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Session 10
10.1 Skills and Senses Chart
Scoring:
Each correct answer is worth 1 point.

NOTE: Some answers will depend on whether a new series of the reality TV show has been screened, e.g. “Australian Idol”, “Big Brother”. Please adjust answers accordingly.

IMPORTANT: Allow no more than 30 seconds to answer each question!! The quiz must keep moving quickly!

### Questions - Round 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Answers</th>
<th>Possible score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Name as many people as you can in the final 12 from the last series of <em>Australian Idol</em> (first name only is acceptable):</td>
<td>Casey Donovan, Anthony Callea, Courtney Murphy, Hayley Jensen, Marty Worrall, Amali Ward, Chanel Cole, Angie Narayan, Dan O’Connor, Daniel Belle, Emelia Rusciano, Ricki-Lee Coulter</td>
<td>12 points</td>
</tr>
<tr>
<td>2.</td>
<td>Name the last 3 winners of <em>Big Brother</em>:</td>
<td>. . . . . (2005), Trevor (2004), Reggie (2003), Peter (2002)</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>NOTE: If the 2005 series of Big Brother is finished, include the new winner and disregard Peter (2002) as an answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What is the name of the host for <em>American Idol</em>?</td>
<td>Ryan Seacrest</td>
<td>1 point</td>
</tr>
</tbody>
</table>

### Questions - Round 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Answers</th>
<th>Possible score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Nine series of <em>Survivor</em> have been made. Name 4 winners (first name only is acceptable). Can you correctly name the location in which they won for bonus points?</td>
<td>Richard Hatch (Borneo, 1), Tina Wesson (Australia, 2), Ethan Zohn (Africa, 3), Vecepia Towery (Morganas, 4), Brian Heidik (Thailand, 5), Jenna Morasca (Amazon, 6), Sandra Diaz-Twine (Pearl Island, 7), Amber Brkich (All-Stars, 8), Tom Westman (Palau, 9)</td>
<td>8 points: 4 points for name, 4 bonus points for location</td>
</tr>
<tr>
<td>5.</td>
<td>What radio personality was once a judge on the reality TV show <em>Popstars</em>?</td>
<td>Jackie O</td>
<td>1 point</td>
</tr>
<tr>
<td>6.</td>
<td>What is the name of the celebrity who formerly judged on <em>Australian Idol</em> but became more interested in food?</td>
<td>Ian (Dicko) Dickson</td>
<td>1 point</td>
</tr>
</tbody>
</table>

### Questions - Round 3

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Answers</th>
<th>Possible score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>What is the motto for the show <em>Survivor</em>?</td>
<td>“OUTWIT, OUTPLAY, OUTLAST”</td>
<td>1 point</td>
</tr>
<tr>
<td>8.</td>
<td>Name 3 reality TV programs where the prize is NOT “cash”:</td>
<td>Possible Answers: <em>Australian Idol</em>, <em>The X Factor</em>, <em>Dancing with the Stars</em>, My Restaurant Rules, <em>The Hothouse</em>, <em>The Bachelor/Bachelorette</em>, Outback Jack, Joe Millionaire, <em>The Apprentice</em> . . .</td>
<td>3 points</td>
</tr>
<tr>
<td>9.</td>
<td>What reality TV star went on to release the single, “What About Me”?</td>
<td>Shannon Noll</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Now tally up the scores to determine a winner! The group with the highest points, out of a possible 31, wins the Reality TV Quiz!
### The six senses

<table>
<thead>
<tr>
<th>Sense of self-worth</th>
<th>Sense of control</th>
</tr>
</thead>
<tbody>
<tr>
<td>How you regard yourself</td>
<td>Realistic belief that you have the skills and ability to cope with life challenges, and that you are in charge of your own life</td>
</tr>
<tr>
<td>Knowing your strengths, skills, and abilities, and valuing yourself</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sense of belonging</th>
<th>Sense of purpose or meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling valued, needed, and accepted by others</td>
<td>Focus on things in life that provide opportunity for success and/or pleasure now and in the future</td>
</tr>
<tr>
<td>Believing that you are connected to others in your world in meaningful ways</td>
<td>May be different for each person</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sense of future</th>
<th>Sense of humour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of hopefulness for the future that motivates you to set goals and make plans to meet those goals</td>
<td>Ability to see the lighter side of life and to use laughter to manage stress and difficult situations</td>
</tr>
</tbody>
</table>

### Ratings the judges are using for each sense

- High
- Medium
- Low

### Skills the judges are looking for

<table>
<thead>
<tr>
<th>Helpful thinking style</th>
<th>Challenging unhelpful thinking</th>
<th>Positive problem orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Coping skills</td>
<td>Flexibility in dealing with life challenges</td>
</tr>
<tr>
<td>Ability to bounce back from setbacks</td>
<td>Recognising emotions</td>
<td>Ability to manage negative emotions</td>
</tr>
<tr>
<td>Planning</td>
<td>Goal setting</td>
<td>Time management</td>
</tr>
<tr>
<td>Assertion</td>
<td>Conflict resolution</td>
<td>Perspective taking</td>
</tr>
<tr>
<td>Empathy</td>
<td>Social skills</td>
<td>Setting realistic expectations</td>
</tr>
<tr>
<td>Stress management</td>
<td>Planning pleasant activities</td>
<td>Help seeking</td>
</tr>
</tbody>
</table>
### Tips for identifying skills and senses

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Thoughts</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the person saying to others?</td>
<td>What is the person saying to themselves (their thoughts, inner voice)?</td>
<td>What is the person feeling? How do you know that?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-verbals</th>
<th>Behaviour and interactions</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the person communicate non-verbally</td>
<td>How does the person behave generally? How does the person interact with others?</td>
<td>How does the person deal with conflict?</td>
</tr>
<tr>
<td>• Gaze</td>
<td>• Gaze</td>
<td>• Gaze</td>
</tr>
<tr>
<td>• Posture</td>
<td>• Posture</td>
<td>• Posture</td>
</tr>
<tr>
<td>• Distance</td>
<td>• Distance</td>
<td>• Distance</td>
</tr>
<tr>
<td>• Tone of voice</td>
<td>• Tone of voice</td>
<td>• Tone of voice</td>
</tr>
<tr>
<td>• Volume</td>
<td>• Volume</td>
<td>• Volume</td>
</tr>
<tr>
<td>• Pitch</td>
<td>• Pitch</td>
<td>• Pitch</td>
</tr>
<tr>
<td>• Gestures</td>
<td>• Gestures</td>
<td>• Gestures</td>
</tr>
<tr>
<td>• Hand movements</td>
<td>• Hand movements</td>
<td>• Hand movements</td>
</tr>
<tr>
<td>• Facial expressions</td>
<td>• Facial expressions</td>
<td>• Facial expressions</td>
</tr>
<tr>
<td>• Eye contact</td>
<td>• Eye contact</td>
<td>• Eye contact</td>
</tr>
</tbody>
</table>

### Problem solving

- How does the person react when they confront a problem?
- Do they seem motivated to try to solve it?
- Do they use a structured approach to solving problems?

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### The contestants

- Charles
- Selena
- Rona
- Justin
- Erin
- Adam
i think her [Erin] self-worth could really improve

Rona, High

Justin, High

Adam, High

Selena, Medium

Charles, Medium

Erin, Low

at first glance Rona’s pretty confident

she [Erin] seems to be really afraid of people disliking her

too high. He’s [Adam] missing some cues from the other’s isn’t he?
**Scenario:**
You have been asked to stand up at assembly next week and talk about a school dance that you are helping to organise.

<table>
<thead>
<tr>
<th>Robber thoughts:</th>
<th>Builder thoughts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How might the robber thoughts make you feel?</td>
<td>How might the builder thoughts make you feel?</td>
</tr>
</tbody>
</table>
Select ONE from below:

1:
You have a Maths exam on geometry in 2 days. You didn’t do as well as you would have liked in the last exam – but algebra has never been your favourite topic! Thinking back to the last exam, you remember that you had heaps of other work and commitments the same week which prevented you from reviewing the material as much as you would have liked. You started studying for this exam on geometry days ago and seem to understand the material because you like it better than algebra. However, you are still a bit anxious about how you will go because your parents keep saying that you need to pull your grade up or you won’t get into the university course you want.

2:
You see an ad for a beginning band wanting a guitarist. You have been practising for a number of years and have played at parties for friends and family – all of whom say you’re “pretty good”. When you had lessons, your guitar teacher said you were a natural but that you needed to get more experience. Recently you auditioned for a band, but you never even heard back from them. You want to apply to the new band, but worry they will say you’re not good enough.

3:
Your teacher has asked you to present your English assignment to the class because she thought you did such a good job on it. Talking in front of the class has always made you feel nervous; your palms get sweaty and your heart races. One time, back in year 8 drama, you froze when you had to do an individual performance in front of the class and your friends made fun of you for weeks. Since then you have done okay in presentations, but only as part of a group and not with your own work. Your teacher keeps telling you that she believes hearing about your assignment will benefit the class, but you are worried that you will freeze again.

4:
The star goalie on your team just fell ill and there is no way she can play in the game tonight. As the back-up goalie, you will be filling in, which would usually be exciting, but last time you played in a game you accidentally fumbled the ball resulting in a goal for the other team. This game is very important so you are nervous that you will mess up again. You have been playing goalie for years and have always been confident, but the memory of last time keeps finding its way back into your head.

5:
This week is your piano recital; you have been practising for months and know the piece perfectly. Playing in front of others always makes you a little tense, but in the audience this week will be your friends, your whole family and your new girlfriend, the person you wish to impress most. You are terrified that your nerves will get the better of you and you will stuff it up in front of her. At last year’s recital, you did make a few minor mistakes during your performance, but the audience didn’t seem to notice, only your music teacher who made some comments.
Number 1’s
You are to rejoin your group and introduce yourself as though you don’t know anyone. Find out 1 thing about each of the other people in the group that you can report back to the class.

WHEN YOU REJOIN YOUR GROUP TAKE NOTICE OF THE GROUP INTERACTION – YOUR OWN AND OTHERS’ BEHAVIOUR AND REACTIONS

Number 1’s
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WHEN YOU REJOIN YOUR GROUP TAKE NOTICE OF THE GROUP INTERACTION – YOUR OWN AND OTHERS’ BEHAVIOUR AND REACTIONS
**Resource 3.1**  CAN I JOIN YOU? - INSTRUCTIONS

---

**Group 1**

When the other member of your group tries to rejoin you, you are to speak in a different language so the person can't understand you – make the language up with grunts, squeaks etc. If the person tries to speak to you, speak back in your made up language and communicate that you don't understand (look confused, frown etc.).

WHEN THIS PERSON JOINS YOUR GROUP TAKE NOTICE OF THE GROUP INTERACTION – YOUR OWN AND OTHERS’ BEHAVIOUR AND REACTIONS

---

**Group 2**

When the other member of your group tries to rejoin you, you are to act disinterested and indifferent – you don’t think they have anything useful to say. Imagine they have a reputation for being really dull and boring and you don’t think they’d be a good part of your group. If they try to engage you in conversation show total lack of interest (be abrupt/short/sharp, look away, yawn, etc.).

WHEN THIS PERSON JOINS YOUR GROUP TAKE NOTICE OF THE GROUP INTERACTION – YOUR OWN AND OTHERS’ BEHAVIOUR AND REACTIONS

---

**Group 3**

When the other member of your group tries to rejoin you, you are to act welcoming, friendly, interested, and inviting (but not gushing or false). You are genuinely interested in the person and think they are someone you’d like to include in your group.

WHEN THIS PERSON JOINS YOUR GROUP TAKE NOTICE OF THE GROUP INTERACTION – YOUR OWN AND OTHERS’ BEHAVIOUR AND REACTIONS

---

**Group 4**

When the other member of your group tries to rejoin you, you are to act like the person is someone who is important and high status. You may not particularly like them, but want to make a good impression so you need to gush and suck up to them. If they ask any questions about you, say “No, no, I’m boring – tell us about yourself …”

WHEN THIS PERSON JOINS YOUR GROUP TAKE NOTICE OF THE GROUP INTERACTION – YOUR OWN AND OTHERS’ BEHAVIOUR AND REACTIONS
Charlene was the name of Kylie Minogue’s character in Neighbours.

The next city to host the Commonwealth Games is Melbourne.

The Lions lost to Port Adelaide in the 2004 AFL Grand Final.

Natalie Imbruglia is married to Daniel Johns, the lead singer of Silverchair.

Elija Woods played Frodo in Lord of the Rings.

Destiny’s Child is made up of three members Kelly, Michelle, and Beyonce.

George Gregan is the captain of the Wallabies.

Mischa Barton plays Marissa in The O.C.
Instructions for Group Challenge

- Each group has received an envelope containing a number of individual words which are to be equally and randomly dealt out to each person in the team.

- Each person should lay their words out on the table in front of them, face up i.e. words are visible.

- The task for your group is to construct 4 complete sentences from the scrambled words you have received. The challenge is that your group must do this without talking, gesturing or signalling to each other.

- The sentences are to be constructed in the centre of the table and all members of the team must be involved and participate.

- The person in the team who deals out the words makes the first move (takes the first turn) but after that teams use whatever means they can to complete the task.

- Otherwise there are no other rules. Teams must devise their own strategies for completing the task (without talking).

- The first team to unscramble all 4 sentences is the winner and the challenge is over.
1. Progressive Muscle Relaxation

Instructions to group leader
Please read the following background information on this technique to your group and then follow the instructions listed under the technique.

What is it?
A sequence where you tighten and relax the muscles in the body to increase relaxation by reducing tension in the body. The sequence can be long (working slowly through all muscles in the body) or short (working quickly through large muscles groups).

When would you use it?
The longer sequence can be used as an ongoing strategy to maintain relaxation and the shorter sequence can be used before going into stressful situations (sitting for an exam; playing sport).

What do you need to do it?
You don’t need any equipment; all you need to do is have a chair to sit on (or an area to lie down). A CD of relaxation music [optional].

Instructions to group leader:
Please read the steps for the short sequence to the group in a slow calm voice allowing time for the group to perform the activity for each step. When you tell the group to hold a movement for a count of 10, please count aloud to 10 for the group.

Technique
Short Sequence
- Loosen any tight clothing and sit comfortably with your hands resting on your thighs (or lie on the floor with a pillow under the head).
- Keep your eyes closed while you tense different muscles of your body as much as you can and then when you relax them let your muscles return to the resting state immediately. Do not tense so hard that physical discomfort occurs.
- Focus all your attention on the sensation coming from your muscles.
- You will hold each muscle tension for a count of 10. When you release the tension, allow the muscle to relax completely and immediately and let the feeling of relaxation flow through the body.
- Breathe slowly and deeply.
- Tighten the muscles in your toes and feet. Hold for a count of 10. Relax and enjoy the sensation of release from tension.
- Now move up through the body, starting with the legs. Tighten the muscles in your legs. Hold for a count of 10. Relax.
- Tighten the muscles in your stomach. Hold for a count of 10. Relax.
- Tighten the muscles in your back. Hold for a count of 10. Relax.
- Tighten the muscles in your neck. Hold for a count of 10. Relax.
- Tighten the muscles in your face. Hold for a count of 10. Relax.
- Now tense every muscle in your body and feel the tension in every part of your body. Hold. Let your whole body relax. Scan the body for any remaining tension and relax that part of the body. Feel a wave of calmness as you stop tensing.
- Continue to breathe slowly and deeply.

Instructions to group leader:
After you have finished, please discuss in your group:
Whether the technique worked, why they did or did not like it, would they use it again.
Long Sequence

Loosen any tight clothing and sit comfortably with your hands resting on your thighs (or lie on the floor with a pillow under the head). Keep your eyes closed while you tense different muscles of your body as much as you can, and then when you relax them let your muscles return to the resting state immediately. Do not tense so hard that physical discomfort occurs. Focus all your attention on the sensation coming from your muscles. Try to tighten only the intended muscle while the rest of the body stays quiet and relaxed. You will hold each muscle tension for a count of 10. When you release the tension, allow the muscle to relax completely and immediately and let the feeling of relaxation flow through the body. Continue to breathe slowly and deeply.

Legs

- Flex the muscles of your left leg by raising it 15-25 cm above the floor. Turn your toes slightly back toward your head. Hold this position of tension for a count of 10, until you begin to feel the muscles start to tremble. Then, say to yourself: “Let go and relax” and immediately let your leg return to the floor and relax. Let the leg rest while feeling any tension flowing out of the leg. Say to yourself “I feel the tension flowing out of my leg ... My leg feels relaxed, warm, heavy ... completely relaxed”.

- Run through the entire procedure again for your right leg.

Buttocks and thighs

- Tighten your buttock and thigh muscles, as tightly as you can. Hold for a count of 10. Then release them, saying “Let go” to yourself. Focus your attention on the relaxed feeling in those muscles, on the tension flowing out.

Stomach

- Tighten your abdominal muscles. Hold. Let the muscles go and relax.

Back and Neck

- Arch your spine, tightening all along it from your tailbone to your neck. Hold. Let go and relax.

Arms and Shoulders

- Imagine there is a bar suspended above you that you want to use to pull yourself up. Raise your hands, palms upward, above your chest. Grab the imaginary bar and clench your fists around it as hard as you can. Flex the muscles in your arms and shoulders. Hunch your shoulders up as tightly as you can. Hold. Let go. Relax and note the warm, relaxed feelings, letting the tension flow out.

Jaw

- Tighten your jaw muscles, clamping down on your back teeth. Hold. Let go and relax.

Face

- Tighten your facial muscles by wrinkling your forehead and closing your eyes tightly. Hold. Let go. Rest and focus on the relaxed feeling.

Entire body

- Clench your feet and fists. Pull your shoulders up. Tighten your jaw and face. Now simultaneously flex your entire body, arching yourself as much as you can from your heels to the back of your head. Hold. Release and just let yourself go ... all the way, as much as you can.

- Relax there and feel the tension drain away.

Get totally relaxed

- Close your eyes. Let your attention wander slowly over each part of your body, from legs to face, as you did in the exercise. If any area seems to have some tension left, just let it go: Feel the tension draining out of you, but don’t worry if there is still a little left. Keeping your eyes closed, stay in this relaxed state for the rest of the session. Tell yourself: “I am relaxed now ... My legs feel relaxed ... My buttocks, thighs, and abdomen feel relaxed ... My back, arms, shoulders, jaws, face and eyes feel relaxed ... The tension has been let go.”
2. Imagery Relaxation

Instructions to group leader:
Please read the following background information on this technique to your group and then follow the instructions listed under the technique.

What is it?
A technique where you imagine a scene, place, or situation that you regard as safe, peaceful, restful, and happy.

When would you use it?
The technique can be used before going into stressful situations or as an ongoing strategy to maintain a relaxed state. It can also be used to rehearse mentally before a big event or a difficult situation.

What do you need to do it?
You don’t need any equipment; all you need is somewhere quiet to practise in. A CD of relaxation music [optional].

Instructions to group leader:
Please read the text below to the group.

"For your relaxation practice at home, you should select your own image that is calming and restful for you. To allow you to practise this first, we have a script that describes a scene that we would like you to try to imagine. We will describe different things in the scene that you can see, hear, smell, or touch. In each scene we want you to try really hard to imagine that you are really there and concentrate hard on what you can see, hear, smell, or touch. We will also describe certain feelings in your body and again we want you to try really hard to imagine that you can actually feel these sensations.

Now sit comfortably with your arms resting on your thighs or by your side. Breathe slowly and gently. Close your eyes."
Instructions to group leader:

Allow time for the group to get settled and then start reading the script below in a slow, calm voice. Allow time between sentences for the group to experience the image. Try to keep your voice sounding soothing and relaxing.

**Imagery script**

“You are lying on a quiet beach. Take a moment to look around you. What can you see? Look at the blue ocean with the white caps on the waves, the wide expanse of golden sand, and the clear blue sky above. The sun is beating down on your skin, making you feel warm but not too hot. Now listen carefully. You can hear the sound of the waves and the occasional call of a seagull. You run your fingers through the sand and feel the grains of sand between your fingers. Note the sensation of the sand rubbing against your skin. You feel quiet and relaxed. The sun warms your body ... making you feel heavier and more relaxed ... all of the tension is leaving your body. Your breathing is very slow and rhythmic. Your entire body feels comfortable and calm.

To deepen even further your feelings of relaxation you can say the following things to yourself: ‘I feel calm and relaxed. My face feels smoother ... heavier ... and more relaxed. My body is relaxed ... I feel safe and at peace.’

Now take a moment to just enjoy the feeling of relaxation and the peace of this scene. Look around you again to get a really clear image of this scene, your special place. Whenever you are feeling stressed or upset you can regain this feeling of relaxation just by imagining this place and the feelings of relaxation that go with it. In a moment you are going to open your eyes feeling alert and awake but keeping the feeling of relaxation and calm that you have created. Gently open your eyes.”

Instructions to group leader:

After you have finished, please discuss in your group:

Whether the technique worked, why they did or did not like it, would they use it again.

**Another way to use Imagery - preparation and rehearsal**

You can also use imagery in rehearsal before a big event, allowing you to run through the event in your mind.

Aside from allowing you to rehearse mentally, imagery also allows you to practise in advance for anything unusual that might occur, so that you are prepared and already practiced in handling it. This is a technique used very commonly by top sports people, who learn good performance habits by repeatedly rehearsing performances in their imagination. Sports people also prepare for the unexpected by rehearsing using mental imagery.

Imagery also allows you to pre-experience achievement of your goals, helping to give you the self-confidence you need to do something well. This is another technique used by successful people.
3. Mandala

Instructions to group leader:
Please read the following background information on this technique to your group and then read out the guidelines listed under the technique.

What is it?
A drawing technique designed to calm the mind. Mandala is a Sanskrit term for the whole world or healing circle. Mandala is a representation of the universe and everything in it.

When would you use it?
The technique can be used quickly and easily in many situations. It does not require a quiet place and is very effective if you are not able to do any physical activity or if your mind is racing.

What do you need to do it?
- One or more sheets of paper (A4 or larger) with a 15 cm circle drawn in the middle of the page.
- One (or several) coloured pencils or pens.
- A clear space to work on.
- Examples of mandala drawings.
- A CD of relaxation music [optional].

Technique

Guidelines before you start drawing:
- Once you start, keep drawing for 5 minutes.
- Keep the pencil touching the paper unless you are changing colours.
- If you do not know what to draw next, simply colour over an existing part until the idea for the next part forms.
- Take as much time as you like and draw whatever patterns you want to.
- Do not talk to anyone else (if you are working in a group).

Instructions to group leader:
Please show the example of the mandala to the group and check that the group has a sheet with the circle on it and pens or pencils. Read the following instructions. You will need to time the drawing for 5 minutes.
- Now, let's start. Take two deep breaths, exhaling slowly.
- Place your pencil in the centre of the circle and imagine that you are calm and at peace in the world.
- Begin drawing within the circle.
- Draw whatever patterns you like and change colours whenever you like. There is no right or wrong in what you do.
- Stop drawing after 5 minutes.

Instructions to group leader:
After you have finished, ask each member of the group if they would like to hold up their drawing to show the rest of the group. Please discuss in your group:

Whether the technique worked, why they did or did not like it, would they use it again.
Example of a mandala
4. Meditation

Instructions to group leader:
Please read the following background information on this technique to your group and then follow the instructions listed under the technique.

What is it?
Meditation is a technique where you sit quietly with your body relaxed and you focus your concentration on something for a period of time. By meditating, you rest your body, allow stress hormones to subside, and occupy your mind so that unpleasant, stressful thoughts do not intrude. You can meditate by focusing your concentration on your breathing, an object, or a sound.

When would you use it?
The technique can be used regularly to maintain a calm mind and a relaxed state.

What do you need to do it?
You don’t need any equipment; all you need is somewhere quiet to practise in.

Instructions to group leader:
Please select an object for the group to look at (it can be a clock, watch, pen, cup, calculator or whatever is available). Place it in the middle of the table. Read the following instructions.

Technique
Sit comfortably in a quiet spot. Relax your body. We are going to focus all of our concentration and attention on an object. We will spend at least 5 minutes meditating, although you can take as long as you like when practising alone.

- You are to focus your complete attention on examining the object on the table. Look at it in immense detail for the entire meditation.
- Examine the shape, colour differences, texture, temperature and movement of the object.
- There may be noise and activity around you, but just let it pass by.
- It is important to keep your attention focused. If external thoughts or distractions wander into your mind, just let them drift out. Just keep your attention on the object.

Instructions to group leader:
After 5 minutes ask the group to take their attention away from the object and return to awareness of their surroundings. Please discuss in your group:

Whether the technique worked, why they did or did not like it, would they use it again.
What is stress?

Stress is a feeling that is created when we confront challenging situations. These challenging situations (stressors) cover a wide range of situations including threat and danger, loss, exams, public performance, and conflict in interpersonal relationships. Stress can also be produced by the things we say to ourselves (e.g. “This will be terrible”; “I won’t be able to do this”; “I’m going to look stupid”).

How does the body respond to stressful situations?

When some threat is perceived, the brain sends messages to the autonomic nervous system that signals the adrenal glands to release the hormones adrenaline and cortisol into the bloodstream. This stress response (also called the fight or flight response) prepares the body for action by speeding up heart rate, breathing rate, blood pressure, and metabolism. Glucose is released to provide energy. Blood flow is increased to improve delivery of oxygen to the tissues and more blood is moved to large muscle groups to prepare the body for action. Pupils widen to let in more light, and sweat is produced to cool the body.

What is the purpose of the stress response?

The stress response is vital during emergency situations such as fleeing from danger, e.g. jumping out of the path of an oncoming car. It can also be activated under situations where there is no actual danger such as sitting for an exam, playing in a final sports match, or speaking in public. A certain amount of stress can be helpful as it can improve performance by preparing the body for action and focusing concentration on the task.

But stress doesn’t always happen in response to emergency situations or things that are over quickly. Ongoing or long-term events, like coping with illness, or family separation, or moving to a new school, can also cause stress. These ongoing situations can produce continued low-level activation of the stress response which in turn can weaken the body’s immune system and cause other problems.

<table>
<thead>
<tr>
<th>What are the physical problems associated with high levels of stress?</th>
<th>What are the psychological problems associated with high levels of stress?</th>
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<tbody>
<tr>
<td>Asthma</td>
<td>Anxiety</td>
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<tr>
<td>Chronic headaches</td>
<td>Sadness or depression</td>
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<tr>
<td>Hypertension (high blood pressure)</td>
<td>Irritability or moodiness</td>
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<tr>
<td>Coronary heart disease</td>
<td>Problems sleeping</td>
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<tr>
<td>Deficient immune system and susceptibility to viral and bacterial infections</td>
<td>Anger problems</td>
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<tr>
<td>Overeating</td>
<td>Substance abuse</td>
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<td>Stomach problems</td>
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</table>
How can you avoid or deal with stress?

- Use planning, prioritising, and time management to manage your activities and commitments.
- Use problem solving to deal with everyday and larger problems.
- Don’t over commit yourself.
- Set realistic expectations for yourself and others.
- Take care of your physical health (good nutrition, sufficient sleep, regular exercise).
- Don’t use substances to manage stress.
- Plan some pleasant activities and make sure you have some fun.
- Keep a sense of humour.
- Use helpful thinking and challenge negative, self-defeating thoughts.
- Build your coping skills to allow you to cope and bounce back from challenges.
- Use relaxation techniques to build a sense of calm and wellbeing.
- Develop a good social support network (people who can support and talk to you).
- Don’t be afraid to seek professional help if you feel that you are not coping.

Did you know?
Numerous studies have shown that using relaxation techniques regularly can:

- Decrease the likelihood of heart attack and stroke, and can significantly reduce the incidence of a second heart attack
- Protect you from mental health problems
- Improve your immune system function
- Keep dormant infections (like cold sores) at bay
- Aid memory and learning
- Improve your coping skills and make you feel better!
**Description of Characters**

**The Situation:**
The boss yells at an employee who is new at the job when they drop some plates after a customer bumps into them

**The Boss:**
* a bit flustered, tired, told to reduce overheads, they’re short staffed, 3 breakages so far this night, 3 customer complaints about slow service

**The Situation:**
Your boss in your new job yells at you when a customer bumps into you and you drop some plates on the floor

**The Waiter:**
* nervous, not sure of procedures, trying to be quick, impatient customers, feeling pressured, a customer complaining says it’s your fault

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Your boss in your new job yells at you when a customer bumps into you and you drop some plates on the floor

**The Waiter:**
* nervous, not sure of procedures, trying to be quick, impatient customers, feeling pressured, a customer complaining says it’s your fault
- What is the issue – for your friend/others involved? Consider any legal or ethical issues, e.g. substance use.

- What is your friend thinking and feeling? What might others involved be thinking and feeling?

- What are your friend’s options?

- What would the impact of those options be on your friend/on others? What is the short-term/long-term impact? Again think about the legal and ethical considerations, i.e. is your friend or someone else at risk of harm?

- Who else can help? e.g. friends/ family/ counsellor/ support services.

- Which is the best option?

- What needs to be done to make this happen?
### ADAM'S DILEMMA

#### The issue
- **for Adam**: His band has told him they don't want him any more.
- **for band**: Adam has left them for 10 weeks but things are going well and they have decided they would be better off without Adam.

#### Adam
- **Thoughts**: I've been dumped; I didn't see this coming.
- **Feelings**: Betrayed, angry, hurt, let down.

#### Band
- **Possible thoughts**: Adam's abandoned us; we're doing well without him; he has a different vision from us.
- **Possible feelings**: Abandoned and let down initially, then positive and hopeful about following their own vision.

#### Options
1. Write back and tell them he couldn't care less and they will never be as good without him.
2. Write back and say he's disappointed but understands.
3. Ask them to have him back; he will focus on where they want to go.

#### Consequences for Adam
1. Still feels angry and let down; loses old friends.
2. Feels a bit sad/disappointed but ready to move ahead himself; maintains friendship.
3. Maintains friendship but compromises his own vision.

#### Consequences for band
1. Angry, relieved; loss of friend; can head in own direction.
2. Relieved, happy to move forward with their own direction AND maintain friendship with Adam.
3. Surprised, relieved, pleased, or annoyed; may say Adam can't come back anyway; may think he just won't be able to fit their vision even if he tries.

#### Who else can help?
Could talk to one (or more) of the other contestants and/or ring to speak to the resident expert, Dr Solomon.

#### Best option
- what needs to be done now?
Dear Abby

I'm a 15 year old living at home with mum and my brother. While I never have been the most popular person at school (I'm pretty quiet and shy in big groups), I've always had a few friends I could talk to. My troubles began last month when I went to the movies with my two best friends, Melanie and Tanya. During the film they talked and laughed quite a lot but never bothered to share the joke with me. By the end of the film I was angry and went home rather than going shopping as we had planned. Later that night I rang Melanie. When I told her that I didn't go shopping because she and Tanya were ignoring me in the movie, she said that I was always being too sensitive and that it was really hard being friends with me because I always took things the wrong way. Since then both Melanie and Tanya have not come near me. I see them at school together, laughing and talking to other girls who have in given me a hard time in the past. I don't want to be friends with them anymore but I'm worried they are telling everyone else lies about me. What should I do?

Keira

Dear Abby

Recently I've been struggling a little with my school work - alright, I've been struggling a lot. I used to be a great student; I usually got straight A's. Unfortunately, now I struggle to get C's and am in danger of failing a couple of my classes. I don't know what to do because I am trying really hard, but things just never make sense, especially in maths and science. I mean really, what is the big deal with algebra? Do people actually care what x equals? I don't. Anyway, I'm scared to tell my parents that I'm doing so badly because I don't want them to think their son is stupid. I want to do better and make them happy. What should I do?

Aiden

Dear Abby

I've been a competitive swimmer since I was about 7 years old. Over the years I always looked forward to practice and swim meets because I loved the thrill of racing against others and trying to improve my times. In the past year, the sport has been becoming more work than fun for me. I feel like I'm missing out on my teenage years because I always have to practise early in the morning, do homework all night so that I can go to bed early for practice, and then go away to swim meets all weekend. I really only see my friends outside of school once a week and even then I'm always the first to go home. My passion for the sport is gone but I don't know if I should quit. I feel like I would be letting my whole team down, as well as my coach who has always been there for me. I don't know what to do, please help me Abby.

Cameran
Dear Abby

My girlfriend and I have been together for almost a year, but recently have been having issues. She picks fights with me over everything and gets mad if I don't call her enough or don't comment on a new top she just bought. How am I supposed to know she just got the top? Naturally, 10 minutes after a fight she's over it and acts like nothing happened. I know that I really care about her and that she cares about me, but I don't understand how she can be so complicated and confusing. I wish she could understand how her mood swings make me feel because I want to be with her, but I don't know if I can deal with the ups and downs for much longer. Is there anyway to get her to understand?

MT

Dear Abby

My parents are driving me crazy! It seems like as soon as I hit high school they got into strict, overprotective mode. They don't let me go to fun parties, they ask a million and a half questions every time I leave or enter the house, and they made my curfew 11:30 - sooo early! As soon as I go anywhere for the night with my friends, it's already time to go home! I know that they think they're doing it for my own good, but why can't they lighten up and trust me? They're ruining my social life and making me feel claustrophobic with their never ending questions. What can I do to regain some sense of control and independence in my life? How can I make them understand where I'm coming from?

Ash

Dear Abby

My friends have recently discovered pot and now they think it's so cool that they smoke. They've taken to smoking almost every day after school. I know that it's illegal and I really hate the smell of it, so when they offer me some I say no, but then they look at me and say, “Loser. Oh well more for us!” I don't feel like they're forcing me to try it, but at the same time I feel extremely left out and uncomfortable being around them while they smoke. I'm worried that being with them will make my clothes smell, and then my parents will smell it and think I've been smoking. Even worse, I'm worried that we'll get caught by the police and my plans for going into the police force will be ruined. I don't want to lose my friends, but I don't have any idea how to get them to stop. What should I say? Should I find new friends? Or should I just give in and try it?

Left Out
Dear Abby

Over the past few months I’ve been noticing that a close friend of mine has been gradually getting thinner and thinner. Her pants are getting loose (almost slipping off her non-existent butt), her breasts are barely noticeable, and she always has excuses for why she can’t come to lunch or go out to dinner. I think she has a serious problem and I would like to make her realise how dangerous what she’s doing is. Last week I invited her over to hang out, watch TV, or “whatever,” and I tried to bring up the topic of her eating and weight, but she just got defensive and angry. I’m worried that if I push the issue it will drive her away, but at the same time I really want to help. What should I do? Should I keep trying to talk to her and risk alienating her? Should I tell someone and risk her possibly being sent away and therefore make her so mad that she won’t talk to me anymore?

Mikayla

Dear Abby

I’ve been dating this guy that’s a few years older and recently lost my virginity. I didn’t mean for it to happen, but we were messing around and one thing led to another. I feel really guilty about the whole situation because I know I wasn’t ready to have sex, and I don’t think I’m in love with him - I’ve always wanted to lose my virginity to someone I love and would possibly marry. I still really care about my boyfriend, but I’m afraid that if I tell him I don’t want to keep having sex that he will break up with me. I also feel really embarrassed and depressed that I gave in to him so easily, which makes me not want to tell my friends and definitely not tell my mum. Who can I talk to about my feelings? What should I tell my boyfriend?

Mel

Dear Abby

Recently I have really noticed a change in myself. Usually I am quite outgoing and the life of the party, but just lately I find myself crying about the smallest things. I can’t understand it because my life is not bad – things are going quite well so I don’t know why I am so sad sometimes. When I feel this way I can’t sleep, I’m not hungry, I don’t want to see anyone. I think it might relate to a couple of things that have happened but how can it be when one was so long ago and the rest of my life is OK? A couple of years ago my grandmother died – it was very sudden. We were really close – I was very sad but, you know, I coped, I was OK. But now I get so upset when I think about her. I just don’t understand why it has taken me so long to feel the pain, to grieve for her. More recently I had a falling out with one of my friends – we don’t talk anymore. I know it’s nothing like someone dying but for me the pain feels the same. I have been so upset about losing my best friend and have been so down that some of my other friends have called me a psycho because they think I am way too upset about it. What is wrong with me?

Cry Baby
To have a sense of purpose is to have a sense of determination, resolution or intention to act.

‘I’m training/practising/studying/working every day for one purpose – to make the team/make the school play/make the band/FINISH YEAR 10/make my parents proud/get into Uni/be a pilot/earn money’.

To have meaning is to have intention or purpose.

A building can be “purpose built”, designed for a particular purpose such as an indoor bowling alley, a theatre, a hospital, a factory, or it can be a multi-purpose building like a school gymnasium that can be used for a number of games and also as an assembly hall.

IF SOMETHING SERVES NO PURPOSE IT IS SAID TO BE USELESS.
Story 1 - Glenn Toddhunter

For a full transcript of the story refer to www.abc.net.au

Nine years ago Glenn Toddhunter was a young, ambitious army Blackhawk helicopter pilot who had everything to live for: a great job and an exciting new relationship with Michelle, the woman he would eventually marry. His life changed dramatically in an instant when he was involved in an ultralite flying accident that left him and his friend, Jeff, close to death. As a result of the accident Glenn lost both of his legs and faced the prospect of never being able to walk again unassisted, let alone be in control of an aircraft. After many painful months of rehabilitation, Glenn (with his two prosthetic legs fitted) was walking independently and had reacquired his drivers' licence without the use of hand controls. With the support of Michelle and a burning desire to fly again, he was back in the air just 18 months after the accident being assessed for his civil pilots' licence. Glenn said that being back at the controls again was like getting out of the wheelchair for the first time. He finally felt like he was free. Glenn knew, however, that his biggest challenge was yet to come as his ultimate goal was to be accepted back into the army as a full-time flight instructor. After years of dealing with bureaucracy, paperwork, discrimination, rejection, prejudice, intense scrutiny and at times some self-doubt, he is now the only double amputee anywhere in the world actively serving in an armed force. Although the journey was a difficult one, there was never any doubt in his mind that he could still be a great pilot, even with his disability. Each year, Glenn and Jeff celebrate the anniversary of the accident, not to remember the accident itself, but to celebrate the fact that they are still alive, still able to love and laugh and enjoy life. Now Glenn feels great pride in his 16-year career in the Defence Force and as he contemplates the end of his military career he is looking forward to spending more time with his wife and children.

Story 2 - Wendy Harmer

For a full transcript of the story refer to www.abc.net.au

Despite being born with a severe facial deformity, Wendy Harmer has gone on to become one of Australia's best known comedians and performers and one of the highest paid women in radio. Wendy was born with one of the most severe cases of bilateral cleft lip that doctors at the time had ever seen. At the time, the procedure was to temporarily draw the lips together and wait until she was old enough to have reconstruction surgery. After years of taunting and bullying by other kids, Wendy was finally admitted to hospital at age 15 for the major surgery needed to reconstruct her palate. She awoke that day in hospital with 100 stitches in her mouth and her mouth stitched shut. Her father recalled that she came out of hospital looking and feeling better about herself. After leaving school her first real job was as a reporter for the Geelong Advertiser where her first assignment was to report on a new cabaret show in town. It was during this assignment that Wendy decided that she wanted to be on stage and become a stand-up comedian. People thought she was crazy but this seemed to make Wendy more determined to prove that she could do it. Her next venture was to move into radio where she had 11 amazing years on breakfast radio. She was able to connect with the radio audience and do what she does best – talk. She now spends time with her family and supports Interplast which is made up of a group of plastic surgeons who travel to third-world countries to perform plastic surgery on children who haven't had any access to surgery. She feels so privileged that she can work with a group of dedicated and passionate people that can have such an enormous impact on a young person's life.
Some Definitions of a Sense of Humour

- The ability to perceive and enjoy amusement and to take a joke
  *(Australian Oxford Paperback Dictionary, 2001)*

- The trait of appreciating (and being able to express) the humourous
  *(www.wordreference.com)*

- The ability to understand amusing things
  *(www.freesearch.co.uk/dictionary)*

- Sense of humour is often defined by the following - the tendency to smile or laugh in a variety of situations, a general carefreeness or lightheartedness, the frequent initiation of fun interactions and the enjoyment of entertaining others, and liking of situations or stimuli that make one laugh
  *(Ruch & Carrell, 1998)*
Lawn mower laugh
Your group’s role is to lead the class in a laughing exercise where you need to laugh like a lawn mower trying to start.

Start out hesitantly making a “Ha” laughing sound and then gradually increase the number of “Ha, ha’s” like a mower almost starting but not quite, and then finally it goes and turns into a full-on laugh. It might sound something like this –

“Ha ………… ha, ha, ha …………. ha, ha, ha, ha, ha …………… ha, ha, ha, ha, ha, ha, ha, ha, ha, ha, etc.

Practise in your group first. Then show the class how to do it before asking them to do it with you.

It doesn’t matter if it doesn’t work very well. The idea is for everyone to just have a good laugh trying!

Handshake laugh
Your group’s role is to lead the class in a laughing exercise called the handshake laugh. This is one of the basic laughs taught in laughing yoga classes or at laughing schools. These schools, which originated in India, are now being set up all over the world to help people stay healthy and happy.

In the handshake laugh you find a partner and as you shake hands with them you look into their eyes and both laugh a big, hearty, full laugh.

Practise in your group first. Then show the class how to do it and ask them to join in as well.

It doesn’t matter if it doesn’t work very well. The idea is for everyone to just have a good laugh trying!

Kookaburra laugh
Your group’s role is to lead the class in a laughing exercise where you need to laugh like a kookaburra. You know, that “kook, kook, kook, kak, kak, kak…” style of laugh.

First practise in your group. Have you ever heard the kookaburras responding to one another and all joining in to make a loud crescendo of laughter? Perhaps you could try that in your group - stagger the laughing so that one person starts and then another laughs in response, and then another etc. until you are all kookaburras laughing your heads off.

Show the class how to do it and then have them join in with you. Maybe you could have them stagger their starts as well by breaking the room into thirds and starting at different stages.

It doesn’t matter if it doesn’t work very well. The idea is for everyone to just have a good laugh trying!
Milkshake laugh

Your group's role is to lead the class in a laughing exercise called the milkshake laugh. This is one of the basic laughs taught in laughing clubs or at laughing schools. These schools, which originated in India, are now being set up all over the world to help people stay healthy and happy.

In the milkshake laugh you hold your hands out in front of you like you are holding 2 large glasses. You mime the motion of pouring one glass into the other like you are mixing a drink. As you do this you say “mix” in a loud, slow, sing-song voice. Then you tip the drink back into the other glass saying “mix” the same way again. Then you throw your head back as you raise the glass to your lips and laugh “Ah, ha, ha, ha...” until it turns into a big, hearty, full laugh as you look upwards.

Practise in your group first. Then show the class how to do it and ask them to join in as well.

It doesn’t matter if it doesn’t work very well. The idea is for everyone to just have a good laugh trying!

Hyena laugh

Your group’s role is to lead the class in a laughing exercise where you need to do a hyena’s style of laugh.

The hyena’s laugh is a very high pitched, hysterical sort of laugh. You might like to make a ‘whooo-oop’ noise over and over in a high pitched, hysterical tone. Hyenas are also known to scream, giggle, whoop, laugh, growl & snarl. You may have seen the Lion King movie and know the hyena’s laugh from that or there was a Yellow Pages advertisement on recently where a man laughs like a hyena.

Practise in your group. Show the class how to do it and then have them join in with you.

It doesn’t matter if it doesn’t work very well. The idea is for everyone to just have a good laugh trying!

Snorting laugh

Your group’s role is to lead the class in a laughing exercise where you need to do a snorting style of laugh (you may have seen the Miss Congeniality movies where Sandra Bullock snorts when she laughs – it’s like that).

Practise in your group (if you all do it together it won’t be as embarrassing!). It might be useful (and funny) to make other pig noises, e.g. squealing and oinking.

Show the class how to do it and then have them join in with you. It doesn’t matter if it doesn’t work very well. The idea is for everyone to just have a good laugh trying!
Horse laugh

Your group's role is to lead the class in a laughing exercise where you need to laugh like a horse whinnying.

Practise in your group first. A horse's whinny is easier to do with your head thrown back. You can even ham it up a bit and do horsey actions as well like stamping and prancing, and include some snorting and blowing through your lips.

Show the class how to do it and then have them join in with you.

It doesn't matter if it doesn't work very well. The idea is for everyone to just have a good laugh trying!

Wicked laugh

Your group's role is to lead the class in a laughing exercise where you need to do a really evil, wicked laugh.

Practise in your group first. You might do a deep, monster-type of wicked laugh or a very high pitched, witchy-type of cackle. Or even better some in the group can do the deep laugh and others the witchy cackle.

Show the class how to do it and then have them join in with you. Maybe half the class can do the deep laugh and the others the high pitched cackle.

It doesn't matter if it doesn't work very well. The idea is for everyone to just have a good laugh trying!
Simon has a very busy schedule that is made up of school assignments and homework, as well as family, sporting, and work commitments. Often he has to juggle his time to be able to fit it all in, as well as squeezing in some leisure time for himself.

In the next week, Simon has 2 assignments that need to be completed by the following Monday, one is an English assignment and the other is a science project. He also has practice for soccer 2 nights a week, with the game on Saturday. Simon's coach has pretty strict rules regarding training, where if you miss practice, you have to sit out half of the next game. Simon dreams of playing professional soccer one day and hates to miss a game. On top of school commitments and sport, Simon also has a part time job at Subway where he usually works 8 hours a week so that he can afford to go out with friends occasionally, but lately he has been working an extra 3 hour shift so that he can save to buy the new soccer boots he needs. His parents have told him that if his school work suffers because he has too many commitments, then he has to give up either some hours of work or some soccer practice, as passing school is important for his future.

**School Commitments:**
- Science Project: will need 4 hours of work to complete
- English Assignment: will need 3 hours of work to finish the essay
- Homework: Simon needs to do at least 1 hour's worth of other homework on school nights

**Other Commitments:**
- Work: extra shift this week, 6pm – 9pm Thursday
- Home commitments (e.g. meals, shower, family time, etc.): need to allocate an hour a day for this time

**Leisure Activities:**
- Favourite TV show, *Survivor*: 7.30pm – 8.30pm Tuesday
- Likes to watch *Home & Away* at 7pm weeknights
- Elimination episodes of *Australian Idol*, 7.30pm – 8.30pm Monday
- Hanging out with friends
- Playing the *Playstation*
- Riding his bike or skateboard
### ACTIVITY KEY

<table>
<thead>
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<th>Activities</th>
<th>e.g. English</th>
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<tr>
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<td>6 hrs</td>
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<td>7 hrs</td>
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<td>8 hrs</td>
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**Note:**
- This key is to help you with your planning for Simon.
- Fill in all of Simon’s activities and commitments for the week.
- Block out the hours Simon will be spending on each commitment (as shown for the English assignment).
- Half-hour blocks are okay to use, you will just need to draw them in or cut them out that way.
You are allowed to block out times already allocated on the timetable (e.g. sleep time, work, soccer practice). However, you cannot then re-allocate this activity. It is lost.

If you need to, you are able to block out half-hour intervals.
It is Wednesday and Simon’s mother has just informed him that his grandparents are arriving from interstate for a visit tomorrow, and that the family will be having a special dinner on Friday night from 6pm – 9pm, and a barbeque on Saturday afternoon from 3pm – 7pm. His mother has said that he has to attend at least one of the functions.

Simon’s coach has called him to tell him that try-outs for the regional soccer team are on this week. He can attend either the Thursday evening session from 6pm – 8pm or the Saturday session from 4pm – 6pm if he wants to make the team!

What will you do to fit it all in?

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What will you do to fit it all in?
**Resource 9.1**

**PORTraits OF YEAR 10 STUDENTS**

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**Student 1 - Sam**
- very interested in sport and has represented her school in swimming, netball, touch football and athletics and wants to be involved in sport in the future
- interested in sports nutrition and becoming a dietitian, or maybe studying physiotherapy and sports massage
- performed pretty well in her health and physical education classes and her favourite subject is biology, especially anything to do with the human body
- not sure if she is ready to go straight into further study after she finishes her Year 12 exams
- has a part time job at the local swimming pool teaching small children to swim and enjoys the coaching role

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**Student 2 - Andrew**
- his dad wants him to start an apprenticeship as an electrician and follow him into his successful small business. This has caused some arguments between Andrew and his dad because this would mean he would have to think about leaving school at the end of Year 10
- has thought about joining the army but would need to complete Year 12 to meet the minimum entry requirements
- he thinks he should continue into Year 11 and Year 12 to keep his options open
- he wants to take some vocational education subjects in Year 11 and 12 that may count towards qualifying as an electrician
- his favourite subjects at school are business studies and science

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**Student 3 - Jen**
- doesn't really know what she wants to do with her life when she finishes Year 12
- is going pretty well at school and enjoys drama, history and English
- has always wanted to travel and has been saving money from her part-time retail job to go on a trip overseas with her friends when they finish Year 12
- has thought about applying to go on a student exchange program for the first half of Year 11. This would mean leaving her friends and family behind and having to do some catch up work when she got back
- her main goal is to get through her Year 12 exams with good marks and take some time to figure out what she wants to do with her life

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**Student 4 - Rennie**
- does not want to go on to Year 12 so is thinking he would like to get a job or maybe apply for some kind of traineeship at the end of Year 10
- has a part-time job, working on weekends, at the local internet café looking after the computers
- isn’t really interested in doing well in his school work but likes going to his art classes and mucking around on the computers during lunch
- spends his spare time drawing comic characters and using the computer to design posters for activities and events being held by the local youth centre
- is interested in a graphic design course that is offered at TAFE
- has older friends who left school last year when they finished Year 10 and they all have jobs
- his friends have recently moved out of home into a place of their own and are having a great time together. They want him to move in with them when he finishes school at the end of the year
Your student is?  _________________________________

**Step 1 - Making decisions!**

What are your student's options at the end of Year 10?

What are their short- and long-term goals?

What are they currently doing at school to help them decide on a future pathway?

Who can help them make their decisions or provide them with advice?

What do you think their decision should be?

What might be the consequences of this decision?

**Step 2 - What now?**

Write down the decision the team came to after reading Update Card 1.

What are some of the implications of this decision on your student's future?

What might be some of the issues or barriers your student may face taking this path?

Who might your student seek advice from if he or she needed to in this situation?

Write down the decision the team came to after reading Update Card 2.

What are some of the implications of this decision on your student's future?

What might be some of the issues or barriers your student may face taking this path?

Who might your student seek advice from if he or she needed to in this situation?
Jen - Update Card 1
Jen applied for the overseas exchange program and has just been told that her application has been successful – she is going to America for the first 6 months of Year 11. Wow, she is so excited about this opportunity but there are a few things to consider before she makes the decision to go. She is worried that she will fall behind in her school work and that catching up is going to be hard for her. She has also just recently started going out with Mitchell and is worried that he will not want to have a long distance relationship with her. What should Jen do?

Choice A: Jen decides to take the exchange program offer. She has been talking with her teacher about what work she will miss and what she can do to keep up to date while she is away. They also discussed that she could get some extra help with things when she gets back. Her boyfriend is not really supportive and she gets the sense that things won’t work out if she goes.

Choice B: Jen decides to continue into Year 11 and forgo the exchange program. She doesn’t feel quite ready to go overseas on her own and may apply again next year. Her boyfriend thinks that it is the right decision.

Sam - Update Card 1
Sam has decided she wants to go straight into university when she finishes Yr 12 and has to make some decisions about which subjects to take in Year 11. The health and nutrition subject clashes on the timetable with the biology subject. She has to choose one or the other and she knows that both courses will be important to have if she gets to university. Which one does she choose?

Choice A: Sam chooses health and nutrition because she thinks that a bridging course in biology is available to you once you get to university.

Choice B: Sam chooses biology because she believes that she will be able to get a good mark which will assist her in her application to university.

Andrew - Update Card 1
Andrew has decided that he would like to become an electrician and his dad has offered to put him through his apprenticeship in his business. There’s a catch though - his dad wants him to leave school at the end of Year 10. What should Andrew do?

Choice A: Andrew decides not to take the apprenticeship and tells his dad that he would like to go on to Years 11 & 12 and would like the opportunity to start the apprenticeship when he finishes senior school or he can then apply to go into the army to do his trade qualifications there.

Choice B: Andrew decides to leave school at the end of Year 10 to take the apprenticeship offer.
**Rennie - Update Card 1**

Rennie decides to leave school at the end of Year 10 to look for work. After applying for a number of different jobs he is offered one at a local newspaper working as the assistant to the advertising officer. He really likes working full time, and although the pay is not great he is enjoying having some financial freedom. He has also kept a few shifts working nights at the internet café for a little bit of extra money. He hears that there is a great TAFE course in graphic design that is part-time for 6 months and thinks that it sounds great but there are a few issues. It is run at night and the classes clash with his internet café job. He is also not sure that he can juggle a full-time job and go to TAFE of an evening. What should Rennie do?

*Choice A:* Rennie decides to put the graphic design course on hold for a year or so and concentrate on gaining some experience in his job. His boss is really happy with his performance so far and has said that she would be keen for him to get more involved in some of the more creative and artistic parts of production.

*Choice B:* Rennie decides to give up his internet café job to start the TAFE course. His boss has told him that the course will help him in his future endeavours, not only in advertising but other areas of media and design and she says that he is quite a talented artist. She is really supportive of him doing the course.

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**Sam - Update Card 2**

Sam has completed her final exams and assessments for Year 12. She finds out that she has just missed out on the marks she needed to get into university. What should Sam do?

*Choice A:* Sam has been told of a similar course at TAFE that will take one year to complete and if she does well in her course will give her a better chance of gaining a spot in her desired university course the next year. She will also be able to gain credit towards her university degree for the work she will do during her year-long TAFE course.

*Choice B:* Sam decides to take a year off and get a full-time job. She is also thinking of doing an advanced training course in swim coaching that she hopes will assist her in her application to university for the following year.

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**Andrew - Update Card 2**

Andrew is 2 years through his 4-year electrical engineering apprenticeship with his dad. He submitted an application to the army at the beginning of the year and has just found out that he has been accepted. His dad is struggling with some health issues as the moment and really needs Andrew to continue in the business. What should Andrew do?

*Choice A:* Andrew decides to stay on with his dad and finish off his apprenticeship. He might then apply again to the army once he has finished.

*Choice B:* Andrew decides to go into the army as this is what he has always wanted to do. The defence force has told him that his 2 years that he already spent learning his trade will count towards his training as an army electrician. He knows his dad will be upset even if he does help him find another person to fill his shoes.
Jen - Update Card 2

Jen finished Year 12 and went on a 2-month holiday with her friends overseas. She has just returned from this trip and has come back to Australia with no money left and no job. She is a bit confused about what she wants to do next. She decided to apply for a clerical traineeship with a company in the city and has been called back for a second interview. The traineeship would involve working 3 days a week and then going to TAFE for 2 days a week to learn clerical and bookkeeping skills. She wouldn't mind getting back into retail where she was before she left for her holiday. She knows that her old boss would be happy to have her back but is not sure of how many hours she would be offered when she started. She really needs to start working to start saving for the car that she did not get before she went overseas.

Choice A: Jen decides to pursue the traineeship and goes back for the second interview. They tell her she has got the job and can start in 2 weeks time.

Choice B: Jen decides to go back to her old boss and start working in retail again. She only gets limited hours but has the feeling that the hours will increase over time.

Rennie - Update Card 2

Rennie has been working at the newspaper for 2 years now and he is becoming a little bit restless. He is not sure that this is the job for him and even though he completed his TAFE course last year and did really well he has not been promoted or given any additional responsibilities despite his boss's promises. At his course last year he became friendly with another student and they spent their time dreaming about starting up their own small business creating promotional artwork like posters, flyers and advertisements. What should Rennie do?

Choice A: Rennie decides to approach his boss and talk about the future opportunities that may be available to him in the newspaper. They discuss the possibility of more study (on top of his Graphic Design Certificate) and moving into the art department when a position became available.

Choice B: Rennie decides to leave his job to focus his efforts on starting and building his own small business with his TAFE friend. He knows that it is going to be tough, but he is confident in his ability and his friend is also very talented. He knows that he will have to get a part-time job and decides to approach the internet café where he worked previously to see if they have any vacancies.
Resource 10.1  SKILLS AND SENSES CHART

- listening
- stress management
- sending clear verbal and non-verbal messages
- perspective taking
- conflict resolution
- helpful thinking
- responding appropriately (assertive, aggressive, passive)
- recognising emotions and responses
- managing emotions
- help seeking for self and others
- self worth
- positive problem orientation
- problem solving/decision making
- control
- humour
- time management - establishing priorities, planning, goal setting
- setting realistic expectations
- planning pleasant activities
- future
- purpose
- self worth
- belonging
- control