Sense of Control

Can be used in conjunction with the SenseAbility Essential Skills Module and DVD

www.beyondblue.org.au/senseability
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Welcome to the Sense of Control Module, one of the seven modules of beyondblue’s SenseAbility Suite.

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 their parents, teachers and peers, and perform better academically. Very importantly, having these skills makes it less likely that a young person will experience a significant mental health problem in the future.

This suite of modules 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 that are okay or good, and which they can capitalise on. For example, they might not have the body they think is ideal, but that body still allows them to move and talk and eat and feel. They may not be the most popular person in class, but they might still possess valued qualities like loyalty or the ability to share a joke, or take good care of their siblings. In short, if students take their focus away from ‘faults’ and ‘defects’ and build instead on their inherent qualities and things that they are competent or skilled at, they open themselves up to more opportunities to be satisfied in life.

The SenseAbility Suite covers six separate but interlinked life ‘Senses’; it also covers ‘Essential Skills’ – important life and interaction skills often needed to cope with the changes and challenges of everyday life.

**THE SENSEABILITY SUITE**

<table>
<thead>
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<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>
</tr>
<tr>
<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>
</tr>
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The Sense of Control Module can be delivered as a stand-alone learning tool, or in combination with any or all of the other SenseAbility modules. For suggestions on delivering more than one module, see Delivering SenseAbility (p.51).
Your Sense of Control is your realistic belief that you have the skills and ability to cope with the changes and challenges that will occur in your life.

It is normal to want to feel in control of your life. From an early age, we all seek to gain the freedom to do what we please. However, we come to realise that we can’t always do what we like; this applies not only to children, but to teenagers, and adults as well – even whole countries. We are all constrained by rules, face relationship strains, and have to cope with unexpected circumstances. It is especially in these unexpected, challenging times that our Sense of Control is of greatest benefit to us.

When we think that we lack control over events in our life we can feel frustrated, stressed, angry, or overwhelmed. While these reactions are normal, they don’t help change the situation – worse, they can be harmful, both physically and psychologically. So, it is very important that we realise that while we can’t control all of the events in our life, we can control the way we respond to those events. We can choose how we interpret or think about events, and this in turn helps us control how we feel about them, and consequently make clear decisions about what actions we take. In other words, Sense of Control involves us taking command of how we think about the things that happen to us, which can make us feel more empowered to deal with life’s challenges.

Goals of this Module

This module aims to convey the important role that a strong Sense of Control plays in protecting emotional and mental wellbeing.

Building and maintaining a healthy Sense of Control helps in two important ways:

- curbing impulsive responses to situations
- managing and controlling negative emotions and reactions.

One negative reaction that needs management is stress/anxiety. Excessive or long-term stress can be physically and mentally harmful. There are two types of stressors: external events (e.g. conflict, exams, lack of finances or security, loss, accidents), and internal events, where we are able to cause stress to ourselves by using self-talk like ‘I can’t do this’ or ‘I will look stupid’.

So, activities and discussions in this module will aim to make students think about:

- speaking helpfully to themselves
- having realistic expectations (for themselves and for others)
- identifying and managing emotions
- using relaxation techniques
- seeking help when they need it.
Many of this module’s activities relate to the four main themes dominant in Sense of Control:

1. **Managing Emotions** – A key benefit of building and maintaining a healthy Sense of Control is the development of thinking strategies to help curb impulsive reactions to events (especially negative emotional responses). Some of the activities (and attendant discussions) in this module explore the link between thoughts, feelings, and actions which highlight the need to challenge impulsive, unhelpful thoughts. Other activities and discussions explore tools for managing stress (e.g. relaxation exercises), and ways to better manage some causes of stress (e.g. effective time management).

2. **Perception & Reflection** – Much of what we think we control, or think we have no control over, is a matter of perception. Some of the activities and discussions in this module centre on the need to try and consider events from more than one point of view, and, consequently, to see that there is often more than one way of responding to events. They also highlight that some of these responses lend a greater Sense of Control than others. Self-reflection is a key part of this process, where we consider events we’ve experienced in our lives and how we responded, and then think about how we might have reacted differently if we’d thought about those events in other ways.

3. **Dealing with Uncertainty** – Nothing in life is certain. However, having a strong Sense of Control helps us to deal effectively with circumstances that we don’t anticipate – both bad and good. For example, studies can be derailed by sudden illness; or plans to work overseas can be jeopardised by meeting and falling in love with someone special. A healthy Sense of Control involves building skills that help us place unforeseen events into perspective, and to think about them realistically and helpfully.

4. **Choices & Consequences** – One aspect of a strong Sense of Control is an understanding that the future is often unknowable, and we all have to make choices in our lives, often without being certain of their outcomes. It is important to recognise that we have the ability to make choices, and this ability is one of the principle ways that we exercise control in our lives. Hand-in-hand with this is the understanding that being in control means taking responsibility for, and accepting, the consequences of choices that we make.

If you would like to select activities by theme, you can do so easily using the Classroom Activities Guide (p.49).
Sense of Control—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, while 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).

**EXAMPLE OF A-B-C-D MODEL**

<table>
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<th>ANTECEDENTS</th>
<th>BELIEFS</th>
<th>CONSEQUENCES</th>
<th>DO</th>
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<tr>
<td>Event/Situation</td>
<td>Thoughts</td>
<td>Feelings</td>
<td>Actions</td>
</tr>
<tr>
<td>Cycling to a surprise party, David gets a flat tyre.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycling to a surprise party, David gets a flat tyre.</td>
<td>I guess I’ll miss the surprise, but at least I’ll see friends.</td>
<td>Slightly Buoyed</td>
<td></td>
</tr>
<tr>
<td>Now I will miss the surprise! What’s the point of going?</td>
<td>Furious Sad Disappointed</td>
<td></td>
<td>David wheels his bike to the party and tells friends his story.</td>
</tr>
<tr>
<td></td>
<td>David wheels his bike home and watches TV alone.</td>
<td></td>
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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 activities and discussion cues included in this module—particularly the Core Activity ‘Share a Secret’ (p.14)—relate directly to the 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.

If you have already delivered a Core Activity similar to ‘Share a Secret’ with another Sense module, you may consider reinforcing students’ understanding of the A-B-C-D Model through another activity, such as ‘Noise in the Night’ (p.76), or by brainstorming scenarios where a single event can result in different feelings and actions in different people, simply because they thought about that event in different ways.

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.7 for examples). The Essential Skills Module also examines strategies for challenging unhelpful thoughts in the Helpful Thinking & Self-talk section which is supported by DVD clips.
This module includes activities that aim to help students identify and exercise some Essential Skills that are particularly important to a Sense of Control, including:

- helpful self-talk/challenging unhelpful self-talk (see below)
- emotion recognition and regulation
- perspective-taking
- setting realistic expectations
- planning and time management
- decision making
- seeking help
- self-care and keeping well.

### Self-talk — The Most Essential Skill

The importance of helpful self-talk to wellbeing is difficult to overstate. Helpful self-talk is a skill critical to building a strong Sense of Control. When we speak to ourselves helpfully and realistically, we are better able to put events into perspective. We often cannot control the events that occur in our lives, but we do have control over the way we think about those events, and what we say to ourselves about those events.

The way we think and talk to ourselves can directly affect the way we feel and, consequently, the actions we take or don’t take. In this respect, self-talk relates directly to the A-B-C-D Model. Therefore, if we get into the habit of challenging unhelpful thoughts and generating alternative ways of thinking (see below), we help protect our emotional and mental wellbeing.

Look for opportunities during class discussions to draw out what your students were saying to themselves during activities or events and, consequently, how those thoughts made them feel and what they did as a result of this. Please note that some people find it difficult to remember what they were thinking or seeing in their mind, and some people get ‘thoughts’ and ‘feelings’ confused, e.g. ‘I felt I wasn’t good enough’ is in fact a thought, not a feeling.

Here are some examples of helpful and unhelpful self-talk relevant to Sense of Control:

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<td>I have no control over my life</td>
<td>Stuff happens, but at least I can control what I think about things.</td>
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<tr>
<td>Everything seems too hard, so why bother?</td>
<td>If I take time out and look carefully, I see I do have some choices.</td>
</tr>
<tr>
<td>Sometimes when things go wrong I can’t cope</td>
<td>Yes, life can sometimes be tough, but there are good things, too.</td>
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Don’t forget: if you think your students would benefit from more in-depth work on self-talk and challenging unhelpful thoughts, they can be explored further using the Helpful Thinking & Self-talk section of the Essential Skills Module.
Teaching Suggestions

HOW MANY ACTIVITIES?
Select and deliver as many activities as you think necessary to allow your students to understand and have sufficient practice at applying aspects of Sense of Control. If you feel your students have grasped a point well, you may decide delivering more activities or persisting with discussion is ‘overcooking’ the information. You are the best judge.

NON-PARTICIPATION
Some students, with good reason, may not wish to participate in either activities or discussion. This non-participation should be seen as a valid response to the material; it does not necessarily mean the student is not gaining insight from your delivery or other students’ participation. Allowing the student to observe is often the best course.

SENSITIVE ISSUES
Some activities or discussion points may cause distress to some vulnerable students. Vetting activities and references beforehand, and thorough debriefing when necessary, should decrease this risk.

6. SUGGESTED TEXTS, FILMS & TV PROGRAMS – These are suggestions for books, plays, films and TV programs that you can use as a basis for discussion. They are suggestions only, and you are encouraged to substitute them with other references that you think are more suitable to your students’ needs and their current curriculum streams. They are summarised on p.46 and p.47.

7. RESOURCES – Either simple, readily accessible props (e.g. playing cards, drinking straws, sports mats), or printable/photocopiable pages (e.g. cue cards, quiz sheets, templates). The latter are included as photocopiable pages in the Activities & Resources section at the end of this module, and in PDF on the SenseAbility CD.

8. SENSEABILITY CD – Contains Activities & Resources in PDF.

9. SENSE OF CONTROL HAND-OUT – a photocopiable page in the Activities & Resources section (p.55) and in PDF on the SenseAbility CD.

10. 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.

SENSE OF CONTROL IN THE CLASS AND SCHOOL
There is value in assisting students to gain an understanding that, although they may not be able to control all of the events in their lives, they do have some control over their reactions/ responses to those events. Part of gaining this Sense of Control involves monitoring their emotions and curbing kneejerk emotional responses.
Activity Delivery

Each SenseAbility module offers around 20 classroom activities for you to choose from. Each activity is designed to provide an experience which you and your students can discuss to gain new understanding about how particular life ‘Senses’ apply in practical ways.

**Activity Name**
All activities in this module are listed alphabetically in the Classroom Activities Guide (p.49)

**Time**
This is an approximate duration of the activity, including basic discussion.

**Size**
A guide to student group size – some activities are for individuals, some work best in pairs, some require a whole class.

**Space**
Most activities are designed for a typical classroom. Some require room for students to mingle or move, and some work better in larger areas.

**Resources**
Copiable and printable pages are included in the back of each module and on the SenseAbility CD. Other resources are generally not difficult to source – these include school equipment like sports mats, and readily purchasable items like drinking straws or balloons. Resources like pens, paper and glue are listed, but are assumed to be typical to most classrooms.

**Aims & Results**
A basic summary of what students should gain from this activity.

**Discussion Suggestion**
The activities, generally, are only catalysts: it is class discussion that will open up understanding about the life senses, their application, and their importance to your students' daily lives. These discussion points are stimulus suggestions only. You should feel free to use only those you agree are relevant, and to create and follow your own discussion threads. Some activities may have particular relevance to other work you are doing with the class (e.g. a study of society topic, a set text, or preparation for a sports event) so exploring that connection can be extremely valuable.
SENSE OF CONTROL is the belief that you have the skills and ability to cope with life’s changes and challenges, and to manage your emotions. It 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.

FOR TEACHERS

• Acknowledge and develop the skills you have for managing stress. Think about how you respond to challenges and how you can model to students effective recognition and management of emotional responses.
• Look for and acknowledge instances where students have successfully managed (or at least attempted to manage) their emotions in difficult situations. Help them to recognise and explore the merits of the strategies they are using.
• Look for opportunities to offer students greater control in class or the school (e.g. let them have input into how the content of an assignment might be presented, or into the style/timing/location of a student function).
• Encourage students to ‘own’ their choices – part of gaining control is accepting responsibility for your decisions.

MESSAGES FOR STUDENTS

• Recognise the physical and mental warning signs that you’re feeling stressed or about to lose control. When you feel those signs, STOP, COUNT to ten, then go DO something that will help you chill. (Remember: patience isn’t just a virtue – it’s a survival tool.)
• Be aware of the strategies you use to manage stress – identify and develop the skills that work for you. It may help to try a range of strategies.
• Understand that you won’t be able to control everything that happens to you in life (everyone will experience difficult times, and life is not always fair). While you may not be able to control everything that happens to you, you can control how you interpret events, and this knowledge can help you cope with tough times.

ACTIONS THAT MIGHT HELP STRENGTHEN YOUR SENSE OF CONTROL

• Don’t waste time sweating the small stuff! Remember the words the old jeweller supposedly carved in the powerful king’s ring: ‘This too shall pass.’
• Make time to do some deep breathing every day.
• Learn something new, like meditation, yoga, Tae Kwon Do, or Tai Chi.
• Practise asking yourself: ‘How can I think about this situation in a more helpful way?’ It is a fantastic habit to get into.
• When you make a choice – own it! Take responsibility even if things didn’t quite go as planned. Be proud that you took control.
While it is up to you how you deliver Sense of Control, there are two main options:

**Suggested Program**: a detailed, step-by-step program in your choice of either three or five 45-minute (or longer) sessions.

**Flexible Delivery**: select and deliver as many activities and applications as you see fit to deliver a solid understanding of the material.

### START: Read this Module fully

#### Foundation Session (p.13)
It is recommended that all students undertake this session regardless of delivery mode.
- Core Activity
- Introduce Sense of Control
- Personal Reflection
- Introduce Real-life Application

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#### Suggested Program (3-Session Delivery)

**Session 2 (p.21)**
- Classroom Activity
- Text- or Film/TV-based Discussion
- Review Progress of Real-life Application

**Session 3 (p.25)**
- Classroom Activity (A)
- Review Outcomes of Real-life Application (B)
- Review of Understanding (C)
- Distribute Hand-out (D)

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#### Suggested Program (5-Session Delivery)

**Session 2 (p.21)**
- Classroom Activity
- Text- or Film/TV-based Discussion
- Review Progress of Real-life Application

**Session 3 (p.25)**
- Classroom Activity (A)
- Classroom Activity (E)
- Review Progress of Real-life Application (F)

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#### Fully Flexible Delivery

Choose either or both:
- Classroom Activities
- Real-life Applications

Choose activities and applications most suited to your students’ current needs and/or curriculum stream. The Classroom Activities Guide (p.49) will assist.

- **Suggested Texts** p.46
- **Suggested Films & TV** p.47
- **Real-life Applications** p.48
- **Classroom Activities Guide** p.49

Every session, teachers should check the progress of the Real-life Application introduced in the Foundation Session.

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#### Final Review Session
- Review Outcomes of Real-life Application
- Review of Understanding
- Distribute Hand-out

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Final recap/review of covered Senses and their importance

**Have all chosen Sense modules been delivered?**

**YES**

Proceed to deliver the next chosen SenseAbility module

**NO**
Foundation Session

A. Core Activity
   (5–10 minutes)
B. Introduce Sense of Control
   (10 minutes)
C. Personal Reflection
   (15–20 minutes)
D. Introduce Real-life Application
   (5+ minutes)

NB: It is highly recommended that this session be delivered to all students regardless of whether you have chosen a suggested program or flexible delivery.
NOTE TO TEACHERS:
The first activity in this session is the Core Activity ‘Share a Secret’. It aims to illustrate to students how their thoughts about an event can affect their feelings and actions. This understanding is fundamental to all other activities in the Sense of Control Module.

If you have already delivered the activity with another SenseAbility Module (perhaps in another form, such as ‘Give Me a Song’ with Sense of Belonging), two alternative core activities for Sense of Control are offered on p.15.

ACTIVITY: ‘SHARE A SECRET’

TIME: 5–10 minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: A-B-C-D Model (p.56 or SenseAbility CD)

The aim is to allow students to experience a situation where their thoughts about an event affect their feelings. The result should be that students understand that they can often control the way they think about events and, as a result, exercise control over their emotional responses. The activity should also highlight the link between thoughts, stress, and control, and show how our thoughts have the power to increase or decrease our personal stress.

1. Tell your students that, to set the tone for Sense of Control, you are going to randomly pick four people from the class to stand up the front and share a secret (secrets being things we tend to feel we have control over) – maybe about their first crush, or most embarrassing moment.*

2. Explain that everyone has five minutes to start thinking about their ‘secret’ that they will tell the rest of the class. Students are NOT to talk with their classmates in this time.

3. Pretend to be busy with notes/work, but try to observe your students’ reactions.

4. After one minute has elapsed, stop your students (no one will be sharing any secrets; this was an experiment to gauge students’ responses to a specific event, but do not tell the class this yet).

5. Commence class discussion using the tables below.

LIST STUDENTS’ RESPONSES

6. On the board draw up a five-column table. Label the first column ‘A: Event’ and write beneath it the only entry for that column: ‘Asked to share a secret in front of the class’.

<table>
<thead>
<tr>
<th>A: Event</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ASKED TO SHARE A SECRET IN FRONT OF THE CLASS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Label the third and fourth columns ‘Emotions’ and ‘Bodily Symptoms’ under the broader title ‘C: Feelings’, and ask students: What were you feeling during the activity minute (e.g. anxious, excited, angry, unconcerned)? What was happening to your body (e.g. increased heart rate, sweaty palms, tense muscles)? Write the various answers in columns three and four.

8. Label the fifth column ‘D: Behaviour’ and ask those same students: What were you doing during the minute (e.g. fidgeting, looking around at friends/others, avoiding eye contact with the teacher)? Write responses in column five.

9. Label the second column ‘B: Thoughts’ and ask the same students: What was going through your mind when you were told that you might have to stand up and share a secret (e.g. ‘I’ll make a fool of myself’, ‘This is unfair’, ‘I don’t mind telling’, ‘I’ll die of embarrassment’)? Write responses in column two.

*You can substitute another activity for this, so long as it is likely to evoke a wide range of reactions in your students.
**EXAMPLE RESPONSES:**

<table>
<thead>
<tr>
<th>A: Event</th>
<th>B: Thoughts</th>
<th>C: Feelings</th>
<th>D: Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asked to share a secret in front of the class</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'll make a fool of myself</td>
<td>Anxious</td>
<td>Sweaty</td>
<td>Look to friends</td>
</tr>
<tr>
<td>Don't pick me!</td>
<td>Embarrassed</td>
<td>Churning</td>
<td>Fidget</td>
</tr>
<tr>
<td>This is stupid/unfair</td>
<td>Apprehensive</td>
<td>Pale</td>
<td>Look down</td>
</tr>
<tr>
<td>I don't mind sharing this</td>
<td>Angry</td>
<td>Knotted stomach</td>
<td>Avoid teacher</td>
</tr>
<tr>
<td></td>
<td>Annoyed</td>
<td>Flush</td>
<td>Glare at teacher</td>
</tr>
<tr>
<td></td>
<td>Calm</td>
<td>Clenched jaw</td>
<td>Protest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alert muscles</td>
<td>Decide on the secret</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heart rate up</td>
<td></td>
</tr>
</tbody>
</table>

10. The table now completed, discuss how there were some very different reactions among the class to the same event.
11. You can now explain this was an experiment to gauge students’ responses to a specific event.
12. Project the A-B-C-D model as an OHT or give students a printed copy and explain how people can think differently about the same event and consequently have different feelings and actions. In other words, it is not the event but your interpretation of the event that leads to emotions and behaviours; you can change your feelings by changing your thinking. Therefore, challenging unhelpful thoughts and generating alternative, helpful ways to think is an important way to manage stress and curb unhelpful emotional reactions.

**DISCUSSION SUGGESTIONS**

- Highlight that a whole raft of different responses – anger, nervousness, excitement – all resulted from the one common event. Ask: What caused you all to feel and act in different ways?
- Brainstorm some thoughts that might challenge unhelpful self-talk for this activity (e.g. ‘Maybe I’ll actually come up with something good’ or ‘At least I’m not the only one, we’re all in the same boat’). Ask: What feelings might these more helpful thoughts have resulted in?
- Brainstorm some other real life instances where people might have a variety of reactions to the same event. Try to predict the likely feelings and actions that result from various ways of thinking. Ask: Which thoughts would be helpful, and which would be unhelpful to the situation? Which thoughts would be most beneficial to the person’s overall goal (e.g. to be happy; to do a good job)?
- Brainstorm a list of potentially stressful events over which you do not have control (e.g. being unable to study for important exams because of a sudden illness). Discuss how the amount of stress and anxiety you feel is linked directly to how you think about the event. This is because unhelpful thoughts have the potential to prevent us keeping events in perspective, and as a result we can feel overwhelmed and out of control. So, changing the way you think even if you can’t change the event or situation is the most effective way to take command of your feelings and actions, and to reduce stress and anxiety.

**Alternative Core Activities**

If you have already delivered ‘Share a Secret’ or similar with another Sense module (e.g. as ‘Give Me a Song’ in Sense of Belonging), consider how long it has been since your students did that activity, and judge whether you think your students would benefit from revisiting the thoughts–feelings–actions relationship shown in the A-B-C-D Model. If so, consider one of the two options, below. However, do not labour the point – if your students understand that although they cannot control all life’s events, they can control the way they think about them, the next important step is to encourage them to get into the habit of challenging unhelpful thoughts and changing them to more helpful thoughts.

With both options below you can use the discussion points included with the Core Activity ‘Share a Secret’.

**OPTION 1**

Classroom Activity ‘Noise in the Night’ is included in the Activities & Resources section (p.76). This activity has the potential for role-play and shows how an event (an unusual noise heard in the night) can be interpreted in many different ways, resulting in many different emotional responses and consequent actions.

**OPTION 2**

A Blank A-B-C-D Model is supplied in the Activities & Resources section (p.57). You can brainstorm with students various inciting events pertinent to Sense of Control (e.g. having to return from holidays early because a family member has had an accident) then have students, together or individually, draw in the remaining cartoon sections of the model. Follow this with class discussion about the value in challenging unhelpful thoughts.
WHAT IS SENSE OF CONTROL?

Explain that Sense of Control is our realistic belief that we have the skills and ability to cope with the changes and challenges that will occur in our lives. When we think we lack control, we can feel frustrated, stressed, angry, or overwhelmed – that’s normal. However, if we think about events more helpfully, we can often feel differently about them, and so gain more control over our emotional responses, which helps reduce feelings like stress/anxiety.

Consider a quick brainstorming session where students come up with a list of things that they feel they have little or no control over, then a complementary list suggesting helpful ways to think about those things that might help them feel less stressed and more in control.

**KEY FEATURES**

Having a sense of control means that you:
- do not react wildly to events you cannot control
- are less likely to suffer the physical and mental symptoms of stress/anxiety
- are more likely to speak helpfully to yourself
- feel more in control of your emotions
- have more capacity to prioritise and manage elements in your life.

**WHAT IT PROVIDES**

- An ability to think about events in helpful ways
- A means to curb instinctive, unproductive emotional reactions
- Reductions in the physical and mental symptoms of stress/anxiety
- The belief that one has more control over one’s life
- An enhanced ability to see events from realistic perspectives.

**DISCUSSION SUGGESTIONS**

- Do you think control is important? Why/why not?
- What are some examples of things that we cannot control (e.g. other people's reactions, acts of nature, accidents)? How do you feel about these?
- How can thinking you have no control make you feel stressed?
- What are some instances when it is good NOT to be in control? Why?

C. Personal Reflection

**TASK: Managing Stress/Anxiety**

Commence discussion: What do you think are some physical/psychological signs of stress?

**SIGNS OF STRESS — EXAMPLES:**

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>PSYCHOLOGICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic headaches, overeating, high blood pressure, heart racing, feeling run down, stomach upset/aches</td>
<td>Anxiety, sadness or depression, difficulty concentrating, irritability or moodiness, sleeping problems, anger problems, substance abuse, worry</td>
</tr>
</tbody>
</table>

Ask: What do you do to reduce/manage stress (e.g. exercise regularly, meditate, stick to a timetable/budget/study routine, talk to family, friends or trusted adults)? Create a list on the whiteboard.

**TAKING IT FURTHER**

In their own time, students might:
- Do some Internet research/external polling on other options for reducing/managing the symptoms of anxiety and stress.
- Implement one or more stress management techniques over a week or fortnight and monitor its effectiveness by rating their levels of stress/anxiety before and after practice (they should chart or diarise results).
- Research and discuss the phenomenon that people who’ve suffered trauma via ‘acts of God’ (e.g. flood, earthquake) often recover better psychologically than people who’ve suffered at the hands of others.

Ask: Why might it be easier to cope with an untargeted attack than a personal one?
The aim of Real-life Applications is for your students to apply what they have learned about Sense of Control to life outside the classroom. This should provide students with opportunities to utilise thinking skills that enhance their own Sense of Control.

The result should be an appreciation that students have tools at their disposal to help them reduce symptoms of stress and to feel more in control of their lives.

There are three options:

1. **Shorter-term** activity to run over approx. two school weeks if you are doing the 3–Session Delivery
2. **Longer-term** activity to run over approx. four school weeks if you are doing the 5–Session Delivery
3. **Create your own activity** to suit the needs and timeframes of your students

Results of this activity:

- In each subsequent Sense of Control session, review the progress of this activity.
- In your final Sense of Control session, facilitate an in-depth class discussion about the activity and its effect on students’ Sense of Control.

**OPTION 1: CREATE A STRESS-MANAGEMENT TIP SHEET**  
(Duration: approx. two weeks*)

1. Introduce the application by having the class create a relaxation mandala (for instructions see Activity & Resources section p.89); this will get them in the frame of mind for the following application.
2. Decide whether the activity is best for individuals, pairs or trios.
3. Students are to create a Stress Management ‘Tip Sheet’ or a self-help brochure. Either allocate to each group a relaxation or stress management technique, or allow students to research and choose their own to investigate and write up. Consider making the Tip Sheet event-specific (e.g. how to cope better at exam time, or when facing public performance, or when relationships/friendships break down).
4. A sampling suite of stress management techniques is included in the Activities & Resources section pp.87–90. (*adjust as necessary)

**OPTION 2: CREATE AND TEST STRESS-MANAGEMENT TIP SHEET**  
(Duration: approx. four weeks*)

1. This activity is an extension of Option 1.
2. Once students have created their Stress-Management Tip Sheet/brochure, have them either:
   - Trial the technique on themselves over the next fortnight.
   - Deliver it to others (e.g. in school, at sports/interest groups they are members of, or at home) and monitor its effectiveness in others.
   - Check to see if the technique is offered in their community (e.g. at a Police Citizens Youth Club). Students can compare this approach to the technique with the one they’ve developed in their Tip Sheet or brochure.
   - Or do all of the above.  (*adjust as necessary)
Suggested Program
For delivery over three or five sessions

SenseAbility
Session 2

2A. Classroom Activity
   (15+ minutes)

2B. Text- or Film/TV-based Discussion
   (25+ minutes)

2C. Review Progress of Real-life Application from Foundation Session
   (5 minutes)
2A. Classroom Activity

**ACTIVITY: ‘PROXIMITY’**

**TIME:** 15+ minutes  
**SIZE:** Small groups  
**SPACE:** Clear space for groups to move in  
**RESOURCES:** Wild Cards (p.86 or SenseAbility CD), bucket, small sports mats*

The aim is for students to face the challenge of unexpected circumstances.  
The result should be discussion about managing emotional responses while dealing with unforeseen events.

1. Have everyone choose a Wild Card from the bucket and place it in their pocket, unread.
2. Break the class into equally numbered small teams of four to six. You may choose to have group members sound off (count 1, 2, 3, 4, etc.).
3. Place on the floor the sports mats (which should be of a size that all members of each team should barely be able to stand upon it if they cram tight).
4. Explain each team’s objectives: to one-by-one get everyone ‘aboard’ the mat without anyone overbalancing or holding on to any external object (at your discretion, they can hold on to one another).
5. If you have sounded the students off, you can instruct when the No. 1s go aboard, when the No. 2s go aboard, then the No. 3s, etc.
6. At your discretion have people pull out and obey their Wild Card instructions. The Wild cards are marked with three different symbols (circles, squares, triangles), so you can get different students to obey their Wild Card instructions at various points at the game by saying, for instance, ‘Students with Triangle Wild Cards, obey them now’. These instructions make the task much more difficult and potentially stressful.
7. Subsequent rounds can be made more difficult through the use of smaller mats/circles, or larger teams.

*If sports mats are not available, chalk circles can be used.

**DISCUSSION SUGGESTIONS**

- What did you think about the objectives when you heard the rules? Confident? Did you have any concerns?
- What went through your mind when you had to obey your Wild Card? Did any concerns you had worsen? What did you feel? What strategies did you and your team use to cope?
- How much control did you think you had over your own reactions? How much control did you think you had over your teammates’ reactions?
- What thoughts about the activity resulted in you feeling stressed?
- What thoughts helped reduce feelings of stress?
- What were some of the thinking strategies used by the successful team/s?
- If you did the activity again, what might you do differently?
- In what way is this activity like real life (e.g. getting into university where there are limited places available)? What strategies have you learned that you might be able to apply in your day-to-day life?
- What impact do higher stakes (e.g. getting a desirable job or getting into university) have on your Sense of Control? Why? What role can helpful thinking play in this process?
**2B. Text- or Film/TV-based Discussion**

Choose a Suggested Text or Film/TV Program to discuss from pages 46 or 47, respectively. Alternatively, select a book, poem, film or TV program that you or your students are already familiar with.

You can guide discussion using the suggested discussion points included with the summaries or you can conduct class discussion in your own way about how the text/clip you’ve selected relates to Sense of Control.

**DISCUSSION SUGGESTIONS**

- Have you had any trouble finding more information about your stress/anxiety management strategy or technique? Where did you look? What surprising things did you discover?
- Is your technique useful to a wide cross-section of people, or a select few? Why might that be?
- Have you tried the technique yourself? How did/will you be able to test its effectiveness? Do you have a yardstick to measure it against (such as a similar technique)?
- Has this activity made you more aware of your own levels of stress or anxiety? What might elevate your stress or anxiety? What might decrease it? What effect does it have on your Sense of Control?
- Are there events coming up in your life where this kind of stress-management technique will be useful?

**2C. Review Progress of Real-life Application**

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17) – either the Stress-Management Tip Sheet, the Tip Sheet and Extension, or another activity you have chosen or created.

It is important to ensure the discussion remains centred on Sense of Control.
**Session 3**

### 3–SESSION DELIVERY

3A. Classroom Activity
(15+ minutes) p.26

3B. Review the Outcomes of Real-life Application from Foundation Session
(10–15 minutes) p.27

3C. Review of Understanding
(10–15 minutes) p.28

3D. Distribute Hand-out
(5 minutes) p.28

**END OF SENSE OF CONTROL MODULE**

### 5–SESSION DELIVERY

3A. Classroom Activity
(15+ minutes) p.26

(NB skip 3B, 3C, and 3D)

3E. Classroom Activity
(10–15 minutes) p.29

3F. Review Progress of Real-life Application from Foundation Session
(5 minutes) p.29

**COMMENCE SESSION 4**
3A. Classroom Activity

ACTIVITY: ‘BUFF AND POLISH’

TIME: 15+ minutes  
SIZE: Small groups  
SPACE: For small circles  
RESOURCES: Topic Cards (pp.60–61 or SenseAbility CD), sticky tape, hat/bucket, pens, paper

The aim is for students to work at a given task, then employ helpful thinking skills when circumstances change rapidly.

The result should be an appreciation of the importance of flexible thinking to maintaining a Sense of Control.

1. Break the class into small groups.
2. A member of each group selects a Topic Card* (taped shut) from a bucket. They are not to open the cards yet. The outside text they are permitted to read will describe a fictional manufacturer and a product it makes (e.g. Communican: the world’s toughest mobile phones).
3. Explain that groups are the marketing consultancy engaged to create a campaign for the product. Groups have 10 minutes to come up with an idea for a print campaign (e.g. a full-page newspaper advertisement) and a radio jingle.
4. Start the clock.
5. After five minutes, tell groups to stop work. Explain that there has been a disaster at their companies, which is explained inside their cards*. Groups can now open and read inside their cards to see what has happened (e.g. a manufacturing error on the screen lens means the phone displays are so bright they are almost blinding, and can set fire to paper and cloth).
6. Groups must use their remaining five minutes to rethink their advertisement and jingle, ‘repackaging’ the product and turning the problem into a plus (e.g. the Communican mobile phone is perfect for bushwalkers who need to start campfires). Note: lies and shonky misrepresentation are not permissible!
7. When the activity finishes, have each group share its product, original plan, and new ‘repackaged’ advertising solution.

*If you are unable to print double-sided sheets, simply present the fronts of the Topic Cards first, then at point 5 present the backs of the Topic Cards.

DISCUSSION SUGGESTIONS

• How would you describe your Sense of Control when you commenced the activity? What were your thoughts and feelings? Capable? Confident?
• Did those thoughts and feelings change when you received the command to open the card and all your work had to go out the window? What happened to your Sense of Control? What bodily symptoms did you experience? What emotional responses did you have? What thoughts drove those? Did anyone want to give up?
• What thinking strategies did various groups use to rally and regroup? Did they involve problem solving or goal setting (e.g. let’s make a list of potential positives of this problem and then worry about the advertisement later)?
• Which strategies could you use in real life? How/why?
• Has anyone experienced a situation (or thoughts/feelings) like this in real life? What happened? What was the outcome? Would you do things differently if you could? Like what?
• Do you know of instances where a real company has experienced a setback similar to the ones in this activity? What was their response?
• Why is flexible thinking so important to a healthy Sense of Control?

IMPORTANT CHECK
If you are doing a 5–Session Delivery skip NOW to ‘3E’ (p.29).  
If you are doing a 3–Session Delivery continue to ‘3B’ through ‘3D’.

SUGGESTED PROGRAM – SESSION 3

26
In the 3–Session Delivery, this is your final Sense of Control session, so it is important to commence a class discussion to review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for them to reflect on how important their Sense of Control is in their everyday lives.

**DISCUSSION SUGGESTIONS**

- What technique for managing stress/anxiety did you investigate?
- Did you try out the technique yourself? Did you find it effective?
- Did other people try out the technique? Did they find it effective?
- Have you noticed any change in your Sense of Control?
- Has the process made you consider other thinking strategies that help you minimise events that could cause stress and anxiety? Like what?
- Has the process of talking with other people about stress management and control made it easier to consider seeking help if life events became difficult to cope with?
- Do you feel more able to lend assistance to someone else who might be struggling with their Sense of Control, or with life events causing stress/anxiety?
3C. Review of Understanding

This is your chance to evaluate whether your students can demonstrate a solid understanding about the importance of Sense of Control in their lives.

Use the seven Module Goals as a checklist. Can your students:

1. DEFINE Sense of Control?
2. UNDERSTAND what a Sense of Control provides them with?
3. IDENTIFY the key features of Sense of Control?
4. IDENTIFY aspects of Sense of Control within themselves and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Control is, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change those thoughts?
7. PRACTISE and APPLY their understanding about Sense of Control in real life?

There are many ways you may choose to check your students’ understanding about Sense on Control, including a written evaluation (e.g. a short creative essay or quiz), class discussion, or even role-play.

Now is also an excellent time to brainstorm as a class some ways that your students think they may be able to enhance their own Sense of Control.

If you feel your students require more work simply:

• select other activities you haven’t already done using the Classroom Activities Guide (p.49);
• select and discuss other Suggested Texts (p.46) or Films/TV Programs (p.47);
• find/create your own activities and discussion references to help build understanding about Sense of Control.

3D. Distribute Hand-out

A hand-out summarising Sense of Control is included as a photocopiable page in the Activities & Resources section (p.55) and also in PDF on the SenseAbility CD.

1. Distribute one per student.
2. Consider a closing discussion about seeking help and the places where someone struggling with their Sense of Control might find such help (e.g. trusted friends and adults, school counsellor, medical professionals, Lifeline, Kids Helpline).
The aim is for students to explore the physical signs of mild stress/anxiety.

The result should be engaging class discussion about ways to manage those symptoms.

1. Explain that at the end of this activity the class will discuss relaxation techniques. Show students how to check their heart rate by placing a finger on their pulse (radial artery on wrist or carotid artery on neck), count beats in 15 seconds by a wall clock, and multiply by four. Have students write down their resting heart rate.*

2. Distribute the quiz, face down, explaining as you go that this is a quiz that has proved straightforward to other students their age, and they should have no trouble with it (i.e. downplay the difficulty). Explain that everyone has two minutes to do the quiz. Stress there is to be no talking.

3. Although words at the top suggest differently, the quiz is, in fact, very difficult.

4. When everyone has the quiz, start the clock.

5. After just one minute, stop the activity and quickly have students check their heart rates. Once those are written down, commence class discussion.

NB: the resting heart rate for healthy teenagers can range between 50 and 90 beats per minute, but please consult an expert for more information on this.

DISCUSSION SUGGESTIONS

- Explain firstly the quiz was, in fact, very difficult.
- Did anyone find their heart rates were elevated above the resting level they took prior to the quiz? Why might that be?
- Using the A-B-C-D Model as reference, ask the students what feelings were experienced during the quiz minute (from calm and confident to panicked and angry?) and list these on the whiteboard. Did anyone feel in control? Who felt out of control?
- What kinds of thoughts triggered anxious feelings?
- What kinds of thoughts helped you feel more in control?
- Ask: What actions were you doing (e.g. working on quiz, fidgeting, glaring at teacher?), List these. Finally, ask: What thoughts were going through your mind (e.g. ‘I can do this’, ‘This is unfair!’ or ‘I must be an idiot’)?

3F. Review Progress of Real-life Application

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17).

It is important to ensure the discussion remains centred on Sense of Control.

NB: In preparation for your next Sense of Control session, ask students to bring with them to the next Sense of Control session a small, robust personal token, preferably no bigger than an orange. Alternatively, source small tokens like checkers pieces (one per student) and a grease pencil with which you can write students’ initials. Also, you should allow an extra 15–30 minutes prep time for the next session in which to create a Mandala (see p.32 and Activities & Resources section pp.69–70)
Session 4

**4A. Classroom Activity**
(20+ minutes)

**4B. Classroom Activity**
(15+ minutes)

**4C. Review Progress of Real-life Application from Foundation Session**
(5 minutes)
DISCUSSION SUGGESTIONS

- Where on the mandala did you want your piece to end up? Where did it actually end up? What did you think and feel about that result?
- If you could throw again, would you? Why?
- Try to picture that this result is going to come true. How does that thought make you feel? Why do you feel that way? Have the group brainstorm alternative ways each person might think about that circumstance.
- The world and our future are uncertain and, despite our best-laid plans, things can turn out in unexpected ways. Why is it so important to be able to look at events from many perspectives? Why is it important to take control of the way we think about life’s events? (Stress that this can apply to good events, as well as to less desirable events).
- Brainstorm some circumstances in your day-to-day life where flexible, helpful, realistic thinking can help you maintain your Sense of Control (e.g. exams, sudden illness, flat bike tyre).
ACTIVITY: ‘HOW CAN I DEAL WITH THIS?’

TIME:  15+ minutes
SIZE:  Small groups for class discussion
SPACE: No special requirements
RESOURCES: Pens, paper

The aim is for students to apply aspects of what they have learned about Sense of Control to life outside the classroom.

The result is that they should have the opportunity to enhance their own Sense of Control.

1. Decide (bearing in mind time constraints) whether you want students to offer strategies for one or all three of the scenarios listed below.

2. Consider the format in which you want your students to present their solution strategies. You may simply want them to brainstorm solutions and present them as part of a wider class discussion, or you may consider having them turn their solutions into a ‘Tip Sheet’ that encompasses helpful thinking and places where someone struggling with control might seek help. Role-play may also be beneficial (e.g. radio talkback or counselling session).

3. When the work is done, come together as a class to discuss the scenarios and students’ thoughts on how people in those situations might rely on, or regain, their Sense of Control.

SCENARIO 1
Lena had glandular fever earlier in the year and missed out, not only on a heap of school, but also on lots of social stuff. For a while, Lena’s friends kept in touch by phone and Facebook, but soon they just seemed to stop thinking about her. It felt like she dropped off the Earth! Now she is better and back at school, but her friends seem to have become used to being without her; they treat her politely but like a stranger. So, because she has to do extra homework to catch up on subjects, she has no time to socialise even on the odd occasions her friends do ask her out! It’s all too hard and she just wants to give up and become a hermit.

SCENARIO 2
Lukas is going for his driver’s license in a few weeks. He used all his savings and bought an old car. He has been working on it every weekend, getting it roadworthy and ready for when he can legally drive. However, he started the car this morning and the engine made terrible noises and then a huge bang … now it is as dead as a doornail. The big end bearing is shot, and who knows what else. There is no way Lukas can afford the parts, let alone find the time to fix it in time for his driving test. He just wants to take to the car with a hammer.

SCENARIO 3
Caitlyn’s subject results haven’t been brilliant lately, and she knows she needs to do better if she wants to get into Uni. She has decided to study hard over the coming holiday so she has the best chance of doing well in the important upcoming exams. However, she’s just learned that her young step-brothers are coming to stay over the holidays – they are loud and sporty and always seem to want to disturb Caitlyn. She is already becoming bitter and anxious that her study holiday will be ruined.

DISCUSSION SUGGESTIONS

• What do you think the person in the scenario might be saying to him/herself? What feelings are likely to be resulting? How is this affecting the person’s Sense of Control?

• What alternative ways of thinking/self-talk do you think might help reduce feelings that weaken the person’s Sense of Control? Why would those assist?

• What specific thinking skills do you think this person could benefit from using (e.g. perspective-taking, problem-solving, seeking help)?

• Have you ever felt the way this person seems to be feeling? What made you feel that way? How did that affect your Sense of Control? What did you do to change the situation? Was there a good outcome? What might you have done differently? What thinking skills might have helped?
4C. Review Progress of Real-life Application

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17).

It is important to ensure the discussion remains centred on Sense of Control.
Session 5

5A. Classroom Activity
(15+ minutes)

5B. Review Outcomes of Real-life Application from Foundation Session
(10+ minutes)

5C. Review of Understanding
(10+ minutes)

5D. Distribute Hand-out
(5 minutes)
DISCUSSION SUGGESTIONS

- **Monarch**: how did you feel at the start of the activity? How would you describe your Sense of Control? How did those feelings change as the activity progressed? What thoughts went through your head? How in control did you feel by the end of the activity?

- **Subjects**: how did you feel at the start of the activity? What thoughts went through your head? How would you describe your Sense of Control? How did those thoughts and feelings change throughout the activity? How would you describe your Sense of Control at the end of the activity?

- What actions resulted from people's changing Sense of Control? (For instance if Monarchs displayed more control, was subjects' anger assuaged? If control wore thin, were rowdy subjects clapped in irons?)

- How might you (as subjects) have thought differently/more helpfully during the activity? How could those thoughts have changed the dynamic of the situation?

- Did your sense of perspective alter at all during the activity as you heard one another's problems? How? Why? What impact did that have on your own Sense of Control?

- What similarities does this activity have with your present day life? Do you see yourself as a Monarch or a subject (or both or neither)? What makes you think that way? How can you change your thinking to feel more in control?

- Discuss how many jobs/roles seem to offer a lot of power/autonomy/control (e.g. Queen Elizabeth II, passenger plane pilot) but do they really have a lot of control?
ACTIVITY: ‘PLEASE STEP OUTSIDE’ (Option 2)

TIME: 15+ minutes
SIZE: Large groups of 10–12
SPACE: For large groups to sit and work
RESOURCES: Character Biographies, Scenario & rating Sheet (pp.83–84 or SenseAbility CD), pens

The aim is to place students in a simulated situation where their Sense of Control will be placed under pressure.

The result should be discussion about the value of perspective-taking and helpful thinking in building and maintaining a healthy Sense of Control.

1. Break the class into groups of 10–12.
2. Randomly assign each student in the group a character from p.83. (Every character has values but also some liabilities.) Also give each student a Rating Sheet.
3. Set the scene: group/s are the last human survivors on the Jovian lunar outpost of Ceres 2; an explosion has destroyed the main building and the escape rocket. Your group is hunkered down in a smaller storage complex. While a MayDay has been sent to Earth, it will be three years before a rescue mission arrives. There is only enough oxygen and supplies to support your entire group for eighteen months; therefore, to survive until the rescue craft arrives, half the group must be asked to ‘step outside’.
4. Groups must consider which characters should remain alive and which should go, using the Rating Sheet. Groups can decide by popular vote, or they can elect a leader to make decisions – it’s their choice.
5. There are no right or wrong answers – it is the process that is important.

Caution: some students could become very emotionally invested in their characters, so some shepherding and debriefing may be required.

DISCUSSION SUGGESTIONS

• How would you describe your Sense of Control at the start of the activity? Did it change through the course of the activity? How do you know? Why did it change?

• How did you react (thoughts, emotions, physical symptoms) when your character’s life was being weighed in the balance? In retrospect, was the way you thought about the process the most helpful one possible? If not, what might have been a more helpful way to think? Why?

• What criteria did your group use to make decisions? What did that process say about individuals’ Sense of Control?

• Did the activity cause stress or anxiety for anyone? Why? What changes in thinking might have reduced these levels of stress/anxiety?

• Hopefully, none of us will be in situations where we have to make such grave decisions. But what thinking strategies used in the activity do you think might be useful in day-to-day life? In what situations would they be helpful? Why?
5B. Review Outcomes of Real-life Application

In the 5–Session Delivery, this is your final Sense of Control session, so it is important to commence a class discussion to review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for them to reflect on how important their Sense of Control is in their everyday lives.

DISCUSSION SUGGESTIONS

• What technique for managing stress/anxiety did you investigate?
• Did you try out the technique yourself? Did you find it effective?
• Did other people try out the technique? Did they find it effective?
• Have you noticed any change in your Sense of Control?
• Has the process made you consider other thinking strategies that might help you minimise events that could create stress and anxiety? Like what?
• Has the process of talking with other people about stress management and control made it easier to consider seeking help if life events became difficult to cope with?
• Do you feel more able to lend assistance to someone else who might be struggling with their Sense of Control, or with life events causing stress/anxiety?

5C. Review of Understanding

Here is your chance to evaluate whether your students can demonstrate a solid understanding about the importance of Sense of Control in their lives.

Use the seven Module Goals as a checklist. Can students:

1. DEFINE Sense of Control?
2. UNDERSTAND what a Sense of Control provides them with?
3. IDENTIFY the key features of Sense of Control?
4. IDENTIFY aspects of Sense of Control within themselves and how important the sense is their own lives?
5. RECOGNISE how strong their own Sense of Control is, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change these thoughts?
7. PRACTISE and APPLY their understanding and knowledge about Sense of Control in real life?

There are many ways you may choose to check your students’ understanding about Sense of Control, including a written evaluation (e.g. a short creative essay or quiz), class discussion or even role-play.

Now is also an excellent time to brainstorm as a class some ways that your students think they may be able to enhance their own Sense of Control.

If you feel your students require more work simply:

• select other activities you haven’t already done using the Classroom Activities Guide (p.49)
• select and discuss other Suggested Texts (p.46) or Films/TV Programs (p.47)
• find/create your own activities and discussion references to help build understanding about Sense of Control.
A hand-out summarising Sense of Control is included as a photocopiable page in the Activities & Resources section (p.55) and in PDF on the SenseAbility CD.

1. Distribute one per student.

2. Consider a closing discussion about seeking help and the places where someone struggling with their Sense of Control might find help (e.g. trusted friends and family, school counsellor, medical professionals, Kids Helpline, Lifeline).
Flexible Delivery

REMINDER
Ensure you have delivered the Foundation Session (p.13) before continuing.

ONGOING SESSIONS
A. Review Progress of Real-life Application from Foundation Session
B. Select/Create Classroom Activities and Lead Discussion

FINAL SESSION
C. Review Outcomes of Real-life Application from the Foundation Session
D. Review of Understanding
E. Distribute Hand-out (p.55)
How Many Sessions?

It is up to you how many sessions you now devote to completing the delivery of Sense of Control. You are the best judge of when your students have fulfilled the following seven module goals:

1. DEFINE Sense of Control.
2. UNDERSTAND what a Sense of Control provides them with.
3. IDENTIFY the key features of Sense of Control.
4. IDENTIFY aspects of Sense of Control within themselves and how important the sense is in their own lives.
5. RECOGNISE how strong their own Sense of Control is, and their capacity to enhance it.
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change these thoughts.
7. PRACTISE and APPLY their understanding and knowledge about Sense of Control in real life.

RECOMMENDATIONS

In each ongoing session:

- Review progress of the chosen Real-life Application commenced in the Foundation Session (p.17)
- Select/create classroom activities and lead discussion.

In the final session:

- Review outcomes of the Real-life Application commenced in the Foundation Session (p.17)
- Review understanding of Sense of Control
- Distribute Hand-out (p.55).

A. Review Progress of Real-life Application

Each session, you should make time for students to discuss their progress on their chosen Real-life Application from the Foundation Session (p.17) – creating the Stress-management Tip Sheet, creating and extending the Tip Sheet, or another activity you have chosen or created.

It is important to ensure the discussion remains centred on Sense of Control.

DISCUSSION SUGGESTIONS

- Have you had any trouble finding more information about your stress or anxiety-management strategy or technique? Where did you look? What surprising things did you discover?
- Is your technique useful to a wide cross-section of people, or a select few? Why might that be?
- Have you tried the technique yourself? How did or will you be able to test its effectiveness? Do you have a yardstick/or control to measure it against (such as a similar technique)?
- Has this activity made you more aware of your own level of stress or anxiety? What might elevate it? What might decrease it? What effect does it have on your Sense of Control?
- Are there events coming up in your life that you know where this kind of stress management will be very useful?
B. Select/Create Classroom Activities

Choose and facilitate activities and discussions that you think will help deliver a sound understanding about Sense of Control and its importance in day-to-day life.

You can:

Choose from activities supplied in this module:

- Discuss Suggested Texts (p.46)
- Discuss Suggested Films/TV Programs (p.47)
- Real-life Applications (p.48)
- Classroom Activities (see Guide p.49)

And/Or

Find or create your own classroom activities, develop your own Real-life Applications, and decide appropriate text, film or television references that students are already using or you are already familiar with.

Remember: the activities and references are only catalysts; the real learning benefits come through rewarding class discussion where students can hear other perspectives and relate new knowledge to their own lives and experiences.

C. Review Outcomes of Real-life Application

Final Sense of Control Session

In a class discussion, review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for students to consider the importance of Sense of Control in their everyday lives.

DISCUSSION SUGGESTIONS

- What technique for managing stress or anxiety did you investigate?
- Did you try out the technique yourself? Did you find it effective?
- Did other people try out the technique? Did they find it effective?
- Have you noticed any change in your Sense of Control?
- Has the process made you consider other thinking strategies that might help you minimise events that could create stress and anxiety? Like what?
- Has the process of talking with other people about stress management and control made it easier to consider seeking help if life events became difficult to cope with?
- Do you feel more able to lend assistance to someone else who might be struggling with their Sense of Control, or with life events causing stress or anxiety?
D. Review of Understanding

Evaluate whether your students can demonstrate a solid understanding about the importance of Sense of Control.

Can your students:
1. DEFINE the Sense of Control?
2. UNDERSTAND what a Sense of Control provides them with?
3. IDENTIFY the key features of Sense of Control?
4. IDENTIFY aspects of the Sense within themselves, and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Control is, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change these thoughts.
7. PRACTISE and APPLY their understanding and knowledge about Sense of Control in real life?

There are many ways you may choose to do this, including:
- short creative essay or quiz
- class discussion
- role-play.

Now is also an excellent time to brainstorm as a class some ways that your students think they may be able to enhance their own Sense of Control.

If you feel your students haven’t met one or more of the Module Goals, consider conducting more activities and discussion to help build and reinforce their understanding of Sense of Control.

E. Distribute Hand-out

A hand-out summarising Sense of Control is included as a photocopiable page in the Activities & Resources section (p.55) and in PDF on the SenseAbility CD.

1. Distribute one per student.
2. Consider broader discussion about seeking help including the places where someone struggling with their Sense of Control might find help (e.g. trusted friends and adults, school counsellor, medical professionals, Kids Helpline, Lifeline).
References & Guides
### FINDING GRACE

**AUTHOR**: Alyssa Brugman  
**SUITEABILITY**: All  
**SYNOPSIS**: Rachel has not long graduated from high school when she is offered a job caring for Grace, a woman with brain damage. She discovers Grace’s old letters and becomes enormously invested in the woman’s former life.

**POSSIBLE DISCUSSION POINTS**
- How does Rachel feel in the reverse situation of being a teenager ‘in charge’ of a middle-aged person?
- Rachel starts the story feeling quite in control but gradually things feel less and less in hand. What does she do about this? Could she have thought more helpfully about certain events?
- How would you describe the Sense of Control of Mr Preston and Rachel’s mother? How do their ways of thinking differ from Rachel’s?
- How does Rachel’s Sense of Control of her life change over the story? Have you ever felt the way Rachel did? What did you do?
- What do you think of Jonas’s society? What does it control? Is that healthy or unhealthy?
- How would you feel if, like Jonas, you had no control over any part of your life? What does Jonas think about this?
- Does Jonas do an adequate job thinking about his situation before he acts? How important is perspective-taking and flexible thinking?
- Can you think of any situations where you had trouble regulating your emotions or controlling your behaviour? What could you have done differently (particularly, how could you have thought differently about the situation)?
- If your task was to be a memory keeper, what memories do you think would be most important for you and your society?
- Who is in control of this world? What does that make its inhabitants think and feel?
- What does the man think he can control? What does he actually control? What thinking skills does he use to keep his fears in check?
- Do the boy and the man feel in control of their fate? Why/why not?
- What does the straggler Ely mean by ‘There is no God and we are his prophets’? How is his Sense of Control different to the man’s? Why?
- The man remains in control of himself against all odds – how does this affect the boy’s thinking?

### THE GIVER

**AUTHOR**: Lois Lowry  
**SUITEABILITY**: All  
**SYNOPSIS**: In a futuristic, utopian society with no pain, no memories and no fear, young Jonas is appointed the task of keeping all of his community’s memories and emotions. As he receives the memories, he sees how shallow his society has become.

**POSSIBLE DISCUSSION POINTS**
- How would you describe the temperament of the people living in Gloucester? What did the sea and weather have to do with their Sense of Control?
- Did Tyne and his crew believe they could control the weather? How would you describe their mode of thinking?
- How did the fishermen balance the needs of their families with their desire to stay alive? What were their perspective-taking skills?
- Have you ever been in a situation where you had to use controlled, clear thinking to avert the risk of injury? What did you do?
- How was Roosevelt’s way of thinking reflected when he said ‘We have nothing to fear but fear itself’? What was the motive and effect of this statement?
- How did Roosevelt control his own impulses and keep the US out of the war until the time was right and public sentiment was behind him?
- Did Roosevelt’s physical impairments affect his ability to control his office? Why/why not?
- What thinking strategies of Roosevelt’s do you admire? Are there any you might try to use in your life?

### THE PERFECT STORM

**AUTHOR**: Sebastian Junger  
**SUITEABILITY**: All  
**SYNOPSIS**: The true story of the crew and fate of the fishing vessel Andrea Gail, which was lost during a huge storm nearly a thousand kilometres out at sea. The book helps explain why these men risked their lives fishing in treacherous conditions.

**POSSIBLE DISCUSSION POINTS**
- How did the fishermen feel the way Rachel did? What did you do?
- What thinking did they use to avert the risk of injury? What did you do?
- Who is in control of this vessel? What does he control?
- Is that healthy or unhealthy?
- How does Rachel feel in the reverse situation of being a teenager ‘in charge’ of a middle-aged person?
- Rachel starts the story feeling quite in control but gradually things feel less and less in hand. What does she do about this? Could she have thought more helpfully about certain events?
- How would you describe the Sense of Control of Mr Preston and Rachel’s mother? How do their ways of thinking differ from Rachel’s?
- How does Rachel’s Sense of Control of her life change over the story? Have you ever felt the way Rachel did? What did you do?
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- How would you feel if, like Jonas, you had no control over any part of your life? What does Jonas think about this?
- Does Jonas do an adequate job thinking about his situation before he acts? How important is perspective-taking and flexible thinking?
- Can you think of any situations where you had trouble regulating your emotions or controlling your behaviour? What could you have done differently (particularly, how could you have thought differently about the situation)?
- If your task was to be a memory keeper, what memories do you think would be most important for you and your society?
- Who is in control of this world? What does that make its inhabitants think and feel?
- What does the man think he can control? What does he actually control? What thinking skills does he use to keep his fears in check?
- Do the boy and the man feel in control of their fate? Why/why not?
- What does the straggler Ely mean by ‘There is no God and we are his prophets’? How is his Sense of Control different to the man’s? Why?
- The man remains in control of himself against all odds – how does this affect the boy’s thinking?

### THE ROAD

**AUTHOR**: Cormac McCarthy  
**SUITEABILITY**: Senior (15–18 y.o)  
**SYNOPSIS**: In a post-apocalyptic world, a middle-aged man struggles against starvation, cold, and cannibal bandits as he tries to escort his 10 year-old son to the warmer coast, and maintain their sense of decent humanity en route.

**POSSIBLE DISCUSSION POINTS**
- How did Roosevelt’s physical impairments affect his ability to control his office? Why/why not?
- What thinking strategies of Roosevelt’s do you admire? Are there any you might try to use in your life?

### FRANKLIN DELANO ROOSEVELT (2003)

**AUTHOR**: Conrad Black  
**SUITEABILITY**: Senior (15–18 y.o)  
**SYNOPSIS**: The story of the 32nd President of the United States. Roosevelt was arguably in control of the fate of the world in the middle years of the Second World War and gave hope to America during its worst economic depression.

**POSSIBLE DISCUSSION POINTS**
- How was Roosevelt’s way of thinking reflected when he said ‘We have nothing to fear but fear itself’? What was the motive and effect of this statement?
- How did Roosevelt control his own impulses and keep the US out of the war until the time was right and public sentiment was behind him?
- Did Roosevelt’s physical impairments affect his ability to control his office? Why/why not?
- What thinking strategies of Roosevelt’s do you admire? Are there any you might try to use in your life?

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**NB**: Teachers should review suggested texts for suitability before use. You should feel free to use different texts that you think are more suited to your students’ needs or current study streams.
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<tr>
<td>SYNOPSIS</td>
<td>Bernard Black is a cranky bookshop owner who despises customers who seem intent on ruining his days. His assistant Manny and friend Fran try to brighten Bernard’s life, often with undesirable consequences.</td>
<td>Young woman Andy Sachs lands a to-die-for job working at a New York fashion magazine. She learns the job is less than ideal because her ruthless boss – editor Miranda Priestly – is enormously demanding.</td>
<td>In a future society, Guy Montag is a fireman engaged to burn books, which are regarded as antisocial objects. When he reads the books he burns, his beliefs are changed.</td>
<td>A US Navy pilot is shot down while flying reconnaissance over war-torn Bosnia. On foot, he is on the run while his commanding officer defies orders and launches a rescue mission.</td>
<td>A headstrong teenager falls pregnant to her mild-mannered boyfriend. She decides to have the infant and give it to a wealthy couple who are desperate to adopt.</td>
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**POSSIBLE DISCUSSION POINTS**
- How would you define Bernard’s Sense of Control? Does he exercise any thinking skills that help him manage his emotions? How might things be different if he did?
- How would you typify Manny’s Sense of Control, especially in the face of Bernard’s hostility? Is Manny able to look at issues from different perspectives? What is the result?
- What are the consequences when the characters’ Sense of Control is low? How could they have thought differently about situations?
- Have you ever wanted to behave like Bernard? What did you do? What were the consequences?
- When Andy lands the job she feels that she is steering her life in a positive direction. Does this feeling change? Why?
- Andy’s instinctive reactions to Priestly’s demands are often emotion-charged. What does she do that is unconstructive? How does she change her thinking to become more beneficial to herself?
- In what ways does Andy lose control of her personal life? How does this affect her relationships? What emotions result? What changes does Andy make?
- What do you admire about Andy? What thinking skills does she learn/build upon that you could use yourself?
- Does Guy feel in control of his life at the start of the film? Why/why not? Does that feeling alter? Why/why not?
- Does Guy feel Clarisse is within or outside his control? Does she seem to be in control of her own life? Why/why not?
- Guy’s impulse to hide a book is almost outside his own control. What steps does he take to regain control?
- Guy is, at one point, within the control of the Captain, but later he is not. What changes? Is that a reflection of Guy’s independent thinking?
- What traits of Guy’s do you admire? Why?
- How does Burnett feel after he crashes? What goes through his mind?
- How does Burnett maintain his Sense of Control despite the danger he faces? What thinking skills does he employ?
- What is NATO trying to control when it does not approve the rescue mission?
- Does Reigert feel in control of the situation? How do the political ‘shackles’ make him feel? What does he do to retain a Sense of Control?
- At what points does Burnett nearly lose control of his emotions? What does he think/do in order to retain his Sense of Control?
- How is Juno’s Sense of Control affected when she discovers that she is pregnant? What problem-solving skills does she employ?
- Is Juno’s Sense of Control strengthened or weakened by her friends and family? Why? In what ways?
- Does Juno think that Mark and Vanessa are in control of their lives? Why/why not? Does she continue to think that way? Why/why not?
- How is Juno’s Sense of Control affected when she begins to look at families from different perspectives?
- What do you admire about Juno? Why?

NB: Teachers should review suggested films and television episodes for suitability before use. Choose and view an excerpt from the feature or episode if time does not permit full viewing.
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<thead>
<tr>
<th>TIME SPAN</th>
<th>Great Expectations</th>
<th>Rate Yourself</th>
<th>That Makes Sense</th>
<th>Create a Tip Sheet</th>
<th>Create Tip Sheet &amp; Extend</th>
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### ACTIVITY

- Students create a diagrammatic 'map' of expectations that they have for themselves and for other people in their lives (e.g., expect that friends will treat them as equals, that parents will provide love and support). The map can take any form, including separate or intersecting 'balloons' for various people (e.g., themselves, their family, their friends, and other people). In these balloons they write realistic expectations they have of themselves and the people in their lives.
- Over the course of a week, students diarise their heart rate. They should start with resting heart rate every morning then take it at different times through their days over the week, preferably during or when they are thinking about significant events (e.g., talking on the phone with a friend about an anticipated party, or when they are working on a nearly-due assignment, or after receiving the results of a class test). At the end of the week, see if there is a correlation between particular events and heart-rate patterns.
- Students create a four-column diary chart based on the A-B-C-D Model (p.56). In the Event column they write things they've spotted in newspapers and periodicals about people exercising (or failing to exercise) their Sense of Control. In B and C columns they write what the subjects might have been thinking and feeling about the event, and in the D column what they did as a result.
- Students create a Stress Management Tip Sheet or a brochure to help users reduce stress and stay well. Working as individuals (or in small groups), students are either designated, or choose themselves, a technique for helping manage stress (e.g., Deep Breathing, Effective Time Management, Basic Yoga, Stress-management). Students must research the technique themselves and then put that information in print form.
- This is an extension of the activity at left. Once the Tip Sheet or brochure is done, the students must 'road test' their relaxation technique, firstly on themselves (perhaps monitoring its effectiveness over a week) and then on other people (e.g., family, friends, teammates at sports). Students must work out criteria and methods for monitoring (e.g., diarise heart rate, etc.).

### POSSIBLE DISCUSSION POINTS

- Did you discover that you hold expectations you were unaware of?
- Are the expectations you have of yourself and others realistic?
- What factors might change your expectations? Do you have control over those factors?
- Does understanding these expectations affect your Sense of Control? In what way?
- Do you think you will still have these same expectations in five years?
- Did you learn anything about your heart rate by doing this activity? What?
- Were you able to check your heart rate at times of heightened happiness, excitement, or stress? Was it elevated? If there was a relationship between heart rate and events, what do you think caused it?
- Do you see any pattern between your heart rate and thoughts that may cause you anxiety? What might you do (e.g., either think differently, or manage stress by relaxation)?
- Which people or events did you cover in your chart?
- Which of the events were within the subjects' control, and which were beyond their control?
- How easy/difficult was it to ascertain or surmise what the people might have been thinking and feeling about their events?
- What conclusions does your chart allow you to draw about helpful thinking?
- What technique for managing stress/anxiety did you investigate?
- What things did you learn about the technique and its effectiveness that you did not previously know?
- Did you try the technique yourself? How effective was it?
- Would you use this again? In what situations/conditions?
- Has thinking about this strategy made you consider other strategies for managing stress and maintaining a Sense of Control? What strategies?
- What technique for managing stress/anxiety did you investigate?
- What did you learn about the technique and its effectiveness that you did not previously know?
- Did others try the strategy? Was it effective for them? How did you monitor this?
- Has the process made you feel more able to lend help to someone struggling with their Sense of Control?

NB: Teachers should feel free to adapt these activities or to create their own new ones.
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<th>TIME</th>
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* Note that items common to classrooms (e.g. wall clock, pens, paper, whiteboard) are assumed to be available.
Delivering SenseAbility
Delivering SenseAbility

Delivering Several Modules Across a Term

If you have decided to deliver more than one SenseAbility module to your students, you may wish to fit those modules into a 10-week term block. There are two recommended models for delivering multiple modules over a term:

Option 1: Delivering three Sense modules (e.g. Sense of Belonging, Sense of Control, and Sense of Future) in three x 45 minute (or longer) sessions with a final review session at the end.

Option 2: Delivering two Sense modules (e.g. Sense of Belonging and Sense of Control) in five x 45 minute (or longer) sessions.

<table>
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<th>45+minute SESSION</th>
<th>Delivery Suggestions for a 10–Week / 10–Session Block</th>
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</thead>
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<td>Sense One</td>
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<td>2</td>
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<td>3</td>
<td>Sense Three</td>
</tr>
<tr>
<td>4</td>
<td>Review</td>
</tr>
</tbody>
</table>

Option 1

| 5                  | Sense One                                              |
| 6                  | Sense Two                                              |
| 7                  | Review                                                 |

If you believe your students would benefit from learning about and exercising Essential Skills, then you can replace one of the Sense modules with Units from the Essential Skills Module. If you wish to deliver more than three SenseAbility modules, you can simply run two or more ten-session blocks over two or more terms.

Which Modules When?

The relevance of the information and skills explored in this and other sense modules may change for your students depending on their age and on the challenges they are facing at particular times of the school year.

For instance, during transitional periods like moving from primary to secondary school, Senses of Self-worth, Control, and Belonging are especially important. For students midway through secondary school who are faced with having to choose elective subjects, Senses of Purpose, Control and Future may seem more keenly relevant to their situation.

You are the best judge of which Senses will be of most benefit to your students, bearing in mind considerations like cultural backgrounds, literacy levels and gender. However, here are some suggestions for ordering or prioritising the sense modules:

**JUNIOR SECONDARY** (=12–14 years)
- Self-worth; Belonging; Control; Purpose; Future; Humour

**SENIOR SECONDARY** (=15–18 years)
- Purpose; Future; Control; Humour; Self-worth; Belonging

The Essential Skills Module can fit in with any module/s, and you should evaluate the need for it regularly.
Activities & Resources
Sense of Control

What is it?
The belief you have the skills and ability to cope with changes and challenges.

Why is Having a Sense of Control So Important?
- It helps us curb impulsive responses.
- It helps us not to feel frustrated, angry, or overwhelmed.
- It helps us manage negative reactions like stress/anxiety.

Is Stress that Bad?
- For short periods of time, a small amount of stress can often help us perform better.
- Excessive, long-term stress can be physically and mentally harmful.
- Remember we cannot always control events, but we can take steps to control our reactions to events.

Ways to Feel More in Control
- Think helpfully and realistically.
- Learn time-management skills to stay on top of foreseeable events.
- Learn stress reduction and management techniques, like relaxation exercises.
- Speak to yourself helpfully, and challenge unhelpful self-talk.

What if I’m Struggling with My Sense of Control?
Lots of people experience times in their lives when things seem overwhelming and beyond control. In those situations, it can be very helpful to speak with someone. Friends, family, trusted adults, and medical professionals are good people to start with. But also think about:

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
When an event (A) happens, it is our thoughts and interpretations (B) of the event, and not the event itself, that lead us to experience certain emotions and feelings (C), and to act or react in particular ways (D).

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>BELIEFS</th>
<th>CONSEQUENCES</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event/Situation</td>
<td>Thoughts</td>
<td>Feelings</td>
<td>Actions</td>
</tr>
<tr>
<td>Cycling to a surprise party, David gets a flat tyre.</td>
<td><strong>Now I will miss the surprise! What’s the point of going?</strong></td>
<td>DISAPPOINTED</td>
<td>David wheels his bike home and watches TV alone.</td>
</tr>
<tr>
<td>Cycling to a surprise party, David gets a flat tyre.</td>
<td><strong>I guess I’ll miss the surprise, but at least I’ll see friends.</strong></td>
<td>NEUTRAL</td>
<td>David wheels his bike to the party and tells friends his story.</td>
</tr>
</tbody>
</table>

**ACTION**
Copy/print onto overhead transparency or use as data file for projection during class discussion.
ACTION
Copy/print onto overhead transparency or use as data file for projection during class discussion.

When an event (A) happens, it is our thoughts and interpretations (B) of the event, and not the event itself, that lead us to experience certain emotions and feelings (C), and to act or react in particular ways (D).

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</tbody>
</table>

A ➔ B ➔ C ➔ D
DISCUSSION SUGGESTIONS

• Did this activity show you any patterns about times in your life when you felt more in (or less in) control?

• Looking at the times in your life when you felt less in control, can you come up with ways you might have thought about those events that could have changed those feelings?

• Across the class: what types of events/situations seemed to be associated with feeling out of control?

• What helpful strategies did you use to feel more in control?

• Brainstorm/create a list of some events/situations in which you may feel out of control. What might you be thinking in those situations?

• Brainstorm/create a list of strategies (things you could say to yourself and things you could do) to suit those events/situations that might help strengthen our Sense of Control.
ACTIVITY: ‘BUFF AND POLISH’

TIME:  15+ minutes  
SIZE:  Small groups  
SPACE:  For small circles to work  
RESOURCES:  Topic Cards Front & Back (pp.60–61 or SenseAbility CD), sticky tape, hat/bucket, pens, paper

The aim is for students to work at a given task, then employ helpful thinking skills when circumstances change rapidly. The result should be an appreciation of the importance of flexible thinking to maintaining a Sense of Control.

1. Break the class into small groups.
2. A member of each group selects a Topic Card* (taped shut) from a bucket. They are not to open their cards yet. The outside text they are permitted to read will describe a fictional manufacturer and a product it makes (e.g. Communican: the world’s toughest mobile phones).
3. Explain that groups are the marketing consultancy engaged to create a campaign for the product. Groups have 10 minutes to come up with an idea for a print campaign (e.g. a full-page newspaper advertisement) and a radio jingle.
4. Start the clock.
5. After five minutes, tell groups to stop work. Explain that there has been a disaster at their companies, which is explained inside their cards*. Groups can now read inside their cards and see what has happened (e.g. a manufacturing error on the screen lens means the phone displays are so bright they are almost blinding, and can set fire to paper and cloth).
6. Groups must use their remaining five minutes to rethink their advertisement and jingle, ‘repackaging’ the product and turning the problem into a plus (e.g. Communican’s mobile phone is perfect for bushwalkers who need to start campfires). Note: lies and shonky misrepresentation are not permissible!
7. When the activity finishes, have each group share its product, original plan, and new ‘repackaged’ advertising solution.

*If you are unable to print double-sided sheets, simply present the fronts of the Topic Cards first, then at point 5 present the backs of the Topic Cards.

DISCUSSION SUGGESTIONS

- How would you describe your Sense of Control when you commenced the activity? What were your thoughts and feelings? Capable? Confident?
- Did those thoughts and feelings change when you received the command to open the card and all your work had to go out the window? What happened to your Sense of Control? What bodily symptoms did you experience? What emotional responses did you have? What thoughts drove those? Did anyone want to give up?
- What thinking strategies did various groups use to rally and regroup? Did they involve problem-solving or goal setting (e.g. let’s make a list of possible positives of this problem and then worry about the advertisement later)?
- Which strategies could you use in real life? How/why?
- Has anyone experienced a situation (or thoughts/feelings) like this in real life? What happened? What was the outcome? Would you do things differently if you could? Like what?
- Do you know of instances where a real company has experienced a setback similar to the ones in this activity? What was its response?
- Why is flexible thinking so important to a healthy Sense of Control?
Buff and Polish – Topic Cards (Front)

ACTION

Note: These cards are double-sided – both this and the following page must be printed/copied double-sided on a single sheet of paper. Using scissors or a guillotine, safely cut along the larger dotted lines to separate cards. Then, fold each card along the smaller dotted lines before distributing.

If you cannot print/copy double sided, simply print this and the next page separately and distribute cards on this page at the start of the activity, and the second sheet of cards at step 5.
**BUFF AND POLISH – TOPIC CARDS (BACK)**

**ACTION**

Note: These cards are double-sided – both this and the previous page must be printed/copied double-sided on a single sheet of paper. Using scissors or a guillotine, cut along the larger dotted lines to separate cards. Finally, fold each card along the smaller dotted lines before distributing.

If you cannot print/copy double sided, simply print this and the previous page separately and distribute the cards on this page mid-activity.
Easter Islander

ACTIVITY: ‘EASTER ISLANDER’

TIME: 10–15 minutes
SIZE: For pairs
SPACE: Room for pairs to stand opposite each other
RESOURCES: Nil

The aim is to quickly expose students to a situation where they must regulate their emotions. The result should be class discussion about the importance of thinking strategies and emotion regulation to a strong Sense of Control.

1. Break the class into pairs.

2. Have partners stand back-to-back. On your count of three, they are to turn and face each other. When they do, they must look their partner square in the eyes and remain stone-faced, solemn, and silent as the heads on Easter Island.

3. Whichever partner breaks into a smile or laughs loses the round.

4. Winner is the best out of three or five rounds — up to you.

5. An alternative approach is to break the class into small groups and have a starting pair. The winner of the round then faces another member of the group, and that winner faces another member, and so on. You can then have overall group winners face one another – ousted smilers and laughers can provide good-natured heckling to help break any stalemates.

DISCUSSION SUGGESTIONS

• How easy or difficult was it to keep a straight face? Did your reaction seem voluntary or involuntary? Why do you think that was?

• What thinking strategies did successful ‘stone facers’ use?

• Brainstorm and list some potentially stress-inducing, real-life situations – both positive and challenging – and likely impulsive reactions to them. Then list whether those reactions were helpful/constructive or not. If not, what alternative responses might have served better? What thoughts might lead to those more positive outcomes?

• Brainstorm some common/everyday situations where you may need to regulate your emotions and take time to think clearly before you react (e.g. the bus is late; or someone pushes into a queue ahead of you). What might occur if you don’t regulate your emotions?

• Consider re-doing the activity with this new knowledge – and some new thinking strategies – in hand.
ACTIVITY: ‘GHOST’

TIME: 10–15 minutes
SIZE: Large groups/whole of class
SPACE: Room for whole class to move around
RESOURCES: Wall clock with a second hand

The aim is for students to identify and monitor their reactions (thoughts, feelings, bodily symptoms and conscious actions) to a somewhat tense situation where their Sense of Control might be reduced.

The result should be engaging discussion about the importance of emotion regulation to a strong Sense of Control.

1. Select two or three ‘ghosts’ from the class.

2. The rest of the students scatter about the room and choose a spot to stand in. Once they’re settled, have these non-ghosts close their eyes firmly shut.

3. Ghosts then wander around the room as silently as possible. Their aim is to eliminate non-ghosts by silently approaching and standing immediately behind them, remaining undetected for 10 seconds (you, the teacher, have to be the adjudicator!).

4. If ghosts succeed in standing undetected, they can gently tap the non-ghost on the shoulder. That person then must silently leave the game and sit down.

5. If a non-ghost suspects a ghost is behind them, he/she can ask, ‘Is there a ghost behind me?’ If they are correct, the ghost must whisper ‘Yes’ softly in their ear, and the non-ghost is then recruited to become a ghost, too. However, if someone asking whether a ghost is behind him/her is wrong (i.e. there is no ghost behind them) they must silently retire from the game and sit down.

6. Continue as long as you see fit, ideally until all non-ghosts are eliminated.

DISCUSSION SUGGESTIONS

• What thoughts, feelings and physical symptoms did you (ghosts and non-ghosts) experience during the exercise (e.g. racing heart, excitement, anxiety, giggling)?

• Did these reactions seem voluntary or involuntary? Why do you think that was?

• What strategies did successful players (i.e. ghosts that eliminated many non-ghosts, and non-ghosts who lasted longest) employ? Did these involve using thinking skills and self-talk to manage impulsive emotional reactions? If so, what were they?

• Brainstorm and list some potentially stress-inducing, real-life situations – both positive and challenging – and likely impulsive reactions to them. Then list whether those reactions are helpful/constructive or not. If not, what alternative responses might serve better? What thoughts might lend to more positive outcomes?

• Discuss how we often need to regulate our emotions and take time to think clearly about situations before we react.

• Consider re-doing the activity with this new knowledge – and new thinking strategies – in hand.
High Noon Balloons

ACTIVITY: ‘HIGH NOON BALLOONS’

TIME: 1–5 minutes
SIZE: Individual activity, but most fun when done by whole class
SPACE: For students to move around
RESOURCES: Marking pens, four inflatable balloons per student, pens, paper

The aim is to place students in a pressured situation where they will eventually lose control.
The result should be discussion about the need to regulate emotions, speak helpfully to ourselves, and prioritise commitments in order to minimise feelings of stress.

1. Hand out balloons (four per student).
2. Give students one minute to list on paper four things they often feel are beyond their control (e.g. deadlines, family commitments, corporate greed, mobile phone bills).
3. Have them number these four potential stressors from: 1 (most difficult to control) to 4 (most within control).
4. Have students write one stressor and the corresponding rating number (1–4) on each balloon.
5. Now comes the tricky part: students must try to blow up their four balloons and keep them all aloft – but they must do this one at a time. Number 1 balloon will be easy: students simply inflate it and throw it up into the air, but they must keep hitting it up with one hand while they inflate the Number 2 balloon and tie it off, then launch it. Then they must keep two balloons off the ground while they inflate the Number 3 balloon, and so on.
6. Students who let their balloons hit the floor must retire from the playing area to let students with their balloons still aloft have more room.
7. The activity ends when the last student finally loses control and his/her balloons touch the floor.

DISCUSSION SUGGESTIONS

- What thoughts, feelings and physical symptoms did you experience during the exercise (e.g. racing heart, excitement, anger, frustration, giggling)?
- Did these seem voluntary or involuntary? Why do you think that was?
- What were you saying to yourself during the activity? Was this self-talk helpful or unhelpful?
- What strategies did successful players (i.e. those who got the most balloons inflated and/or kept them off the ground the longest) employ? Did these involve overcoming instinctive emotional reactions and using thinking skills? If so, what were they?
- In what way is this activity similar to real life? What are some strategies that people use to keep all their ‘balloons’ in the air?
- Brainstorm some important lessons you learned from this activity (e.g. know your limitations, and accept that perhaps you can only handle two or three ‘balloons’ at a time!).
- Discuss the importance of 1) regulating kneejerk emotional reactions, 2) helpful self-talk to assist in regulating emotions, and 3) prioritising tasks in our lives.
How Can I Deal with This?

ACTIVITY: ‘HOW CAN I DEAL WITH THIS?’

TIME: 15+ minutes
SIZE: Small groups for class discussion
SPACE: No special requirements
RESOURCES: Pens, paper

The aim is for students to apply aspects of what they have learned about Sense of Control to life outside the classroom.

The result is that they should have the opportunity to enhance their own Sense of Control.

• Decide (bearing in mind time constraints) whether you want students to offer strategies for one or all three of the scenarios listed below.

• Consider the format in which you want your students to present their solution strategies. You may simply want them to brainstorm solutions and present them as part of a wider class discussion, or you may consider having them turn their solutions into a ‘Tip Sheet’ that encompasses helpful thinking and places where someone struggling with control might seek help. Role-play may also be beneficial (e.g. radio talkback or counselling session).

• When the work is done, come together as a class to discuss the scenarios and students’ thoughts on how people in those situations might rely on, or regain, their Sense of Control.

SCENARIO 1
Lena had glandular fever earlier in the year and missed out, not only on a heap of school, but also on lots of social stuff. For a while, Lena’s friends kept in touch by phone and Facebook, but soon they just seemed to stop thinking about her. It felt like she dropped off the Earth! Now she is better and back at school, but her friends seem to have become used to being without her; they treat her politely but like a stranger. So, because she has to do extra homework to catch up on subjects, she has no time to socialise even on the odd occasions her friends do ask her out! It’s all too hard and she just wants to give up and become a hermit.

SCENARIO 2
Lukas is going for his driver’s license in a few weeks. He used all his savings and bought an old car. He has been working on it every weekend, getting it roadworthy and ready for when he can legally drive. However, he started the car this morning and the engine made terrible noises and then a huge bang ... now it is as dead as a doornail. The big end bearing is shot, and who knows what else. There is no way Lukas can afford the parts, let alone find the time to fix it in time for his driving test. He just wants to take to the car with a hammer.

SCENARIO 3
Caitlyn’s subject results haven’t been brilliant lately, and she knows she needs to do better if she wants to get into Uni. She has decided to study hard over the coming holiday so she has the best chance of doing well in the important upcoming exams. However, she’s just learned that her young step-brothers are coming to stay over the holidays – they are loud and sporty and always seem to want to disturb Caitlyn. She is already becoming bitter and anxious that her study holiday will be ruined.

DISCUSSION SUGGESTIONS

• What do you think the person in the scenario might be saying to him/herself? What feelings are likely to be resulting? How is this affecting the person’s Sense of Control?

• What alternative modes of thinking/self-talk do you think might help reduce feelings that weaken the person’s Sense of Control? Why would those assist?

• What specific thinking skills do you think this person could benefit from using (e.g. perspective-taking, problem-solving, seeking help)?

• Have you ever felt the way this person seems to be feeling? What made you feel that way? How did that affect your Sense of Control? What did you do to change the situation? Was there a good outcome? What might you have done differently? What thinking skills might have helped?
DISCUSSION SUGGESTIONS

- What did you experience during the activity? What were your physical sensations (e.g. high heart rate, sweaty palms), feelings (e.g. anxious, excited), and thoughts (e.g. 'I can do this!', 'I don’t want to let my teammates down')?

- What were you saying to yourself during the activity (for instance, when you hit a ‘mine’)? Was this self-talk helpful and constructive, or unhelpful? Did your self-talk impact on what you did? In what way?

- What strategies did successful teams employ, both as a group and as individuals? Specifically, what thinking strategies did you use? When wearing the blindfold, what was the most important thinking skill/piece of self-talk?

- What did it feel like to surrender control to your teammates? What did it feel like to be in control of your teammate?

- In what way is this activity like real life? In what situations do we have to place faith in both ourselves and in others to successfully make our way through a ‘minefield’?

- How can you bring useful thinking skills from this activity into your everyday life?

- Who in your life can help you get through a ‘minefield’?
**ACTIVITY: ‘LOUD STATIC’**

**TIME:** 10–15 minutes  
**SIZE:** Large groups  
**SPACE:** Large clear room, sports hall, outdoors  
**RESOURCES:** Popular Phrase Cards (p.68 or SenseAbility CD)

**The aim** is for students to place others in a situation where they must overcome intrusions and frustrations to achieve a goal.

**The result** should be constructive discussion about emotion management and the importance of helpful, realistic thinking to achieving a healthy Sense of Control.

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, with 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. The goal of each Team A 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’s tasks are to: 1) get the words from Team A, and then 2) work out the Popular Phrase. Team B – the line of students between Team A and Team C – aims 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 have the opportunity to review their thinking strategies.

**DISCUSSION SUGGESTIONS**

- How easy/difficult was the activity? Why? Which groups felt more pressured/stressed? Why do you think that?

- What were your 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. ‘This person is driving me nuts!’, ‘I can’t do this’, ‘I’m not going to let this beat me’)?

- Was your self-talk/thinking strategy helpful/constructive? How do you know (i.e. what were the results)? What thoughts/self-talk were unhelpful/unconstructive? How do you know (i.e. what were the results)?

- How is this activity similar to real life? Would your reactions/responses to this activity serve you well in real-life situations? Why/why not?

- What good thinking and emotion-regulation strategies did you learn from this activity that you could use in day-to-day life?
**Loud Static – Popular Phrase Cards**

**ACTION**

Copy/print this sheet and use scissors or guillotine to separate word cards. Make sure you keep phrase sets together to prevent confusion.

<table>
<thead>
<tr>
<th>6 words</th>
<th>7 words</th>
<th>8 words</th>
<th>9 words</th>
<th>10 words</th>
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DISCUSSION SUGGESTIONS

- Where on the mandala did you want your piece to end up? Where did it end up? What did you think and feel about that result?

- If you could throw again, would you? Why?

- Try to picture that this result is going to come true. How does that thought make you feel? Why do you feel that way? Have the group brainstorm alternative ways each person might think about that circumstance.

- The world and our future are uncertain, and despite our best-laid plans, things can turn out in unexpected ways. Why is it so important to be able to look at events from many perspectives? Why is it important to take control of the way we think about life’s events? (Stress that this can apply to good events, as well as less desirable events).

- Brainstorm some circumstances in your day-to-day life where flexible, helpful, realistic thinking can help you maintain your Sense of Control (e.g. exams, sudden illness, flat bike tyre).
**BACKGROUND**

‘Mandala’ is a Sanskrit word that loosely translates to ‘circle’, but carries a great deal more meaning than a simple shape. It relates to wholeness, to the infinite via a circle without end, and to individuals’ relationships with the world and within themselves.

**OTHER MATERIALS**

Chalk, or butcher’s paper, sticky tape, marking pens, individual objects as described in activity.

**ACTION**

Either draw this on concrete using chalk, or tape the butchers paper together to make a single, large piece on which you can draw your own mandala based on the guide below – make yours as simple or complex as you see fit. Use all, some or none of the items; as teacher you should feel free to make up your own.
Monarchs and Malcontents

**ACTIVITY: ‘MONARCHS AND MALCONTENTS’**

**TIME:** 20+ minutes  
**SIZE:** Large groups/whole of class  
**SPACE:** Empty space to mingle  
**RESOURCES:** Character Cards 1 & 2 (pp.72–75), hat/bucket, tape

The aim is to place students in a situation where one has absolute control and attendant responsibilities, and others have curtailed control and experience attendant thoughts and feelings.

The result should be rewarding discussion about how control is a matter of perception, and even those seemingly in complete control may not feel that way, and vice-versa.

1. Set the scene: it is the Middle Ages – feudal times where monarchs have both complete control over and complete responsibility for their subjects.
2. Select a Monarch – that person will have absolute control over his/her subjects.
3. The remaining students each select a Character Card from the hat/bucket which shows their medieval profession (baker, swineherd, cooper). Do not let them open and read their Character Cards yet.
4. Allow everyone time to come up with medieval names for themselves, then a few more minutes to mingle. Insist that subjects address the Monarch as ‘Highness’. Allow the king/queen to boss around the peasantry as he/she sees fit. Anyone showing disrespect might be clapped in irons (no beheadings, please!).
5. Get down to business: today is People’s Day, when the Monarch will ‘hear all grievances and, as is his/her duty, solve his/her subjects’ problems’. Subjects open their Character Cards to see the problem that they are experiencing (e.g. their pigs are escaping through unmended fences). Have them queue up for their one-on-one audiences with the Monarch.
6. The problems are not easily solved: each problem impacts on others in the village. Keep the pressure on the Monarch AND the subjects. Those in the queue might get restless and angry – in which case soldiers may need to do their job. Of course, harsh treatment may result in revolution! But remember, no violence and no executions.

**DISCUSSION SUGGESTIONS**

- **Monarch:** how did you feel at the start of the activity? How would you describe your Sense of Control? How did those feelings change as the activity progressed? What thoughts went through your head? How in control did you feel by the end of the activity?
- **Subjects:** how did you feel at the start of the activity? What thoughts went through your head? How would you describe your Sense of Control? How did those thoughts and feelings change throughout the activity? How would you describe your Sense of Control at the end of the activity?
- What actions resulted from people’s changing Sense of Control? (For instance, if Monarchs became more in control, was subjects’ anger assuaged? If control wore thin, were rowdy subjects clapped in irons)?
- How might students have thought differently/more helpfully during the activity? How could those thoughts have changed the dynamic of the situation?
- Did people’s sense of perspective alter at all during the activity as heard one another’s problems? How? Why? What impact did that have on your Sense of Control?
- What similarities does this activity have with your present day life? Do you see yourself as a Monarch or a subject (or both or neither)? What makes you think that way? How can you change your thinking to feel more in control?
- Discuss how many jobs/roles seem to offer a lot of power/autonomy/control (e.g. Queen Elizabeth II, passenger plane pilot) but do they really have a lot of control?
Monarchs and Malcontents

Character Cards 1 (front)

ACTION

Note: These cards are double-sided – both this and the following page must be copied/printed double-sided on a single sheet of paper.

Using scissors or guillotine, cut along the larger dotted lines to separate cards. Finally, fold each card along the smaller dotted lines before distributing.
<table>
<thead>
<tr>
<th></th>
<th>Holy Person</th>
<th>Goldsmith</th>
<th>Farmer</th>
<th>Dyer</th>
<th>Cow Herder</th>
<th>Cooper</th>
<th>Carter</th>
<th>Carpenter</th>
<th>Candlemaker</th>
<th>Butcher</th>
<th>Breuer</th>
<th>Blacksmith</th>
<th>Barber</th>
<th>Baker</th>
<th>Axe Person</th>
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</table>

Character Cards 1 (back)
The loose swine in the forest are becoming dangerous, but I've no arrows and the Blacksmith refuses to do my small work. I exist to please Your Highness, but need new garbs to do so. The Tailor has taken my money but not delivered my new costume! The Carpenter refuses to mend my fences. I guess he is getting better paid elsewhere ... but my pigs have all escaped!

The brewer refused to deliver the beer I paid for in advance. My patrons are going thirsty and going elsewhere!

My sheep starve. They refuse to come down from Barren Hill as they are afraid of the Carter's wagon's squeaking wheels.

The Weaver is withholding stock, I'm sure! Angling for better prices, I'll wager. Yet I have orders that are piling up!

I have no firewood to heat the boilers for my clothes, so I wash cold. But my clients are complaining and I am losing business. I am losing business and the Blacksmith says I can't afford to pay him.

I am losing business, aren't going thirsty and the Blacksmith says I can't afford to pay him.

My money is not delivered, my money is not delivered. I need my money!

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ACTIVITY: ‘NOISE IN THE NIGHT’

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

The aim is to revisit the A-B-C-D Model in a different way. NB: An alternative is to select Helpful Thinking & Self-talk, Unit 1, from the Essential Skills Module, where this activity is supported by a DVD clip.

The result should be a firmer understanding that while we cannot control all events, we can control the way we think about them, and consequently how we feel about them and what we do as a result.

1. Draw up a blank table including the column headings (see example below).
2. Explain the scenario: you are home alone in bed. It is dark and quiet. Suddenly, you hear a loud, unexpected noise.
3. Under ‘Event’ write in ‘Strange noise in the night.’
4. Ask questions in the following order, writing responses in the table:
   I. How do you feel?
   II. What are your physical symptoms?

EXAMPLE RESPONSES:

| EVENT               | THOUGHTS?          | FEELINGS | SYMPTOMS?   | DO?                      
|---------------------|--------------------|----------|-------------|--------------------------
| Strange noise in the night | I hate being alone | Anxious  | Clammy      | Look for mobile phone    
|                     | This is dangerous  | Scared   | Heart pounding | Pull blankets over your head 
|                     | I'm all alone!     | Apprehensive | Pale        | Listen intently          
|                     | Surely it's nothing | Silly   | Flushing    | Tell yourself not to be silly 
|                     | It might be a burglar | Curious, angry | Alert | Grab cricket bat        

NB: This represents an ideal example where responses about feelings and actions are lined up to be consistent with relevant thoughts (e.g. apprehensive and pale, and listening intently, are results of the thought, I’m all alone!). Since your students will generate responses in a more haphazard fashion, you may not be able to ‘line up’ associated thoughts, feelings, and actions so neatly. Don’t be concerned; what is important is that students understand, and you emphasise, the thoughts–feelings–actions link.

Draw up a second blank table with the same headings.
5. Explain that NOW you hear the same noise, but this time you know it is the neighbour’s dog that often comes out this time each night to rummage in the garbage bin.
6. Ask the same questions in the same order, writing sample responses in the columns, e.g. Feel? Annoyed. Symptoms? Slight flush. What do you do? Fume about the neighbour. Why did you do that (i.e. what were you thinking)? For example ‘I’m sick of that dog and I must talk to my neighbour about it.’
7. Highlight that a whole raft of different responses – nervousness, anger, excitement, etc. – all resulted from the one common event. Emphasise again the thoughts–feelings–actions link.

DISCUSSION SUGGESTIONS

- Take on the thought ‘There’s a burglar in my house!’ and consider how that thought makes you feel; now challenge that thought, changing it to ‘I’m sure it’s just that rotten dog.’ Does this second thought result in different feelings?
- Brainstorm some other real-life instances where people might have a variety of reactions to the same event.
- Brainstorm a list of events that have the potential to cause stress and anxiety (e.g. sudden illness, exams, asking someone for a date, auditions or sports tryouts). But remember the amount of stress and anxiety you feel is linked directly to how you think about the event. So changing the way you think is the most effective way to control your feelings and actions, and thus reduce stress and anxiety. If time permits, brainstorm some potentially helpful self-talk for some of these generated events.
ACTIVITY: ‘NOT SO TRIVIAL’

TIME: 10–15 minutes  
SIZE: Individuals  
SPACE: No special requirements  
RESOURCES: Simple Trivia Quiz & Answers Sheet (pp.78–79 or SenseAbility CD), pens, paper, A-B-C-D Model (p.56)

The aim is for students to explore the physical signs of mild stress/anxiety.  
The result should be engaging class discussion about ways to manage those symptoms.

1. Explain that at the end of this activity the class will discuss relaxation techniques. Show students how to check their heart rate by placing a finger on their pulse (radial artery on wrist or carotid artery on neck), count beats in 15 seconds by a wall clock, and multiply by four. Have students write down their resting heart rate.*

2. Distribute the quiz, face down, explaining as you go that this is a quiz that has proved straightforward to other students their age, and they should have no trouble with it (i.e. downplay the difficulty). Explain that everyone has two minutes to do the quiz. Stress there is to be no talking.

3. Although words at the top suggest differently, the quiz is, in fact, very difficult.

4. When everyone has the quiz, start the clock.

5. After just one minute, stop the activity and quickly have students check their heart rates. Once those are written down, commence class discussion.

NB: the resting heart rate for healthy teenagers can range between 50 and 90 beats per minute, but please consult an expert for more information on this.

DISCUSSION SUGGESTIONS

• Explain firstly the quiz was, in fact, very difficult.
• Did anyone find their heart rates were elevated above the resting level they took prior to the quiz? Why might that be?
• Using the A-B-C-D Model as reference, ask the students what feelings were experienced during the quiz minute (from calm and confident to panicked and angry?) and list these on the whiteboard. Did anyone feel in control? Who felt out of control?
• What kinds of thoughts triggered anxious feelings?
• What kinds of thoughts helped you feel more in control?
• Ask: What actions were you doing (e.g. working on quiz, fidgeting, glaring at teacher?), List these. Finally, ask: What thoughts were going through your mind (e.g. ‘I can do this’, ‘This is unfair!’ or ‘I must be an idiot’)?

IMPORTANT POINTS

• Explain again that all these various thoughts, consequent feelings and consequent actions all stemmed from the same event. Therefore, it is our thoughts that affect the way we feel and act.
• Explain the importance, when we are stressed, of placing events in perspective, and trying to calm ourselves rather than give in to kneejerk emotional responses.
• You may want to have the class do a quick relaxation mandala (p.89) to help reduce any lingering stress or frustration. Now might be an excellent time to quickly revisit any relaxation techniques students are working on in their Real-life Application. Any students willing to teach the class an easy technique (e.g. Deep Breathing) might do so now.
• To satisfy curious students, share the correct answers to the quiz questions (p.79).
TRIVIA QUIZ - DUR: 3 MINUTES

RATING YOUR SCORE

8–10/10
Very good general knowledge

5–7/10
Average general knowledge

3–4/10
Limited general knowledge

0–2/10
Significant lack of general knowledge

[Note to Teachers/Supervisors: Students who get a score of 5 or less should be approached to discuss remedial study.]

TRIVIA QUIZ #1

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>CORRECT (✓)</th>
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<tbody>
<tr>
<td>1. Which helmet-wearing bushranger did artist Sidney Nolan portray in a series of paintings?</td>
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<tr>
<td>2. The headmaster of the fictional Wizarding school attended by Harry Potter is Albus ... ?</td>
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<tr>
<td>3. What English queen was executed in May, 1536?</td>
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<td>4. In which Dickens novel is James Carker a villain ?</td>
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<td>5. Duracell and Gillette are well known brands owned by which corporation?</td>
<td></td>
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<tr>
<td>6. What prehistoric sea creature was considered extinct until fishermen hauled one aboard their boat off Africa last century?</td>
<td></td>
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<tr>
<td>7. Which famous author wrote The Hunchback of Notre Dame and Les Miserables?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many digits was the ISBN (International Standard Book Number) code increased to from 1 January 2007?</td>
<td></td>
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<tr>
<td>9. The Karnak Temple complex is a well-loved tourist destination in which country?</td>
<td></td>
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<tr>
<td>10. A howdah is used on what animal for transporting people?</td>
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<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE /10
TRIVIA QUIZ - DUR: 3 MINUTES

RATING YOUR SCORE

<table>
<thead>
<tr>
<th>SCORE</th>
<th>DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>8–10/10</td>
<td>Very good general knowledge</td>
</tr>
<tr>
<td>5–7/10</td>
<td>Average general knowledge</td>
</tr>
<tr>
<td>3–4/10</td>
<td>Limited general knowledge</td>
</tr>
<tr>
<td>0–2/10</td>
<td>Significant lack of general knowledge</td>
</tr>
</tbody>
</table>

TRIVIA QUIZ #1

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>CORRECT (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The headmaster of the fictional Wizarding school attended by Harry Potter is Albus ... ?</td>
<td>Dumbledore</td>
<td></td>
</tr>
<tr>
<td>3. What English queen was executed in May, 1536?</td>
<td>Anne Boleyn</td>
<td></td>
</tr>
<tr>
<td>4. In which Dickens novel is James Carker a villain?</td>
<td>Dombey and Son</td>
<td></td>
</tr>
<tr>
<td>5. Duracell and Gillette are well known brands owned by which corporation?</td>
<td>Procter &amp; Gamble</td>
<td></td>
</tr>
<tr>
<td>6. What prehistoric sea creature was considered extinct until fishermen hauled one aboard their boat off Africa last century?</td>
<td>Coelacanth</td>
<td></td>
</tr>
<tr>
<td>7. Which famous author wrote <em>The Hunchback of Notre Dame</em> and <em>Les Misérables</em>?</td>
<td>Victor Hugo</td>
<td></td>
</tr>
<tr>
<td>8. How many digits was the ISBN (International Standard Book Number) code increased to from 1 January 2007?</td>
<td>Thirteen</td>
<td></td>
</tr>
<tr>
<td>9. The Karnak Temple complex is a well loved tourist destination in which country?</td>
<td>Egypt</td>
<td></td>
</tr>
<tr>
<td>10. A howdah is used on what animal for transporting people?</td>
<td>Elephant</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE /10
Operation Miasma Plasma

ACTIVITY: ‘OPERATION MIASMA PLASMA’

TIME: 15+ minutes
SIZE: Large groups/whole of class
SPACE: Clear room, sports hall, outdoors
RESOURCES: Wild Cards (p.81 or SenseAbility CD), bucket, small sports mats, markers such as witches hats or skittles

The aim is to place students in a pressured situation fraught with challenge where they must overcome frustrations and make decisions.

The result should be class discussion about emotion regulation, choices, and consequences.

NB: This activity is very similar to ‘Proximity’ p.85.

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 the 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. For each group allow enough skittles, witches hats, balls, etc., for each team to be able to collect four items (i.e. for four teams you will need 16 items). 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). The teams must alternate mats, dragging the spare with them and using them as stepping stones as they navigate the sludge. 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. 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. ‘You must stand on one leg for one minute’). The Wild Cards are marked with three different symbols (circles, squares, triangles), so you can get different students to obey Wild Card instructions at various points at the activity 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 in the finish zone wins.

DISCUSSION SUGGESTIONS

• What was the hardest part of the activity? What was the easiest? Did you feel in control? Why/why not?

• What did you think and feel when you read your Wild Card? How did you react? In retrospect, were your thoughts helpful/constructive, or not? Why?

• What strategies did the winning team utilise? What choices did they make? What thinking strategies (including encouraging one another) did they use?

• Reflect that this is like the A-B-C-D Model, and everyone was responding to the same event (i.e. they had the same goal) and very similar challenges, but different people thought and felt about it in different ways.

• How is this activity similar to real life situations? What could the sludge represent? What could the keys represent? What could the Wild Cards represent? Would your reactions in this activity serve you well in these real life situations? Why/why not?

• Did you receive good help from your teammates? Who can you look to for help in everyday life?
Operation Miasma Plasma

Wild Cards

**ACTION**

Copy/Print and use scissors or a guillotine to cut along the dotted lines to separate each card. Tell users to follow only their own card’s instructions, and they are not to show their card to others.

- You slowly collapse as if unconscious. Remain so for a slow count of 20.
- Have a leadership vote. If there is a tie, paper-scissors-rock for winner.
- You lose the use of your LEFT 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 team mate’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 makes you laugh or shouts.
- 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 ‘Greensleeves’ or ‘Three Blind Mice’.
- 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 ‘Oogah!’ at one of your teammates.
- 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 team mate’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.
- Completely ignore the tallest member of your team for one minute.
- 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.
**DISCUSSION SUGGESTIONS**

- How would you describe your Sense of Control at the start of the activity? Did it change through the course of the activity? How do you know? Why did it change?

- How did you react (thoughts, emotions, physical symptoms) when your character’s life was being weighed in the balance? In retrospect, was the way you thought about the process the most helpful one possible? If not, what might have been a more helpful way to think? Why?

- What criteria did your group use to make decisions? What did that process say about individuals’ Sense of Control?

- Did the activity cause stress or anxiety for anyone? Why? What changes in thinking might have reduced these levels of stress/anxiety?

- Hopefully, none of us will be in situations where we have to make such grave decisions. But what thinking strategies used in the activity do you think might be useful in day-to-day life? In what situations would they be helpful? Why?
# Character Biographies

## Disaster At Ceres 2

### Who Should Survive?

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhou Jiankui</td>
<td>Horticulturist</td>
<td>Jiankui designed and runs the Ceres 2 greenhouse which now grows herbs and vegetables. The greenhouse was damaged in the explosion but no one knows yet how badly.</td>
</tr>
<tr>
<td>Silvia Bernadez</td>
<td>Air Quality Technician</td>
<td>Silvia’s skull was fractured in the explosion; she is in and out of consciousness and her prognosis is unknown. She is five months pregnant. A scan of the unborn baby reveals the boy to be unharmed.</td>
</tr>
<tr>
<td>Dr Paul Haughey</td>
<td>Surgeon</td>
<td>Paul is a skilled plastic surgeon who left his lucrative private practice on Earth with an intention to capitalise upon his fame gained by serving on Ceres 2. Time here has revealed his previously hidden alcohol dependency.</td>
</tr>
<tr>
<td>Yumi Hamada</td>
<td>Engineer</td>
<td>Although his specialty is servicing the remote controlled exploration vehicles, Yumi has good skills in hydraulics and zero-atmosphere welding. His lung cancer, from years of smoking, is in remission.</td>
</tr>
<tr>
<td>Suresh Prajusha</td>
<td>Chemist</td>
<td>Suresh has degrees in biology and pharmacology, and was here investigating new minerals for drugs. Suresh was unsuccessfully tried for fraud five years ago - his case on Earth has been reopened while he was on Ceres 2.</td>
</tr>
<tr>
<td>Dr Anne Coster</td>
<td>Psychologist</td>
<td>Anne specialises in two areas of care: trauma management and relationship counselling. She is also an excellent cook, despite losing the use of one arm in a boating accident as a child.</td>
</tr>
<tr>
<td>Marija Vranes</td>
<td>Head Scientist</td>
<td>Marija was head of the science team at Ceres 2 and was effectively second in command after now deceased Base Captain Dogan. She has excellent knowledge of the experiments conducted over the last 24 months.</td>
</tr>
<tr>
<td>Tahar Manai</td>
<td>Pilot</td>
<td>Tahar was pilot of the short-range lander, used for exploration hops around the moon. This ship remains intact. He has the skills to pilot larger craft. He is also a gifted musician and singer, and his guitar is with him.</td>
</tr>
<tr>
<td>Joshua Arkell</td>
<td>Chaplain</td>
<td>Joshua’s role at Ceres 2 was threefold: offering spiritual guidance, running the chapel/library, and acting as physical health instructor (he studied human movement before the seminary).</td>
</tr>
<tr>
<td>Clement Davaux</td>
<td>Nurse</td>
<td>Clement ran the dispensary and worked with the station’s now deceased general specialty doctors treating minor wounds, checking for signs of radiation sickness, etc. Clement’s wife, the station chef, died in the blast.</td>
</tr>
<tr>
<td>Dimitrios Gousis</td>
<td>Plumber</td>
<td>Dimitrios has great skill with hydraulics: he was on the team responsible for the main base’s water generation and septic systems. Dimitrios has Multiple Sclerosis but this doesn’t seem to affect his ability to work.</td>
</tr>
<tr>
<td>Eko Subakir</td>
<td>Minerologist</td>
<td>Eko has unique knowledge about a previously unknown mineral recently discovered on the moon. This mineral could become an important element in sustainable fuel production for Earth’s citizens.</td>
</tr>
</tbody>
</table>

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**Please Step Outside**

S**E**N**S**E**A**B**I**L**I**T**Y

**ACTION**

Copy/print one per student.
What Happened?

Your group represents the only survivors of an explosion at Ceres 2, a research base that has been operating on one of Jupiter’s moons for the last two Earth years. The accidental explosion destroyed the main base and the escape rocket. You have all managed to don your emergency suits and reach a smaller storage complex, which appears intact. However, the automatic blast doors will close in 30 minutes sealing everyone in or out. A mayday was sent to Earth, but it will be three Earth years before rescuers arrive. A quick calculation reveals there are basic rations here for 10–12 people for 18 earth months, or for five to six people for three Earth years.

### Disaster At Ceres 2

#### Who Should Survive?

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>WHY KEEP?</th>
<th>WHY SACRIFICE?</th>
<th>FINAL DECISION</th>
</tr>
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<tbody>
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<tr>
<td>Head Scientist</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Zhou Jiankui</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horticulturist</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY: ‘PROXIMITY’

TIME: 15+ minutes
SIZE: Small groups
SPACE: Clear space for groups to move in
RESOURCES: Wild Cards (p.86 or SenseAbility CD), bucket, small sports mats*

The aim is for students to face the challenge of unexpected circumstances.
The result should be discussion about managing emotional responses while dealing with unforeseen events.

1. Have everyone choose a Wild Card from the bucket and place it in their pocket, unread.
2. Break the class into equally numbered small teams of four to six. You may choose to have group members sound off (count 1, 2, 3, 4, etc.).
3. Place on the floor the sports mats (which should be of a size that all members of each team should barely be able to stand upon it if they cram tight).
4. Explain each team’s objectives: to one-by-one get everyone ‘aboard’ the mat without anyone overbalancing or holding on to any external object (at your discretion, they can hold on to one another).
5. If you have sounded the students off, you can instruct when the No. 1s go aboard, when the No. 2s go aboard, then the No. 3s, etc.
6. At your discretion have people pull out and obey their Wild Card instructions. The Wild cards are marked with three different symbols (circles, squares, triangles), so you can get different students to obey their Wild Card instructions at various points at the game by saying, for instance, ‘Students with Triangle Wild Cards, obey them now’. These instructions make the task much more difficult and potentially stressful.
7. Subsequent rounds can be made more difficult through the use of smaller mats/circles, or larger teams.

*If sports mats are not available, chalk circles can be used.

DISCUSSION SUGGESTIONS

• What did you think about the objectives when you heard the rules? Confident? Did you have any concerns?
• What went through your mind when you had to obey your Wild Card? Did any concerns you had worsen? What did you feel? What strategies did you and your team use to cope?
• How much control did you think you had over your own reactions? How much control did you think you had over your teammates’ reactions?
• What thoughts about the activity resulted in you feeling stressed?
• What thoughts helped reduce feelings of stress?
• What were some of the thinking strategies used by the successful team/s?
• If you did the activity again, what might you do differently?
• In what way is this activity like real life (e.g. getting into university where there are limited places available)? What strategies have you learned that you might be able to apply in your day-to-day life?
• What impact do higher stakes (e.g. getting a desirable job or getting into university) have on your Sense of Control? Why? What role can helpful thinking play in this process?
Proximity – Wild Cards

ACTION

Copy/print then use scissors or a guillotine to cut along the dotted lines to separate each card. Tell users to follow only their own instructions, and they are not to show their card to others.

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

Hand-out 1

The following techniques are useful stress-management tools that you can introduce to your students any time you see fit. They are also helpful references for the Real-life Applications (see pp.17 and 48).

**TECHNIQUE: BASIC YOGA**

NB: Like any physical activity, yoga has the potential to cause injury. Teachers are advised to seek professional assistance in delivering yoga postures.

Yoga is a very old form of exercise developed to promote strength, control, harmony, and balance between mind and body.

**Lotus Position**

NB: This is a position commonly associated with yoga. It can be very difficult to do, so do not try to force yourself into it. What is important is that you sit comfortably (cross-legged).

1. Sit cross-legged with your spine straight. The soles of your feet should be turned upward, with both of your heels pressed against your tummy.
2. Rest one hand on each knee with your palms facing up.
3. Breathe slowly and steadily, concentrating on bringing your breaths down into your lower abdomen.
4. Hold the position for as long as you like.

**The Mountain (standing pose)**

1. Stand relaxed, feet slightly apart. Ensure your knees are slightly bent (not locked).
2. Pick a spot in the distance to focus your eyes on.
3. Gently press your feet down against the floor as if you were trying to stretch them.
4. In your mind’s eye, picture a string running up through your spine. It goes up through your head, and atop it is a helium balloon, gently pulling you upward. Let your arms fall easily by your sides.
5. Imagine the balloon lifting your hips and pulling your spine straight.
6. Focus on keeping your feet firmly planted and your weight evenly distributed as your balloon lifts you higher and higher – do not strain! Let the balloon gently do the work as you breathe.

**Balancing Pose**

1. Adopt the Mountain pose, balanced tall and easy on both feet.
2. Pick a spot in the distance to rest your eyes on the whole time you perform this pose.
3. As you slowly inhale, allow your left arm to gently rise overhead.
4. As your arm rises, bend your right leg at the knee and lift your right ankle behind you and gently take it with your right hand. Your left leg should be slightly bent so the knee is not locked. Your body’s weight will shift naturally to your left side.
5. Slowly exhale, and as you do pull your right leg toward your body while leaning forward slightly. Your left arm will keep you balanced. Continue looking at your spot in the distance.
6. Hold for five long breaths/seconds.
7. Slowly ‘undo’ the pose and return to your starting posture.
8. Repeat on the other side.

(cont.)
TECHNIQUE: BASIC YOGA (cont.)

Angry Cat
1. Starting Position: kneel on all fours with your hands directly beneath your shoulders, and your knees directly below your hips, shoulder width apart. Head and back must be in alignment.
2. As you exhale, curve your spine upward like an angry cat, drawing your spine and stomach up toward the ceiling, rounding your tailbone back down and under. Roll your head and shoulders forward so you can look at your navel.
3. Pause for an easy count of three.
4. Inhale into your lower belly, and let your head and shoulders slowly move back to your starting position.
5. Pause for an easy count of three.
6. Repeat 5–10 times.

The Cobra
1. Lie face down with your arms at your sides and the tops of your feet on the floor.
2. Slowly lower your head so that your forehead is resting on the floor.
3. Slip your hands underneath the fronts of your shoulders, fingertips facing forward.
4. As you inhale, lift your head and shoulders in one line gently off the floor. Keep your arms bent at the elbows and your weight evenly distributed on your forearms. Keep your navel pressed to the floor.
5. Hold for a slow count of 15 seconds, breathing easily.
6. Slowly release and lower to the floor as you exhale.
TECHNIQUE: DRAW MANDALAS

1. Mandala is a Sanskrit term meaning ‘circle’. Mandalas can represent the whole world, the whole universe, or a connection between our inner worlds and a broader reality. Designing your own mandalas can be both inspirational and therapeutic. Mandalas are patterns in circles that may contain organic shapes or geometric forms – they can also contain images and words that are meaningful to the drawer.

2. You need blank paper and as many coloured pens or pencils as you like. It is also helpful to have relaxing music.

3. Draw a circle approximately 15 cm in diameter (a bread plate can be used as a template).

4. Choose a pen and start filling in the circle, not letting the pen point leave the paper for five minutes or until you are ready to change colours. You may form spirals, a regular pattern, words, organic shapes – let your pen guide itself.

5. Don’t worry if you don’t know what to draw – just start somewhere else and keep going.

6. Try not to talk to anyone else as you draw your mandala.

7. Take as much time as you want and, if you still feel you have more in you, start another mandala.

TECHNIQUE: MEDITATION

1. Sit comfortably in a quiet spot. Some people like to sit in a lounge chair, some prefer to sit cross-legged on the floor. What is important is that you are able to sit and become completely relaxed without falling asleep.

2. Choose an object to look at. If it is safe to do so, a candle flame is an option, otherwise, almost anything static will do: a vase, an ornament, a pot plant – even a pebble.

3. Clear your head as best you can, consciously closing the door on any stressful thoughts. In fact, your aim is not to hold any particular thought in your head at all. So, if you hear your own voice in your mind, gently ask it to be silent while you look at your object.

4. Allow your eye to rove over your object while keeping your mind empty. Observe the object’s form, surface, contours, textures, shadow or light.

5. Keep your attention focused on the object and ignore any distractions. Just let them come and go.

6. Start this with little, five-minute sessions. You can gradually build up to longer sessions of a half-hour or more.
Relaxation Techniques
Hand-out 3

TECHNIQUE: REGULAR EXERCISE

Regular exercise has many benefits. It can:

- help reduce stress and anxiety
- increase your energy
- improve cardiovascular fitness and muscle strength
- help lower blood pressure
- reduce the risk of coronary artery disease
- help with weight control
- help boost self-esteem.

It is important to try and exercise for at least a half-hour every day.

There are four basic elements of fitness, all of which can be improved by regular exercise:

- cardiovascular endurance
- muscle strength
- muscle endurance
- flexibility.

You don’t need a super-flash bike or membership at an expensive gym to get good exercise. Even going for a brisk half-hour walk is a great way to get fit. If you are new to regular exercise, it is a good idea to talk to a GP or fitness instructor about activities that might best suit you and your level of fitness.

TECHNIQUE: DEEP BREATHING

1. Sit comfortably with both feet on the ground and your hands resting on your knees. Relax your shoulders. Close your eyes. Place your hands over your navel with middle fingertips just touching.
2. Breathe out slowly through your mouth – a slow count of five.
3. As your lungs empty, tighten your abdominal muscles to assist getting the air out.
4. Lungs now empty, hold for a slow count of three, then inhale through your nostrils over a slow count of five. As you inhale, allow your tummy to expand. Your middle fingertips should part noticeably.
5. Repeat – slowly exhale, tighten to expel air, hold, then inhale slowly.
6. Try to focus on your counting, and eventually your mind will pleasantly begin to drift. Try to guide your thoughts to pleasant images: places real or imagined where you feel relaxed and unworried – a forest glade, a white beach, a beautiful hillside.

NB: Deep Breathing is covered in the Essential Skills Module (Keeping Well, Unit 2), where it is demonstrated in a DVD clip.
ACTIVITY: ‘SCARY EGGSPERIMENT’

TIME: 15+ minutes
SIZE: Small groups
SPACE: Room for small groups to work at a desk
RESOURCES: Eggs* (one per small group), drinking straws (6–12 per small group), sticky tape (one roll per small group), tape measure, Wild Cards (p.92 or SenseAbility CD), bucket

The aim is to for students to experience a situation where external pressures may impact on their Sense of Control.

The result should be an increased awareness that a strong Sense of Control is important for setting and achieving goals, and for weathering unforeseen events.

1. Have every student select a Wild Card from the bucket. They can read it, taking note of the symbol on the card, but must then put it in their pocket without revealing its contents to anyone else.
2. Break the class into equally numbered teams of three to five.
3. Each team has 10 minutes to use their straws and tape to construct as tall a tower as possible that will support, at its top, an egg (or golf ball).
4. Alternatively, each team has 10 minutes to use their straws and tape to construct a capsule that will protect an egg if it is dropped from a height of 1.5 metres.
5. Allow each team one minute to give itself a name and come up with a strategy.
6. Start the clock.
7. At your discretion, have players pull out and obey their Wild Card instructions (e.g. ‘You must stand on one leg for one minute’). The Wild Cards are marked with three different symbols (circles, squares, triangles), so you can get different students to obey their Wild Card instructions at various points of the activity by saying, for instance, ‘Students with Triangle Wild Cards, obey them now’.
8. At the end of 10 minutes, go around to each team one-by-one and test their tower (or capsule). Praise each effort.

*If you don’t want the risk of messy, broken eggs, hard-boiled eggs or golf balls can be used instead.

DISCUSSION SUGGESTIONS

• What was the hardest part of the activity? What was the easiest? Did you feel in control? Why/why not?
• What did you think and feel when you read your Wild Card? How did you react? In retrospect, were your thoughts helpful/constructive, or not? Why?
• What strategies did the successful team/s utilise? What choices did they make? What thinking strategies (including encouraging one another) did they use?
• Reflect that this is like the A-B-C-D Model, and everyone was responding to the same event (i.e. everyone had the same goal) and faced very similar challenges, but different people thought and felt about it in different ways.
• How is this activity similar to real life situations? What could the tower/capsule represent? What could the straws and tape represent? What could the egg/golf ball represent? What could the Wild Cards represent? Would your reactions in this activity serve you well in these real-life situations? Why/why not?
• Did you receive good help from your teammates? Who can you look to for help in real/everyday life?
### Scary Eggsperiment – Wild Cards

#### ACTION

Copy/print, then use scissors or guillotine to cut along the dotted lines to separate each card. Tell users only they follow their instructions, and they are not to show their card to others.

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

TIME: 5–10 minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: A-B-C-D Model (p.56 or SenseAbility CD)

The aim is to allow students to experience a situation where their thoughts about an event affect their feelings.

The result should be that students understand that they can often control the way they think about events and, as a result, exercise control over their emotional responses. The activity should also highlight the link between thoughts, stress, and control, and show how our thoughts have the power to increase or decrease our personal stress.

1. Tell your students that, to set the tone for Sense of Control, you are going to randomly pick four people from the class to stand up the front and share a secret (secrets being things we tend to feel we have control over) – maybe about their first crush, or most embarrassing moment.*

2. Explain that everyone has five minutes to start thinking about their ‘secret’ that they will tell the rest of the class. Students are NOT to talk with their classmates in this time.

3. Pretend to be busy with notes/work, but try to observe your students’ reactions.

4. After one minute has elapsed, stop your students (no one will be sharing any secrets; this was an experiment to gauge students’ responses to a specific event, but do not tell the class this yet).

5. Commence class discussion using the tables below.

LIST STUDENTS’ RESPONSES

6. On the board draw up a five-column table. Label the first column ‘A: Event’ and write beneath it the only entry for that column: ‘Asked to share a secret in front of the class’.

<table>
<thead>
<tr>
<th>A:Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked to share a secret in front of the class</td>
</tr>
</tbody>
</table>

7. Label the third and fourth columns ‘Emotions’ and ‘Bodily Symptoms’ under the broader title ‘C: Feelings’, and ask students: What were you feeling during the activity minute (e.g. anxious, excited, angry, unconcerned)? What was happening to your body (e.g. increased heart rate, sweaty palms, tense muscles)? Write the various answers in columns three and four.

8. Label the fifth column ‘D: Behaviour’ and ask those same students: What were you doing during the minute (e.g. fidgeting, looking around at friends/others, avoiding eye contact with the teacher)? Write responses in column five.

*You can substitute another activity for this, so long as it is likely to evoke a wide range of reactions in your students.
9. Label the second column ‘B:Thoughts’ and ask the same students: What was going through your mind when you were told that you might have to stand up and share a secret (e.g. ‘I’ll make a fool of myself’, ‘This is unfair’, ‘I don’t mind telling’, ‘I’ll die of embarrassment’)? Write responses in column two.

**EXAMPLE RESPONSES:**

<table>
<thead>
<tr>
<th>A: Event</th>
<th>B: Thoughts</th>
<th>C: Feelings</th>
<th>D: Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked to share a secret in front of the class</td>
<td>I’ll make a fool of myself</td>
<td>Anxious</td>
<td>Look to friends</td>
</tr>
<tr>
<td></td>
<td>Don’t pick me!</td>
<td>Embarrassed</td>
<td>Fidget</td>
</tr>
<tr>
<td></td>
<td>This is stupid/unfair</td>
<td>Apprehensive</td>
<td>Look down</td>
</tr>
<tr>
<td></td>
<td>I don’t mind sharing this</td>
<td>Annoyed</td>
<td>Avoid teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calm</td>
<td>Scare at teacher</td>
</tr>
</tbody>
</table>

10. The table now completed, discuss how there were some very different reactions among the class to the same event.

11. You can now explain this was an experiment to gauge students’ responses to a specific event.

12. Project the A-B-C-D Model and explain how people can think differently about the same event and consequently have different feelings and actions. In other words, it is not the event but your interpretation of the event that leads to emotions and behaviours; you can change your feelings by changing your thinking. Therefore, challenging unhelpful thoughts and generating alternative, helpful ways to think is an important way to help manage stress and curb unhelpful emotional reactions.

**DISCUSSION SUGGESTIONS**

- Highlight that a whole raft of different responses – anger, nervousness, excitement – all resulted from the one common event. Ask: What caused you all to feel and act in different ways?

- Brainstorm some thoughts that might challenge unhelpful self-talk for this activity (e.g. ‘Maybe I’ll actually come up with something good’ or ‘At least I’m not the only one, we’re all in the same boat’). Ask: What feelings might these more helpful thoughts have resulted in?

- Brainstorm some other real life instances where people might have a variety of reactions to the same event. Try to predict the likely feelings and actions that result from various ways of thinking. Ask: Which thoughts would be helpful, and which would be unhelpful to the situation? Which thoughts would be most beneficial to the person’s overall goal (e.g. to be happy)?

- Brainstorm a list of events that have the potential for you to feel stressed and that things are out of your control (e.g. being unable to study for important exams because of a sudden illness). Remember the amount of stress and anxiety you feel is linked directly to how you think about the event. This is because unhelpful thoughts have the potential to prevent us keeping events in perspective, and as a result we can feel overwhelmed and out of control. So, changing the way you think is the most effective way to take command of your feelings and actions, and to reduce stress and anxiety.
Sight Unseen

ACTIVITY: ‘SIGHT UNSEEN’

TIME: 15+ minutes
SIZE: Pairs
SPACE: Room for pairs to work
RESOURCES: Drawing pens, drawing paper, blindfolds (optional)

The aim is to give students a goal that is difficult to achieve and relies on trust, clear thinking strategies, and emotion regulation.
The result should be helpful discussion about what elements in life we can and cannot control, and about choices and consequences.

1. Break the class into pairs. Pairs will consist of one ‘artist’ and one ‘guide’.
2. Each artist is given a piece of blank paper. Have them write their own and their guide’s name in the corner, then flip the paper over so they have a blank page for drawing on.
3. Call all the guides over so they are out of earshot of the artists. Give the guides a subject for drawing (e.g. Sydney Opera House, a letterbox with the number 20 on it, a kangaroo – it’s up to you). They are NOT allowed to tell their artists! Send the guides back to their respective artists.
4. Either blindfold artists or instruct them to close their eyes.
5. The pairs now have five minutes to draw the subject you’ve instructed – the guides (without using the name of the subject or giving any hints!) must verbally instruct the artist on the pen strokes.
6. When five minutes are up, with artists’ eyes still closed, have guides hand over all drawings to you. Allow artists to open their eyes. Show the finished artworks one-by-one, ensuring good-natured applause keeps spirits high.
7. If time permits, do the activity again with partners swapping roles.

DISCUSSION SUGGESTIONS

• What was the hardest part of the activity? What was the easiest? Did guides feel in control? Did artists feel in control, or that they were in good hands? Why/why not?

• How did you feel during/about your performance of the activity (e.g. amusement, frustration, anxiety, confidence)? What thoughts did you have that led to these feelings (e.g. ‘I can do this!’, ‘I can’t do this’, ‘I trust my partner’, or ‘We’re screwing this up!’)? Were those thoughts helpful?

• Reflect that this is like the A-B-C-D Model and everyone was responding to the same event (i.e. had the same goal) and very similar challenges, but different people thought and felt about the event in different ways.

• How is this activity similar to real life situations? Would your reactions during this activity serve you well in those real life situations? Why/why not?

• Who acts as your guide in real life? Who do you guide? What does this do for your Sense of Control?
ACTIVITY: ‘WORRY BUCKET’

TIME: 15+ minutes
SIZE: Large groups
SPACE: Room to sit in a circle
RESOURCES: Hat or bucket, slips of paper, pens

The aim is for students to use prioritising, problem-solving, and perspective-taking skills to reach a desired goal. The result should be discussion about the thinking skills that help build and maintain a healthy Sense of Control.

1. Conduct a brief discussion about worries and how many of them are about things we may think we have no control over. We all have worries, but sometimes keeping them inside can be stressful.

2. Students write on a slip of paper something they worry about. They do not sign the slip, so it can remain anonymous. Students not comfortable writing down a worry of their own might choose, instead, to write down something they know other people may worry about (e.g. doing well at the next exam).

3. Students fold and place their slips of paper in the hat/bucket as it is passed around.

4. Mix the slips of paper around in the hat/bucket, and then give the hat/bucket to a student. He/she will reach in, pick out one slip and read the worry written on it aloud (students who feel comfortable doing so can claim authorship).

5. Discuss the worry as a group (see suggestions below) then the hat/bucket is passed to the next student who selects a slip of paper to read a new worry.

NB: slips of paper that have been read aloud do not go back into the bucket, but should be thrown in the bin. If students have felt comfortable claiming authorship of their worries, they might like the task of screwing up the slip with their worry written upon it and throwing that ‘worry’ away.

DISCUSSION SUGGESTIONS

• Brainstorm as a class what the worrier might be thinking or saying to him/herself in order to cause their feelings of worry or anxiety.

• Brainstorm some alternative thoughts/self-talk that the worrier might use to reduce their feelings of worry or anxiety.

• How does it feel to have worries spoken aloud? Is it helpful to share concerns with others? Who are good people to speak with about things that cause you anxiety? Brainstorm a list.

• Does having this worry/anxiety reduce your Sense of Control? Why might that be? What thinking skills are important for dealing with worries that seem outside our control (e.g. perspective-taking, problem-solving, prioritising, making choices)?

• What common elements are emerging from the worries read aloud so far? What common thinking strategies are emerging that can help reduce anxiety and build a strong Sense of Control?
Research References
The SenseAbility Suite takes a positive skill-building approach which aims to enhance or encourage good mental health, emotional wellbeing and resilience in young people. The program is grounded in evidence-based cognitive-behavioural principles that regard thoughts as central in influencing our feelings and consequent behaviour. Assisting young people to develop skills in monitoring and challenging unhelpful thoughts is, therefore, a core component of the program. In addition, the suite draws on the positive psychology literature and takes a strength-based approach that removes the focus from ‘defects’ and ‘deficits’ to the inherent qualities and skills that can be capitalised on. To read more about the research evidence for the importance of cognitive elements and positive psychology in mental health and emotional wellbeing see the references listed below.

SenseAbility is also supported by a range of literature and research that attests to the role of the six Senses – Self-worth, Control, Belonging, Purpose, Future and Humour – as fundamental to building emotional wellbeing and resilience. Supporting young people to build or enhance these senses may be more important now than ever before. As Eckersley recently wrote, ‘while young people are materially better off . . . social and cultural changes have made it harder for them to develop a strong sense of identity, purpose, belonging and security: in short, to feel life is deeply meaningful and worthwhile’ (Eckersley, 2008, p.5).

Like the other Senses, Sense of Control plays an important role in good mental health and wellbeing. A healthy Sense of Control has been associated with better health (Lachman & Weaver, 1998; Marmot, et al. 1997) and school retention (Lewis, Ross & Mirowsky, 1999), and is protective against the effects of stress (Ollfors & Andersson, 2007) and depression (Chou & Chi, 2001). A small sample of research articles supporting the importance of Sense of Control is listed below. For those who would like to read more on the evidence supporting the other Senses, please see the individual Sense modules.

<table>
<thead>
<tr>
<th>Literature and research on cognitive-behavioural principles</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>A negative cognitive triad (negative view of the self, the world, and the future) is proposed to explain the development of depression and other mental health problems. Distorted or dysfunctional thinking is common to all psychological disturbance.</td>
<td>Beck, 1964, 1976, 1991</td>
</tr>
<tr>
<td>Adolescents with negative cognitions about themselves, their world, or the future were more vulnerable to depression.</td>
<td>Jaycox, Reivich, Gillham, &amp; Seligman, 1994</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature and research on positive psychology</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>A collection of individual papers that cover many broad areas on topics such as identifying strengths and subjective wellbeing.</td>
<td>Snyder &amp; Lopez, 2005</td>
</tr>
<tr>
<td>An introduction to the area of positive psychology. An evaluation of interventions in positive psychology.</td>
<td>Seligman et al., 2000, 2006</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature and research on Sense of Control</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a study of people 60 years and older, a strong Sense of Control was found to be a protective factor against depression following stressful life events, even after controlling for socio-demographics and health status.</td>
<td>Chou &amp; Chi, 2001</td>
</tr>
<tr>
<td>Higher Sense of Control was associated with higher life satisfaction, better perceived health and lower depression in three large samples of American adults. Sense of Control also moderated the effects of low income on health and wellbeing.</td>
<td>Lachman &amp; Weaver, 1998</td>
</tr>
<tr>
<td>Increasing the level of control over day-to-day activities for residents in a nursing home led to improvement in alertness, active participation and a general sense of wellbeing.</td>
<td>Langer &amp; Rodin, 1976</td>
</tr>
<tr>
<td>In a large longitudinal study following young Americans from age 14 to 22, low Sense of Control was associated with increased risk of dropping out of school and early non-marital pregnancy.</td>
<td>Lewis et al., 1999</td>
</tr>
<tr>
<td>In a study of 7,372 British workers, a low Sense of Control at work was associated with significantly higher risk of developing coronary heart disease.</td>
<td>Marmot et al., 1997</td>
</tr>
<tr>
<td>In a study of coping with academic stress in high school students, of the female students who reported high academic stress levels, those with lower Senses of Control experienced more somatic symptoms such as headache, stomach-ache and feelings of nervousness.</td>
<td>Ollfors &amp; Andersson, 2007</td>
</tr>
<tr>
<td>A sense of personal control is associated with positive emotions, activation of problem-solving and attention to solutions in challenging situations, reduction in anxiety in the face of stress, and acts as a buffer against the physiological effects of stress.</td>
<td>Thompson, 2005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested reading</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing.’</td>
<td>Noble &amp; McGrath, 2008</td>
</tr>
</tbody>
</table>
Reference List

SenseAbility and Sense of Control


