be a hero to be courageous?

Think of the different people in our community and the jobs they do. Which professions require the most courage?

Some suggested organisations to send questionnaires to include:

Local Council
Fire Brigade
Senior Citizens Clubs
School
Kindergartens
Historical Society
Charitable Organisations
Environmental Groups
Sporting Clubs
Churches
Migrant Hostels
Opportunity Shops
Girl Guides and Boy Scouts
Lions and Rotary Clubs
Life Saving Clubs
Youth Groups.



Habits of Resilience - Activity 9



Habit of Citizenship

Purpose

To develop an understanding of citizenship.

Preparation

List of local community organisations and telephone books.

Enlarged map of the area.

Envelopes and stamps.

Process:

1. Talk about contributing, e.g. the chores students have at home and the responsibilities they have at school.
2. Distribute the names of community organisations to each pair of students.
3. Each pair should find the telephone number of their organisation.
4. Ring each organisation and get a name and address to send questionnaires to.
5. Send questionnaires.
6. Pin up a map and place pins for each organisation.
7. As questionnaires are returned, make a list of the number of volunteers in your community and the different jobs they do.
8. Think of something you could do as a class to help someone or something in the community. You might plant a tree, mow someone's lawn, bake a cake, raise money for a charity, or clean up the park or beach.

Volunteers Questionnaire

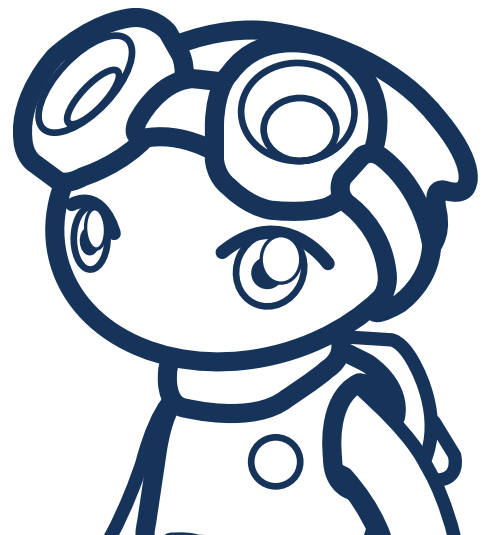
What is the purpose of your organisation?

Who are the people your organisation serves?

Do you have volunteers? Yes / No

How many volunteers does your organisation have?

What things do they do?



Habits of Resilience - Activity 10



Habit of Calmness

Purpose

To think about calmness.

Preparation

Scissors.

Glue.

Large sheets of cardboard.

Photocopy Calming Yourself Down Worksheet (on next page).

Process:

1. Discuss the things that upset people.
How do you feel when you're upset?
Does everybody get upset?
How do people show they are upset?
2. Draw or collect pictures showing expressions of people who are upset.
3. Explain what made them upset.
4. Ask how they might calm themselves down.
5. Using the Calming Yourself Down Worksheet, ask students to cut out the strategies, then divide students into two groups:
What helps to calm you down?
What doesn't help to calm you down?
6. Using the 'What helps to calm you down?' group, rate the methods from best to worst and paste them onto cardboard.
7. Pin them on the walls.

Calming Yourself Down Worksheet

When you get upset what do you do?

Go for a run

Kick the ground

Yell at someone

Stew over it

Meditate

Forget about it

Take deep breaths

Think about something
that makes you happy

Scream

Talk to someone

Eat

Get angrier and angrier

Watch television

Blame someone else

Talk to someone

Cry

Do something else

Try to take your mind off it

Blame yourself

Solve the problem

Habits of Resilience - Activity 11



Goal Setting Activities

*"There is no such thing as a favourable wind for a person who doesn't know where they are going".
Adapted from Seneca*

Purpose

To increase student's ability to set goals.

Preparation

Photocopy Goal Setting Form and Contract (pages 136 - 137).

Process:

Work through activities A, B, C, D and E in sequence or select individual activities.

Description of Activities

A. Expectations of Yourself

Ask students to close their eyes, take a deep breath and clear away their thoughts.

Now think of a person who 'doesn't think you are very good at things', and 'has very little confidence in you'.

What do you think this person would say about your abilities?

What might they say about how you will go at school?

Take another deep breath and with the breath clear away your detractors. Now think of someone who thinks 'you're pretty good', 'has confidence in you', and 'is generally positive about you'. What might this person say about your abilities?

Which person are you closer to?

B. Famous People Activity

In your Peer Involvement Teams make a list of famous people that you admire. Give reasons why you admire them. Choose one of these famous people and write down their achievements.

Discuss whether you think these achievements occurred by chance or if these people were clear about what they wanted to achieve before they were successful.

Other Questions

How did they start out? e.g. were they always famous, exceptional?

Write a letter to them asking about their goals.

What advice might they give you?

Coaching point: To achieve a goal you need to have one.

C. Future Gazing and Goal Setting

Imagine yourself in six years time. Something important is about to happen and you are with the people who are most important to you.

What would you like to happen?

Who would you like to be with?

How would you like to think of yourself?

How would you like other people to think of you?

D. Personal Emblem or Motto

Companies and organisations often have personal emblems, mission statements or mottos.

"Be prepared", "Just do it", "Please consider", "The burgers are better", "Finger licking good", "The quiet Australian". Think about a saying, motto or words that would express some of your values.

List your name and find a word to express each letter of your name.

Supportive

Active

Motivated

E. Postcard from Your Future

Imagine you could get a postcard from your future. Where would you want it to come from?

What would you be doing? Who would you be with?

Goal Setting Form

My major goal related to having fun for this year is:

School Work Goal	Habits I Must Develop	Implementation Plan

Goal Setting Contract

A Letter to Myself

In six years time I want to:

My major goal at school for this year is:

My major goal related to my family for this year is:

My major goal related to my friends for this year is:

My major goal related to having fun this year:

