



YEAR 7 WILLETTON SHS

Health Education – Term 1, 2024



ALL



ABOUT



ME!



TEACHER NAME: _____

TEACHER GUIDE



WSHS Year 7 Health

2024 Program Outline

	Program Title	Content Sub-Strands	Context Area & Elaborations	Assessments
Term 1	All AboutMe (Wk1-Wk9)	Being Healthy, safe, and active	1. Management of emotional and social changes associated with puberty through the use of; coping skills, communication skills, problem solving skills and strategies. (<u>ACPPS071</u>)	Assessment Task 1: Personal Biography (Due: Week 4) Assessment Task 2: Resilience (Due: Week 9)
		Communicating and interacting for health and well being	2. The impact of relationships on own and others' wellbeing. The benefits of relationships, the influence of peers and family applying online and social protocols to enhance relationships. (<u>ACPPS074</u>)	
Term 2	Being Cybersafe (Wk1-Wk2)	Being Healthy, safe, and active	3. Strategies to promote safety in online environments. (<u>ACPPS070</u>)	<u>Attitude and Behaviour:</u> Ongoing Semester One
Term 2	Consent (Wk3)	Communicating and interacting for health and well being	4. Strategies and skills to communicate assertively when seeking, giving, or denying consent are explained and applied.	
Term 2	Puberty (Wk4-Wk11)	Being Healthy, safe and active	1. Feelings and emotions associated with transitions; and practicing self-talk and help-seeking strategies to manage these transitions (<u>ACPPS070</u>) 1. Management of emotional and social changes associated with puberty through the use of; coping skills, communication skills, problem solving skills and strategies. (<u>ACPPS071</u>)	Assessment Task 3: Puberty Test (Due: Week 10)
Term 3	Nutrition & Activity (Wk1-Wk10)	Being Healthy, safe and active	1. Strategies to make informed choices to promote health, safety and wellbeing. (<u>ACPPS073</u>)	Assessment Task 4: Healthy lifestyles assessment (Due: Week 9)
		Contributing to healthy and active communities	2. Preventive health practices for young people to avoid and manage risk (<u>ACPPS078</u>)	
Term 4	Body Systems (Wk1-Wk4)	Contributing to healthy and active communities	Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings (<u>ACPPS078</u>)	<u>Attitude and Behaviour:</u> Ongoing Semester Two
Term 4	Basic First Aid Principles (Wk5-Wk10)	Being Healthy, safe, and active	1. Help seeking strategies that young people can use in a variety of situations. (<u>ACPPS072</u>)	
		Contributing to healthy and active communities	2. Preventive health practices for young people to avoid and manage risk. (<u>ACPPS077</u>)	
		Being Healthy, safe and active	3. Strategies to make informed choices to promote health, safety and wellbeing. (<u>ACPPS073</u>)	



Year 7 Health Education

Scheme of Assessment 2024

Semester One						
Assessment	WA Curriculum	Assessment Type & Weighting	Task Description		Completion/Submission Date	My Scores
1	Communicating & interacting for health & well being	15%	Assessment 1: Personal Biography Personal reflection Task		Term One, Week 4	/36 Marks
2	Communicating & interacting for health & well being	20%	Assessment 2: Resilience Skills Ongoing Written Task		Term One, Week 9	/30 Marks
3	All Curriculum Areas	10%	Health Attributes - Teachers Observation		Term Two, Week 4-6	/10 Marks
		45%				
Semester Two						
Assessment	WA Curriculum	Assessment Type & Weighting	Task Description		Completion/Submission Date	My Scores
4	Being Healthy, safe & active	25%	Assessment 3: Puberty Topic Test In Class Test		Term Two, Week 10	/50 Marks
5	Contributing to healthy & active communities	20%	Assessment 4: Nutrition and Physical activity Individual Task		Term Three, Week 10	/30 Marks
6	All Curriculum Areas	10%	Health Attributes - Teacher Observation		Term Four, Week 6-8	/10 Marks
		55%				

- Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the teacher/learning area, the student's assessment outline will, where possible, be adjusted and a grade assigned.
Where an out-of-class assessment task is submitted after the due date and the student does not provide a reason which is acceptable to the school, the following penalties will apply
 - 1 day late less 10% of the actual mark awarded the assessment
 - 2 days late less 20% of the actual mark awarded the assessment
 - 3 days late less 30% of the actual mark awarded the assessment
 - 4 days late less 40% of the actual mark awarded the assessment
 - Greater than 4 days late a mark of zero unless otherwise determined by the teacher and Head of Learning Area in special circumstances.

Submissions

- Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the teacher/learning area, the student's assessment outline will, where possible, be adjusted and a grade assigned.

Where an out-of-class assessment task is submitted after the due date and the student does not provide a reason which is acceptable to the school, the following penalties will apply

- 1 day late less 10% of the actual mark awarded the assessment
 - 2 days late less 20% of the actual mark awarded the assessment
 - 3 days late less 30% of the actual mark awarded the assessment
 - 4 days late less 40% of the actual mark awarded the assessment
 - Greater than 4 days late a mark of zero unless otherwise determined by the teacher and Head of Learning Area in special circumstances

Authentication

- The student should retain documentation of the development of the assignment (draft work).
 - The teacher may consider it appropriate to ask the student to demonstrate her or his understanding of the task at or about the time of presentation.
 - Work or information collected from other sources must be acknowledged by the student.
 - The work will only be assessed if the teacher can attest that the work presented is the students own.
 - The teacher should monitor the development of the task by observing the research process and offer to sight draft material of the report.

**Western Australia Curriculum descriptors:****Being Healthy Safe and Active:**

Management of emotional and social changes associated with puberty through the use of; coping skills, communication skills, problem solving skills and strategies. (ACPPS071)

Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions. (ACPPS070) Strategies to promote safety in online environments. (ACPPS070)

Communicating and Interacting for Health and Well-Being:

The impact of relationships on own and others' wellbeing. The benefits of relationships, the influence of peers and family applying online and social protocols to enhance relationships. (ACPPS074)

Session:	Lesson Aim and Content:	Resources:	DVD's/ TV Series:	Reflection: Completed?
One	By the end of the lesson, students will; <ul style="list-style-type: none">• Participate in Get to Know You Activities to enhance class connections.• Be equipped with information on the unit outline and assessment requirements.• Go through definitions and revision expectations (Completed at the start of each lesson)• Start Letter to Me for end of year comparisons of goals, attitudes, likes, dislikes etc. finish for homework• For next week students are to have parent consent form for Inside out signed - take books home after this session	MOST RESOURCES IN BOOKLET: Get to Know You Activities (suggestions only) Letter to Me		
Two	By the end of the lesson, students will; <ul style="list-style-type: none">• Be introduced to first piece of assessment – “All About Me” to be completed over the course of the first few weeks. Students will create their own diagrammatic biography.• Ice breaker activities• Personality quiz• Over coming set backs	Unit outline and assessment (2 pieces) <u>All About Me Assessment – DUE DATE: Week 4</u> https://www.biteback.org.au/Quiz/PersonalityQuiz?IsMFC=true		
Three	By the end of the lesson, students will; <ul style="list-style-type: none">• Introduction to resilience, mental wellbeing and emotional wellbeing• Glossary definition• Kahoot - resilience• Real life application on resilience• Optional - work on assessment in class	Kahoot https://create.kahoot.it/share/duplicate-of-resilience/2cf4af06-ce82-4627-a62d-deab605fd954		

Four	By the end of the lesson, students will; <ul style="list-style-type: none"> • Review previous weeks • Re-cap resilience • Introduce the 5 skills of resilience 	All About Me assessment due		
Five	By the end of the lesson, students will; <ul style="list-style-type: none"> • Hook - river crossing activity • Skills needed to build resilience • Resilience application activities and reflection questions 			
Six	By the end of the lesson, students will; <ul style="list-style-type: none"> • Hook - managing and regulating emotions • Emotional regulation, positive self talk, building social support - fill in the blanks • Applying the 5 skills of resilience 			
Seven	By the end of the lesson, students will; <ul style="list-style-type: none"> • Hook - human knot (reflection questions) • Time management (why & the how) • Goal setting and resilience • SMART goals • Optional - case study 			
Eight	By the end of the lesson, students will; <ul style="list-style-type: none"> • Introduce assessment task 2 • Work on assessment in class 			
Nine	By the end of the lesson, students will; <ul style="list-style-type: none"> • Work on assessment • Review goal setting 	<u>ASSESSMENT 2 DUE - Resilience skills</u>		



WILLETTON SHS
YEAR 7 HEALTH EDUCATION
ASSESSMENT TASK 1 (15%)

Name: _____
Due date: _____

ALL ABOUT ME – PERSONAL BIOGRAPHY – DIAGRAMMATIC REPRESENTATION

WHAT YOU NEED TO DO:

- **Creatively** display all the aspects below on **one (1) page (A4 or A3)**.
- You may use any variety of formats to present your personal biography (computer, paper, drawings, diagrams, photos, written)

WHEN IS IT DUE: _____

ASPECTS TO BE INCLUDED:

- Name (1 mark)
- Birthday & age (1 mark)
- Portrait/photo of self (1 mark)
- List your Sports & social clubs/activities undertaking (1 mark)
- Explain who your role models are (max 2) (3 marks)
- Explain your favourite things (max 3 that are not already included) (3 marks)
- Explain what you dislike (max 3) (3 marks)
- Where I live & Places I have lived (1 mark)
- My family (1 mark)
- Explain what you have accomplished (3 marks)
- Explain what a challenging time was in your life (3 marks)
- List your type of personality (3 marks)
- List your strengths (3 marks)
- Explain what things you need to work on (3 marks)
- Explain one aspiration you have (for my life, my career, my family etc) (3 marks)
- Presentation (3 marks)

Task 1 – Year 7 Health

CRITERIA	3 marks	2 marks	1 mark	Mark
Name				
Birthday & age				
Portrait/photo of self				
Sports & social clubs/activities undertaking				
Role models (max 2)	Detailed and informative, answer discussed and reasons given	Satisfactory account, some description	Limited	
Favourite things (max 3 that are not already included)	Detailed and informative, answer discussed and reasons given	Satisfactory account, some description	Limited	
Dislikes (max 3)	Detailed and informative, answer discussed and reasons given	Satisfactory account, some description	Limited	
Where I live & Places I have lived				
My family				
Accomplishments	Detailed and informative, answer discussed and reasons given	Satisfactory account, some description	Limited	
A challenging time in my life	Detailed and informative, answer discussed and reasons given	Satisfactory account, some description	Limited	
My personality	List three examples of their personality	List two examples of their personality	List one example	
My strengths	List three examples of their strengths	List two examples of their strengths	List one example	
Things I need to work on	Detailed and informative, answer discussed and reasons given	Satisfactory account, some description	Limited	
One aspiration I have (for my life, my career, my family etc)	Detailed and informative, answer discussed and reasons given	Satisfactory account, some description	Limited	
Presentation: neatness, expressiveness, originality, correct grammar	Excellent	Satisfactory	Limited	
Comments:				
				/36



Name: _____
Due Date: _____

WILLETTON SHS
YEAR 7 HEALTH EDUCATION ASSESSMENT TASK 2 (20%)
RESILIENCE

In this assessment you are using the 5 resilience skills and your personal reflection to complete the questions.

This task has 3 parts. All components must be completed.

- Part A – Define what resilience means. **(15 marks)**
- Part B – Choose ONE of the scenario's provided and explain how you would respond to the scenario using the resilience skills you have learnt in class to gain a positive outcome. **(5 marks)**
- Part C – Reflection and personal resilience. **(8 marks)**
- Written expression **(2 marks)**

Part A – Knowledge and Understanding

Q1: Define **resilience** in your own words. **(3 marks)**

Q2: Provide a definition of each factor below and explain how each contributes to resilience.

a) Positive self-talk: **(3 marks)**

b) Building social support:

(3 marks)

c) Emotional regulation:

(3 marks)

Q3: Why is 'Goal Setting' important when building resilience?

(3 marks)

Part B – Applying Resilience Skills.

Choose **one** of the following scenarios listed below and explain how you would respond to that situation using the resilience skills we have learned in class to achieve a positive outcome. Make sure you list and define the skill and explain how it can be applied. **(5 marks)**

Scenario 1: You have a major exam coming up, but you haven't had enough time to study due to unexpected family commitments. How would you apply resilience skills to handle this situation effectively?

Scenario 2: You have been practicing a sport for months, but you didn't make it onto the school team. How would you respond to this disappointment and demonstrate resilience?

Scenario chosen: _____

Part C – Reflection and Personal Resilience

Q1: Reflect on a challenging situation you have faced recently. Describe the situation and how you demonstrated resilience in overcoming that challenge.

(5 marks)

Q2: Identify one area in your life where you would like to enhance your resilience. What steps would you take to develop resilience in that area?

(3 marks)

Part A	5 marks	4 marks	3 marks	2 marks	1 mark
Q1 - Define resilience in your own words			Provides an accurate and comprehensive definition of resilience, demonstrating a clear understanding of the concept.	Provides a partially accurate definition of resilience, with some key components missing or inaccurately described.	Provides a vague or incorrect definition of resilience, indicating a lack of understanding.
Q2 (a) – Describe positive self-talk and explain how it contributes to resilience			Provides an accurate and comprehensive definition of positive self-talk, explaining how it contributes to resilience.	Provides a partially accurate definition of positive self-talk, with limited understanding of how it contributes to resilience.	Provides a vague or incorrect definition of positive self-talk, indicating a lack of understanding.
Q2 (b) – Describe building social support and explain how it contributes to resilience			Provides an accurate and comprehensive definition of building social support, explaining how it contributes to resilience.	Provides a partially accurate definition of building social support, with limited understanding of how it contributes to resilience.	Provides a vague or incorrect definition of building social support, indicating a lack of understanding.
Q2 (c) – Describe emotional regulation and explain how it contributes to resilience			Provides an accurate and comprehensive definition of emotional regulation, explaining how it contributes to resilience.	Provides a partially accurate definition of emotional regulation, with limited understanding of how it contributes to resilience.	Provides a vague or incorrect definition of emotional regulation, indicating a lack of understanding.
Q3 – Why is ‘Goal Setting’ important when building resilience			Provides an accurate and comprehensive definition of goal setting, explaining why it’s important in building resilience.	Provides a partially accurate definition of goal setting, with limited understanding of why it’s important in building resilience.	Provides a vague or incorrect definition of goal setting, indicating a lack of understanding.

Marking Criteria for Resilience Assessment

Student Name _____

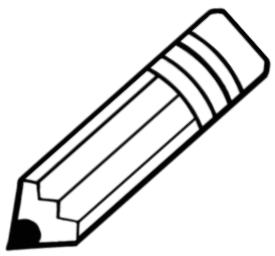
Part B	5 marks	4 marks	3 marks	2 marks	1 mark
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Q1 – Explain how you would respond to the situation using the resilience skills we have learnt in class to achieve a positive outcome	Provides a detailed and logical response that demonstrates a clear understanding of resilience skills and their application to the scenario.	Provides a logical response that demonstrates an understanding of resilience skills and their application to the scenario.	Provides a sound response with some key resilience skills identified, however lacks depth or coherence.	Provides a limited response with some key resilience skills identified, however lacks depth or coherence.	Provides a brief or incomplete response that demonstrates a limited understanding of resilience skills.
Part C	5 marks	4 marks	3 marks	2 marks	1 mark
Q1 – Reflect on a challenging situation you have faced recently. Describe the situation and how you demonstrated resilience in overcoming that challenge.	Provides a detailed and thoughtful reflection on a personal challenging situation, demonstrating insights into personal resilience and growth.	Provides a thoughtful reflection on a personal challenging situation, demonstrating insights into personal resilience and growth	Provides a sound response with some key resilience skills identified, however lacks depth or coherence.	Provides a limited response with some key resilience skills identified, however lacks depth or coherence	Provides a brief or superficial reflection that demonstrates limited understanding of personal resilience.
Q2 – Identify one area in your life where you would like to enhance your resilience. What steps would you take to develop resilience in that area?			Clearly identifies an area for improvement and outlines specific steps to develop resilience in that area.	Identifies an area for improvement but provides vague or incomplete steps to develop resilience.	Identifies an area for improvement without providing specific steps to develop resilience.
WRITTEN EXPRESSION: Grammar, vocabulary, presentation				Good/satisfactory grammar, some errors seen, sound presentation	Limited, many errors noted, poorly presented

FINAL SCORE: _____ / 30

TEACHER COMMENTS:

GLOSSARY



Sometimes in health we will use words that you do not understand. Each week, your aim is to write down two new words and their definitions.

You can write down new words that you hear and learn, or your teacher may ask you to add specific words.

Ice breaker activities:

Name Chain:

Students form a circle and the first person says their name. The next person repeats the first person's name and adds their own. This continues until the name chain reaches the last person. To make it more challenging, you can have the group try to recite the entire name chain in reverse order.

Or

Speed Friending:

Arrange the classroom into two lines, with students facing each other. Each pair has a set amount of time (e.g., 2 minutes) to talk and get to know each other. When the time is up, one line moves one step to the right, and they start a new conversation with the next person. Continue until students have interacted with several classmates. This activity allows students to meet new people and practice their conversation skills.

Conversation topics:

- Favourite things (sport, food, colour, movie, tv show etc.)
- Family
- Hobbies
- Things to look forward to with high school

Two Truths and a Lie:

Each student takes turns sharing two true statements and one false statement about themselves. The rest of the group tries to guess which statement is the lie. This activity helps students get to know each other in a fun way.

Or

Would You Rather...:

Present students with a series of "Would you rather" scenarios, such as "would you rather have the ability to fly or be invisible?" Students take turns sharing their choices and explaining their reasoning. This activity encourages discussion and helps students learn more about each other's preferences.

What I think about myself!

Check one column for each of the following statements.

		MOST of the time	SOMETIMES	Almost NEVER
1.	I like the way I look			
2.	I am important to my family and friends			
3.	I feel confident talking to males and females			
4.	I get along well with others			
5.	I help others be their best			
6.	I take responsibility for my actions			
7.	I am important			
8.	I appreciate my body and what it does			
9.	I believe in myself			
10.	I know my values about sexuality			
11.	I feel positive about what I eat			
12.	I use positive self-talk			
13.	The future looks bright			
14.	I am respectful in my relationships			
15.	I am a good friend			
16.	I accept compliments about my appearance			
17.	I choose to be hygenic			
18.	I enjoy getting up in the morning			
19.	I have people in my life who provide me with support to make sexually healthy decisions			
20.	I do my best			
21.	I am a unique person			
22.	I can talk about my needs with friends or partners			
23.	I enjoy regular exercise or activity			
24.	I can forgive myself			
25.	I am an attractive person			

Give yourself:

- 1 point for every check in the *Almost Never* column.
- 2 points for every check in the *Sometimes* column.
- 3 points for every check in the *Most of the Time* column.

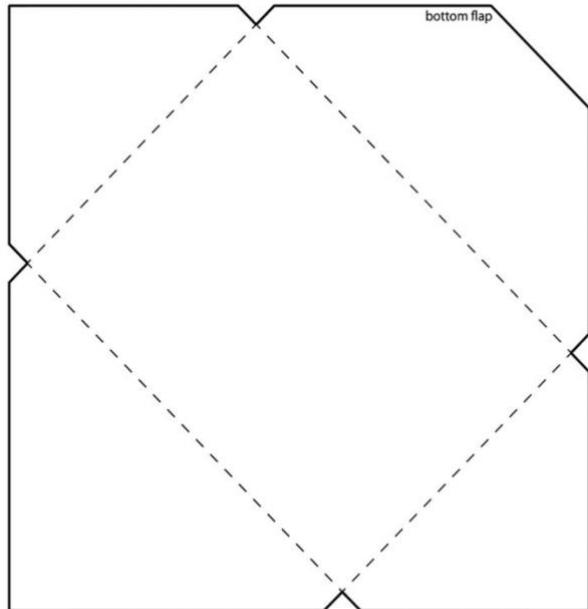
Scores:

- 60 – 75 = Keep it up!!
- 47 – 59 = You're on the right track toward positive self-talk.
- 25 – 46 = You might benefit from finding ways to improve your self-esteem, you've got this!



A letter to me!

For this activity you will write a letter to your future self! Your teacher will collect your letter and hold onto it until the end of the year when you will get it back. Your teacher will not read your letter – you will write it and seal it in an envelope ready for you to revisit at the end of term 4!



1. Cut around the outside of the solid black lines.
2. Fold all sides along the dotted lines.
3. Make sure the 'bottom flap' is folded over the smaller triangles and glue

1. Create/collect your envelope

Collect an envelope template from your teacher. Follow the instructions to create your envelope.

2. Write your letter.

Grab a piece of paper and write the letter as if you are introducing yourself to someone new. Include as much information as you can. Below are some suggestions of topics to include in your letter.

3. Seal your letter

Make sure your name is on your envelope, place your letter inside, seal it and give it to your teacher!

Ideas to include in your letter:

- How you look right now – height, age, hair, clothes etc.
- Family dynamic – do you get along? Do you have siblings? Are you all similar?
- Home life – do you do chores? What chores? Do you earn pocket money?
- Do you have any pets? What is your dream pet?
- Who are your closest friends and what you do when you hang out with them?
- What you like to do in your spare time (sports, hobbies, reading, collecting etc.)
- What you do and don't like about school.
- Your likes and dislikes in music, movies, food, TV etc.
- What you might like to do when you leave school
- Anything you are looking forward to this year (holidays, exciting events, milestones, anything at school etc.)
- Do you have a crush?
- Do you have certain feelings towards drugs and alcohol?
- If you had a big lotto win tomorrow, what would you spend the money on?
- Finish off by writing yourself a message for the future!

Human Bingo!!!

Plays Basketball _____	Walks to school _____	Is born in the same month as you _____	Speaks 2 Languages _____	Likes Pizza _____
Plays an Instrument _____	Likes art _____	Has a dog _____	Is younger than you _____	Who had the same breakfast as you _____
Has travelled overseas _____	Plays football _____	Likes Brussel Sprouts _____	Has a cat _____	Likes clothes shopping _____
Dances _____	Went to the same primary school as you _____	Can surf _____	Has a brother _____	Has the same favourite sport as you _____
Rides a bike to school _____	Catches the bus to school _____	Is Born in Another Country _____	Will tell you a joke _____	Has blue eyes _____

Ones you have completed every square with different people shout BINGO!!

You cannot repeat the same person more than once.

Things change...for the better!

On the list below, complete the changes that have occurred from Kindergarten to now.

Try and indicate WHY you think these have changed.



What has changed?	Kindergarten	Year 7	WHY?
<i>Favourite past-time/sport/hobby</i>			
<i>Favourite TV show/movie</i>			
<i>Favourite food</i>			
<i>Age</i>			
<i>Height/weight</i>			
<i>My biggest fear</i>			
<i>My family (structure. Interaction)</i>			
<i>My favourite holiday/time of year</i>			
<i>My best friend</i>			
<i>What I dislike the most</i>			
<i>My physical body shape</i>			
<i>Communication with friends</i>			
<i>Internet/online use</i>			

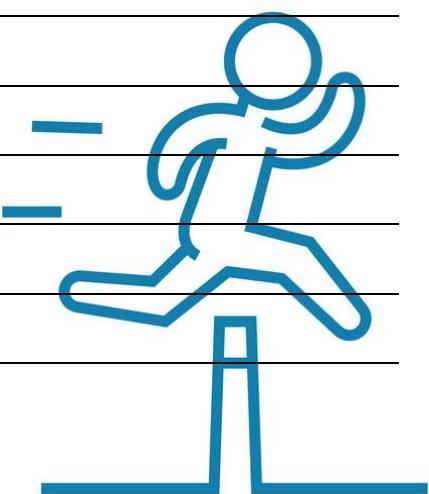
**“RESILIENCE.
IT'S WHEN YOU DECIDE
TO GIVE UP
ON GIVING IN.”**

- TODD CARMICHAEL

Overcoming Setbacks

Write a personal story about a time when you had to overcome a challenge or setback.

What did you do to overcome the challenging time or setback?



Personality Quiz: Reflection

Visit <https://www.biteback.org.au/Quiz/PersonalityQuiz?IsMFC=true>. Answer the questions as honestly as possible. Read your results at the end and summarise into the space below.

Resilience – What is it?

Write a definition for Resilience:

The ability to bounce back from adversity – move on and deal with challenges in an effective and beneficial way.

Why is resilience important in maintaining mental and emotional wellbeing?

Resilience is important for these because it allows us to deal with the challenges that may affect our well-being in a positive way and not dwell, allowing us to be more productive and happier, while maintaining social connections that help us along the way.

THINK, PAIR, SHARE:

- You will have 1 minute to THINK to yourself, in silence.
- Followed by 1 and a half minutes to PAIR with the person next to you.
- Be prepared to SHARE your thoughts with the class.



"Our life can be considered across different dimensions. One dimension of our health is our physical health. There are 5 dimensions. What are the other 4 dimensions?"

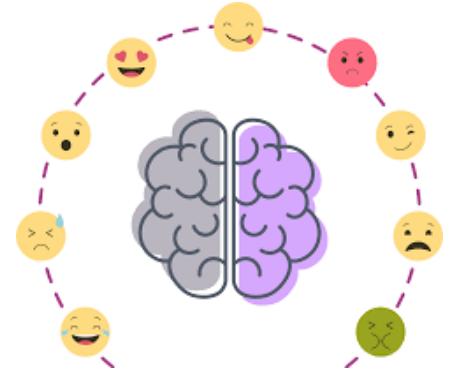
Physical, social, emotional, mental and spiritual dimensions.

Mental Wellbeing

Mental well-being refers to a state of positive mental health characterised by a person's ability to cope with the normal stresses of life, work productively, and make meaningful contributions to their community.

It involves having:

- A positive sense of self
- Maintaining healthy relationships
- Being able to effectively manage emotions, thoughts and behaviours.



Emotional Wellbeing

Emotional well-being pertains to the ability to understand, express and manage emotions in a healthy and balanced way.

It involves:

- Being aware of and accepting of one's emotions.
- Having the skills to regulate them.
- Experiencing a sense of overall emotional satisfaction and stability.

Real Life Resilience

Write examples of when you have used resilience in your life.

e.g., losing a sporting match, failing an assessment, dealing with grief, having an argument with a friend.

REVISION

Weeks 1 – 3

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Bluey – Resilience

Watch the video about Bluey and answer the questions below:

Why was Indy upset?

What did Indy do when she was upset?

Why is it important to not give up?

List down what Indy did in the second part of the story that showed resilience?



FIVE SKILLS OF RESILIENCE

List down the 5 skills of resilience

Understanding Emotions:

The ability to recognize and manage emotions in a healthy and constructive way. This skill involves understanding and accepting your own and others' emotions and employing strategies to regulate emotional responses.



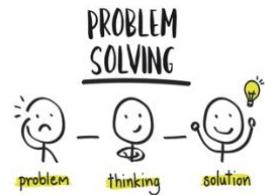
Helpful & Positive Thinking:

Cultivating a positive mindset and optimistic outlook, even in difficult situations. This skill involves reframing challenges as opportunities for growth and maintaining hope. Thinking "what's wrong with the situation" not "what's wrong with me."



Resourcefulness:

Developing effective problem-solving skills and the ability to adapt to changing circumstances. This skill includes identifying problems, generating solutions, and taking action to overcome obstacles.



Relationship Skills:

Developing and maintaining positive relationships with family, friends, mentors, or support networks. This skill involves knowing how and who to talk to when you need help and being able to effectively communicate during challenges or disagreements.



Self-understanding:

Knowing your strengths and limitations, what you value, how to show courage and self-reflection. This skill also includes taking care of one's physical health, managing stress levels, practicing relaxation techniques, and engaging in activities that promote overall well-being.



REVISION

Week 4

What two concepts or ideas did I learn in class last week?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

River Crossing

- Form small teams of 2 to 5 people.
- Each team is to work together to solve the puzzle outlined below:

"Using a small rowboat, how can your group transport a chicken, a fox and a bag of corn to the other side of the river in as few moves as possible?"

1. Your solution must acknowledge three critical parameters:
 - The rowboat can only carry one person and one item at any point in time.
 - The fox and chicken cannot be left alone; and
 - The chicken and the bag of corn cannot be left alone.
2. Describe the step-by-step solution to get all three items safely to the other side of the river.

SOLUTION:

To begin, the woman and the chicken cross the river together. The fox and corn are safe together.

Once on the other side, the woman leaves the chicken and returns to the fox and corn. She takes the fox across the river, and since she can't leave the fox and chicken together, she brings the chicken back with her (that's the trick which many groups do not think of.)

She cannot leave the chicken with the corn, so she leaves the chicken and rows the corn across the river and leaves it with the fox.

Finally, she returns to pick up the chicken and rows across the river one last time.

Complete the activity as outlined by your teacher and complete the questions below.

Describe the step-by-step solution to get all three items safely to the other side of the river.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

River Crossing Reflection Questions

1. How did you feel when you encountered obstacles or challenges during the river crossing puzzle? How did you handle those feelings?

2. What strategies did you use to overcome difficulties or setbacks while trying to find the solution?

3. Did you encounter any moments of frustration or uncertainty? How did you persevere and keep going?

4. Were there any disagreements or conflicts within your team? How did you resolve them and continue working together?

Skills needed to build resilience:

Follow along on the slides to fill in the gaps below:

Problem-Solving Skills: Break down the puzzles into smaller components and analyse each part individually. Then develop step-by-step plans or strategies to tackle each component effectively.

Perseverance: Remind Puzzles often require trial and error. Persist through challenges, learn from mistakes, and keep trying different approaches until they find the solution.

Positive Mindset: Maintain a positive mindset throughout the puzzle-solving process. View challenges as opportunities for growth and learning, rather than becoming discouraged by setbacks.

Collaboration and Communication: Share ideas, listen to each other's perspectives, and work together to find solutions. Effective communication and collaboration can enhance problem-solving abilities and resilience.

Flexibility and adaptability: Sometimes the initial strategy may need adjustment or modification. Be flexible and open to trying new approaches if the current one isn't working effectively.

Time Management: Give yourself sufficient time for planning, execution, and reflection. Pace yourself and avoid rushing through the puzzle, as it may lead to errors or oversights.

Self-reflection: Reflect on your progress and problem-solving strategies periodically. This self-reflection can help you identify areas of improvement, recognize your strengths, and adjust your approach as needed.

Celebrating small wins: Acknowledge and celebrate your achievements along the way, even if you haven't fully solved the puzzle yet. Recognizing small wins can boost motivation, confidence, and resilience.

Seeking help and support: It's okay to ask for help or guidance when faced with challenges. Seek assistance from peers, teachers, or other resources to gain new perspectives and insights.

Bridge Crossing

Now that you have been given some skills to build your resilience, can you now solve the second riddle??

1. Four people come to a river in the night. There is a narrow bridge, but it can only hold two people at a time.
2. They have one torch and, because it's night, the torch has to be used when crossing the bridge.
3. Person A can cross the bridge in 1 minute, B in 2 minutes, C in 5 minutes, and D in 8 minutes.
4. When two people cross the bridge together, they must move at the slower person's pace.
5. The question is, can they all get across the bridge if the torch lasts only 15 minutes?

Complete the activity as outlined by your teacher and complete the questions below.

Elapsed Time	Starting Side	Action	Ending Side
0 minutes	A B C D		

Crossing the bridge reflection questions:

1. Reflecting on the process, how do you believe you approached the puzzle? What was your mindset?

2. Can you think of any specific moments where you had to demonstrate resilience and determination to reach the solution?

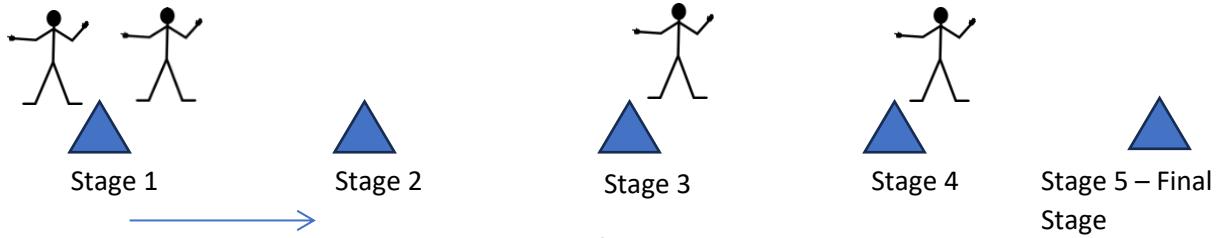
3. How did collaboration and teamwork contribute to your success in solving the puzzle?

4. What lessons about resilience can you apply to other areas of your life outside of this puzzle activity?

5. How might the experience of solving the puzzle help you face challenges and setbacks in the future?

ROCK OFF

Clear space in the classroom (or step outside) and mark out 5 progression stages for the competition. Students are to line up at the start point. The first two students will play off in a game of Scissors, Paper, Rock. The winner will progress to the next stage, the loser will return to the end of the line. The next pair will then rock off – the winner progresses, and the loser goes to the back etc. A student is the winner when they win at the final stage.



Winner progresses to the next stage and waits for their next opponent. The loser returns to the back of the line and awaits their next turn.

Complete the activity as outlined by your teacher and complete the questions below.

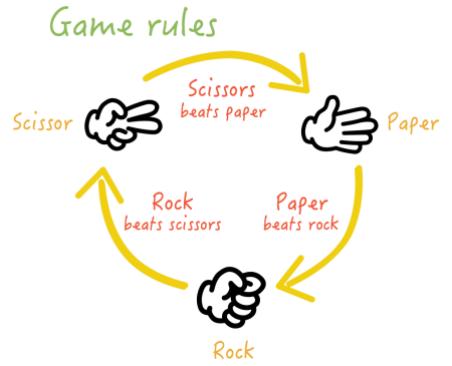
Reflection Questions:

- How many games did you win + lose?

 - How did you feel after you won?

 - How did you feel after you lost?

 - How did you know when another person won a game?



- How did you know when another person lost a game?

- How did you deal with losing and what resilience skills did you use to build your resilience to keep going? (think back to the skills from activity 1).

REVISION

Week 5

What two concepts or ideas did I learn in class last week?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

EMOTIONAL REGULATION

Emotional Regulation is all about managing and expressing emotions in a healthy way. It is important to have strategies for managing and expressing emotions and these can include:

Deep Breathing: Can help calm the nervous system and reduce feelings of stress or anxiety. Focus on taking slow, deep breaths, inhaling through the nose and exhaling through the mouth.

Mindfulness and meditation: Can promote self-awareness and help individuals observe their emotions without judgment.

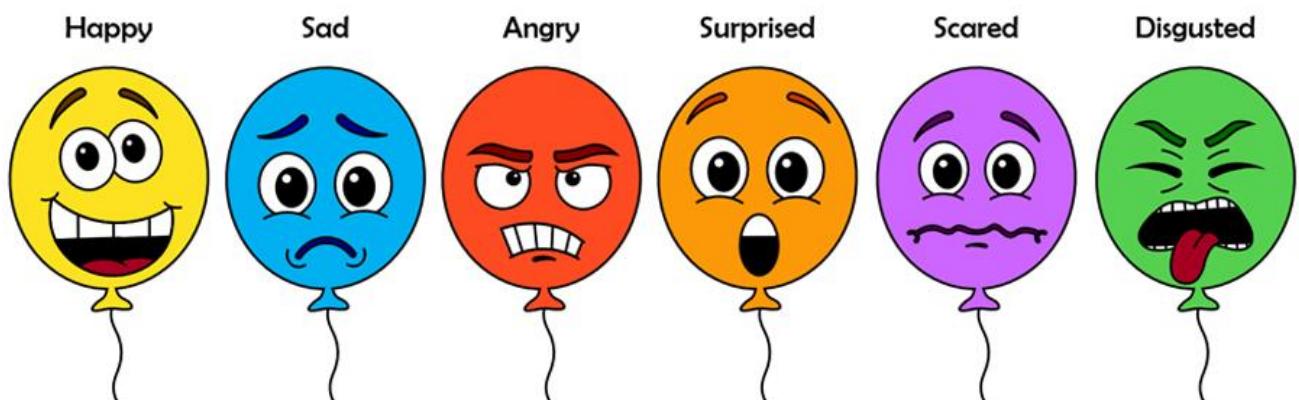
Physical Exercise: Regular physical exercise releases endorphins, which are natural mood-boosting chemicals in the body. Engaging in activities like walking, jogging, dancing, or yoga can help reduce stress and improve overall emotional well-being.

Journaling: Writing down thoughts and emotions in a journal can be a therapeutic outlet for processing and expressing emotions.

Talking to Supportive Others: Seeking support from trusted friends, family members, or mental health professionals can provide an opportunity to express emotions in a safe and supportive environment.

Engaging in Creative Outlets: Participating in creative activities, such as art, music, or writing, can serve as a means of emotional expression.

Taking Breaks and Self-Care: Recognizing when emotions become overwhelming and taking intentional breaks can be beneficial. Engaging in self-care activities like taking a bath, reading a book, or engaging in hobbies can provide space for emotional rejuvenation and self-nurturing.



Positive self-talk

Positive self-talk refers to the practice of using supportive and encouraging language to oneself during challenging situations or when facing setbacks.

It involves:

- Consciously replacing negative or self-defeating thoughts with positive and empowering ones.
- Building resilience by providing individuals with a constructive internal dialogue that fosters optimism, motivation, and resilience.

Here's how positive self-talk relates to building resilience:

- Building self-confidence.
- Managing stress & adversity.
- Overcoming setbacks.
- Boosting motivation & persistence.

Building social support

Building social support is important for our resilience as it helps us to create a supportive network for ourselves for when we need help. Our support network can include:

Friends and peers:

- Building social support among friends and peers is crucial for emotional well-being.

Family support:

- Strong family relationships contribute to resilience.

Mentors and role models:

- Mentors and role models play a significant role in providing guidance, advice, and support.

Supportive communities:

- Being part of supportive communities, such as clubs, sports teams, or cultural organizations, can foster resilience.

Professional support:

- Seeking professional support from counsellors, therapists, or support groups can be instrumental in building resilience.

Who is your support network?

In the space below trace around the outline of your hand.

- In the palm area, write your own definition of SOCIAL SUPPORT.
- At the tip of each finger, write down a person in your life that you can go to if you need help. Be specific and write their name.
- In the space of each finger, write down what kind of support that person can offer you.

Using the Five Skills of Resilience

(In previous lessons you have learnt about the five skills of resilience. Refer to these if needed.)

- *Understanding Emotions: The ability to recognize and manage emotions in a healthy and constructive way.*
- *Helpful & Positive Thinking: Cultivating a positive mindset and optimistic outlook, even in difficult situations.*
- *Resourcefulness: Developing effective problem-solving skills and the ability to adapt to changing circumstances.*
- *Relationship Skills: Developing and maintaining positive relationships with family, friends, mentors, or support networks.*
- *Self-understanding: Knowing your strengths and limitations, what you value, how to show courage and self-reflection, as well as being able to take care of your physical, emotional, and mental health and well-being.*

ALTERNATIVE WAYS OF RUNNING THIS ACTIVITY:

Alternative 1: Students work in groups of 4 and each person has a different scenario to complete. Allow time to complete the scenario before students come back together as a group and discuss how they would respond to each scenario.

Alternative 2: Students are divided into groups of 3-4. Each group chooses a scenario and creates a role-play of the scenario and acts out how they would respond to it.

Alternative 3: Students can complete some in class and some as homework if needed.

With all these changes in our lives, we need to employ resilience skills to cope effectively.

Use the scenarios below to discuss and describe, with examples, how you would use the resilience skills to 'bounce back' from the adversity. An example has been done for you.

- **Scenario A:** Your parents have just told you that you are moving to a new city. You have lots of friends here and are happy at your school. You plead with them to stay but they have made up their minds. You are dreading the move.
- **Scenario B:** you have had a falling out with your friend. They refuse to make up and have been talking about you to others. It is worrying you and you don't want to tell anyone in case it angers them further. It is really troubling you.
- **Scenario C:** you find yourself worrying about everything – your homework, your friendships, your looks. You are beginning to feel you are hopeless and can't do anything right.
- **Scenario D:** you have a great friendship group. However, lately, they are not wanting to invite our friend Steff along to outings as they feel she doesn't fit in and doesn't look cool enough. This is troubling you as you class her as a friend, but so are all the others.

Example: Using self-understanding to respond to Scenario D

Even though the group are my friends, I don't feel that they are being fair to Steff. Steff may look different, but it doesn't mean she is not a great person or a good friend. I don't believe that leaving Steff out is the friendly thing to do, and I would have the courage to talk to the group to let them know that it wouldn't be nice if it was done to them. Looking cool is not a value I see in a friend – a friend is someone I can trust and have fun with. I can't see why we couldn't do some more activities that would include everyone in the group, so that we all get to know each other better – maybe then the group would understand what the friendship is about. Friends sometimes go different ways, and that is alright, but I think it is important to have a wide circle of friends without judgement of what they look like.

1. Use relationship skills to respond to Scenario C.

Which other resilience skills also be used in this scenario?

Which other resilience skills also be used in this scenario?

Which other resilience skills also be used in this scenario?

4. Using resourcefulness and problem solving to respond to Scenario B.

Which other resilience skills also be used in this scenario?



REVISION

Week 6

What two concepts or ideas did I learn in class last week?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Human Knot

In groups of at least 6 students. Stand in a circle.

Reach across and hold hands with two different people – they cannot be directly next to you.

CHALLENGE:

Untangle your knot without letting go of each other.



Reflection Questions:

1. What challenges did you face while trying to untangle the human knot? How did you overcome them?

2. How did effective communication help in unravelling the human knot? Can you give specific examples?

3. What role did teamwork play in successfully untangling the human knot? How did each team member contribute to the process?

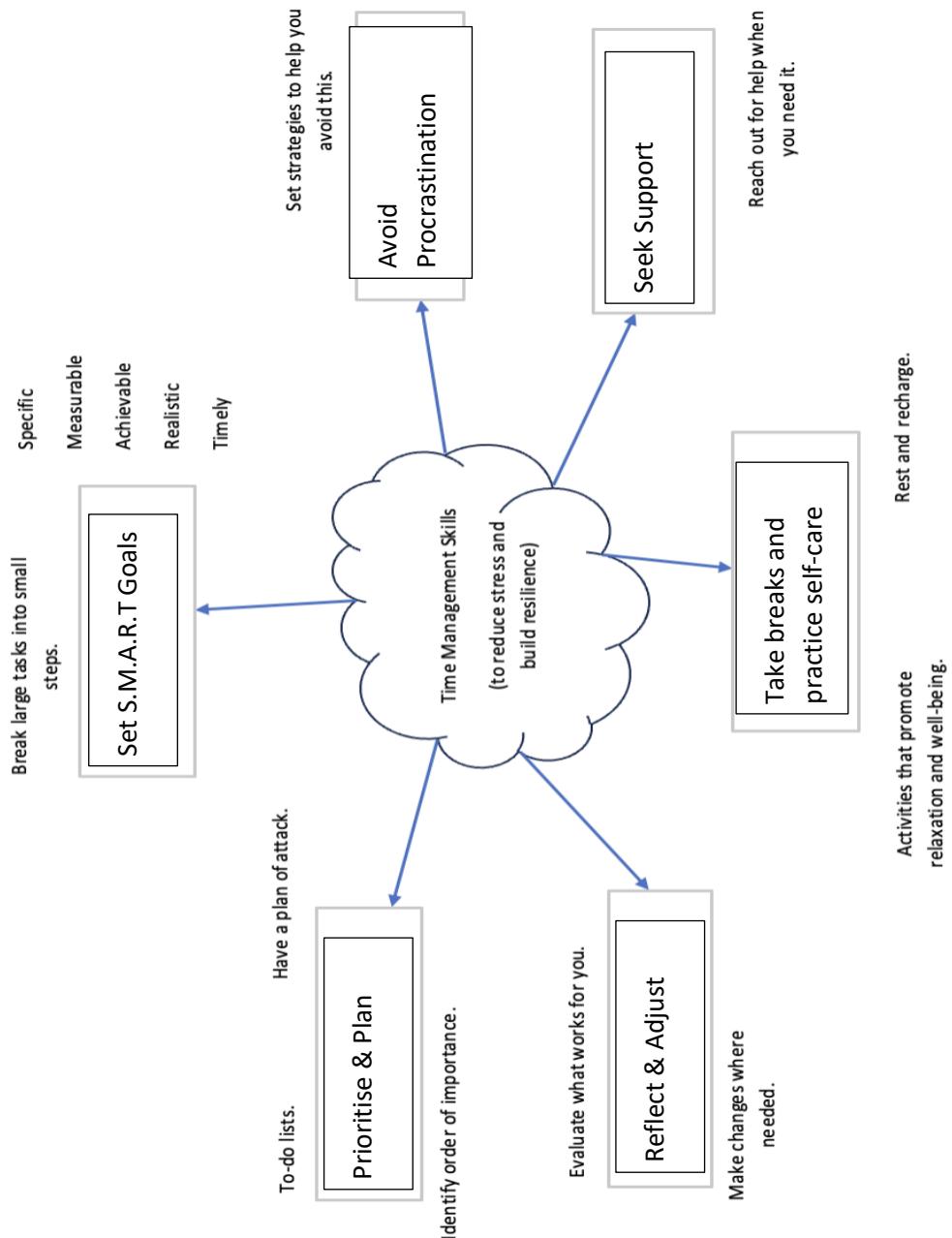
4. What did you learn about the importance of listening during the human knot activity? How did active listening help in the process?

5. Reflecting on the communication within your team, were there any instances where miscommunication occurred? What impact did it have on the activity, and how could it have been avoided?

6. How did you feel when you successfully untangled the human knot? How did the experience of overcoming the challenge together as a team make you feel?
-
-
-

Time Management and Resilience Skills

Time management can be used to help us reduce stress and build resilience, and in turn, get things done!!



Prioritize and Plan: Make a to-do list or use a planner to prioritize tasks and activities. Identify the most important and urgent tasks and allocate time for them. Planning ahead helps create a sense of control and reduces the likelihood of feeling overwhelmed.

Set SMART Goals: Set Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals for yourself. Break larger tasks into smaller, manageable steps, and set deadlines for each step. This approach helps you stay focused, motivated, and organized.

Avoid Procrastination: Recognize and address procrastination tendencies by using strategies like setting deadlines, breaking tasks into smaller steps, using timers, and rewarding yourself for completing tasks. Overcoming procrastination reduces stress and builds resilience by promoting a proactive and efficient approach to tasks.

Seek Support: Recognize that you don't have to do everything on your own. Reach out for help or support when needed. Collaboration and seeking assistance when appropriate reduce stress and enhance resilience by distributing the workload.

Take Breaks and Practice Self-Care: Incorporate regular breaks into your schedule to rest and recharge. Engage in activities that promote relaxation and well-being, such as meditation, deep breathing exercises, physical exercise, hobbies, or spending time with loved ones. Self-care boosts resilience by enhancing physical and mental well-being.

Reflect and Adjust: Regularly review your time management strategies and evaluate their effectiveness. Identify areas for improvement, learn from your experiences, and adjust your approach as needed. Continual reflection and adjustment help refine your time management skills and build resilience over time.

Goal Setting and Resilience

If you read the biographies of elite sports people, actors, political and world leaders, they all talk about their dreams and goals. Having short-term as well as long-term goals is a great way to help you realise your full potential, and can give you a focus in your life, today and into the future.

Goal setting is important for resilience as it helps to keep us motivated and on track with what we want to achieve. If we have a plan, it helps us to know exactly what we want to do, especially when things don't go right.

While watching the video, answer the following questions:

List the 4 steps mentioned in the video and write one sentence to describe each tip.

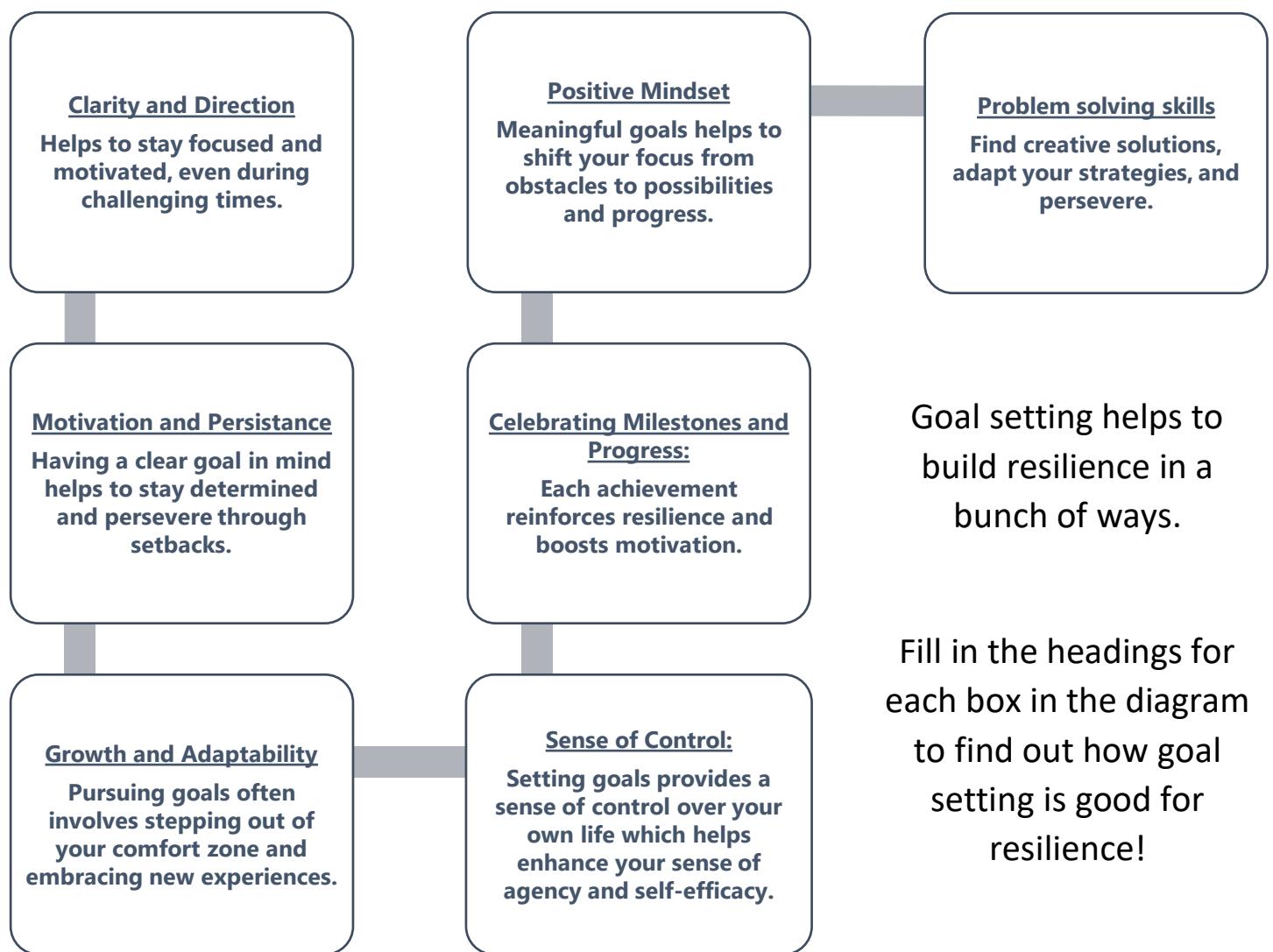
Answers:

1. Choose your big goal – know what you really want to achieve.



2. Have a purpose – why do you want to achieve your goal? Keeps you motivated.
3. Break it down into small steps – break it down to make it easier to achieve and measure.
4. What are the obstacles? – plan for the obstacles that may occur.
5. BONUS – write it down – monitor your progress and make adjustments as necessary.

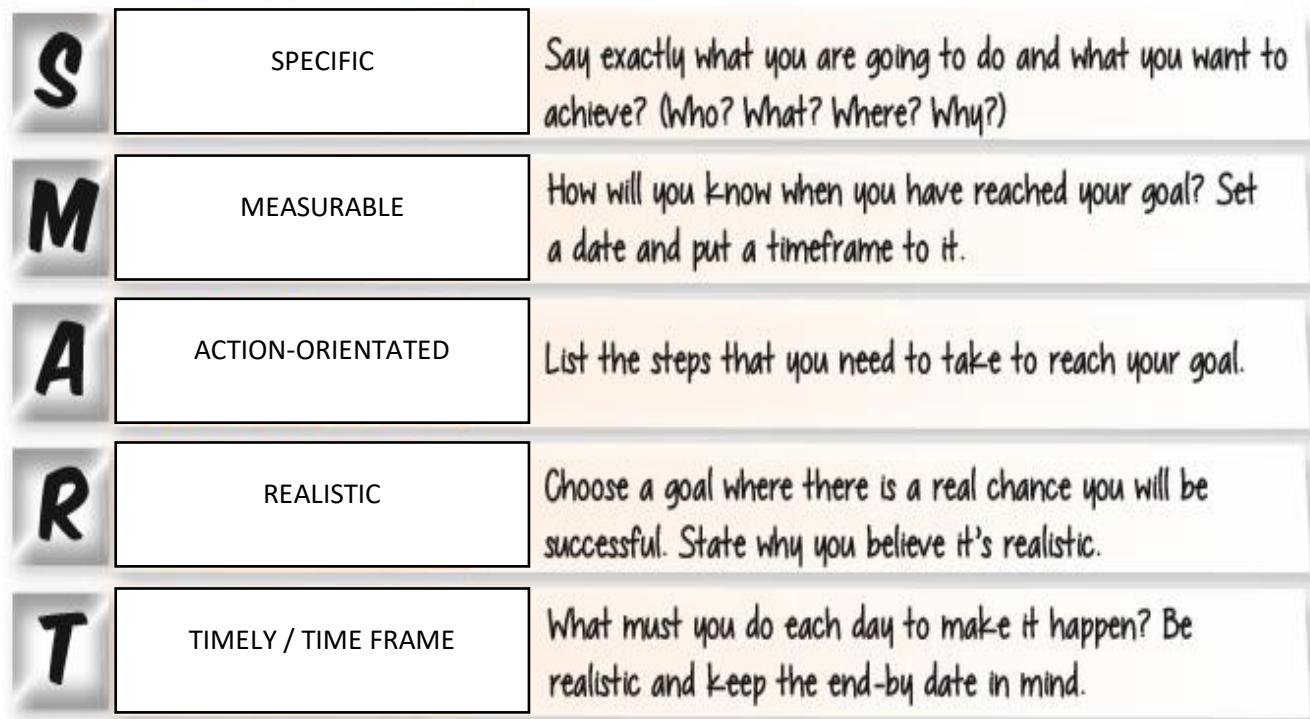
Goal setting is good for resilience because...



What is a S.M.A.R.T goal and how do you set one?

Setting SMART goals helps us to create a goal that is clear to us, within our reach and we know exactly how to achieve it.

Fill in the SMART goals in the diagram below to complete the acronym :



EXIT TICKET – Set a S.M.A.R.T Goal

By the end of week 9 I want to achieve: _____

S	
M	
A	
R	
T	

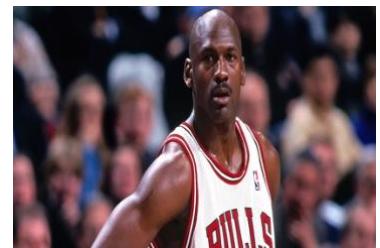
Case Study Research

Research one of the below individuals who have experienced failure, however, demonstrated resilience to overcome a tough situation. Then answer the questions on the following pages:



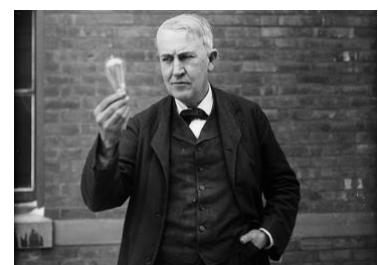
J.K. Rowling: The author of the Harry Potter series faced numerous rejections from publishers before finally securing a publishing deal. Her determination and resilience allowed her to persevere and become one of the most successful authors of all time.

Michael Jordan: Widely regarded as one of the greatest basketball players, Jordan faced several setbacks early in his career, including being cut from his high school basketball team. However, he used these failures as motivation to work harder, eventually becoming a six-time NBA champion and an iconic figure in the sports world.



Oprah Winfrey: Despite a challenging childhood and early setbacks in her career, Oprah Winfrey went on to become one of the most influential media personalities in the world. She overcame obstacles and used her experiences to connect with audiences and build a successful media empire.

Thomas Edison: The renowned inventor is famously known for his resilience in the face of failure. It took him thousands of attempts before successfully inventing the practical electric light bulb. Edison once said, "I have not failed. I've just found 10,000 ways that won't work," highlighting his unwavering determination.



Serena Williams: The tennis superstar faced numerous obstacles throughout her career, including injuries and personal challenges. Despite setbacks, she consistently displayed resilience and a relentless work ethic, becoming one of the greatest tennis players of all time.

Stephen King: The acclaimed author received numerous rejection letters for his first novel, "Carrie." Despite the initial setbacks, King continued to write and eventually became one of the most successful and prolific authors in the world, with his books selling millions of copies worldwide.



1. What specific challenges or setbacks did the individual face?

2. How did the individual initially respond to the failure or setback?

3. What emotions do you think the individual might have experienced during that time?

4. What strategies did the individual use to cope with the failure and build resilience?

5. Did the individual seek support from others? If so, who did they turn to and how did that support help?

6. What role did perseverance play in the individual's journey to overcome the failure?

7. Were there any key moments or turning points where the individual's resilience was particularly evident?

8. How did the individual maintain a positive mindset despite facing failure?

9. Did the individual learn any important lessons from the failure? If so, what were they?

10. How did the individual use the failure as an opportunity for growth and personal development?

11. Can you identify any strengths or personal qualities that contributed to the individual's resilience?

12. How did the individual's resilience impact their future successes or achievements?

13. What can we learn from this case study about the importance of resilience in overcoming challenges?

14. How can we apply the lessons learned from this case study to our own lives when facing failures or setbacks?

15. What advice would you give to someone who is currently experiencing a failure and needs to develop resilience to overcome it?

REVISION

Week 7

What two concepts or ideas did I learn in class last week?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Goal Setting – Review:

1. What was your goal?

2. Did you achieve your goal? **YES / NO**

- If **no**, why not?
- How do you feel about that?
- How could you change your goal to make it more achievable for you?

- If **yes**, what steps did you take to achieve it?
- How do you feel about that?

3. Did you face any challenges?

4. Set yourself a new S.M.A.R.T goal. Make sure it has all the components to make it smart.
