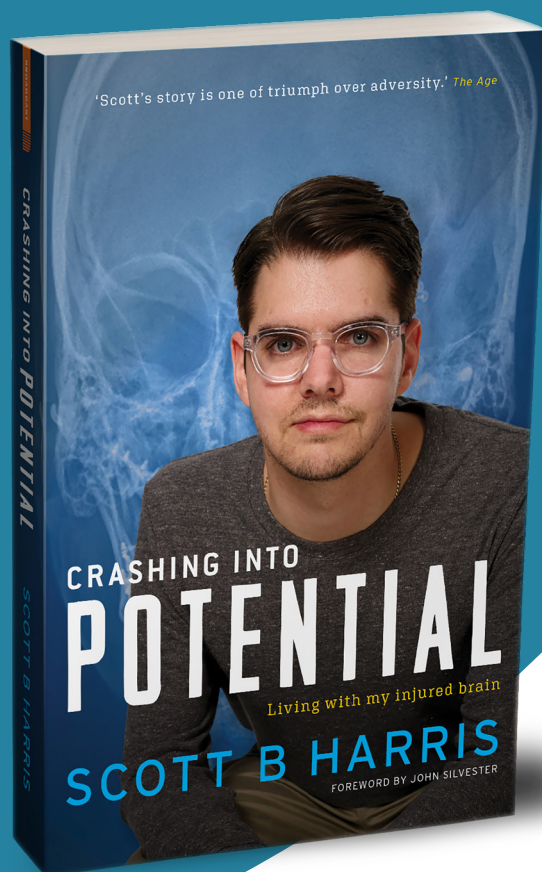


CRASHING INTO POTENTIAL

Year 9 Bachelor Program Overview



CIP Year 9 Bachelor Program

This program is for Year 9 students and aims to support young people with a toolkit of strategies, mindset tools and skills to help them overcome times of adversity and strive for success.

Using the power of storytelling and practical strategies, the program is lead by the CIP Overcoming Adversity Video Workshop, which is based on his lived experience. The program uses evidence-based strategies to empower students to take control of their mental wellness. The program uses evidence-based and evaluated strategies to empower students to take control of their mental wellness. Research has shown that when schools take a collaborative approach to student well-being and mental health, student outcomes are improved, and vital cultural change can happen. CRASHING INTO POTENTIAL uses the principles of collective teacher efficacy to support teachers from across the school implementing the program – including:

1. Student Well-Being
2. English
3. Visual Arts
4. Performance Arts
5. Health and Physical Education.

The program comes with

- 250-page teaching resources mapped to ACARA
- 100-page student workbook
- Teaching guides for each subject
- 27 wellbeing videos
- 1-hour keynote Presentation

CIP Year 9 Bachelor Program

Curriculum: Wellbeing

Lessons: 5

Students will learn:

Goals

- 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

- 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

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

Perseverance

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

Discussion

- 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?

CIP Year 9 Bachelor Program

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:	Recognise emotions
Self-Management:	Work independently and show initiative
Social Awareness	Appreciate diverse perspectives
Social-Management	Work collaboratively Make decisions

CIP Year 9 Bachelor Program

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	Recognise emotions Emotional awareness
Self-Management	Emotional regulation Work independently and show initiative Leadership
Social Awareness	Appreciate diverse perspectives Community Awareness
Social Management	Make decisions
Critical and Creative Thinking	
Generating	Consider alternatives
Analysing	Interpret concepts and problems Draw conclusions and provide reasons
Inquiring	Identify, process and evaluate information

CIP Year 9 Bachelor Program

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
Creating and making	AC9AVA10C01
Personal and Social Capability	
Self-Awareness	Recognise emotions
Self-Management	Work independently and show initiative
Social Management	Make decisions

CIP Year 9 Bachelor Program

Curriculum Connections - Performing Arts

Lessons: 5

Dance	
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	Recognise emotions Understand themselves as learners
Self-Management	Work independently and show initiative
Social Awareness	Appreciate diverse perspectives
Social Management	Work collaboratively Make decisions

English Lesson 1: GOALS - Telling Your Story

Lesson title: Telling Your Story Using Goals

Lesson Code: ENG 1

Worksheets:

1. English Lesson 1 - Worksheet 1 - GOALS - My Life's Roadmap
2. English Lesson 1 - Worksheet 2 - GOALS - Telling My Story
3. English Lesson 1 - Worksheet 3 - GOALS - Literary Devices

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description:

Students will discuss the first three chapters of CRASHING INTO POTENTIAL: Living with my injured brain.

After a discussion on the book, students will imagine they are writing their own life story and plan out the key life events they would include, and what they would write in a preface to their story.

At the end of the lesson, students will consider the literary devices of metaphors and explore metaphors they could use if they were writing their own life story.

SAMPLE

Curriculum Connections

Language

Language for interacting with others

AC9E9LA01

Recognise how language empowers relationships and roles

AC9E9LA02

Understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor

Language for expressing and developing ideas

AC9E9LA07

Analyse how symbols in still and moving images augment meaning

AC9E9LA08

Analyse how vocabulary choices contribute to style, mood and tone

Literature

Engaging with and responding to literature

AC9E9LE02

Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text

Examining literature

AC9E9LE04

Analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style

AC9E9LE05

Analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references

SAMPLE

Literacy

Analysing, interpreting and evaluating

AC9E9LY03

Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group

AC9E9LY04

Analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning

AC9E9LY05

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts

Cross Curriculum Connections

General Capabilities

Personal and Social Capability

Self-Awareness:

Recognise emotions

Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

Self-Management:

Work independently and show initiative

Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes

SAMPLE

Workshop links

- o GOALS

Resilience Links

- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition

Related Lessons

Prerequisites

- o Read chapters 1-3 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o Understand that literary devices communicate deeper meaning in the arts
- o Students understand the basic structure of story and the Hero's Journey

Resources

- o English Lesson 1 - Worksheet 1 - GOALS - My Life's Roadmap
- o English Lesson 1 - Worksheet 2 - GOALS - Telling My Story
- o English Lesson 1 - Worksheet 3 - GOALS - Literary Devices

SAMPLE

Questions to prompt students

- o What are goals?
- o What are literary devices?
- o What is a metaphor? Where are they used?
- o Why/how do we need/use them?
- o Why are some people good at using metaphors and literary devices and some aren't?
- o What do literary devices help communicate?

SAMPLE

Intended learning outcomes

What knowledge, skills and values will be the focus of the lesson?

- o Explaining the nature of goal setting and its application
- o The use of literary devices such as metaphor to communicate deeper personal meaning to an audience
- o Analyse texts to comprehend, inform and engage readers with reflection on the way the text influences emotions, feelings and imagination

Assessment

Students can:

- o Explain the importance of goal setting, its application and long-term benefits
- o Utilise a range of literary devices to communicate deeper personal meaning
- o Analyse texts to appraise, summarise and reflect on their ability to influence emotions, feelings and imagination
- o Complete Worksheets

Prep (negotiation)

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 in the Resources section of the teacher guide.

Write on whiteboard

Read chapters 1-3 from CRASHING INTO POTENTIAL: Living with my injured brain

Print out

English Lesson 1 - Worksheet 1 - GOALS – My Life's Purpose

for students or provide a digital copy.

Collect some further examples of literary devices used in modern popular culture.

SAMPLE

Procedure

Intro: (10 minutes)

Describe intro activity

Before the lesson, students will have read (or listened to the podcast) for chapters 1-3:

1. Resilience
2. Meeting Adversity Head-On
3. The Accident

Begin a dialogue with the class with a general review of the chapters, including:

- o Who is the story about?
- o What do we know about the author?
- o What are the events so far in the story?

Depending on the class layout - you may wish to start a series of posters or an interactive document that students can add their new ideas and learnings to each week as they read the book.

Task 1 (15 minutes)

Scott began his book writing about resilience and talked about his accident and the purpose for writing his book.

Imagine you're writing a book about your life. What things would you include in your story of your life so far? What are the important milestones?

Students complete the

English Lesson 1 - Worksheet 1 - GOALS - My Life's Purpose

and include:

- o Where does their story begin? Is it when they were born? After a pivotal life event?
- o Key people who have influenced you along the way
- o Forks in the road where you had to choose different options
- o Where they're going next -what goals do they have?

SAMPLE

Task 2 (15 minutes)

For the second part of the lesson, students are posed the question - you've written a book, and your editor has asked you to begin your book with a preface.

Students should use the table on the

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

To consider:

- o What do readers need to know about you?
- o What is your message?
- o Is there anyone who has supported you that you want to thank?
- o How far have you come and how far do you want to go?
- o How would you begin your book?
- o Thinking in terms of resilience and goal-setting, where do you mention your beginning and end goal in your preface?

After finishing activities 1 and 2, students will have an idea of their story beginning and possible end with some goals to guide them along the way.

Task 3 (10 Minutes)

Literary devices contribute to deeper meaning and influence the emotional responses of the audience. Using the

English Lesson 1 - Worksheet 3 - GOALS - Literary Devices

write down a metaphor that best describes your story. This metaphor will make it easier to think of empowering language and devices that apply to your story, such as:

- o Imagery: writing with our five senses in mind
- o Allusion: saying something without directly saying it, letting the reader's mind connect the dots

SAMPLE

- o Evocative vocabulary: words that inject emotion/feeling into the reader
- o Metaphor: a direct comparison, saying one thing is the other

Example:

- o *Metaphor.* The beating stone in my chest pumped much-needed adrenaline
- o *Empowering language:* Problems are challenges.
- o *Imagery.* The engine roared beneath the shaking bonnet
- o *Allusion:* I thought I was the Albert Einstein of hitting the ramps.
- o *Evocative vocabulary:* the bite of the chain wracked my arm to my shoulder and my eyes leaked salty water.

Bonus points if these apply to the resilience theme; GOALS!
The use of these terms will apply to your story in future lessons.

Wrap up/sharing (5 minutes)

Recap the first three chapters of Scott's book. Pay attention to the theme of goals and any use of empowering language, or literary devices.

Ask some students if they'll share their mind map findings, what goals they've identified and their use of literary devices.

Remind students to have read chapters 4-6 before the next lesson.

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Reflection

How will I get students to reflect on their learning? How can I use assessment information to improve student learning?

Share with a friend your style of writing your preface.

- o Is it funny?
- o Dramatic?
- o Action based?
- o If it was a film, who would play you?

Extension ideas

- o Research how John Steinbeck uses literary devices in his Nobel and Pulitzer prize-winning novels such as 'East of Eden', 'Grapes of Wrath' and 'Of Mice and Men'
- o Pay attention to how these devices make you think, feel and imagine the topic
- o Example: "The Western States, nervous as horses before a thunderstorm" evokes the colour of stormy clouds, the crash of thunder, the feel of rain, and it is a larger metaphor for the unstoppable social change that often frightened people in early America.

SAMPLE

Adaptation ideas

If students are struggling, they can find examples from popular films and songs.

1. Pick a song or film you like
2. Think about what the song/film means
3. How do you know that's what it means? What ways did it tell you without telling you?
4. Think of your life as a song or story. What is your metaphor?

Example:

- o Rihanna's 'Umbrella' is a metaphor for her love and caring.
- o In Harry Potter, the Dementors are metaphors for depression.
- o E.T. is a representation of Jesus's kind and innocent love.
- o Migos lyric, "... life is Monopoly." is comparing the competition of life to the board game.

References:

Harris, S.B. (2018). CRASHING INTO POTENTIAL: Living with my injured brain, Broadcast Books, Sydney, Australia

Crashing Into Potential Workshop Series – Goals

SAMPLE