ESSENTIAL SKILLS

To be used in conjunction with the SenseAbility Essential Skills DVD
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- Bad Timing Cue Cards
- Plan The Plan Sheet
- Josh’s Life
- Blank Timetable
- Activity Key Sheet

### Keeping Well Activities & Resources
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- ‘Keeping Well’ Hand-out
- Thinking Better Scenarios Sheet
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### COMMUNICATION ACTIVITIES & RESOURCES
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- ‘Perspective-taking, Assertiveness, Negotiation & Conflict Resolution’ Hand-out
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- Filters Cue Cards
- Popular Phrase Word Cards
- Are You Listening? Cue Cards
- Conversation Starter Sheet
- Two Perspectives Cue Cards
- Negotiation Scenarios Sheet
- Conflict Cue Cards

### PLANNING & TIME MANAGEMENT ACTIVITIES & RESOURCES
- ‘Planning & Time Management’ Hand-out
- Plan The Plan Sheet
- Josh’s Life
- Blank Timetable
- Activity Key Sheet

### KEEPING WELL ACTIVITIES & RESOURCES
- ‘Relaxation Techniques’ Hand-out
- ‘Keeping Well’ Hand-out
- Thinking Better Scenarios Sheet
- Strength Stories Sheet
- Scenario Sheets 1, 2 & 3

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**CONTENTS**
Welcome to the Essential Skills Module, one of the seven modules of beyondblue’s SenseAbility Suite.

This module explores a range of life and interpersonal skills that are very important to all of us.

While this module can be delivered by itself, it directly supports SenseAbility’s suite of ‘Sense’ modules that cover six separate but interlinked life ‘senses’. This module provides an excellent framework that will help students to practise the skills they need to get the most from the other SenseAbility modules.

SenseAbility is designed to help enhance and maintain resilience and psychological wellbeing in young people (ages 12–18) by building their social and emotional skills. Young people who possess sound social and emotional skills are generally better able to cope with the stressors of daily life. They also tend to have better relationships with parents, teachers and peers, and perform better academically. Very importantly, having these skills makes it less likely that a young person will experience significant mental health problems in the future.

SenseAbility uses a strength-based approach that asks students to concentrate less on things that they think might be ‘wrong’ with themselves or their world, and focus more on the things in themselves and their world that are good (or even just okay), and which they can capitalise on. For example, a student might not have the body he or she thinks is ideal, but that body still allows them to move and talk and eat and feel. A student might not be the most popular person in class, but he or she might still possess valued qualities like loyalty and the ability to share a joke, and perhaps takes good care of siblings after school. In short, if students take their focus away from ‘faults’ and ‘defects’ and build instead on their inherent qualities and things that they are okay or good at, they open themselves to being more satisfied in life.

THE SENSEABILITY SUITE

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<th>Sense</th>
<th>Definition</th>
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<td>SELF-WORTH</td>
<td>Knowledge and belief in your strengths, qualities, and abilities, and an acceptance of your inherent value and individuality. Building and maintaining a belief in the value of the essential ‘you’ can help you face life’s changes and challenges more effectively. Self-worth is particularly important during transitional phases in your life.</td>
</tr>
<tr>
<td>CONTROL</td>
<td>Belief that you have the skills and ability to cope with life’s challenges, and to manage your emotions. Includes a realistic recognition of what is within and what is outside your control. It is an understanding that, although you cannot control all of life’s events, you do have some control over your responses to those events.</td>
</tr>
<tr>
<td>BELONGING</td>
<td>The feeling of being valued, needed, accepted, and meaningfully connected to a social network. Feeling ‘connected’ to your friends, family, school, and community provides a Sense of Belonging, which is especially important when times are tough.</td>
</tr>
<tr>
<td>PURPOSE</td>
<td>Sense of Purpose (or meaning) is the motivation that drives you toward a satisfying future. It also helps you to get the most from the things you do and achieve – large and small – right now. Your Sense of Purpose is shaped by things you believe in and value – your own personal code of behaviour.</td>
</tr>
<tr>
<td>FUTURE</td>
<td>Gives feelings of hopefulness about the future, allowing you to act purposefully and positively. It can help you feel encouraged about setting goals for the future and making plans to meet those goals. It involves positive expectations, realistic thinking, goal setting and problem-solving.</td>
</tr>
<tr>
<td>HUMOUR</td>
<td>The ability to see the lighter and ‘funnier’ side of life, including your own foibles. A Sense of Humour enables you to appreciate laughter and to enjoy life. An important aspect of the sense is the ability to plan enjoyable/pleasant events into your life.</td>
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<td>ESSENTIAL SKILLS</td>
<td>These are life skills which help you to interact more effectively with others, and to cope better with life’s changes and challenges. These skills are broken into six main types: helpful thinking and self-talk; emotion recognition and regulation; life problem-solving; communicating effectively; planning and time management; and keeping well.</td>
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This Essential Skills Module can be delivered as a stand-alone learning tool, or in combination with any or all of the other SenseAbility modules. For more information on delivering Essential Skills see p.7.
The Essential Skills Module explores six sets of important life and interpersonal skills:

- Helpful Thinking and Self-talk
- Emotion Recognition and Regulation
- Life Problem-solving
- Communication
- Planning and Time Management
- Keeping Well.

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<th>WHAT IT COVERS</th>
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| Helpful Thinking & Self-talk       | **Unit 1**: Explains that while we can’t control all of the events in our lives, we can control how we think about them and, consequently, how we feel about them and what we do as a result.  
**Unit 2**: There are many unhelpful ways of thinking about situations (referred to as cognitive or thinking errors), and these can lead to us misinterpreting situations and talking very unproductively to ourselves. This Unit examines the concept of challenging unhelpful thoughts and seeking to replace them with more helpful thoughts. |
| Emotion Recognition & Regulation   | **Unit 1**: Examines the importance of recognising emotions in ourselves and in others: some are easy to spot; some are more complex. This Unit explores ways to challenge unhelpful self-talk associated with certain emotions.  
**Unit 2**: If unchecked, some emotional responses can be inappropriate, unhelpful, or even harmful to ourself and others. This Unit examines ways to look for warning signs and strategies for regulating emotions. |
| Life Problem-solving               | **Unit 1**: Explores how to break most problems into five easy steps to help them seem less overwhelming and more likely to be solved.  
**Unit 2**: Discusses the wide range of thinking (and consequent emotional) responses we can have to various types of problems, especially ones we can’t seem to fix on our own. This Unit explores strategies for challenging unhelpful thoughts, and ways to find support to help manage problems that cannot be solved. |
| Communication                      | **Unit 1**: Looks at the many ways humans communicate (including non-verbal and electronic communication) and the problems that can arise when communication breaks down or we miss or misinterpret important cues. It explores the importance of careful listening and clear speaking – including the many types of ‘filters’ (distractions, emotions, expectations, etc.) that can act as barriers to clear communication.  
**Unit 2**: Examines effective communication within groups. It provides practical tips on how to join conversations and what skills should be exercised to get the most out of interactions.  
**Unit 3**: Explores four different skills that are important to good communication within relationships: perspective-taking, assertiveness, negotiating, and resolving conflict. |
Elements in this Module

Every Skill Set includes:

1. **FLOWCHARTS** – Easy-to-read guides suggesting how you might deliver each Unit.
2. **DVD CLIPS** – Short but engaging clips that:
   a. introduce each Unit and its key learning points
   b. show scenarios which can act as prompts for examination, interpretation, and discussion.
3. **CLASSROOM ACTIVITIES** – Activities designed to allow students to experience and practise important life skills. These activities are suggestions only, and you should feel free to create or find your own. The activities include discussion suggestions.
4. **RESOURCES** – Either simple, readily accessible props (e.g. playing cards, sports mats) or printable/photocopiable pages (e.g. cue cards, scenario sheets, quizzes) which are included at the end of each Unit and in PDF on the SenseAbility CD.
5. **SUGGESTED TEXTS, FILMS & TV PROGRAMS** – These are suggestions for books, plays, films and TV programs that have relevance to the skill set and are suitable for discussion. These are suggestions only, and you are encouraged to substitute them with other references that you think are more suitable to your students’ needs and curriculum program.
6. **REAL-LIFE APPLICATIONS** – Activities where students can apply what they’ve learned to their everyday lives.
7. **HAND-OUTS** – One-page sheets that summarise important information about the skill set. These are included as photocopiable pages at the end of each Unit, and in PDF on the SenseAbility CD.
8. **SENSEABILITY CD** – Contains the Activities, Resources, and hand-outs in PDF.
9. **JOURNAL** – Two complimentary A5-size student journals – with blank and lined pages – are included with the SenseAbility Suite. If your school wishes to order more of these for your students, visit www.beyondblue.org.au/senseability for details.

### Planning & Time Management

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<td>Examines ways to manage our time effectively so we don’t become stressed and miss out on lots of good things in life. In this Unit, students reflect on and appraise their own time-management skills.</td>
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<tr>
<td>Unit 2</td>
<td>Offers strategies for setting goals, predicting likely obstacles, creating plans, and making realistic schedules.</td>
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### Keeping Well

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<td>Unit 1</td>
<td>Explores the importance of taking care of ourselves by eating healthily, getting adequate sleep, and thinking well. Students assess their own self-care regimen and look for areas they might want to improve on.</td>
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<td>Unit 2</td>
<td>Presents a range of stress-management and relaxation techniques from which students can pick and choose.</td>
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<td>Unit 3</td>
<td>Explains how important it is to strengthen and maintain wellbeing by focusing on our strengths instead of our perceived flaws or shortcomings.</td>
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<tr>
<td>Unit 4</td>
<td>Examines the importance of being able to seek help for ourselves or others, and explores symptomatic signs of a range of problems. Students consider the people and places from various areas of their lives (e.g. friends, school, family, community) they think might be useful sources of help for a range of possible issues.</td>
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Essential Skills – like all of SenseAbility – is based on cognitive-behavioural principles. This evidence-based approach says that our thoughts play a central role in influencing our feelings and our consequent behaviour. In other words, when an event happens to us, it is our interpretation of and thoughts about the event – not the event itself – that leads us to feel certain emotions and act in particular ways.

In a school setting, an example of the A-B-C-D principle (shown below) might be when two students receive exactly the same exam score, yet have completely different emotional and behavioural reactions. One student might be disappointed and upset because he/she thinks it is not the top mark and therefore he/she did not perform effectively, whereas the other may be delighted because it is a better mark than he/she usually achieves. A clip demonstrating this is included on the Essential Skills DVD (Helpful Thinking & Self-talk, Unit 1, Clip #2).

Very importantly, this model proposes that while we often can’t change events, we do have the power to change the way we think about those events, and therefore how we feel and how we behave.

Put simply, the A-B-C-D approach means that changing the way we think can help make us feel better.

Many of the DVD clips, classroom activities and discussion cues included in this module relate directly to this A-B-C-D Model. These will often include questions about what the students were thinking during the activity they just performed or the event being discussed, and how those thoughts affected the way they felt and what they did as a result. It is important for you to keep this thought–feeling–action link at the front of mind. The concept is covered in detail in Helpful Thinking & Self-talk – Unit 1 (p.11).
Delivering Essential Skills

There is no particular order in which to deliver the Essential Skills skill sets – it is up to you to best judge which skill set or sets will benefit your students. You can deliver as many or as few of the skill sets as you think your students might need, and in whatever sequence you see fit.

However, because the A-B-C-D principle underpins the entire module, it is recommended that you consider the delivery of the Helpful Thinking & Self-talk skill set first.

There is no set timeframe for delivering the Essential Skills Module. The recommended approach is to deliver the content of the Units until you are assured that your students grasp the concepts and have had adequate opportunity to practise the skills being examined.

Each skill set has been broken into discrete Units. Again, there is no set timeframe for delivering any particular Unit, although a minimum of one 45-minute classroom session per Unit is recommended. You may find it takes several sessions before your students have grasped and practised a certain skill to your satisfaction.

Once you feel your students have a good grasp of the A-B-C-D Model concept, the next step is to encourage them to get into the habit of **challenging unhelpful thoughts** about events in order to make themselves feel better (see p.27 for examples). The skill set, Helpful Thinking & Self-talk, examines this in detail and is supported by DVD clips.
Helpful Thinking & Self-talk
**HELPFUL THINKING & SELF-TALK – UNIT 1**

### What It Covers

Explains that while we can’t control all of the events in our lives, we can control how we think about them and, consequently, how we feel about them and what we do as a result.

### TEACHER

A. Introduce Skill Set.

B. Start DVD Clip #1.
   - Pause the DVD at points marked ‘Pause Here’ for class discussion. Discussion suggestions are provided.

C. Start DVD Clip #2.
   - Commence class discussion about the clip. Discussion suggestions are provided.

D. Classroom Activities.
   - Deliver one or more classroom activities. Discussion suggestions are provided.

E. Discuss Texts or Films/TV Programs. Suggestions are provided.

F. Introduce Real-life Application.

### DVD CONTENT

Clip #1: Presenter explains why helpful thinking is so important.
   - Animated clip *Noise in the Night* shows a character who thinks about the same event in two different ways, and so has two different emotional and behavioural responses.

Clip #2: Presenter explains that if you challenge unhelpful thoughts, you can gain some control over how you feel about events.
   - Animated clip shows two students receiving the same mark but having very different reactions because of their expectations and interpretations.

**NOTE:** If you are thinking of delivering this Unit over more than one class period, here is a good place to break.

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*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
A. Introduce Skill Set: Helpful Thinking

Information for Setting the Scene:
What makes an event seem ‘good’ to us, and results in our feeling okay or happy about it? On the other side of the coin, what makes an event seem ‘bad’ to us, so that we end up feeling down, unhappy, or stressed?

Consider the idea of anticipating a telephone call about your application for a part-time job. If you are expecting the employer to say you weren’t successful, hearing the phone ring may result in your heart racing and your mood dropping. However, if you are hopeful the employer is going to offer you the job, when the phone rings your may feel uplifted and excited. The event in those two scenarios is exactly the same: the telephone ringing. The difference between the two emotional reactions resulted from two different ways of thinking about the telephone ringing.

That’s what we’re going to start looking at today: how there is more than one way to think about most events that happen in your life. And if you get into the habit of thinking helpfully and realistically, you can actually make yourself feel at least a bit better.

B. Start DVD Clip #1

Clip #1: Presenter explains why helpful thinking is so important.
An animated clip shows a character who thinks about the same event in two different ways, and so has two different emotional and behavioural responses.

Start Clip

Clip #1 includes two points clearly marked ‘Pause Here’ where you should pause the DVD for class discussion.

First Pause
Discuss:
• How do you think Josh might be feeling? How do you know that?
• Why do you think he was feeling that way? (Aim to have students discover that what Josh was thinking led to those feelings and grabbing the tennis racquet.)
Now suggest looking at what Josh actually did think. Press ‘Play’ and continue through Clip #1.

Second Pause
Discuss how Josh’s thought that the noise might be a burglar resulted in him feeling anxious and reaching defensively for the tennis racquet.
Now suggest looking at what might happen if Josh thought differently about the noise outside.
Press ‘Play’ and continue Clip #1. When Clip #1 finishes, the DVD will return to the Helpful Thinking & Self-talk menu.
Discuss:
• Why did Josh have different feelings and respond differently to the same event (hearing a noise in the night)? (Aim to draw out that Josh thought differently about the same event.)
C. Start DVD Clip #2

Clip #2: Presenter explains that if you challenge unhelpful thoughts, you can gain some control over how you feel about events. Animated clip shows two students receiving the same mark but having very different reactions because of their expectations and interpretations.

Start Clip

When Clip #2 finishes, the DVD will return to the Helpful Thinking & Self-talk menu.

Commence a class discussion about the type of experience that your students saw in Clip #2. Here are some possible discussion cues:

- Why do you think Dom and Sachi had such different reactions to receiving the same mark? What do you think each of them was thinking about the mark?
- How might Sachi have thought differently about her mark? What thoughts might have made her feel better and act differently?
- Why do you think some people think unhelpfully, or are more prone to unhelpful thoughts than others?
- Brainstorm a range of common situations (e.g. going on a first date, sitting a test, asking parents for permission to go away for the weekend), and as a class generate various ways of thinking about each of those events. What feelings might result from those different thoughts? What might people do as a result of those thoughts and feelings?
- What part do your expectations play in the way you react to events and their outcomes?
- How can you change your expectations so that your reactions to events are more realistic and helpful?

NOTE: If you are thinking of delivering this Unit over more than one class period, here is a good place to break.
D. Classroom Activities

Following are two classroom activities in which helpful thinking plays an important part. Feel free to deliver either or both activities, or to create your own.

**ACTIVITY 1: ‘OUR SPECIAL GUEST’**

**TIME:** 15+ minutes  
**SIZE:** Large groups/whole of class  
**SPACE:** To arrange desks like a quiz show  
**RESOURCES:** Pens and paper

*The aim* is for students to challenge unhelpful thoughts during a scenario.  
*The result* should be that students learn thinking skills to help them challenge unhelpful thoughts and self-talk in their day-to-day lives.

1. **This activity takes the form of a talk show, where six panellists pass comment on three different people with fictional scenarios. The audience should be participatory.**

2. **Divide students into these groups:**
   - three ‘unhelpful’ panellists
   - three ‘helpful’ panellists
   - three scenario individuals
   - one compere
   - remaining students are audience members.

3. **Have the first scenario individual read out or paraphrase their situation (you can use the scenarios provided, or make up your own).**

4. **The ‘unhelpful’ panellists provide ‘unhelpful’ ways to think about the scenario – ways of thinking that are sure to undermine the individual in question’s Sense of Self-worth.**

5. **The ‘helpful’ panellists must then counter these unhelpful thoughts with helpful ways of thinking/self-talking about the scenario.**

6. **Applause from the audience determines the most successful way to think about the scenario.**

7. **Consider changing the panellists with each new scenario to ensure a large number of students get to try the thinking skills.**

**SCENARIO 1**

Danika has just received a phone call from a prospective employer – she hasn’t got the job she applied for. This is the fifth interview she’s gone to.

**SCENARIO 2**

Lars heard that his friends were going on a canoeing trip, and became very excited. He checked with his boss at his part-time job and he was free the long weekend of the trip. But his friends never invited him!

**SCENARIO 3**

Neroli thinks her older sister’s friend Jen is very cool. She plays guitar, writes her own songs, and has just started studying art history at university. But last time Jen was over at the house, she was rude and dismissive of Neroli.
DISCUSSION SUGGESTIONS

- Which was easier: coming up with helpful or unhelpful ways to think about the scenarios? Why might that be?
- What were some of the standout helpful suggestions?
- Who has ever been in a situation like one of the scenario individuals? What were you thinking at the time? What did you do? After today, might you do things differently?
- In what ways were the panellists like your own brain? Why do we seem to have the ability to think about things in both unhelpful and helpful ways? What strategies could you use to tip the balance in favour of your brain’s ‘helpful’ panellists?
- Shows with panellists that give positive feedback are now rating better than shows with super-critical panellists. What habits can you get into to ensure you give yourself more positive and less critical feedback?

ACTIVITY 2: ‘ROLE-PLAY’

TIME: 10+ minutes
SIZE: Pairs or trios
SPACE: Room for pairs to interact
RESOURCES: Role-play Cue Cards (p.28 or SenseAbility CD)

The aim is for students to experience situations in which they could think either helpfully or unhelpfully.

The result should be beneficial class discussion about the need to think realistically about situations and to challenge unhelpful thoughts.

1. Decide if you want the entire class to perform the role-play at the same time, or if you’d prefer one pair or trio to perform while the rest of the class observes. You may wish to model this role-play first with one or two students or appropriate school personnel.

2. Give the participating students the Cue Cards. There are three scenarios offered (two for pairs, one for a trio). Do not let the students read each other’s Cue Cards.

3. Allow the students a few seconds to read their own Cue Card, then start. Allow no more than a minute for the interaction to take place.

4. Break for class discussion or (if one pair at a time is performing) invite the next pair of students to commence their role-play.

DISCUSSION SUGGESTIONS

- What emotions did you see exhibited in the scenario? What actions resulted from those feelings? Do you think those feelings were the result of helpful or unhelpful thoughts? What might those thoughts have been?

- How might the characters have thought differently about a) their situation and b) what the other person was saying? What different feelings might have arisen from those different ways of thinking?

- Do you know anyone who has been in a similar situation to the one role-played? What actions did that person take? Was that the most helpful way of thinking about the situation? What is a more helpful way they might have thought?

- It can be hard to think flexibly and helpfully when you really want something. Brainstorm some strategies that might help you think flexibly and helpfully when you’re faced with a situation where the stakes are high but the outcome is uncertain.
E. Discuss Texts or Films/TV Programs

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<thead>
<tr>
<th>SUGGESTED TEXTS</th>
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<tbody>
<tr>
<td><strong>TITLE</strong></td>
</tr>
<tr>
<td><strong>AUTHOR</strong></td>
</tr>
<tr>
<td><strong>SUITABILITY</strong></td>
</tr>
<tr>
<td><strong>SYNOPSIS</strong></td>
</tr>
</tbody>
</table>
| **POSSIBLE DISCUSSION POINTS** | • With some events, all we have control over is how we think about them. Did the way that Anne thought about her situation change it? If not, what did it change? What difference did that make?  
• Describe a situation where Anne thought unhelpfully about an event. How did she feel as a result? What did she do?  
• Describe a situation where Anne thought helpfully about an event. How did she feel as a result? What action did she take as a result?  
• How can thinking affect quality or meaning of life? | • With some events, the only thing we can control is how we think about them. What might have happened if, when imprisoned, Mandela thought he was utterly powerless?  
• Describe a part of the book where Mandela faced a situation where helpful thinking resulted in feelings of hopefulness. What happened as a result?  
• Have you ever been in a situation where it was possible to think ‘what’s the point?’, but instead rallied yourself and ended up with a good result? How did you change your thinking? |

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<tr>
<th>SUGGESTED FILMS/TV PROGRAMS</th>
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<tbody>
<tr>
<td><strong>TITLE</strong></td>
</tr>
<tr>
<td><strong>FORMAT</strong></td>
</tr>
<tr>
<td><strong>SUITABILITY</strong></td>
</tr>
<tr>
<td><strong>SYNOPSIS</strong></td>
</tr>
</tbody>
</table>
| **POSSIBLE DISCUSSION POINTS** | • Which characters demonstrated unhelpful thinking? When? What were the feelings and actions that resulted?  
• Which characters demonstrated helpful thinking? When? What were the feelings and actions that resulted?  
• How might things have turned out differently if Adama had thought the fight unwinnable?  
• Have you ever been in a situation where the odds were against you? How did you feel? What might you have been saying to yourself? | • What is an example of Carl’s unhelpful thinking? How do you know it was unhelpful? What did he feel and do? How might he have thought differently?  
• What is an example of helpful thinking by Carl? What alternatives were open to him? Why did he choose this more helpful way to think? What happened as a result?  
• Think of a situation where Carl was faced with a hard choice. What did he say to himself that helped him make a decision?  
• Have you ever been in a situation where there was no easy answer? How did you feel? What thoughts might have led to those feelings? |
The aim of Real-life Applications is for students to apply what they have learned about Helpful Thinking to life outside the classroom. It should give an opportunity for students to appreciate the importance of actively choosing helpful thoughts over unhelpful ones.

**TWO PEOPLE, ONE EVENT**

1. Keep your eyes open for a circumstance where two people you know react differently to the same event. These people might be friends, family, or teammates – one could even be you! The circumstance might be receiving an invitation to an event, the arrival of some news, or information about training changes or team line-ups.

2. Did the people you were observing do different things after the event?

3. Were these different actions prompted by different emotional responses to the event?

4. How do you think each person thought about the event? Would you describe each person’s thoughts as helpful or unhelpful?

5. How might each person have thought differently about the event? What different feelings, and therefore actions, might have resulted?

NB: You may choose to discuss the outcomes of this observational activity in the next session: Helpful Self-Talk – Unit 2. Bear in mind that students may not feel comfortable talking about the situation they observed, and may rightly want to preserve their subjects’ anonymity.
Helpful Thinking & Self-talk

UNIT 2
HELPFUL THINKING & SELF-TALK – Unit 2

What It Covers
There are many unhelpful ways of thinking about situations (referred to as ‘cognitive or thinking errors’), and these can lead us to misinterpret situations and to say very unproductive things to ourselves. This Unit examines the concept of challenging unhelpful thoughts and striving to replace them with more helpful thoughts.

TEACHER
A. Discuss Real Life Application from Helpful Thinking & Self-talk Unit 1 (optional).

B. Introduce Skill Set.

C. Distribute Thinking Errors hand-out.

D. Start DVD Clip #1. Discuss the clip (optional).

E. Start DVD Clip #2. Pause the DVD at points marked ‘Pause Here’ for class discussion. Discussion suggestions are provided.

F. Start DVD Clip #3.

G. Distribute Thinking Strategies hand-out.

H. Start DVD Clip #2. Replay the six animated scenarios and pause the DVD at points marked ‘Pause Here’ for class discussion. Discussion suggestions are provided.

I. Discuss Texts or Films/TV Programs. Suggestions are provided.

J. Introduce Real-life Application.

K. Review students’ understanding about Helpful Thinking & Self-talk.

DVD CONTENT
Clip #1: Presenter introduces seven common types of thinking errors.

Clip #2: Six animated scenarios showing young people thinking unhelpfully in various situations. Pause the DVD after each scenario for class discussion.

Clip #3: Presenter offers several strategies for challenging unhelpful thoughts.

Clip #2: (Replay) Six animated scenarios showing young people thinking unhelpfully in various situations. Pause the DVD after each scenario for class discussion.

NOTE: If you are thinking of delivering this Unit over more than one class period, here is a good place to break.

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.
A. Discuss Real-life Application from ‘Helpful Thinking & Self-talk – Unit 1’

The Real-life Application ‘Two People, One Event’ was introduced at the end of the last session. You asked students to observe a situation where two people they knew reacted differently to the same event.

When discussing this, be mindful that students may wish to keep the identities of the people they observed anonymous. You are the best judge of whether to speak about the events in more general terms.

DISCUSSION SUGGESTIONS

- What was the situation or event you observed?
- Did the people you observed do different things after the event?
- Do you think those different actions were the result of different thoughts and emotional responses to the event? (For example, after losing a sports match, one player became surly and wouldn’t talk to others, yet another player was joking and getting straight back into training.) What might some of those thoughts and feelings have been? Would you describe each person’s thoughts as helpful or unhelpful?
- How might each person have thought differently about the event? What different feelings, and therefore actions, might have resulted?
- What did that observation exercise tell you about thinking helpfully?

B. Introduce Skill Set: Helpful Self-talk

Information for Setting the Scene:

The cognitive-behavioural approach underpinning this module suggests that each of us can change the way we feel about events if we change the way we interpret and think about ourselves and the world around us. A critical factor that affects this is the way we speak to ourselves in our own minds: self-talk.

Helpful or positive self-talk has a vital role building and strengthening emotional and mental wellbeing; unhelpful or negative self-talk can increase the risk of emotional or mental problems.

Helpful internal comments encourage us to try new things, and assist to put things in perspective if they don’t turn out as we’d like.

Raising your students’ awareness about the role that self-talk plays in all aspects of their lives can be truly valuable. Encourage your students to practise helpful self-talk and to challenge unhelpful self-talk.

Here are some examples of helpful and unhelpful self-talk:

<table>
<thead>
<tr>
<th>Unhelpful Self-talk</th>
<th>Helpful Self-talk Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOBODY LIKES ME</td>
<td>IT DOESN’T MATTER IF I'M NOT LIKED BY EVERYBODY.</td>
</tr>
<tr>
<td>I AM NO GOOD AT ANYTHING</td>
<td>I KNOW THERE ARE PEOPLE WHO CARE ABOUT ME.</td>
</tr>
<tr>
<td>I MIGHT FAIL</td>
<td>I MIGHTN’T DO EVERYTHING WELL BUT I AM STILL AN OKAY PERSON.</td>
</tr>
<tr>
<td></td>
<td>I DON’T HAVE TO BE GOOD AT EVERYTHING TO HAVE VALUE.</td>
</tr>
<tr>
<td></td>
<td>EVEN IF I FAIL, IT’S NOT THE END OF THE WORLD.</td>
</tr>
<tr>
<td></td>
<td>I WON’T KNOW HOW I’LL GO IF I’M NOT PREPARED TO AT LEAST TRY.</td>
</tr>
</tbody>
</table>
C. Distribute Hand-out

Give each student a copy of the Common Thinking Errors hand-out (p.26, and in PDF on the SenseAbility CD).

D. Start DVD Clip #1

*Clip #1: Presenter introduces seven common types of thinking errors.*

Start Clip

When Clip #1 finishes, the DVD will return to the Helpful Thinking & Self-talk menu.

Consider discussing the example clips (also outlined on the hand-out) to ensure students understand each type of thinking error.

E. Start DVD Clip #2

*Clip #2: Six animated scenarios showing young people thinking unhelpfully in various situations.*

Start Clip

After each scenario is a point clearly marked ‘Pause Here’ where you should pause the DVD for class discussion. After the last scenario, the DVD will return to the Helpful Thinking & Self-talk menu.

Discussion suggestions after each clip:

- What kind of thinking error do you think was being demonstrated?
- What makes you think that?
- What do you think the subject will feel or do next (i.e. what are the consequences of thinking in that unhelpful way)?
- Can you think of circumstances in your own life when you thought similarly? How did you feel? What did you do?

NOTE: If you are thinking of delivering this Unit over more than one class period, here is a good place to break.
Give each student a copy of the *Thinking Strategies* hand-out (p.27 and in PDF on the SenseAbility CD).

After watching Clip #3, students now have the following five strategies for challenging thinking errors and unhelpful thoughts:

Strategy 1. Consider the evidence that this thought is true, or that undesirable things will happen.
Strategy 2. Ask: Is there an alternative explanation?
Strategy 3. Ask: What would you say to a friend who was thinking in the same unhelpful way?
Strategy 4. Ask: What is the likelihood that the bad outcome they are thinking of will occur?
Strategy 5. Consider if there is a more helpful way they could now think about this situation.

H. Replay Clip #2 and Discuss

*Clip #2: Replay the six animated scenarios showing young people thinking unhelpfully in various situations.*

At the end of Clip #3 the DVD will return to the Helpful Thinking & Self-talk menu.
# I. Discuss Texts or Films/TV Programs

## SUGGESTED TEXTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Hamlet (c. 1600)</th>
<th>The House at Pooh Corner (1928)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHOR</td>
<td>William Shakespeare</td>
<td>A.A. Milne</td>
</tr>
<tr>
<td>SUITABILITY</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>(fiction, stage play)</td>
<td>(fiction)</td>
</tr>
<tr>
<td></td>
<td>A young Prince of Denmark is plagued by self-doubt and haunted by the ghost of his murdered father. He decides to seek revenge.</td>
<td>The animal friends of young Christopher Robin inhabit the Hundred Acre Wood. Their small adventures bind them together as a community.</td>
</tr>
<tr>
<td>POSSIBLE DISCUSSION POINTS</td>
<td>• At times Hamlet both encourages and discourages himself from taking action. What examples from the play reflect this?</td>
<td>• Eeyore is one of literature’s most beloved and humorous pessimists. Find examples of things that Eeyore says to others (and himself) that reflect his gloomy outlook on life.</td>
</tr>
<tr>
<td></td>
<td>• In each of those examples, what other ways might Hamlet have spoken to himself? What different feelings and courses of action might have resulted if he had used these alternatives?</td>
<td>• Eeyore is clearly miserable and self-involved. What kinds of things do you think he might be saying to himself? Does his attitude help him?</td>
</tr>
<tr>
<td></td>
<td>• How would you summarise Hamlet’s state of mind? How is this reflected in things he says to himself?</td>
<td>• Discuss Eeyore’s and Rabbit’s exchange in ‘Eeyore Finds the Wolery’. What lesson do you think he is learning? How might this affect his self-talk?</td>
</tr>
<tr>
<td></td>
<td>• What advice would you give Hamlet? What type of self-talk do you think he could have used to help him regard himself differently?</td>
<td>• Have you ever been in a situation where it was tempting to speak unhelpfully to yourself? Did that attitude help? What might have been more helpful to say to yourself?</td>
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## SUGGESTED FILMS/TV PROGRAMS

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<tr>
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<tbody>
<tr>
<td>FORMAT</td>
<td>Webstream musical comedy</td>
<td>Animated Feature</td>
</tr>
<tr>
<td>SUITABILITY</td>
<td>Unrated</td>
<td>Rated M</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>Aspiring super-villain, Dr Horrible, falls in love with young woman Penny who distracts him from his dreams. But Penny begins dating Dr Horrible’s nemesis, Captain Hammer.</td>
<td>Tax office investigator Harold Crick lives an orderly life until he discovers that a narrator only he can hear seems to be telling the story of his own life – and he becomes determined to meet the author.</td>
</tr>
<tr>
<td>POSSIBLE DISCUSSION POINTS</td>
<td>• Dr Horrible speaks to camera as a web-log (blog). How is this like self-talk?</td>
<td>• How does Harold react when the voice narrating his life starts saying things he doesn’t want to hear?</td>
</tr>
<tr>
<td></td>
<td>• Does Dr Horrible’s blog and his songs reveal his state of mind? How is that state of mind affected by what he says or sings to himself?</td>
<td>• How much control does Harold have over the voice only he can hear?</td>
</tr>
<tr>
<td></td>
<td>• Can you think of an instance where helpful self-talk might have discouraged Dr Horrible from an unhelpful course of action?</td>
<td>• How does the strange voice encourage Harold to do things outside his confined comfort zones?</td>
</tr>
<tr>
<td></td>
<td>• Your self-talk is like a blog kept by your most influential person – you. Can you think of a time when you talked yourself into, or out of, doing something that may have proven to have a good outcome?</td>
<td>• How is Karen’s narration like the voice in your own head? Is your self-talk authoritative? Do you listen to it?</td>
</tr>
<tr>
<td></td>
<td>• Unlike Harold, you have control over the voice in your head. What are some times in your life when it proved encouraging and resulted in a good outcome?</td>
<td></td>
</tr>
</tbody>
</table>
J. Introduce Real-life Application

The aim of Real-life Applications is for students to apply what they have learned about Helpful Thinking and Self-talk to life outside the classroom. It should give an opportunity for students to appreciate the importance of actively challenging unhelpful thoughts.

CATCH AND CHALLENGE

1. Now you have labels for seven kinds of unhelpful thinking and have some strategies for challenging them (if necessary, refer to the two hand-outs provided with this Unit: Thinking Errors and Thinking Strategies).

2. Try to catch yourself whenever you find you are thinking any of these unhelpful thoughts, and challenge them! Note what happens to your feelings, and possibly your actions, after you use these strategies.

3. If you find yourself having the same unhelpful thoughts again and again, you could work out in advance exactly what you might be able to say to challenge them. Practise using those challenge phrases every day.

4. Observe others around you, and watch and listen for cues that reveal when these people may be making thinking errors. Ask yourself: what are the implications of this kind of thinking? What would you say to yourself if you were in their shoes?

NOTE: Since this is the end of the skill set, it is up to you to choose a suitable time to follow up student outcomes of this Real-life Application.

K. Review of Understanding

You may choose to review students’ new knowledge and understanding about helpful thinking and self-talk. Assess whether your students understand:

- While we cannot control all the events in our lives, we do have some control over the way we think about them, and consequently how we feel and behave in response to these events.

- The seven common thinking errors.

- That unhelpful thoughts can be damaging.

- The importance of challenging unhelpful thoughts.

- The key strategies for challenging unhelpful ways of thinking.
Helpful Thinking & Self-talk

Activities & Resources
COMMON THINKING ERRORS ...

**ALL-OR-NOTHING**
This is when you see everything as black or white, with no in between. If something isn’t 100% perfect, then it’s a total failure. Clearly, this is a very unrealistic way to think.

**OVER-GENERALISATION**
This is when you see one event that didn’t turn out so well as part of a never-ending pattern of failure or disappointment. The truth may well be that the incident was an isolated event, and if you put it into perspective, it probably isn’t that bad at all.

**MIND-READING**
This is really just bad guessing. This is when you decide in your mind what other people must be thinking, without checking the facts, and then you act on that (possibly incorrect) assumption. The reality is, you simply cannot know what other people are thinking without them telling you.

**FORTUNE-TELLING**
Maybe this should be called ‘mistfortune telling’. It is predicting that things will turn out badly, even if you have absolutely no proof that this will be the case. This thinking error can lead to real problems, because if you think things are going to go wrong, then you may act in a way that allows them to go wrong.

**MAGNIFICATION**
This is when you make one little mistake, and it becomes so huge in your mind that it spoils everything else in your day. This is also called ‘blowing things out of proportion’, or ‘making mountains out of molehills’.

**MINIMISATION**
This is the opposite of magnification, but not in a good way! This is when you downplay anything good that might have happened to you because you are too focused on any aspect of the event that went wrong. It is possible to acknowledge where things might not have been perfect without allowing them to ruin the overall event.

**CATASTROPHISING**
This is a very common thinking error. It is when you make extreme judgments and imagine the very worst outcomes will occur, even if there isn’t a scrap of evidence they will. In this way, it’s a lot like Fortune-Telling – the difference is that Fortune-Telling has you thinking things won’t turn out Catastrophising has you imagining the very worst will occur.

**STOP!**

When you find yourself thinking in any one of these seven ways, you need to tell yourself to STOP, and practise some thinking strategies that will allow you to challenge these unhelpful ways of thinking.
If you find that you are talking unhelpfully to yourself a lot, and that these strategies aren’t being as helpful as you’d like, don’t wait for things to get better by themselves. Talk to a friend, school counsellor, GP, or other trusted adults. You should also consider:

**Strategy 1: Consider the Evidence**

If you find yourself thinking negatively about an event or situation, ask yourself: What evidence do I have that this is actually true or going to happen? Chances are, you don’t have any, and you’re worrying without good reason. Ben wondered if Bennette had a nasty reason for wanting to meet him in the park. Was there any evidence she was going to chase him with a cricket bat? None he could think of.

**Strategy 2: Is There an Alternative Explanation?**

If you have in your head that an event happened because of something you did or didn’t do, ask yourself: is there an alternative to that explanation? Ben considered some other reasons Bennette may have wanted to meet him: perhaps to kiss and get back together, or perhaps to return his library card.

**Strategy 3: What Would You Say to a Friend Who is Thinking Like That?**

It is the easiest thing in the world to call yourself unpleasant names when you make a mistake. But as we’ve learned, unhelpful and negative self-talk can be really harmful and discouraging. So, if you find yourself in a situation like Ben’s, where he was tempted to call himself an idiot for ruining his white clothes, act like your own best friend, and say something helpful like, ‘Chill out. It was a mistake, you didn’t do it on purpose.’

**Strategy 4: What is the Likelihood?**

Again, it is easy to imagine the worst when something important to you remains unresolved. In these situations where your imagination is tempted to run wild with negative possibilities, ask yourself ‘What is the likelihood?’ When Ben heard the fire engine sirens, he immediately thought it was his house burning down. But was that likely? No. When you think rationally and objectively, you can reduce your stress and help yourself feel a bit better.

**Strategy 5: Is There a More Helpful Way to Think About This?**

This is a really valuable thinking skill to learn. This isn’t about glass-half-full or looking on the bright side - it is about looking at an event (even one with a less than ideal outcome) and using your brain to work out if there is a way to think about it that isn’t just going to make you feel miserable. Ben received a huge credit card bill in the mail and became really stressed. Was that going to make the bill disappear? No. Life is about making mistakes - they are how we learn! And a big part of learning is looking at everything that happens, good and bad, in helpful ways. When Ben thought helpfully that he would simply have to create and stick to a budget in the future, he felt a lot better.

If you find that you are talking unhelpfully to yourself a lot, and that these strategies aren’t being as helpful as you’d like, don’t wait for things to get better by themselves. Talk to a friend, school counsellor, GP, or other trusted adults. You should also consider:

**WEBSITES**

www.youthbeyondblue.com
www.lifeline.org.au
www.sane.org
www.reachout.com
www.headspace.org.au
www.somazone.com.au
www.inspire.org.au

**HELPLINES**

Youthbeyondblue: 1300 22 4636
Kids Helpline: 1800 55 1800
Lifeline: 13 11 14
Sane Australia: 1800 18 7263

**ONLINE COUNSELLING**

www.kidshelp.com.au
Helpful Thinking — Unit 1

Activity 2: Role-play Cue Cards

ACTION

There are three scenarios, two with two cue cards, and one with three cue cards.

Decide whether your entire class will perform the role-play activity at once (in which case, copy/print this page sufficiently for each student to receive a card), or whether one pair/trio will perform at the front of the class while the rest observe (in which case, print this page once).

---

**Scenario 1 – Coach**
You have called a meeting with one of your team’s players. He/she performed well last season, but his/her commitment seems to have dropped, and he/she is missing training, complaining of injury, etc. You have to tell him/her the bad news that you are dropping them from A-grade to B-grade this season.

**Scenario 1 – Player**
You have trained fairly hard in order to make the A-grade soccer team this season. It’s been tough because of your ankle injury and school commitments. But now Coach has called you in for a meeting. You know that the former team captain is out this season – is Coach is going to offer you the role of team captain?

---

**Scenario 2 – Boss**
You run a small cafe, and one of your part-time employees has asked for a meeting. That is good because he/she has proved smart and reliable, and you would like to offer them a semi-managerial position. You are able to pay him/her an extra $3 per hour, but he/she needs to increase work hours to include Thursday nights.

**Scenario 2 – Employee**
You quite like your part-time job in this cafe, although the pay is not great. You are saving up for a trip away with your best friends during the school holidays.

Unfortunately, school is getting tougher, and you need to cut back your work hours so you can study more. You have asked to meet your boss to talk about hours and pay.

---

**Scenario 3 – Parent**
You have crunched the numbers and decided to put solar panels on the house to reduce the power bills in the long-term. In the short-term though, everyone at home needs to consume less power. You decide to speak to your two kids to tell them that they need to shorten showers and cut down computer and TV time.

**Scenario 3 – Sibling #1**
Your Science teacher surprised you today with a great mark in a spot quiz. He invited you to participate in a science experiment of your choice for extra marks. You decided to hatch lizard eggs in an incubator the school can lend you.

Now, your parent wants to talk to you about something.

**Scenario 3 – Sibling #2**
Your art teacher took you aside today and said that a parent had seen your work in the Art Display Room and is interested in offering you casual work doing graphic design from home. It will require more hours on the one computer you share at home. Your parent wants to talk to you – the perfect time to ask permission.
Emotion Recognition & Regulation
UNIT 1

Emotion Recognition & Regulation
Emotion Recognition & Regulation — Unit 1

**What It Covers**
Examines the importance of recognising emotions in yourself and in others; some are easy to spot, some are more complex. This Unit explores ways to challenge unhelpful self-talk associated with certain emotions.

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### TEACHER

- **A. Introduce Skill Set.**
- **B. Start DVD Clip #1.**
- **C. Classroom Activities.**
  Deliver one or more classroom activities. Discussion suggestions are provided.
- **D. Discuss Texts or Films/TV Programs.** Suggestions are provided.

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### DVD CONTENT

Clip #1: Presenter speaks about the importance of being able to recognise other people’s emotions by their facial expressions and body language. He asks: How good are you at reading other people’s emotions?

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*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
Information for Setting the Scene:

Being able to recognise what the people around you might be feeling is a key aspect of getting along with others. Having a good idea about what the person next to you is feeling and possibly thinking will allow you to shape the way you interact with them.

For instance, if you think that a stranger on the street looks angry, you might choose to be very cautious about speaking with them or saying something that might inflame them. If a friend or loved one looks sad, you might realise this is a good time to gently ask them if they’d like to talk about something.

Seeing the ways that other people reveal their emotions can influence the way you reveal your own thoughts and feelings. If you admire the way a friend is able to keep his/her cool when things become stressful, you may try to emulate that. If you notice that a family member is frustratingly ‘hard to read’ because they keep their emotions bottled up, you may decide that you want your own feelings to be a bit clearer to others.

Having an idea of what another person is feeling gives you clues about what they might be thinking, because the way we think about ourselves and our world influences our consequent feelings and actions (see A-B-C-D Model, p.6). So, noticing these clues can help you interact with them in ways that benefit both them and you.

B. Start DVD Clip #1

Clip #1: Presenter speaks about the importance of being able to recognise other people’s emotions by their facial expressions and body language. He asks: How good are you at reading other people’s emotions?

Start Clip

At the end of Clip #1 the DVD will return to the Emotion Recognition & Regulation menu.
Following are five classroom activities in which helpful thinking plays an important part. Feel free to deliver one, more, or all activities, or to create your own.

**ACTIVITY 1: ‘WHAT ARE THEY FEELING?’**

**TIME:** 10+ minutes  
**SIZE:** Small groups  
**SPACE:** For small groups to work together  
**RESOURCES:** Magazine cut outs

The aim is to give students opportunities to practise recognising emotions. The result should be an increased understanding that being aware of what other people might be feeling can give important clues about what they might be thinking or what they may do.

1. Divide the class into small groups.
2. Give each group a selection of photographs selected from periodicals or newspapers which show people’s faces (try to exclude bodies and wider setting).
3. Allow students 30 seconds to one minute per photograph to guess:
   - What emotion might the person in the photo be feeling? What clues helped you identify that emotion?
   - What might the person have been thinking to make them feel that way?
   - What event or situation might have sparked those thoughts?
4. Have one person in the group write down the answers.
5. Allow groups to present their findings to the class.

**DISCUSSION SUGGESTIONS**

- Which emotions were easiest to read? Which were the hardest? Why do you think that was?
- Was it easy to guess what the person in each photograph might be thinking? Why/why not?
- Was it easy to guess what kind of event or circumstance might have sparked the thoughts and feelings? Why/why not?
- How much harder is it to identify emotions without body and/or contextual cues?
- Pick one photograph from each group. As a class brainstorm some alternative thoughts that the subjects of the photos might have employed to create different or more helpful emotional responses.
ACTIVITY 2: ‘FACE-OFF’

TIME: 10+ minutes  
SIZE: Small groups  
SPACE: For small groups to work together  
RESOURCES: Magazine, newspaper or periodical cut outs

The aim is to give students opportunities to practise recognising emotions through body language. The result should be heightened awareness of how important it is to be mindful of what other people might be thinking and feeling.

1. Divide the class into small groups.
2. Give each group a selection of photographs you have selected which show people with their faces obscured (you could use sticky note squares or removable stickers) so that their emotions have to be judged by posture and body language only.
3. Allow students 30 seconds to one minute per photograph to guess:
   - What emotion/s might the person in the photo be feeling?
   - What clues helped identify these emotions?
   - What might the person have been thinking to make them feel that way?
   - What might have been the event/circumstance that sparked those thoughts?
4. Have one person in the group write down the answers.
5. Remove the stickers and see if students change their minds about the emotions being expressed in the photographs once the faces are visible.

DISCUSSION SUGGESTIONS

- Which emotions were easiest to read? Which were hardest? Why do you think that was?
- Was it easy to guess what the person in each photograph might be thinking? Why/why not?
- Were you able to guess what kind of event or circumstance might have sparked the thoughts and feelings? Why/why not?
- Did seeing the faces after removing the stickers change your ideas about the feelings and thoughts of the subjects? What additional information did facial expressions provide?
- Body language is just one non-verbal way to communicate what we’re thinking and feeling. Brainstorm some others (for more on this, see Communication – Unit 1, p.79).
ACTIVITY 3: ‘HAM AND PINEAPPLE?’

**TIME:** 15+ minutes  
**SIZE:** Small groups/whole of class  
**SPACE:** No special requirements  
**RESOURCES:** Emotion Cue Cards (p.51 or SenseAbility CD)

The aim is to give students opportunities to practise recognising emotions through tone of voice.

The result should be heightened awareness of how important it is to be mindful of what other people might be feeling and thinking.

1. This is a role-play exercise. Decide if you would like to have pairs role-play in front of the whole class, or to break the class into small groups of three to five students where pairs can role-play in front of fewer eyes.

2. Pairs are going to role-play the owner of a pizza store and a customer. Quickly brainstorm a short list of pizza menu items (e.g. one ham and pineapple pizza, one cola, one garlic bread).

3. The student playing the customer randomly picks one of the eight Emotion Cue Cards (the emotions are excitement, joy, surprise, anger, sadness, shame, boredom and fear). He/she is not to show it to the other students.

4. Now have the customer ‘visit’ the pizza store and order dinner using the emotions on the card.

5. The other students have to guess which emotion the customer is displaying.

6. Begin a new round with other students playing the store owner and customer, and using a different card. Continue the activity until all the Emotion Cards have been played or until the students run out of steam.

**DISCUSSION SUGGESTIONS**

- Which emotions were easiest to read? Which were hardest? Why?
- Which emotions were easiest to role-play? Which were hardest? Why?
- What cues were most telling for each emotion (e.g. body language, facial expression, tone of voice)?
- How did the students who played the store owner feel when they heard particular emotions in the customer’s voice? If this was real life, how would you react?
- What challenges face people wanting to accurately read emotions in others (e.g. reliance on technology like mobile phones and email)?
- Consider doing the role-play again but this time have the audience close their eyes and guess the emotion simply by tone of voice.
ACTIVITY 4: ‘TOO MUCH, TOO LONG’

**TIME:** 5+ minutes  
**SIZE:** Small groups of two or three  
**SPACE:** For small groups to work together  
**RESOURCES:** Emotion Cards (p.52 or SenseAbility CD)

The aim is to allow students an opportunity to consider the consequences of feeling extreme emotions. The result should be heightened awareness of how important it is to moderate and regulate some emotions in different settings.

1. Break the class into small groups.
2. Give each group one of the 12 Emotion Cards – on each is one emotion (e.g. shame, envy, fear, anger).
3. Each group is to think about what might happen if a person was to feel that one emotion for long periods every day. For example, ask: How would it affect your mind and body if you were to feel embarrassed all the time, every day? How might it affect your wider life (e.g. the impact it might have on people you interact with)? What might the long-term consequences be?
4. Come together as a class and have each group read out their emotion and the consequences of feeling it too much or too long.

**DISCUSSION SUGGESTIONS**

- All these emotions are perfectly normal and we all experience them. Why do you think they could be damaging to mind and body if we experience them too often or for extended periods?
- Do you know anyone who has felt one of these emotions for a long period? What do you think prompted this? What do you think the person was saying to him/herself that led to that feeling? What were the consequences?
- There were no ‘positive’ emotions listed in this activity. Do you think it might be unhealthy or unrealistic to feel positive emotions all the time? Why/why not?
- Brainstorm a list of people and organisations that someone struggling with one or more of these emotions might go to for help (the support networks listed on any of the Essential Skills hand-out sheets are useful references).
ACTIVITY 5: ‘I SAY, I SAY’

TIME: 10+ minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: Emotion Cards (p.52 or SenseAbility CD), whiteboard

The aim is to allow students an opportunity to consider possible strategies when faced with unhelpful emotions. The result should be the awareness that everyone has the ability to challenge unhelpful thoughts that can lead to low or negative feelings.

1. Choose a selection of ‘negative’ emotions, perhaps using the Emotion Cards as cues.

2. One-by-one, write the emotion on the whiteboard and have your students brainstorm:
   - What someone who is feeling that emotion might be thinking or saying to themselves.
   - What they might do as a result of these thoughts and feelings.
   - Some helpful thoughts that might challenge that self-talk, resulting in different or less negative feelings.

3. Remind your students that while it is normal to experience these kinds of feelings, having them too often or for too long can be damaging to mind and body. Recognising that you are experiencing these emotions is an important first step to identifying and challenging the unhelpful thoughts that caused those feelings.
### Suggested Texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Suitability</th>
<th>Synopsis</th>
<th>Possible Discussion Points</th>
</tr>
</thead>
</table>
| *Sir Gawain and the Green Knight* (c. 1400) | Unknown (translated by Simon Armitage) | All         | A knight of the round table accepts a mysterious visitor’s invitation to cut off his head, and is given 12 months before he must meet the same fate. | - It is difficult for any at the feast to understand the Green Knight’s motives. What emotions do you think the Green Knight exhibited? What do they say about him and his thoughts?  
- What emotions does Sir Gawain show when he meets the knight again at the Green Chapel? How do you know?  
- Sir Gawain is ashamed and upset at the end of the poem. How does he show those emotions? How would you feel in a similar situation?  
- This poem says much about the concepts of chivalry and loyalty. How might having strong beliefs about these ways to behave help a knight manage unhelpful thoughts? |
| *Audrey, Wait!* (2008)     | Robin Benway                | All         | High schooler Audrey breaks up with her self-centred boyfriend, Evan. She is shocked to discover he has used their break up as inspiration for a song that rockets up the charts. | - What emotions does Evan fail to display adequately to Audrey that helps her decide to finish the relationship?  
- What emotions does Audrey display when news of the song ‘Audrey, Wait!’ reaches her? How do people around her know what she’s feeling?  
- What steps does Audrey take to protect her private feelings when the press starts invading her life? Is she successful?  
- Have you ever felt like people are taking too much interest in your emotions? Why do you think they were interested? How did you deal with it? Could you have dealt with it differently or better? |
### SUGGESTED FILMS/TV PROGRAMS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>2001, A Space Odyssey (1968)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home and Away (1988–) or similar</td>
<td>Feature</td>
</tr>
<tr>
<td>FORMAT</td>
<td>TV Soap</td>
</tr>
<tr>
<td>SUITABILITY</td>
<td>PG</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>Follows the lives of the residents of coastal town, Summer Bay.</td>
</tr>
<tr>
<td>POSSIBLE DISCUSSION POINTS</td>
<td>• Watch a segment with the sound turned off (muted). Can you tell what is happening? What emotions are being displayed? What thoughts might be driving those feelings?</td>
</tr>
<tr>
<td></td>
<td>• Watch the same segment with the sound turned back on. Were you correct in your guesses about emotions and thoughts? How do you know?</td>
</tr>
<tr>
<td></td>
<td>• How important is tone of voice when conveying emotions? How important is body language and facial expression? What other cues might convey emotions?</td>
</tr>
<tr>
<td></td>
<td>• Have you ever felt unable to express your emotions because the other person couldn’t see or hear you (e.g. by email or by SMS)?</td>
</tr>
</tbody>
</table>
Emotion Recognition & Regulation

UNIT 2
# Emotion Recognition & Regulation – Unit 2

## What It Covers
If unchecked, some emotional responses can be inappropriate, unhelpful, or even harmful to yourself and others. This Unit examines ways to look for warning signs and strategies for regulating emotions.

## TEACHER

A. Introduce Skill Set.

B. Start DVD Clip #1.
   - Pause the DVD at points marked ‘Pause Here’ for class discussion. Discussion suggestions are provided.

C. Start DVD Clip #2.

D. Distribute Recognising & Regulating Emotions hand-out.

E. Start DVD Clip #1.1 which replays the four animated scenarios seen in Clip #1. Pause the DVD at points marked ‘Pause Here’ for class discussion. Discussion suggestions are provided.

F. Classroom Activities.
   - Deliver one or more classroom activities. Discussion suggestions are provided.

G. Discuss Texts or Films/TV Programs. Suggestions are provided.

H. Introduce Real-life Application.

I. Review students’ understanding about Emotion Recognition & Regulation.

## DVD CONTENT

Clip #1: Presenter explains why it is important that we learn how to recognise when we are experiencing high emotions, and to learn how to regulate them.
   - Four animated scenarios showing young people with emotions running high.
   - Pause the DVD after each scenario for class discussion.

Clip #2: Presenter offers several strategies for helping to regulate emotions.

Clip #1.1: Replays four animated scenarios from Clip #1 showing high emotions.
   - Pause the DVD after each scenario for class discussion.

**NOTE:** If you are thinking of delivering this Unit over more than one class period, here is a good place to break.

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
**A. Introduce Skill Set: Emotion Regulation**

**Information for Setting the Scene:**

It is perfectly normal and healthy for each of us to feel high emotions at appropriate times. It is okay to feel hurt and angry when somebody does the wrong thing by you. It is natural to feel happy when something good happens to you. And it is only human to feel sad when you lose something or someone close to you. However, when emotions aren’t regulated, and are allowed free rein to drive you, there can be unwanted consequences. You could get hurt or could injure someone else; you could risk alienating people who care about you; or you might become physically or mentally unwell.

Therefore, it is important to learn the warning signs that you are feeling (or are about to feel) high emotions, and to practise strategies that might help you regulate these emotions.

**B. Start DVD Clip #1**

Clip #1: Presenter explains why it is important that we learn how to recognise when we are experiencing high emotions, and to learn how to regulate them.

Four animated scenarios show young people with emotions running high.

Start Clip

After each scenario is a point – clearly marked ‘Pause Here’ – where you should pause the DVD for class discussion. After the last scenario, the DVD will return to the Emotion Recognition & Regulation menu.

DISCUSSION SUGGESTIONS (for after each clip):

1. What do you think is happening in the clip?
2. How can you recognise the emotions being displayed (i.e. What are the clues: verbal, non-verbal, context, other person’s reaction)?
3. What might the consequences be if these emotions aren’t regulated?
4. Could you stop yourself if you felt the way the character does? How?
5. What are some real-life situations you know of where similar emotions aren’t regulated (e.g. road rage, confrontations over the wearing of fur)?
D. Distribute Hand-out

Give each student a copy of the Recognising & Regulating Emotions hand-out (p.50, and in PDF on the SenseAbility CD).

E. Play Clip #1.1 and Discuss

Clip #1.1 replays the four animated scenarios seen in Clip #1 showing young people with emotions running high.

Start Clip

Pause the DVD after each scenario for class discussion about the strategies that each character might employ to help regulate their emotions.

NOTE: If you are thinking of delivering this Unit over more than one class period, here is a good place to break.
ACTIVITY 1: ‘ROLE-PLAY’

**TIME:** 10+ minutes  
**SIZE:** Pairs, then whole of class  
**SPACE:** Room for pairs to interact  
**RESOURCES:** Role-play Cue Cards (p.53 or SenseAbility CD)

**The aim** is for students to experience situations where high emotions could have undesirable consequences if they go unregulated.

**The result** should be an understanding that emotions can be regulated, and that different strategies work better for different people.

1. Break the class into pairs.
2. Give each pair one or more of the sets of cue cards. These are marked Situation 1, 2, and 3, and either Character A or Character B for clarity.
3. Prompt the pairs to enact the situations, allowing approximately one minute for the role-play (being mindful of students who might be tempted to take the activity to extremes).
4. Come together as a class and have three pairs role-play each of the situations for the purpose of class discussion. It’s up to you whether you conduct discussion after each enactment, or after all three.

**DISCUSSION SUGGESTIONS**

- What did you think Character A was feeling in the situation/s? What signals gave away that emotion?
- What did you think Character B was feeling in the situation/s? What signals gave away that emotion?
- Were either or both characters’ emotions misread? Was that an easy mistake?
- Do you think either or both of the characters regulated their emotions well? Why/why not? What regulation strategies did you see employed?
- What might have happened if the emotions were not regulated?
- Have you ever been in a similar situation where emotions ran high and things got out of hand before they could be discussed? What happened? What might have been a better way to handle the situation?
ACTIVITY 2: ‘OPERATION MIASMA PLASMA’

TIME: 15+ minutes
SIZE: Large groups/whole of class
SPACE: Clear room, sports hall, outdoors
RESOURCES: Wild Cards (p.54 or SenseAbility CD), bucket, small sports mats, markers (witches hats, skittles, etc.)

The aim is to place students in a pressured situation fraught with challenge where they can choose to become stressed or to treat the situation lightly.

The result should be class discussion about emotional regulation, lightening up, and helpful self-talk.

1. Have every student take a Wild Card from the bucket. They can read it (taking note of the symbol on their card) but must put it in their pocket without sharing its contents with anyone else.

2. Break class into equally sized teams of six to nine students.

3. Choose sports mats of a size that will barely take that number of students if they squish ‘aboard’, allowing two mats per team.

4. Allocate each group four markers (skittles, witches hats, balls, etc.), and scatter these across the playing area. Delineate a safe ‘start zone’ at one end and a safe ‘finish zone’ at the far end.

5. The scenario: the playing area between the safe zones is a sludge pool of toxic waste. Each team must use their mats as rafts to cross the sludge pool to the far side without falling in (i.e. touching the floor). If one team member falls in, that player must retire from the game and their team must start again. Also, each team must collect four ‘keys’ (witches hats, skittles, etc.) that will allow them to activate a transporter beam on the far side that will take them to safety. The teams must alternate mats, dragging the spare with them and using them as stepping-stones as they navigate the sludge. You can add pressure by running teams against each other and/or against the clock.

6. Commence the game.

7. At your discretion, have players pull out and obey their Wild Card instructions (e.g. must stand on one leg for one minute). The Wild Cards are marked with three different symbols (circles, squares, triangles), so you can get students to obey their Wild Card instructions at different points at the game by saying, for instance, ‘Students with Triangle Wild Cards, obey them now!’.

8. The first team to get its four keys to the transporter beam wins.

DISCUSSION SUGGESTIONS

• Was the activity fun or frustrating? Or both? Why? What feelings did you see experienced through the activity?

• What did you think and feel when you read your Wild Card? How did you react? Were those feelings helpful to the situation (i.e. did they help your team do well in the activity)? Why or why not?

• Did you employ any emotion regulation strategies? What were they (e.g. telling yourself, ‘This is only a game!’ or ‘It doesn’t matter if we don’t win’)?

• Did anyone find themselves speaking helpfully to their teammates to help regulate high emotions? What did you say? What effect did that have?

• Reflect on the A-B-C-D Model (p.6). Everyone was responding to the same event (i.e. they had the same goal), and to very similar challenges, but different people thought and felt about it in different ways. Regulating emotions is strongly influenced by how you think about events.
### SUGGESTED TEXTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
</table>
| *Black Like Me* (1961) | John Howard Griffin | All         | During the late 1950s a white journalist spends six weeks travelling through the racially segregated southern United States, passing as a black man. | • Were there moments when Griffin felt high emotions (e.g. anger, frustration, disgust)? Did he regulate these emotions? Why?  
• What might have occurred if he had not regulated these emotions?  
• Griffin's book had a significant impact on the United States’ culture of segregation and the civil rights movement. Did having this long-term goal for change affect Griffin's ability to regulate his emotions?  
• Have you ever been so angry you wanted to burst, but stayed in control? How? Why? What strategies did you employ? |
| *Worldshaker* (2008) | Richard Harland | All         | (fiction) Col is a member of the elite who live on the upper decks of Worldshaker, a massive mobile city. He has been chosen to become the next Supreme Commander. But when Riff (a girl ‘Filthy’ from the lower decks) confronts him, his world is changed forever. | • What was Col's kneejerk response to the intrusion by Riff? What thoughts led to that response? What did he do?  
• How did Col's changing thoughts alter his feelings toward people from the lower decks?  
• When Col realised that he had been living a life based on lies, what was his emotional response? Did he act immediately on that, or regulate his emotions? Why?  
• Have you ever been in a situation where you needed to control your emotions in order to achieve a difficult task? What strategies did you use? |

### SUGGESTED FILMS/TV PROGRAMS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>FORMAT</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
</table>
| *Looney Tunes* (1929–) | Animated cartoons | Rated G     | Follows the adventures of Warner Bros characters Bugs Bunny, Daffy Duck, Porky Pig, et al.       | • Which characters seem to be able to regulate their emotions effectively (e.g. Bugs Bunny)? What strategies does he/she employ? What are the usual outcomes?  
• Which characters seem unable to regulate their emotions (e.g. Yosemite Sam)? Does he/she make attempts to regulate them? What are the usual outcomes when tempers go unchecked?  
• Have you ever felt ready to ‘explode’? What did you do/should you have done? |
| *Twelve Angry Men* (1957) | Feature        | Rated G     | A juror manages to convince the others on the panel that all is not as it seems with the murder case they are trying. | • What is the initial emotional response of the jurors to the crime and the accused? What is it that they want to do as a result? What thoughts might have led to those feelings?  
• Juror #8’s not guilty vote starts a course of action where we examine all the other juror’s modes of thinking about the defendant. What regulation strategies (if any) do they use to overcome doubts and prejudices?  
• Can you think of a time when you forced your ‘head to rule your heart’ and it had a good outcome? What strategies did you use? |
H. Introduce Real-life Application

The aim of Real-life Applications is for students to apply what they have learned about emotion regulation to life outside the classroom.

RECOGNISING YOUR OWN EMOTIONS

1. Try and ‘map’ your own personal warning signs that high emotions are coming. These may include not only physical signs (e.g. tense muscles, fluttery stomach, racing pulse, sweaty palms, dry mouth), but thoughts. Write all these down.

2. Now sit and think of some coping strategies that you can use when any or all of these warning signs appear. These should include physical strategies (e.g. deep breathing, counting to 10, walking away) and thinking strategies (e.g. ‘It is okay if this doesn’t work out’, ‘I can be angry without having to act on it’, ‘I shall give this person time to state their case’, or ‘How can I turn this into a good thing?’). Write these down, too.

3. Practise recognising your warning signs and trying your regulation strategies as often as you can. Note what happens when you try the regulation strategies. Do you feel calmer? Do you think you are more in control? What were the good (and possibly not so good) aspects of using these strategies?

I. Review of Understanding

You may choose to review your students’ new knowledge and understanding about emotion recognition and regulation.

Assess whether your students understand:

• The importance of being able to recognise emotions in themselves and in others.
• That some emotions are easy to spot; some are more complex.
• The importance of challenging unhelpful self-talk associated with certain emotions.
• That, if unchecked, some emotional responses can be inappropriate, unhelpful, or even harmful.
• The methods for recognising the signs that warn of high emotions, and some strategies for regulating their own emotions.
Emotion Recognition & Regulation

Activities & Resources
Recognising and Regulating Emotions

We all experience a range of emotions, from small ones like feeling slightly pleased or irritated, to big ones like joy and fury. However, it’s not good when your emotions take over and seem to control your life.

- Different emotions are appropriate for different situations (like feeling annoyed because you can’t find your shoe).
- If you act on your emotions all the time there can be unwanted consequences (road rage is a classic example).
- Being able to recognise the emotions that others might be feeling is really useful for good communication (it gives you clues about what they might be thinking).

Understanding and regulating your emotions helps you deal with the ups and downs of life appropriately.

How Will I Know?

Look for warning signs that you are feeling strong emotions.

Physical Signs:
- heart rate goes up
- throat feels tight
- Face becomes hot
- muscles tense

Thoughts:
- ‘It’s not fair!’
- ‘How dare they?’
- ‘I always make mistakes!’
- ‘Nothing ever turns out for me.’

Strategies to Regulate Emotions

1. Recognise physical symptoms
   e.g. throat tightening, heart rate rising
2. Use physical venting
   e.g. jogging, swimming, singing loudly
3. Withdraw from tense situations
   If you feel angry or unsafe, physically leave the situation
4. Change your thinking
   Consider alternative, more helpful ways to think about the situation
5. Seek help

Everyone experiences times when it seems difficult to manage emotions. If you find yourself feeling overwhelmed or that your emotions are taking over, talk to your GP, school counsellor, or other trusted adults. You should also consider these options:

WEBSITES
www.youthbeyondblue.com
www.lifeline.org.au
www.sane.org
www.reachout.com
www.headspace.org.au
www.somazone.com.au
www.inspire.org.au

HELPLINES
Youthbeyondblue: 1300 22 4636
Kids Helpline: 1800 55 1800
LifeLine: 13 11 14
Sane Australia: 1800 18 7263

ONLINE COUNSELLING
www.kidshelp.com.au
Activity 3: Emotion Cue Cards

**ACTION**

Print the Emotion Cue Cards and cut them out. Each student role-playing the customer chooses a card, and exhibits this emotion in the role-play. The class tries to guess which emotion is being expressed.

EXCITEMENT  JOY

SURPRISE  ANGER

SADNESS  SHAME

BOREDOM  FEAR
Emotion Recognition & Regulation — Unit 1

Activities 4 & 5: Emotion Cards

**ACTIONS**

Divide the class into small groups. Ensure each group gets one Emotion Card.

- ENVY
- DISGUST
- DISAPPOINTMENT
- ANGER
- SADNESS
- SHAME
- BOREDOM
- FEAR
- NERVOUSNESS
- IRRITATION
- EMBARRASSMENT
- WORRY
Emotion Recognition & Regulation — Unit 2

Activity 1: Role-play Cue Cards

**ACTION**

There are three situations, each with cue cards for two characters. Copy/print sufficient so each pair of students gets one pair of Situation Character Cards. Consider copying/printing an extra sheet you can refer to during the activity. Allow students ample time to read their cards, then explain that Character A and Character B are now to meet up. Commence the role-play.

**Situation 1 — Character A**
You are a parent who has been looking for full-time work for the last four months. Today you’ve finally found a stable, long-term job but it means moving your family to a city in a different state. Such relief! You succeeded in keeping your stress and worry about the future hidden from your children. This move will be a good thing.

**Situation 1 — Character B**
Your parent has been acting funny lately, and it has been starting to really annoy you. You think he/she doesn’t really care too much about what’s going on in your life. But the good news is that you have just been accepted into the school’s A-grade basketball team. You feel really good as part of the squad — it’s one place you feel really stable and secure.

**Situation 2 — Character A**
You and friends went out for a barbecue in the state forest park last weekend. While you were all playing cricket, someone stole money that you’ve been saving for something special from your purse/wallet. It could have been anyone, but Character B (who you told earlier about your saving scheme) has been nervous around you. Could he/she be the thief?

**Situation 2 — Character B**
You are trying to keep your excitement under wraps. Your friend Character A has a birthday coming up, and you’ve found the *perfect* gift on Ebay. However, it closes tomorrow and you need the cash to buy it. You are thinking of asking to borrow money from them, but can’t tell them why. You will pay him/her back over the next month.

**Situation 3 — Character A**
You are very embarrassed. You asked the brother/sister of your good friend Character B out, and he/she said no. In fact, he/she wasn’t very nice about it — as if he/she was out of your league and knew it. Now you are afraid that Character B knows about the rejection, and might share those feelings that you are a bit of a loser.

**Situation 3 — Character B**
Your good friend Character A has been moping about for the last few days, and it’s driving you nuts. He/she won’t say what it is that’s frustrating them, and you’re sick of asking. You’ve decided to tell Character A (gently but firmly) that he/she had better think seriously about getting over whatever is bugging them because it’s starting to wear thin.
Activity 2: Wild Cards

**ACTION**

Copy/print sufficient for every student to get one card. Then cut along the dotted lines to separate each card. **Tell students they are not to show their card to others.**

- You slowly collapse as if unconscious. Remain so for a slow count of 20.
- Demand a leadership vote. If there is a tie, play paper-scissors-rock to decide the winner.
- You lose the use of your LEFT arm for the rest of the activity.
- You lose the use of your RIGHT arm for the rest of the activity.
- You lose the power of speech for the next minute.
- loudly announce your favourite food then ask your teammates theirs.
- For one minute your hands are ‘glued’ to a teammate’s shoulders.
- For the next minute when someone in your team speaks, roll your eyes and sigh.
- Refuse to move a muscle until a teammate shouts or makes you laugh.
- You can only walk BACKWARDS for the next minute.
- For the next minute, you must respond to any question with ‘You bet!’.
- Stop whatever you are doing and SLOWLY remove your shoes.
- You lose the use of your RIGHT arm for the rest of the activity.
- You must vigorously shake hands with every team member.
- For the next minute, you can only speak in gobbledegook.
- For the next 30 seconds, whistle ‘Three Blind Mice’ or ‘Twinkle Twinkle’
- Make up nicknames for your teammates and stick with them.
- You must avoid making any references to colours (e.g. cannot say ‘green’).
- Over the next minute, every 10 seconds you must shout ‘Ooh-ah!’ at one of your teammates.
- The tallest of your teammates is out of bounds. Touch them and you’re out.
- For 30 seconds you lose the use of your LEFT leg and must stand/hop on your RIGHT.
- For one minute, avoid eye contact with your teammates at all costs.
- Announce loudly that you wish to be leader of the group!
- You must screw your eyes shut and keep them shut for a slow count of 20.
- Your legs become like jelly: they cannot support you for one minute.
- For one minute, follow any teammate’s statement by saying: ‘I don’t get it.’
- Insist loudly that everyone refer to you as ‘Your Highness’.
- Every time someone says the word ‘what’, cough and shake your head.
Life Problem-solving
Life Problem-solving

UNIT 1
Life Problem-solving – Unit 1

What It Covers
This Unit explores how to break most problems into five easy steps to help them seem less overwhelming and more likely to be solved.

TEACHER
A. Introduce Skill Set.
B. Start DVD Clip #1.
C. Distribute *Five Steps for Problem-solving* hand-out.
D. Classroom Activities.
   Deliver one or more classroom activities. Discussion suggestions are provided.
E. Discuss Texts or Films/TV Programs (suggestions are provided).
F. Introduce Real-life Application.

DVD CONTENT
Clip #1: Presenter speaks about the five basic steps that anyone can take which may assist in solving problems both small and large.

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.
A. Introduce Skill Set: Life Problem-solving

Information for Setting the Scene:

We all face problems every day. Often they are small problems, like how to find time to do your homework and watch your favourite TV show. Sometimes, though, they can be big things like arguments with friends or family, the loss of something important, or a choice about an important life decision.

Feeling confident about your ability to face and deal with problems is really important to your wellbeing. If problems seem to stress or overwhelm you, you may choose not to deal with them at all, which rarely brings satisfactory results.

Very importantly, all of us should regularly be reminded that one of the keys to solving many of life’s problems is being prepared to seek help from others.

In this Unit we will look at the steps to problem-solving life’s challenges, and provide opportunities to practise those steps.

B. Start DVD Clip #1

Clip #1: Presenter speaks about the five basic steps that anyone can take which may assist in solving problems both small and large.

Start Clip

When Clip #1 finishes, the DVD will return to the Life Problem-solving menu.
D. Classroom Activities

Following are two classroom activities in which problem-solving plays an important part. Feel free to deliver either or both, or to create your own.

**ACTIVITY 1: ‘ROLE-PLAY’**

TIME: 10+ minutes  
SIZE: Small groups/whole of class  
SPACE: For small groups to work together  
RESOURCES: Role-play Cue Cards 1 (p.73 or SenseAbility CD)

The aim is to give students the opportunity to use the five steps to problem-solving to come up with options for real-life challenges.

The result should be increased confidence in their ability to face problems and to make decisions.

1. Break the class into groups of three or four.
2. There are three sets of Role-play Cue Cards labelled Situation 1, 2, and 3; the characters in each situation are labelled A or B. Give the students Cue Cards from one of the three situations.
3. Allow students approximately one minute to read their Cue Cards and act out each scenario.
4. Allow another three or four minutes for students to employ their five steps to problem-solving in order to come up with a possible solution to the problem.
5. As a class, share the solutions that the students have decided on for each scenario.

**DISCUSSION SUGGESTIONS**

- Was there an ideal and obvious solution to any or all of the situations? Why/why not?
- Did the five steps to problem-solving help? In what way?
- What might have happened if the character/s had decided not to try to solve the problem? Would it have disappeared altogether, or possibly worsened?
- Did other groups come up with solutions that your group hadn’t thought of? What does this say about different perspectives, and about seeking help from others when you have problems?
- Have you ever been in a situation that seemed difficult to solve? Would you feel more confident approaching that situation now that you know these five steps? Why/why not?
- Who could you approach for help in a situation that is difficult to solve?

Make certain you stress the importance of seeking help as a possible course of action.
ACTIVITY 2: ‘BRAINSTORM COMMON PROBLEMS’

TIME: 15+ minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: Whiteboard

The aim is to give students the opportunity to problem solve a scenario. The result should be increased confidence in their ability to face problems and work towards making a decision about those problems.

1. On the whiteboard, write up a list of five or six major life domains. You can choose your own, but here are some suggestions:
   - Interpersonal
   - Community
   - Individual
   - Generational/family
   - Global

2. As a class, brainstorm a handful of common problems that students might face in each of these domains.

3. Select a few interesting problems from the derived collection, and as a class apply the five steps to each of the problems.

4. Make certain you stress the importance of seeking help as a course of action.
### Suggested Texts

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Mao’s Last Dancer (2003)</th>
<th>Murder on the Orient Express (1934)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHOR</td>
<td>Li Cunxin</td>
<td>Agatha Christie</td>
</tr>
<tr>
<td>SUITABILITY</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>(autobiography) Born into bitter poverty in China, Li was selected for grueling training at the Beijing Dance Academy. While in the US on a cultural exchange delegation, Li defected. In 1995 he moved to Melbourne with his family.</td>
<td>(fiction) Belgian detective Hercule Poirot boards the Orient Express train in Istanbul and learns of the murder of a passenger. He uncovers a mystery involving the kidnap and murder of an American heiress.</td>
</tr>
</tbody>
</table>
| POSSIBLE DISCUSSION POINTS | • How did Li come to understand there was a problem to solve (i.e. how did he come to learn his situation could be changed for the better)?  
• What factors did Li have to consider before making his defection? What was at stake for himself and for others?  
• How did the problem look from other people's point of view (e.g. the Chinese government's; the FBI)?  
• Who helped Li in solving his problems?  
• Have you ever faced a very large problem? Who did you seek or get help from? | • Why does Poirot make this problem his own? What might have happened if he hadn't chosen to try and find a solution? What was at stake?  
• What steps did Poirot use to solve the problem?  
• How did Poirot's ability to imagine events from other people's point of view assist him to solve the crime?  
• Which thinking skills were most important to Poirot in solving the mystery?  
• Has the taking of logical steps, creative thinking, and perspective-taking helped you solve a problem in your life? |
E. Discuss Texts or Films/TV Programs (cont.)

<table>
<thead>
<tr>
<th>SUGGESTED FILMS/TV PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE</strong></td>
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<td><strong>FORMAT</strong></td>
</tr>
<tr>
<td><strong>SUITABILITY</strong></td>
</tr>
<tr>
<td><strong>SYNOPSIS</strong></td>
</tr>
</tbody>
</table>
| **POSSIBLE DISCUSSION POINTS** | • Did House and his team use a process like the five steps to approach their patient’s illness? How was it similar? How did it deviate?  
  • There were setbacks in the treatment/s – what were they caused by? Did the team fail to understand the patient or the symptoms in some way?  
  • How did open-mindedness and perspective-taking help in finding the cause of the illness and treatment?  
  • We have to make decisions, even if we learn later that different ones might have worked better. Why is making a decision generally better than no decision? | • In a BBC interview, Commander Jim Lovell said, ‘If I’d waited for some miracle, I’d still be up there.’ What did he mean? How did this helpful thinking assist the rescue?  
  • He also said that leadership and good teamwork turned almost certain catastrophe into a successful recovery. What might have happened if the Apollo crew didn’t tell Houston and tried to fix the problem alone? How did this reflect the importance of seeking help from others?  
  • Have you ever been in a situation that seemed almost futile, but you persevered and had a positive outcome? What were you saying to yourself? |

F. Introduce Real-life Application

The aim of Real-life Applications is for students to apply what they have learned about the steps to problem-solving to life outside the classroom.

APPLY THE FIVE STEPS

• Consider a problem that you have outside the classroom right now. You don’t need to share the details of it with anyone, but when you are home and have some clear time, write down the five steps on the hand-out, and see if you can apply them to the problem you are facing.

• If you feel comfortable and confident, make a decision based on steps 1 to 3, then ‘Do and review’.

• If you tried to solve your problem but it did not work out, think about who might be able to help you with it (e.g. trusted friends and adults, school counsellor, medical professionals, Kids Helpline, Lifeline).
What It Covers
Discusses the wide range of thinking and consequent emotional responses we can have to various types of problems, especially ones we can’t seem to fix. This Unit explores strategies that assist in challenging unhelpful thoughts about problems, and to help find ways and support to deal with problems that cannot be solved.

TEACHER
A. Re-introduce Skill Set.

B. Start DVD Clip #1.

C. Classroom Activities.
   Deliver one or both classroom activities. Discussion suggestions are provided.

D. Start DVD Clip #2.

E. Classroom Activities.
   Deliver one or both classroom activities. Discussion suggestions are provided.

F. Introduce Real-life Application.

G. Review students’ understanding about Life Problem-solving.

DVD CONTENT
Clip #1: Presenter explains why helpful thinking is very important to effective problem-solving.

Clip #2: Presenter explains that some events in life are things that we simply cannot fix. In those situations, it is very important to be open to seeking help and support from others.

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.
A. Re-introduce Skill Set: Life Problem-solving

Information for Setting the Scene:

Two important aspects of being able to deal with the challenges and setbacks that life throws at us are our attitude and our expectations. If we think we can’t cope with a problem, we can be discouraged from even trying. We are going to look at how helpful thinking affects your ability to deal with problems, and how important it is to seek help when those problems seem too big for us.

B. Start DVD Clip #1

Clip #1: Presenter explains why helpful thinking is very important to effective problem-solving.

Play Clip

When Clip #1 finishes, the DVD will return to the Life Problem-solving menu.
ACTIVITY 1: ‘ROLE-PLAY’

TIME: 10+ minutes
SIZE: Pairs/whole of class
SPACE: For pairs to interact in front of the class
RESOURCES: Role-play Cue Cards 2 (p.74 or SenseAbility CD)

The aim is to give students the opportunity to address fictional life problems and to discuss thinking issues that can deter effective problem-solving.

The result should be increased confidence in students’ ability to think helpfully in order to tackle life problems.

1. Choose a pair of students to be role-play performers in front of the class.
2. There are three sets of Cue Cards labelled Situation 1, 2, and 3; the characters in each Situation are labelled A or B. Give the two performers the Character Cue Cards from one of the three situations.
3. Allow students to read their Cue Cards and act out each situation.
4. As a class, discuss the role-play (discussion suggestions are listed below).
5. Choose another pair of students to role-play the next situations.
6. NB: If you do not want to conduct this as a role-play activity, you can simply hand out the Cue Cards as subject matter for individuals or groups to problem solve.

DISCUSSION SUGGESTIONS

- What do you think Characters A and B were thinking? Were those thoughts likely to help him/her find a solution, or to prevent them from trying? Why?
- What is another way that Character A or B might have thought about the issue that could have been more helpful or encouraging? Why?
- What options were open to Character A or B, and what were the likely consequences of those choices? What is at stake?
- Which decision would you make? Why?
- What things might you say to yourself after you made the decision? How would those thoughts make you feel?
ACTIVITY 2: ‘PROBLEM-SOLVING QUIZ’

TIME: 10+ minutes  
SIZE: Individuals  
SPACE: No special requirements  
RESOURCES: Problem-solving Quiz (p.75 or SenseAbility CD)

The aim is to give students the opportunity to address fictional life problems and to discuss ways of thinking that can deter effective problem-solving.

The result should be increased confidence in their ability to think helpfully in order to tackle life problems.

1. Distribute the Problem-solving Quiz, one per student. This Quiz presents eight scenarios with multiple-choice answers. If you prefer, you can allow students to work in pairs or trios.

2. Allow students approximately 10 minutes to work through the eight scenarios, and to consider each in terms of the five steps of problem-solving.

3. Come together as a class to discuss which solutions they might choose for each scenario, and why.

DISCUSSION SUGGESTIONS

- What do you think the person in the scenario was saying to him/herself? Why might they be saying that? What might have happened to make them think that way?
- Did you come up with an option that was not one of the multiple choices? What was it? Why might that be a good option?
- How important is it to consider situations from various points of view? Why?
- Can you remember a time when you were in a situation similar to the one described? What were you thinking at the time? How did that make you feel? How did those feelings affect your ability to find an effective solution? What did you do?

D. Start DVD Clip #2

Clip #2: Presenter explains that some events in life we simply cannot fix. In those situations, it is very important to be open to seeking help and support from others.

Start Clip

When Clip #2 finishes, the DVD will return to the Life Problem-solving menu.
E. Classroom Activities

Following are two classroom activities pertinent to seeking help. There is great benefit in delivering both activities – the second flows on from the first.

ACTIVITY 3a: ‘BRAINSTORMING HELP SOURCES’

**TIME:** 10+ minutes  
**SIZE:** Whole of class  
**SPACE:** No special requirements  
**RESOURCES:** Whiteboard

**The aim** is to give students the opportunity to consider help-seeking options.  
**The result** should be increased confidence to act helpfully after seeing warning signs that they or someone close to them is struggling with particular life problems.

1. On the whiteboard, write up a list of five or six major types of life problems. You can choose your own, but here are some suggestions:
   - Academic issues
   - Friendship issues
   - Health issues
   - Relationship (girlfriend/boyfriend) issues
   - Family/parent issues
   - Work issues
   - Anxiety issues
   - Mental health issues (anxiety/depression)
   - Drug/sex issues.

2. Ask students to imagine they have a friend who is struggling with an issue in each of those domains. For each domain, brainstorm a small list of people whom you might recommend your friend seek help from (e.g. Anxiety issues: seek help from a GP, psychologist, trusted family member, school counsellor).

**DISCUSSION SUGGESTIONS**

- Was it easy or difficult to come up with the list of issues? What does this say about how common these issues are?
- Did you come up with different sources of help for different problems and issues? Why?
- Why is it sometimes difficult to seek help? Why is it sometimes hard to even recognise that we need help? Why is it easier to brainstorm helpful courses of action for others than for ourselves?
- What are some ‘warning signs’ that might signify someone needs help in any or all of the listed domains?
E. Classroom Activities (cont.)

ACTIVITY 3b: ‘HELP-SEEKING ROLE-PLAY’

TIME: 10+ minutes
SIZE: Pairs/whole of class
SPACE: For pairs to interact in front of the class
RESOURCES: List of life problems from Activity 3a

The aim is to give students the opportunity to exercise help-seeking skills in a controlled environment. The result should be increased confidence in their ability to seek help from various sources when required.

1. Choose pairs to be role-play performers in front of the class.
2. Each pair will role-play the person struggling in a particular domain, and the person from whom they are seeking help (you delegate the roles).
3. Allow students to enact the scenario.
4. Try to cover as many of the domains as possible before the class runs out of steam.
5. Note: you may need to conduct some research into what procedures may apply when seeking help from different people or places (e.g. do young people presenting to a psychologist need a parent's or guardian's permission?).

DISCUSSION SUGGESTIONS

- What was it like to be the helper or the help-seeker?
- Was it hard to talk to the helper about the problem? How much harder would it be in real life? Why?
- In real life, would it be beneficial to take a friend or family member with you to see the support person? Why/why not?
- In what circumstances would anonymous telephone or Internet support services be good sources of help? What are the advantages and disadvantages of these?

F. Introduce Real-life Application

The aim of Real-life Applications is for students to apply what they have learned about the steps to problem-solving to life outside the classroom.

SEEKING HELP

As individuals or in small groups, have students investigate in detail the process of seeking help from some of the sources brainstormed in Activity 3a: Brainstorming Help Sources.

For example, a student might research what someone their age needs to do in order to see a physician regarding insomnia. Do they need to make an appointment? Do they need a parent’s or guardian’s permission? Do they need a Medicare card? Will there be an expense? Will the help provider keep information confidential?

G. Review of Understanding

You may choose to review students’ new knowledge and understanding about Life Problem-solving. Assess whether your students understand:

- How they think about problems plays a large part in their ability to tackle them.
- How to approach most problems using five easy steps.
- If they think helpfully about problems they face, they will feel more confident about trying to solve them.
- Some problems cannot be easily solved or coped with alone. It is important to think about people and places they might consider seeking help from.
Life Problem-solving

Activities & Resources
Five Steps to Problem-solving

You will face problems all your life. Some of them will be small day-to-day problems like what to eat for breakfast, or where to find your house keys. Other problems that arise can be much more significant and complex, like disagreements with friends, or trying to decide what to do when you finish school.

Regardless of whether the problem you face is small, medium, or large, there are five steps you can take that can help you deal with it. This five-step model is not a guarantee that you’ll come up with the ideal solution, but it does encourage you to consider lots of options and outcomes. By doing this, you’ll know you’ve given this problem your best shot, and that should make you feel good no matter how things turn out.

**STEP 1  Ask: What is the problem?**
This is a really important step – sometimes, even just identifying what the problem is can prove half the battle!

Ben doesn’t know what he wants for breakfast.

**STEP 2  Ask: What are the options/possible solutions?**
This is a very important step, because you have to make yourself think about all your options, not just the obvious ones. Open your mind, and think objectively and creatively.

Ben considers every food option in the house.

**STEP 3  Ask: What are the pros, cons, and consequences of each option?**
Here is where you imagine what is likely to happen if you proceed with each of your possible solutions. What will be the upside? What might be the downside? Some options will have two sets of consequences: short-term and long-term. Some options will have outcomes that affect not just you, but other people, too. Complex, isn’t it? But this step is incredibly important.

Ben knows that cereal is quick to prepare (pro) but won’t be as tasty as he might like (con).

Ben thinks bacon and eggs would be the tastiest option (pro), but also one that leaves his kitchen in a mess and the house smelling like fried bacon (con) - consequences that might affect other people.

**STEP 4  Make a decision**
Ultimately, you have to make a choice. Problems that are left to fix themselves very rarely do. Remember, nobody can read the future, so you just have to make a decision based on your clear thinking about options and their consequences.

Ben decides that yoghurt is today’s best breakfast choice.

**STEP 5  Do and Review**
There! You’ve chosen one course of action and gone through with it. Did it work? Maybe it did, maybe it didn’t. Regardless, you should feel good about it, because you thought clearly and carefully before you acted, and did the best you could. If things didn’t turn out, well, that’s life. We all make mistakes - mistakes are how we learn, so don’t make yourself feel bad!

Ben eats the yoghurt and thinks it is tastier than the cereal and less tasty than the bacon and eggs (but probably better for him) and, the clean up is a breeze. Good choice!
ACTION

There are three situations, each with Cue Cards for two characters. Copy/print sufficient that every performing student gets a card, and separate cards with scissors. It may be helpful to print a copy for yourself as a reference.

**Situation 1 – Character A**
You are on an excursion to the art gallery with the rest of the students in your grade. It is totally boring. You see the opportunity to sneak away to the cinema next door – there is time to catch a movie and still return in time for the bus back to school. Your friend Kasey is coming with you – and now you want to know if Character B will come too.

**Situation 1 – Character B**
You are on an excursion to the art gallery with the rest of the students in your grade. It is totally boring. You already have A’s in Art this semester. Your two best friends – Character A and Kasey – want to sneak away and watch a movie. You are worried they won’t think much of you if you stay at this dull exhibition instead of wagging and hanging out with them.

**Situation 2 – Character A**
Everyone knows you and fellow student Shannon don’t get along well. This morning, you and Character B were late for class and caught Shannon smoking behind the utility shed. You hate smoking and smokers. You want to tell a teacher about Shannon’s habit, but are afraid no one will believe you. You want Character B to back you up.

**Situation 2 – Character B**
You are really good friends with both Character A and Shannon (although Character A doesn’t like Shannon for some reason). You know Shannon has been having a rough time at home, and has been getting up to some rough stuff. This morning, you and Character A caught Shannon wagging class and smoking behind the utility shed.

**Situation 3 – Character A**
You recently topped the class in Computer Studies, which amazed and pleased you. It’s extra amazing because your computer at home is an old clunker. You’ve been thinking about saving to buy a new one, but because you have been accepted into the A-grade Waterpolo team (fantastic!), training and games mean no time for a part-time job.

**Situation 3 – Character B**
You are a friend of Character A’s parent, and have known Character A since he/she was a baby. You heard that Character A recently did really well in Computer Studies. You are prepared to make room in your own computer games company for Character A to work part-time. You have asked him/her for a chat, to make the job offer.
ACTION

There are three situations, each with Cue Cards for two characters. You may benefit from copying/printing this page twice: once for you to keep as reference, and the other to cut into individual Cue Cards for students to perform with.

**Situation 1 – Character A**
You were dating someone who you did like a lot when you started going out, but then you realised you weren’t very compatible and broke up a fortnight ago. Last week, you discovered that there is a pregnancy as a result of your relationship. You want to tell your friend Character B, but are afraid he/she will think you are foolish.

**Situation 1 – Character B**
Your good friend Character A has been a bit of a no-show the last few months. He/she has been absent from group activities, and you suspect that Character A no longer cares much for you or your circle of friends. Your friends have elected you to tell Character A to either be a better friend, or to find new friends to hang with.

**Situation 2 – Character A**
You want to buy a new iPad, and have been working hard part-time at a local restaurant. Your friend Character B went out of his/her way to get you the job, and you’re grateful. But the boss (who no one likes) suspects someone is taking cash from the till, and says he will sack anyone he catches stealing from him. You think he suspects you.

**Situation 2 – Character B**
Your parent has lost his/her job and has been having heaps of trouble paying the mortgage. You have worked for ages at a part-time job at a restaurant. You’ve given all your earnings to your parent as board, but you know it’s not enough to meet the payments, so you’ve been stealing from the till. You need your friend Character A to cover for you.

**Situation 3 – Character A**
Your friends have asked you – because you have an older brother/sister who looks like you – to buy alcohol for a party this weekend. This means getting a hold of your brother’s/sister’s driver’s licence. You know he/she won’t give it to you. Do you steal it? Lie to your friends? Or tell your friends the truth – that you don’t want to?

**Situation 3 – Character B**
Character A is in your group of friends. He/she looks a lot like an older brother/sister who has a driver’s licence stating he/she is of legal drinking age. You are meeting with Character A to give him/her the money you’ve all pooled together for the party alcohol. You haven’t tried much alcohol, but don’t want to be seen as an idiot, so are going along with the scheme.
ACTION
Copy/print one sheet per participant.

PROBLEM-SOLVING QUIZ

1. You see a teacher take a stumble and instinctively laugh. You are sent to the principal’s office for a reprimand. You:
   A. Get angry and stick by your guns and insist it was funny; it wasn’t your fault he fell over.
   B. Put yourself in the teacher’s shoes, and realise he is embarrassed. You offer to apologise.
   C. Refuse to say anything on the grounds you might incriminate yourself.
   D. You take whatever punishment you get, and approach the teacher privately to explain why you laughed.

2. You see a friend, Mark, boldly shoplift a DVD. Later, Mark warns you not to tell anyone. You:
   A. Decide it’s not worth losing a friendship over a DVD, so you say and do nothing.
   B. Go and talk to a friend who you know can keep secrets and ask his/her advice.
   C. Decide to anonymously inform an adult about Mark’s theft.
   D. Other ..........................................................

3. Your parent refused to raise your pocket money. Your younger brother received a $10 per week top up. You:
   A. Beat him up, take the money, and tell him if he dobs on you, you’ll break his toes.
   B. Get over it, and head out to get a part-time job that will make $10 look like a joke.
   C. Sulk.
   D. Ask your parents if there is a good time to talk in the next few days, and query why they are helping your brother out instead of you.

4. Against the law and your parents’ wishes, you go out drinking and injure yourself staggering home. You:
   A. Wash and stitch your clothes in secret, and try to hide all evidence of the injury.
   B. Determine to say nothing until your parents confront you about it.
   C. Realise you had better cop it sweet because you may need help getting to the doctor.
   D. Concoct a complex but convincing lie that makes out your friend Tom to be the bad guy, and you just a gullible pawn.

5. You are offered a part in the school play. You are secretly excited, but are worried your friends will rib you. You:
   A. Decide to go to rehearsals in secret, and reveal your part to your friends on opening night.
   B. Take your friends aside and explain how much this means to you, even if they have a laugh.
   C. Determine to go ahead with it, and if they laugh at you, you’ll give them hell.
   D. Refuse the part. It would be fun, but you’d rather have the approval of your friends.

6. Your brother is fined for speeding. He swears you to secrecy, but your parents suspect and want to know what you know. You:
   A. You lie and say nothing, because you don’t want to get in trouble too.
   B. You tell the absolute truth, that you did know but intended to keep your brother’s secret.
   C. You suggest that the whole family gets together to talk about this.
   D. You say little, then take your brother aside and tell him he has to own up to the truth.

7. Your boyfriend/girlfriend is pressuring you to start a sexual relationship. You worry if you don’t, you’ll be dumped. You:
   A. Give in – it’s not worth losing such a special person over what is, really, no big deal.
   B. Explain why you don’t want to, and trust he/she cares enough about you to agree.
   C. Dump them as a pre-emptive strike. He/she should know you better than that.
   D. Get all your friends together for a vote on what you should do.

8. You receive a present from a friend that you know is an unwanted gift they got from someone else. You:
   A. Accept it for what it is: your friend may not have been able to afford a present right now.
   B. Angrily call them a cheapskate. Your friendship is worth more than a scabby hand-me-down.
   C. Take the gift and quietly scratch this person’s name off your friendship list.
   D. Put it in your cupboard with the plan to give it back to the same friend on his/her birthday.
Communication
Communication – Unit 1

What It Covers
This Unit looks at the many ways we humans communicate, including non-verbal and electronic communication, and the problems that can arise when communication breaks down or we miss or misinterpret important cues. Explores the importance of careful listening and clear speaking – including the many types of ‘filters’ (distractions, emotions, expectations, etc.) that can act as barriers to clear communication.

TEACHER

A. Introduce Skill Set.

B. Start DVD Clip #1.
Commence class discussion about the clip. Discussion suggestions are provided.

C. Classroom Activity.
Discussion suggestions are provided.

D. Start DVD Clip #2.

E. Classroom Activities.
Deliver one or more classroom activities. Discussion suggestions are provided.

F. Start DVD Clip #3.

G. Classroom Activity.
Discussion suggestions are provided.

H. Discuss Texts or Films/TV Programs. Suggestions are provided.

I. Introduce Real-life Application.

NOTE: If you are thinking of delivering this Unit over more than one class period, here is a good place to break.

DVD CONTENT

Clip #1: Presenter explains that much of the meaning we deliver in social communication is conveyed non-verbally. Things from posture to clothing choices all communicate our feelings and ideas.

Clip #2: Presenter uses animated clips to highlight some ‘filters’ that can limit effective communication.

Clip #3: Presenter demonstrates some behaviours that aid good communication (eye contact, posture, etc.).

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.
A. Introduce Skill Set: Communication

Information for Setting the Scene:

Many creatures use communication of some form, but human communication is far and away Earth’s most complex. There is an almost endless list of means that we use to convey our ideas and our feelings. Communication began as a means for early humans to survive, by helping them cooperate in order to find and collect food. The written word was a more secure way for stories and wisdom to be passed between generations. Now, communication has many purposes in human society. Good communication is essential for getting along with one another. This Unit investigates some of the ways in which we communicate, and what we can do to make our communication more effective.

B. Start DVD Clip #1

Start Clip

When Clip #1 finishes, the DVD will return to the Communication menu.

Commence a class discussion about points the Presenter raised in the clip:

- How do we learn to communicate? Is it an innate skill, or is it mimicry? What role does the environment we grow up in have? What might happen if you grew up without human contact?
- In what ways are animal communications different to human communication? How do our communications with animals and pets compare with our interactions with other humans?
- Which senses are most important to communication? What happens to people with compromised sight, hearing, or physical abilities? How is the brain able to compensate?
- Which cues do you rely on most: verbal or non-verbal? Why? What specifically do you focus on?
- What are some of the ways you let people know how you feel when using technology like SMS and email? Are these always effective? Why/why not?
**ACTIVITY 1: ‘ROLE-PLAY’**

**TIME:** 10+ minutes  
**SIZE:** Pairs  
**SPACE:** For pairs to interact and move around  
**RESOURCES:** Non-verbal Cue Cards (p.108 or SenseAbility CD)

**The aim** is to give students the opportunity to practise non-verbal communication.  
**The result** should be increased awareness that a considerable amount of information we communicate with one another is conveyed non-verbally.

1. Break the class into pairs.  
2. Give each student in the pair half of all the Non-verbal Cue Cards. Do not let students see their partner’s cards.  
3. Explain that pairs are to take turns conveying the information on their cards without words or writing. You may choose to apply other constraints or rules.  
4. Allow approximately 30 seconds per card.  
5. If you don’t wish to break the class into pairs, have demonstration pairs perform in front of the rest of the class.  
6. Come together for class discussion.

**DISCUSSION SUGGESTIONS**

- For performers: Was it easy or difficult to convey your information? Why/why not? What did you find yourself wanting to use to help get your idea across?
- For receivers: What were the most important cues that helped you get the information from your partner (e.g. facial expression, body posture)?
- Why do you think most cultures have a tradition of non-verbal communication in the arts (e.g. mime, dance)?

**D. Start DVD Clip #2**

*Clip #2: Presenter uses animated clips to highlight some ‘filters’ that can limit effective communication.*

Start Clip 🎵

When Clip #2 finishes, the DVD will return to the Communication menu.
E. Classroom Activities

Following are three classroom activities in which communication plays an important part. Feel free to deliver any or all of the activities, or to create your own.

ACTIVITY 2: ‘FILTERS ROLE-PLAY’

TIME: 15+ minutes
SIZE: Pairs/whole of class
SPACE: For pairs to perform in front of the class
RESOURCES: Filters Cue Cards (p.109 or SenseAbility CD)

The aim is to give students the opportunity to see how ‘filters’ can impede effective communication.

The result should be increased understanding that good communication is not straightforward, and requires effort on both sides.

1. Bring pairs up to the front of the class one at a time to perform the scenarios in each set of Filter Cue Cards.
2. Allow no more than one minute per scenario.
3. After each performance, discuss as a class what happened.

DISCUSSION SUGGESTIONS

• What kind of ‘filter’ do you think was getting in the way of effective communication in each scenario?
• How do you know?
• What might either or both of the characters do to remove the filter and improve communication?
• Do you think either or both characters need to think differently in order to remove that filter? How?
• Have you been in a situation similar to the one just enacted? What happened? What might have been done differently or better?
ACTIVITY 3: ‘LOUD STATIC’

TIME: 10–15 minutes
SIZE: Large groups
SPACE: Large clear room, sports hall, outdoors
RESOURCES: Popular Phrase Word Cards (p.110 or SenseAbility CD)

The aim is to place students in a situation where they experience how ‘filters’ can impede effective communication.

The result should be increased understanding that good communication is not straightforward, and requires effort on both sides.

1. Divide the class into three equally sized teams: Team A, Team B, and Team C. Team A will be the ‘senders’, Team C the ‘receivers’, and Team B the ‘static’.

2. Place the teams in three parallel lines, approximately two metres between each line. It is important that Team A and Team C have equal numbers.

3. Choose a Popular Phrase Card set, appropriate to the number of people in Team A (i.e. if there are eight people in Team A, then choose an eight-word Popular Phrase). Give each person in Team A one card each (on which is one word from the Popular Phrase). It is up to you whether you scramble the order of the words.

4. Goals of each team:
   - Team A: Each member is to ‘send’ or somehow communicate the word on his/her card to their receiver counterpart in Team C without moving from their spot and without saying the word itself. They can use mime, morse code, gestures, etc.
   - Team C: Each member is to: 1) get the words from their counterpart in Team A, and then 2) as a whole team work out the Popular Phrase.
   - Team B: Is the line of students between Team A and Team C and must try to prevent communication between Team A and Team C – they can do this by distracting, yelling, jumping, whistling, etc.

5. It can be beneficial to explain the rules and then allow each team one minute to huddle and devise strategies before commencing.

6. You can also run the activity against the clock, and then swap roles so Team C moves to the middle row, Team A becomes the receivers, etc. However, it might be good to engage in some class discussion beforehand, so students can alter their thinking strategies.

DISCUSSION SUGGESTIONS

- How easy or difficult was the activity? Why? Which groups felt more pressured or stressed? Why do you think that?
- What kind of ‘filters’ were Team B using?
- What were Team A’s reactions during the activity? What was going on physically (e.g. elevated heart rate, giggling, sweaty palms), what were your feelings (e.g. frustrated, excited, happy, irritated), and what thoughts were going through your head (e.g. ‘Team B is driving me nuts!’, ‘I can’t do this’, ‘I’m not going to let this beat me’)?
- What were Team C’s reactions?
- Was your self-talk and thinking strategy helpful and constructive? How do you know (i.e. what were the results)? What thoughts or self-talk were unhelpful and unconstructive? How do you know (i.e. what were the results)?
- In what way is this activity similar to real life? Have you been in situations where it seems hard to communicate because of ‘filters’? What did you do?
- What strategies can you use to remove some of those ‘filters’?
ACTIVITY 4: ‘TECHNOL-OH-GEE’

TIME: 15+ minutes  
SIZE: Whole of class  
SPACE: No special requirements  
RESOURCES: Nil

The aim is to have a class discussion about the possible pitfalls of communicating using common technologies like SMS and social networking websites.

The result should be increased understanding that effective communication can be difficult and requires considerable effort to convey meaning clearly using new technology.

1. Explore how we communicate non-verbally using common technology such as text messaging, email, web logs, and social networking sites.

DISCUSSION SUGGESTIONS

• What are the most popular technologies used by the class (e.g. mobile phones, Facebook, Twitter)? [Show of hands for each.]

• What are some of the ‘hurdles’ to clear communication when using these technologies?

• What are some of the ways you let people know how you feel when using these forms of communication?

• How can information on these media become misinterpreted (e.g. taking a message out of context, not being clear whether you are joking or not)?

• Why are we more likely to misinterpret a text or a tweet than a face-to-face conversation or comment?

• What are some strategies that might help ensure that technology-based communication is as clear as possible?

NOTE: If you are thinking of delivering this Unit over more than one class period, here is a good place to break.

F. Start DVD Clip #3

Clip #3: Presenter demonstrates some behaviours that aid good communication. These are:

• eye contact
• gestures (e.g. inclining head, nodding, smiling, stroking chin)
• little encouragers (e.g. ‘yeah’, ‘uh-huh’, ‘hmm’)
• body language and posture
• touch and distance.

When Clip #3 finishes, the DVD will return to the Communication menu.
ACTIVITY 5: ‘ARE YOU LISTENING?’

The aim is to give students the opportunity to see how a specific ‘filter’ – disinterest – can impede effective communication.

The result should be increased understanding that good communication requires effort on both sides.

1. Break the class into pairs. One person in each pair will play the Speaker, the other the Listener.
2. Take all the Speakers to one side of the room and give each a Cue Card. Tell the Speakers they can’t wait to share their information with their Listener partners. Then, take all the Listeners aside and quietly (so the Speakers can’t hear) instruct the Listeners to feign disinterest at whatever their partners have to say. Allow the pairs to rejoin.
3. Allow a moment for students to prepare for each scenario before they perform, then commence.
4. Repeat with different Cue Cards, or perhaps with the Speaker and Listener swapping roles, until you feel your students have absorbed how distracting disinterest can be.

DISCUSSION SUGGESTIONS

• What emotions did the Speakers feel when presented with disinterest (e.g. frustration, anger)? What thoughts may have made you feel like that (e.g. this person doesn’t care!)? What did you do as a result of those feelings?

• What kind of ‘filter’ do you think was getting in the way of effective communication in this activity?

• Why is it important to pay attention when someone is speaking with you? What are some possible consequences if you don’t pay attention?

• Brainstorm and write on the whiteboard some things you can do to show another person that you are interested in what they are saying.
### SUGGESTED TEXTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Arrival</em> (2006)</td>
<td>Shaun Tan</td>
<td>All</td>
<td>(fiction, graphic novel) An immigrant new to a bewildering country tries to learn to survive and belong, and gradually meets others with similar stories who help him.</td>
<td>• How does the newcomer realise that he doesn’t fit in?</td>
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<td></td>
<td>• What hurdles does he face?</td>
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<td></td>
<td>• How does he try to overcome them? Are these effective?</td>
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<td></td>
<td>• What efforts do citizens of the town make to help the newcomer get by?</td>
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<td></td>
<td>• What are the most striking means of non-verbal communication in the book?</td>
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<td></td>
<td></td>
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<td></td>
<td>• Have you ever been in a foreign country, or in a place where people didn’t understand you? How did you feel? How did you communicate?</td>
</tr>
<tr>
<td><em>Harry Potter and the Philosopher’s Stone</em> (1997)</td>
<td>JK Rowling</td>
<td>All</td>
<td>(fiction) Young English boy Harry discovers he is a wizard, and commences wizarding school. With the help of new friends he thwarts the return of evil wizard Voldemort.</td>
<td>• What communication problems obstruct Harry’s initial acceptance into Hogwarts?</td>
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<td></td>
<td>• How does Harry’s disbelief threaten his progress as a wizard?</td>
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<td>• How does the language of magic confuse Harry? How does he (with help of those around him) overcome this communication hurdle?</td>
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<td></td>
<td>• What obstacles prevent Harry and others from communicating the threat that Voldemort poses?</td>
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<td></td>
<td>• Have you ever felt out of place? Did your communication skills change or adapt because you were out of place?</td>
</tr>
</tbody>
</table>

### SUGGESTED FILMS/TV PROGRAMS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>FORMAT</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Pingu</em> (1986–)</td>
<td>TV Children’s show</td>
<td>Rated G</td>
<td>A cheeky young penguin lives in the arctic with his family and his friend Robbie the seal.</td>
<td>• Even though there are no words spoken, we are able to understand what happens in the episodes. Why is that? What non-verbal forms of expression reveal Pingu’s and the other characters’ thoughts and feelings?</td>
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<td></td>
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<td>• Would the series be as effective if the body expressions were more subtle, but we could understand the dialogue? Why/why not?</td>
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<td></td>
<td></td>
<td>• Are you expressive with your face and body? How do you know?</td>
</tr>
<tr>
<td><em>Wall-E</em> (2009)</td>
<td>Animated Feature</td>
<td>Rated G</td>
<td>In the future, Earth is a ruin and small cleaning robot Wall-E has been left behind to sort out the mess. He unwittingly embarks on a journey to affect the fate of humankind.</td>
<td>• How do you know what Wall-E is thinking and feeling? What gives you those clues?</td>
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<td></td>
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<td></td>
<td></td>
<td>• How does Wall-E communicate with others? Are there any hurdles that make that communication difficult? How are they overcome?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• How does Wall-E communicate his feelings for Eve? How does she communicate hers?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Have you ever had someone guess your thoughts and/or feelings by things you’ve done or the way you’ve looked, rather than through words? Was that communication helpful? How?</td>
</tr>
</tbody>
</table>
The aim of Real-life Applications is for your students to apply what they have learned about effective communication to life outside the classroom.

**HOW DO I COMMUNICATE?**

Over the next week, try to think about the non-verbal means you use to communicate your thoughts and wishes to others. These might include tone of voice, body language, clothing choices, any messages you text or type, and facial expressions. Which are you best at? Are there any you are not so good at? What makes you think that? How could you improve your ability to communicate non-verbally?
UNIT 2

Communication
COMMUNICATION – Unit 2

What It Covers
This Unit examines how to join conversations, and effective communication within groups. It provides practical tips on how to join conversations and what skills should be exercised to get the most out of interactions.

TEACHER

A. Re-introduce Skill Set.

B. Start DVD Clip #1.

C. Distribute *Tips for Joining Conversations* hand-out.

D. Classroom Activities.
   Deliver one or both classroom activities. Discussion suggestions are provided.

E. Discuss Texts or Films/TV Programs. Suggestions are provided.

F. Introduce Real-life Application.

DVD CONTENT

Clip #1: Presenter explains that throughout our lives, we will have to exercise our communication skills when joining new groups. What are some of these skills? Animated sequence shows some tips for joining a conversation.

Start:

End:

45 min.*

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.
A. Re-introduce Skill Set: Communication

Information for Setting the Scene:

Each of us will spend our lives meeting new people – new teachers, new classmates, new workmates, partners and their family members – so it is important that you feel confident about approaching new groups. If you aren’t confident about joining conversations, you may miss out on meeting interesting people who might positively influence your life.

B. Start DVD Clip #1

Clip #1: Presenter explains that through our lives, we will always have to use communication skills when joining new groups. What are some of these skills?

When Clip #1 finishes, the DVD will return to the Communication menu.

C. Distribute Hand-out

Give each student the Joining a Conversation hand-out (p.106 or SenseAbility CD).
Following are two classroom activities in which communication plays an important part. Feel free to deliver the first or both activities, or to create your own.

**ACTIVITY 1: ‘BRAINSTORM SITUATIONS’**

| TIME: | 15+ minutes |
| SIZE: | Whole of class |
| SPACE: | No special requirements |
| RESOURCES: | Whiteboard |

The aim is to encourage thought about how communication skills might vary depending on the situation.

The result should be that your students have more skills to draw upon when interacting with others.

1. On the whiteboard, draw up a five-column table. Label the left-most column: ‘1 – Least Threatening’, and the right-most column: ‘5 – Most Threatening’. Number the intervening columns 2, 3 and 4.

2. As a class, brainstorm a collection of interaction scenarios that students might find themselves in, and place them in the appropriate column. These interactions might include returning an unwanted item to a store, a job interview, meeting a girlfriend’s or boyfriend’s family, etc. It is important to remember that these events will present different levels of anxiety to different students, so choosing which column an event goes into will involve interesting discussion.

3. Discuss what a person might be saying to him/herself that results in feelings of anxiety about the threatening situations. What are some alternative and more helpful thoughts that might change those feelings?

4. Select a few of the interactions you’ve listed and as a class brainstorm some strategies for entering those situations confidently and/or engaging in conversations.

**ACTIVITY 2: ‘ROLE-PLAY SCENARIOS’**

| TIME: | 10+ minutes |
| SIZE: | Whole of class |
| SPACE: | For small groups to perform in front of class |
| RESOURCES: | Situations generated in Activity 1: ‘Brainstorm Situations’; Conversation Starter Sheet (p.112 or SenseAbility CD) – one per student |

The aim is to allow students to experience potentially stressful interactions in a role-play environment.

The result should be increased confidence when interacting with people they don’t know well.

1. Give every student a copy of the Conversation Starter Sheet.

2. Select a number of the more threatening scenarios from the list your class brainstormed in Activity 1.

3. Choose small groups to come up before the class to role-play someone joining in a conversation in one of the selected scenarios. Before commencing the role-play, the student playing the person joining the conversation may refer to the Conversation Starter Sheet for some ideas. If a role-player gets stuck on what to say, members of the audience might provide helpful suggestions.

4. After each enactment, hold a class discussion about what happened.

5. Get new students up to role-play the next scenario. Continue until you are confident that your students have gained an understanding of strategies for interacting in potentially stressful situations.
DISCUSSION SUGGESTIONS

- For students who played the newcomer: What did you feel when you began the role-play? What thoughts were going through your head that might have led to those feelings?

- For students playing the person/people approached by the newcomer: Did the conversation starter work well or not? How did you respond to the newcomer’s approach? Do you have other suggestions for what might have worked? What sense did you get from the newcomer, e.g. friendly, nervous, aggressive, polite? What cues make you say that?

- Did the conversation start well? How might it have been improved?

- Why is it important to learn how to approach situations like these with some confidence? What strategies have you learned today that you think will help you?

E. Discuss Texts or Films/TV Programs

<table>
<thead>
<tr>
<th>SUGGESTED TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE</strong></td>
</tr>
<tr>
<td><strong>AUTHOR</strong></td>
</tr>
<tr>
<td><strong>SUITABILITY</strong></td>
</tr>
<tr>
<td><strong>SYNOPSIS</strong></td>
</tr>
<tr>
<td><strong>POSSIBLE DISCUSSION POINTS</strong></td>
</tr>
<tr>
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<tr>
<td></td>
</tr>
</tbody>
</table>
### SUGGESTED FILMS/TV PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>TV Comedy</td>
<td>Feature</td>
</tr>
<tr>
<td>SUITABILITY</td>
<td>M</td>
<td>Rated PG</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>Bernard Black is a foul-tempered bookshop owner who hates his customers, but he gets by with help from employee Manny and friend Fran.</td>
<td>A teenager decides to help his new friend run for school president, while trying to deal with his strange family at home.</td>
</tr>
</tbody>
</table>

#### POSSIBLE DISCUSSION POINTS
- Does Bernard go out of his way to make people feel welcome? How can you tell?
- Is Bernard a good conversationalist? What things does he do and say that make other people feel awkward and uncomfortable?
- How would you rate Manny’s ability to communicate with strangers and customers, compared with Bernard’s? What does he do differently?
- Have you ever been ‘shot down’ by someone in a conversation? What did you think and how did you feel?
- Bernard is a fun character, but would be lonely in real life. What lessons has he taught you?

- How would you rate Napoleon’s ability to communicate with people he doesn’t know well? What skills does he have? Which skills does he lack?
- Who in the film has a good ability to communicate well with others? How can you tell? What strategies does he/she employ to engage other people?
- Do Napoleon and Pedro get better at communicating? How? What do they change?
- Have you ever been in an awkward conversation? Why was it awkward? What did or could you have done to improve it?

### F. Introduce Real-life Application

The aim of Real-life Applications is for your students to apply what they have learned about effective communication to life outside the classroom.

Over the next fortnight, keep a diary entry or make a note every time you meet people you have never met before, or don’t know well.

#### MEETING NEW PEOPLE
- What did you do or say?
- How did you feel? What do you think was going through your head to make you feel that way?
- What did the other person do or say?
- How effective would you rate the interaction?
- Did the interaction teach you anything about how you – or others – communicate?
- Watch the initial interactions of other people when they meet one another. Make note of useful strategies that you observed – conversation starters, approach methods, body language, etc. Which strategies were most successful? Why?
UNIT 3
**Communication – Unit 3**

**Communication – Unit 3**

**What It Covers**
This Unit explores four different skills that are important to good communication within relationships: perspective-taking, assertiveness, negotiating, and resolving conflict.

### TEACHER

A. Re-introduce Skill Set.

B. Start DVD Clip #1.

C. Classroom Activity. Discussion suggestions are provided.

D. Start DVD Clip #2.

E. Distribute *Perspective-taking, Assertiveness, Negotiation, and Conflict Resolution* hand-out.

F. Classroom Activity. Discussion suggestions are provided.

G. Start DVD Clip #3.

H. Classroom Activities. Deliver either or both. Discussion Suggestions are provided.

I. Start DVD Clip #4.

J. Classroom Activity. Discussion suggestions are provided.

K. Start DVD Clip #5.

L. Classroom Activity. Discussion suggestions are provided.

M. Introduce Real-life Application.

N. Review students’ understanding about Communication

### DVD CONTENT

Clip #1: Presenter introduces four key skills used when communicating with others: perspective-taking, assertiveness, negotiation, and conflict resolution.

Clip #2: Presenter speaks about the importance of perspective-taking.

Clip #3: Presenter explains why it is important to be assertive.

Clip #4: Presenter introduces some tips for effective negotiation.

Clip #5: Presenter introduces some strategies to assist in resolving conflicts.

**NOTE:** If you are thinking of delivering this Unit over more than one class period, here is a good place to break.

Start: 45 min.*

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.
A. Re-introduce Skill Set: Communication

Information for Setting the Scene:

Relationships are complex – the way that you relate with your local shopkeeper will be very different from the way you relate with your teacher, your best friend, your parent, and your younger sibling. Getting along well with others in this wide range of relationship types requires some complex skills. Today we are going to look at four (or two, if you are breaking this over two class periods) of those skills and how they can help you get along well with other people and feel good about yourself.

B. Start DVD Clip #1

Clip #1: Presenter introduces four key skills used when communicating with others: perspective-taking, assertiveness, negotiation, and conflict resolution.

Start Clip

When Clip #1 finishes, the DVD will return to the Communication menu.

C. Classroom Activity

ACTIVITY 1: ‘PERSONAL REFLECTION’

TIME: 5+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Whiteboard

The aim is to encourage thought about students’ own abilities when communicating in relationships.

The result should be effective discussion about how we may all benefit from improvement in one or more skill domains when communicating in relationships.

1. On the whiteboard, write up the four skills that this Unit deals with: Perspective-taking, Assertiveness, Negotiating, and Resolving Conflict.

2. Briefly discuss what students think each of these skills mean, then ask your students to consider their own abilities in each of these skills. Have them rate themselves for each skill from 1 (needs considerable work) to 5 (very competent). Also have them write a short sentence with each rating that explains why they feel that way.

3. Come together for class discussion.

NB: Students do not have to share their ratings, and should only share what they are comfortable with.
C. Classroom Activity (cont.)

DISCUSSION SUGGESTIONS

- Which skills do you think you’re good at? What makes you think that?
- Which skills do you think you could improve? What makes you think that?
- Can you think of an example in your life when you used one of these four skills well? What happened?

D. Start DVD Clip #2

Clip #2: Presenter speaks about the importance of perspective-taking.

Start Clip

When Clip #2 finishes, the DVD will return to the Communication menu.

E. Distribute Hand-out

Give each student a copy of the hand-out *Perspective-taking, Assertiveness, Negotiation, and Conflict Resolution* (p.107 or SenseAbility CD).
ACTIVITY 2: ‘TWO PERSPECTIVES ROLE-PLAY’

TIME: 10+ minutes  
SIZE: Pairs/whole of class  
SPACE: For pairs to perform in front of class  
RESOURCES: Two Perspectives Cue Cards (p.113 or SenseAbility CD)

The aim is to give students the opportunity to see the same event from two perspectives. The result should be increased awareness that it is valuable to try and see events from more than one point of view.

1. Choose a pair of students to perform in front of the class.  
2. There are three sets of Cue Cards, marked Situation 1, 2, and 3, and labelled Character A or Character B. Give each student in the pair one of the two Cue Cards. Do not let the performers see each other’s Card.  
3. Allow the students 30 seconds to read their Cue Card, and then allow them to perform the scenario.  
4. Conduct a brief discussion about perspective-taking.  
5. Choose a new pair of students to enact the scenario on the next set of cards.  
6. Continue until all students have had a turn, or all scenarios are examined adequately.

DISCUSSION SUGGESTIONS

- What emotions were displayed by the characters? What thoughts might have led to those feelings (i.e. what might the characters have been saying to themselves)? What evidence did you see of either or both characters taking the other person’s perspective?  
- What happened when one character tried to look at the situation from the other’s point of view?  
- Ask the performing students to read aloud their partner’s Cue Card. What did they learn from understanding their partner’s character’s motivations?  
- What might be a solution to the issue? Why is perspective-taking important to that solution? What can you do to build up your ability to see things from other people’s perspectives?

G. Start DVD Clip #3

Clip #3: Presenter explains why it is important to be assertive.

Start Clip 🎬

When Clip #3 finishes, the DVD will return to the Communication menu.
ACTIVITY 3: ‘THREE ATTITUDES ROLE-PLAY’

TIME: 10+ minutes
SIZE: Pairs/whole of class
SPACE: For pairs to perform in front of class
RESOURCES: Nil

The aim is to give students the opportunity to see the same event affected by three different ways of responding. The result should be an improved understanding of the differences between being passive, aggressive and assertive.

1. Choose a pair of students to perform in front of the class.

2. Explain that they are to portray two people in a car – one is the driver, one the passenger. They are travelling on the highway. The driver is to enact driving too fast and the passenger is to be very aggressive, in trying to get the driver to slow down. The driver is to resist or respond accordingly.

3. Choose a different student to play the passenger, but this time the passenger is to be passive when trying to get the driver to slow down.

4. Have yet another student come up to partner the driver, but this passenger is to be assertive.

5. Lead class discussion.

DISCUSSION SUGGESTIONS

- What differences in behaviour did you see between the passengers?
- What impact did the three different behaviours have on the driver?
- For the driver: How did you think and feel in each of the three different enactments?
- What are some telltale signs that help you pick: an aggressive person; a passive person; and an assertive person (e.g. stance, posture, tone of voice, content of speech, non-verbal cues)?
- Does aggressive behaviour help in many situations? Why/why not?
- Does passive behaviour help in many situations? Why/why not?
- How does one tread the line between being assertive or aggressive? What are the important distinctions?
ACTIVITY 4: ‘HEALTHY ASSERTIVENESS ROLE-PLAY’

TIME: 10+ minutes
SIZE: Pairs
SPACE: For pairs to perform
RESOURCES: Perspective-taking, Assertiveness, Negotiation, and Conflict Resolution Hand-out (p.107 or SenseAbility CD)

The aim is to give students the opportunity to practise healthy assertive behaviour. The result should be an improved understanding of how to be healthily assertive in day-to-day situations.

1. Break the class into pairs.

2. Students are going to role-play healthy, assertive behaviour in common situations. You may brainstorm potential situations, or here is a list of suggestions for the scenarios:
   - Returning a faulty item to a store
   - Asking a teacher for an extension
   - Cold-calling on a business for employment
   - Seeking a loan of money from a parent for a special occasion
   - Refusing peer pressure to do something wrong or dangerous.

3. Students may wish to refer to the hand-out to remind themselves about assertiveness.

4. Limit each performance to a maximum of one and a half minutes.

5. Lead class discussion.

DISCUSSION SUGGESTIONS

- Were you able to stick up for yourself?
- Did you end up with a reasonable, or better yet win-win, outcome?
- Did anyone get tempted to become passive or aggressive? Why? What did you say to yourself to avoid or change that?
- How did the observers think the person being assertive came across?
- Have you ever been in a similar situation to the scenario in real life? What did you think and feel about the situation? What did you do? What might you do differently now?

NOTE: If you are thinking of delivering this Unit over more than one class period, here is a good place to break.
**ACTIVITY 5: ‘NEGOTIATION’**

**TIME:** 15+ minutes  
**SIZE:** Individuals/small groups  
**SPACE:** No special requirements  
**RESOURCES:** Perspective-taking, Assertiveness, Negotiation, and Conflict Resolution Hand-out (p.107 or SenseAbility CD), Negotiation Scenarios Sheet (p.114 or SenseAbility CD)

The aim is to give students the opportunity to apply the principles of negotiation to fictional scenarios. The result should be a better understanding that communicating effectively in relationships requires give and take.

1. Distribute the Negotiation Scenarios Sheet and Negotiation hand-out, one each per student/or small group.
2. Students are to apply what they’ve just learned about negotiating in relationships to each of the three scenarios on the sheet. They should be encouraged to refer to the Negotiation hand-out.
3. Allow between five and 10 minutes for students to work through the three scenarios and write basic strategies.
4. Lead class discussion.

**DISCUSSION SUGGESTIONS**

- What negotiation strategies did you devise for each scenario?
- Why did you decide that was a good approach to take? What will be the benefits of this approach be to each party?
- What issues did you take into consideration? From whose perspective? Why?
- What thinking tools did you employ to come up with this solution (e.g. perspective-taking)?
- Have you ever been in a similar situation in real life? What did you do? What was the outcome? What might you do differently? Why?
L. Classroom Activity

ACTIVITY 6: ‘RESOLVING CONFLICTS’

TIME: 15+ minutes
SIZE: Pairs
SPACE: For pairs to perform
RESOURCES: Conflict Cue Cards (p.115 or SenseAbility CD)

The aim is to give students the opportunity to apply the principles of conflict resolution to fictional scenarios. The result should be a better understanding of the skills that can be learned to help resolve many conflicts.

1. Break the class into pairs.
2. There are three sets of Cue Cards, marked Situation 1, 2, and 3, and labelled Character A or Character B.
3. Give each pair their Cue Cards, but do not let them see their partner’s cards.
4. Allow a couple of minutes per scenario for the students to role-play.
5. Bring three pairs of students up to the front of the class to role-play each of the three scenarios for class discussion.

DISCUSSION SUGGESTIONS

• What do you think each of the characters might have been saying to him/herself before the conversation began? How might these thoughts have made him/her feel?

• What skills did you see each of the players employ during the conflict resolution?

• Even though this was only make-believe, did you see any emotional change during the conversation? Why do you think that happened (i.e. what do you think the person might then have been thinking)?

• What might have happened to these characters if they didn’t decide to try and resolve their conflict?

• Have you ever been in a similar situation? How did you feel? What did you do? Would you approach the situation differently now? How?
M. Introduce Real-life Application

The aim of Real-life Applications is for your students to apply what they have learned about perspective-taking, assertiveness, negotiation, and conflict resolution to life outside the classroom.

HAVE I IMPROVED?
You are now armed with new knowledge about perspective-taking, assertiveness, negotiation, and conflict resolution. Take note of the four ratings you gave yourself in Activity 1 of this Unit. Over the next week, make diary entries about situations where you employ any or all of these four important skills. At the end of the week, rate yourself again in all four of these skills.

• Was there an improvement?
• Why do you think you’ve improved at this skill?
• What do you still need to work on?
• If you don’t think you’ve improved, is there something you could do differently, or someone who could help you?

N. Review of Understanding

You may choose to review your students’ new knowledge and understanding about Communication. Assess whether your students understand:

• That they rely on lots of ways to communicate, and that problems can arise when communication breaks down or they miss or misinterpret important cues.
• Why ‘filters’ (distractions, emotions, expectations, etc.) can act as barriers to clear communication.
• That there are practical ways to join conversations.
• That skills in perspective-taking, assertiveness, negotiating, and resolving conflict are very important to effective communication.
Communication

Activities & Resources
Joining a Conversation

1. Think encouragingly.
2. Assess people’s body language.
3. Try to appear friendly.
4. Don’t worry about what to say next; just listen in to what others are saying.
5. Ask other people what they are interested in.
6. Show you understand and you are listening.
7. Give others chances to speak.
8. Acknowledge that different people have different opinions.
9. It’s ok to have lulls. You don’t need to fill every silence.
10. When a conversation reaches a natural end, thank the others for the chat, and say you enjoyed talking with them.
**Perspective-taking, Assertiveness, Negotiation & Conflict Resolution**

**Perspective-taking**
Perspective-taking means looking at situations from other people’s points of view. Almost every action we take has some impact on other people, and understanding how situations seem from others’ perspectives is really important to getting along. Sometimes you need to put yourself in other people’s shoes, such as:
- your friend’s
- your parent’s
- your boyfriend’s or girlfriend’s
- your teacher’s
and imagine what a situation must seem like from their point of view. That new perspective may change how you think about things!

**Assertiveness**
Being assertive means:
- Sticking up for yourself: don’t allow other people to dominate you
- Being firm, fair and reasonable
- Looking for win-win outcomes

Here are some tips:
- Think about the other person’s motives
- Explain how their actions affect you
- Make eye contact and use a firm but calm voice
- Allow the other person to respond, and listen when they do
- Know what you want, but be prepared to compromise
- Speak to yourself helpfully
- If you don’t feel safe with the other person, move away.

**Negotiation**
A negotiation is not issuing an order or receiving a command. Negotiations are like conversations – they are two-way interactions. Effective negotiations require good listening and thinking skills.

Here are some tips:
- Prepare beforehand – think about alternatives in case you can’t get your preferred outcome
- Find out the other person’s perspective – know what motivates their decisions
- State your own needs – explain why something is important to you
- Don’t argue – it’s not productive and it gets tempers up.
- Choose timing – allow a generous amount of time at a mutually convenient moment when neither of you are preoccupied
- Choose a good place – ensure it is a comfortable place for both of you, where you can speak without battling noise and distractions.

**Conflict Resolution**
In life, it is inevitable that your wants and needs will rub up against other people’s – and that’s when conflicts arise.

Here are some tips that can help when you desire to resolve a conflict:
- Don’t go in angry – go in when you are calm and prepared to listen
- Understand each other’s perspective – it is important you both understand what the other person wants and why
- Prepare and make time – allow time to state your own case and to listen to the other person’s
- Consider getting help – a mediator can help with difficult conflicts. Mediators can include friends, counsellors, psychologists, teachers and youth workers. It is especially important to consider asking for help from a mediator if you are worried the other person could be abusive or violent.

**If you need help ...**

**WEBSITES**
- www.youthbeyondblue.com
- www.lifeline.org.au
- www.sane.org
- www.reachout.com
- www.headspace.org.au
- www.somazezone.com.au
- www.inspire.org.au

**HELPLINES**
- Youthbeyondblue: 1300 22 4636
- Kids Helpline: 1800 55 1800
- Lifeline: 13 11 14
- Sane Australia: 1800 18 7263

**ONLINE COUNSELLING**
- www.kidshelp.com.au
**Activity 1: Non-verbal Cue Cards**

**ACTION**  
Copy/print out one page for every two students.  
Give each student in every pair HALF of the cut-out Cue Cards – do not let them see each other's cards.

<table>
<thead>
<tr>
<th>You are hungry for a piece of fruit.</th>
<th>You saw a poisonous frog nearby. Beware!</th>
<th>You want to borrow $10 please.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The other person is on fire.</td>
<td>A cattle stampede is coming – run away!</td>
<td>Today there will be a solar eclipse.</td>
</tr>
<tr>
<td>Your printer has run out of ink – how annoying!</td>
<td>Does your partner know when the next bus is due?</td>
<td>You are very worried that you might be a werewolf.</td>
</tr>
<tr>
<td>You like a new song entitled ‘Sunshine’.</td>
<td>Your aircraft has just crashed and you are lost.</td>
<td>You have lost your small, black dog somewhere.</td>
</tr>
</tbody>
</table>
**Activity 2: Filters Cue Cards**

**ACTION**
Give each performing partner a Cue Card (one for Character A and one for Character B) from the same scenario. Do not allow them to read each other’s Cue Card.

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
<th>Scenario 4</th>
<th>Scenario 5</th>
<th>Scenario 6</th>
<th>Scenario 7</th>
<th>Scenario 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character A</strong></td>
<td><strong>Character B</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character B</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character B</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character B</strong></td>
</tr>
<tr>
<td>Your friend</td>
<td>You just heard that</td>
<td>You are in a foul</td>
<td>You really need</td>
<td>You want to ask</td>
<td>You are very</td>
<td>You are a very</td>
<td>You are a big fan of</td>
</tr>
<tr>
<td>Character B has</td>
<td>the band you’re in</td>
<td>mood (you’ve lost</td>
<td>Character B’s help</td>
<td>Character B to play</td>
<td>expressive and</td>
<td>softly-spoken, shy</td>
<td>Doctor Who. You</td>
</tr>
<tr>
<td>some news, but</td>
<td>has signed up for a</td>
<td>your wallet with</td>
<td>with a charity</td>
<td>guitar at your</td>
<td>loud, and want to</td>
<td>person. You want</td>
<td>also really like</td>
</tr>
<tr>
<td>your stomach</td>
<td>series of paid gigs</td>
<td>nearly $100 in it.</td>
<td>drive, but you feel</td>
<td>party, but you</td>
<td>tell your friend</td>
<td>to tell your friend</td>
<td>Character A and</td>
</tr>
<tr>
<td>aches so badly you</td>
<td>– you want to</td>
<td>nervous around</td>
<td>nervous around</td>
<td>are positive he/she</td>
<td>about a fireworks</td>
<td>about a new TV</td>
<td>want to be lifelong</td>
</tr>
<tr>
<td>hunch over in pain.</td>
<td>share the news!</td>
<td>them.</td>
<td></td>
<td>won’t want to.</td>
<td>show.</td>
<td>show you like.</td>
<td>friends.</td>
</tr>
<tr>
<td><strong>Scenario 2</strong></td>
<td><strong>Scenario 3</strong></td>
<td><strong>Scenario 4</strong></td>
<td><strong>Scenario 5</strong></td>
<td><strong>Scenario 6</strong></td>
<td><strong>Scenario 7</strong></td>
<td><strong>Scenario 8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Character A</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character A</strong></td>
<td><strong>Character B</strong></td>
<td></td>
</tr>
<tr>
<td>Put your hands</td>
<td>You have just met</td>
<td>You need your</td>
<td>Character A has</td>
<td>You are very</td>
<td>You think <strong>Doctor</strong></td>
<td>You are a big fan of</td>
<td></td>
</tr>
<tr>
<td>firmly over your</td>
<td>a new girl/guy and</td>
<td>friend’s opinion on</td>
<td>asked you here to</td>
<td>expressive and</td>
<td><strong>Who</strong> is the</td>
<td>**Doctor Who. You</td>
<td></td>
</tr>
<tr>
<td>ears and do not</td>
<td>want to tell your</td>
<td>whether the</td>
<td>‘get your thoughts</td>
<td>loud, and want to</td>
<td>dumbest, most</td>
<td>also really like</td>
<td></td>
</tr>
<tr>
<td>remove them</td>
<td>friend all the</td>
<td>school’s sports</td>
<td>on something’.</td>
<td>tell your friend</td>
<td>boring, childish</td>
<td>Character A and</td>
<td></td>
</tr>
<tr>
<td>during the role-</td>
<td>things you like</td>
<td>camp last year was</td>
<td></td>
<td>about a fireworks</td>
<td>and lame-brained</td>
<td>want to be lifelong</td>
<td></td>
</tr>
<tr>
<td>play.</td>
<td>about this person.</td>
<td>worthwhile.</td>
<td></td>
<td>show.</td>
<td>show on TV. Right?</td>
<td>friends.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3: Popular Phrase Word Cards

OTHER MATERIALS
Envelopes

ACTION
Copy/print this sheet then, cut along the dotted lines to separate cards. Caution: cut up the phrases one at a time, putting the separated words of each phrase into individual envelopes to prevent mixing and confusion. Consider keeping an uncut copy for yourself as a reference.

1. All That Glitters Is Not Gold
2. Put The Cart Before The Horse
3. It Never Rains But It Pours
4. You Can't Get Blood From Stones
5. Let's Get Down To Brass Tacks
6. Every Dog Will Have Its Day
7. Keep Your Nose To The Grindstone
8. Do Not Change Your Horse Mid-stream

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- Do
- All
- Not
- Change
- Your
- Keep
- Dog
- Will
- Have
- Mid-stream
- Every
- Let's
- Get
- Down
- To
- The
- All
- That
- Glitters
- Is
- The
- Not
- Gold
- You
- It
- Can't
- Never
- Rains
- But
- From
- Pours
- It
- Horse
- The
- Gold
- Do
- Not
- Change
- Get
- Down
- To
- Have
- Grindstone
- Day
- Tacks
- From
- Stones
- Horse
- You
- It
- Can't
- Never
- Rains
- But
- From
- Pours
- It
- Horse
- The
- Gold
- Do
- Not
- Change
- Get
- Down
- To
- Have
- Grindstone
- Day
- Tacks
- From
- Stones
- Horse
- You
- It
- Can't
- Never
- Rains
- But
- From
- Pours
- It
- Horse
- The
- Gold
Communication — Unit 1

Activity 4: Are You Listening? Cue Cards

**ACTION**

Copy/print sufficient for half the class to get one card each. Divide the pairs into Speakers and Listeners. Send the Listeners out of earshot. Give each Speaker one Cue Card, and explain that they are very interested in the information on their card, and can’t wait to share it with their Listener partner. They are to give the Listener as much information about this exciting news as possible. Now go and quietly tell the Listeners that they are to feign being uninterested in anything that their Speaker partner tells them. Bring the partner pairs together and begin.

---

<table>
<thead>
<tr>
<th>You just won the gift hamper at the local fete.</th>
<th>The night before last, you think you saw a UFO.</th>
<th>You have been invited to tour as a trapeze artist with the circus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You just got an A on your science test and are very excited.</td>
<td>Your beloved cat who is nearly 15 is very, very sick.</td>
<td>You have come up with a brilliant idea for a short story.</td>
</tr>
<tr>
<td>Your sibling has scored you two tickets to see Wolfmother.</td>
<td>After going out for ages, Bailey has broken up with you.</td>
<td>Your neighbour, who is lovely, had a heart attack yesterday.</td>
</tr>
<tr>
<td>Today your computer crashed before you could save your assignment.</td>
<td>You had a spooky dream about an earthquake. Premonition?</td>
<td>Your family has decided to move interstate this Christmas.</td>
</tr>
</tbody>
</table>
Communication — Unit 2

Activity 2: Conversation Starter Sheet

OTHER MATERIALS
Envelopes

ACTION
Copy/print this sheet and give one to each student. Keep one for yourself as a reference.

Casual Situations

Hey, how’s it going?
Hi, I’m ……
Are you from around here?
What do you think about …?

I saw something interesting today: it was …...
Can I ask your advice about something?
Hi, are you part of the sports team/school band/etc.?
Hey, your iPad looks really cool.

Are you enjoying the band/party/game ...?
How do you know ... (mutual acquaintance) ...?
I haven’t been here before but it seems pretty nice.
I wonder if you could help me with ...

Formal Situations

Thank you for seeing me today.
It’s a pleasure to meet you.
Hello, I’m trying to find out about …
How can I help you?

Hello, is it possible for me to make an appointment to …?
Can I tell you a little about myself?
I’d be very interested in learning more about you/your business.
Hello, I’m ……………
Could I ask you for your help with …?
Activity 2: Two Perspectives Cue Cards

Copy/print twice: once for performing pairs, and one as a reference for yourself.
There are three situations, each with Cue Cards for two characters.

**Situation 1 – Character A**
You are a teacher who has given Character B an extension on his/her assignment because you know he/she had a family illness to deal with. The student is due to hand the assignment in today. You have a rotten headache, perhaps made worse by the stress of receiving a speeding ticket this morning.

**Situation 1 – Character B**
Last week your brother broke both his legs in a rock climbing accident, so you’ve had to look after your younger brother/sister while your parents made trips to the hospital. As a result, all your homework is late. You were supposed to have an assignment done today for your teacher, Character A, but basically forgot all about it, you’ve been so stressed out.

**Situation 2 – Character A**
You are the parent of Character B. You are worried about him/her because the last time you let him/her go out with Charlie, they both got drunk and in trouble with the police. Three months have passed, but you are sure that Charlie has not changed his/her spots, and you’re worried that Character B will get in trouble again.

**Situation 2 – Character B**
You are the son/daughter of Character A. Three LONG months ago, you and your friend Charlie did a silly thing and went out and drank alcohol. Both of you got sick and were brought home by the cops. You both got in huge trouble. But this Friday night you want to go out with Charlie again to an alcohol-free dance club. You need permission.

**Situation 3 – Character A**
You are the coach of a sports team of which Character B is captain. Your team has lost every game this season. It is not entirely Character B’s fault – there have been problems accessing your training ground and so on. However, Character B has been very busy with school and a part-time job and has less time to practise. You have to replace him/her as captain.

**Situation 3 – Character B**
You are the captain of a sports team of which Character A is coach. You’ve been working hard all season trying to rally the team, but despite this you’ve lost every game. You’re tired, cranky, and always rushing from school to practice and work, trying to cram everything in. Another problem is that the oval is being resurfaced, and that’s Coach’s responsibility, not yours.
Communication — Unit 3

Activity 5: Negotiation Scenarios Sheet

ACTION
There are three situations.
Copy/print this sheet for each student or small group of students working together.

NEGOTIATION SITUATIONS

Situation 1
Teagan has been saving hard for something to wear to her best friend’s birthday party. She is shopping when she sees the perfect outfit. Unfortunately, it is outside her budget, but not by a huge amount. She knows this clothing store is independently owned, though doesn’t know if the person currently at the counter is the owner or the manager. What should she do?

MY SUGGESTION IS...

Situation 2
Quinn is a pretty good artist. He has been asked by some local businesses to design flyers, one truck owner to paint his vehicle’s doors, and a timber yard to paint their front sign. Now a band has approached him to design their album cover. Quinn thinks it will take about 20 hours to do a good job. They don’t want to pay anything, but suggest the exposure will be payment enough. What should he do?

MY SUGGESTION IS...

Situation 3
Logan is on the school’s soccer team. He must be doing something right because the state Academy of Sport is having selections, and Logan’s coach suggested he try out. This means taking a week away from everything, including his part-time job at a fish and chip shop. The owner is a very hard working man who relies heavily on Logan. Logan is worried that the owner might sack him or reduce his hours if he asks for time off.

MY SUGGESTION IS...
Communication — Unit 3

Activity 6: Conflict Cue Cards

ACTION
There are three situations, each with cue cards for two characters. Copy/print one copy for every pair of students. Consider copying/printing a sheet for yourself as reference.

Situation 1 – Character A
You have been incredibly busy. It seems like a string of bad luck has affected your household – little things like your parent getting a flat tyre, having heaps of homework, and feeling a bit off colour. Last Friday night you were supposed to catch up with Character B to see a movie but you forgot all about it. Now they’re all huffy and it’s annoying.

Situation 1 – Character B
You have been working hard at your part-time job after school because you think this could begin a good career for you. Between that and homework, you haven’t had much time off for fun. So you took the night off work so you and Character A could go to the movies ... and you ended up standing there waiting for them like a dope. He/she never showed up.

Situation 2 – Character A
You have been a customer of this fruit shop for many years. Two things happened yesterday that really annoyed you, and now you’re back to complain. Firstly, you were overcharged $8.60. Secondly, all the avocados you bought were brown inside and totally inedible. They had better do something or you’ll shop elsewhere.

Situation 2 – Character B
You are the part-time manager of this small, independent fruit shop. You have worked here for years and the owner trusts you to make decisions. Some of the new staff are not terribly good at making change or handling the fruit – you’ve already had to speak with them. You are worried because there is a big supermarket opening up the road soon and this shop may shut.

Situation 3 – Character A
You are the parent of Character B. You are worried because school is getting harder and Character B’s marks are steadily declining – they’re not terrible, but you know that he/she just needs to make more time for schoolwork. The upcoming holidays are a good time to make up some study. You have refused permission for him/her to go camping.

Situation 3 – Character B
Character A is your parent. You have been really stressed about school because your marks aren’t improving despite applying yourself harder than ever. The coming holidays would have been a great time to blow off steam with a camping trip before knuckling down for a big push next semester. But now Character A has refused to let you go.
Planning & Time Management
Planning & Time Management

UNIT 1
PLANNING & TIME MANAGEMENT – Unit 1

What It Covers
When we don’t plan well or don’t use our time effectively, we can become stressed and miss out on lots of good things in life. In this Unit students reflect on and appraise their own time-management skills.

TEACHER
A. Introduce Skill Set.

B. Start DVD Clip #1.1.
   Pause the DVD at points marked ‘Pause Here’ for class discussion. Discussion suggestions are provided.

C. Classroom Activities.
   Deliver either or both classroom activities. Discussion suggestions are provided.

D. Discuss Texts or Films/TV Programs. Suggestions are provided.

DVD CONTENT
Clip #1: Presenter explains why planning and time-management skills are important to preserving your wellbeing.
   Three animated scenarios showing young people in situations where planning and time-management skills would benefit them. Pause the DVD after each scenario for class discussion.

Start: 45 min.*

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.
A. Introduce Skill Set: Planning & Time Management

Information for Setting the Scene:

We all have goals. Some are short-term, like getting home safely, wanting to watch your favourite TV show, or doing well on your next assignment. Some are longer-term, like finding a rewarding job, buying a car, getting married and starting a family, or doing something useful in the community. Regardless of whether your goal is short-, medium-, or long-term, there are lots of distractions that can get in the way of achieving it. If you don’t learn how to plan and to manage your time, you can find yourself losing sight of the things you want to do.

B. Start DVD Clip #1

Clip #1: Presenter explains why planning and time-management skills are important to preserving your wellbeing. Then, three animated scenarios show young people in situations where planning and time-management skills would benefit them.

Start Clip  

After each animated scenario is a point – clearly marked ‘Pause Here’ – where you should pause the DVD for class discussion. After the last scenario, the DVD will return to the Planning & Time Management menu.

DISCUSSION SUGGESTIONS (for after each clip):

• What was happening in the clip?
• What did the young person do (or not do) that caused him/her to be in the situation?
• How was the young person feeling? What might he/she have been thinking to cause those emotions?
• What might the young person have done to avoid or improve this situation? Would that strategy have been easy or hard to implement?
• What might the young person have been thinking and feeling right now if they had used some planning and time-management skills?
ACTIVITY 1: ‘PERSONAL REFLECTION’

TIME: 5+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Whiteboard

The aim is to encourage students to think about their own planning and time-management abilities.
The result should be an awareness of areas in their lives that might benefit or be improved by better planning and time-management skills.

1. Briefly discuss the symptoms of bad time management (e.g. jobs or relationships being neglected, missing out on fun times, feelings of stress or frustration).

2. Ask your students to consider their own planning and time-management abilities, then rate themselves from 1 (needs considerable work) to 5 (very competent). They may rate themselves in four or five domains, such as: schoolwork, family time, friendships and relationships, rest and relaxation, future goals. You may ask them to write a short sentence with each rating that explains why they feel that way.

3. Come together for class discussion.

DISCUSSION SUGGESTIONS

- In which areas do you think you’re okay or good at managing your time? What makes you think that?

- In which areas do you think you could improve? What makes you think that?

- Can you think of an example in your life when you sat down and made a plan or a timetable, and committed to making it work? What was your goal? What happened?
ACTIVITY 2: ‘ROLE-PLAY’

TIME: 15+ minutes
SIZE: Pairs
SPACE: For pairs to perform
RESOURCES: Bad Timing Cue Cards (p.133 or SenseAbility CD)

The aim is to give students the opportunity to apply the principles of planning and time management to fictional scenarios.

The result should be a better understanding of the skills that can be learned to help them plan and manage time more effectively.

1. Break the class into pairs.
2. There are three sets of Cue Cards, marked Situation 1, 2, and 3, and labelled Character A or Character B.
3. Give each pair their Cue Cards, but do not let them see their partner’s cards.
4. Allow around one minute per scenario for the students to role-play.
5. Bring three pairs of students up to the front of the class to role-play each of the three scenarios for class discussion.

DISCUSSION SUGGESTIONS

- What do you think each of the characters might have been saying to him/herself before the conversation began? How might these thoughts have been making him/her feel?
- What do you think each of the characters was thinking and feeling after the conversation?
- What plans do you think Character B needs to make? Will those be easy or difficult? What might the outcome be?
- Who might Character B seek help from in order to manage his/her time more effectively? What might Character B ask for help/advice/support on?
- Have you ever been in a similar situation? What were you thinking and feeling at the time? What did you do? What might you have done differently or better? Why?
## Suggested Texts

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>Possible Discussion Points</th>
</tr>
</thead>
</table>
| The Ruins of Gorlan (2004)    | John Flanagan    | All         | (fiction) Will is an orphan in the Ward, and is apprenticed to the Ranger Halt to train as a ranger. Will and Halt uncover a plot against the King, and must work out a way to stop the assassins.                                                                                                                                                                                                                                                                                  | • How would you rate Will’s planning skills at the start of the novel? How would you rate them at the end? What has changed?  
• Although Will is hailed a hero, would he have been able to destroy the Kalkara alone? How did seeking and getting help factor into his and Halt’s plans?  
• Why was timing important in the adventure? What did Will have to sacrifice or delay in order to make his plans work?  
• Have you ever needed to coordinate events in your life in a ‘race against time’? What did you do? What did you learn? |
| Overlord: D-Day and the Battle for Normandy 1944 (1999) | Sir Max Hastings | All         | (non-fiction) Describing the planning and execution of the invasion of western Europe by the Allies which turned the tide of WWII. Nearly 160,000 troops crossed the English Channel on D-Day (6 June 1944).                                                                                                                                                                                                                                                                                   | • What elements were involved in the planning of Overlord? What factors needed to be considered? Were they all known? How did the plans deal with unknown or unforeseeable circumstances?  
• Discuss Eisenhower’s quote: ‘Plans are nothing; planning is everything.’  
• Could Overlord have worked if the plans were less rigorous? What might have been different?  
• Sometimes even good plans fail, but usually the act of planning has prepared you for alternative outcomes. Has this ever happened in your life? What did you learn? |

## Suggested Films/TV Programs

<table>
<thead>
<tr>
<th>TITLE</th>
<th>FORMAT</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>Possible Discussion Points</th>
</tr>
</thead>
</table>
| Black Books (2002–Season 1, Episode 1) ‘Cooking the Books’ | TV Comedy     | M           | Foul-tempered bookshop owner cannot seem to manage his accounts or get his tax done on time and it’s driving him mad.                                                                                                                                                                                                                                                                                                                                                                  | • How did Bernard get into such a problem state?  
• What thoughts and feelings was Bernard experiencing as a result?  
• How could Bernard have avoided the stress and worry? What would that have entailed?  
• Was Bernard’s solution a very safe and effective one? Why/why not?  
• Why was seeking help important for Bernard?  
• Have you ever been in a situation where you’ve let things go until the last minute, then felt very stressed and anxious? What did you do? How might you prevent such situations occurring again? |
| Ocean’s Eleven (2001)         | Feature       | Rated PG    | Released convict and con man Danny Ocean assembles a team in order to rob three Las Vegas casinos.                                                                                                                                                                                                                                                                                                                                                                                                               | • Could a heist like this have been executed without planning and time-management skills? What might have been different?  
• What thinking skills were exercised in the planning phase (e.g. perspective-taking)?  
• What skills were exercised in the time-management phase (e.g. help-seeking, cooperation)?  
• Discuss the phrase ‘short-term pain, long-term gain’. What sacrifices was the team prepared to make?  
• Have you ever sacrificed time and enjoyment in the short-term so that you could enjoy greater rewards in the future? What happened? |
PLANNING & TIME MANAGEMENT – Unit 2

What It Covers
Offers strategies for setting goals, predicting likely obstacles, creating plans, and making realistic schedules.

TEACHER

A. Re-introduce Skill Set.

B. Start DVD Clip #1.

C. Distribute *Planning & Time Management* handout.

D. Classroom Activities.
   Deliver one or more classroom activities. Discussion suggestions are provided.

E. Introduce Real-life Application.

F. Review students’ understanding about Planning & Time Management.

DVD CONTENT

Clip #1: Presenter explains that there are many distractions in our world that can divert us from setting goals and making plans to reach them. Taking time out to think clearly about goals and obstacles is important.

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
A. Re-Introduce Skill Set:
Planning & Time Management

Information for Setting the Scene:

One of the more difficult parts of effectively making plans and managing time is finding clear space to think. It is very important to get away from life’s many distractions to think clearly about your goals – short- and long-term – and to make plans to meet those goals. Once you’ve made some clearly thought out plans, you may be surprised at how much less stressful life can seem. Moreover, once you make plans and schedule your days more effectively, you can find you have more time to enjoy fun things – and it is very important that we all have some enjoyable things in our life every week!

B. Start DVD Clip #1

Clip #1: Presenter explains that there are many distractions in our world that can divert us from setting goals and making plans to reach them. Taking time out to think clearly about goals and obstacles is important.

Start Clip

When Clip #1 finishes, the DVD will return to the Planning & Time Management menu.

C. Distribute Hand-out

Give each student a copy of the Planning & Time Management hand-out (p.132 and SenseAbility CD).
D. Classroom Activities

Following are three classroom activities in which planning and time management play an important part. Feel free to deliver one, two, or all activities, or to create your own.

ACTIVITY 1: ‘PLAN THE PLAN’

TIME: 15+ minutes
SIZE: Individuals
SPACE: Room for individuals to work
RESOURCES: Plan the Plan Sheet (p.134 or SenseAbility CD)

The aim is to have students consider not only their goals, but possible obstacles to these goals, and to then make plans to help deal with these obstacles.
The result should be greater confidence in their ability to set goals and make plans to meet them.

1. Distribute to each student a copy of the Plan the Plan Sheet, which looks like the table below.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBSTACLE/S</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoyable/Pleasant Events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Give students around three minutes to come up with some goals they’d like to achieve in each of these domains (e.g. get a B or better in English; throw a great 45th birthday party for a parent; make a new friend; raise funds for Amnesty; go on a camping trip to Kakadu).

3. Now give students another three to five minutes to consider what kind of things could happen to spoil these plans (e.g. not enough time to study; not enough money to go on a camping trip). They can (and should) come up with more than one obstacle for each goal.

4. Finally, give students another three to five minutes to think up some strategies that might help them overcome these potential obstacles so that they can meet their goals (e.g. make time to study, find a part-time job that doesn’t limit study).

5. Commence class discussion.

DISCUSSION SUGGESTIONS

- Which of the columns was easiest to fill in? Which was the hardest? Why?
- Which of the obstacles to your goal do you think is most likely to occur?
- Is your plan to overcome these obstacles achievable? What will you need to make these plans work?
- Are there things within yourself that you can control which might help you overcome those obstacles if they arise (e.g. sense of determination, sense of self-confidence)?
- Why would good time management be so important to achieving these goals?
- Who do you think you could seek help from to assist you in carrying out your plans or achieving your goals?
ACTIVITY 2: ‘JOSH’S CALENDAR’

TIME: 15+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Josh’s Life, Blank Timetable, and Activity Key Sheet (pp.135–137 or SenseAbility CD), scissors, glue, pens, paper

The aim is for students to have practical experience in time-managing a student’s week.

The result should be an understanding that the demands of life are easier to manage with prioritisation and planning, and that planning ahead allows us to schedule pleasant/enjoyable events into our lives.

NB: If time is tight, this activity can be commenced in class and completed by students in their own time at home.

1. Distribute to each student a copy of Josh’s Life (a short one-page piece that speaks about fictional student Josh and his life commitments), a copy of the Blank Timetable, and a blank Activity Key Sheet.

2. Students must try and develop a schedule for Josh, accommodating as many of his commitments and goals as possible. Translating tasks into hour blocks (using the Activity Key Sheet) will help them shuffle around Josh’s commitments.

3. Students will find that they have to make compromises and prioritise Josh’s tasks in order to fit everything – including enjoyable/pleasant events – into the week-long schedule.

4. Allow at least 10 minutes for this activity – it is up to you whether class discussion continues throughout the activity.

DISCUSSION SUGGESTIONS

- The most efficient enterprises in the world employ schedules to help them meet deadlines and complete tasks in a timely manner. Everyone from builders to airlines use them to help stay on top of tasks. Brainstorm groups that use schedules and what benefits they might get from them. Brainstorm challenges that these schedules might face (e.g. train breakdowns that throw out timetables; volcanoes that close airports). How do organisations manage these?

- In what ways might these challenges be similar to challenges you face? What can you do in those situations?

- Did you find the process of itemising Josh’s weekly commitments easy or hard? Was it useful to think of everything in terms of hours?

- How did you find the process of slotting the hours of Josh’s tasks onto the weekly calendar? Was it easy or difficult? Why? What decisions did you have to make?

- Discuss the importance of scheduling enjoyable/pleasant events. Locking them into a calendar is one way to make sure that we all get the enjoyable ‘down time’ we need to help clear the cobwebs, and keep us uplifted and better able to tackle more challenging tasks.
ACTIVITY 3: ‘YOUR TIMETABLE’

TIME: 15+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Blank Timetable and Activity Key Sheet (pp.136–137 or SenseAbility CD), scissors, glue, pens, paper

The aim is for students to have practical experience in creating a timetable that might help them manage their time more effectively.

The result should be an understanding that the demands of life are easier to manage when they prioritise and plan, and this will also help allow them to schedule pleasant and enjoyable activities (a very important aspect of emotional wellbeing).

1. Distribute to each student a Blank Timetable and Activity Key Sheet.
2. Ask students (on their own paper) to make a list of all the things they want to achieve next week. This includes study, family commitments, any work commitments, sleeping and eating, and enjoyable/pleasant activities.
3. Students will now work up a schedule for themselves, trying to fit as many of their objectives for the next week into the Blank Timetable. By translating their tasks into hour blocks on the Activity Key Sheet, they will be better able to shuffle their blocks of time around to make things fit.
4. Allow at least 15 minutes for this activity – it is up to you whether class discussion continues throughout the activity.
5. If time permits, complete this activity in class. If not, help them commence the activity, then have them complete their timetables at home.

DISCUSSION SUGGESTIONS

- Was making your own timetable harder or easier than making Josh’s? Why/why not?
- Do you intend to use your timetable to help you prioritise your commitments?

E. Introduce Real-life Application

INTERVIEW A GOOD TIME MANAGER

Now you have some idea of the steps involved in goal setting, considering obstacles, making plans that accommodate those possible obstacles, and managing your time to help stay on top of things and to reduce the chance of feeling stressed.

Outside of school, try to find someone who you think manages their time well. This could be a local business (e.g. a motor mechanic, a grocer, a veterinarian) or an individual (e.g. someone who has a full-time job, but also finds time to be a successful athlete and raise a family). Make an appointment to ask them about what strategies they use to achieve their goals, overcome obstacles, and fit all they need to into each week.

List those strategies, review them, and see if any of them might be ones that you could use yourself.
You may choose to review your students’ new knowledge and understanding about Planning & Time Management.

Assess whether your students understand:

- When they don’t plan well or don’t use their time effectively, they risk becoming stressed and missing out on lots of good things in life.
- That if they improve their time-management skills, they can schedule pleasant and enjoyable times into their lives while working toward their goals.
- That thinking realistically about likely obstacles to goals can help them create plans to overcome these obstacles.
- That if they feel overwhelmed by the things they feel they need or wish to achieve, they should seek help.
Planning & Time Management

Activities & Resources
Being flexible is good, but skills in planning and time management will help you meet your goals. It doesn’t matter if they are big, long-term goals like working overseas, starting a family or trade, or going to university, or more modest, short-term goals such as making time to watch your favourite show on Sunday night, getting to training more often, starting a painting or book, or saving money for a new iPod. Planning is a great tool for helping you meet your goals.

**Planning allows you to**
- look ahead
- predict likely obstacles (and how to overcome them)
- create realistic schedules
- manage stress
- manage time effectively
- make time for fun/enjoyable activities

**Time management tips**
- identify your goals and priorities
- analyse how you are currently spending your time
- match how you are using your time with your priorities
- develop a plan that is manageable
- review and change your plan if necessary
- build in some activities that energise you and make you feel good
- expect that unexpected things can occur
- use schedules/diaries/reminder systems that work for you
- think helpfully

Not everyone is a natural planner. If you find you are struggling to achieve even modest goals, you should seek help – especially if you’re finding things overwhelming. Talk to a teacher, the school counsellor, your GP, or other trusted adults. You should also consider:

**WEBSITES**
- [www.youthbeyondblue.com](http://www.youthbeyondblue.com)
- [www.lifeline.org.au](http://www.lifeline.org.au)
- [www.sane.org](http://www.sane.org)
- [www.reachout.com](http://www.reachout.com)
- [www.headspace.org.au](http://www.headspace.org.au)
- [www.inspire.org.au](http://www.inspire.org.au)

**HELPLINES**
- Youthbeyondblue: 1300 22 4636
- Kids Helpline: 1800 55 1800
- Lifeline: 13 11 14
- Sane Australia: 1800 18 7263

**ONLINE COUNSELLING**
Planning & Time Management — Unit 1

Activity 2: Bad Timing Cue Cards

ACTION
There are three situations, each with Cue Cards for two characters. Copy/print one copy for every pair of students. Consider copying/printing a sheet for yourself as reference.

**Situation 1 – Character A**
You are the older brother/sister of Character B and know that he/she is good at graphic design. You are getting married and want to ask Character B to make up the invitations, order of service, etc. The deadline for printing is three weeks. It will take about two days to do all the work.

**Situation 1 – Character B**
Character A is your older brother/sister. You are pretty busy at school as exams are in three weeks – you are on top of most subjects but need to devote more time to English. You have just been offered a place in the cross-country team, which would be great, but needs three mornings per week for training. You also need a part-time job so you can save for a computer.

**Situation 2 – Character A**
You own the local newsagency. Character B delivers papers for you on Mondays, Tuesdays, and Wednesdays (you have another deliverer for the rest of the week). You have just picked up another 20 weekly customers, so Character B is going to have to start half an hour earlier each day.

**Situation 2 – Character B**
On Mondays, Tuesdays, and Wednesdays you deliver papers for newsagent Character A. You have just been selected for the school orchestra, and they practice on Tuesday mornings. You need to ask if you can swap days. You have Kung Fu practice Monday nights, and study means you are feeling really tired when the alarm goes off at 4.30am.

**Situation 3 – Character A**
You are friends with Character B, but you and your other mutual friends reckon that Character B hasn’t been too interested in hanging out with you lately. You used to kick the ball around almost every day after school, and watched a DVD together every weekend. Now: nothing. You want to know if Character B doesn’t want to be friends anymore.

**Situation 3 – Character B**
You have just met a girl/boy you really like and started going out. The problem is that you work at the pet store on Thursday nights and Saturdays, play soccer on Sundays, and other nights are full with homework, soccer practice, etc. Character A is one of your close friends and is a bit surly because you have been ignoring him/her.
### Activity 1: Plan the Plan Sheet

**ACTION**
Copy/print one per student.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBSTACLE/S</th>
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<tbody>
<tr>
<td>School/Work</td>
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<td>Family</td>
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<td>Friends</td>
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<tr>
<td>Community</td>
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<tr>
<td>Enjoyable/Pleasant Events</td>
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</table>
Josh's Life

Josh is finding that life has become very busy, and there never seems to be quite enough hours in the week. He is a high school student, so that of course means attending school weekdays, and study and assignments at night and at weekends. He also enjoys a sporty lifestyle (he is a second dan black belt in taekwondo), has a bunch of good mates, and is saving for his first car by working at a pizza chain’s call centre. He dreams he might be good enough one day to make the Australian Olympic Taekwondo Team if he can keep up the training.

The next week for Josh will be very busy, and he doesn’t know how he’s going to juggle everything. He has two assignments that need a few hours work each; he takes taekwondo classes two evenings a week and coaches new pupils Saturday mornings; he works two 4-hour shifts at the pizza call centre and they want him to work a third (his good friend Addison is having a birthday party Saturday night and he needs that extra shift to pay for a present); and of course he’s got to make time for regular homework and household chores.

Josh knows his parents are worried that he’s spreading himself too thin, and just last week his Dad asked Josh if he should think about ‘winding back’ the taekwondo (he hasn’t told his dad there is a very cute girl he teaches in the Saturday class!). He knows he has to make some tough calls soon: if he wants to go to Uni to study Vet Science, he knows he’ll have to get excellent grades. But the taekwondo dream is also really important. And so is spending time with friends, and having his first car is going to be awesome ... Wow, thinks Josh. I could really use some help here.

COMMITMENTS

SCHOOL
- Attendance (9am – 3pm Monday – Friday)
- Cricket practice (Monday afternoons, 3–4pm)
- Science Assignment (minimum 4 hours work remaining)
- English Project (minimum 3 hours work remaining)
- Homework/study (minimum 2 hours per day)

OTHER
- Work: 2 x 4 hour shifts (6–9pm Tuesday and Thursday nights) and one other 4 hour shift (flexible)
- Taekwondo: 2 x 2 hour classes (7–9pm Monday and Wednesday evenings), and 1 x 2 hour class (9–11am Saturday morning)
- Home time (meals, showers, spending time with the family) minimum 1 hour per day
- Chores: mow and trim lawn (1.5 hours); unpack dishwasher and clean kitchen (daily); walk dog (daily)

JOSH ALSO WANTS TO
- Hang out with friends
- Watch a TV comedy (7–7:30pm weeknights), and a crime show (8:30–9:30pm Tuesday nights)
- Play a computer game
- Read the latest Clive Barker novel
**Planning & Time Management — Unit 2**

**Activity 2 & 3: Blank Timetable**

**ACTION**  
Copy/print one per student.

<table>
<thead>
<tr>
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</table>
Planning & Time Management — Unit 2

Activity 2 & 3: Activity Key Sheet

**ACTION**

Copy/print this sheet, two per student. Blocks to be filled in with tasks, then cut and pasted onto Blank Timetable. Each block represents one hour – examples are written in shaded blocks.

Print this sheet, two per participant. Blocks to be filled in with tasks, then cut and pasted onto Blank Timetable. Each block represents one hour – examples are written in shaded blocks.
Keeping Well
UNIT 1
Keeping Well – Unit 1

**What It Covers**
Explores the importance of taking care of yourself by eating well, getting adequate sleep, and thinking well. Students assess their own self-care regimen and look for areas they might want to change.

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<table>
<thead>
<tr>
<th><strong>TEACHER</strong></th>
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<tbody>
<tr>
<td>A. Introduce Skill Set.</td>
</tr>
<tr>
<td>B. Start DVD Clip #1.</td>
</tr>
</tbody>
</table>
| C. Classroom Activities.  
  Deliver either or both. Discussion suggestions are provided. |
| D. Introduce Real-life Application (five options are provided). |

<table>
<thead>
<tr>
<th><strong>DVD CONTENT</strong></th>
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<tbody>
<tr>
<td>Clip #1: Presenter explains that keeping well in mind and body requires attention to nutrition, exercise, scheduling enjoyable events, and thinking helpfully.</td>
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</tbody>
</table>

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
A. Introduce Skill Set: Keeping Well

Information for Setting the Scene:

We ask a lot of our minds and bodies. Not only do we expect them to keep us walking, breathing and eating, we make them run, solve and learn. Our bodies face many pressures, such as risk of injury and illness, or potentially unhealthy behaviours like sitting badly or eating poorly. Our minds face pressures, too – from worrying ourselves over life events, to speaking critically to ourselves, or looking at setbacks as failures instead of as learning experiences.

Keeping Well means looking at the things we can do to give our minds and bodies the best chance possible to keep us happy and healthy now, and to carry us into a rewarding and enjoyable future.

B. Start DVD Clip #1

Clip #1: Presenter explains that keeping well in mind and body requires attention to nutrition, exercise, scheduling enjoyable events, and thinking helpfully.

Start Clip

When Clip #1 finishes, the DVD will return to the Keeping Well menu.
ACTIVITY 1: ‘PERSONAL REFLECTION’

TIME: 10+ minutes  
SIZE: Individuals  
SPACE: No special requirements  
RESOURCES: Whiteboard

The aim is to encourage students to think objectively about what they are currently doing to look after their bodies and minds.  

The result should be that students identify areas of self-care that they can improve on in their own lives.

1. Briefly discuss what self-care is – it involves looking after the whole person (mind and body), and includes getting adequate sleep and/or exercise, a good diet, thinking helpfully, and doing some enjoyable things.

2. Ask your students to consider their own self-care regimen, and rate themselves from 1 (needs considerable work) to 5 (very competent). You might have them rate themselves in four or five domains, such as: exercise, sleep, nutrition, helpful self-talk, scheduling enjoyable events – those domain choices are up to you. You may ask them to write a short sentence with each domain that explains why they gave themselves those ratings.

3. Come together for class discussion.

DISCUSSION SUGGESTIONS

• What might be some consequences of poor self-care? E.g. they might include feeling physically or mentally unwell, stress and frustration, lethargy, and irritability (to name just a few!).

• How did your ratings go? In which areas do you think you care for yourself well? What makes you think that?

• In which areas do you think you could improve? What makes you think that?

• What are some challenges or obstacles that seem to prevent or hinder good self-care? Brainstorm a list, and then brainstorm some solutions to overcome these obstacles (e.g. Not enough time to exercise? Devise a weekly timetable that builds in a half hour of exercise every day, or which allows for shorter periods of incidental exercise like a 10-minute walk to the shops).

• What are some the consequences of poor self-care that confront us as a nation (e.g. obesity, alcohol problems)? If you were in the government, what would you suggest we do?
ACTIVITY 2: ‘THINKING BETTER SCENARIOS’

TIME: 15+ minutes  
SIZE: Individuals or small groups  
SPACE: For small groups to work together  
RESOURCES: Thinking Better Scenarios Sheet (p.170 or SenseAbility CD), pens and paper

The aim is to give students the opportunity to consider options for helpful thinking.  
The result should be awareness that wellbeing can be improved by challenging unhelpful thoughts.

1. Distribute one Thinking Better Scenarios Sheet per individual/small group. This sheet presents several scenarios where young people are thinking unhelpfully about themselves.

2. Students are to imagine they are a health-care provider (e.g. personal trainer, GP, psychologist, nutritionist) and the young people in the scenarios are coming to see them for help. Students are to write in the spaces beside each scenario some suggestions for courses of action that might help the fictional characters feel better about themselves and/or their situation.

3. Allow students between five and 10 minutes to work through the scenarios and come up with suggestions.

4. Come together as a class for discussion.

DISCUSSION SUGGESTIONS

For each scenario, you might ask:

- What kind of health-care provider were you in this scenario?
- What unhelpful things was the person saying to him/herself, or what might he/she say?
- Why do you think the person in the scenario was saying unhelpful things to him/herself?
- What suggestions did you have that might help the person think more helpfully about the situation?
- If he/she can think more helpfully, how do you think he/she might feel afterwards? What might the person then be able to do while thinking and feeling differently? How could this improve their situation?
- Who else (in addition to you) could they seek help from? Make certain you stress the importance of seeking help as a course of action.
The aim of Real-life Applications is for your students to apply what they have learned about keeping well to life outside the classroom.

Below are five suggestions for Real-life Applications to pick and choose from; alternatively, create your own real-life activities.

**REAL-LIFE APPLICATION 1**  
Have students investigate sources of information (websites, podcasts, libraries, etc.) where they can learn more about nutrition, food labelling, and developing and monitoring healthy eating plans that suit their lifestyles.

**REAL-LIFE APPLICATION 2**  
Does your school have a tuckshop? Have your students review the food options available there. Have students create a ‘lunch menu’ for the week that includes affordable, healthy choices with good variety.

**REAL-LIFE APPLICATION 3**  
Have students research what the government/s have done about health issues (obesity, alcohol abuse, etc.), and evaluate the effectiveness of these efforts.

**REAL-LIFE APPLICATION 4**  
Have students research people working in the wellbeing industry and what those professionals do. Examples might include dietitians, sleep physicians, GPs, personal trainers, physiotherapists, exercise physiologists, and life coaches.

**REAL-LIFE APPLICATION 5**  
Have your students analyse their sleeping patterns over a period of time (e.g. one week). Ask students to:

1. Keep a diary of activities before they go to bed, what time they go to bed, what time they wake, and whether they get up during the night.

2. Note how their sleep affects their functioning (e.g. how do they feel and how do they perform at school on days after they’ve slept well compared with nights where sleep was broken or inadequate?).

3. Present findings as a chart, and perhaps encourage them to do some further research on sleep (e.g. visiting websites such as www.healthinsite.gov.au/topics/Sleeping_Well).
UNIT 2

Keeping Well
### KEEPING WELL – Unit 2

#### What It Covers

Presents a range of stress-management and relaxation techniques that students can pick and choose from.

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>DVD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Re-introduce Skill Set.</td>
<td>Clip #1: Presenter explains the importance of physical activity to help manage stress and stay well. He lists a range of activities, explaining that there is something to suit everyone.</td>
</tr>
<tr>
<td>B. Start DVD Clip #1.</td>
<td>Choose one or more clips:</td>
</tr>
<tr>
<td>C. Classroom Activity. DVD Clips #2, #3, #4. Select one or more of the clips offered. The class can emulate the techniques demonstrated whilst remaining seated. Distribute Relaxation Techniques</td>
<td>Clip #2: Deep Breathing. Clip #3: Progressive Muscle Relaxation Clip #4 Creative Visualisation</td>
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<tr>
<td>D. Introduce Real-life Application (four options are provided).</td>
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</table>

*Start: 45 min.*

*End: 45 min.*

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
A. Re-introduce Skill Set: Keeping Well

Information for Setting the Scene:

It is important to practise recognising the signs within yourself that let you know you are a bit stressed, feeling anxious, or in need of a break. When you do feel those symptoms, it is a good idea to stop what you’re doing (if possible) and perform a stress-management technique.

Different people will respond better to different techniques. Some of us need vigorous exercise to help reduce stress; others prefer something quiet and meditative.

B. Start DVD Clip #1

Clip #1: Presenter explains the importance of physical activity to help manage stress and stay well. He lists a range of activities, explaining that there is something to suit everyone.

Start Clip

When Clip #1 finishes, the DVD will return to the Keeping Well menu.

C. Classroom Activity

Watch one or more of DVD Clips #2, #3 and #4, and distribute Relaxation Techniques hand-out (p.168).

You might consider prefacing the activity by asking students to take their pulse (you will need a clock with a second hand, and to teach students where to find their pulse on their neck or wrist, to time for 15 seconds, and multiply that count by four). Have students write down their beats-per-minute. After the exercise, have students check their pulse again and see if their heart rate has changed.

The DVD offers three different relaxation techniques that students can try from their chairs while watching the TV. These are: Deep Breathing (Clip #2); Progressive Muscle Relaxation (Clip #3); and Creative Visualisation (Clip #4).

While these techniques may not suit everyone, they do convey the idea that it takes no money, no special facilities or equipment, and just a few minutes to take ‘time out’ to relax mind and body.

The hand-out Relaxation Techniques (p.168) outlines even more options for stress management.

Discuss:

• Who liked which activity, and why?
• Which activity made you feel most relaxed?
• Did feelings of relaxation correlate with a change in heart rate? Why/why not?
• Some students might have techniques they use which they would be happy to share with the rest of the class.
D. Introduce Real-life Applications

The aim of Real-life Applications is for your students to apply what they have learned about keeping well to life outside the classroom.

Below are four suggestions for Real-life Applications for you to pick and choose from; alternatively, create your own real-life activities.

REAL-LIFE APPLICATION 1
Have each student learn a relaxation or stress-management technique, then teach it to other students in a small group or to the whole class.

REAL-LIFE APPLICATION 2
Have students select one of the techniques mentioned or explored in the DVD clips (or another they like better). It could be walking daily, basic yoga, deep breathing, punching-bag drill, or playing the harmonica – the sky’s the limit! But have them commit to trying this technique every day for the next week. They should make a diary note of their heart rate just before commencing the activity, and again afterwards (if their activity is strenuous, the heart rate should be taken 15 minutes after the strenuous activity is finished). They should also rate their mood on a scale of 1 to 10 (1 being very relaxed, and 10 being extremely stressed/anxious/angry) before and after the relaxation activity.

DISCUSSION SUGGESTIONS

• Do you think the technique you chose is effective? Why/why not?
• Does your basic research (i.e. heart rate and mood rating) reflect its effectiveness? How do you feel in yourself?
• Would you continue to do this activity? Why/why not?
• Would this technique be useful for other people or situations?

REAL-LIFE APPLICATION 3
Have students interview school staff about the relaxation techniques that they use. Questions might include:

• When do you use your relaxation technique?
• Is it hard to make the time?
• How long have you been doing it for?
• Why did you choose it? What are its key benefits for you? Did you try other techniques before this one?
• If you can’t do the technique for a while, do you feel different? In what way?
• Who would you recommend it for?

REAL-LIFE APPLICATION 4
Ask students to do some research in their local area into people or facilities that provide relaxation techniques. These might include Tai Chi or yoga instructors, pottery classes, boxing clubs, running groups, meditation classes, or gymnasia.

They might list what appeals to them about the activities, along with any cons (e.g. cost, timing).

Students should investigate in detail facilities or providers that appeal to them, and find out what is required to ‘join up’ or at least trial the class or facility. If they do trial it, they might then list what they liked/disliked, whether it matched their expectations, and whether they would go back.
# Keeping Well — Unit 3

## What It Covers

This Unit explains how important it is to strengthen and maintain wellbeing by focusing on our strengths instead of our perceived flaws or shortcomings.

### TEACHER

- **A. Re-introduce Skill Set.**
- **B. Start DVD Clip #1.**
- **C. Classroom Activities.**
  Deliver one or more classroom activities. Discussion suggestions are provided.
- **D. Discuss Texts or Films/TV Programs.** Suggestions are provided.
- **E. Introduce Real-life Application.**

### DVD CONTENT

**Clip #1:** Presenter speaks about how important it is for your wellbeing that you speak helpfully and encouragingly to yourself. It is easy to be critical, but focusing on your strengths is far more beneficial to keeping well.

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
A. Re-introduce Skill Set: Keeping Well

Information for Setting the Scene:

Keeping well demands attention to our bodies, and our minds. A big component of keeping well is thinking well. We can’t always control events or our world, but we do have some control over how we think about life’s events (see the A-B-C-D Model p.6 or the SenseAbility CD). This cognitive-behavioural model applies to our thinking and the things we say to ourselves (self-talk). If we are hard on ourselves, or put ourselves down, we run the risk of making ourselves feel low, and as a result may give up or not try something that could really be beneficial or enjoyable.

So, it is important that we practise challenging unhelpful thinking and self-talk, and get into the habit of speaking to ourselves as if we are speaking to our most valued friend. This means trying to identify the things we are okay at, rather than focusing on the things we don’t like about ourselves. The key thing is that even some ‘ordinary’ things we do are still important and worth doing. We shouldn’t downplay the things we achieve every day – humble things like getting up and off to school on time, spending time with friends, and being responsible for yourself are all really important. When we acknowledge our strengths, we are more likely to appreciate ourselves and attempt things in life that can be really rewarding, fun, challenging, and valuable.

B. Start DVD Clip #1

Clip #1: Presenter speaks about how it is important for your wellbeing that you speak helpfully and encouragingly to yourself. It is easy to be critical, but focusing on your strengths is far more beneficial to keeping well.

Start Clip

When Clip #1 finishes, the DVD will return to the Keeping Well menu.
ACTIVITY 1: ‘STRENGTH STORIES’

**TIME:** 10+ minutes  
**SIZE:** Individuals or small groups  
**SPACE:** For small groups to work together  
**RESOURCES:** Strength Stories Sheet (p.171 or SenseAbility CD), pens and paper

The aim is to give students the opportunity to learn about people who choose to focus on their strengths even when they experience difficulties.

The result should be a greater understanding that focusing on perceived ‘weaknesses’ or things we don’t like about ourselves can stop us trying new things and is not conducive to our wellbeing.

1. Distribute one Strength Stories Sheet per individual/small group.

2. Allow students to read all the stories, then choose one to which they shall answer the questions on the bottom of the Strength Stories Sheet.

3. Allow students between five and 10 minutes to read through the scenarios and come up with some answers.

4. Come together as a class to discuss the answers that students derived.

DISCUSSION SUGGESTIONS

Choose a student/group to report on their answers to one of the Strength Stories, until you have discussed all three.
ACTIVITY 2: ‘RECOGNISING STRENGTHS’

TIME: 10 minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Whiteboard, old items (optional)

The aim is to give students the opportunity to practise their skills at identifying the different strengths in everyday objects.

The result should be an improved ability for students to recognise and value their own unique strengths.

1. Brainstorm a list of old, everyday items. There are no limitations, and the list could include an old toy or shoe, an unused boat, a bicycle with a broken chain, last year’s diary, an old pet in the pound, etc. Write the list on the whiteboard. (NB: As an option, you could ask each student to bring in an old item for this activity).

2. Ask students to select a certain number of these items (depending on the time available, but three is a good number) from the list and write them down.

3. Instruct them to think about the strengths and useful qualities of these items. Students will need to look beyond the obvious shortcomings and the superficial to see how the object still has strength and value.

4. Allow one to two minutes per item, then come together for class discussion.

DISCUSSION SUGGESTIONS

• Ask students to share some of their answers.

• What strengths or values did you find in the objects on your list?

• Was it easy or difficult to come up with strengths and qualities of the objects you selected? Did it get easier to find them after you ‘warmed up’ to the activity? Why might that be?

• Did students identify different strengths for the same objects? Why might that be?

• Do you think that people can be judged by their superficial shortcomings or external appearances?

• Why is it important to look for qualities and strengths in others?

• Why is it especially important to overlook your own (usually minor) perceived flaws or weaknesses, and focus instead on what you’re good at or have potential in?
ACTIVITY 3: ‘HELPFUL ANALYSIS’

TIME: 10+ minutes
SIZE: Pairs
SPACE: No special requirements
RESOURCES: Whiteboard, pens, paper

The aim is to let students help one another to identify personal strengths and qualities.
The result should be an improved sense of self, and renewed ability for students to focus on their strengths.

1. Write a list of domains on the whiteboard: these are areas where students will be identifying strengths and qualities in one another. Try to avoid obvious domains like ‘academic’ or ‘sports’, and focus instead on domains like ‘personality’, ‘manners’, ‘thoughtfulness’, ‘lateral thinking’, ‘creativity’, ‘nice to be with’, ‘sense of humour’, ‘persistence’, etc.

2. Break the class into pairs. Try not to let best friends sit together.

3. Explain that students are going to help identify and list each other’s strengths in the domains you’ve chosen. This is not a ‘ratings’ system – this is about overlooking what might be perceived as shortcomings or weaknesses, and finding things that the other person is good or even just okay at, or which have some value to you.

4. Allow at least 10 minutes for the process – students can either:
   - focus on one partner for five minutes then swap focus for the remaining five; or
   - analyse each other concurrently.

5. Allow students to swap their analyses – ask students to take these encouraging documents home with them, and to keep them.

6. Come together for class discussion.

DISCUSSION SUGGESTIONS

- Was it easy to identify qualities in your partner? Was it easier than identifying qualities in yourself? Why might that be?
- Were there any surprises on your list? Why were they unexpected?
- Did you have to offer your partner help when he/she was helping you identify your strengths? What kind of questions did they ask? Have you ever asked yourself those questions? Why/why not?
- If you were to pick up your own analysis sheet and think it was a stranger’s, what word(s) would you use to describe that person?
- What are some strategies you can use to remind yourself regularly of your own strengths and qualities?
### SUGGESTED TEXTS

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<td>AUTHOR</td>
<td>Paul Brickhill</td>
<td>Douglas Brinkley</td>
</tr>
<tr>
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<td>All</td>
<td>All</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>(autobiography)</td>
<td>(biography)</td>
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<td>Tells the story of Douglas Bader, who lost both legs in an air crash in 1932. Though regarded as a cripple by the Royal Air Force, he determinedly made his way back into the cockpit to become a famous WWII fighter pilot and squadron leader.</td>
<td>In 1955, seamstress Rosa Parks was riding in a crowded bus in Alabama, USA. As a black person, she was expected to surrender her seat and move to the back of the bus. She refused and was arrested, which became pivotal to the civil rights movement.</td>
</tr>
<tr>
<td>POSSIBLE DISCUSSION POINTS</td>
<td>• What could Bader have said to himself when the accident cost him his legs? What do you think he actually did say to himself? • What qualities do you think Bader possessed that allowed him to fight to return to the air, despite many obstacles? • Bader was told he would never walk without a cane or dance again, but he did both. What might he have said to himself about these skills? • Have you ever faced significant resistance to an idea, but persisted because you believed in yourself?</td>
<td>• How might others – particularly segregationist white people – have regarded Parks’s skin colour? • Did Parks consider her ethnicity a strength, a weakness, or neither? Why? • What qualities did Parks recognise in herself to steel her to go through with her defiant act? • What do you see as Parks’s greatest strength? • What things might Parks have been saying to herself when she moved to Detroit to escape death threats? • What qualities do you share with Parks?</td>
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### SUGGESTED FILMS/TV PROGRAMS

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<tr>
<td>FORMAT</td>
<td>Feature</td>
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<tr>
<td>SUITABILITY</td>
<td>Rated PG</td>
<td>Rated M</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>Gifted pianist David Helfgott is driven to a breakdown by his domineering father, but years later returns to the piano to great public acclaim.</td>
<td>Falling pregnant while still at high school, Juno makes the unexpected decision to have the baby and find a ‘perfect’ couple to adopt it.</td>
</tr>
<tr>
<td>POSSIBLE DISCUSSION POINTS</td>
<td>• How did Helfgott find the fortitude to defy his strong father’s will? What do you think he was saying to himself? • What could Helfgott have said to himself had he obeyed his father? How would those thoughts have made him feel? What might have been the result? • What drove Helfgott to his breakdown? • What did other people say to Helfgott – and what might he have said to himself – to encourage his comeback? • Helfgott plays despite a debilitating mental illness. How does he use his music skills to manage his mental illness? • Have you ever fought through an obstacle to reach a goal? How did you encourage yourself?</td>
<td>• What might Juno have been saying to herself whilst in the clinic? What did that self-talk make her feel? • What would you describe Juno’s strengths to be? Why? Does she recognise them? • Who else recognises Juno’s inner qualities and strengths? In what ways does that show? • What does that support make Juno think and feel? Does it change her? How? • Why is this journey important for Juno? What does she learn about her previously unknown (to her) strengths and qualities?</td>
</tr>
</tbody>
</table>
E. Introduce Real-life Application

The aim of Real-life Applications is for students to apply what they have learned about identifying their strengths to life outside the classroom.

This application is suitable for students who undertook Activity 3: Helpful Analysis (p.155).

IMPROVING YOUR MOOD

- Ask your students to take home their list of strengths, derived during Activity 3, and make a copy that they can keep with them for a week.
- Ask them to refer to the list whenever they are having unhelpful thoughts about themselves, then challenge those thoughts with reinforcing comments or qualities on the list.
- Conduct this activity for a week, and ask students to note the effect on their general mood and outlook.
Keeping Well – Unit 4

**What It Covers**
This Unit examines the importance of being able to seek help for yourself and others. It explores some symptomatic signs of a range of problems. Students explore the people/places they think might be useful sources of help in various domains (friends, school, family, community) for a range of possible issues.

**TEACHER**

A. Re-introduce Skill Set.

B. Start DVD Clip #1.
   Commence class discussion about the clip. Discussion suggestions are provided.

C. Start DVD Clip #2.

D. Classroom Activities.
   Deliver one or more classroom activities. Discussion suggestions are provided.

E. Introduce Real-life Application.

F. Distribute *Keeping Well* hand-out.

G. Review students’ understanding about Keeping Well.

**DVD CONTENT**

Clip #1: Presenter explains the importance of being able to seek help with problems in your life. He also outlines some signs that warn that a person may be in need of help.

Clip #2: Animated scenario showing two friends who become concerned about a third friend’s odd behaviour. One friend chooses to approach, and discovers signs of what could be a big life problem.

*It is recommended that you allow a minimum of one 45-minute period for this Skill-set Unit. There is no maximum.*
A. Re-introduce Skill Set: Keeping Well

Information for Setting the Scene:

*Sometimes it is not immediately obvious when a person is not managing well. They may generally look and act fine, but if you know what signs to look for, you may be able to detect that things are not going smoothly for them. These signs – from not eating or sleeping properly, to anger-management problems, to feeling afraid or overwhelmed – can be signs of potential emotional or mental problems.*

*In cases like these, it is very important that the person in question is able to seek and receive help.*

B. Start DVD Clip #1

*Clip #1: Presenter explains the importance of being able to seek help with problems in your life. He also outlines some signs that warn that a person may be in need of help:*

- Exaggerated moods
- Extreme or constant fighting with others
- Withdrawing from family and friends
- Using drugs or alcohol
- Changed eating habits
- Sleeping problems
- Feeling afraid, anxious or depressed
- Not enjoying things as much as you used to
- Feeling overwhelmed or defeated.

Start Clip

*When Clip #1 finishes, the DVD will return to the Keeping Well menu.*

---

DISCUSSION SUGGESTIONS

- Why is it important to be able to recognise warning signs of emotional or mental problems?
- What should you do if you identify one or more of those signs, but think nothing is wrong or that you can manage?
C. Start DVD Clip #2

Clip #2: Animated scenario showing two friends who become concerned about a third friend’s odd behaviour. One friend chooses to approach, and discovers signs of what could be a big life problem.

When Clip #2 finishes, the DVD will return to the Keeping Well menu.

D. Classroom Activities

Following are five classroom activities pertinent to Keeping Well and seeking help. Deliver one, more, or all, and feel free to create your own activities. If you choose to deliver only one, it is strongly recommended you consider Activity 1 which relates to Clip #2.

ACTIVITY 1: ‘A FRIEND IN NEED’

TIME: 10+ minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: Option to replay Clip #2 if required

The aim is to give students the opportunity to consider help-seeking options for a fictional set of characters.
The result should be increased confidence in their ability to identify problems in others and help-seeking options in real life.

1. As a class, brainstorm some strategies that might assist the characters just seen in DVD Clip #2.

DISCUSSION SUGGESTIONS

• What do you think was happening in the clip?
• Who might have a problem? What might that problem be?
• What do you think Marco (the withdrawn boy) should do? Who might he get help from? What obstacles (including self-talk) might prevent him getting that help? What might be the outcomes if he (a) doesn’t seek help; and (b) does seek help?
• What do you think Caiden and Kendra should do? What might be the obstacles? What might be the outcomes if they (a) don’t try to help; and (b) do try to help?
• What sources of help could Marco turn to?
• Have you ever been in a similar situation to any of the characters? What did you do? Would you do anything differently now?
ACTIVITY 2: ‘SCENARIO-BASED HELP’

TIME: 15+ minutes
SIZE: Pairs/small groups
SPACE: For small groups to work
RESOURCES: Scenario Sheets 1, 2 & 3 (pp.172–174 or SenseAbility CD), pens, paper

The aim is to give students the opportunity to consider help-seeking options for a fictional set of characters. The result should be increased confidence in their ability to identify problems in others and help-seeking options in real life.

1. Break the class into pairs or small groups. Distribute one set of Scenario Sheets per pair/small group.
2. Depending on the time constraints, ask your pairs/groups to come up with solutions to some or all of the six scenarios on the sheets. They need to identify:
   • Who has the problem, and what it is.
   • What he/she might be saying to him/herself.
   • Likely outcomes if he/she doesn’t seek help.
   • A list of people/places where he/she might seek help.
   • What the outcomes might be if he/she does seek help.
3. Come together as a class to discuss the solutions that the pairs/groups have devised.

DISCUSSION SUGGESTIONS

• In your scenario, who has the problem and what might the problem be? Is the problem an external event, or the way that the person is thinking about it, or both?

• What do you think the person might be saying to him/herself about the issue? Are these thoughts self-critical or encouraging (i.e. unhelpful or helpful)? What feelings do you think might result from these thoughts? What will happen if he/she does nothing? What might that make him/her think and feel, and how might that affect his/her future?

• What sources of help would be most beneficial to the person? Why do you think that? How would you encourage them to get that help? What are the likely outcomes of that help?

• Have you (or has someone you know) ever been in a similar situation to that described in the scenario? What did you (or he/she) do? Would you do anything differently now?
ACTIVITY 3: ‘MAP OF ASSISTANCE’

TIME: 10+ minutes
SIZE: Individuals/pairs/small groups
SPACE: No special requirements
RESOURCES: Scenario Sheets 1, 2 & 3 (pp.172–174 or SenseAbility CD), pens, paper, whiteboard

The aim is to give students the opportunity to consider help-seeking options for a fictional set of characters.
The result should be increased confidence in their ability to identify problems in others and help-seeking options in real life.

1. The class can work as individuals, pairs, or small groups. Distribute one set of Scenario Sheets per individual/pair/small group.

2. Ask students to create a ‘Map of Assistance’ for one character from the scenarios listed on the Scenario Sheets. This map can take any form you like, but one layout is to use concentric circles where the character with the problem is at the centre, surrounded by rings marked ‘family’ (closest to the individual), ‘friends’, ‘school’, ‘community’, and ‘wider world’. Feel free to create your own map or representational system.

3. For each of these domains, have students list people or places where the scenario character might be able to find good help regarding their problem.

4. Allow students between five and 10 minutes to create their maps.

5. Come together as a class, and perhaps allow students willing to share their maps with the class to do so.

DISCUSSION SUGGESTIONS

- Were you able to find help sources in each domain? Why/why not?
- Do you think some help sources would be better than others? Why?
- Do you think it is more likely the character would approach some help sources over others? Why?
- Must characters limit themselves to one source of help? Why is it often useful to seek help for big problems from more than one source?
ACTIVITY 4: ‘OWN MAP OF ASSISTANCE’

TIME: 10+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Pens, paper, whiteboard

The aim is to give students the opportunity to consider help-seeking options for themselves. The result should be increased confidence in their ability to find help if they need it now or in the future.

1. Ask your students to create a ‘Map of Assistance’ for themselves (see Activity 3). This map can take any form, but one layout suggestion is to use concentric circles where the student is at the centre, surrounded by rings marked ‘family’ (closest to the student), ‘friends’, ‘school’, ‘community’, and ‘wider world’. Feel free to create your own map or representational system.

2. For each of these domains, have students list some people or places where they might be able to source good help if they have a life problem.

3. Allow students between five and 10 minutes to create their maps.

4. Come together as a class, and perhaps allow students willing to share their maps with the class to do so.

DISCUSSION SUGGESTIONS

- Were you able to identify help sources in each domain?
- Do you think some help sources would be better than others? Why?
- Why do some problems require help from particular sources or people, while different problems require help from other people and places?
- Are there some problems that you would prefer to seek help for than others? Why?
- Why is it often useful to seek help for big problems from many sources?
**ACTIVITY 5: ‘HELP-SEEKING ROLE-PLAY’**

**TIME:** 10+ minutes  
**SIZE:** Pairs/whole of class  
**SPACE:** For pairs to perform  
**RESOURCES:** No special requirements

The aim is to give students the opportunity to practise help-seeking in a safe environment.  

The result should be increased confidence in their ability to approach sources of assistance should they need them now and in the future.

1. Decide if you would like everyone in the class to role-play (recommended) or to just allow demonstration pairs to come up in front of the class.

2. Have students brainstorm situations where a young person is going to seek help from a person or place they don’t know. The help sources could include a:
   - GP
   - personal trainer
   - psychologist
   - sleep physician
   - sexual health clinic
   - telephone counsellor
   - others of your choice.

3. You may need to conduct some basic research prior to the activity, so you can inform students if they need such things as parental or guardian permission, appointments, Medicare cards, whether the person or place will keep details confidential, etc.

4. Allow performing students to think about the problem, and then come up with a brief role-play scenario that they then perform.

5. If the whole class broke into pairs for role-playing, ask a few pairs of students to come up and enact example scenarios in front of the class for discussion purposes.

**DISCUSSION SUGGESTIONS**

- Did the help-seeking seem easier or harder than you expected? Why?
- What worries might you have about seeking help from that source? Why?
- What benefits might come from seeking help from that source? Why?
- If you weren’t prepared to go to that source of help (at least straight away), who or where might you go to in the short-term? Why?
- Are there good sources of help not already discussed that you think you might approach if you had a similar problem? What can they offer?
- Why is it often useful to seek help for big problems from many sources?
E. Introduce Real-life Application

The aim of Real-life Applications is for students to apply what they have learned about help-seeking to life outside the classroom.

- Ask your students to investigate the steps involved in seeking help from a particular source (preferably a source different to one they may have approached if they performed in Activity 5). For example, seeking help concerning sleeping problems from a sleep clinic, or help concerning a physical or sexual-health problem.

- Have students list exactly what is required (e.g. do you need a doctor’s referral? Do you need a parent’s or guardian’s permission? Do you need a Medicare card? How much might it cost, or is it bulk-billed?).

- You may ask students to turn their new knowledge into a poster, brochure, or brief talk that they can present to the rest of the class.

F. Distribute Hand-out

Give each student a copy of the Keeping Well hand-out (p.169, and on the SenseAbility CD).

G. Review of Understanding

You may choose to review your students’ new knowledge and understanding about Keeping Well. Assess whether your students understand:

- The importance of taking care of themselves by eating well, getting adequate sleep, and thinking well.

- That there is a wide range of stress-management and relaxation techniques which they can try until they find one that they enjoy.

- That it is important to strengthen and maintain their wellbeing by focusing on their strengths instead of their perceived flaws or shortcomings.

- That it is important to feel confident about seeking help for themselves or for others, and that there is a wide range of help sources they should consider.
Keeping Well

Activities & Resources
Relaxation Techniques

Relax, it’s important!

Your body can respond to worrying situations and anxious thoughts with muscle tension. Long-term and constant muscle tension can have all sorts of unpleasant consequences, from crankiness and headaches through to sleeping and heart problems. So, learning relaxation techniques can be a real asset in managing stress and anxiety. They don’t take long!

Different relaxation techniques work better for different people. Don’t be afraid to try all of them to see which ones appeal to you most.

**Deep Breathing**

Sit with your legs uncrossed, good posture, and place your hands on your thighs. Close your eyes. Inhale deeply through your nose into your abdomen for a long count of five seconds (your chest should move only a little). Hold for a long count of two seconds, then breathe out slowly through your mouth for a long count of five. Repeat for 10 to 15 cycles. Stop briefly if you feel light-headed.

**Progressive Muscle Relaxation**

Loosen any tight clothing, sit or lie comfortably, and close your eyes. Tense different muscles of your body as much as you can for at least a count of 10 (never so tight or long that it hurts!). Then, slowly release the tension and allow the muscle to relax. Let that feeling of relaxation flow through your body. Start at your feet and move up.

**Creative Visualisation**

This is a technique where you imagine a scene, place or situation you regard as safe, restful, and happy. Sit comfortably in a quiet place. Breathe gently through your nose, eyes closed. Picture in your mind the place you like – a forest, the beach, a field. Try and smell the aromas, taste the air, hear the sounds. Feel your body relax. Continue for at least 10 minutes.

**Meditation**

Sit comfortably in a quiet spot. Close your eyes if you like. Breathe in through your nose. As you exhale, say the word ‘One’ silently to yourself. You might like to focus on the sound you make exhaling (like the Sanskrit word ‘Om’). Or if your eyes are open, focus on an object, exploring its colours and textures. Spend at least 10 minutes meditating, but stay focused.

**Mandala Circles**

This is a drawing technique to calm the mind. Bring a pencil/s and paper to a quiet place. Draw a large circle. Now, be prepared to keep drawing for at least 10 minutes. Start filling the circle with whatever you like – spirals, patterns, running-writing – but don’t let the pencil leave the paper unless you’re changing colours.

**Yoga**

Yoga comes from a Sanskrit word meaning ‘to unite’; it is a series of mental and physical exercises. While yoga has strong connections with religions like Buddhism and Sulism, its exercises are a great way to improve health, and can be done by anyone of any age and fitness. We recommend you start at classes conducted by a registered instructor.

**Deep Breathing**

Sit with your legs uncrossed, good posture, and place your hands on your thighs. Close your eyes. Inhale deeply through your nose into your abdomen for a long count of five seconds (your chest should move only a little). Hold for a long count of two seconds, then breathe out slowly through your mouth for a long count of five. Repeat for 10 to 15 cycles. Stop briefly if you feel light-headed.

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Exercise can help ‘bust’ stress and keep you feeling well

Regular exercise (20–30 minutes a day) is extremely important for staying healthy and releasing tension. Most exercises are very cheap or free. Group sports are fun, but individual activities like walking, running, swimming and cycling are also very good for clearing the mind and releasing physical tension. The important thing is not to overdo it and injure yourself.

Schedule Pleasant Activities

It is admirable to study and work hard. However, each of us needs to have some time away from study and work. Unfortunately, the fun stuff is often what gets neglected when things become hectic. That means it’s important to schedule in things you enjoy doing, like seeing friends, going to the movies, or heading to the beach. Fun isn’t just enjoyable, it’s part of keeping well!

Helpful Self-talk

Your inner voice can help you relax and cope with difficult situations. Encouraging yourself can be just as important – and often even more important – as having others encourage you. Practise saying helpful things to yourself like, ‘It might be tough but I can have a go’, and ‘If I take this calmly I can do it one step at a time’. Always challenge unhelpful self-talk.

Seek Help When You Need It

There are times when all of us find it difficult to cope with anxiety and stress by ourselves. Some people you can turn to for help are: your GP, counsellors, and other trusted adults. You should also consider these options:

**WEBSITES**
- www.youthbeyondblue.com
- www.lifeline.org.au
- www.sane.org
- www.reachout.com
- www.headspace.org.au
- www.somazone.com.au
- www.inspire.org.au

**HELPLINES**
- Youthbeyondblue: 1300 22 4636
- Kids Helpline: 1800 55 1800
- Lifeline: 13 11 14
- Sane Australia: 1800 18 7263

**ONLINE COUNSELLING**
- www.kidshelp.com.au
If you know someone who is struggling with problems, it is really important that they talk to someone. Trusted friends and adults, school counsellors, and your GP are all good places to start. You should also consider:

**Ways to keep your mind and body working well:**

- Eat well.
- Have enough sleep.
- Make time to exercise (a brisk walk or a ride on a bike are excellent, easy ways to exercise).
- Make time for fun or enjoyable activities.
- Find and practise ways to relax and manage stress that you enjoy (e.g. yoga, gym, meditation, painting, playing a musical instrument).
- Think well and speak to yourself helpfully – remember: you are unique and important.
- Challenge unhelpful thoughts and self-talk (‘It’s okay if I don’t always get things right’ is more helpful than ‘I’m a total idiot’).
- Recognise signs that you might be stressed or anxious or need a break (e.g. feeling irritable, not sleeping well, having difficulty concentrating).
- Look for the strengths in yourself (and others):
  - focus on all the amazing things you can do (just being you is pretty amazing!)
  - remember your abilities that you usually don’t even notice (e.g. walking and talking and thinking and hearing music and tasting food)
  - stop focusing on the things that you might not like about yourself (many you cannot change, and most don’t really matter as much as you think).
- Find people and organisations who can provide help if you or a friend need it.

Everyone goes through times when it seems really difficult to feel well and to find fun ‘time outs’ for your mind. But problems can creep up on you. Here are some signs that you or someone you know might not be coping well:

- Extreme moods (really up and down)
- Fighting with others
- Withdrawal from family and friends
- Using drugs or alcohol
- Changed eating habits
- Sleeping problems
- Feeling afraid, anxious or depressed
- Not enjoying things as much as you used to
- Feeling overwhelmed or defeated.

**WEBSITES**
www.youthbeyondblue.com
www.lifeline.org.au
www.sane.org
www.reachout.com
www.headspace.org.au
www.somazone.com.au
www.inspire.org.au

**HELPLINES**
Youthbeyondblue: 1300 22 4636
Kids Helpline: 1800 55 1800
Lifeline: 13 11 14
Sane Australia: 1800 18 7263

**ONLINE COUNSELLING**
www.kidshelp.com.au
**Activity 2: Thinking Better Scenarios Sheet**

**ACTION**

Copy/print one per student/small group.

### Thinking Better

| Scenario 1 | Your Advice ...
|-----------|-----------------
| Alexis regards herself as a fairly happy person. She is clearly very image conscious, and her hair and nails are perfect. Her heart rate is high and she gets easily puffed even climbing a short set of stairs. She says, ‘I’m not fat. What’s the point of exercising? I will just sweat and it’ll be horrible and embarrassing.’ | .......................................................... |
| What kind of care provider are you (e.g. GP, personal trainer, yoga teacher, nutritionist)? | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |

| Scenario 2 | Your Advice ...
|-----------|-----------------
| Dylan has come to you on the suggestion of his mother. He is snappy and irritable all the time; not just with other people, but with himself, too. You discover that he has two part-time jobs in addition to study and practice for the school tennis team. He finds himself unable to sleep at night because he’s worried about jobs he’s left undone. | .......................................................... |
| What kind of care provider are you (e.g. GP, personal trainer, yoga teacher, nutritionist)? | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |

| Scenario 3 | Your Advice ...
|-----------|-----------------
| Emerson is pale but looks quite well. He is concerned because he seems to get colds all the time, which affect his ability to study. You ask about his exercise regimen, and he says he doesn’t do any – he stays slim by ‘watching what he eats’. Putting him on the scales reveals he is underweight. | .......................................................... |
| What kind of care provider are you (e.g. GP, personal trainer, yoga teacher, nutritionist)? | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |
| | .......................................................... |
Keeping Well — Unit 3

Activity 1: Strength Stories Sheet

ACTION

Print one copy for every student/small group. Feel free to find and use other ‘strength’ stories.

---

**Story 1 – Lisbeth ‘Libby’ Trickett (nee Lenton)**

Libby Trickett burst onto the swimming scene in 2003, went on to win gold medals as part of the Australian Olympic Team, and became the world-record holder in the 100 m freestyle. Libby suffered severe asthma as a child and she continued suffer with symptoms of breathlessness through training sessions and competitions. Libby retired from swimming at the age of 24.

---

**Story 2 – Lance Corporal James Simpson**

Lance Corporal James Simpson lost both legs and part of one hand after triggering an explosive device in Afghanistan. He now walks wearing two artificial legs, and wishes to continue his career in the British Army. ‘I am still me, and that is the most important thing’, he said. ‘Everything I have ever done with [the army] I have just thrown myself into and done well.’

---

**Story 3 – Richard Branson**

Born into a middle-class family, dyslexic Branson nearly failed at one school and was expelled from another, before dropping out at age 16. Branson decided to create his own youth-culture magazine. To fund it, Branson created a mail-order record business that grew to become Virgin Records. Branson has become very well known for entering existing industries (e.g. music, telecommunications, airlines) and offering differently styled alternatives to the existing businesses in the industry.

---

**QUESTIONS**

Choose one story above, and answer the following:

1. What challenges did the person face? .................................................................

2. What might those challenges have made the person think about him/herself? .................................................................

3. What are some unhelpful or critical things that person could have said to him/herself? .................................................................

4. What might have happened if the person had said and listened to that critical self-talk? .................................................................

5. What strengths did/might the person instead decide to focus on? .................................................................

6. Did the person turn a possible ‘defect’ into a ‘strength’? If so, how? .................................................................

7. What are some helpful, encouraging things that person might have said about him/herself? .................................................................

8. Do you think the person would still be a success if they’d suffered different challenges? Why/why not? .................................................................
Keeping Well Unit — 4

Activities 2 & 3: Scenario Sheet 1

ACTION

Copy/print one for each student/small group.

SCENARIO 1:
Sarah’s friend Kelly has been really upset lately over problems she is having with her boyfriend. Kelly is convinced that her boyfriend wants to date a skinnier girl, and told Sarah that she is determined to lose some weight. Sarah told Kelly that she thought that was crazy because she was slim enough already. Over the past few weeks though, Sarah has been really worried about Kelly. She has noticed Kelly barely touches her food at lunch and always seems drained during the day. Kelly is not doing as well in school and the teacher has commented twice on her lack of focus in class. Kelly has gotten noticeably thinner; Sarah thinks that she isn’t taking care of herself. She tried to talk to Kelly about it, but Kelly just dismissed the topic, saying that she didn’t want to talk about it. Sarah doesn’t know what to do. She is worried about her friend but doesn’t want to upset her.

SCENARIO 2:
Michael has a big exam coming up on Monday, as well as an assignment due that same day. As Michael was busy most of the week doing other schoolwork, he was planning on spending all of Saturday finishing his assignment and then spending Sunday studying for his exam. However, in school on Friday, Jim told Michael that he’s throwing a big party at his house on Saturday. Michael told Jim that he had to study for his exam, but Jim told him, ‘Everybody is going to be there! You have to come! Do your homework on Sunday.’ None of Michael’s friends have thrown a party in a while, and almost everyone Michael has talked to said they were going to Jim’s party. Michael really wants to go too and is afraid that if he skips it, his friends won’t consider him part of the group anymore and he will miss out on future parties. He knows that he could still get his assignment done but it would mean he won’t have any time to study for his exam. Michael can’t decide what to do. He needs to study but doesn’t want his friends to think he’s a nerd.

SCENARIO 3:
Julie’s friend Matt invited her to go to a party with him at the weekend. Julie has had a crush on Matt for a while now and is really excited. She told her mother about it as soon as she got home. When she told her mother that the party was on Saturday night her mother reminded her that her aunt’s restaurant opening was that same night and Julie had already promised she would go with her family. Julie and her aunt have always been very close. Julie knows that her aunt will be disappointed if she doesn’t show up, but Julie also knows that she won’t ever have another opportunity to go out with Matt. She thinks Matt will hate her and think she doesn’t like him if she says that she can’t go. Julie is worried Matt will ask another girl to go to the party instead, and forget all about Julie. Julie can’t decide if she should go to the restaurant opening or the party.
SCENARIO 4:
Katie’s friend Will came over to her house the other day to hang out. Katie and Will have been friends for a long time and Katie could tell something was bothering Will as he was not his energetic talkative self; after some coaxing, Katie was finally able to get Will to tell her what was wrong. Will admitted that he was feeling really stressed out about school and was worried that he wouldn’t do as well as his older brother did. Will was scared he wouldn’t get a good scholarship for university and that his parents would be really angry and disappointed in him. He has also taken on additional shifts at the restaurant where he works to save some extra cash for university. He said that between that and schoolwork, he has not had much sleep. He even said that when he finally goes to bed he often can’t fall asleep because his mind is racing with thoughts and worries about the things he needs to get done the next day. Will seems constantly scared about the future and letting himself and his parents down. Katie really wants to help her friend but doesn’t know what she can do.

SCENARIO 5:
Sam is worried that he hasn’t been getting the marks that he needs to get into his preferred university. He knows that he has not been working as hard as he could have these past few months, but he’s been busy juggling schoolwork, sports, and his social life. He is almost halfway through the school year and thinks it’s too late to bring his grades up, so he may as well give up. Sam is feeling discouraged and doesn’t know what to do. He feels like he has no options left.

SCENARIO 6:
Leah’s friend Tiffany has been going through a rough time lately. Tiffany is a year ahead of Leah in school and has been stressed out over exams and getting accepted into university, as well as her recent break-up with her boyfriend. Lately, Tiffany has been in bad moods and really rude towards Leah and some of their other friends. Leah feels bad for Tiffany, but knows that it isn’t fair for Tiffany to take things out on her friends. All of their other friends have also noticed the way Tiffany has been acting; Leah has heard them talk about not inviting Tiffany out with them anymore. Leah knows Tiffany is a good friend and has just been going through a difficult time. She wants to help Tiffany out before she starts to lose her friends. Leah wants to talk to Tiffany about how she has been handling her friendships lately but doesn’t know if it is a good idea or how to go about it. She doesn’t know what she should say and is worried about how Tiffany may react. She doesn’t want to make Tiffany more stressed than she already is, and is scared she may end up ruining their friendship.
SCENARIO 7:
Ben’s parents are divorced and don’t talk, but they have 50/50 custody of Ben and his younger sister, Kiah. Ben likes spending alternate weeks with each of them, and loves both parents heaps. However, they live in a small town and Ben’s dad can’t find any full-time work, so he wants to move to a larger town nearby. Ben’s mother has caught wind of this and called in the lawyers. Ben would like to move in with his dad and commute back to school, but knows that this will mean a confrontation with his mum.

SCENARIO 8:
Hunter has gone from super-excited to really despondent. Since she was a little girl, she’s been good with boats and boat engines – not surprising as her late father was mad keen on boats. Hunter didn’t do particularly well in secondary school, except in Manual Arts, where she proved to have real skill with tools. Hunter found a boat builder nearby and was super-excited three months ago when he said that he could offer her an apprenticeship. Hunter cancelled all her other plans and rejected other offers (including a full-time TAFE placement). However, just a fortnight from when her apprentice was due to start, the boat builder telephoned to say that he was sorry, but due to the downturn in the economy and the boat industry, he was no longer able to offer her the apprenticeship. Now, she has no idea what to do.