

CRASHING INTO

POTENTIAL

Teacher Guides



CRASHING INTO POTENTIAL:

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Building the skills to overcome adversity



CRASHING INTO POTENTIAL acknowledges the ways of being and doing of Aboriginal and Torres Strait Islander Elders past and present. We celebrate the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this and all lands on which we teach and learn together.

We believe that education - of ourselves and as a society - is the path to an enlightened community founded on deeper respect and understanding of others.

Welcome

First and foremost, thank you for the opportunity to work with you and your students this year to help them build upon their resilience.

We aim to deliver a program that develops students' sense of wellbeing and gives them the skills, knowledge, and tools to overcome times of adversity in their lives. The lessons are linked to the ACARA curriculum outcomes to ensure that this program is a seamless integration into the work you're already doing in your classrooms, not just another added-on 'thing to do'.

We have tailored our lessons to assist with best practice and ease of implementation to give you and your students the opportunity to create and evaluate the world around them, particularly as they are on the cusp of becoming young adults in an ever-changing world.

You'll find this guide easy to follow, so you can make the program - and its participants - a success at your school and beyond.

CRASHING INTO POTENTIAL is entirely evidence-based and has been evaluated using two resilience scales: ARS-30 (Academic Resilience Scale) and CD-RISC (Connor-Davidson Resilience Scale). Click [HERE](#) to read the evaluation.

Overview

CRASHING INTO POTENTIAL is a program for Year 9 students that empowers young people with a toolkit of strategies, mindset tools and skills to help them overcome times of adversity.

Using the power of storytelling and practical strategies, this program is based on a series of 5 workshops led by author and speaker, Scott B Harris.

At the age of 23, Scott crashed his dirt bike into a friend when they were both riding at high speeds resulting in severe brain damage, paralysis, and the use of only one arm. The moment Scott awoke from his coma, he was faced with a choice; to live with what had been taken from him or to live for what the world could offer him.

His journey is one of resilience and determination. But most importantly, one of acceptance. Acceptance of himself and acceptance into a society that does not understand imperfection.

His story is one of goals in the face of uncertainty, mindset in response to adversity and the choices we all make to persevere when challenges are overwhelming.

There are many motivational speakers, but Scott B Harris is so much more. Scott's story is one all young people should hear. Scott is a resilient young man who inspires his audience to chase down their dreams, fail as a way to learn and accept that the greatest asset an individual can have is a positive mindset. Scott's story invites us all to learn some valuable life lessons, have a laugh and reflect on how goal setting can be the road map to a great life. Reading his book was inspiring, meeting Scott and watching him work with our students was amazing!

Cheryl Kane

CHILD SAFETY & WELLBEING COORDINATOR

Aquinas College

I would like to thank Scott, for inspiring me at a time when I truly felt lost. Year 12, and the pressures we all feel to decide your life's path at such a young age is tough, however, the impact Scott Harris's story has had on my life, and my choice of career is enormous. Scott's story of courage, determination and positivity is the sole reason I decided to study to become an occupational therapist. Scott's passion and message of courage inspired me to choose a career that will allow me to help people to live their lives independently. In 2015, I completed my Masters of Occupational Therapy, and am now a qualified Occupational Therapist. Thank you, Scott, for inspiring me to follow the career path I never knew I wanted but am forever grateful for!

Caitlin Smith

Ex-Student

St Helena College

I was moved by Scott's story and defiantly will take in his advice for life. He's an inspiring person who has overcome so many obstacles in his life and is someone that people can defiantly look up to. Scott's presentation overall was interesting and i believe that many girls were touched by his journey of recovery.

Caitlin Cooper | Year 10

Penrhos College – Perth

When a year 12 boy left the presentation and then decided to come all the way back to the theatre to thank you personally for your presentation, and to say that was just what he needed... that is EXACTLY why you should do what you do. If you only reached that one student today, it still has been worth it.

I feel like you may have had a bigger impact though!

Thanks so much!

Roz Wilson

Monbulk College

I was really impressed with your story, and I found it so interesting to hear how you recovered from such adversity. It was so cool to hear how you went from so low after your accident, to so high, and how you did it. Thanks a lot.

Brendan Thompson

Student

Nagel College

We had Scott B Harris visit us today at Nagle College and we are so appreciative of his time to speak with our students. Scott inspired them to overcome the challenges and everyday adversities they face. His presentation was so inspiring, which is exactly what the kids needed to hear. I know that he has had a lasting impact on all of our students.

Gabrielle Costin

Deputy Principal

Nagle College

The invaluable lessons and tools that helped Scott shape a new life through overcoming adversity are available to your students through this program.

“I have learned everything in this program through years and years of getting knocked down and getting back up over and over and over again”

The English component of CRASHING INTO POTENTIAL (CIP) combines the ACARA curriculum learning outcomes with the key resilience themes taught as the core of the CIP program:

1. **Hardiness** – Hardiness refers to one’s ability to endure difficult conditions with the quality of being hardy, robust, or bold.
2. **Coping** – Coping refers to one’s ability to deal with and attempt to overcome problems and difficulties.
3. **Adaptability/Flexibility** - Adaptability/Flexibility refers to one’s ability to change (or be changed) to fit changed circumstances.
4. **Meaningfulness/Purpose** - Meaningfulness/Purpose refers to one’s intention to achieve a long-term goal that is both personally meaningful and makes a positive mark on the world
5. **Optimism** – Optimism refers to one’s confidence about the future or the success of something
6. **Regulation of emotions and cognition** – Regulation of emotions and cognition refers to one’s conscious, mental strategies they use to cope with the intake of emotionally arousing information
7. **Self-efficacy** – Self-efficacy refers to one’s individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments

The CIP Overcoming Adversity program is committed to teaching students how they can use positive resilience strategies to overcome hard times. The strategies covered in this program aim to reduce the rates of mental illness in young people. Through Scott's workshops, book and lessons, students will build their understanding of themselves, others and the world around them. This insight will help them as they mature in a fast-changing world that is constantly challenging students with issues of social media and their sense of identity and purpose.

While mental health issues become more prevalent, the age at which kids experience them are also getting younger year after year. Through this interactive learning program, students will be given the tools to challenge these issues and address them before they impact on their health and happiness.

Together we can foster happier, calmer students who have the tools to achieve their potential and prevent the growth of mental health issues.

Why teach young people the skills to overcome adversity?

Research shows that having a resilient mindset can reduce the impacts of tough times. According to the World Health Organisation¹, suicide is the fourth leading cause of death among 15–29-year-olds. The consequences of failing to address adolescent mental health conditions extend to adulthood, impairing both physical and mental health and limiting opportunities to lead fulfilling lives as adults.

Mental wellbeing isn't and shouldn't be confined to a few health education classes a year - it needs to be embedded into the culture of the school and integrated across the curriculum. This collective efficacy approach is about empowering teachers to work beyond their discipline area and collaborate on projects and programs such as the CIP program. When schools take a collective teacher efficacy approach to teaching, they are more effective, create longer lasting changes, creating change in the culture of the school.

¹ <https://www.who.int/news-room/fact-sheets/detail/suicide>

Implementation Guide

The CIP-OA program focuses on five core workshop themes, taught in sequence: Goals, Making Choices, Mindset, and Perseverance. These lessons are created around the themes that Scott faced during his recovery with a fifth lesson focusing on the Discussion workshop for students to actively reflect on the program content and share their learning.

The program is designed to be taught over one school term, with two weeks allocated to teach each workshop theme.

Each fortnight consists of one (1) workshop and five (5) lessons including:

- o One (1) Wellbeing workshop
- o Two (2) English lessons
- o One (1) Health and PE Lesson
- o One (1) Visual Arts Lesson
- o One (1) Performing Arts Lesson

The lessons are scaffolded to build on previous content and achieve effective behavioural outcomes. Students are exposed to the content in numerous ways to evaluate, reflect and create projects that demonstrate their understanding. This is achieved with the attached lesson plans and resources to reach measurable outcomes.

Through the workshops and lessons, students will create their own 'Toolkit' of strategies, activities and resources that will prepare them with the skills and knowledge they need when faced with times of adversity.

Parents and carers are encouraged to engage with their children and their learning of the content through school-home connections. This includes informal learning and engagement strategies for both students and caregivers to reflect on the resilience themes and their unique identities.

This includes further resources such as:

- o Home/school links
- o Parent information for lessons
- o Resources for teachers/parents (such as Beyond Blue, Headspace & Kids Help Line)
- o Indigenous perspectives/diversity perspectives?

Pedagogy

The CIP program is based on an inquiry approach to learning - with teachers providing the structure and starting point for the learning, and students encouraged, and supported, to take control of their learning through relevant and exciting projects, research and presentations across the disciplines.

A flipped classroom approach is used in each area, with classes watching the workshops first, and then applying the lessons and learnings through activities in the lessons.

Shared Behaviour

Standards of behaviour show respect. The CIP program celebrates unique identities and the customs, values and knowledge that forms different cultures. A standard practice before starting CIP is the creation of a shared behaviour agreement.

Shared Behaviour Agreement

A shared behaviour agreement between teachers and students should be created before beginning the process. It is recommended to include; confidentiality, creating a safe space for sharing, listening to others and the absence of criticism. Additionally, the layout of classrooms should support this and encourage students to discuss/collaborate when necessary.

Participation

Students are encouraged to participate if they feel comfortable, however, it is not compulsory for every topic or activity. In cases where the content raises difficult discussions and feelings, there are links to resources included below. Additionally, students who demonstrate the inability to participate in lesson content can get further support with these issues.

Students and parents are given access to information on where they can get additional support if needed (See APPENDIX for resources).

Reflection

The subject matter can raise difficult issues for students to process, both in emotional and comprehension terms. Lessons are designed to allow student reflection during activities and as a class. We encourage using the allotted time to its fullest when applicable for students to feel less pressured.

A group discussion and questions for teachers have been included to facilitate evaluation and reflection. These are scheduled at appropriate times in the course to encourage sharing and collaborative thinking. Some activities also require students to work towards an objective in pairs, groups and as a class.

Teacher & Student Support

Teachers must remain cognisant of their own emotional responses to the content and seek support where needed. They must also be alert and aware of any signs of distress in students. If you notice something that concerns you, seek advice from your student's wellbeing support staff regarding how to approach and support the student.

Remember that most young people will not seek help, so it is the responsibility of the adults in their lives to initiate these conversations.

Resources

Where to get help

If you need help, talking to your doctor is a good place to start. If you'd like to find out more or talk to someone else, here are some organisations that can help:

- [Head to Health](#) - for advice, assessment and referral into local mental health services - call 1800 595 212 from 8:30am to 5pm on weekdays (public holidays excluded)
- [Beyond Blue](#) (anyone feeling depressed or anxious) — call 1300 22 4636 or chat online
- [Black Dog Institute](#) (people affected by mood disorders) — online help
- [headspace](#) (online tools for young people)
- [Mensline Australia](#) — call 1300 78 99 78
- [Lifeline](#) (anyone having a personal crisis) — call 13 11 14, [text 0477 13 11 14](#) or [chat online](#)

If you need more information and support, visit [Mental Illness Fellowship of Australia](#) (MIFA) for resources, helplines, apps, online programs and forums.²

² Adapted from <https://www.healthdirect.gov.au/>

Wellbeing Workshop Content Overview

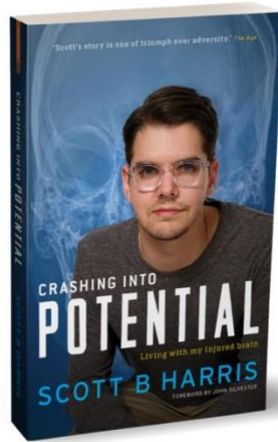
The wellbeing workshops guide the CIP program. Each fortnight, students will take part in a wellbeing lesson that is run by Scott but facilitated by the teacher. There are many tools to help us overcome adversity, but this workshop is a deep dive into the ones Scott has used throughout his recovery.

In this workshop, Scott brings to you 5 x 40-minute lessons over 10 weeks. Each lesson is broken into short videos, so it is self-paced but has been designed to accommodate 1 lesson per fortnight. Goals have been the roadmap to Scott's success, so in this workshop goals are the main focus, and your students will be revisiting them each week with their accountability partner. As well as *goal setting*, the workshop goes deep into taking responsibility for our *choices*, developing a *growth mindset*, and using *perseverance* to achieve our goals, the other three topics Scott covers in his keynote presentation. In the final lesson students will be discussing what they've learned, and the teacher will be sharing a time they (or someone they know) faced adversity. It is a good idea to watch the videos before the beginning of the program.

In this workshop, your students will learn:

Goals <ul style="list-style-type: none">○ 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 <ul style="list-style-type: none">○ What choices we have in the face of adversity○ Why we need to take responsibility for our choice○ The power of choices
Mindset <ul style="list-style-type: none">○ How to develop a Growth Mindset○ The power of gratitude○ How to practice gratitude	Perseverance <ul style="list-style-type: none">○ The story of Coronel Sander○ The story of J.K. Rowling○ The story of Sir Richard Branson
Discussion <ul style="list-style-type: none">○ 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?	

English Content Overview



IMPORTANT: Issues from Scott's book may be triggering for students, including depression and anxiety. Students and teachers should be aware of the support available, including your in-school support and external resources, which can be found below in the resources section.

Students are encouraged to communicate different perspectives in a variety of ways through the content and activities. Whether it's creatively writing a story, taking on the role of the course's author, or writing as themselves in an unusual or challenging scenario, students will have a lot to learn and take creative control over.

These activities allow students the knowledge to identify and communicate difficult emotions. Then they build on skills and strategies so they can deal with them now and in the future.

Students will complete two lessons each fortnight focussed on the themes of overcoming adversity. The two English lessons over the 5 themes are; Goals, Making Choices, Mindset and Perseverance. The final lesson is a Discussion Workshop where students can demonstrate their knowledge and abilities in line with assessment criteria and the ACARA outlines.

Each lesson contains an overview of the lesson, step by step guide to teaching the lesson and all relevant worksheets.

Lessons also contain relevant home-school connection opportunities, adaptations for different groups of learners and extension ideas where applicable.

Learning outcomes

Students will be able to discuss and expand on ideas whilst shaping meaning and providing substantiation in their own literary activities. They'll explore the themes of Scott's book, CRASHING INTO POTENTIAL: Living with my injured brain and reflect on their own experiences throughout the course activities.

As they develop ideas, they'll organize text structures, experiment with them, and evaluate them. Language features including literary devices and features of voice help them communicate deeper subtext and meaning. This understanding will help them to express their ideas and understandings around overcoming times of adversity and building key resilience skills. The activities will explore the nature of context and relate it to the student's past experiences. Through writing, they can link ideas, theories, and experiences to communicate their emotions and understand the emotions of others.

Assessment

At the end of the term, students will engage in two key reflection tasks that summarise the overcoming adversity themes and the learning outcomes. The activities within the lesson reiterate the learnings from lessons 1-8 and require a demonstration of the ACARA outcomes to complete.

English includes the following lessons:

- GOALS – Telling Your Story
- GOALS – Teamwork Makes the Goals Work
- MAKING CHOICES – Understanding Adversity and Resilience
- MAKING CHOICES – Can Social Media Be a Force for Good
- MINDSET– Using Story to Teach Lessons
- MINDSET – Reframing Challenges
- PERSEVERANCE – Overcoming Challenges
- PERSEVERANCE– Overcoming times of adversity
- DISCUSSION – Reflecting on the text
- DISCUSSION – Reflecting on my learning

The CIP lessons explore new and exciting ways that your students can become their best selves and realise their true potential. You will follow Scott's journey through his book and the lessons that build on previous content and resilience themes.

This content arrives at a pivotal time in young lives. When society asks them who they are, where they're going and not whom they want to be! With the scaffolded lessons in the English program, students will understand who they are and can take control of their life's path in ways they hadn't dared dream of.

Each lesson has practical activities that help them practise their skills including:

- o Writing a book preface that summarises their purpose
- o Reflective writing on teamwork and support structures
- o Analysing and developing personal tone, style and vocabulary
- o Evaluating structure, plot and prose
- o Exploring underlying morals/subtext in popular cultural literature
- o Written responses to commonly held beliefs that may inhibit/limit self-efficacy

Fortunately, this journey doesn't involve your class facing the hardships Scott has in the book! The first-person perspective, key learnings and resilience themes encourage self-discovery and adoption of a different perspective. Through independent and collaborative activities, they'll master essential language and literacy skills as they learn.

At the end of the term, the CRASHING INTO POTENTIAL program encourages students to share their learning across curriculum areas with a range of shared presentations for the school community. In English, this may involve student publishing their best writing pieces, or sharing their ideas through speeches, digital media or printed formats.

Here is a list of all the English worksheets in the program:

ENG 1

English Lesson 1 - Worksheet 1 - GOALS: My Life's Roadmap

English Lesson 1 - Worksheet 2 - GOALS: Telling My Story

English Lesson 1 - Worksheet 3 - GOALS: Literary Devices

ENG 2

English Lesson 2 - Worksheet 1 - GOALS: Teamwork

English Lesson 2 - Worksheet 2 – GOALS: My Teamwork Experience

ENG 3

English Lesson 3 - Worksheet 1 - MAKING CHOICES: Between A Rock and a Hard Place

ENG 4

English Lesson 4 - Worksheet 1 - MAKING CHOICES: Persuasive Text

ENG 5

English Lesson 5 - Worksheet 1 - MINDSET: Teaching Moments Through Story

ENG 6

English Lesson 6 - Worksheet 1 - MINDSET: Write a Re-Framing Story

ENG 7

English Lesson 7 - Worksheet 1 - PERSEVERANCE: Challenges

ENG 8

English Lesson 8 - Worksheet 1 - PERSEVERANCE: Writing About Adversity

ENG 9

English Lesson 9 - Worksheet 1 - DISCUSSION: Email Reflection Task

ENG 10

English Lesson 10 - Worksheet 1 - DISCUSSION: Interviewing the Author

English Lesson 10 - Worksheet 2 - DISCUSSION: Reflecting on My Learning

HPE Content Overview

The core of the HPE content is becoming our best selves and creating a 'Destiny Manifesto' to get there. Through goal setting, self-discovery, adopting a growth mindset, making the right choices and persevering, your class will develop an optimistic mindset towards their potential.

Students will complete 1 lesson each fortnight focussed on the themes of overcoming adversity. Each of the 5 lessons cover the workshop themes of: Goals, Making Choices, Mindset and Perseverance. The final lesson is a Discussion Workshop where students can demonstrate their knowledge and abilities in line with assessment criteria and the ACARA outlines.

Each lesson contains an overview of the lesson, step by step guide to teaching the lesson and all relevant worksheets. Lessons also contain relevant home-school connection opportunities, adaptations for different groups of learners and extension ideas where applicable.

Learning outcomes

The CIP lessons explore new and exciting ways that your students can become their best selves and realise their true potential. You will follow lessons that build on previous content and resilience themes.

Themed classes and activities encourage collaboration, independent thinking, and evaluating societal norms to identify challenges they might face as adults. Some activities tackle bias and prejudice, and how we can empower ourselves and those who follow in our footsteps with our thoughts and actions. The identity factors of your class are promoted as strengths that combat the effects of bias and celebrate their individuality.

Other activities stimulate reflection on experiences with risk-taking behaviour and peer pressure, with room to assess how these external factors will affect their direction in life. These issues are important at this stage in life. The activities give the class independence and space to explore the actions and consequences for an informed look at their lives as a 'bigger picture'.

They'll take ownership over contextual activities including:

- Overcoming the fear of failure by changing their perceptions
- Looking at the long-term effects of short-term peer pressure
- Challenging stereotypes and the prejudice of others
- Knowing themselves to contribute to a supportive environment
- Celebrating individuality and ownership of being unique

The activities build on their 'Destiny Manifesto' with a toolkit of mantras, affirmations, growth mindset skills and fundamental identity factors to support resilience in themselves and the community.

Before lesson one, be sure to print off the two-page worksheet below to either stick up or hand out to the students.

Here is a list of all the HPE worksheets in the program:

HPE 1

HPE Lesson 1 - Worksheet 1 - GOALS: List of Common Biases (**Worksheet below to be printed for each student**)

HPE 2

HPE Lesson 2 - Worksheet 1 - MAKING CHOICES: Making the Right Choices

HPE Lesson 2 - Worksheet 2 - MAKING CHOICES: Important findings

HPE 3

HPE Lesson 3 - Worksheet 1 - MINDSET: Reframing Challenges

HPE 4

HPE Lesson 4 - Worksheet 1 - PERSEVERANCE: Persistence, Perseverance and Grit

HPE Lesson 4 - Worksheet 2 - PERSEVERANCE: Mantra Cards

HPE 5

HPE Lesson 5 - Worksheet 1 - DISCUSSION: Manifesto Template

HPE Lesson 5 - Worksheet 2 - DISCUSSION: '10 Rules for Living a Happy Life

HPE Lesson 5 - Worksheet 3 - DISCUSSION: Reflecting on my learning

HPE Lesson 1 - Worksheet 1 - GOALS

LIST OF COMMON UNCONSCIOUS BIASES

Circle any that you've experienced before

AFFINITY BIAS

Affinity bias, also known as similarity bias, is the tendency people have to connect with others who share similar interests, experiences and backgrounds.

CONFIRMATION BIAS

Confirmation bias is the inclination to draw conclusions about a situation or person based on your personal desires, beliefs and prejudices rather than on unbiased merit.

ATTRIBUTION BIAS

Attribution bias is a phenomenon where you try to make sense of or judge a person's behaviour based on prior observations and interactions you've had with that individual that make up your perception of them.

CONFORMITY BIAS

Conformity bias is the tendency to act similarly to the people around them regardless of their own personal beliefs or idiosyncrasies — also known as peer pressure.

THE HALO EFFECT

The halo effect is the tendency to place another person on a pedestal after learning something impressive about them.

THE HORNS EFFECT

The horns effect is the tendency to view another person negatively after learning something unpleasant or negative about them.

THE CONTRAST EFFECT

The contrast effect is when you compare two or more things that you have come into contact with — either simultaneously or one after another — causing you to exaggerate the performance of one in contrast to the other.

GENDER BIAS

Gender bias is the tendency to prefer one gender over another gender.

AGEISM

Ageism in the workplace is the tendency to have negative feelings about another person based on their age.

NAME BIAS

Name bias is people's tendency to judge and prefer people with certain types of Anglo origin.

BEAUTY BIAS

Beauty bias is a social behaviour where people believe that attractive people are more successful, competent and qualified.

ANCHOR BIAS

Anchor bias or expectation anchor bias is when someone holds onto an initial, singular piece of information to make decisions.

NONVERBAL BIAS

Nonverbal bias is analyzing nonverbal communication attributes such as body language and letting it affect a decision or opinion.

AUTHORITY BIAS

Authority bias refers to when an idea or opinion is given more attention or thought to be more accurate because it was provided by an authority figure.

OVERCONFIDENCE BIAS

The overconfidence bias refers to a person's tendency to be more confident in their capabilities than they should be.

Arts Content Overview

The core of the Arts content is the development of a project that communicates a deeper understanding of themselves and how they fit into the world. This is an opportunity for the class and the teacher to become more aligned with their student's self-perception and how their transition into adulthood can benefit from resilience.

Through goal setting, self-discovery, adopting a growth mindset, making the right choices and persevering, your class will develop an optimistic mindset towards their potential. This will be reflected in the expression of their art projects.

The lessons encourage discussion of mental health themes, particularly in regard to self-perception and how we value ourselves in the world.

Students will complete five 90-minute lessons each fortnight focussed on the themes of overcoming adversity. These lessons can be split into two 45-minute sessions, depending on the timetable. The first lesson covers theory and activities based on the themes of overcoming adversity from the Wellbeing Workshops and the second session is time for students to create their self-portraits or work on their performance piece.

The workshop themes of Goals, Making Choices, Mindset and Perseverance are woven into each lesson. The final lesson is a Discussion Workshop where students can demonstrate their knowledge and abilities in line with assessment criteria and the ACARA outlines.

Each lesson contains an overview of the lesson and a step-by-step guide to teaching the lesson and all relevant worksheets. Lessons also contain relevant home-school connection opportunities, adaptations for different groups of learners and extension ideas where applicable.

Learning outcomes

The CIP lessons explore new and exciting ways that your students can become their best selves and realise their true potential. You will guide their exploration of self in lessons that build on previous content and resilience themes.

The Visual Arts project offers an insight into how artists develop style and communicate themes in their paintings. This information is then added to their ongoing self-portrait project they present during the Discussion in lesson 5.

The activities will introduce concepts such as:

- Creating an 'Artist's Contract'
- Analysing and evaluating the artist's meaning and our own interpretations of their art

- Analysing the psychology of colour to express mood and emotion
- Symbolism to communicate subtext
- How we feel, why we feel and how it applies to shape theory

The self-portraits are presented in an open discussion of their resilience theme, how artistic theory and their personal artistic style communicates their self-perception. This format allows the class to evaluate their deeper connections to become more involved with themselves and each other on a meaningful level.

The Performing Arts project gives students creative control over a collaborative performance in a Musical or Dramatic format. They'll use the unique features of performing arts to communicate morals and subtext through acting, music and/or choreography. Students can use the lesson content to build characters with conflicting goals and values, using historical literature such as Shakespeare as a reference.

The activities will introduce concepts such as:

- Exploration of different mediums to effectively perform a story
- The nature of characters; how they think, talk, look and act to achieve their goals
- Dialogue as a means of explanation and character development
- Understanding motivations and how these create conflict
- Roleplaying to experience the effects and consequences of our choices

The performing arts projects are presented in Lesson 5 with time for the performing students to address the assessment criteria and the moral of their performance. The audience is encouraged to comment on linked themes, ideas of symbolism and artistic communication.

Here is a list of all the Visual Arts worksheets in the program:

VA 2

Visual Arts Lesson 2 - Worksheet 1 - MAKING CHOICES: Artists Who Overcame Adversity

VA 3

Visual Arts Lesson 3 - Worksheet 1 - MINDSET: Small Fixes Can Solve Big Problems

VA 4

Visual Arts Lesson 4 - Worksheet 1 - PERSEVERANCE: Journal

Visual Arts Lesson 4 - Worksheet 2 - PERSEVERANCE: Understanding Perseverance

Visual Arts Lesson 4 - Worksheet 3 - PERSEVERANCE: Understanding Shape Theory

Visual Arts Lesson 4 - Worksheet 4 - PERSEVERANCE: Artwork Label

VA 5

Visual Arts Lesson 5 - Worksheet 1 - DISCUSSION: Reflection

Here is a list of all the Performing Arts worksheets in the program:

PA 1

Performing Arts Lesson 1 - Worksheet 1 - Goals: Group Performance

Performing Arts Lesson 1 - Worksheet 2 - Goals: Research an actor/musician

PA 2

Performing Arts Lesson 2 - Worksheet 1 - MAKING CHOICES: Defining Resilience

PA 3

Performing Arts Lesson 3 - Worksheet 1 - MINDSET: Self-Talk

PA 4

Performing Arts Lesson 4 - Worksheet 1 - Perseverance: What is Perseverance?

PA 5

Performing Arts Lesson 5 - Worksheet 1 - DISCUSSION: Reflection

CRASHING INTO POTENTIAL (CIP) has been designed to promote physical, mental, and emotional health, improve quality of life, and increase the overall happiness and satisfaction of your students. The primary intention of this program is to support individuals in achieving optimal health and wellness and provide students with the tools and resources they need to make positive changes in their lives. We want to give them a roadmap to follow to achieve their greatest ambitions and personal goals.

The activities in this program are designed to help individuals build resilience, manage stress, and adopt healthy habits.

By focusing on holistic health and wellbeing, CIP seeks to improve overall health outcomes and enhance the quality of life your students have.

In addition to promoting individual wellbeing, CIP can also have a positive impact on your school environment. By creating a culture of wellbeing, schools can improve student morale and increase their satisfaction inside and outside the classroom.

Overall, a CIP program is intended to empower students (and teachers) to take control of their health and wellbeing, and to support them in living happy, healthy, and fulfilling lives as they grow up.