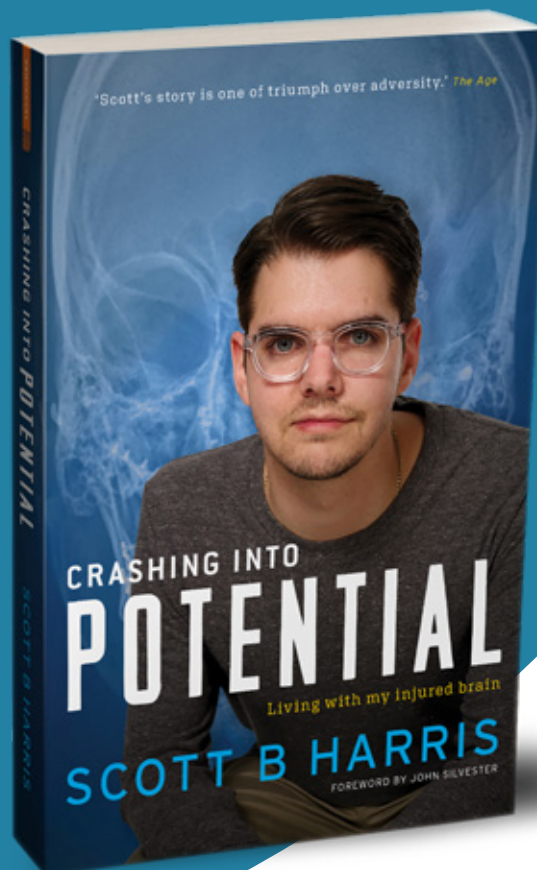


CRASHING INTO POTENTIAL

Year 9 Bachelor Program Overview



Evaluated By Prof. John Hattie & Scott B Harris

Program Overview



With the help of Prof. John Hattie, Melbourne University, CRASHING INTO POTENTIAL (CIP) has been **evaluated** with amazing results. CIP is a highly successful wellbeing program for year 9 students that gives them the skills and knowledge to help them overcome times of adversity in their lives.

By year 9, many students will have had some hard times - whether from family breakups, moving house, death of loved ones, bullying or any number of challenges. At the crucial ages of 14-15, they're also preparing for their final years of secondary school, facing career choices, starting their first relationships and becoming more independent from their families.

Schools have a large role to play in supporting students through these crucial years in their development and helping them to gain the skills they need to cope with times of adversity and protect their mental health.

As educators, it can be difficult to know how to best help students become more resilient and able to cope with adversity. Creating cultural and social change to build more resilient and capable youth is a challenge.

The program uses workshops, activities and resources to equip young people with the skills and knowledge they need to overcome adversity in life.

The program is written by author, speaker and capabilities expert, Scott B Harris. In 2008, Scott was involved in a motorbike accident that changed his life and left him with life-long disabilities. Having overcome significant adversity from his injuries, Scott has made it his mission to equip young people with the skills to overcome adversity in their own lives.

Based on the principles of Collective Teacher Efficacy, the program uses a multi-disciplinary, whole-school approach to building skills to overcome adversity in students. Collective teacher efficacy is the belief that teachers can make a positive impact on the lives of students when they work together. This program aims to empower teachers to create a cohort of more resilient and mentally stronger students through guided workshops and lessons.

We do know that:

- Teachers and schools who take a collective efficacy approach to finding solutions and working together to improve student outcomes are more successful¹.
- Programs that teach skills to overcome adversity and build resilience are an effective way to improve resilience skills.
- Stories are more likely to be remembered than facts and data. Stories build emotional connections in the brain, which can improve decision-making skills².



1 Donohoo, J., Hattie, J. (2018) The Power of Collective Efficacy, ASCD, vol. 75, no. 6
<https://www.ascd.org/el/articles/the-power-of-collective-efficacy>

2 <https://shane.substack.com/p/how-stories-change-our-brains>

Program Map

CRASHING INTO POTENTIAL contains 5 topics: **Goals, Choices, Mindset, Perseverance** and **Discussion**, throughout all 5 subject areas, **Wellbeing, English, Health and Physical Education**, and **Performance and Visual Arts**.

The program is to be run over 1 term (10 weeks), with 1 topic being taught within each 2-week period, per subject.

CIP begins with a one-hour presentation by Scott where students can listen and 'Bye-In' to his story, then is guided by the wellbeing workshops, and all other subjects will follow the guidelines set out.

Students learn the most about Scott's story through reading his memoir in English and then get the opportunity to practice what they learn throughout all other subjects.

The program includes:

- A comprehensive, 250-page teacher resource that includes detailed program information and lesson plans for each
- ACARA curriculum mapping, lesson plans for each subject, an implementation guide, teacher training and parent information.
- Access to the CRASHING INTO POTENTIAL Podcast which is an audio reading of the book CRASHING INTO POTENTIAL: Living with my injured brain.
- Access to onsite or pre-recorded exclusive seminars and teacher training by Scott and Prof. John Hattie.
- Access to resources, including newsletter guides for parents/carers, and information for teachers.
- Each student enrolled in the program will have (workbook/planner/reflection journal) in PDF format
- Schools can access the full program for the first year and then can upgrade with a yearly subscription following years, which includes all updates to the program.

Program Goals

The program aims to help students build their resilience skills and knowledge through changing the language students use to describe their feelings and situations, and the perceptions they have of their ability to overcome adversity.

In the longer term, students will build their skills to overcome adversity as they practice in everyday life. The program also aims to give parents the tools to help their children when faced with times of adversity and improve students' motivation, grades and overall mental health and wellbeing through to adulthood.



Implementation Considerations



Target Population: Year 9 students in Australian Secondary Schools

Program/practice descriptions and details:

- The Program is designed to be implemented within the existing educational program of the school.
- Session activities should be integrated with general planning and not as an added extra.
- The concepts should be revisited on a regular basis throughout the year.
- For continuity and ease of implementation, the workshops and lessons are designed to be implemented over 10 weeks, with two weeks per workshop (1-2xone-hour workshop), then related activities taught over the following two-week period.

Program adaptability: The workshops and lessons/activities are designed to be taught sequentially to ensure maximum benefit from the program and to supply program continuity between subjects. Teachers have the flexibility to complete each topic at any time within the 2-week period.

Staffing: The program has been designed to require minimal planning time. Some planning time is required to set up lessons and prepare resources.

**Please note: Factors to consider*:*

- **Supervision/coaching:** Program support is available via ongoing email and phone support, and through complementary video conferences when required.
- **Training requirements:** All year 9 teachers are able to access the program. All participating educators are encouraged to attend the teacher PD with Scott and Prof. Hattie (via prerecorded video) to ensure they are ready to implement the program.
- **Tools and systems:** The materials are provided as online resources. All resources required to implement the program are included, with some links to external websites and content from online sources. Schools will need access to a projector and reliable internet connection, and somewhere to show the videos embedded in the program to students.

How can we equip students with the ability to overcome times of adversity?

The CRASHING INTO POTENTIAL program covers 4 skills that students need to master to build their resilience - Goal Setting, Making Choices, Mindset and Perseverance. These are four lessons Scott lives by, and they have been proven to work. The 5th topic, Discussion, is all about the students sharing what they have learnt. During engaging, and differentiated experiences, children can learn about an infinite number of different concepts and ideas¹. Research tells us that when students work together and share ideas, they learn more². Discussion is a time when students can openly talk about what they have learnt and hear from others about their experiences.

1 <https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/interacting-withothers/Pages/explanationsandsharinginformation.aspx>

2 <https://news.harvard.edu/gazette/story/2019/09/study-shows-that-students-learn-more-when-taking-part-in-classrooms-that-employ-active-learning-strategies/>

Alignment

This program is aligned with the Victorian Government Department of Education's Practice Principles¹ and has been mapped to the Australian Curriculum.

In particular, it covers:

Principle 1: High expectations for every student promote intellectual engagement and self-awareness

- **Action 1.1** - Teachers convey high expectations of learning, effort and engagement for all students
- **Action 1.2** - Teacher's co-design aspirational goals with students
- **Action 1.4** - Teachers build student capacity to monitor and evaluate their own progress and achievement

Principle 2: A supportive and productive learning environment promotes inclusion and collaboration

- **Action 2.1** - Teachers build quality relationships that enhance student engagement, self-confidence, and growth as a learner
- **Action 2.3** - Teachers develop student capacity to collaborate

Principle 3: Student voice, agency and leadership empower students and build school pride

- **Action 3.2** - Teachers provide opportunities for students to exercise authentic agency in their own learning
- **Action 3.3** - Teachers provide leadership opportunities
- **Action 3.4** - Teachers build school pride and connectedness

¹ <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principleexcellence.aspx#link63>

Principle 4: Curriculum planning and implementation engages and challenges all students

- **Action 4.1** - Teachers place student needs at the centre of program planning and delivery
- **Action 4.2** - Teachers collaboratively design and implement a scope and sequence of learning

Principle 5: Deep learning challenges students to construct and apply new knowledge

- **Action 5.1** - Teachers design learning programs to explicitly build deep levels of thinking and application
- **Action 5.2** - Teachers support students to explore the construction of knowledge
- **Action 5.3** - Teachers support students to be reflective, questioning and self-monitoring learners

Principle 6: Rigorous assessment practices and feedback inform teaching and learning

- **Action 6.1** - Teachers design authentic, fit-for-purpose assessments to reflect the learning program and objectives

Principle 7: Evidence-based strategies drive professional practice improvement

- **Action 7.1** - Teachers evaluate the impact of teaching on learning by analyzing multiple sources of data
- **Action 7.2** - Teachers identify and target areas for professional learning
- **Action 7.3** - Teachers draw on current research and use an inquiry improvement cycle
- **Action 7.4** - Teachers challenge and support each other to improve practice

Principle 8: Global citizenship is fostered through real-world contexts for learning

- **Action 8.3** -Teachers and students co-design learning that connects to real-world contexts
- **Action 8.4** - Teachers and students collaborate in learning partnerships in and beyond the school

Principle 9: Partnerships with parents and carers enhance student learning

- **Action 9.1** - Teachers establish open and sustained communications with parents/ carers
- **Action 9.3** -Teachers facilitate parental/carers involvement in education within the classroom, school and beyond

The program is aligned with the Australian Student Wellbeing Framework¹ across the areas of:

- Student Voice
- Leadership
- Inclusion
- Partnerships and
- Support

And programs including:

- Respectful Relationships
- FUZE

¹ Student Wellbeing Hub, Australian Student Wellbeing Framework <https://studentwellbeinghub.edu.au/educators/framework/>

Curriculum: Wellbeing Lessons: 5

Students will learn:

Goals - Weeks 1 & 2

- How to set and achieve your greatest ambitions
- How to predict the challenges so you can avoid them
- How to draw the motivation to achieve your goals

Choices - Weeks 3 & 4

- What choices do we have in the face of adversity
- Why do we need to take responsibility for our choice
- The power of choices

Mindset - Weeks 5 & 6

- How to develop a Growth Mindset
- The power of gratitude
- How to practice gratitude

Perseverance- Weeks 7 & 8

- The story of Coronel Sander
- The story of J.K. Rowling
- The story of Sir Richard Branson

Discussion- Weeks 9 & 10

- A time when your teacher has overcome a challenge
- What did I learn about myself?
- What did I learn about overcoming adversity?
- What did others learn?

Curriculum Connections: English

Lessons: 10

Language	
Language for interacting with others	AC9E9LA01 AC9E9LA02 AC9E9LA07 AC9E9LA08
Text structure and organisation	AC9E9LA03 AC9E9LA04
Language for expressing and developing ideas	AC9E9LA05 AC9E9LA06 AC9E9LA08
Literature	
Engaging with and responding to literature	AC9E9LE02 AC9E9LE03
Examining literature	AC9E9LE04 AC9E9LE05
Literature and contexts	AC9E9LE01
Creating literature	AC9E9LE06
Literacy	
Analysing, interpreting and evaluating	AC9E9LY03 AC9E9LY04 AC9E9LY05
Texts in context	AC9E9LY01
Creating texts	AC9E9LY06
Engaging with and responding to literature	AC9E9LE02
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none"> Recognise emotions
Self-Management	<ul style="list-style-type: none"> Work independently and show initiative
Social Awareness	<ul style="list-style-type: none"> Appreciate diverse perspectives
Social-Management	<ul style="list-style-type: none"> Work collaboratively Make decisions

Curriculum Connections – Health and Physical Education

Lessons: 5

Personal, social and community health	
Identities and change	AC9HP10P01 AC9HP10P06
Interacting with others	AC9HP10P04 AC9HP10P05
Making healthy and safe choices	AC9HP10P09 AC9HP10P10
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none"> • Recognise emotions • Emotional awareness
Self-Management	<ul style="list-style-type: none"> • Emotional regulation • Work independently and show initiative Leadership
Social Awareness	<ul style="list-style-type: none"> • Appreciate diverse perspectives • Community Awareness
Social Management	<ul style="list-style-type: none"> • Make decisions
Critical and Creative Thinking	
Generating	<ul style="list-style-type: none"> • Consider alternatives
Analysing	<ul style="list-style-type: none"> • Interpret concepts and problems • Draw conclusions and provide reasons
Inquiring	<ul style="list-style-type: none"> • Identify, process and evaluate information

PHYSICALEDUCATION

Curriculum Connections – Visual Arts

Lessons: 5



Visual Arts	
Developing practices and skills	AC9AVA10D01
Exploring and responding	AC9AVA10E01
Creating and making	AC9AVA10C01
Developing practices and skills	AC9AVA10D01 AC9AVA10D02
Exploring and responding	AC9AVA10E01 AC9AVA10E02
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none">• Recognise emotions
Self-Management	<ul style="list-style-type: none">• Work independently and show initiative
Social Management	<ul style="list-style-type: none">• Make decisions

Curriculum Connections – Performing Arts

Lessons: 5

Dance Personal and Social Capability	
Exploring and responding	AC9ADA10E01
Developing practices and skills	AC9ADA10D01 AC9ADA10D02
Creating and making	AC9ADA10C01 AC9ADA10C02
Presenting and performing	AC9ADA10P01
Drama	
Exploring and responding	AC9ADR10E01
Developing practices and skills	AC9ADR10D01 AC9ADR10D02
Creating and making	AC9ADR10C01 AC9ADR10C02
Presenting and performing	AC9ADR10P01
Music	
Exploring and responding	AC9AMU10E01
Developing practices and skills	AC9AMU10D01 AC9AMU10D02
Creating and making	AC9AMU10C01 AC9AMU10C02
Presenting and performing	AC9AMU10P01
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none"> Recognise emotions Understand themselves as learners
Self-Management	<ul style="list-style-type: none"> Work independently and show initiative
Social Awareness	<ul style="list-style-type: none"> Appreciate diverse perspectives
Social Management	<ul style="list-style-type: none"> Work collaboratively Make decisions