

# RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

# RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS

## Teaching for Social and Emotional Learning and Respectful Relationships

### ACKNOWLEDGEMENTS

These materials were developed by a team from the Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne. The authors of this resource are:

#### Primary Materials

Associate Professor Helen Cahill, Catherine Meakin, Dr. Kylie Smith, Sally Beadle, Anne Farrelly, Leanne Higham, and Dr. Jessica Crofts.

#### Secondary Materials

Associate Professor Helen Cahill, Sally Beadle, Leanne Higham, Catherine Meakin, Anne Farrelly, Dr. Jessica Crofts and Dr. Kylie Smith.

### Published by Department of Education and Training

Melbourne, April 2018

© State of Victoria (Department of Education and Training) 2021



Resilience, Rights & Respectful Relationships is provided under Creative Commons Attribution Non-Commercial 4.0 International Licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), indicate if changes were made and comply with the other licence terms, see: [Creative Commons Attribution Non-commercial 4.0 International](https://creativecommons.org/licenses/by-nc/4.0/)

The licence does not apply to:

- any image, photographs, trademarks or branding, including the Victorian Government logo and the DET logo; and
- content supplied by third parties.

Authorised by the Department of Education and Training 2  
Treasury Place, East Melbourne, Victoria, 3002

Copyright queries may be directed to  
[copyright@education.vic.gov.au](mailto:copyright@education.vic.gov.au)

#### Accessibility

If you would like to receive this publication in an accessible format, such as audio, please telephone 1800 809 834, or email [edline@vic.gov.au](mailto:edline@vic.gov.au).

# Contents

<b>Optional introductory activities</b>	<b>4</b>	<b>Topic 6: Help-seeking</b>	<b>58</b>
Activity 1: Getting to know you .....	4	Activity 1: Awareness raising through statistics .....	58
Activity 2: Making the rules .....	5	Activity 2: Should I ask for help? .....	62
Activity 3: Statistics game on mental health issues .....	6	Activity 3: Conducting the help-seeking conversation .....	65
<b>Topic 1: Emotional literacy</b>	<b>10</b>	Activity 4: Research sources of supports .....	67
Activity 1: Understanding complex emotions .....	10	Further resources .....	68
Activity 2: Thinking from different perspectives .....	14	Optional game .....	69
Further resources .....	17	<b>SEL and positive gender relationships</b>	<b>70</b>
Optional game .....	18	<b>Mapping against the Victorian Curriculum by topic</b>	<b>72</b>
<b>Topic 2: Personal strengths</b>	<b>20</b>	<b>Mapping against the Victorian Curriculum by activity</b>	<b>78</b>
Activity 1: Valuing character strengths .....	20	<b>Glossary</b>	<b>96</b>
Activity 2: Using strengths in ethical dilemmas .....	23	<b>References</b>	<b>100</b>
Further resources .....	26		
Optional game .....	26		
<b>Topic 3: Positive coping</b>	<b>28</b>		
Activity 1: Understanding the impact of negative self-talk .....	28		
Activity 2: Applying techniques for positive self-talk .....	32		
Further resources .....	34		
Optional game .....	34		
<b>Topic 4: Problem solving</b>	<b>36</b>		
Activity 1: Using a logical model for problem solving .....	36		
Activity 2: Making an assertive 'I' statement .....	42		
Further resources .....	43		
Optional game .....	44		
<b>Topic 5: Stress management</b>	<b>46</b>		
Activity 1: Understanding stress .....	46		
Activity 2: Self-reflection on coping .....	48		
Activity 3: Positive coping .....	50		
Activity 4: Relaxation for self-calming .....	54		
Further resources .....	55		
Optional game .....	56		



# Optional introductory activities

## AIMS

### Activities will assist students to:

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

## EVIDENCE BASE

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

## COACHING POINT

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

## 1 Getting to know you

TIME: 20+ MINUTES

### Learning intention

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

### Equipment

- Room to move

### Method

#### PART 1 – A NAME GAME

Explain that this **Name** game will help people to learn each other's names in a playful way. Go around the circle and ask everyone to say their name.

On second rotation ask the person to say their name and add an adjective that starts with the same letter e.g. Happy Hamima, Lovely Lichu. As each person says their name (e.g. Happy Hamima) the rest of the group echoes in one voice (HAPPY HAMIMA!).

#### PART 2 – MIXING THE GROUP

- 1 Explain that this **Fruit salad** game will help people to mix and sit with different people. It is important to be able to mix with everyone in the group. Everyone is important and valued regardless of differences between people.

Seat students on chairs arranged in a circle. Name each person as apple, orange or banana. Ask them to remember their category. Point out that they all belong to the category 'fruit'.

Stand in the centre of the circle without a chair. When you call out the name of one of the fruits, all players of that category must move to a different chair. (For example on the call of 'banana', all bananas must leave their chairs and find a different chair.) At this time the teacher will rush to a chair and the last person left without a chair will make the next call in the game. The next person will then make a new call.

If the category of 'fruit' is called, all players must find a new chair.

- 2 Play a few rounds of the game. By this time students will be seated in a mixed arrangement. Stop the game and point out that we all share the category 'people' just as the apple, orange and banana share the category 'fruit'. In the class activities, all people are included and respected regardless of any differences between them.

### PART 3 – GETTING TO KNOW EACH OTHER

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

#### COACHING POINT

To refresh students on names in future lessons, play **Name wave** game. Ask students to stand in a circle and take it in turns to rise from their chair and call out their name while also lifting their hands into the air. The movement should travel around the circle like a wave. Repeat and change directions if you want to be playful. Remind students that speaking up and speaking out is part of working collaboratively. It encourages them to be courageous in their contributions and take on assisting others to take a turn at sharing and reporting on behalf of a group.

## 2 Making the rules

TIME: 10-15+ MINUTES

### Learning intention

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

### Method

- 1 Ask students to imagine there are no rules in the classroom and everybody can do whatever they want whenever they want. Some suggestions are:
  - People might talk at the same time
  - People might hurt each other, physically or mentally
  - Things might get stolen.
- 2 Ask students to imagine what rules are needed in the classroom to stop these situations from arising. Ask:
  - *What rules do we need to make sure people are safe in school?*
  - *What rules do we need to make sure people are happy in school?*
  - *What rules do we need to make sure people are hard working in school?*
- 3 Make a list of their suggestions. Use simple language, keep the list brief, and where possible, make the rules positive rather than negative. (See example chart.)

Examples of positive rules	Examples of negative rules
Arrive on time	Do not be late
Put your hand up to talk	Do not call out
Be friendly	Do not bully
Respect your teacher	Do not be rude
Respect other students	Do not be mean or violent
Bring your books and pens	Do not forget your materials
Encourage others to join in	Do not exclude others Don't distract others

- 4 Remind students that we need to keep these rules to protect everyone's right to learn, and their right to feel safe and respected. The three most important rules are:
  - Be friendly
  - Show respect
  - Work hard.

Explain to the group that when working together to build relationships and talk about sensitive issues, it is important to:

- **Encourage others to join in.** Check to see everyone has a partner and encourage others to join in and to talk.
- **Respect differences of opinion.** Agree to disagree and check that you understand other people's views.
- **Participate with all group members.** Work with all other group members and join in the activities.
- **Keep the trust of others.** Protect people's privacy by not using names when giving stories and when passing on the stories that others share in the group. Do not reveal names or details of the persons involved.

# 3 Statistics game on mental health issues

**TIME: 10–15+ MINUTES**

## Learning intention

- Students examine the mental health status of children and young people in Australia
- Students heighten their awareness of the need to develop skills and strategies to enhance their own and others' resilience and mental and social health

## Equipment

- Room to move
- Set of **Swap stats** cards handout (You may wish to make a selection or use the whole set)

## Method

- 1 Give each student one **Swap stats** card. (They should keep the information to themselves.)

Explain to the class that they will stand and find a partner. One partner goes first to ask the question on their **Swap stats** card. Their partner tries to guess and is then given the answer. The second person asks their question, hears the guess, and gives the answer. They can briefly talk about what they discovered. How close was their guess? Was either statistic surprising?

They then swap the card and find a new partner. Repeat this process so that everybody has had four or five turns to swap stats and ask and answer questions.

- 2 Ask the class to sit back down in their seats. Ask some questions about the statistics: *Who found out something that was surprising?* Mention two or three statistics you found interesting or important for this age group. Collect some responses.
- 3 Explain that social and emotional distress is a very real part of life, and for many young people, their levels of stress and distress increase as they enter their late teens and early twenties. Therefore it is important to develop the social and emotional skills needed to cope with distress, and the skills needed to support friends as they go through tough times.

The activities in this unit of work are designed to help us understand ourselves and each other better and to enhance our resilience and coping skills.

### COACHING POINT

If you have time, check whether new (more recent) statistics are available and update the statistics cards provided. Useful sources of data include Mission Australia's Annual Youth Survey and the Kids Helpline statistics reports.

Mission Australia:

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

Kids Helpline:

<https://kidshelpline.com.au/grownups/news-research/research-reports/>

What proportion of 15–19 year olds are extremely concerned or very concerned about coping with stress?

**38%**

Source: Cave et al. 2015

What proportion of 15–19 year olds are extremely concerned or very concerned about school or study problems?

**34%**

Source: Cave et al. 2015

What proportion of young people aged 12–14 years has experienced bullying in the previous 12 months?

**38%** Over one third of young people. (40% of females and 37% of males).

For 19%, almost one in five of these, bullying was either a weekly or daily.

Source: Australian Institute of Health and Welfare 2011

How much more likely are victims of bullying to suffer depression than people who are not bullied?

**Four times more likely.**

Those who are both bullies and victims are six times more likely to suffer from depression; and over six times more likely to suffer from anxiety

Source: Dake 2003; Egger 2006

What is the leading cause of death for adolescents aged 15–19 years?

**Road injury, followed by suicide.**

Source: Institute for Health Metrics and Evaluation 2010

What proportion of young people 16–24 have at least one mental health problem?

**26%**

(Just over one in four young people.)

Source: Australian Institute of Health and Welfare 2011

What proportion of young people aged 16–24 years had high or very high levels of psychological distress?

**9%**

Females were twice as likely as males to report high or very high levels of psychological distress (13% and 6% respectively).

Source: Australian Institute of Health and Welfare 2011

What proportion of young Aboriginal and Torres Strait Islander people aged 16–24 years have high or very high levels of psychological distress?

**31%**

Prevalence of mental health problems is higher in Aboriginal and Torres Strait Islander young people than in the general population of young people (9%).

Source: Australian Institute of Health and Welfare 2011

<p>What proportion of young people aged 12–24 years drink at ‘risky’ or ‘high-risk’ levels over short term periods?</p> <p><b>30%</b></p> <p>Source: Australian Institute of Health and Welfare 2011</p>	<p>What proportion of 18–25 year olds experience a mental health problem?</p> <p><b>27%</b></p> <p>Source: Slade 2009</p>
<p>What proportion of young people in Year 12 report having had sexual intercourse?</p> <p><b>50%</b></p> <p>Source: Australian Institute of Health and Welfare 2011</p>	<p>What proportion of parents of young people report having a mental health problem?</p> <p><b>19%</b></p> <p>Source: Australian Institute of Health and Welfare 2011</p>
<p>What proportion of Year 4 to Year 9 students experienced cyber-bullying in the past term?</p> <p><b>7–10%</b> report they were bullied via technology.</p> <p>Source: Cross 2009</p>	<p>What proportion of young people 16–24 have at least one mental health problem?</p> <p><b>26%</b></p> <p>(Just over one in four young people.)</p> <p>Source: Australian Institute of Health and Welfare 2011</p>
<p>What proportion of Year 4 to 9 students report being bullied at least once every few weeks during their last term at school?</p> <p><b>27%</b></p> <p>Close to one in four.</p> <p>Source: Cross 2009</p>	<p>What are the top three issues of concern for young people aged 15–19 years?</p> <p>Nationally, the top three issues are:</p> <ol style="list-style-type: none"> <li><b>1. Coping with stress</b></li> <li><b>2. School and study problems</b></li> <li><b>3. Body image</b></li> </ol> <p>Source: Cave et al. 2015</p>
<p>What percentage of Year 8 students believe no one knows them well?</p> <p><b>40%</b></p> <p>Source: Glover 1998</p>	<p>What percentage of Year 8 students believe they have no one to talk to in bad times?</p> <p><b>25%</b></p> <p>Source: Glover 1998</p>

What were the top five issues raised by young people aged 13–18 who called Kids Helpline in 2014?

- 1. Mental health concerns**
- 2. Family relationship issues**
- 3. Emotional wellbeing**
- 4. Suicide related concerns**
- 5. Family/peer relationships**

Source: BoysTown 2015

What were the top five issues raised by young males aged 5–25 who called Kids Helpline in 2014?

- 1. Mental health concerns**
- 2. Family relationships issues**
- 3. Emotional wellbeing**
- 4. Dating and partner relationships**
- 5. Suicide related concerns**

Source: BoysTown 2015

What were the top five concerns raised by young females aged 5–25 who called Kids Helpline in 2014?

- 1. Mental health concerns**
- 2. Family relationships issues**
- 3. Emotional wellbeing**
- 4. Suicide related concerns**
- 5. Romantic/peer relationships**

Source: BoysTown 2015

What proportion of 15–19 year olds are extremely concerned or very concerned about their body image?

**37% of females**  
**13% of males**

Concern about body image is considerably higher among females.

Source: Cave et al. 2015

Who is a student most likely to tell if he or she is being bullied – a teacher, a student or a parent?

**A parent**

Source: Cahill 2004

# 1 Emotional literacy

## AIMS

### Activities will assist students to:

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

## EVIDENCE BASE

Research shows that students who participate in rigorously designed and well taught social and emotional learning programs demonstrate more positive social behaviour, are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes.<sup>11–15</sup> Collaborative learning activities help students to build their social skills.<sup>16</sup> Building a large vocabulary for emotions helps to increase emotional literacy, build self-awareness and empathy for others.

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts
- Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges
- Students analyse the effects of actions that repress human rights and limit the expression of diverse views.
- Students generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts

### Health and Physical Education

- Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.
- Students evaluate the outcomes of emotional responses to different situations
- Students identify and analyse factors that contribute to respectful relationships
- Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 71–73.

## COACHING POINT

As you deliver the activities, we recommend you write the learning intentions on the board in student friendly language so that students are aware of the focus of the activity. This will help you and the students to intentionally practise these skills during the activity and allow you to review the learning intentions (as prompted in the method) at the conclusion of the activity.

# 1 Understanding complex emotions

**TIME: 25+ MINUTES**

## Learning intention

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

## Equipment

- *Emotions quiz* handout
- *Emotions checklist* handout

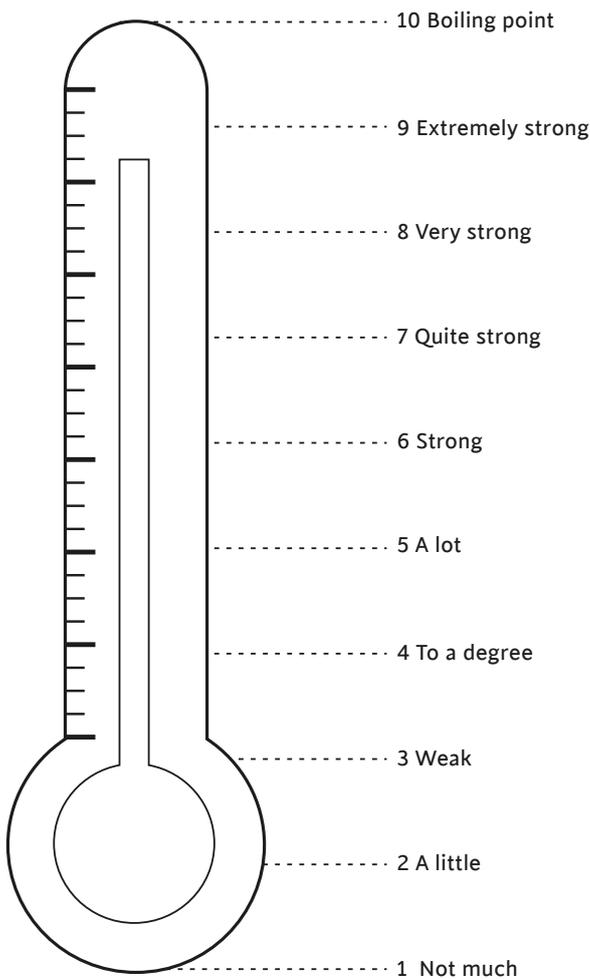
## Method

- 1 Explain that the focus of the next activities will be on looking at the emotional reactions that we have to life situations. We will look at the techniques we use to understand and manage our own emotional reactions, and those of others. Understanding and managing our emotions is a lifelong process, and we can expect to develop better skills for this. A two-year-old has tantrums when they get can't get what they want. But as we age, we have to find other ways to manage our frustration, anger or upset.

The first activity is a quick quiz in which you note your most likely emotional reactions to a list of situations. However, because we know that the emotional life of a teenager is more complex than sad, glad and mad, the aim is to note in the quiz where you might have a number of different emotions at the same time in response to a situation. You will have a table of different situations and an **Emotions checklist** to help you think of a wide range of words for different emotions.

- 2 Distribute the **Emotions quiz** handout and the **Emotions checklist** handout. Complete one as an example for the class. For each situation in the quiz:
  - Name the emotions (refer to the Emotions Checklist) that you could have as a reaction
  - Note which of the emotions would be 'positive' (feel good), 'negative' (feel bad) or are a mixture
  - Give a score out of 10, where 10 is very intense and one is a mild experience of that emotion.

#### EXAMPLE EMOTIONS THERMOMETER



- 3 Once students have filled in the quiz, do a quick check of the number of emotions found for each situation. Ask:
  - Were any used more often than others?
  - How do they account for this?
  - What did they find made the intensity of some of these emotions increase or decrease?
- 4 In the follow-up discussion, emphasise that some of the key concepts in understanding our emotional landscape include understanding **complexity** (or the presence of more than one emotion at once), and understanding **intensity** (or the variable strengths with which we may feel the emotion). When we experience emotions of high intensity, which are also 'negative' or uncomfortable in nature, we may face particular challenges in managing our own behaviour or expression of these emotions.

#### Review

Invite students to review the learning intentions by asking them to reflect on what they learned in the activity. Ask them to comment on why it is important to be able to recognise emotions in ourselves and others.

## EMOTIONS CHECKLIST

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

## EMOTIONS CHECKLIST

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

## EMOTIONS CHECKLIST

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

## EMOTIONS CHECKLIST

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

# EMOTIONS QUIZ

List as many emotions as you can for each situation. Is the emotion positive (P), negative (N) or mixed (M)? How intense is the emotion? Give it a score out of 10, (where 10 is the most intense emotion).

You've been selected to fill the part-time job you applied for.

Emotion	N/P/M	?/10

Someone you think is gorgeous has asked you out.

Emotion	N/P/M	?/10

Your family gets a new dog.

Emotion	N/P/M	?/10

You are home alone at night.

Emotion	N/P/M	?/10

Your girlfriend or boyfriend drops you via text message.

Emotion	N/P/M	?/10

Your parent/caregiver wants you to go to a family event.

Emotion	N/P/M	?/10

Your teacher says, 'Your work is incomplete and you haven't answered the question. Please do it again.'

Emotion	N/P/M	?/10

Your boss at your part-time job says, 'You really stuffed that up.'

Emotion	N/P/M	?/10

A family member is very ill.

Emotion	N/P/M	?/10

You have an argument with your best friend.

Emotion	N/P/M	?/10

You receive an unpleasant, anonymous text message.

Emotion	N/P/M	?/10

A friend thanks you for supporting him through a tough time.

Emotion	N/P/M	?/10

## 2 Thinking from different perspectives

TIME: 25+ MINUTES

### Learning intention

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

### Equipment

- *Compromise task sheet* handout
- *Perspective scenarios*

### Method

- 1 Explain that part of being able to manage relationships well, involves using our skills of empathy, or being able to imagine, consider or read other people's emotions. Often this entails being able to see a situation from different perspectives. When we get into situations of conflict or disagreement, this can involve strong emotional reactions. Often the various people involved have different wants or needs, and being empathetic and able to negotiate and resolve conflict requires us to be able to understand and communicate these different wants. The next activity will use a model designed to help think through both different emotions and different wants.
- 2 Arrange students into small groups of three or four. Draw the model presented on the *Compromise task sheet* on the board. Demonstrate how to do the activity using a sample scenario and asking students to help build the answers.

Inside the boxes for each person, write:

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

Inside the compromise box, write:

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

Inside the advice box, write:

- What advice would you give to the people in this situation?

### COACHING POINT

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

**Name lotto.** Cut up a copy of the class roll and mix the names together in a box or 'hat'. Then draw out three or four names at a time to create random groups.

**Count off.** Count students off (depending on the number in your class) so they end up with groups of three or four students (i.e. with 24 in the class you would count students off from one to six, and then start again. When you finish, ask all the 'number ones' to form a group, and so on).

- 3 Allocate students to groups and give each group a *Perspectives scenario* and the *Compromise task sheet* to complete the task. Faster groups can complete more than one scenario.

- 4 Ask groups to report back on their analysis of the needs and emotions, the brainstorm of options, and the group's advice. Gather feedback from the class.

Talk about the effect our advice can have on our friends. We each have the power to accelerate upset, or to help people calm down and think through options before reacting. Asking questions can be a good way to do this. Helpful peer support questions include:

- *How do you feel about this?*
- *What do you think is going on for the other person?*
- *What are your needs and wants?*
- *What do you think the other person's needs or wants are?*
- *What could a possible compromise look like?*
- *How suitable would that seem to you?*

### Review

Invite students to review the learning intentions. Ask if anyone can summarise what 'empathy' is for the class. Ask students to comment on why empathy is an important skill.

# COMPROMISE TASK SHEET

<b>PERSON 1:</b>	<b>PERSON 2:</b>	<b>PERSON 3:</b>
NEEDS/WANTS	NEEDS/WANTS	NEEDS/WANTS
EMOTIONS	EMOTIONS	EMOTIONS
BODY LANGUAGE	BODY LANGUAGE	BODY LANGUAGE
WORDS	WORDS	WORDS
<b>POSSIBLE COMPROMISES</b>		
<b>ADVICE</b>		

**SCENARIO 1: PARTY PICKUP**

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

**SCENARIO 2: PRIVACY PROBLEMS**

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

**SCENARIO 3: UNWANTED GUEST**

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

**SCENARIO 4: BREAKING UP?**

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

**SCENARIO 5: PARTY PROBLEMS**

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

**SCENARIO 6: MONEY PRIORITIES**

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

**SCENARIO 7: CHORES**

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

**SCENARIO 8: PRIVACY PROBLEMS**

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

**SCENARIO 9: STOLEN SKATEBOARD**

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

## Topic 1 Further resources

### Reflecting on everyday practice

- How do you model emotional literacy to your students?

### Extension activities

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

### Talking further

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

## Optional game – Who is leading

Use this game as a playful approach to the start or end of a lesson. When effectively and purposefully facilitated, games can be used to enhance social connectedness and teach pro-social and emotional skills that are generalisable to real life situations.<sup>17</sup> Use this game as a playful approach to start or end this lesson.

### Method

Use this game to continue to build a sense of belonging to the group.

- 1 Ask students to stand in a circle. Ask one student to leave the room. He/she is the detective.

Appoint one student to lead the movements.

This person will begin slow movements (such as waving or tapping) which all other students must mirror.

The aim is to disguise the person who is leading the motion, as it will appear that all players are moving as one. However, the leader must slowly change the movements so that the one pattern of movement is not repeated for too long.

- 2 Call the detective in. S/he must try to spot the person who is leading the motion. S/he has only one minute to make a guess. If s/he is correct, s/he will appoint the next detective, and the game will be repeated with a new leader and new detective. If s/he is incorrect, s/he must leave the room again this time with an assistant detective. While they are gone, a new leader is appointed and the game repeats.
- 3 Ask students:
  - *How is this game like things that happen in life?*
  - *What messages can you see in the game that are relevant in life?*
  - *How do we know who to follow in life?*



# 2 Personal strengths

## AIMS

### Activities will assist students to:

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

## EVIDENCE BASE

Positive psychology emphasises the importance on identifying and using individual strengths. Research shows that wellbeing, positive behaviour and academic achievement are more likely when students are aware of their character strengths and have opportunities to demonstrate and develop them at school.<sup>18, 19</sup>

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts
- Students demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks
- Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges
- Students analyse factors that influence different types of relationships
- Students generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts

### Health and Physical Education

- Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
- Students evaluate the outcomes of emotional responses to different situations
- Students identify and analyse factors that contribute to respectful relationships
- Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 74–76.

## 1 Valuing character strengths

TIME: 30+ MINUTES

### Learning Intention

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

### Equipment

- Room to move (for optional extension only)
- **24 Character strengths** cards (copy and cut up)

### Method

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

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

### OPTIONAL ROLE PLAY VERSION OF THE STRENGTHS RANKING ACTIVITY

If you use this version of the activity, you could cut out the 24 Character strengths cards and stick them onto chopsticks to make wands.

- 1 Put students in pairs. Give each pair one of the 24 Character strengths cards. Explain that each pair will represent the magician who can bestow this strength on the Teenager of Today. However, while each of these strengths can be argued for, only seven will be chosen by the Parent Panel. Give each pair a chance to prepare an argument convincing the Parent Panel that this strength is vital and hence must be chosen for the Teenager of Today.
- 2 Organise one speaker to represent each pair. Those who are not speaking can join the decision-making Parent Panel. In turn, each speaker (magician) presents their argument, 'selling' the contribution their strength can make to others by arguing why it is the most important strength of all for a teenager growing up in today's world. (For example, the magician with the strength generosity might argue that their strength is the most important because people who are generous give to others and are selfless and kind etc.) When they have finished, the Strengths Cards can be left in a line on the floor.
- 3 Ask the members of the Parent Panel to look along the line of strengths and stand behind the strength that they believe is the most important. Eliminate the strengths that have the fewest votes. Continue until only seven are left. Ask members of the Parent Panel to justify their preferences. Highlight the importance of each of these qualities in our everyday lives, and the contribution we make to others when we model these strengths.

### COACHING POINT

The strengths used in this activity are based on a variation of the Seligman 24 Character Strengths. To check for their own strengths, students can log onto the *Authentic Happiness* website and do a strengths test which will help them identify what their top five strengths are. Explain that this website has been set up by a well known American psychologist and researcher called Martin Seligman.

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

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

### Review

To conclude, invite students to review the learning intentions. Ask them to summarise some of the key messages from the activity. Ask how the activity helped them to compare and evaluate the relative value of different character strengths.

## 24 CHARACTER STRENGTHS

<p><b>Appreciation of beauty and excellence</b> Ability to find, recognise and take pleasure in the existence of goodness</p>	<p><b>Humour</b> Sees the light side of life and helps people to laugh</p>	<p><b>Fairness</b> Treats people fairly and advocates for their rights</p>
<p><b>Persistence/Determination</b> Focuses on goals and works hard to achieve them</p>	<p><b>Honesty/Integrity</b> Speaks truthfully</p>	<p><b>Bravery/Courage</b> Does not hide from challenging or scary situations</p>
<p><b>Citizenship/Loyalty</b> Stays true to family and friends through difficult times</p>	<p><b>Wisdom/Perspective</b> Can see things from different angles</p>	<p><b>Social intelligence</b> Aware of the needs of others</p>
<p><b>Hope/Optimism</b> Expecting a good future</p>	<p><b>Generosity/Kindness</b> Gives freely of their time and possessions</p>	<p><b>Enthusiasm/Vitality</b> Has lots of energy and excitement for life</p>
<p><b>Self-control</b> Controls desires and sticks to decisions</p>	<p><b>Creativity</b> Thinks of many different ways to solve challenges</p>	<p><b>Love of learning</b> Likes to learn new things</p>
<p><b>Forgiveness</b> Can move on and not hold a grudge, giving others a second chance</p>	<p><b>Love/Caring</b> Likes to help others</p>	<p><b>Leadership</b> Helps the group meet their goals</p>
<p><b>Humility/Modesty</b> Not seeing themselves as more special than others</p>	<p><b>Prudence/Being careful</b> Thinks through the best way to do things</p>	<p><b>Spirituality</b> Believes in a higher meaning or purpose</p>
<p><b>Gratitude</b> Is thankful for what they have</p>	<p><b>Curiosity</b> Keen to explore and discover the world</p>	<p><b>Open mindedness</b> Is not biased or judgemental</p>

## 2

# Using strengths in ethical dilemmas

TIME: 20+ MINUTES

### Learning intention

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

### Equipment

- *Dilemma scenarios* handout
- *Thinking through the dilemma* handout

### Method

- 1 Explain that one particular time when we need to draw on our character strengths, and our decision-making skills, is when we face a moral or an ethical dilemma. To do this well we have to also apply our logic, our values, and awareness of our own and others' emotions.

Write the term **moral dilemma** on the board. Ask students if they know what this term means. Add a definition if it does not come from the class.

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

- 2 Distribute the *Dilemma scenarios* and *Thinking through the dilemma* handouts. Explain that each pair or small group will choose one of the scenarios and work to map the dilemma and develop a piece of advice. As part of the mapping they will identify the positives and negatives of each choice, and then propose a piece of advice. To complete, they will identify which strengths they think that someone would need to call on to carry out the advice. Do the following example with the class to demonstrate before setting students the task.

### BABY SITTING DILEMMA

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

Work through the handout.

- What are the options? (Come up with two.)
  - Point students to the six useful questions when thinking about what is ethical:
    - Is it safe? Could anyone come to harm?
    - Is it legal?
    - Is it fair?
    - How will it affect others?
    - How will I feel about it afterwards?
    - Is it right for me?
  - What are the positives and negatives of each option?
  - What advice would you give?
  - What strengths would be needed to carry out the advice?
- 3 Once students have completed their task, ask for some of the groups to report back.

### Review

To conclude the activity, invite students to review the learning intentions. Ask students to consider how they might use the strategies employed in this activity in the future.

# THINKING THROUGH THE DILEMMA

<b>OPTION A</b>		<b>OPTION B</b>	
<b>USEFUL QUESTIONS TO DISCUSS:</b>  IS IT SAFE?  COULD ANYONE COME TO HARM?  IS IT LEGAL?  IS IT FAIR?  HOW WILL IT AFFECT OTHERS?  HOW WILL I FEEL ABOUT IT AFTERWARDS?  IS IT RIGHT FOR ME?		<b>USEFUL QUESTIONS TO DISCUSS:</b>  IS IT SAFE?  COULD ANYONE COME TO HARM?  IS IT LEGAL?  IS IT FAIR?  HOW WILL IT AFFECT OTHERS?  HOW WILL I FEEL ABOUT IT AFTERWARDS?  IS IT RIGHT FOR ME?	
<b>POSITIVES</b>	<b>NEGATIVES</b>	<b>POSITIVES</b>	<b>NEGATIVES</b>
<b>ADVICE</b>			
<b>STRENGTHS NEEDED TO CARRY OUT THIS ADVICE</b>		Strengths*: creativity, curiosity, open-mindedness, perspective, love of learning, prudence (carefulness), bravery, persistence, integrity, kindness, social intelligence, social responsibility, fairness, leadership, forgiveness, humility, self-control, appreciation of beauty, gratitude, optimism, humour, spirituality, vitality (energy), love.	

\*Based on the book *Character Strengths and Virtues: A Handbook and Classification* written by Christopher Peterson and Martin Seligman; Published by Oxford University Press and the American Psychological Association (Copyright 2004 by Values in Action Institute).

## DILEMMA SCENARIOS

### DOUBLE BOOKED

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

---

### WORRIED

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

---

### TIMING

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

## Topic 2 Further resources

### Reflecting on everyday practice

- What are the most important strengths for a teacher?
- What strengths can you identify in your students?
- How do you help students to recognise their own strengths in class?

### Extension activities

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

### Talking further

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

## Optional game – Anyone who...

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

### Learning intention

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

### Equipment – a circle of chairs

- 1 Seat students on chairs arranged in a circle (remove any spare chairs).
  - The teacher stands in the centre of the circle. S/he does not have a chair. She calls out, 'Anyone who...' and adds some information. (For example, 'Anyone who likes ice cream.')When s/he calls the category, all players of that category must move to a different chair. All those who like ice cream must leave their chairs and find a different chair. At this time the teacher will rush to a chair and the last person left without a chair will make the next call in the game.

- The next person will then make a new call (for example, she or he might say, 'Anyone who came here on a bicycle.'). Then all those who came on a bicycle must swap to new seats.
- Play a few rounds of the game. By this time, students will be seated in a mixed arrangement and some differences and similarities will have been noted.

- 2 Ask students what key messages they see in this game that might be relevant to the lesson focus on personal strengths and dealing with differences in opinion.

### Key messages

- There are many differences between people in the group.
- Diversity is a strength.
- Different people bring different ideas and strengths.
- We need to respect those who are different as well as those who are similar to us.



# 3 Positive coping

## AIMS

### Activities will assist students to:

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

## EVIDENCE BASE

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

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts
- Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges

### Health and Physical Education

- Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
- Students evaluate the outcomes of emotional responses to different situations

- Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 77–79.

## 1 Understanding the impact of negative self-talk

TIME: 25+ MINUTES

### Learning intention

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

### Equipment

- *Six common mind traps of pessimistic thinking* handout

### Method

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

To set up the vocabulary, write the words **Optimistic** and **Pessimistic** on the board. Ask students to explain to a person sitting next to them what they think these words mean, and to give each other some examples of optimistic or pessimistic thinking. Collect some because the students are verbally sharing responses from the students.

Provide the following definitions and examples if needed to supplement the student examples.

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

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

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

- 2 Explain there is now research into the way people think which shows that positive or optimistic thinkers:
  - Are better at coping with stress and hard times
  - Have lower levels of distress in their life, even when bad things happen to them
  - Are less likely to get sick
  - Live longer
  - Are less likely to suffer from depression
  - Are less likely to die of a heart attack.

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

Given that optimistic thinking styles are good for us, this lesson focuses on how to get better at positive or optimistic thinking. (In the Level 7–8 program, students met the concept of self-talk and were provided with exercises to develop positive self-talk. Refer to this if needed: Topic 3: Activity 1).

Explain that psychologists who investigate the thinking patterns of optimistic and pessimistic people have discovered there are some very common mind traps that can hook us into pessimistic thinking. If we are aware of these traps, we can learn alternative thinking patterns to help get us out of the spiral.

Ask: *Who can guess what one of these mind traps might be?*  
Ask students to pair share and then suggest answers and record some key words on the board.

- 3 Introduce the concept of the **Six common mind traps of pessimistic thinking**. These include:
  - Overreacting
  - Exaggerating how bad things are
  - Mind-reading or thinking you know what other people think about you
  - Taking it too personally (sometimes we call this getting paranoid or thinking that everyone is against you)
  - Not taking enough responsibility for what happens and blaming other people
  - Ignoring the positives or the good things that happen
- 4 Ask students to work in pairs, using the **Six common mind traps of pessimistic thinking** handout to think of some of their own examples for each of these types of thinking, and to add ways to contest or argue back against the negative thinking. Note, arguing back tends to be specific, whereas negative thinking includes generalisations.  
Put two pairs together creating groups of four. Ask them to compare responses for both the 'additional examples' and 'arguing back' sections of the table. See if they can add more to either section.  
Collect some of the groups' responses. Explore by asking students when these types of thinking can happen, thus adding some context to the thinking.

## Review

To conclude the lesson, ask students to reflect on what they learned with the person next to them. Ask some pairs to share with the class. Ask students to reflect on future situations in which they may need to contest or argue back against the negative thinking. (E.g. after getting a bad grade, missing the goals in a soccer game, experiencing a break-up etc.)

# SIX COMMON MIND TRAPS OF PESSIMISTIC THINKING

<p><b>Are you over-reacting?</b> Losing track of the facts</p>		<p><b>It sounds like this:</b> you pick out one bad thing, and assume it gives the whole picture.</p>	
<b>EXAMPLES:</b>		<b>ARGUING BACK SOUNDS LIKE:</b>	
<i>I gave the wrong answer, so I am stupid.</i>		<i>I can't get all the right answers yet, but I am making progress.</i>	
<i>I missed the catch, so I am useless.</i>		<i>Everyone misses a catch sometimes, I will do my best to try.</i>	
<i>No one invited me out, because I am too ugly.</i>		<i>I didn't get invited this time, but there will be other opportunities.</i>	
<p><b>Are you exaggerating?</b> Blowing the facts out of proportion</p>		<p><b>It sounds like this:</b> you think that if you are not perfect, then you are a total failure.</p>	
<b>EXAMPLES:</b>		<b>ARGUING BACK SOUNDS LIKE:</b>	
<i>I <b>never</b> get the right answer.</i>			
<i>I <b>always</b> miss the catch.</i>			
<i>I am a <b>total</b> loser.</i>			
<p><b>Are you being a mind reader?</b> Assuming you know the facts when can you have no idea what other people are thinking</p>		<p><b>It sounds like this:</b> You assume that you know how people are thinking (without asking them) and that they are thinking bad things about you.</p>	
<b>EXAMPLES:</b>		<b>ARGUING BACK SOUNDS LIKE:</b>	
<i>The teacher <b>hates</b> me.</i>			
<i>The coach wants me <b>off the team</b>.</i>			
<i><b>Nobody</b> likes me.</i>			

## SIX COMMON MIND TRAPS OF PESSIMISTIC THINKING CONTINUED

<p><b>Are you taking it too personally?</b> Assuming it is all about you</p>		<p><b>It sounds like this:</b> You tell yourself you are totally to blame when things aren't good</p>	
<b>EXAMPLES:</b>		<b>ARGUING BACK SOUNDS LIKE:</b>	
My parents split up <b>because of me</b> .			
It was <b>my fault</b> we lost the match.			
The party was boring because <b>I was there</b> .			
<p><b>Are you not taking enough responsibility?</b> Assuming it has got nothing to do with you</p>		<p><b>It sounds like this:</b> You tell yourself there is nothing you can do, even when this is not true.</p>	
<b>EXAMPLES:</b>		<b>ARGUING BACK SOUNDS LIKE:</b>	
I can't help it.			
It's not up to me.			
I shouldn't have to if I don't feel like it.			
<p><b>Are you ignoring the positives?</b> Switching off the good facts and turning up the bad facts</p>		<p><b>It sounds like this:</b> You tell yourself that the good things don't count, but the bad things do.</p>	
<b>EXAMPLES:</b>		<b>ARGUING BACK SOUNDS LIKE:</b>	
It was only <b>luck</b> that I scored that goal.			
I only got a good mark because the teacher was a <b>soft marker</b> .			
He only asked me out because <b>everyone else said no</b> .			

## 2 Applying techniques for positive self-talk

TIME: 25+ MINUTES

### Learning intention

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

### Equipment

- Room to move
- *Mind traps and escape hatches* handout

### Method

- 1 Explain that in this activity the class will work in small groups to see if they can spot the kinds of negative thinking that might be affecting a character in a given situation, and make up a positive explanatory self-talk script that the character could use.

Distribute the *Mind traps and escape hatches* handout. Each group will receive some scenarios describing people who are stuck in a situation that is causing them stress. They are going to see if they can detect which of the mind traps the person might be stuck in, and then give the character some advice which might be an 'escape hatch' for them. This advice will give them a way to argue back with their own self-talk, making a more optimistic explanation to counter the pessimistic one.

Ask groups to share their findings with another group, and then collect some responses for the whole class to hear.

- 2 Role play: Ask for three volunteers. One sits in a chair, the others stand (one at each shoulder), all face the class. One volunteer is to be the character in one of the scenarios (their choice), one to be the demon on his/her shoulder giving pessimistic responses and one the angel on his/her shoulder, giving positive suggestions. (This person should try to argue back really strongly so that the character gets out of the pessimistic spiral!) Ask the first volunteer to read out the scenario, putting it into the first person. The other two volunteers take it in turns to give advice. At the end of the role play ask the character which one (angel or demon) he/she found to be more persuasive. Why might this be? If others would like to volunteer, choose a different scenario.

### Review

Conclude the activity by reviewing the learning intentions. Ask the class which aspects of the activity helped them to practise positive thinking techniques. Ask students to consider situations in which they might use the skills they practiced today in the future.

#### COACHING POINT

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

# MIND TRAPS AND ESCAPE HATCHES

What kind of a mind-trap of negative thinking is each person getting into?

What sorts of positive/optimistic thoughts could they use to argue back with as an alternative way of looking at this situation?

	PESSIMISTIC MIND TRAPS:	OPTIMISTIC ESCAPE HATCHES:
<p><b>Party time</b></p> <p>Jinni is stressed about her upcoming 16th birthday. Her parents want her to have a party, but she is not sure. What if no one comes? What if they come and have a really boring time and then all leave early? What if her parents hate her friends because they behave badly and then ban her from seeing them? What if everyone thinks her house is a dump?</p>		
<p><b>Secrets</b></p> <p>Harry is really upset because his friend borrowed his bike and damaged it. He didn't even say sorry. Harry thinks he can't even bother asking him to get it fixed because his friend does not care. He thinks he can't tell his dad in case he gets mad about him lending his new bike. He has been trying to hide his bike from his dad so it doesn't get noticed.</p>		
<p><b>Tryouts</b></p> <p>Trent wants to get into the middle school soccer team, but he was never in the junior team because he missed the tryouts when he was sick. If he goes to tryouts he might look bad and not get picked – and then everyone will know and call him a loser. He doesn't know if he is good enough or if the coach already has favourites from last year. So, he is thinking maybe he shouldn't bother.</p>		
<p><b>Can't get started (procrastination)</b></p> <p>Lia can't get started on her assignment and it is due in two days. Every time she thinks about it she thinks her ideas are dumb, and she goes and plays her computer game instead. When her mum checks with her about homework Lia pretends that this is what she is doing on the computer. Then the whole night is gone and she's done nothing. When her teacher checks on her progress, and offers help, Lia tells him she left her work at home. Lia is already thinking that when the due date comes she might wag school.</p>		

## Topic 3 Further resources

### Reflecting on everyday practice

- What strategies do you use to cope when you have had a challenging day?
- Which ones work best for you?
- How do you model effective coping for your class?

### Extension activities

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

## Optional game – Traffic lights

### Learning intention

Use this activity to energise the group, assist people to work cooperatively, and explore the theme of positive and negative thinking

### Method

1 Explain to students that this game will call on them to remember five different formations. Ask three volunteers to come and demonstrate what each of these formations will look like.

- **Hospital.** Groups of three people: One person lying on the floor (representing the patient), and one person kneeling at either side (representing doctor and nurse).
- **Date.** Groups of two people: The two people stand opposite each other with one hand pointing towards their partner and the other hand on their heart.
- **Thinking.** One person: The person stands on one leg with their hands on their head.
- **Traffic light.** Divide the class into groups of three people, with one behind each other, the front person kneeling, the second crouching just behind them, and the third standing upright. Each should open and close their hands on either side of their face to represent flashing traffic lights.

- **Motorbike.** Divide the class into groups of two people, with one person kneeling with their hands in the air and the other person standing behind them holding their hands.

2 Explain that when the teacher calls a command, the students must make the right sized group and quickly make the relevant formation.

The students who are last to make the formation, miss out on a group, or fail to correctly complete the formation, must go out. The winners are those who are the last left in the game.

3 Ask: *What can you see in this game that is also relevant to the challenge of catching the way your own negative thoughts can get in your way in life?*

#### Key messages might include:

- We need to be able to notice how some thoughts help us to persist and to take on challenges or adventures, while others stop us from participating in life
- Some of our thoughts can put us at risk of doing stupid things
- We need to be aware of others in order to work with them or to react appropriately
- Being excluded from a social interaction is hurtful.



# 4 Problem solving

## AIMS

### Activities will assist students to:

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

## EVIDENCE BASE

One of the most positive ways to cope with a problem is to solve it! It is important to help students learn a range of problem solving skills through applied learning tasks so that they are able to cope with the challenges they face in the future.

Problem solving is identified by the World Health Organisation as a key skill for health and wellbeing.<sup>20</sup> To be able to solve problems, young people need to be able to think critically and evaluate the consequences of various actions.<sup>13</sup>

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts
- Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges
- Students generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts

### Health and Physical Education

- Students evaluate the outcomes of emotional responses to different situations
- Students identify and analyse factors that contribute to respectful relationships
- Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 80–82.

## 1 Using a logical model for problem solving

TIME: 25+ MINUTES

### Learning intention

- Students learn and practice a method of problem solving

### Equipment

- *Solve it! Six steps for problem solving* handout
- *Solve it! worksheet* handout
- *Problem scenario* card
- Notebooks and pens

### Method

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

Put students into pairs and give each pair a *Problem scenario* card and a *Solve it! worksheet* handout to fill in. They are to use the model on the handout to find a positive solution to the problem in their scenario. They will also need to identify whether it is likely to be a short or long-term solution to this problem. Do an example on the board first to give students the idea and show them how much thought will be needed! (An example *Solve it!* handout is provided.)

Ask students to work in pairs or threes. They should either choose one of the problem scenarios, or provide their own. Display the problem-solving model for them to use to structure their task. Stress the importance of coming up with as many possible solutions in step two. Point out that the chosen option does not always have the highest score. Sometimes the 'right' thing is hard to do, scores low, but is chosen because ethically it is the right choice. Refer students to the work on ethical dilemmas to make this point (Topic 2: Activity 2).

Collect some responses. Ask: *Did any pairs choose the same problem but favour different solutions? How many groups found short-term solutions? Long-term solutions?*

- 2 Small group discussion: Recap the problem and suggested solution. Ask: *If you carried out this solution might you have any regrets? How realistic was the solution? How important would an issue need to be for you to act on it?* Collect some responses.

## Review

Invite students to review the learning intention. Ask a student volunteer to recall the six steps of the problem-solving model used in the activity. Ask for some ideas from students about future situations in which the problem-solving model would be useful to apply.

### COACHING POINT

Acknowledge that knowing what to do is one thing, but that actually carrying out the planned action is the real challenge. Sometimes communicating can be a challenge, requiring courage and assertion.

## SOLVE IT! SIX STEPS FOR PROBLEM SOLVING

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

---

## SOLVE IT! SIX STEPS FOR PROBLEM SOLVING

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

# SOLVE IT! WORKSHEET

<b>STEP 1. WHAT'S THE CHALLENGE?</b>		
<b>STEP 2. BRAINSTORM AT LEAST FOUR POSSIBLE ACTIONS.</b>		
<b>STEP 3. EVALUATE CHOOSE 4 OF THE ABOVE ACTIONS &amp; DISADVANTAGES OF EACH OPTION</b>		
<b>EXPLORE ADVANTAGES...</b>	<b>&amp; DISADVANTAGES OF EACH OPTION</b>	<b>SCORE/10</b>
A)		
B)		
C)		
D)		
<b>STEP 4. CHOSEN ACTION:</b>		
<b>STEP 5. WHAT WOULD CARRYING OUT THIS ACTION SOUND OR LOOK LIKE?</b>		
<b>STEP 6. ASSESS IF THIS IS A SHORT OR LONG-TERM SOLUTION.</b>		

# SOLVE IT! WORKSHEET (TEACHER SAMPLE)

EXAMPLE SCENARIO (Write on the board): Alex's friend wants her to ask her older sister, who is 18, to buy alcohol for him and his mates. The friendship is really important but Alex doesn't want to ask her sister.

<b>STEP 1. WHAT'S THE CHALLENGE?</b> Alex wants to please both her friend and her sister			
<b>STEP 2. BRAINSTORM AT LEAST FOUR POSSIBLE ACTIONS.</b>			
A) Say no to the friend			
B) Avoid the friend			
C) Make a joke			
D) Suggest an alternative			
<b>STEP 3.</b>	<b>EXPLORE ADVANTAGES...</b>	<b>&amp; DISADVANTAGES OF EACH OPTION.</b>	<b>SCORE/10</b>
A)	It would be honest	It would feel uncomfortable	5
B)	It would mean the problem might go away	I miss out on being with my friend	3
C)	This would break the tension	It wouldn't last	3
D)	This would save face	He might not go for the alternative	6
<b>STEP 4. CHOSEN ACTION:</b> D) Suggest an alternative			
<b>STEP 5. WHAT WOULD CARRYING OUT THIS ACTION SOUND OR LOOK LIKE?</b>			
Alex says: I think you will have to find someone else because my sister won't agree to do that.			
<b>STEP 6. ASSESS IF THIS IS A SHORT OR LONG TERM SOLUTION.</b>			
Short term, but it might put Alex's friend off asking again.			

**RESPONSIBILITIES**

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

**FASHION**

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

**PEER PRESSURE**

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

**CYBER-BULLYING**

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

**VIOLENCE**

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

**DEPRESSED?**

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

**FUTURE PROSPECTS**

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

**BODY IMAGE**

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

**NIGHT SHIFT**

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

## 2

# Making an assertive 'I' statement

TIME: 25+ MINUTES

## Learning Intention

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

## Equipment

- Notebooks and pens
- **Problem scenarios** cards from previous activity

## Method

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

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

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

**Submissive:** A person fails to express their feelings, needs, opinions or preferences or they may be expressed in an indirect manner. It sounds like: 'What you want is important; but I am not so don't worry about me.'
- 3 Assertive statements are useful when there is conflict or a relationship problem to be resolved. It is a respectful way of handling conflict. However when we are in a problem-solving situation we will often have strong emotions, and may anticipate some conflict. It is helpful to be calm and straightforward when making a request or telling people how we feel. There are techniques that can help us work out how to do this. This can be done through an 'I' statement in which we explain quite clearly about how we feel, along with any request that we have.

The following format can be useful:

**When...** (state the action or happening),

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

**so...**(make your request here).

Give the students the following examples:

- **When** people don't give me a turn to speak, **I feel** that others think I have nothing to contribute, **so** can you please give me a turn to give my point of view.
  - **When** I do extra late shifts, **I feel** really overwhelmed and tired and it affects my schoolwork, **so** I am sorry I can't swap onto your late shifts anymore.
  - **When** you drive over the speed limit, **I feel** scared that we might crash, **so** can you please just stick to the speed limit.
- 4 Write the 'I' statement sentence prompts on the board. Put the class into pairs. Using the **Problem scenarios** from the last activity, ask the students to write an assertive statement that the main character could use to carry out the option that the students advised.

Note that to tell someone how we feel, we need a good repertoire of words to describe our emotions. (Refer students to the **Emotions checklist** from Topic 1: Activity 1). Ask pairs/groups to prepare a short demonstration role play in which they act out the delivery of the assertive 'I' statement and the response of the other person.
  - 5 Once they have practised, have groups perform to the class or to another group. As they observe, ask those watching to become coaches to help the players do a good job. Ask:
    - *What did they do well?*
    - *What could they have done differently?*
    - *What could they do or say instead?*
    - *What strengths are needed to turn this advice into action, and to use an assertive rather than an aggressive or submissive approach?*

## Review

Review the learning intentions by asking students to comment on what they have learned. Ask a student volunteer if they can summarise the concept of assertiveness in their own words. Ask which aspect of the learning activity was most useful in helping the class to practise techniques for assertiveness in problem solving.

## Topic 4 Further resources

### Reflecting on everyday practice

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

### Extension activities

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

#### **Guidelines for a 'strong' apology include:**

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

### Talking further

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

## Optional game – Blindfold drawing

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

### Learning intention

Students practise problem solving in a playful manner.

### Equipment

A4 paper, pens/textas

### Method

- 1 Put students into pairs, each student will need a piece of A4 paper and a pen. One person will draw first

Each pair sits back-to-back on the floor. One person draws a simple line drawing. They will then, without showing their partner the drawing, verbally instruct them how to reproduce that drawing, step by step, onto their own piece of paper. For example: 'Place your pencil in the middle of the page. Draw a semicircle to the right. Go down three centimetres and draw a horizontal line across to the left hand side of the page' etc.

The aim is to reproduce, (without relying on guesses!) as nearly as possible, the original drawing.

- 2 Once they have finished, students should compare drawings and discuss the difficulties of the task. Ask: *What would it take to make the drawing more accurate?*  
Students should swap roles so that both students have a turn to draw and to instruct. Ask: *Was it easier the second time round? Why or why not?*
- 3 Ask: *What can you see in this game that is also relevant to the challenge of solving problems?*



# 5 Stress management

## AIMS

### Activities will assist students to:

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

## EVIDENCE BASE

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

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts
- Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges

### Health and Physical Education

- Students evaluate the outcomes of emotional responses to different situations
- Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 83–85.

## 1 Understanding stress

TIME: 15+ MINUTES

### Learning intention

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

### Equipment

- Room to move
- Notebooks and pens

### Method

- 1 Explain that the focus of the next activities will be on how we cope with **stress**. We all experience stress in our lives, and at some times and for some people, this can be particularly intense. In the last few lessons we have looked at identifying our emotions, considering how to problem solve with empathy by considering other people's perspectives. We have looked at how important our character strengths are in helping us deal with life challenges, and we have used some problem-solving techniques as a way to think through the best way to deal with complex relationship problems or decisions. We have also practised ways to deal assertively with problem situations. These situations can be quite stressful, and we all need strategies to help us self-calm and to cope with the effect of longer-lasting stress or challenge.
- 2 Ask the class: *What do you mean when you talk about stress? What are some of the words we use to describe a person who is feeling stressed? For example anxious, nervous, worried, uptight. Write a definition in your notebook: Stress is....*  
*Sometimes stress is defined as the reaction to challenge or demands in the environment that requires a physical, mental or emotional adjustment or response. Stressors in the environment can be positive and enjoyable as well as negative, but they may still produce fatigue or use energy. Stress is also a response to our internal environment or self-talk. Stress can be felt in response to threat and danger, exams, public performance, conflict in relationships, and can be produced by things we say to ourselves. Stress can come from any situation or thought that makes you feel frustrated, angry, excited, nervous or anxious.*

3 What happens in your body when you are stressed? (Release of adrenaline and cortisol into the bloodstream; trigger of the ‘flight or fight’ response – increased heart rate, breathing rate, blood pressure and metabolism. Glucose is released to provide energy; blood flow is increased to prepare the body for action; pupils widen to let in more light; sweat is produced to cool the body.) Write down or draw some of these responses.

4 Ask students to work in small groups to make a list of common stressors for people their age. Draw an example on the board. Use the **Stress and coping strategies** as a tool to guide the brainstorm. It has the person in the middle surrounded by stressors in the six domains of home, school, friendships, futures, media, environment. Ask them to identify stressors that happen in each of these domains. In the outer circle they should then brainstorm the various coping strategies that people use to help cope with these stressors.

Ask groups to report back, taking one of the sections for the report from each group.

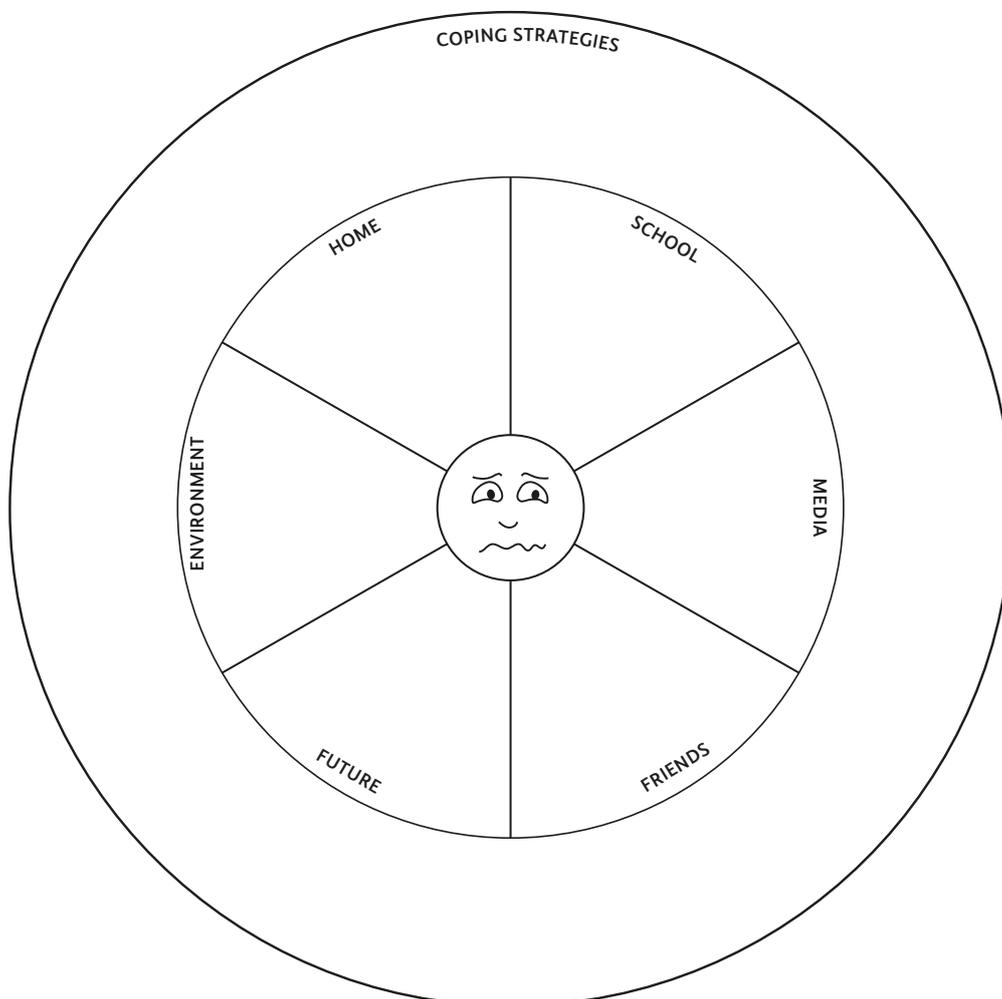
- Which of the stressors have become more intense since they were in year Seven or Eight?
- Which of the stressors do they believe will change in intensity as they reach Years 11 and 12?
- Which of the stressors are ‘seasonal’ or worse at certain times of the year?

5 (Optional) Homework: Using the **Six steps for problem solving** method from Topic 4: Activity 1, make a plan of action to manage one of your stressors

#### COACHING POINT

Each of us has a range of different ways to cope, and often we use a different coping strategy according to what the situation is. An important thing to aim for is to have a lot of different coping strategies so you are not depending on one or two that are not suited to all situations. It is also important to know when to get support or help for yourself or someone else. Relying too much on any one strategy can be harmful, even if it is useful in the short term or for some types of challenges.

## STRESS & COPING STRATEGIES



## 2 Self-reflection on coping

TIME: 10+ MINUTES

### Learning Intention

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

### Equipment

- *Self check-up on coping strategies* handout

### Method

- 1 Hand out the *Self check-up on coping strategies* handout and ask students to complete the self check-up. Tick one box for each strategy.
- 2 Ask students to note for themselves those strategies that are likely to be helpful and those that are less likely to be helpful. Invite them to share with a partner one or two of their helpful strategies and one or two goals for strategies they would like to use more in future.

#### COACHING POINT

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

#### Responding to stress

Some people respond to stress by working harder and harder (overworking) or setting very high standards or goals and telling themselves they are failures if they don't meet them. They may need to set more realistic goals.

### Review

Invite students to review the learning intentions. Ask which aspects of the learning activity were most useful in helping them to investigate and reflect on the strategies they often use to cope with stressful situations.

#### COACHING POINT

Some people respond to stress by denying the real challenge, failing to set any short-term goals, and not even beginning to work towards achieving them. They may need help to define their short-term goals.

# SELF CHECK-UP ON COPING STRATEGIES

## STRATEGY

NEVER OR  
HARDLY EVER USE

USE  
SOMETIMES

USE A LOT

WOULD LIKE TO  
USE MORE

Talk to a friend or relative				
Work out how to solve the problem				
Put more effort into it				
Worry				
Rely on a friend or family member				
Try to fit in with the others				
Just hope it'll all be ok				
Sign a petition or try to get things changed				
Eat comfort food				
Block it out and hope it will go away				
Blame myself				
Keep it to myself				
Pray				
Think positive				
Get help from a trusted adult				
Do something to relax				
Play sport or do exercise				
Accept that I've done my best				
Take it out on someone else				
Misbehave and act out				
Get sick				
Make a plan				
Give up				
Play computer games for timeout				
Make a joke out of it				
Get grumpy				
Cry				
Search for help online				
Watch TV or movies for timeout				
Other:				

## 3 Positive coping

TIME: 20+ MINUTES

### Learning Intention

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

### Equipment

- *Coping challenges* handout
- *Coping strategies* handout

### Method

- 1 Explain that little children have different kinds of comfort strategies that they like to use to soothe, reassure or calm themselves. They also have favourite games or activities that give them a sense of happiness or fun. Give some examples from your own memories.

**Memory Lane.** Ask people to work in a pair or trio. They should think back about what they used to like to do for fun when they were little (e.g. play hide and seek), and what they used to do to calm themselves down (e.g. play with favourite toy). They exchange memories. Ask some volunteers to share.

- 2 Explain that from very young ages, we have already started developing our own coping strategies. Some are to calm us, some to give energy or fun, and some are to distract us when we are scared, tired, jealous or grumpy. As we get older we add new strategies, and our coping style gets more complex and sophisticated. We need coping strategies to help us with the increasing diversity of challenges that we face as part of growing up.

Display the list of **Coping challenges**. Assign students to small groups and ask them to collect at least five helpful and five not so helpful coping strategies for each of the challenges represented in the scenarios. They can use the **Coping strategies** list or think of their own.

- 3 (Optional) **Homework.** Choose a helpful coping strategy you would like to use more. What would this look like? Sound like? What would you need to do over the next week?

### Review

Conclude by inviting students to review the learning intentions. Ask a volunteer to summarise the difference between positive and negative coping strategies. Ask students to share one of their favourite positive coping strategies with the group.

#### COACHING POINT

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

# COPING CHALLENGES

UNHELPFUL COPING STRATEGIES

HELPFUL COPING STRATEGIES

The Challenge: worried about how you look

--	--

The Challenge: feeling stressed or grumpy

--	--

The Challenge: feeling bad about yourself

--	--

## COPING CHALLENGES CONTINUED

UNHELPFUL COPING STRATEGIES	HELPFUL COPING STRATEGIES
<b>The Challenge: too much homework or study pressure</b>	
<b>The Challenge: people around you at home are angry, upset or stressed</b>	
<b>The Challenge: friends are in a bad mood or fighting with each other</b>	

## COPING STRATEGIES

- Withdraw  
(not talk or mix with them)
  - Visit a favourite person
  - Quit  
(the team, the job)
  - Play computer games
  - Eat more
  - Avoid/put off something you have to do
  - Prioritise  
(put the most important things first)
  - Plan  
(make a plan of what to do or how to do it)
  - Think positively about how it will turn out
  - Go for a run
  - Fantasise  
(daydream an escape)
  - Start a fight
  - Worry
  - Socialise
  - Eat less
  - Get sick
  - Blame yourself
  - Talk it over
  - Run away
  - Blame someone else
  - Ask for help
  - Have a shower
  - Work harder
  - Pretend it's okay
  - Drink alcohol
  - Meditate
  - Watch television
  - Go on the internet
  - Smoke cigarettes
  - Play sport
  - Change direction
  - Go out
  - Complain
  - Go to bed early
  - Stay up late
  - Listen to music
  - Exercise
  - Sit it out
  - Joke or laugh
  - Problem solve
  - Cry
  - Take risks
  - Eat junk food
  - Find new friends
  - Set goals
  - See a counsellor
  - Sleep more
  - Write about it
  - Sleep less
  - Go shopping
  - Call friends
  - Cook something
  - Walk the dog
  - Pray
  - Take a day off
  - Go for a swim
  - Make something
  - Tidy up
  - Tell everyone how bad it is for you
  - Other:
- 

## COPING STRATEGIES

- Withdraw  
(not talk or mix with them)
- Visit a favourite person
- Quit  
(the team, the job)
- Play computer games
- Eat more
- Avoid/put off something you have to do
- Prioritise  
(put the most important things first)
- Plan  
(make a plan of what to do or how to do it)
- Think positively about how it will turn out
- Go for a run
- Fantasise  
(daydream an escape)
- Start a fight
- Worry
- Socialise
- Eat less
- Get sick
- Blame yourself
- Talk it over
- Run away
- Blame someone else
- Ask for help
- Have a shower
- Work harder
- Pretend it's okay
- Drink alcohol
- Meditate
- Watch television
- Go on the internet
- Smoke cigarettes
- Play sport
- Change direction
- Go out
- Complain
- Go to bed early
- Stay up late
- Listen to music
- Exercise
- Sit it out
- Joke or laugh
- Problem solve
- Cry
- Take risks
- Eat junk food
- Find new friends
- Set goals
- See a counsellor
- Sleep more
- Write about it
- Sleep less
- Go shopping
- Call friends
- Cook something
- Walk the dog
- Pray
- Take a day off
- Go for a swim
- Make something
- Tidy up
- Tell everyone how bad it is for you
- Other:

## 4 Relaxation for self-calming

TIME: 15+ MINUTES

### Learning Intention

- Students experience a self-calming meditative technique

### Equipment

- Music
- Notebooks or journals and pens

### Method

- 1 Explain that we are going to sample a kind of meditation, a technique where you sit quietly with your body relaxed and focus your concentration on something for a period of time. By meditating, you rest your body, allow stress hormones to subside, and occupy your mind so that unpleasant, stressful thoughts do not intrude.
- 2 Play the music quietly in the background. Ask students to sit comfortably in their seats with their heads down on their desks and eyes closed for a couple of minutes. Explain that you are going to give them some instructions, then the class will need to be silent for a few minutes while the instructions are carried out.  
Once the class is quiet begin.
- 3 You can stay with your head down or sit up, but keep your eyes closed. You are going to focus on your breathing. Breathe in through your nose. Become aware of your breathing. As you breathe out, say the word ONE, silently, to yourself. Breathe in... breathe out, 'ONE', breathe in... breathe out, 'ONE', Breathe in.... breathe out, 'ONE'. Breathe easily and naturally. Breathe in... breathe out, 'ONE', breathe in... breathe out, 'ONE', Breathe in... breathe out, 'ONE'.
- 4 Tell the students that when external distractions or distracting thoughts occur, they should refocus on the breath and the counting. Remind them to do this, keep redirecting their attention back to the breath and the word 'one'. They will also become aware of their rib cages and the way muscles move when they are conscious of them. They can also concentrate on this awareness.  
If students are still finding concentration difficult, ask them to focus on the inside of their eyelids. Then continue Breathe in... breathe out, 'ONE' and so on.  
  
After about five minutes, ask the class to slowly sit back up and open their eyes.

- 5 Ask students to use their notebook or journal to write about the meditation and their experience of it. Meditation can be a helpful stress-management technique, especially when used frequently, or ideally daily or weekly.
- 6 Research or homework activity: ask students to find out about transcendental meditation, mindfulness meditation, yoga and tai chi and report back to the class.

### COACHING POINT

This activity requires a high level of group cooperation in order to work, as everyone must remain still and silent during the whole activity. Some people might feel tempted to make a joke or mess around. That would mean spoiling the activity for everyone.

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

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

## Topic 5 Further resources

### Reflecting on everyday practice

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

### Extension activities

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

### Talking further

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

## Optional game – Pass the squeeze

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

### Learning intention

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

### Method

- 1 Ask students to form a circle and sit down. Ask them to hold hands with the person on either side.

At a signal from the teacher, a squeeze is to be passed from person to person around the circle, in an anti-clockwise direction. You cannot pass the squeeze to your right till you have received a squeeze from your left. Do this a few times, getting faster and faster. Students should watch the squeeze as it moves around the circle.

Nominate a student to be a 'switch'. This person can decide whether the squeeze is to continue in the current direction or be reversed and go the other way! After a round of this, add a second switch and a third and finally a fourth.

Ask students to pass the squeeze as quickly as they can, with all 'switches' operating. Then stop.

- 2 Ask students to comment on any aspect of this game that they found to be stressful.

#### Key messages

- Students need to be able to respond to rapidly changing situations.
- They must stay alert to what is happening around them in order to be able to give an appropriate response.
- Having to complete a task quickly or respond to changing instructions can be stressful.



# 6 Help-seeking

## AIMS

### Activities will assist students to:

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

## EVIDENCE BASE

The help-seeking behaviours of children and young people are fundamental to their mental health and wellbeing. Encouraging and fostering help-seeking behaviours is one way to improve their mental health and wellbeing.<sup>21</sup> There are a number of barriers that young people face when it comes to help-seeking, therefore it is important to work with students to make sure they are aware of help-seeking avenues and confident to seek help from an appropriate source when needed.

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts
- Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges
- Students develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements
- Students generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts

## Health and Physical Education

- Students evaluate the outcomes of emotional responses to different situations
- Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community
- Students identify and analyse factors that contribute to respectful relationships
- Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing

## English

### Year 9 Speaking and Listening

- They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 86–88.

# 1 Awareness raising through statistics

TIME: 20+ MINUTES

## Learning intention

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

## Equipment

- *Statistics cards* (copy and cut up)

## Method

- 1 Divide students into groups of three to four (allowing up to nine groups). Ask one person from each group to come forward and collect a *Statistics card*. Their job is to read the question on the card to their group. The group members should guess the answer. The reader should then provide the correct answer and read the 'Think about' questions to the group.

Ask:

- *Who, in this school, might a student with one of these concerns ask for help?*
- *What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?*

Once the group has talked about the potential implications of the statistic and come up with some possible answers to their question, they can choose a 'reporter'.

- 2 Ask all groups to report back to the class. Ask:
  - *Were any of the statistics surprising?*
  - *What did the small group identify as the three most important issues in Australia today?*

Ask each group to discuss this question and pool the results to create a 'top three' for the whole class.

- 3 Invite students to reflect on the learning intention by asking them to reflect on what they learned in the activity. Ask them how the activity was useful in helping them to consider the kinds of issues that young people in Australia face.

### COACHING POINT

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

If you have time, check whether new (more recent) statistics are available and update the statistics cards provided. Useful sources of data include *Mission Australia's Annual Youth Surveys* and the *Kids Helpline* statistics reports.

*Mission Australia*: <https://www.missionaustralia.com.au/what-we-do/research-evaluation>

*Kids Helpline*: <https://kidshelpline.com.au/grownups/news-research/research-reports/>

What was the top issue raised by young males aged 5–25 who called Kids Helpline in 2014?

**Mental health concerns**

**Think about:** *Who, in this school, might a student with one of these concerns ask for help? What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?*

Source: Glover 1998

What was the top issue raised by young females aged 5–25 who called Kids Helpline in 2014?

**Mental health concerns**

**Think about:** *Who, in this school, might a student with one of these concerns ask for help? What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?*

Source: Glover 1998

What are the top three issues of concern for young people aged 15–19 years?

- **Coping with stress**
- **School and study problems**
- **Body image**

**Think about:** *Who, in this school, might a student with one of these concerns ask for help? What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?*

Source: Cave et al. 2015

In 2015, what were the three issues that young people aged 15–19 years consider are most important in Australia?

- Alcohol and drugs (27%),**
- Equity and discrimination (25%)**
- Economy and financial matters (19%).**

**Think about:** *What would your priority issues be?*

Source: Cave et al. 2015

Who is a student most likely to tell if he or she is being bullied – a teacher, a student or a parent?

**A parent**

**Think about:** *Who, in this school, might a bullied student seek help from? What would you need to be able to do to provide good peer support to a friend who was bullied?*

Source: Cahill 2004

How much more likely are victims of bullying to suffer depression?

**They are four times more likely. Those who are both bullies and victims are six time more likely to suffer from depression, and over six times more likely to suffer from anxiety.**

**Think about:** *Who, in this school, might a student with one of these concerns ask for help? What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?*

Source: Dake 2003; Egger 2006

What were the top five issues raised by young people aged 13–18 who called Kids helpline in 2014?

- 1 Mental health concerns**
- 2 Family relationship issues**
- 3 Emotional wellbeing**
- 4 Suicide related concerns**
- 5 Family/peer relationships**

**Think about:** *Who, in this school, might a student with one of these concerns ask for help? What would you need to be able to do to provide good peer support to a friend who was dealing with one of these issues?*

Source: BoysTown 2013

What were the top five issues raised by young females aged 5–25 who called Kids helpline in 2014?

- 1 Mental health concerns**
- 2 Family relationships**
- 3 Emotional wellbeing**
- 4 Suicide related concerns**
- 5 Romantic/peer relationships**

**Think about:** *Which adults in this school might a student with one of these concerns ask for help?*

Source: BoysTown 2013

What proportion of 15–19 year olds are extremely concerned or very concerned about their body image?

- 37% of females aged 15–19 years**
- 13% of males aged 15–19 years**

**Think about:** *Why might the figures be different for males and females? Do you think this proportion could be changing? Who, in this school, might a student with one of these concerns ask for help?*

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

Source: Cave et al. 2015

## 2 Should I ask for help?

TIME: 20+ MINUTES

### Learning Intention

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

### Equipment

- *Should I ask for help? (copy and cut up)*

### Method

- 1 Explain that as we go through the ups and downs of life, all of us will need help and support at certain points. One of the decisions that must be made is if, when and from whom one should seek help, and additionally if, when and how one should refer a peer for help. The next activity will open discussion on this by asking you to rate which of the various scenarios indicate that help-seeking from an adult is needed, and which can be managed with informal peer support.
- 2 Divide students into groups of four to six. Give each group a set of **Should I ask for help?** scenarios and ask them to deal them out among the group. (Some people may have more than one card.)

One by one, each person should read their scenario aloud to the group and lead a discussion based on the questions printed below the scenario.

  - *Is this a serious situation?*
  - *Should the character talk to someone about this? Who?*
  - *What might happen if nobody takes action?*

Groups should then rank them from more serious to less serious. Encourage debate in this process.

- 3 Once they are ranked, compare the ranking from different groups. Ask:

- *Which one did groups choose as the most/least serious? Why?*
- *Were there differences between the groups?*
- *Who did they identify as sources of help?*

Remind students that seeking help, support or advice from other people is not a sign of weakness, but a sign of strength. It is important to develop help-seeking skills so that in the future, we can ask for help for ourselves or for others. Seeking help when problems manifest provides the opportunity for early intervention, which can lessen the likelihood of escalation.

- 4 Provide some information about sources of help available in the school and the area.

#### COACHING POINT

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

## SHOULD I ASK FOR HELP? SCENARIOS

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

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

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

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

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

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

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

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

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

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

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

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

## SHOULD I ASK FOR HELP? SCENARIOS

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

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

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

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

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

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

# 3

## Conducting the help-seeking conversation

TIME: 20+ MINUTES

### Learning Intention

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

### Equipment

- Room to move
- **Should I ask for help? scenarios** (from Activity 2)
- **Put yourself in their shoes: Planning the help-seeking role play** handout

### Method

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

- 4 To reflect on the experience, discuss: *If you were the help-seeker, what thoughts or feelings did you have about going and asking for help? What were your fears and concerns? What were your hopes? Given these concerns, what strengths would someone need to call on, in order to initiate a help-seeking conversation?*

For further work on the scenarios, ask some pairs to show their role-play in front of the group.

- 5 Ask volunteers to be the 'Hidden Thoughts' for each of the main characters. Ask them the following questions, seeking multiple answers each time. Others watching may also add to the answers:
  - *What might s/he be thinking or feeling but not saying out aloud?*
  - *What s/he might she be afraid of?*
  - *What might s/he be hoping for?*
  - *What do you think s/he needs at this time?*

Ask students to talk in pairs to think up some advice to give to the help-seeking character. Collect the advice.

- 6 Return to the role play to try out what different pieces of advice would look like in action, and how effective they might be. Use new volunteers to show the advice in action, or ask the original actors to show how this new advice would look in action.

### Review

Invite students to reflect on the learning intentions. Ask which aspects of the activity helped them identify appropriate sources of help. Ask which aspects of the learning activity helped them to practise seeking help. Ask students to reflect on why is it important for young people to practice their help-seeking skills.

#### COACHING POINT

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

# PUT YOURSELF IN THEIR SHOES: PLANNING THE ROLE PLAY

<b>WHO</b> <i>The main characters will be:</i>	<b>WHERE</b> <i>The scene will be set in:</i>
<b>WHAT</b> <i>The scene will be about:</i>	<b>WHEN</b> <i>The scene will take place at:</i>
<b>WHERE</b> <i>To start the conversation, he/she could say:</i>	
<i>If this didn't work, he/she could (give another two options):</i>	

## 4 Research sources of support

TIME: 20+ MINUTES

### Learning intention

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

### Equipment

- Notebooks and pens
- A3 paper
- Pens or textas

### Method

- Explain that knowing when and how to ask for help is important. However it is also important to know where or to whom to go for help. In this activity, students are going to work in groups to come up with a 'support bank'. Arrange students into table groups of four to six.
- Give each group a piece of A3 paper and markers. Ask them to divide the page into four and write the following headings, one in each section: home, school, community and online. In each section, brainstorm relevant people or organisations you could go to for help, support or advice. Encourage groups to think of as many as possible, but at least four for each group. Here are some ideas of resources that students might include:

SUPPORT BANK	
<p><b>HOME</b></p> <p>Mum/dad/carer Sister/brother Grandparent Family friend Aunt/uncle</p>	<p><b>FRIENDS</b></p> <p>Older students Home-room teacher Favourite teacher School welfare officer Principal</p>
<p><b>COMMUNITY</b></p> <p>Psychologist GP Telephone helpline Community group leader Youth worker Social worker Religious leader Neighbour</p>	<p><b>ONLINE</b></p> <p>Reach Out Headspace Youth beyondblue Kids Helpline Mind Gym</p>

- Bring the class back together. Ask one group to read their list for home. Ask others groups to add anyone they missed. Ask another group to read their list for school; ask other groups to add anyone they missed. Repeat for community and online. Remind students that not only will they need to seek help, support or advice from people in their lives, but that people will also rely on them at times to provide help support and advice.

Ask groups to review some of the self-help internet sources. Explain that there are a lot of useful websites available that provide information, support and advice on various issues. In this task, groups will explore some of these sites.

- headspace: <http://headspace.org.au/>
- eheadspace: <https://www.eheadspace.org.au/>
- Youth beyondblue: <http://youthbeyondblue.com/>
- Bully Stoppers** (student resources): <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx>
- ReachOut: <http://au.reachout.com/>
- Kids Helpline: <http://kidshelpline.com.au/>

- Allocate one website to each group. Ask them to take a look at the site and discuss:
  - What kind of issues does the site address?
  - Who might find this site useful?
  - Does this site include a chat line or online support service?
  - Which of the characters in the scenarios discussed in class would find this site useful?
- Ask groups to give a brief summary of their answers and encourage students to take a look at the other sites in their spare time – they just might find them us full!

#### COACHING POINT

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

## Topic 6 Further resources

### Reflecting on everyday practice

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

## Extension activities

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

## Talking further

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

## Optional game – Back-to-back

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

### Learning intention

Students explore the strengths of working together with others to solve a problem or reach a solution.

### Method

- 1 Divide the class into pairs. Ask pairs to stand back to back and lean their backs against each other. Without separating, they must sit. Once sitting they must move to a standing position again. They then try to move around the room, changing direction and moving around an obstacle course (place six chairs in various spots in the room), without coming apart – the backs must stay in full contact.

Don't give any other instructions. (Those who develop good communication and collaborative problem solving skills will be able to do this quickly. They may communicate or develop a technique, such as walking sideways.)

- 2 At the end of the game, ask the group to watch one or two pairs who have developed good skills. Ask this group to explain what helped them to do this well. Ask the class: *Where do we need these skills in everyday life?*

### Key message

We need to cooperate and to communicate in order to solve a problem.

The social and emotional skills developed through activities in Topic 1–6 provide a logical springboard from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships.

The learning materials for other levels include an additional two topics:

- Topic 7: Gender and Identity
- Topic 8: Positive Gender Relationships.

In place of these topics at Level 9–10, teachers are directed to the ***Building Respectful Relationships: Stepping out against gender-based violence*** program. This program provides teaching and learning activities around the key themes of gender, power, violence and respect. Differentiated learning materials are provided for Levels 8, 9 and 10, as well as advice around a whole-school approach to violence prevention. As with these materials, the ***Building Respectful Relationships*** resource is mapped against the Victorian curriculum. The materials can be downloaded here: <https://fuse.education.vic.gov.au/pages/View.aspx?pin=HTWGQ7>

Where teachers need to differentiate learning activities provided to suit the diverse needs of students, they are also encouraged to consider delivering materials from lower and higher levels of the Resilience, Rights and Respectful Relationships materials. All materials can be viewed and downloaded here: <https://fuse.education.vic.gov.au/>



# Mapping against the Victorian Curriculum by Topic

**Table 1: Curriculum area: Personal and Social Capability**

Personal and Social Capability LEVELS 9 & 10		
Strand: Self-awareness and management		
Sub-strand	Content description	Topic(s)
Recognition and expression of emotions	<ul style="list-style-type: none"> <li>Evaluate emotional responses and the management of emotions in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
Development of resilience	<ul style="list-style-type: none"> <li>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Analyse the significance of independence and individual responsibility in the completion of challenging tasks</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 5: Stress management</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
Strand: Social awareness and management		
Sub-strand	Content description	Topic(s)
Relationships and diversity	<ul style="list-style-type: none"> <li>Analyse how divergent values and beliefs contribute to different perspectives on social issues</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>

Collaboration	<ul style="list-style-type: none"> <li>Evaluate own and others' contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate tasks achievement and make recommendations for improvements in relation to team goals</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>

**Achievement standard:**

**By the end of level 10:**

Students reflect critically on their emotional responses to challenging situation in a wide range of contexts.

They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks.

They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.

Students analyse the effects of actions that repress human rights and limit the expression of diverse views.

They analyse factors that influence different types of relationships.

They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.

They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements.

They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

## Table 2: Curriculum area: Critical and Creative Thinking

### Critical and Creative Thinking LEVELS 9 & 10

#### Strand: Questions and possibilities

Content description	Topic(s)
<ul style="list-style-type: none"> <li>Investigate the characteristics of effective questions in different contexts to examine information and test possibilities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>
<ul style="list-style-type: none"> <li>Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
<ul style="list-style-type: none"> <li>Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>

**Strand: Reasoning**

Content description	Topic(s)
<ul style="list-style-type: none"> <li>Examine how to identify and analyse suppressed premises and assumptions</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> </ul>
<ul style="list-style-type: none"> <li>Investigate the nature and use of counter examples structures as arguments</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> </ul>

**Achievement standard (relevant aspects):****By the end of level 10:**

Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions

Students structure complex valid arguments

They identify, articulate, analyse and reflect on their own and others' thinking processes.

**Table 3: Curriculum area: Health and Physical Education**
**Health and Physical Education  
LEVELS 9 & 10**
**Strand: Personal, social and community health**

Sub-strand	Content description	Topic(s)
Being healthy, safe and active	<ul style="list-style-type: none"> <li>Evaluate factors that shape identities, and analyse how individuals impact the identities of others</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> </ul>
	<ul style="list-style-type: none"> <li>Examine the impact of changes and transitions on relationships</li> </ul>	<ul style="list-style-type: none"> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at risk</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
Communicating and interacting for health and wellbeing	<ul style="list-style-type: none"> <li>Investigate how empathy and ethical decision-making contribute to respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
Contributing to healthy and active communities	<ul style="list-style-type: none"> <li>Critique behaviours and contextual factors that influence the health and wellbeing of their communities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> </ul>

Achievement standard (relevant aspects):

By the end of level 10:

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.

They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing.

They evaluate the outcomes of emotional responses to different situations.

Students identify and analyse factors that contribute to respectful relationships.

They explain the importance of cooperation, leadership and fair play across health context.

They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

**Table 4: Curriculum area: English**

<b>English LEVEL 9</b>		
<b>Mode: Reading</b>		
<b>Strand: Language</b>		
<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
Expressing and developing ideas	<ul style="list-style-type: none"> <li>Identify how vocabulary choices contribute to specificity, abstractions and stylistic effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>
<b>Strand: Literature</b>		
<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
Responding to literature	<ul style="list-style-type: none"> <li>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
<b>Strand: Literacy</b>		
<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
Texts in contexts	<ul style="list-style-type: none"> <li>Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 3: Positive coping</li> </ul>
	<ul style="list-style-type: none"> <li>Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts</li> </ul>	<ul style="list-style-type: none"> <li>Topic 3: Positive coping</li> </ul>
	<ul style="list-style-type: none"> <li>Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>

**Mode: Speaking and listening****Strand: Language**

Sub-strand	Content description	Topic(s)
Language for interaction	<ul style="list-style-type: none"> <li>Understand that roles and relationships are developed and challenged through language and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>

**Strand: Literacy**

Sub-strand	Content description	Topic(s)
Interacting with others	<ul style="list-style-type: none"> <li>Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways ...</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> </ul>
	<ul style="list-style-type: none"> <li>... and consider the interaction skills use to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Plan, rehearse and deliver presentations</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>

**Achievement standard (relevant aspects):****Reading and viewing:**

Students select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Speaking and listening.

Students listen for ways texts position an audience.

They create texts that respond to issues, interpreting and integrating ideas from texts.

They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

**English  
LEVEL 10**

**Mode: Reading**

**Strand: Literature**

Sub-strand	Content description	Topic(s)
Responding to literature	<ul style="list-style-type: none"> <li>Evaluate the social, moral and ethical positions represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>

**Strand: Literacy**

Sub-strand	Content description	Topic(s)
Interpreting, analysing, evaluating	<ul style="list-style-type: none"> <li>Identify and analyse implicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> </ul>

**Mode: Speaking and listening**

**Strand: Language**

Sub-strand	Content description	Topic(s)
Language for interaction	<ul style="list-style-type: none"> <li>Use knowledge of language structures and features to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>
	<ul style="list-style-type: none"> <li>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>

**Strand: Literacy**

Sub-strand	Content description	Topic(s)
Interacting with others	<ul style="list-style-type: none"> <li>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action</li> </ul>	<ul style="list-style-type: none"> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>

**Achievement standard (relevant aspects):**

**Speaking and listening**

Students listen for ways features within texts can be manipulated to achieve particular effects.

They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.

They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

# Mapping against the Victorian Curriculum by activity

The following tables identify the explicit teaching intentions that will occur in each activity. The activities use a range of interactive teaching strategies, which create an opportunity for additional skills and knowledge to be taught.

- Explicit teaching intentions covered in the activity.
- Opportunities for explicit teaching in the activity

## Topic 1: Emotional literacy

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>
<b>TIME:</b>	25	25

### PERSONAL AND SOCIAL CAPABILITY

#### Self-awareness and management

##### *Recognition and expression of emotions*

Evaluate emotional responses and the management of emotions in a range of contexts

●	●
---	---

##### *Development of resilience*

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge

--	--

Analyse the significance of independence and individual responsibility in the completion of challenging tasks

--	--

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection

●	●
---	---

#### Social awareness and management

##### *Relationships and diversity*

Analyse how divergent values and beliefs contribute to different perspectives on social issues

●	●
---	---

Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights

	●
--	---

Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

	●
--	---

##### *Collaboration*

Evaluate own and others' contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate tasks achievement and make recommendations for improvements in relation to team goals

	●
--	---

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts

	●
--	---

## CRITICAL AND CREATIVE THINKING

### Questions and possibilities

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities	<input type="radio"/>	<input type="radio"/>
Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions	<input type="radio"/>	<input type="radio"/>
Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions		<input type="radio"/>

### Reasoning

Examine how to identify and analyse suppressed premises and assumptions	<input type="radio"/>	<input type="radio"/>
Investigate the nature and use of counter examples structures as arguments		<input type="radio"/>

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### Being healthy, safe and active

Evaluate factors that shape identities, and analyse how individuals impact the identities of others	<input type="radio"/>	<input checked="" type="radio"/>
Examine the impact of changes and transitions on relationships		
Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at risk		<input checked="" type="radio"/>

#### Communication and interacting for health and wellbeing

Investigate how empathy and ethical decision making contribute to respectful relationships		<input checked="" type="radio"/>
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing	<input checked="" type="radio"/>	<input checked="" type="radio"/>

#### Contributing to healthy and active communities

Critique behaviours and contextual factors that influence the health and wellbeing of their communities		<input checked="" type="radio"/>
---	--	----------------------------------

## ENGLISH: LEVEL 9

### READING AND VIEWING

#### Language

##### Expressing and developing ideas

Identify how vocabulary choices contribute to specificity, abstractions and stylistic effectiveness	<input type="radio"/>	
---	-----------------------	--

#### Literature

##### Responding to literature

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

#### Literacy

##### Texts in context

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts		<input type="radio"/>
---	--	-----------------------

##### Interpreting, analysing, evaluating

Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts		
Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	<input type="radio"/>	<input type="radio"/>

**ENGLISH: LEVEL 9 CONTINUED...**

**SPEAKING AND LISTENING**

**Language**

*Language for interaction*

Understand that roles and relationships are developed and challenged through language and interpersonal skills

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------

**Literacy**

*Interacting with others*

Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways...

	<input type="checkbox"/>
--	--------------------------

...and consider the interaction skills use to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace

	<input type="checkbox"/>
--	--------------------------

Plan, rehearse and deliver presentations

--	--

**ENGLISH: LEVEL 10**

**READING AND VIEWING**

**Literature**

*Responding to literature*

Evaluate the social, moral and ethical positions represented in texts

	<input type="checkbox"/>
--	--------------------------

**Literacy**

*Interpreting, analysing, evaluating*

Identify and analyse implicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences

<input type="checkbox"/>	
--------------------------	--

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

**SPEAKING AND LISTENING**

**Language**

*Language for interaction*

Use knowledge of language structures and features to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject

--	--

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people

--	--

**Literacy**

*Interacting with others*

Plan, rehearse and deliver presentations

--	--

## Topic 2: Personal strengths

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>
<b>TIME:</b>	30	20

### PERSONAL AND SOCIAL CAPABILITY

#### Self-awareness and management

##### *Recognition and expression of emotions*

Evaluate emotional responses and the management of emotions in a range of contexts

	•
--	---

##### *Development of resilience*

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge

•	•
---	---

Analyse the significance of independence and individual responsibility in the completion of challenging tasks

•	•
---	---

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection

•	•
---	---

#### Social awareness and management

##### *Relationships and diversity*

Analyse how divergent values and beliefs contribute to different perspectives on social issues

	○
--	---

Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights

•	•
---	---

Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

•	•
---	---

##### *Collaboration*

Evaluate own and others' contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate tasks achievement and make recommendations for improvements in relation to team goals

○	○
---	---

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts

○	•
---	---

### CRITICAL AND CREATIVE THINKING

##### *Questions and possibilities*

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities

○	○
---	---

Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions

○	○
---	---

Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

○	○
---	---

##### *Reasoning*

Examine how to identify and analyse suppressed premises and assumptions

○	○
---	---

Investigate the nature and use of counter examples structures as arguments

○	○
---	---

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### *Being healthy, safe and active*

Evaluate factors that shape identities, and analyse how individuals impact the identities of others

<input checked="" type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------

Examine the impact of changes and transitions on relationships

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at risk

<input type="radio"/>	<input checked="" type="radio"/>
-----------------------	----------------------------------

#### *Communication and interacting for health and wellbeing*

Investigate how empathy and ethical decision making contribute to respectful relationships

<input type="radio"/>	<input checked="" type="radio"/>
-----------------------	----------------------------------

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing

<input type="radio"/>	<input checked="" type="radio"/>
-----------------------	----------------------------------

#### *Contributing to healthy and active communities*

Critique behaviours and contextual factors that influence the health and wellbeing of their communities

<input type="radio"/>	<input checked="" type="radio"/>
-----------------------	----------------------------------

## ENGLISH: LEVEL 9

### READING AND VIEWING

#### Language

##### *Expressing and developing ideas*

Identify how vocabulary choices contribute to specificity, abstractions and stylistic effectiveness

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

#### Literature

##### *Responding to literature*

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

#### Literacy

##### *Texts in context*

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

##### *Interpreting, analysing, evaluating*

Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

### SPEAKING AND LISTENING

#### Language

##### *Language for interaction*

Understand that roles and relationships are developed and challenged through language and interpersonal skills

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

#### Literacy

##### *Interacting with others*

Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways...

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

...and consider the interaction skills use to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Plan, rehearse and deliver presentations

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>
<b>TIME:</b>	30	20

**ENGLISH: LEVEL 10**

**READING AND VIEWING**

**Literature**

*Responding to literature*

Evaluate the social, moral and ethical positions represented in texts		○
---	--	---

**Literacy**

*Interpreting, analysing, evaluating*

Identify and analyse implicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences		
--	--	--

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence	○	○
---	---	---

**SPEAKING AND LISTENING**

**Language**

*Language for interaction*

Use knowledge of language structures and features to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject	○	
---	---	--

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people	○	○
---	---	---

**Literacy**

*Interacting with others*

Plan, rehearse and deliver presentations		
--	--	--

## Topic 3: Positive coping

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>
<b>TIME:</b>	25	25

### PERSONAL AND SOCIAL CAPABILITY

#### Self-awareness and management

##### *Recognition and expression of emotions*

Evaluate emotional responses and the management of emotions in a range of contexts

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

##### *Development of resilience*

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

Analyse the significance of independence and individual responsibility in the completion of challenging tasks

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

#### Social awareness and management

##### *Relationships and diversity*

Analyse how divergent values and beliefs contribute to different perspectives on social issues

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

##### *Collaboration*

Evaluate own and others' contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate tasks achievement and make recommendations for improvements in relation to team goals

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

### CRITICAL AND CREATIVE THINKING

##### *Questions and possibilities*

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

##### *Reasoning*

Examine how to identify and analyse suppressed premises and assumptions

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Investigate the nature and use of counter examples structures as arguments

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### *Being healthy, safe and active*

Evaluate factors that shape identities, and analyse how individuals impact the identities of others

<input type="radio"/>	<input type="checkbox"/>
-----------------------	--------------------------

Examine the impact of changes and transitions on relationships

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at risk

<input type="checkbox"/>	<input type="radio"/>
--------------------------	-----------------------

#### *Communication and interacting for health and wellbeing*

Investigate how empathy and ethical decision making contribute to respectful relationships

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

#### *Contributing to healthy and active communities*

Critique behaviours and contextual factors that influence the health and wellbeing of their communities

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

## ENGLISH: LEVEL 9

### READING AND VIEWING

#### Language

##### *Expressing and developing ideas*

Identify how vocabulary choices contribute to specificity, abstractions and stylistic effectiveness

<input type="checkbox"/>	<input type="radio"/>
--------------------------	-----------------------

#### Literature

##### *Responding to literature*

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

#### Literacy

##### *Texts in context*

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

##### *Interpreting, analysing, evaluating*

Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts

<input type="checkbox"/>	<input type="radio"/>
--------------------------	-----------------------

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

### SPEAKING AND LISTENING

#### Language

##### *Language for interaction*

Understand that roles and relationships are developed and challenged through language and interpersonal skills

<input type="radio"/>	<input type="checkbox"/>
-----------------------	--------------------------

#### Literacy

##### *Interacting with others*

Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways...

<input type="checkbox"/>	<input type="radio"/>
--------------------------	-----------------------

...and consider the interaction skills use to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace

<input type="checkbox"/>	<input type="radio"/>
--------------------------	-----------------------

Plan, rehearse and deliver presentations

<input type="checkbox"/>	<input type="radio"/>
--------------------------	-----------------------

**ENGLISH: LEVEL 10**

**READING AND VIEWING**

**Literature**

*Responding to literature*

Evaluate the social, moral and ethical positions represented in texts

--	--

**Literacy**

*Interpreting, analysing, evaluating*

Identify and analyse implicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

**SPEAKING AND LISTENING**

**Language**

*Language for interaction*

Use knowledge of language structures and features to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject

	<input type="radio"/>
--	-----------------------

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people

<input type="radio"/>	
-----------------------	--

**Literacy**

*Interacting with others*

Plan, rehearse and deliver presentations

	<input type="radio"/>
--	-----------------------

# Topic 4: Problem solving

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>
<b>TIME:</b>	25	25

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Evaluate emotional responses and the management of emotions in a range of contexts	<input type="radio"/>	<input checked="" type="radio"/>
--	-----------------------	----------------------------------

#### Development of resilience

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge	<input type="radio"/>	<input checked="" type="radio"/>
--	-----------------------	----------------------------------

Analyse the significance of independence and individual responsibility in the completion of challenging tasks	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection	<input checked="" type="radio"/>	<input checked="" type="radio"/>
---	----------------------------------	----------------------------------

### Social awareness and management

#### Relationships and diversity

Analyse how divergent values and beliefs contribute to different perspectives on social issues	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

#### Collaboration

Evaluate own and others' contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate tasks achievement and make recommendations for improvements in relation to team goals	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts	<input checked="" type="radio"/>	<input checked="" type="radio"/>
--	----------------------------------	----------------------------------

## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

#### Reasoning

Examine how to identify and analyse suppressed premises and assumptions	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

Investigate the nature and use of counter examples structures as arguments	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### *Being healthy, safe and active*

Evaluate factors that shape identities, and analyse how individuals impact the identities of others

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Examine the impact of changes and transitions on relationships

--	--

Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at risk

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

#### *Communication and interacting for health and wellbeing*

Investigate how empathy and ethical decision making contribute to respectful relationships

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

#### *Contributing to healthy and active communities*

Critique behaviours and contextual factors that influence the health and wellbeing of their communities

<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------

## ENGLISH: LEVEL 9

### READING AND VIEWING

#### Language

##### *Expressing and developing ideas*

Identify how vocabulary choices contribute to specificity, abstractions and stylistic effectiveness

	<input type="radio"/>
--	-----------------------

#### Literature

##### *Responding to literature*

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

#### Literacy

##### *Texts in context*

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

--	--

##### *Interpreting, analysing, evaluating*

Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts

--	--

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

### SPEAKING AND LISTENING

#### Language

##### *Language for interaction*

Understand that roles and relationships are developed and challenged through language and interpersonal skills

	<input type="radio"/>
--	-----------------------

#### Literacy

##### *Interacting with others*

Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways...

<input type="radio"/>	
-----------------------	--

...and consider the interaction skills use to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

Plan, rehearse and deliver presentations

	<input type="radio"/>
--	-----------------------

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>
<b>TIME:</b>	25	25

**ENGLISH: LEVEL 10**

**READING AND VIEWING**

**Literature**

*Responding to literature*

Evaluate the social, moral and ethical positions represented in texts	<input type="radio"/>	
---	-----------------------	--

**Literacy**

*Interpreting, analysing, evaluating*

Identify and analyse implicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences		<input type="radio"/>
--	--	-----------------------

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence	<input type="radio"/>	
---	-----------------------	--

**SPEAKING AND LISTENING**

**Language**

*Language for interaction*

Use knowledge of language structures and features to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

**Literacy**

*Interacting with others*

Plan, rehearse and deliver presentations		<input type="radio"/>
--	--	-----------------------

# Topic 5: Stress management

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TIME:</b>	15	10	20	15

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Evaluate emotional responses and the management of emotions in a range of contexts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
--	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

#### Development of resilience

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--	-------------------------------------	-------------------------------------	-------------------------------------	--------------------------

Analyse the significance of independence and individual responsibility in the completion of challenging tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	-------------------------------------	--------------------------	--------------------------

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
---	-------------------------------------	-------------------------------------	--------------------------	-------------------------------------

### Social awareness and management

#### Relationships and diversity

Analyse how divergent values and beliefs contribute to different perspectives on social issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

#### Collaboration

Evaluate own and others' contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate tasks achievement and make recommendations for improvements in relation to team goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

#### Reasoning

Examine how to identify and analyse suppressed premises and assumptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

Investigate the nature and use of counter examples structures as arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TIME:</b>	15	10	20	15

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### *Being healthy, safe and active*

Evaluate factors that shape identities, and analyse how individuals impact the identities of others

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
-----------------------	-----------------------	-----------------------	--

Examine the impact of changes and transitions on relationships

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
-----------------------	-----------------------	-----------------------	--

Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at risk

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------

#### *Communication and interacting for health and wellbeing*

Investigate how empathy and ethical decision making contribute to respectful relationships

--	--	--	--

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing

	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
--	----------------------------------	----------------------------------	--

#### *Contributing to healthy and active communities*

Critique behaviours and contextual factors that influence the health and wellbeing of their communities

--	--	--	--

## ENGLISH: LEVEL 9

### READING AND VIEWING

#### Language

##### *Expressing and developing ideas*

Identify how vocabulary choices contribute to specificity, abstractions and stylistic effectiveness

--	--	--	--

#### Literature

##### *Responding to literature*

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
-----------------------	-----------------------	-----------------------	--

#### Literacy

##### *Texts in context*

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

--	--	--	--

##### *Interpreting, analysing, evaluating*

Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts

--	--	--	--

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts

	<input type="radio"/>	<input type="radio"/>	
--	-----------------------	-----------------------	--

### SPEAKING AND LISTENING

#### Language

##### *Language for interaction*

Understand that roles and relationships are developed and challenged through language and interpersonal skills

		<input type="radio"/>	
--	--	-----------------------	--

#### Literacy

##### *Interacting with others*

Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways...

			<input type="radio"/>
--	--	--	-----------------------

...and consider the interaction skills use to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace

		<input type="radio"/>	
--	--	-----------------------	--

Plan, rehearse and deliver presentations

--	--	--	--

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TIME:</b>	15	10	20	15

**ENGLISH: LEVEL 10**

**READING AND VIEWING**

**Literature**

*Responding to literature*

Evaluate the social, moral and ethical positions represented in texts

--	--	--	--

**Literacy**

*Interpreting, analysing, evaluating*

Identify and analyse implicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences

--	--	--	--

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence

	○	○	
--	---	---	--

**SPEAKING AND LISTENING**

**Language**

*Language for interaction*

Use knowledge of language structures and features to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject

--	--	--	--

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people

--	--	--	--

**Literacy**

*Interacting with others*

Plan, rehearse and deliver presentations

--	--	--	--

# Topic 6: Help-seeking

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TIME:</b>	20	20	20	20

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Evaluate emotional responses and the management of emotions in a range of contexts		•	•	
--	--	---	---	--

#### Development of resilience

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge			○	
--	--	--	---	--

Analyse the significance of independence and individual responsibility in the completion of challenging tasks				
---	--	--	--	--

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection	○	•	•	•
---	---	---	---	---

### Social awareness and management

#### Relationships and diversity

Analyse how divergent values and beliefs contribute to different perspectives on social issues		○		
--	--	---	--	--

Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights	○	○	○	○
--	---	---	---	---

Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships	○	•		○
--	---	---	--	---

#### Collaboration

Evaluate own and others' contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate tasks achievement and make recommendations for improvements in relation to team goals	○	○	•	•
--	---	---	---	---

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts			•	•
--	--	--	---	---

## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities	○			○
--	---	--	--	---

Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions	○	○	○	○
--	---	---	---	---

Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions	○	○		○
---	---	---	--	---

#### Reasoning

Examine how to identify and analyse suppressed premises and assumptions				
---	--	--	--	--

Investigate the nature and use of counter examples structures as arguments				
--	--	--	--	--

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TIME:</b>	20	20	20	20

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### *Being healthy, safe and active*

Evaluate factors that shape identities, and analyse how individuals impact the identities of others

--	--	--	--

Examine the impact of changes and transitions on relationships

○			
---	--	--	--

Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at risk

○	●	●	○
---	---	---	---

#### *Communication and interacting for health and wellbeing*

Investigate how empathy and ethical decision making contribute to respectful relationships

	●		
--	---	--	--

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing

○	●	●	
---	---	---	--

#### *Contributing to healthy and active communities*

Critique behaviours and contextual factors that influence the health and wellbeing of their communities

	●	●	
--	---	---	--

## ENGLISH: LEVEL 9

### READING AND VIEWING

#### Language

##### *Expressing and developing ideas*

Identify how vocabulary choices contribute to specificity, abstractions and stylistic effectiveness

		○	
--	--	---	--

#### Literature

##### *Responding to literature*

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

○	○		○
---	---	--	---

#### Literacy

##### *Texts in context*

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

--	--	--	--

##### *Interpreting, analysing, evaluating*

Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts

--	--	--	--

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts

○	○	○	
---	---	---	--

### SPEAKING AND LISTENING

#### Language

##### *Language for interaction*

Understand that roles and relationships are developed and challenged through language and interpersonal skills

○		○	
---	--	---	--

#### Literacy

##### *Interacting with others*

Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways...

--	--	--	--

...and consider the interaction skills use to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace

		○	
--	--	---	--

Plan, rehearse and deliver presentations

		●	
--	--	---	--

<b>ACTIVITY:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TIME:</b>	20	20	20	20

**ENGLISH: LEVEL 10**

**READING AND VIEWING**

**Literature**

*Responding to literature*

Evaluate the social, moral and ethical positions represented in texts		○		
---	--	---	--	--

**Literacy**

*Interpreting, analysing, evaluating*

Identify and analyse implicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences		○		
--	--	---	--	--

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence	○	○	○	○
---	---	---	---	---

**SPEAKING AND LISTENING**

**Language**

*Language for interaction*

Use knowledge of language structures and features to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject			○	
---	--	--	---	--

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people		○	○	
---	--	---	---	--

**Literacy**

*Interacting with others*

Plan, rehearse and deliver presentations			○	
--	--	--	---	--

# Glossary

**Accomplice:** A person or people who support or encourage violence.

**Bisexual:** Someone who is attracted to and/or has sex with people of more than one gender.

**Bullying:** When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm and falsely blaming someone for things going wrong. Bullying is a form of discrimination.

**Cisgender:** This term applies to the majority of people, describing a person who is not transgender. If a person is assigned female at birth and then grows up to identify as a woman, that person is cisgender. It means a person's biological sex matches their gender identity and expression.

**Consent (sexual):** There are laws about sexual relationships and how people treat each other. These laws apply to everyone (men and women) regardless if the person is straight, same-sex attracted, queer identifying or transgender. Drugs and alcohol can affect people's ability to make decisions, including whether or not they want to be sexual with someone else. This means that if someone is really drunk or high, they cannot freely agree, or 'give consent', as their ability to provide 'free agreement' is impaired by the influence of drugs or alcohol.

**Cyberbullying:** A form of bullying using the Internet (e.g. on chat rooms, social networking sites, e-mail), or mobile phones (e.g. SMS) to inflict discomfort or harm.

**Disadvantage:** The state or instance of being in an unfavourable circumstance or condition that causes problems or reduces the relative chances of success or effectiveness.

**Domestic violence:** There are many different types of domestic violence including physical, emotional and verbal.

Domestic violence is about power and control and can be expressed in many ways. It can affect people of any age. It is sometimes called family violence, child abuse or intimate partner violence, however can occur within any relationships (for example between family members who live together, or between a young girlfriend and boyfriend).

**Discrimination:** Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

**Empathy:** The ability to imagine what someone else might be thinking or feeling.

**Family violence:** see Domestic Violence.

**Gay:** A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.

**Gender/Gender Norms:** Gender is a concept that describes how societies manage and determine sex categories, and is used in reference to social and cultural differences rather than biological ones. It is the cultural meanings attached to men and women's roles, and can change over time and vary within and among cultures. Gender involves social norms, attitudes and activities that society deems more appropriate for one sex over another. Gender is also determined by what an individual feels and does, and how individuals understand their identities including being a man, women, transgender, gender queer and many other gender positions.

**Gender-based violence:** Gender-based violence is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender and that results in, or is likely to result in, physical, sexual, or psychological harm or suffering.

**Gender equality:** The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

**Gender equity:** The process of being fair to people regardless of their gender. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

**Gender expression:** How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns.

**Gender fluid:** Self-identifying with multiple genders, and may move fluidly between them.

**Gender identity:** How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others.

**Gender nonconforming:** refers to people who do not follow other people's/society's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth. People who are gender nonconforming may also be called and/or identify as gender variant, non-binary identifying, gender diverse, gender atypical or gender queer, and may be transgender or otherwise variant in their gender expression.

**GLBTIQ:** A commonly used acronym to encompass people who identify as gay, lesbian, bisexual, transgender, intersex and queer.

**Help-seeking:** Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

**Heteronormativity:** is the belief that people can be assigned into two distinct and complementary genders (man and women) with natural roles in life. As a result it asserts that heterosexuality (relations between a man and a woman) is the only sexual orientation and the only normal.

**Hegemonic masculinity:** The dominant (but not the most common) form of masculinity in society is termed 'hegemonic masculinity'. It requires boys and men to be heterosexual, tough, athletic and emotionless, and encourages the control and dominance of men over women. Men and boys are socially encouraged to express their pain, fear and stress in the form of anger and violence. In Australian society, men are not able to escape the expectations of hegemonic masculinity and men and boys who do not fit the criteria are punished and labelled as 'not a real man'.

**Homophobia:** Fear, discomfort, intolerance or hatred of homosexuality or sexually diverse people.

**Homophobic bullying:** A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity. Can also be called bullying on the basis of perceived sexual orientation.

**Human rights:** The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

**Intersectionality:** Intersectionality calls for a focus on the ways in which an individual's identities intersect, enabling discrimination on the basis of two or more characteristics at the same time. The term is applied to all of those in the community who experience discrimination via multiple sites (such as gender, gender identity, sex, class, race, religion, disability, sexual orientation and education). Intersectionality recognises the multiple aspects of identity that enrich our lives and experiences, as well as the ways in which they complicate and compound oppressions and marginalisations.

**Intersex:** The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

**Lesbian:** A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc.

**Perpetrator:** A person who carries out a violent act or causes hurt and/or harm.

**Positive behaviour management:** Positive behaviour management approaches are those that stress prevention, support and avoidance of confrontation and that focus more on development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

**Power:** Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between females and males.

**Prejudice:** Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious, or other group.

**Privilege:** The idea that some groups of people have special rights or advantages relative to other groups, even when they don't actively choose to have those advantages. The term is commonly used to in the context of social inequality, particularly in regard to race, gender, age, sexual orientation and disability. Rather than being something that is earned, privilege is something that is awarded to a person based on characteristics assigned to them at birth such as sex, cultural identity, race and class.

**Queer:** is an umbrella term for sexual and gender diverse people that are not heterosexual or cisgender.

**Respect:** A feeling of understanding and appreciation for all human beings and creatures in the world.

**Sex:** (as it relates to gender). Sex is the biological traits that societies use to allocate people into the category of either male or female, through a focus on genitalia, chromosomes or some other physical characteristics. Male and female are not the only sexes, some people have genetic, hormonal and physical features typical of both male and female at the same time, so their biological sex isn't clearly male or female. They are called Intersex.

**Sexual assault:** Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts. People of all genders can be victims of sexual assault, no matter your age, gender identity or sexuality.

**Sexual harassment:** Sexual harassment is unwelcome sexualised verbal or physical behaviour. Examples include comments, whistling. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

**Sexual identity:** How individuals identify their own sexuality (usually based on sexual orientation).

**Sexual orientation:** Emotional and sexual attraction to another person or other people who may be of the opposite gender, same gender or another gender identity.

**Sexuality:** The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

**Stereotype:** A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called gender stereotype.

**Social cohesion:** A socially cohesive society is one where all groups have a sense of belonging, recognition and legitimacy despite differences in ideas, opinions, skills and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships and respect for diversity.

**Stigma:** An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

**Tolerance:** A person's willingness to accept feelings, habits, or beliefs that are different from their own and which they may not agree with.

**Transgender:** An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman).

**Transphobia:** The fear or hatred of transgender people or gender non-conforming behaviour.

**Victim:** A victim is a person who has been the target of violence. Some people prefer to use the word 'target' rather than 'victim' to imply that the perpetrator made a choice and that their act was deliberate. Some prefer to use the word 'survivor' rather than the word 'victim' as they find this word more suggestive of strength and recovery. Others prefer the word victim as suggesting the innocence of the targeted party.

**Violence:** The term 'violence' is used broadly to include many forms of negative treatment, including physical, verbal, psychological and sexual actions.

**Violence against women and girls:** Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

**Whole school approach:** A whole school approach recognises that in order to achieve sustainable change, in the areas such as wellbeing promotion or violence prevention, shifts are needed at a policy, structural, process, system and institutional level. It involves engaging not just students, but school staff and the wider school community in the process of cultural change.

**Witness:** In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

# References

1. Cave, L., et al., *Mission Australia's 2015 Youth Survey Report*. 2015, Mission Australia.
2. Slade, T., et al., *The mental health of Australians 2: Report on the 2007 national survey of mental health and wellbeing*. 2009, Department of Health and Ageing: Canberra.
3. Dake, J.A., J.H. Price, and S.K. Telljohann, The Nature and Extent of Bullying at School. *Journal of School Health*, 2003. 73(5): p. 173.
4. Egger, H.L. and A. Angold, Common Emotional and Behavioral Disorders in Preschool Children: Presentation, Nosology, and Epidemiology. *Journal of Child Psychology and Psychiatry*, 2006. 47(3-4): p. 313-337.
5. Institute for Health Metrics and Evaluation, *Global Burden of Disease and Injury Study*. 2010, Institute for Health Metrics and Evaluation.: Washington D.C.
6. Australian Institute of Health and Welfare, *Young Australians: Their health and wellbeing 2011*. 2011, Australian Institute of Health and Welfare: Canberra.
7. Cross, D., et al., *Australian Covert Bullying Prevalence Study (ACBPS)*. 2009, Child Health Promotion Research Centre, Edith Cowan University: Perth.
8. BoysTown, Kids Helpline Insights 2014: National Statistical Overview. 2015, BoysTown: Brisbane.
9. Glover, S., et al., Social Environments and the Emotional Wellbeing of Young People. *Family Matters*, 1998. 49.
10. Cahill, H., et al., *Translating Caring Into Action: an Evaluation of the Victorian Catholic Education Student Welfare Professional Development Initiative*, in *Youth Research Centre Report*,. 2004, University of Melbourne: Melbourne.
11. CASEL. *What Is Social and Emotional Learning?* 2013 [cited 2014 31 January]; Available from: <http://www.casel.org/social-and-emotional-learning/>.
12. Frydenberg, E., *Think positively! A course for developing coping skills in adolescents*. 2010, London: Continuum International Publishing Group.
13. Durlak, J.A., et al., The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 2011. 82(1): p. 405-32.
14. Payton, J.W., et al., *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. 2008, Collaborative for Academic, Social, and Emotional Learning: Chicago.
15. Ashdown, D. and M. Bernard, Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development, Well-being, and Academic Achievement of Young Children? *Early Childhood Educ J*, 2012. 39: p. 397-405.
16. Herbert, P. and D. Lohrmann, It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula. *Journal of School Health*, 2011. 81(5): p. 258-264.
17. Hromek, R. and S. Roffey, Promoting Social and Emotional Learning With Games: "It's Fun and We Learn Things". *Simulation & Gaming*, 2009. 40: p. 626-644.
18. Noble, T. and H. McGrath, The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing. *Educational and Child Psychology*, 2008. 25(2): p. 119-134.
19. Seligman, M., *Authentic Happiness*. 2002, New York: Free Press.
20. World Health Organisation, *Skills for Health, Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School*, W.I.S.o.S. Health, Editor. 2003, WHO: Geneva.
21. Rickwood, D., et al., Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health (AejAMH)*, 2005. 4(3): p. 1-34.