

101

Resilience Building Ideas

A Resilient Youth eBook

**COMPILED BY THE RESILIENT
YOUTH AUSTRALIA TEAM**

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Thank you for building resilience in your school!

Welcome,

When it comes to the resilience of young people, we recommend getting back to basics.

This free eBook is full of low cost or no cost practical tips, tools and suggestions to help you build the resilience of your students in the everyday school context.

The 101 ideas collected in this eBook have been contributed by experienced educators and organised by domain under our CPR Framework: Connected Protected Respected™.

For best outcomes we strongly recommend using this eBook in conjunction with our Resilience Survey, a unique and powerful measure of the resilience and wellbeing of students, now used by over 1,300 schools and more than 350,000 young Australians.

To test-drive the Resilience Survey and Portal:

SURVEY	PORTAL
URL: rysurvey.org	URL: portal.resilientyouth.org
Primary School code: 123123	USERNAME: DemonstrationPortal
Secondary School code: 789789	PASSWORD: demo

Best Wishes



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RESILIENCE is being:

CONNECTED

PROTECTED

RESPECTED™



How to use this eBook

Step 1.

If your school has signed up to the Resilience Survey, results are accessible on your school's reporting portal: portal.resilientyouth.org/login

If you would like to sign up to the Resilience Survey, please contact us at: helpdesk@resilientyouth.org

Step 2.

We recommend the Principal, or leadership and wellbeing teams discuss and review the Resilience Survey reports together to explore the strengths and challenges that your students have reported. Use this time to identify the priority areas for intentional resilience building initiatives. Begin your discussion with the question: "How can we build on and grow the things that we are good at?"

While the Resilience Survey and Reports provides a rich source of actionable information, we find that most schools and communities are best served when they do a few things really well in the first year, rather than tackling a whole host of issues.

The good news is that by focusing on growing existing strengths in specific areas, gains will be made in other areas - in building resilience, as in life, everything is connected!

Step 3.

Start a conversation with your students through focus groups and discussions.

Focus groups: You may wish to conduct informal focus groups of students to enhance your interpretation of the results and what your students have self-reported. Presenting the results to a small focus group of your students in this way can deepen your understanding and clarify your priorities. We include a description of 'How to organise Focus Groups' in Appendix 1.

Class discussion: You may wish to discuss aspects of the Resilience Survey report with your class. Drilling down into the data is critical in assisting you to understand it more deeply before any action is taken. We recommend you simplify the discussion to few areas, for example, 3 positive aspects of the report and 2 areas of challenge. This illustrates to your students that you care about what they think. For examples of the types of questions you might like to ask your students, we include recommendations in 'Questions to Ask Students', Appendix 2.

How to use this eBook

Step 4.

The Principal and their team should determine the intentional resilience building priorities for each cohort for the year ahead. These priorities will form the basis of your school's resilience building activities. We suggest that these intentional, targeted priority areas be presented to teachers, parents, students or a group of students to discuss and collect feedback. Individual teachers can further support these initiatives by using many of the 101 ideas in this eBook.

Step 5.

Once final decisions have been made on intentional resilience building initiatives, these resilience building initiatives should become a formal written part of your school's Strategic Action Plan.

Step 6.

At any time throughout the year, make contact with us to review the timing of the next Resilience Survey and Reports. We recommend you complete a Survey each year, at the same time each year, to capture the changing nature of each cohort.

We recommend that your resilience building initiatives and wellbeing strategies for each cohort be reviewed in three-yearly cycles.

Step 7.

Consider using our additional survey instruments:

- No Bullying Survey;
- Staff Resilience Survey;
- Parents Resilience Survey.

Need more support?

If you get stuck at any part of the process help is at hand! You can email us at helpdesk@resilientyouth.org and we will respond as soon as possible.

How much does resilience matter to learning?

According to 350,000 student responses to the Resilience Survey and an extensive peer-reviewed meta study, it matters a lot.

A well-known 2011 meta study by Durlak et al, reviewed 213 school-based, universal social and emotional learning programs involving over 270,000 U.S. students from Kindergarten to High School and found significantly improved social and emotional skills, improved positive attitudes about self, others, and school, improved behaviours lasting at least 12 months, together with an 11-percentile point gain in academic achievement. A subsequent 2012 meta study by Sklad et al, found an 18-percentile point gain in academic achievement.

These significant studies clearly demonstrate that throughout primary and secondary school resilience is positively correlated with academic achievement. For this reason, how you promote resilience may be the most influential action you take as a school leader. But where to start?

The genesis of Resilient Youth Australia was a single innovative idea: to measure student resilience and wellbeing in the school setting. We call this the 'science of wellbeing'. The Resilience Survey is a practical measure, offered to school leaders, which provides actionable information to assist school leaders accelerate improvements in educational engagement by putting resilience and wellbeing at the centre of young people's education.

We hope that this eBook and its 101 ideas contributed by experienced educators, used in conjunction with the Resilience Survey, helps you to make positive resilience building decisions for the benefit of your students.

CONNECTED DOMAIN 1 – POSITIVE RELATIONSHIPS

Relationships with others and oneself are critical for each student's healthy development. A young person with a safe, warm and supportive family, where at least one adult or caring parent loves and cares for them and listens to them, is associated with higher academic achievement and lower risky behaviours. Likewise, by developing positive relationships with students, teachers will help foster a feeling of belonging to school. High levels of belonging to school are associated with significantly increased thriving, including engagement in learning and academic outcomes, and lower involvement in a wide range of risky behaviours.

Idea #1 - Greeting students

Positively greet each student by their name and model good manners by:

- Saying: “Hello!” “Good morning!” “Thank you!” “Excuse me!” “Please”;
- Smile more at students in corridors, in the playground, at the canteen;
- Look your students in the eye;
- Reach out beyond the students you know well;
- Talk to students by asking casual non-personal questions “Did you watch the game on the weekend?”

Idea #2 - Positive feedback

Increase the amount of positive feedback that teachers give students. It has been estimated that the average high school student receives only two seconds of feedback each day.

Idea #3 - Show an active interest

Ask students about their hobbies, interests, out of school activities and part-time jobs. Tie this knowledge into your teaching.

Idea #4 - Foster belonging

Our sense of belonging and attachment is the foundation stone of resilience. Schools can be an essential element of belonging. One way to foster belonging in schools is by identifying the fringe dwelling students, those student's that staff don't know well, and devise strategies to engage with them.



CONNECTED DOMAIN 1 – POSITIVE RELATIONSHIPS

Idea #5 - ‘Who do we know / Who don’t we know’ activity

Teachers can strengthen relationships and school belonging by ensuring that teachers know their students by name.

You could undertake a review of how well students are known by staff:

- a. One way to ascertain this is to have lists of all students’ names in the school and to ask staff to place a tick next to the name of any student they could have a twenty minutes conversation with if they were stuck in a lift with them. This usually reveals those students who are known to everyone and those who are not well known. You can also do this with photos of students;
- b. Once the students who are not well known have been identified, develop strategies to create relationships with them; the aim is to build a school where teachers speak about teaching ‘their students’ rather than ‘the students’.

Idea #6 - Focus on four key characteristics

Focus on four characteristics that help young people to feel connected to adults at school:

1. High academic expectations;
2. Coupled with highly relational teacher support;
3. Respectful adult-student relationships;
4. A physically and emotionally safe environment.

Increasing connection to adults is a powerful starting place for most schools and communities. Strengthening the connection between young people and the adults around them develops positive attitude, hope, positive values, social skills, mental wellbeing and increases protective factors and reduces risky behaviours.

Idea #7 - Encourage optimism and empathy

Use language of optimism and empathy. For example, show that you are listening by actively paraphrasing back what has been said. This illustrates you understand how the student feels.



CONNECTED DOMAIN 1 – POSITIVE RELATIONSHIPS

Idea #8 - Make yourself available to students

Announce to students that if they would like to meet with you to talk about school work or something else, you are available during the week to meet. Set times during the week at recess or lunchtimes, or before or after school, when students can come and chat to you one on one.

Idea #9 - Utilise the ‘Jane Goodall Roots and Shoots Resource Box for schools’

The Jane Goodall Foundation Roots and Shoots Resource Box and its teacher resources provide an action-based school participation program that enables you to engage and enthuse your students about nature while fostering student respect and compassion for all living things: rootsandshoots.org.au

Idea #10 - ‘Invisible Mentoring’

Identify students who are quiet, unpopular, or likely to achieve low results in their academic work. Once identified, teachers begin to make eye contact, smile at, and engage with the student on a regular basis. Students will begin to act differently, and in some cases their educational engagement will improve and for some academic performance may also improve.

Idea #11 - Increase opportunities to involve parents in the life of the school

- Ensure regular positive feedback is given to parents – some schools mail ‘positive postcards’ to recognise positive behaviours every week;
- Provide parents with personal invitations to school events;
- Offer programs, events and opportunities that support student/parent relationships;
- Make personal requests of parents to take a role in school events;
- Send a direct message to parents that they are seen as a resource for the school and ask them to nominate ways they think they might be able to assist the school;
- Hold events where there is time for parents and teachers to interact.



CONNECTED DOMAIN 1 – POSITIVE RELATIONSHIPS

Idea #12 - Encourage parent involvement at home

- Encourage parents to do a favourite activity with their kids each week such as go for a walk, have a coffee, watch sport together;
- Acknowledge the important part family plays in their child's education particularly in making certain they get enough sleep, eat a good breakfast, and arrive ready to learn;
- Encourage parents to remember to praise and frame positive behaviours regularly. For example, "Sophie, I liked the way you showed persistence and commitment in completing that task, well done!"
- Instilling hope in their child. Let them know you think great things are on offer for them and you love and believe in them;
- When your child says there is no homework set why not look at a newspaper together, discuss events and issues share reading an extract from a novel with them before discussing, go for a walk, cook a meal, or do a task together;
- Recommend to parents that they ask their son or daughter "What did your learn today?". Break the habit of them saying "Nothin" to saying "Let me show you."

Idea #13 - Encourage parents to set appropriate boundaries by:

- Being clear about the routines of family life: bedtime, mealtimes, use of technology. For example, the school could provide ideas and a suggested framework for technology use such as the provision of a charging station within the home environment where all devices go at night-time;
- Having a zero-tolerance approach to violence, rudeness and intimidation in your family;
- Invite parents to work with other parents at the school to create memorandums of understanding about parties, drug or alcohol use, sexual activities and online safety. If you can develop a common set of understandings, write these up and invite other parents to sign it. The list of signatories could be on the school website for all parents to check.



CONNECTED DOMAIN 1 – POSITIVE RELATIONSHIPS

Idea #14 - Encourage ‘Student Voice’

If you are reading this eBook your students have probably recently completed the ‘Resilience Survey’. Your Principal or wellbeing leaders will have reports of what your students have told you. Value this evidence-base of student opinion and expression (and show students that you do) by taking some of the data back to your students. We recommend that you keep it simple and show both strengths and challenges that appear in the data. Choose three strengths and three challenges. Be prepared to ask questions of the students and show that you are listening to them.

Idea #15 - Promote kindness

Promote the value of kindness to other students and others without reward or recognition by asking students to assist in developing a class ‘Kindness Policy’ (or ‘Kindness Charter’) which features acts of kindness and respect to others. Your class ‘kindness policy’ might include the following:

- i. speak and act with goodwill;
- ii. actively use kind words and deeds;
- iii. pay genuine compliments to others;
- iv. acknowledge good things others have said or done;
- v. ask others to join in;
- vi. show gratitude;
- vii. help others to be happy;
- viii. consider the feelings of others;
- ix. do not accept the bullying of self or others;
- x. say sorry to others;
- xi. forgive others when they make a mistake;
- xii. forgive yourself when you make a mistake;
- xiii. be truthful;
- xiv. be compassionate;
- xv. speak kindly;
- xvi. treat people, places, and things with kindness;
- xvii. appreciate the talents of others;
- xviii. respect the distance between people when they talk or interact;
- xix. say ‘no’ nicely when you need to;
- xx. ask politely to use other people’s things;
- xxi. give things back in the same condition you borrowed them;
- xxii. knock on closed doors;
- xxiii. do not sit too close to people;
- xxiv. wait your turn to talk, not interrupting;
- xxv. wait patiently for your turn;
- xxvi. take turns;
- xxvii. follow classroom rules.



CONNECTED DOMAIN 1 – POSITIVE RELATIONSHIPS

Idea #16 - Help young people build positive conversations with their parents

- Make clear suggestions for parents about ways to help their children: For example, rather than asking, “Do you have any homework?”. Ask “What have you done tonight that I could set up cards to test you on?”;
- Mentoring – suggest parents assist their children to identify three responsible adults they trust their child can speak to about anything bothering them;
- Talk with students in class about questions they find difficult to discuss with their parents. Ask them to write a letter to their parents about the issue that will not get posted!
- Encourage students to share with their parents one thing every night that they learned that day.



CONNECTED DOMAIN 2 –SOCIAL SKILLS

Social skills are the abilities that young people need to interact with others in their world, including peers, parents, teachers and other adults. The development of social skills includes building friendships, navigating cultural differences, and resolving conflicts peacefully.

Idea #17 - Plan celebrations

Facilitate regular activities such as festivals of friendship, festivals of ideas or kindness week.

Idea #18 - Use play to foster social skills

Check out PLAY, a Resilient Youth Australia program designed for students in Grade 5 and 6 that uses the natural love that students have for playing to foster social interaction between all year levels during lunchtime and recess: resilientyouth.org/play

Idea #19 - Be a role model

The most powerful way of building relationship skills is by role modelling. The way adults treat each other and young people at school provides a powerful tone and helps set a positive culture for the school. Increase the amount of observable positive interactions between staff.

Idea #20 - Greet all students every morning and afternoon

Don't forget the importance of greetings. The way students are greeted as they enter classrooms also communicates expectations about civilized behaviours and relationship skills. Some schools have taken on a project of exuberant greetings around a school to great effect.

Idea #21 - Drama and debate

Increase the opportunities for students to engage in constructive conversations in classroom. Debates, discussions, enquiries and informal chats are all valuable. The drama teacher can play a powerful role in this area. Combining drama, theatre sports and literacy activities powerfully engages students and also teaches relationship skills.



CONNECTED DOMAIN 2 –SOCIAL SKILLS

Idea #22 - Teach a lesson about ‘How we behave towards each other’

Use the free lesson resource about ‘How we behave towards each other’ from Resilient Youth Australia found below in Appendix 3.

Idea #23 - Develop Peer Skills

As the majority of young adolescents turn to their friends for advice, equip them with key ‘Peer Skills’ such as active listening, not giving advice, and knowledge of when to refer to issue to an adult.

Idea #24 - Teach a lesson about teamwork called ‘Human Train’

Use the free lesson resource about teamwork available from Resilient Youth Australia found below in Appendix 4.

Idea #25 - Social skills 101

Encourage students to practice meeting and mixing with new people as much as possible, and to know that just as you are not going to like everyone you meet, not everyone you meet is going to like you. It is ok!

Idea #26 - Handling behaviour issues in a supportive way

When you need to talk to a student about their inappropriate behaviour you might say:

1. “Hey Jim, can I talk with you in private?”
2. “I was a bit surprised about what I saw/heard because I didn’t expect this of you”;
3. “What’s caused this?”
4. “Do you think you might have handled this differently/”;
5. “What should we do about it?”;
6. “Thanks for talking with me”.



CONNECTED DOMAIN 3 – UNDERSTANDING SELF

“The skills of creating great relationships requires an awareness of the range of your own emotions; the ability to understand how other people feel; the ability to calm ourselves down rather than blaming or acting out our upset on others; and being able to clarify your own values so that you know what sort of person you want to be and the sort of person you want other people to know you as. The development of personal and social capability is a foundation for learning and for citizenship.” Australian Curriculum–Personal and Social Capability.

Idea #27 - Empower parents as educators.

Develop regular communication with parents about parenting (e.g. school newsletter items). Suggest parents ask questions like, “It looks to me that you are feeling.... Is that right?” Suggest that parents help students to identify the feelings of others.

Idea #28 - Ask students about their feelings

Ask students questions like, “How do you think that person is feeling?” “What sort of day do you think that person is having?” and “When ... happened how do you think that person felt?”

Idea #29 - Encourage and promote emotional intelligence

Focus on the essential self-awareness skills. These are knowing your own feelings, being able to accurately interpret the feelings of others and knowing how to calm down when you are angry or upset. These have been called emotional intelligence and are strongly predictive of academic and career success.

Idea #30 - Teach a lesson about positive emotions

Use the free lesson resource available about ‘Positive Emotions’ from Resilient Youth Australia found below in Appendix 5.

Idea #31 - Teach a lesson about uncomfortable emotions

Use the free lesson resource about ‘Uncomfortable Emotions’ from Resilient Youth Australia found below in Appendix 6.



CONNECTED DOMAIN 3 – UNDERSTANDING SELF

Idea #32 - Social and emotional learning programs

Choose from the wide array of programs available to schools. Highly recommended: The Resilience Project.

Idea #33 - Use students sense of fun to foster social skills

Check out **GAME CHANGERS**, a Resilient Youth Australia program designed for secondary school students to enhance relationship skills and resilience and wellbeing of emerging leaders in secondary school.

Idea #34 - Discuss positive coping strategies

Broaden the repertoire of students' coping strategies by discussing tricky moments in life and how to deal with them. One easy way to do this is to use excerpts from popular soap operas and TV shows.

Idea #35 - Take a deep breath

Talk about how to calm down. Ask them what they think helps them to do this. Help them to implement a cool down process when they are upset. For example, suggest deep breathing or 'counting to ten' or finding a quiet place for 'time out'.



PROTECTED DOMAIN 4 – FEELING SAFE

Feeling safe in a variety of contexts is a basic need and the right of all young people. Feeling safe at home provides a foundation from which young people can confidently explore life. Feeling safe at school enables students to engage in learning; feeling unsafe at school leads to anxiety and disengagement. First and foremost, students need to feel safe before they can feel that they belong in relation to home, school or community. High levels of school belonging are associated with significantly increased thriving and lower involvement in a wide range of risky behaviours.

Idea #36 - Buddy and student mentoring

Put in place a caring mentoring program. Link up senior students and junior students, or use parents and grandparents, friends of the school, or community leaders.

Idea #37 - Teach a lesson about kindness

Use the free lesson resource available from Resilient Youth Australia about 'Kindness' found below in Appendix 7.

Idea #38 - Teach a lesson about gratitude and kindness

Use the free lesson resource available from Resilient Youth Australia about 'Gratitude and Kindness' found below in Appendix 8.

Idea #39 - Teach a lesson about the harmful effects of bullying

Use the free lesson resource available from Resilient Youth Australia about the harmful effects of bullying, called 'One Sheet of Paper' found below in Appendix 9.

Idea #40 - Listen to your students

Check out what your students say about bullying. Use the Resilient Youth Australia 'No Bullying Survey' to ascertain how many students report being bullied, how many witness bullying, where the bullying took place, and how students responded, plus much more, by year level and gender. Enquire at: helpdesk@resilientyouth.org



PROTECTED DOMAIN 4 – FEELING SAFE

Idea #41 - Teach a lesson about the emotional impact of bullying

Use the free lesson resource available from Resilient Youth Australia about 'The Emotional impact of bullying' found below in Appendix 10.

Idea #42 - Visit the eSafety Commissioner website

Visit the website of the eSafety Commissioner at www.esafety.gov.au and choose from the 'Classroom resources' available such as:

- 'Tagged', an award-winning short film for upper secondary students which encourages young people to reflect on the real-life consequences of online bullying, sharing images, and a negative digital reputation;
- 'Cybersmart challenge', animated videos introducing primary school students to key online safety issues;
- 'Game On', a short drama series for upper primary and lower secondary students that explores online bullying, gaming, online friendships and protecting personal information.

Idea #43 - Order a copy of 'NO Bullying' and complete the Teacher Personal Development

Order a copy of 'No Bullying' co-written by Dr. Andrew Wicking of Resilient Youth Australia and Professor Ken Rigby OAM, Adjunct Professor University of South Australia, and one of Australia's foremost authorities on bullying and what to do about it. Order by email at: helpdesk@resilientyouth.org



PROTECTED DOMAIN 5 – HEALTHY MIND

Idea #44 - Teach your students what factors will stress them out

Getting stressed can happen easily. However, there are things students can do to manage stress in a positive way. Discuss with your students these ‘stress builders’ – the sure-fire ways to heighten anxiety and stress:

1. Isolate yourself

When you are really stressed out you can’t think straight. Relying on yourself alone to sort things out when you are not coping is one of the best ways to make sure your worries continue. Don’t think that other people don’t care or won’t help you.

2. Thinking about the outcome not the process

Focusing and worrying about final exams, upcoming performances or future social situations will increase your stress. Rather, focus on the steps you need to take to achieve your goals.

3. Work Harder

The logic here is that if working harder got you into this state, it is going to take even more hard work to get you out of it. This is especially crazy, but if it’s feeling stressed that you want, this is a good way of getting it. Plan work times and fun times – you need balance!

4. Escape into computer games

Playing computer games can be a good distraction for a while. However, playing them for too long and you will end up feeling wired and listless.

5. Talking about being busy

We can talk ourselves into being stressed. Telling everyone how busy and tired you are can become a way of increasing your own sense of being wired and exhausted.

6. Facebook fretting

Once you are feeling stressed, checking other friends’ FaceBook profiles and comparing yourself to others will make you to feel much, much worse.



PROTECTED DOMAIN 5 – HEALTHY MIND

Idea #45 - Teach students what factors will calm them down.

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

Teach your students that the following behaviours are certain to relieve stress:

1. Don't think about the end result, focus on the steps you can take today to get to that outcome

Thinking about how future events will turn out can create a lot of anxiety. Will I pass this test? Will they like me? Do I have enough friends? Try to tame your mind so that you stop thinking about questions you can't know the answer to. Instead, practise narrowing your attention to what you can do right now and what you have control over.

2. Write it out

Get your worries out of your head. Write them down on a sheet of paper. make a note or a voice memo on your phone.

3. Know that everyone has worries

All human beings worry at times so do not feel strange or odd or different. Just know that if you find yourself worrying at times you are just like everyone else.

4. Talk to someone you trust

Now that you know everyone gets stressed at times, tell someone you can rely on about feeling worried. Even if they don't have any suggestions for you, just telling someone makes a difference and may assist you in taking positive steps towards working things out.

5. Stop mind juggling, start doing

When people get stressed they often freeze up and feel like they can't start anything. Start somewhere. Your first attempt doesn't have to be the perfect answer. Getting started builds momentum and confidence.

6. Use music

Music is a powerful way to ramp down stress. Make a playlist of your best feel-good songs and play when you find the worries are creeping in.



PROTECTED DOMAIN 5 – HEALTHY MIND

Idea #46 - Develop a nurturing culture at school

1. Great schools nurture great souls

Education is about much more than just the marks; you can be good at passing the test but be bad at life. The result of one specific test is transitory. In contrast, the attitude young people take towards learning has life-long consequences.

2. Mistakes are opportunities for growth

Shame causes low motivation. Some kids may reason it is better to opt out than to endure humiliation. Encourage mistake making as a learning experience in the same way scientists use it. Use guessing games, quizzes, puzzles, mazes, mysteries, forensic clues and problem-solving games to build a have-a-go mindset. Ask students to give you a wrong answer and to tell you one reason they think it might be wrong.

3. Teach Mindfulness

Mindfulness is about being aware and being present. Now! Create rituals where everyone can stop and bring their energy and awareness into the present. To get great outcomes we need to lessen anxiety. We can achieve this by focusing less on the results and more on awareness and commitment. Many mindfulness exercises suitable for your students are available from the internet. For example, ask students to put their hand on their belly and take a big breath. Then ask them to slowly breathe out as they count , “one thousand, two thousand, three thousand”. Ask students what they feel. Slowing down breathing resets their body.

4. Be aware of the possible effect of open learning areas

Open learning areas work well in some settings but can be factories for anxiety in others. A minority of students will have hearing problems to the extent that they will be unable to hear as well in an open learning area. For some students creative, independent thinking is often harder in noisy distracting circumstances.

Students who have traumatic backgrounds, have been bullied at schools, have family difficulties or are new arrivals to the country, often report higher levels of anxiety in open learning settings. When you are anxious, your levels of cortisol and adrenaline increase, blood is shifted away from your brain and you are focused on survival rather than learning.



PROTECTED DOMAIN 5 – HEALTHY MIND

Idea #46 - Develop a nurturing culture at school (continued)

5. Teach students how their brains work

Learning about what drives anxiety and how to shift your gears down is useful information. Anxiety is a sign of an overloaded brain. It is toxic to creativity and memory. Learning the signs of stress and knowing what to do to come back to a state of relaxed focus is a skill everyone needs. We all need good refreshing sleep to learn well. It is a revelation to some people that if you start your day either by denying yourself some fuel, or by having a few energy drinks and a bowl of chips, you might feel like something has crawled into your head and died there by mid-morning.

6. Put fun back into learning

Let's put fun back into school life and learning. Fun is one antidote to anxiety. When we put the playfulness back into learning, motivation and engagement increase and performance improves dramatically.

Idea #47 - Share a joke

Have you tried to laugh at a joke and feel stressed at the same time. When we laugh our bodies release hormones that help reduce feelings of anxiety, fear or sadness. At the same time dopamine helps our neurons to communicate with each other which improves effective learning by improving memory and increasing attention. So, why not ask your students to come to class with a joke to tell! Or, show students a funny YouTube clip, or read them a funny short story.



PROTECTED DOMAIN 6 – HEALTHY BODY

Idea #48 - Teach students healthy habits

1. Sleep well

We all need refreshing sleep to live and learn well. You need at least eight hours sleep each night to function well. At times of pressure you may even need more. Sleep resets our hormone levels and protects us against stress and depression.

2. Eat breakfast

Your brain is at its best when you eat a healthy breakfast. If you want to do your best at school eat a good breakfast such as eggs, toast, porridge or low sugar cereals rather than sugary cereals. A good breakfast will benefit concentration and memory.

3. Forget energy drinks

Just one of these drinks elevates your levels of adrenaline (a stress hormone) to five times the normal level for up to five hours after drinking. These drinks are often high in caffeine, aspartame and sugars, all of which increase your stress levels.

4. Cut out the junk food

Eating a lot of junk food will cause you to have a brain that is not only stressed out, it will also make you feel sludgy and tired.

5. Exercise

Being physically active lowers your stress levels. Exercise increases blood flow to the smart parts of our brains where problems can get solved. When we sit or lie still for too long the more primitive parts of our brain kicks in and our thoughts go around and around. Sitting around doing nothing can be great, but if you are already a bit stressed, it will help the worries to build and circle like vultures.

6. Breathe deeply

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

7. Drink water

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



PROTECTED DOMAIN 7 – LEARNING ENGAGEMENT

Active and engaged learners care about school, do their homework, have fun at school and enjoy learning new things. Being engaged in learning benefits student personal growth and aids development of meaningful life skills. Learning engagement reduces class disruption and reduces the likelihood of associating with other troubled and disengaged young people and becoming involved in a wide range of risky behaviours.

Idea #49 - Increase praise and feedback

Praise is always powerful in reinforcing effort but even more successful is asking students how they achieved the outcome. Asking “What did you do first?” or “How did you do that?”, compels students to explain their successes. When expressed in their words they are more likely to ‘own’ the success; when it is always in your words, they may dismiss it.

Idea #50 - Include brainy breaks in your lessons

Brainy breaks are short breaks in class activity where all students take a few minutes of time out to engage in teacher led fun and engaging ways. Try a Brainy Break such as ‘Count to 20’ found in Appendix 11. Brainy Breaks ideas are valuable fun-based class management tool for teachers, providing a toolkit of dozens of brainy breaks, and is available from Resilient Youth at: resilientyouth.org/brainy-breaks

Idea #51 - Praise effort and persistence

Increase the emphasis on effort and persistence as pathways to success.

Idea #52 - Use ‘Test autopsies’ to create empowered learners

Conduct a ‘test autopsy’. This involves testing an assessment task without students preparing for it. Students take the test and are given feedback about their performance and ways to correct the items of the test that they did incorrectly. Students then research ways to correct their errors using textbooks, internet, teachers and other students as resources. Students then write up the correct answers explaining how to do it. After this has been handed in, students re-take the test, which is marked. This method may be a new way to learn for students, and vividly demonstrates to students that they can improve their marks.



PROTECTED DOMAIN 7 – LEARNING ENGAGEMENT

Idea #53 - Re-define success

Success can be defined in terms of improvement and personal bests.

Idea #54 - Reduce uncertainty in class

Provide clear objectives and expectations. Some experienced educators such as Terry Janz always begins each lesson explaining to students what the Lesson Plan objective is, and what the Australian Curriculum objective is.

Idea #55 - Encourage positive parental support at home

- Encourage parents to provide a public homework space which is quiet, well lit, and free from major distractions;
- Encourage parents to consistently reinforce a regularly scheduled homework time;
- Remind parents that their kids need them to encourage homework completion;
- Occasionally set homework tasks that requires students to talk to parents or other family adults.

Idea #56 - Engage parents in education

- Develop study skills sessions after school hours that are aimed at bringing students and their parents together;
- Communicate with parents about issues relating to the education of their children. For example, managing technology in the home, the importance of values such as respect and kindness, and what to do in the case of bullying.

Idea #57 -Chunking

Break work into chunks or smaller pieces and see the completion of each chunk as a success.



PROTECTED DOMAIN 7 – LEARNING ENGAGEMENT

Idea #58 - Student feedback

A curriculum that is empowering increases educational engagement - negotiate homework and assignment completion deadlines. Check with other class teachers that the various completion dates are spaced appropriately. Ask students which lessons styles they like best.

Idea #59 - Get students involved

Ask students to create podcasts and YouTube clips with the aim of teaching others. Facilitate after school homework clubs such as chess, debating, and music clubs.

Idea #60 - Youth Leadership

Identify opportunities for youth leadership within the school and then invite students to brainstorm these opportunities with you. For example, students could meet and greet visitors to school events and host your school's social and academic events.

Idea #61 - Value of extra-curricular activities

Involvement in extra-curricular activities including school-based sports teams, school-based performing arts, school publications and student government has been positively related to school success and student retention.

Idea #62 -Relevance is key

Keep learning material and content relevant where possible. Engaged students willingly answer questions in class, participate in discussions, complete assignments mostly on time and are rarely absent or late. It would seem for maximum engagement to occur there needs to be interest in school, a perception that it is relevant, and may serve to assist the student to achieve desired life goals.



PROTECTED DOMAIN 7 – LEARNING ENGAGEMENT

Idea #63 - Empower young people

Empowerment lifts educational engagement and a range of resilience factors. Empowerment is the feeling young people have when they know that they have the power to change things for the better. Being empowered is being valued and appreciated, included in tasks and decisions and being given useful roles and responsibilities. These opportunities can be provided by parents and relations at home, by teachers at school, and by community members coaching sports teams and other extra-curricular activities.

Idea #64 - Mentoring

Form multi-disciplinary education teams where groups of teachers work with students. Include mentoring programs and aim to ensure that every student has a mentor.

Idea #65 - Variety is the spice of life

Use a wide variety of instructional methods and technologies. Provide service learning and community service projects, experiential, hands-on learning opportunities.

Idea #66 - Implement learning recovery programs

For early adolescents who develop a negative academic self-concept, a form of non-stigmatising 'learning recovery' could be developed. Ensure that students who are vulnerable in terms of disengagement are helped to diversify their peer connections so that they do not only socialise with other disenchanting young people.



PROTECTED DOMAIN 7 – LEARNING ENGAGEMENT

Idea #67 - Deliver a positive message to your students

- Young people believe what you tell them. Tell students that they are capable and clever and they will live up to it;
- Deliver a message that every student can be successful. For example, “Here we all get smarter every day”;
- Model positive behaviours such as respect and kindness;
- Give opportunities for mastery learning where students’ get to see how they improve with practice;
- Differentiate instruction so that students can cater for their interests and strengths;
- Remember that success is contagious and builds higher expectations

Idea #68 - What can you do in your classroom?

If possible, personalise and ‘own’ your own classroom so that students have a sense of coming into your domain where they are expected to act in ways that are fitting for that place. Personalising classrooms and having them ‘owned’ by specific teachers is one of the powerful ways a school can enhance learning, belonging and behaviour.

Idea #69 - Build a community feeling in your classroom

Build a community feeling in your classroom by making sure that each student feels included, that they have influence, individual differences are valued, and that they work together as a community.

Idea #70 - Develop ‘agreements’ with your class

Establish agreements with your class about important issues. For example, ask the class to develop an agreement about ‘behaviour in class’. Such an agreement might include: ‘listen attentively’, ‘appreciate the contribution of all’, ‘respect each other’, and ‘be kind to each other.’ An agreement about ‘homework’ might include regularity, on time completion, and sign off by a parent.

Idea #71 - Build student expectations of themselves

Intentionally build student expectations of themselves by identifying their strengths: ‘Who am I?’ game, or write a postcard to themselves from their future self.



RESPECTED DOMAIN 8 – POSITIVE ATTITUDE

Development of a positive attitude to oneself reflects a young person's emerging identity, and includes self-esteem, optimism, and a growing sense of purpose in life. A positive attitude to self contributes greatly to personal resilience. Parents and teachers can plan for young people to have experiences that build character and positive attitude to self.

Idea #72 - Develop curiosity and a love of learning

We need to be in the business of sparking young minds and igniting passions. Adolescents, for example, are ready to tackle the big questions of life. We need to be discussing and debating philosophical and social issues with them.

Idea #73 - Encourage courage

Being prepared to stand up for what you believe in, even when others disagree is the basis of integrity. It's also a powerful way of involving teenagers in intervening when they see bullying occurring.

Idea #74 - Success without stress

Create a workshop for parents. The aim is to assist parents to develop their knowledge and skills and to help their child achieve optimal academic outcomes. Senior students are also welcome to attend and may assist with aspects of the program. Include teachers that represent cultural diversity.

Topics that might be covered include:

- How to take notes;
- Setting up a learning environment at home;
- Enhancing concentration;
- Improving memory;
- How to deal with anxiety;
- How wellbeing and academic outcomes are linked;
- How to negotiate technology rules for the home;
- How to become an Upstander when bullying occurs.

Enquire about Resilient Youth Australia 'Parent Workshops' at: helpdesk@resilientyouth.org



RESPECTED DOMAIN 8 – POSITIVE ATTITUDE

Idea #75 - Teach students what to do if they are bullied online

Teach students simple rules to follow if they are bullied online:

1. DON'T respond – don't be provoked;
2. Take a copy and file it in a dedicated folder;
3. Tell an adult and/or friend you trust - don't try to deal with the problem alone.

Idea #76 - Develop with students a list of online DONT'S

Ask students in your class to imagine that they have been asked to write up an agreement/Charter of online safety rules for younger students. Ask students if they would all agree to sign up to the Charter. Their completed Charter should include the following rules:

1. DON'T bully others online;
2. DON'T be mean to others online;
3. DON'T deliberately exclude others online;
4. DON'T share photos of others online without their permission;
5. DON'T join in if you see others being bullied online;
6. DON'T stay silent if you see someone being harassed or stalked online;
7. DON'T add others to your online friends if you don't know them;
8. DON'T meet online friends for the first time alone;
9. DON'T play computer games too often or for too long.

Idea #77 - Parents as enrichers of education

Parental involvement is a powerful factor in academic outcomes and emotional security of your students. Conduct a survey of parents to establish an evidence base of opinion. Contact helpdesk@resilientyouth.org to ask about our online anonymous parent survey.



RESPECTED DOMAIN 8 – POSITIVE ATTITUDE

Idea #78 - Kindness rules

Involve young people in acts of kindness to others. Build a sense of compassion and confidence in students to contribute to a better world.

Teach them the vital importance of being kind to oneself. In times of hardship and unhappiness it is critical that young people are not too hard on themselves.

For young people to learn the importance of being kind to oneself, to be able to forgive oneself for mistakes, and to seek out help if needed, are enormously useful life skills.

Idea #79 - Goal setting

Ask students to identify and work towards both short and long-term goals that really matter to them. These may be both academic learning and personal life goals.

Idea #80 - Develop problem solving skills

Instill in your students ‘Where there’s a will, there’s a way’ in students. Encourage them to persevere and follow through with their plans and goals. Brainstorm ways of working a problem out together.

Idea #81 - Encourage positive thinking

Talk positively about things happening in the world, at school, and in the community. Celebrate the role young people can take in creating a better world. Encourage students to dream big dreams about what they would REALLY like to achieve in life.

Idea #82 - Display your school values

Make sure your school mission and values are on display in the classroom and around the school. Mention these values during lessons where appropriate. Refer to school values in communication to students, parents and teachers.

Idea #83 - Recognise great work

During class time recognize and acknowledge effort and achievement by students, parents, teachers and staff.



RESPECTED DOMAIN 9 – POSITIVE VALUES

Developing and deepening personal positive values is a crucial aspect of a young person's development, eventually leading to deep commitments that guide how they think and act and live their life. Values play a powerful role in our reputation and relationships. Key values such as trust, forgiveness, integrity, hope and compassion can help us to think more deeply about who we are and how we live up to our own expectations.

Idea #84 - Model optimism and positivity

Use the language of optimism and empathy, for example:

- a) Listen;
- b) Show you are listening (paraphrase back);
- c) Show you are hearing (respond with an empathic statement – show you understand how the student feels)

Idea #85 - Show students that you believe in them

Show students that you believe in them by: calling on them regularly, asking challenging questions, delve into their response more deeply, smile more, make more eye contact, engage in playful or light dialogue, and do not reward them for less rigorous responses.

Idea #86 - 'Two Stars and a Wish'

This is a good way to think about providing feedback. Find two positive things about the student's work and highlight one thing to work on.

Idea #87 - Focus on service

Assist the shift from egocentrism by valuing service to others. Value not only the service activities within the school but also those outside of school such as surf lifesaving, charity support, support for the elderly, and those with disabilities. Practise and promote the value of acts of kindness to other students without recognition or reward.



RESPECTED DOMAIN 9 – POSITIVE VALUES

Idea #88 - Reflection

Encourage students to think and talk about people who have made a difference to them, and how their life would have been different if that person hadn't been involved.

Idea #89 - Establish a Karma Club

Facilitate students to develop a Karma Club with the aim of increasing wellbeing and happiness in the world. Members of the club may do small acts of kindness or large acts of charity. These are acknowledged publically by the school.

Idea #90 - Explore values

Explore personal values; such as honesty and integrity, trust, forgiveness, compassion, optimism and hope. Discuss the values of your school. Introduce the 'Golden Rule' to students: "Do unto others as would have them to do unto you". and the 'Hypocratic Oath' "First do no harm".

Idea #91 - Embrace differences

Discuss various aspects of discrimination: race, colour, national origin, gender, religion, age, disability.

Idea #92 - Problem solving – practicing hopefulness

When a student has a problem teach them about hope by asking questions of them such as:

What's another way of doing that?

Has someone you know overcome a similar challenge?

Can I help you solve the problem in some way?

Who else can help you solve the problem?

Is there a recent problem you have successfully overcome?



RESPECTED DOMAIN 9 – POSITIVE VALUES

Idea #93 - Shared Values

Divide the class into smaller groups. Ask each group to develop a list of shared values and report back to the whole class. Ask students to comment how hard it sometimes is to live up to the values. Allow time for the class to discuss the values that come from each group.

Idea #94 - Heroes

Ask all students to choose one of their heroes, (famous or not), or a character from literature or a movie, and to think about and/or research what personal values they exhibit and how these values guide who they are. Then ask students to report to the whole class the 'hero' they chose and their values. Ask for two student volunteers to keep a list of values and report back to the class a master list of values.



RESPECTED DOMAIN 10 – POSITIVE CONTRIBUTION

Research indicates that making a positive contribution to school and community is associated with higher positive attitude, an increased sense of life satisfaction, increased academic achievement and decreased exposure to risk behaviours. Community contribution may include playing in sports teams, being a member of a club or community or charitable organisation.

Idea #95 - Introduce community skillsets into the classroom

Create opportunities for ‘people in residence’ programs within the curriculum. Get creative: an accountant in an accounting class, an artist in an art class, a local athlete in a sports or health or fitness class.

Idea #96 - Introduce ‘Local Heroes’

Establish activities/projects where students study, interview and create storyboards of people in the local community who have demonstrated resilience or achieved success.

Idea #97 - Involve students in the community

Develop enterprise teams of students who study local business, survey customers and make suggestions about how to improve service delivery.

Idea #98 - Invite adults to ‘Careers Night’

Invite parents and former students from the school and adults from the community from a variety of vocations to come to the school to discuss career pathways with students.

Idea #99 - Hold an ‘Open Night’

Ask students to help plan and host an event to showcase their work.



RESPECTED DOMAIN 10 – POSITIVE CONTRIBUTION

Idea #100 - Students design a ‘Welcome Ceremony’

Engage students to help design and host a Welcome Ceremony where students celebrate new arrival students, or students from other cultural backgrounds, to a morning tea or lunch and welcome. Students invite parents of those being welcomed.

Idea #101 - Encourage community service

Encourage students to embark on extra-curricular and community activities to help a section of the local community. Student agency and empowerment can be significantly enhanced by allowing students to discuss and decide who and how they would like to be involved. For example, when students are involved in a school-based performance, why not also perform to an aged care home or the local kindergarten.



Appendix 1

Focus Groups

For a description of how to set-up and manage student Focus Groups please refer below. Adapt as necessary for teacher and parent focus groups.

Establishing Student Focus Groups

The aim of the Student Focus Group initiative is to gather student perceptions about the matters surveyed, deepening understanding by adding qualitative insight to the quantitative evidence you have established with the Survey.

Choose your Focus Group Leaders:

Select two wellbeing leaders/teachers who have good rapport with students. You are looking for one person who will lead the Focus Group and ask most questions, and the other who will assist and take notes. Remember the leaders have several functions: they are caring adults, listener, facilitator and supporter (rather than the driver).

Ensure that you keep it light, ask open ended questions, tap into emotions and feelings, and let students do most of the talking. Be patient with them.

Each Focus Group should ideally take around 40 minutes, and certainly no more than 1 hour.

2. Invite 6 to 8 students to attend each Focus Group:

Mention that the purpose of meeting is to make the school a kinder and happier place for students, their opinion is valued, and their involvement is optional. You may wish to send a note home to advise parents/caregivers of the purpose of the Focus Group and their child's involvement.

Randomly select and invite students to attend who:

- Are likely to give feedback;
- Represent different year levels, gender, ethnicity;
- Represent different views and perspectives;
- Do not choose the 'usual suspects'.

Take care to record views by year levels and gender. Do not record individual student views by name.

Appendix 1

3. Choose location:

Choose a comfortable, warm and inviting environment in which to meet where you can project power-point slides. Offer students a drink and something light and healthy to eat.

4. Materials you will need:

You will require a note book and pen or computer and pre-prepared slides. Slides should include the greeting message (below) and aspects of the quantitative report data that you would like students to comment on. We recommend that the slide presentation is no longer than 5 minutes.

5. Draft Greeting Message:

To open the meeting use this draft greeting message or adapt to suit.

“Welcome everyone,
Thanks for coming to this Focus Group. Your thoughts and opinions about the ‘*No Bullying Survey*’ are important to us. You are all here on a voluntary basis, and you may leave at any time if you wish. We would like to emphasise that your thoughts will not be shared by us using your name. Nobody outside this room will know what each of you said, and we ask you to keep each other’s comments confidential. We will take notes, but we will only record comments against year level and/or gender. So, you can honestly say what you want in a respectful way”.

6. Questions:

Ask questions about surprises, strengths, challenges and opportunities.

Appendix 2

Questions and topics to explore in discussion with your students in focus groups or class discussions, organized by Connected Protected Respected™ (CPR) resilience domains:

Tips:

It is best to ask questions in such a way as to encourage discussion;
Listening is vitally important;
Keep the conversation flowing;
Be prepared for answers you don't expect;
Remember: the conversation is to foster and strengthen relationships.

CONNECTED

1. Positive Relationships

How are you involved in family tasks and decisions?
What kinds of roles and responsibilities are you given?
Do you feel that your opinion is valued by adults?
Who are your role models?
Who are the adults who are your positive role models (other than your parents)?
How would you describe a negative role model?
Who is a good example of a person of integrity to you?
Would you like more parents to be involved in school? Why, or why not?
How do your parents encourage you to achieve?
How much do you feel that your teachers know about you?
Does your family provide you with love and support?
How do you feel cared for by some of your teachers at school?
Who are the adults who support you?
What family traditions do you look forward to the most?

Appendix 2

CONNECTED

2. Relationship Skills

How do you spend time with friends outside of school?
Do you have some good friends at school?
Do you see school friends on the holidays?
What is a positive friendship?
What important quality do you look for in a good friend?
Have you ever had to break up a fight at school?
How do you feel when some smiles at you?
Do you think school is a friendly place?
Do you avoid things that are dangerous and unhealthy?
What qualities are you looking for in a friend?
What do you ask your parents about?
Do you talk to your parents about things that worry you?
Who can you always count on to support you?
How have you helped a friend through rough times?
Do you have you a best friend at school?
If you could ask one person to dinner, who would it be and why?

3. Understanding Self

How do you feel good about yourself this week?
Are you proud to be the person that you are?
Are you a hopeful person?
How do you spend your time? Are you super busy? Doing what?
Do you feel that you are you doing just as well as other kids your age?
If you could do one thing better, what would it be?
How would it make your life better if you could do that?
What have been major roadblocks that made it hard for you to be the best you could be?
How have you coped with or overcome these obstacles?
What is something you hope to be good at in five years?
What is one thing you do now to help work toward being good at this?
Can you talk about things that worry you with your parents and friends?
What are you most afraid of?
What are your greatest talents/strengths?
What made you happy today?
How easy is it to say “No!” to peer pressure?
How hard is it for you to get your emotions back under control after you get upset?

Appendix 2

PROTECTED

4. Feeling Safe

What does it mean to you to be 'safe and secure'?

What do you understand by the term 'bullying'?

What does it mean to be a bystander?

How can we ensure that you feel safe at school?

Do you have someone to talk to if you feel unsafe?

What do you text about after 10pm?

What can you do to reduce the incidence of bullying at your school?

What things could make your school feel safer?

Does your feel your school really cares about its students?

5. Healthy Body

Do you get enough sleep?

Do you go to bed around the same time each night?

What time do you wake up?

Do you feel tired when you turn your lights out?

Do you use your phone or computer during sleep time?

What foods and drinks do you eat when you feel upset?

How important do you think breakfast is?

Do you bring lunch to school most days?

6. Healthy Mind

Have you been worried about things lately?

What things make you anxious?

Can you concentrate in class?

Do you have adults you can talk to if you have a problem?

Appendix 2

PROTECTED

7. Learning Engagement

How does your teacher challenge you to do your best?

Does your school create a welcoming environment for newbies?

Does your school accept and celebrate differences?

Do you feel like you fit in at school?

Are school rules and expectations clearly expressed? And fairly enforced?

What would improve how much you care about your school?

Do you read much?

What are you reading at the moment?

What makes you more interested in learning?

What do you think makes a great teacher?

How are you doing at school?

What subjects do you enjoy the most? Why?

What are you most passionate about?

Do images or music help you to learn?

Do you have a place at home to do your homework?

Do you have fun at school?

Appendix 2

RESPECTED

8. Positive Attitude

Do you generally feel that things will turn out for the best?
Are you excited about the future, and do you have you a sense of purpose in your life?
If you dream about being a pilot or an author, how do you make that a reality?
What kind of schooling will you need after high school?
Do you sometimes think about life and what it means?
How do you learn from your mistakes?
Imagine yourself in ten years. If everything goes well, what would you be doing?
Who in your family have had dreams or aspirations that changed their lives?
How might your life be different if they hadn't reached for their goals?
Have you ever encountered a key decision that set you in a new direction in life?
What happened? How did you make that decision?
Do you feel that you have some control over things that happen in life?
Do you feel good about yourself?
Do you feel hopeful about your own future?
Do others expect too much of you?

9. Positive Values

Do you stand up for what you believe in?
What does 'honesty' mean to you?
What does it mean for a person to have integrity?
Can you think of compassionate leaders in history? What made them so?
How important is it to make a positive contribution to society?
Are you aware of the values of the school? Are they important to you?
How do you describe 'trust'?
Do you think your friends can trust you?
Do you trust all your friends?
Why is it important to be able to forgive yourself?
Why is it important to be able to forgive others?
What sorts of things do you respect?
Do you feel empathy towards those who are suffering?
Do you mix with kids from other ethnic backgrounds?
Are you well behaved all the time?
Are you angry or annoyed when others muck up in class?
Do you respect those who are different to you?

Appendix 2

RESPECTED

10. Positive Contribution

Are there places to hang out and do things in your community?

Do you play sport or play in a band or do art or cultural activities outside of school?

Do your neighbours say “Hi!” to you?

Do you visit museums?

Do you go and see live music?

Do you help other people who are less well off than you?

Have you joined in any protest movement?

Appendix 3

LESSON: HOW WE BEHAVE TOWARDS EACH OTHER

Curriculum Alignment: Australian Curriculum/Personal and Social Capability/ Human nature Relationships/Skills and Knowledge/Health and Wellbeing.

Classes: Grades 7+.

Learning Objective: To promote prosocial behaviours and discourage bullying.

Materials needed: Computer and projector.

Duration: 20 minutes. Optional extended lesson could take 40 minutes.

LESSON STEPS

STEP 1

Share with your students a time when a bystander was kind to you or a friend or workmate of yours and what that meant to you or them. Explain how it made you or them feel valued and respected and happy that someone cared about them enough to help like this.

Ask students if they have similar stories they would like to share, with a feelings of joy, hope and belonging experienced by following acts of kindness.

Congratulate students on sharing their stories and for the empathy and acknowledgement of the importance of these rights for everyone.

The teacher's task here is to summarise each student's story and make comments that promote this kind of helping behaviour appear to be the 'norm' at this school / in this class / this Year Level.

STEP 2: My rights. Your rights. Our rights.

Ask students list all the things that they have a right to receive and how others ought to behave towards them (such as the right to be listened to, the right to say 'no', the right to feel safe). {This activity is deliberately very self-focussed}.

THEN, the teacher can explain that if you are to be afforded those rights, so it is that others must be too (this flips the focus on to how we are to behave towards others). Discuss: 'treat others how you wish to be treated.'

Appendix 3

LESSON: HOW WE BEHAVE TOWARDS EACH OTHER

STEP 3

Ask students to work together to come up with a 'Classroom Declaration of Human Rights'.

STEP 4

Summarise: We have talked about all those times that people have helped us and how good that made us feel. We then worked together to come up with a list of things that we expect from others and from ourselves when interacting with others. With this new list of rights and responsibilities, our class/school is going to be better than ever!

STEP 5

Optional activity: Have the students create together a poster of the written declaration to display in the school, classroom.

STEP 6

Close. Thank students for their participation and encourage them to reflect on the discussion.

Post Lesson Teacher Notes

1. How useful was the preparation material?
2. How engaged were the students?
3. How will you encourage the students to support and implement their declaration?
4. Where will this declaration be displayed?

Appendix 4

LESSON: HUMAN TRAIN

Curriculum Alignment: Australian Curriculum/Personal and Social Capability/ Human nature Relationships/Skills and Knowledge/Health and Wellbeing.

Classes: Grades 5 and above.

Learning Objective: To help students experience the value of teamwork in realising a team goal.

Materials needed: 15 large eye masks. A space free of furniture. 12 empty paper/ cardboard boxes.

Duration: 20 minutes.

Lesson Notes for Teachers: We suggest the obstacles in the room be made of soft materials and easy to navigate.

LESSON STEPS

STEP 1

Divide the class into two (2) or more groups with around 5-6 students in each group. Explain the 10 rules of the game to the students. After explanation, pick a student to demonstrate the hand signals process.

1. Each group will take turns: while one group participates the other watches.
2. Arrange the first group of students in a line (as a human train).
3. Explain that they are to imagine that their human train is at the starting platform and that they will be required to find their way around any obstacles to the endpoint (a point which you choose and identify) with everyone blindfolded except the leader.
4. The last student of the train is the leader and is the only one who is not blindfolded. They will use hand signals to change direction of the human train by tapping the student in front of them on the shoulder to direct them where to go.
5. Teacher now asks students of the first human train to blindfold themselves and then stay still.
6. Once the students are blindfolded (except the leader) ask a second group of students to place the cardboard boxes in the empty space between the start point and the end point.

Appendix 4

LESSON: HUMAN TRAIN

STEP 1 (CONTINUED)

7. In order for the train to move, each student puts his/her hand on the shoulders of the student just in front of them. When the leader wants to direct the train to the right, he pats the right shoulder of the student standing in front of them to walk to the right. Each student repeats the same until they reach the first student in the line to move to the right according to the leader's command.
8. If he/ she wishes to direct the train towards the left, he/ should repeat the previous step using their left hand.
9. To go straight ahead, the leader pats both shoulders, and each student repeats the same step until they reach the first student in the line.
10. If the leader wants to stop the train, he must squeeze both shoulders together with both hands.

STEP 2

Repeat the human train journey for each group of students. If time allows, you may wish to give each train a second opportunity to work together.

STEP 3

Ask students whether they enjoyed the experience. What was required of them to achieve the objective? How was the responsibility shared? What was the most difficult role?

How did the train leaders feel while leading their train? What did you learn from watching other human train groups? What were the key reasons each group successfully reached the endpoint (understanding, co-operation, teamwork, each student playing their role).

STEP 4

Close: Thank students for their participation and emphasise the important role of co-operation and teamwork in teams and in life, and the fun we had today.

Appendix 4

LESSON: HUMAN TRAIN

Post Lesson Teacher Notes

1. How useful was the preparation material provided for you?
2. How engaged were the students?
3. How did the students work as teams?
4. Were they able to follow the games instructions?

Note for next delivering this Lesson:

Appendix 5

LESSON: POSITIVE EMOTIONS

Curriculum Alignment: Australian Curriculum/Personal and Social Capability/ Human nature Relationships/Skills and Knowledge/Health and Wellbeing.

Classes: Grades 3 to 10.

Learning Objective: To develop awareness and discuss positive emotions with students.

Materials needed: For each student: Handout of printed Positive Emotions list:

List 1. 60 positive emotions list for years 3,4,5 & 6 (refer below).

List 2. 200+ positive emotions for year 7 plus (refer below).

Duration: Steps 1-3,6,7 around 20 minutes.; Steps 4 & 5 optional + 10 minutes.

LESSON STEPS

STEP 1

Ask students to name occasions when they are filled with positive emotions. For example, how do they feel when their team wins, on their birthday, when they get a better than expected grade at school, when they listen to their favourite music. Ask on what other occasions do students feel these positive emotions?

STEP 2

Ask students to make a list of up to 5 positive emotions that they remember feeling recently and the occasion when they felt these emotions.

STEP 3

Now hand out the printed positive emotions sheet. Explain that this list has over 200 positive emotions on it, but there are still more that are not on the list. Ask students to look at the list of positive emotions and select 5 of them that they have recently felt, that are additional to the 5 on their list. Add these to their original list.

Appendix 5

LESSON: POSITIVE EMOTIONS

STEP 4

(Optional) Ask students to discuss with a nearby classmate what they would consider to be their TOP 5 emotions; that is, the emotions they consider to be the most important in life. Once students have had a few minutes to complete, ask the pairs of students to report their suggestions, making a master list visible to all. Discuss.

STEP 5

(Optional) Ask students if they are not sure of the meaning of some of the emotions listed. Discuss amongst the class searching for clarity about meanings.

STEP 6

Ask students to share any instances where they expressed a positive emotion at an inappropriate time: for example, laughing when their friend fell over awkwardly and hurt their ankle, or shouting with excitement in a quiet place such as a library. Why might a person respond in that way? What influenced their response? If they could change their response what might they do differently next time?

STEP 7

Conclude by thanking everyone for their contribution to the discussion, (perhaps telling students you hope they have positive feelings about the lesson)!

Post Lesson Teacher Notes

1. How useful was the preparation material provided for you?
2. How engaged were the students?
3. How well was the aim (as above) achieved?
4. How might students list of positive feelings be implemented further in the classroom context?

Note for next delivering this Lesson:

Appendix 5

Please find below two lists of positive emotions:

- i. List of 60 positive emotions for younger students,
- ii. List of 200+ positive emotions for older students:

AMAZING AMUSING AWESOME BOLD BRAVE CALM CARING CHERISHED COMMITTED
COMPASSIONATE CONFIDENT CONTENT COOPERATIVE COURAGEOUS CREATIVE
DISCIPLINED EAGER ENTHUSIASTIC EXCITED EXPRESSIVE FAIR FOCUSED FORGIVING FUN
GENTLE GOOD GRACIOUS GRATEFUL HAPPY HELPFUL HOPEFUL INTERESTED JOYFUL
KIND LOVING OPTIMISTIC PASSIONATE PATIENT PEACEFUL PLAYFUL PRODUCTIVE QUIET
RELAXED RELIABLE RESILIENT RESPECTFUL RESPONSIVE SENSIBLE SHARING STRONG
TEACHABLE THANKFUL THOUGHTFUL TRUSTING UNDERSTANDING VALUED WARM WILLING
WISE WONDERFUL

ABLE ABSORBED ACCEPTING ACCOMPLISHED ACCOUNTABLE ADAPTABLE ADMIRING
ADORED ADVERSARIAL AFFABLE AGREEABLE ALERT ALIVE ALTRUISTIC AMAZING AMIABLE
AMUSING ANALYTICAL APPRECIATED APPRECIATIVE APPROVING ASSERTIVE AUTHENTIC
AWAKE AWARE AWESOME BALANCED BEAUTIFUL BELIEVING BLISSFUL BOLD BRAVE BRIGHT
BRILLIANT CALM CAPABLE CARING CHARISMATIC CHARMING CHEERFUL CHERISHED
CLEAR COLLABORATIVE COMFORTABLE COMMITTED COMPASSIONATE COMPOSED
CONFIDENT CONGENIAL CONTENT COOPERATIVE COURAGEOUS CREATIVE DARING
DECISIVE DELIGHTFUL DIGNIFIED DISCERNING DISCIPLINED DIVINE DUTIFUL DYNAMIC
EAGER EASY EFFICIENT ELATED ELEVATED EMANCIPATED EMPATHIC EMPOWERED
ENCHANTING ENCOURAGED ENERGISED ENLIGHTENED ENTHUSIASTIC EUPHORIC
EXCEPTIONAL EXCITED EXHILARATED EXPRESSIVE EXUBERANT EXTRAORDINARY
EXTROVERTED EXUBERANT FABULOUS FAIR FAITHFUL FIRM FLEXIBLE FOCUSED FORCEFUL
FORGIVING FREE FULFILLED FUN GENTLE GENUINE GENIAL GIFTED GLOWING GOOD
GRACEFUL GLAD GLORIOUS GRACIOUS GRATEFUL HAPPY HARMONIOUS HELPFUL HEROIC
HONOURED HOPEFUL HUMOROUS IDEALISTIC IMPORTANT INCLUDED INDIVIDUALISTIC
INNOCENT INSPIRING INTELLIGENT INTERESTED INVIGORATED INVITING JOYFUL JOYOUS
JUBILANT KIND LIBERATED LIGHT LOVABLE LOVING MAGICAL MAGNETIC MAGNIFICENT
MARVELLOUS MASTERFUL MATURE MEEK MERCIFUL MERRY METHODICAL MIRACULOUS
NEAT NOBLE OBSERVANT OPEN OPEN HEARTED OPTIMISTIC ORGANISED PACIFIED
PASSIONATE PATIENT PEACEFUL PERFECT PERSEVERING PLAYFUL PLEASANT PLEASED
POPULAR POSITIVE POWERFUL PRACTICAL PRECIOUS PREPARED PRESENT PRODUCTIVE
PROFICIENT PROGRESSIVE PROSPEROUS PROUD QUALIFIED QUIET RADIANT RATIONAL
READY RECEPTIVE REDEEMED REFRESHED RELAXED RELIABLE RELIEVED REMEMBERED
RENEWED REJOICING RESILIENT RESPECTFUL RESPONSIVE RESTORED REVITALIZED
REWARDED SATISFIED SENSATIONAL SENSIBLE SENSITIVE SERENE SETTLED SHARING SIMPLE
SPECTACULAR SPIRITED SPLENDID STABLE STEADFAST STRONG SUCCESSFUL TEACHABLE
TEMPERATE TENACIOUS TENDER TERRIFIC THANKFUL THOUGHTFUL THRILLED TRANQUIL
TRUSTING UNDERSTANDING UNIQUE UNITED UPLIFTED VALUABLE VALUED VIBRANT
VIRILE VITAL VIVACIOUS WARM WELCOMED WHOLE WILLING WISE WONDERFUL WORTHY
YIELDING ZEALOUS ZESTFUL

Appendix 6

LESSON: UNCOMFORTABLE EMOTIONS

Curriculum Alignment: Australian Curriculum/Personal and Social Capability/ Human nature Relationships/Skills and Knowledge/Health and Wellbeing.

Classes: Grades 3 to 10.

Learning Objective: To develop awareness and discuss uncomfortable emotions with students.

Materials needed: For each student: Handout of Uncomfortable Emotions list (printed).

List 1., 60 uncomfortable emotions list for years 3,4,5 & 6 (refer below).

List 2. 200+ uncomfortable emotions for year 7 plus (refer below).

Duration: Steps 1-3,6,7 around 20 minutes.; Steps 4 & 5 optional + 10 minutes.

Lesson Notes for Teachers:

Important notes:

1. This list does not contain the term 'suicidal'. You may wish to consider prior to the lesson how you will support and address any discussion raised, and any student that discloses having experienced this emotion.
2. This lesson is named 'uncomfortable emotions'. Lesson 3 is termed positive emotions, and this means pleasant and comfortable. We do not call lesson 4 'negative emotions' because many of these emotions may be appropriate in certain circumstances.

LESSON STEPS

STEP 1

Ask students to name occasions when they are filled with uncomfortable emotions (moods, feelings). For example, when they get into trouble, when they are involved in an argument, when they get a worse than expected grade at school, when they are busy doing something and asked to do a chore at home, when they are accused of something they did not do.

Ask on what other occasions do students feel these uncomfortable emotions?

STEP 2

Ask students to make a list of up to 5 uncomfortable emotions that they remember feeling recently and why when they felt these uncomfortable feelings.

Appendix 6

LESSON: UNCOMFORTABLE EMOTIONS

STEP 3

Hand out the appropriate printed uncomfortable emotions sheet. Explain that this list has either 60 or 200 plus uncomfortable emotions on it, but there are still more that are not on the list. Ask students to look at the list of uncomfortable emotions and note down any that they have felt recently, adding them to their original list.

STEP 4

(Optional) Ask students to discuss with a nearby classmate what they would consider to be five (5) common uncomfortable emotions. Once students have had a few minutes to complete, ask the pairs of students to report their suggestions, making a master list of student uncomfortable emotions visible to all. Discuss in the context of five (5) main categories of uncomfortable emotions: Sad (depressed, despair, hopeless(ness)); Anxiety (fear, worry, concern, nervous, panic); Anger (rage, annoyed, frustrated, irritable); Guilt; Shame (embarrassed).

STEP 5

(Optional) Ask students if they are not sure of the meaning of some of the emotions listed. Discuss amongst the class to develop clarity about meanings. Ask students to give examples of occasions when some of these emotions that we have called uncomfortable might at times be appropriate, for example, being sad when Grandpa gets seriously ill.

STEP 6

Conclude by thanking everyone for their contribution to the discussion.

Post Lesson Teacher Notes

1. How useful was the preparation material provided for you?
2. How engaged were the students?
3. How well was the aim (as above) achieved?
4. What new understandings do you have of your student's recent negative life experiences?

Note for next delivering this Lesson:

Appendix 6

Please find below two lists of uncomfortable emotions:

- i. List of 60 uncomfortable emotions for younger students,,
- ii. List of 200+ uncomfortable emotions for older students:

AFRAID AGITATED ALONE ANGRY ANNOYED ANXIOUS ASHAMED BAD BETRAYED
CHEATED CONFUSED DEPRESSED DISAPPOINTED DISCOURAGED DISGUSTED DISTRESSED
EMBARRASSED EXASPERATED EXCLUDED FEARFUL FRIGHTENED FRUSTRATED FURIOUS
GUILTY GRIEVING HOPELESS HURT IGNORED INSULTED LONELY MAD NEGLECTED
NERVOUS OFFENDED PESSIMISTIC PROUD PUZZLED RAGE RATTLED REGRETFUL REJECTED
RESENTFUL SAD SCARED SELF-CONSCIOUS SHAME SHUNNED SICK STRESSED STUPID
TENSE THREATENED TROUBLED UNEASY UNHAPPY UPSET VULNERABLE WEAK WORRIED
WOUNDED

ABUSED AFRAID AGGRESSIVE AGITATED ALARMED ALONE ANGRY ANIMOSITY ANNOYED
ANTAGONISTIC ANXIOUS APPREHENSIVE ARROGANT ASHAMED ATTACKED BAD BELITTLED
BETRAYED BEWILDERED BITTER CENSURED CHEATED COCKY COMPROMISED CONCERN
CONDEMNED CONFUSED CRITICIZED CRUSHED CUT OFF DEFAMED DEFEATED DEFENCELESS
DEGRADED DEJECTED DEPRESSED DERIDED DESERTED DESOLATE DESPAIR DESPONDENT
DEVALUED DEVASTATED DISADVANTAGED DISAPPOINTED DISCOURAGED DISCREDITED
DISGUSTED DISMAL DISMAYED DISPARAGED DISTRESSED DISTRUSTFUL DISTURBED
DOWNCAST DRAINED EDGY EMBARRASSED EMPTY ENRAGED EXASPERATED EXCLUDED
EXHAUSTED EXPLOITED EXPOSED FAILURE FATIGUED FEARFUL FLUSTERED FORLORN
FRETFUL FRIENDLESS FRIGHTENED FRUSTRATED FURIOUS GLOOMY GUILTY GRIEVING
GRIM HARASSED HARMED HATRED HELPLESS HINDERED HOPELESS HORRIBLE HOSTILE
HUMILIATED HURT HYSTERICAL IGNORED IMPULSIVE INADEQUATE INCAPABLE INCENSED
INCOMPETENT INDECISIVE INDIFFERENCE INDIGNANT INEFFECTIVE INEPT INFERIOR
INFURIATED INSECURE INSIGNIFICANT INSULTED INTIMIDATED IRRITABLE ISOLATED JITTERY
JOYLESS JUMPY LAUGHED AT LEFT OUT LET DOWN LONELY LOW LOW SELF-ESTEEM
MAD MALIGNED MANIPULATED MISERABLE MISTREATED MISUNDERSTOOD MISUSED
MIXED UP MOCKED MOODY MOURNFUL MUDDLED NAUSEATED NEGATIVE NEGLECTED
NERVOUS OFFENDED OPPRESSED OUTCAST OUTRAGED OVERLOOKED OVERWHELMED
PAINED PANICKY PARALYSED PARANOID PECULIAR PERPLEXED PERSECUTED PERTURBED
PESSIMISTIC POWERLESS PREJUDICED PRESSURED PROUD PUNISHED PUT DOWN PUZZLED
RAGE RATTLED RECKLESS REGRETFUL REJECTED RESENTFUL RIDICULED SAD SCARED
SCOFFED AT SCORNED SEETHING SELF-CONSCIOUS SHAKY SHAME SHOCKED SHUNNED
SICK SLANDERED SLIGHTED SMALL SORROWFUL SPITEFUL STIFLED STRESSED STUPID
SUFFERING TEARFUL TEMPERAMENTAL TENSE TERRIBLE TERRIFIED THREATENED TORTURED
TRAPPED TRAUMATISED TROUBLED UNABLE UNAPPRECIATED UNCERTAIN UNCOMFORTABLE
UNDECIDED UNEASY UNHAPPY UNIMPORTANT UNPROTECTED UNSETTLED UNSURE
UNWANTED UNWORTHY UPSET UPTIGHT USED USELESS VENGEFUL VEXED VIOLATED
VULNERABLE WASTED WEAK WEEPY WITHDRAWN WORRIED WORTHLESS WOUNDED

Appendix 7

LESSON: KINDNESS - CARLOS AND HIS HORSE

Curriculum Alignment: Australian Curriculum/Personal and Social Capability/ Human nature Relationships/Skills and Knowledge/Health and Wellbeing.

Classes: Grades 3 to 10.

Learning Objective: To demonstrate the importance of kindness, trust, giving and forgiving and the harm caused by fear.

Materials needed: Computer and projector to play video link.

LESSON STEPS

STEP 1

Play this video: youtube.com/watch?v=a9drVEYRbnU



Appendix 7

LESSON: KINDNESS - CARLOS AND HIS HORSE

STEP 2

After the video ask students for their perceptions and reactions. Be ready to explore some of the student comments.

You may wish to ask a number of questions:

How does Carlos understand horses? How would you describe his methods? What does Carlos say about how a horse behaves if they are filled with fear? What does Carlos say about horses that are scared and traumatised? How does Carlos make his horses feel safe and comfortable? Carlos says a horse can lose trust in people if they have a bad experience – is this the same for people? Why might people lose trust in one another?

STEP 3

Ask students to think about what bullying can do to some young people. Would victims of bullying become distrustful of people? If horses are badly impacted by bad experiences with people would you expect people to be badly impacted too?

STEP 4

Close: Thank students for their participation in the discussion and emphasise the important role of kindness, trust, giving and forgiving, and the harm that fear, trauma and distrust can cause.

Post Lesson Teacher Notes:

1. How useful was the preparation material?
2. How engaged were the students?
3. What did you notice regarding the student's response to the video?
4. Were they able to translate the horses experience to their own experiences?

Notes for next delivering this Lesson:

Appendix 8

LESSON: GRATITUDE AND KINDNESS

Curriculum Alignment: Australian Curriculum/Personal and Social Capability/ Human nature Relationships/Skills and Knowledge/Health and Wellbeing.

Classes: Grades 7+.

Learning Objective: To increase connectedness, shared identity and to promote kindness.

Materials needed: Computer and projector.

Duration: 20 minutes.

LESSON STEPS

STEP 1

Similarities. Think of 2 or 3 ways we are alike and put them on the whiteboard (anything goes here: such as human beings, someone's child, brother/sister, like AFL, have feelings, eat food, like movies, don't like the food at the canteen).

STEP 2

Gratitude. Ask students to think of something for which they are grateful in their life and write it down. Again, the teacher could do this first – they could describe something that they are grateful for, such as that they have a job that they enjoy, that their dog was so happy to see them this morning, that they live in a beautiful city. After this example from the teacher, hopefully students will volunteer things that they are grateful for.

The teacher's task is to summarise each student's contribution and make comments that illustrate just how much we all have to be grateful for when we think about it.

STEP 3

Kindness. Watch the video link below:
randomactsofkindness.org/the-science-of-kindness

Appendix 8

LESSON: GRATITUDE AND KINDNESS

STEP 4

Discuss the video presentation with your class: You might like to ask: Where was the video made? Where does kindness start? (with you), What does science say is reduced by one act of kindness? (stress, anxiety, depression), What does the act of kindness flood your body with? (hormones), What effect does this have on us? (calmer, healthier, happier), What does Serotonin do to us? (relax and feel good), What does Endorphins do to us? (reduce pain), What does Oxytocin do to us? (Reduces blood pressure, makes you feel more loving, and loved, energised, less aches and pains and more confident), What do they mean by the phrase 'pay it forward'? Why does kindness double when you share it? (chain reaction), Why do you think the video ends with "where does kindness start?"(Prompt: with us).

STEP 5

Ask students set a goal of implementing a random act of kindness at school and at home in the coming week. Ask them to think of and write down some examples of acts of kindness they could action. The teacher also needs to be a part of this process.

STEP 6

Summarise: We have learnt about all the things we are grateful for, all the things we have in common, how well we can work together when we cooperate and what it feels like when someone is kind to us and when we are kind to others. Ask students: How do we feel about trying out an act of kindness in the next week?

STEP 7

Next week you could follow up with the students. Ask them to give a left thumbs up if they were able to do a random act of kindness at school? And a right thumbs up if they were able to do a random act of kindness at home? Two thumbs up if they experienced a random act of kindness.

Appendix 8

LESSON: GRATITUDE AND KINDNESS

STEP 8

Close: Thank students for their participation and emphasise their similarities, connectedness, shared ideas, and that you look forward to seeing lots of thumbs up next week.

Post Lesson Teacher Notes

1. How useful was the preparation material provided for you?
2. How engaged were the students?
3. How well was the aim (as above) achieved?
4. What new understandings do you have of your student's recent negative life experiences?

Notes for next delivering this Lesson:

Appendix 9

LESSON: ONE SHEET OF PAPER

Curriculum Alignment: Australian Curriculum/Personal and Social Capability/ Human nature Relationships/Skills and Knowledge/Health and Wellbeing.

Classes: Grades 3 to 10.

Learning Objective: To demonstrate to students the harmful impact of bullying.

Materials needed: You will need one sheet of A4 for each student; students will need a pencil or pen.

Duration: Around 15 minutes.

LESSON STEPS

STEP 1

Hand out one sheet of A4 paper to each student. Ask students to take a pencil or pen and draw a portrait of themselves within one minute.

STEP 2

Once the minute is up, ask the students to swap their drawing to the person next to them.

STEP 3

Ask the students to fold, crease and scrunch up the drawing and hand it back.

STEP 4

Now that the drawer has their image back ask them to flatten it out and make it as it was before Step 3. Ask for some students to show their 'drawing' to the class and ask if they have successfully returned the drawing to the original condition. What thoughts and feelings do students notice when comparing their original drawing with the scrunched-up version?

Appendix 9

LESSON: ONE SHEET OF PAPER

STEP 5

Discuss how once crumpled the paper cannot be returned to its original condition. Explain that bullying is similar in that once a person has been bullied you can't undo the bullying. You change the fact that damage may have been done.

STEP 6

Conclude by thanking everyone for their contribution.

Post Lesson Teacher Notes

1. How useful was the preparation material provided for you?
2. How engaged were the students?
3. How well was the aim (as above) achieved?
4. What new understanding of your student's feelings/thoughts did you experience from this lesson?
5. How might you build on these new understandings in your future work with students?

Notes for next delivering this Lesson:

Appendix 10

LESSON: THE EMOTIONAL IMPACT OF BULLYING

STEP 2

Explain the Green Zone, Yellow Zone and Red Zone to students:

Green zone: Positive emotions are represented by the green zone, where many of us spend much of our life. In this (green) zone life is flourishing, we feel connected, protected and respected, or as some positive psychologists would describe it: we are in 'flow'. In this zone our emotions are positive, and we feel at our best.

Red zone: This represents the home of uncomfortable emotions. More than 200 uncomfortable emotions are described in this zone, being a comprehensive but not exhaustive list.

Yellow zone: This represents the place between the green zone and the red zone, where the 'amygdala hijack' activates. It is represented by a line, dotted on the inside and solid on the outer side.

STEP 2

On occasions, our positive emotional state can be thrown out of balance. An event in life can push us across the yellow zone and into the red zone - the place of uncomfortable emotions.

This process of being moved from the green zone to the red zone may take only milliseconds. This happens when a situation is experienced as stressful or scary and causes a part of your brain, the amygdala, to hijack control of your body. Centuries ago, when we were vulnerable to attack from wild animals, this stress/fear response from the brain was helpful because it prepared our body to fight or run away in a fraction of a second. This 'amygdala hijack' causes a cascade of changes in your body, your heart rate and breathing rate increases, blood is directed to skeletal muscles and the digestive system stops. The amygdala also disables the frontal lobes, which are used for thinking clearly and make good/balanced/logical/rational decisions and control your responses. Control has been 'hijacked' by the amygdala. An everyday example is a toddler momentarily losing sight of their mum in a crowd and becoming extremely upset.

Appendix 10

LESSON: THE EMOTIONAL IMPACT OF BULLYING

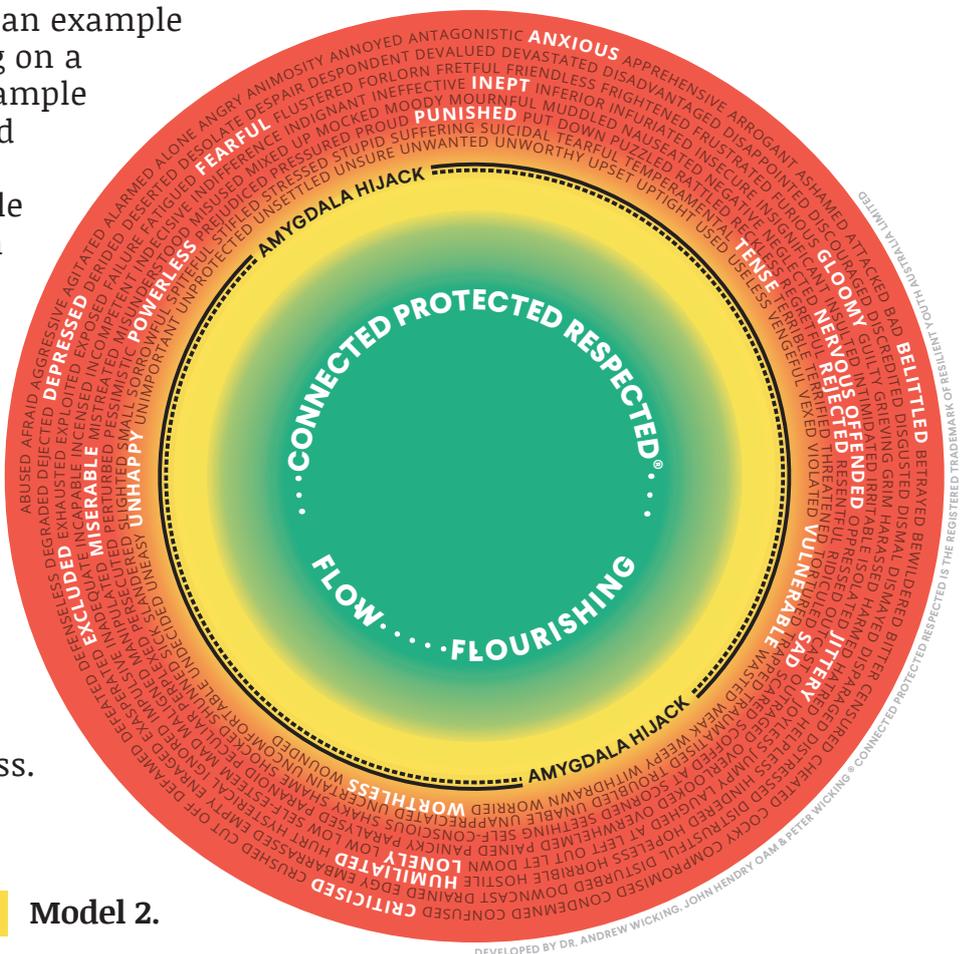
STEP 3

Explain and discuss the ‘amygdala hijack’.

The ‘amygdala hijack’ is represented by a line, dotted on the inside and solid on the outer side. The dotted line represents the possibility that you can move easily and swiftly (milliseconds) from your green zone of positive emotions to the red zone of uncomfortable emotions. In contrast, the solid line on the outside represents the fact that it can be difficult to move back into the green zone from the red zone. This transition usually takes much longer than milliseconds and may be minutes or many minutes, hours or days. The toddler in the crowd may take some time to move back into the green zone, and in the time-being, the crying continues!

STEP 4

Explain and discuss the second graphic below which represents an example of the impact of bullying on a target/victim. In this example the victim has responded to the bullying feeling a number of uncomfortable emotions, each of which is highlighted. In this representation the victim feels to varying degrees: anxious, belittled, criticised, depressed, excluded, fearful, gloomy, jittery, humiliated, inept, lonely, miserable, nervous, offended, powerless, punished, rejected, sad, tense, unhappy, vulnerable, and worthless.



Model 2.

Appendix 10

LESSON: THE EMOTIONAL IMPACT OF BULLYING

STEP 6

Ask your class some reflective questions: What has the ‘amygdala hijack’ response in your brain taught you? How might you try to move back into the green zone after being in the red zone?

STEP 7

Conclude by thanking everyone for their contribution to the discussion.

Post Lesson Teacher Notes

1. How useful was the preparation material provided for you?
2. How engaged were the students?
3. How successful was the students understanding of the lesson content?

Notes for next delivering this Lesson:

Young people need to know that they belong. Most students will have a sense of belonging to home. By developing positive relationships with students, teachers will help foster a feeling of belonging to school. High levels of belonging are associated with significantly increased thriving, including engagement in learning and academic outcomes, and lower involvement in a wide range of risky behaviours.

- i. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011), The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School- Based Universal Interventions. *Child Development*, 82: 405–432.
- ii. Sklad, M., Diekstra, R., Ritter, M. D., Ben, J. and Gravesteyn, C. (2012), Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students’ development in the area of skill, behavior, and adjustment? *Psychol. Schs.*, 49: 892–909.
- iii. Yeager, David & Bryk, Anthony. (2015). Practical measurement.

Appendix 11

LESSON: COUNT TO 20

Instructions:

- The aim of the activity is for the group to count up to twenty. Sounds simple but...
- No one can say two numbers in a row.
- The attempt is reset if two or more people call out a number together.
- Group cannot pre-plan or give directions to make patterns.

Variations:

- Can be attempted with eyes closed, or heads down at desks.
- Can use months of year, alphabet or song lyrics.

Equipment: None

Safety: Choose a suitable space.

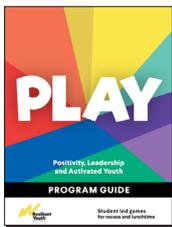
Easier: Start by counting to 10.

Harder: Set a time limit to succeed.

Student Programs & Professional Development Workshops

We deliver a range of Student Programs and Professional Development Workshops on site that support the building of resilience and wellbeing in conjunction with the Student Resilience Survey.

STUDENT PROGRAMS



PLAY

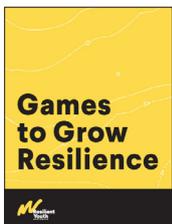
Full day training for up to thirty (30) Grade 5/6 student leaders. Student Leaders learn to facilitate safe and fun games for other students, including younger students, at school during break times.



Game Changers

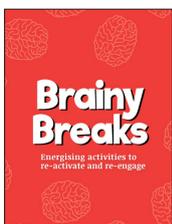
Full one-day training program for up to twenty-five (25) Year 9/10 student leaders. Through the program training, school Student Leaders learn how to facilitate safe and fun team-building and problem-solving games for younger students.

PROFESSIONAL DEVELOPMENT WORKSHOPS



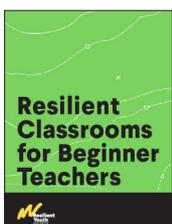
Games to Grow Resilience

For primary and secondary teachers, this professional development day will assist you in engaging and extending students by incorporating fun and games into the curriculum.



Brainy Breaks

For primary and secondary teachers, this 1.5-hour professional development provides hands-on strategies to re-engage students with their learning through short active brain breaks.



Resilient Classrooms for Beginning Teachers

Two-day workshop to develop your professional 'bag of tricks' and trial strategies in your classrooms, facilitated by experienced educators.

For further information and costing, go to resilientyouth.org.



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