



CRASHING INTO **POTENTIAL**

Bachelor Program Teaching Resources



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English

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.

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

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

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

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?

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.

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?

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
- 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.

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?

Extension ideas

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

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

English Lesson 2: GOALS - Teamwork Makes the Goals Work

Lesson title: Teamwork Makes the Goals Work

Lesson Code: ENG 2

Worksheets:

- o English Lesson 2 - Worksheet 1 - GOALS: Teamwork
- o English Lesson 2 - Worksheet 2 – GOALS: My Teamwork Experience

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description:

Students will discuss the chapters 4, 5 and 6 of CRASHING INTO POTENTIAL: Living with my injured brain. From these chapters, students will reflect on the meaning of teamwork as demonstrated by Scott's friends and will come up with their own definition of teamwork. Students will then reflect on their own experiences of teamwork and will write an explanation piece on a situation that required them to use teamwork.

Curriculum Connections

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

Social-Management

Work collaboratively

Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

- o Adaptability/Flexibility
- o Meaningless/Purpose
- o Self-efficacy

Related Lessons

- o English 1

Prerequisites

- o Read chapters 4-6 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o Understand that teamwork is a part of life, particularly in the professional and organisational arenas
- o Understand that teamwork involves roles where strengths and weaknesses are accounted for
- o Describe their relationship with teamwork based on prior experiences
- o English Lesson 1

Resources

- o Definition of teamwork: The combined action of a group, especially when effective and efficient.
- o English Lesson 2 - Worksheet 1 - GOALS: Teamwork
- o English Lesson 2 - Worksheet 2 – GOALS: My Teamwork Experience

Questions for students to think about

- o What is teamwork?
- o Why do we need it?
- o When/where is it important
- o Why are some people good at working in teams and some aren't?
- o How important is it for me to know myself in regards to teamwork?
- o What are my strengths and weaknesses?

Intended learning outcomes

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

- o Reading, reviewing and reflecting on past experiences to plan goals and collaborate as an effective team.
- o Discuss the purpose of texts with the ability to expand on ideas to provide deeper insight and substantial meaning
- o Reflect on personal experiences to analyse the roles of people, places and context in events for the creation of organising and expressing ideas.

Assessment

Students can:

- o Review and reflect on past experiences to plan future successes with goal setting
- o Work within an effective and efficient team with a single purpose through collaborative experiences
- o Expand on ideas to provide deeper insight and meaning from texts
- o Analyse the roles of people, places and context to organise and express ideas from their personal experiences
- 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 4-6 from CRASHING INTO POTENTIAL: Living with my injured brain

Print out

English Lesson 2 - Worksheet 1 & 2- GOALS

for students or provide digital copies

Prepare to allow students the freedom to create groups within the room

Know Want Learn

- o What do students already know about teamwork?
- o What do they want to know about teamwork?
- o What are some common misconceptions about teamwork?

Procedure

Intro: (5 minutes)

Describe intro activity

Before the lesson, students will have read (or listened to the podcast) for chapters 4-6:

4. Landing in hospital
5. Moving into rehab
6. Learning to live again

Begin with a review of the chapters in an open discussion:

- o What has happened so far?
- o Are there any new people introduced?
- o What is their role in the story? How are they described?
- o What do you think will happen next?
- o What language features do you notice?
- o How does Scott build anticipation and keep the reader engaged?

Note: Students assign a scribe to complete the

English Lesson 2 - Worksheet 1 - GOALS: Teamwork

Task 1 (15 minutes)

Chapter 1 - The Accident

In this chapter, Scott writes, "There were five of us riding that day, and two of our lives depended on the teamwork of the other three. I am so grateful that I had my mates with me and I am really proud of the teamwork they put in that day" pg. 12.

Scott had a team of people including family, friends and health professionals to support him when he needed it most.

Ask students to move into groups of three or four for this next activity. In groups, students create a joint definition of what teamwork means.

Encourage students to think about:

- o What does it mean to work as a team?
- o What does teamwork mean to you?
- o Think of a time when you had to work as part of a team - did anyone let the team down? Who fell into certain roles in the group?
- o What wins can you think of from that experience?
- o What does this tell you about teamwork and support?

Now ask groups to think back to what they read in the story so far, and list all the ways that they think Scott believes his group of friends demonstrated teamwork.

What other opportunities for teamwork were there on the day of the crash that they didn't use?

Students complete the

English Lesson 2 - Worksheet 1 - GOALS: Teamwork

and then pair with another group to share their answers.

Students should use the worksheet to explain their answers.

Reflection:

What roles did each member of the team play? Describe each role in a sentence and explain why their role was important.

- o Dave:
- o Ryan:
- o Chris:

Task 2 (15 minutes)

Your teamwork experience:

Invite students to think of a situation where they have been part of a team.

Using

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

they should describe a time when they have had to work as part of a team and explain:

1. The situation: who, what, when, where, how?
2. The role you played: how and why?
3. The role the supporting team members played: how and why?

They will then write an explanatory piece of writing on their teamwork experience, making sure their writing piece has an introduction, two paragraphs and a conclusion.

Wrap up/sharing (5 minutes)

Recap the last few chapters of Scott's book paying attention to any themes and empowering language/literary devices.

	<p>Recap the definition of teamwork and why coming up with a group definition is important.</p> <p>Touch on writing as a means of conveying deeper meaning.</p> <p>Reiterate the need for reading chapters 7-9 before the next lesson.</p>
Extension ideas	<ul style="list-style-type: none"> o Research more into the ways we use teamwork in adult life. Particularly as professionals. Think team sports, large organisations and the roles that people play in them o As teams become larger, they need more people to function. Why is that? o Is there a 'perfect' number for a team or organisation? Why?
Adaptation ideas	<p>If students are struggling, they can get some guided examples from teacher experience.</p> <ul style="list-style-type: none"> o What are some stories you have from working as a teacher in a team? o Can you answer some of the questions yourself?
Home/School Links	<p>Go home and ask your parents/caregivers about their roles in the family.</p> <p>What is your family definition of teamwork?</p> <p>What are the roles you take part in? Can you do more to participate in the team?</p>

English Lesson 3: MAKING CHOICES - Understanding Adversity and Resilience

Lesson title: Understanding Adversity and Resilience

Lesson Code: ENG 3

Worksheets

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

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description:

Students will discuss chapters 7, 8 and 9 of CRASHING INTO POTENTIAL: Ling with my injured brain, reflecting on the events in the book and the lessons Scott has to learn at each stage. Students will then explore the text more deeply with an activity looking at the way Scott has presented the text - what could he have done differently? Why did he write it the way he did? Students will then read an extract from 'A Rock and a Hard Place' by Aron Ralston and compare and contrast the two stories.

Curriculum Connections

Language

Language for interacting with others

AC9E9LA02

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

Text structure and organisation

AC9E9LA04

Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

Language for expressing and developing ideas

AC9E9LA05

Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment

AC9E9LA06

Understand how abstract nouns and nominalisation can be used to summarise ideas in text

AC9E9LA08

Analyse how vocabulary choices contribute to style, mood and tone

Literature

Literature and contexts

AC9E9LE01

Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors

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

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o Making choices

Resilience Links

- o Hardiness
- o Coping
- o Adaptability/Flexibility
- o Self-efficacy

Related Lessons

- o English Lessons 1-2

Prerequisites

- o Read chapters 7-10 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes

- o English Lessons 1 and 2
- o An understanding of non-fiction as a way of communicating real events
- o Knowledge of first and third person narration

Resources

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

Questions to prompt students

- o How do I tell stories when talking to people?
- o Does this change depending on the story?
- o How does telling a story in the first-person perspective communicate personal ideas and thoughts? Particularly with stories of resilience?
- o Why are some stories told better in first person or third?

Intended learning outcomes

- What knowledge, skills and values will be the focus of the lesson?
- o Analysing and expanding on texts to understand meaning and context.
 - o Reading, reviewing and evaluating text structures that organise and develop ideas.
 - o Comprehension of personal, first-hand accounts and the use of perspective to communicate experiences.
 - o Evaluating language features such as literary devices to represent people, places, events and contexts.

Assessment

Students can:

- o Define, summarise and expand on text ideas to demonstrate an understanding of meaning and context.
- o Develop ideas from reading, reviewing and evaluating texts.
- o Comprehend first-hand accounts through written personal perspectives
- o Evaluate language features that interpret people, places, events and contexts to larger meanings
- 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 7-10 from CRASHING INTO POTENTIAL

Print out

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

for students or provide digital copies.

Know Want Learn

- o What do they want to know about storytelling?
- o What do they already know about storytelling?
- o What stories are they most likely consuming?
- o How are stories changing - the use of social media etc.
- o What are the strengths of first-person stories?
- o What is non-fiction? Why is it so widely enjoyed?
- o How can students express themselves through their knowledge of the above?

Procedure

Intro: (10 minutes)

Before this lesson, students will have read (or listened to the podcast) chapters 7-10:

7. Reminding my Injured Brain How to Function
8. Back at Rehab
9. Surgery
10. Leaving Rehab for Good

Begin with a review of the chapters:

- o What events happened in these chapters?
- o How do they shape the story?
- o What lessons does Scott need to learn at each stage of his recovery?
- o What are the key phrases that Scott uses that show how he is coping?
- o What resilience themes do you recognise?

Activity 1 (10 minutes)

Despite not being a professional author, Scott has the benefit of deeply understanding his situation and the resilience he needed to recover. His book is written in a personal way that tells his story from the heart.

In a brief class discussion, address the following:

- o Does the personal, honest style help you as a reader?
- o Does it help to read stories about hardship and adversity?
- o What is the purpose of the book?
Discuss in terms of: Goals, Mindset, Making Choices, Perseverance.

How might Scott have written his book differently?

- o Think about this and compare it to how you'd write your book.
- o Write a list of what you like about the book and what you'd make different in yours.
- o How does your unique story benefit from a different style? E.g. third-person perspective, light-hearted, imaginative, metaphorical,
- o How does your story reflect the factors: Goals, Making Choices, Mindset, Perseverance? Which are more prevalent?

Activity 2 (20 minutes)

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

'A Rock and a Hard Place' is the true recounting of Aron Ralston's experience being trapped in a canyon after his arm became pinned by a boulder while hiking. He was forced to amputate his own right arm with a dull multi-tool in order to free himself after being trapped for 127 hours.

Using the

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

analyse excerpts from the book and its style of writing. Pay attention to the use of tension and how it is continually overcome by the narrator's resilient mindset.

ANSWERS

- o 'a chockstone the **size of a large bus tire**, stuck fast in the **channel between the walls, a few** feet out from the lip. If I can step onto it, then I'll have a **nine-foot height to descend, less** than that of the **first** overhang.'

A strong description of size and shape, along with the order of events, allows us to envision the environment and how the narrator navigates it.

Additionally, it's near impossible to not imagine the series of events with the use of first-person.

- o 'I lower myself from the chimneying position and step onto the chockstone. It supports me but teeters slightly.'

These lines create tension through the use of 'but' to connect the balanced scales of safety and risk, intentionally using a dependent clause on its own and with a sentence fragment throughout to build tension.

- o The verb 'teeters' adds imagery of this precarious balance. It is a short pair of sentences but with rich context of a sequence of events.
- o Words such as 'dangle' increase the tension by putting us in the moment of his nearness to falling and the imagery of nothingness surrounding him and danger below him.
- o 'When I look up, the backlit chockstone falling toward my head consumes the sky'

This use of hyperbole/metaphor shows how big the falling rock is - he can't see the sky around it - and so creates an atmosphere of suspense and imminent danger. This is enhanced by the use of short sentences, 'Fear shoots my hands over my head', the verb 'shoots' also tells us how quickly he is moving.

- o 'Trouble', 'fear', 'hope' are abstract nouns that denote an idea, quality, or state rather than a concrete object.
- o 'My only hope' increases our suspense and sense of doom. The one course of action is not enough to stop the boulder or the inevitable harm.
- o 'The next three seconds play out at a tenth of their normal speed. Time dilates, as if I'm dreaming, and my reactions decelerate.' The fact that time seems to be slowing down allows us into the mind of the narrator and increases the sense of drama, as though everything is happening in slow-motion. First-person perspective makes us feel as if we have been injured, so there is tension here as we wait to learn the extent of the damage.
- o Strong, almost violent verbs 'yank', 'crushes' and 'ensnares' create a sense of confusion as well as of dramatic movement. 'Ensnares' reinforces the fact that he is both horribly wounded and trapped by the falling rocks, confirming he is helpless.
- o 'Palm in, thumb up, fingers extended; the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm.'
- o The tension is alleviated into disbelief and horror with short phrases to intricately describe his trapped arm, allowing us to focus on this. Varied sentence structures create tension effects.
- o Then readers are left to process the chaotic events and the gruesome image with the use of another sentence fragment.

'Then silence.'

Wrap up/sharing (5 minutes)

- o Recap the key points of Scott's book in terms of resilience in stages (Goals, Making Choices, Mindset, Perseverance)

Reflection

- o The use of tension, description and sequencing of events in 'A Rock and a Hard Place'
- o Remind students to read Chapters 11-13 before the next lesson.

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

Reiterate the importance of:

- o Meaning and context, what is this trying to tell me?
- o What ideas are being communicated? How?
- o How is the use of first-person making me feel? Why? How?

Pay attention to language features and literary devices.

Students can reflect on how they tell stories to friends and family.

- o If I break something at home, how do I tell my parents/caregiver?
- o What language, sentence structure, literary devices do I use?
- o When something amazing happens to me and I want to share it with someone, how does my recounting of the story differ from the above?

Extension ideas

- o Research into best-selling first-person non-fiction. What are the common themes of these? What do the reader reviews have in common?
- o How are these books written?
- o What is the subject matter?
- o Who are the authors? What did they do? What did they overcome or rise to?

Adaptation ideas

If students are struggling, they can pair up with others and talk through the feelings and imagery they get from the book excerpt.

Answers can be vague as in “this sentence makes me feel anxious” (Work with their partner to uncover why)

References:

‘Between A Rock and a Hard Place’ by Aron Ralston, pages 28-29.

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

CRASHING INTO POTENTIAL Workshop Series – Mindset

English Lesson 4: MAKING CHOICES - Can Social Media be a Force for Good?

Lesson title: Can Social Media Be a Force for Good?

Focus: Choices

Lesson Code: ENG 4

Worksheets:

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

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description:

Students will discuss chapters 10, 11 and 12 of CRASHING INTO POTENTIAL: Living with my injured brain, exploring how Scott uses his resilience and coping skills to overcome challenges he faces while traveling. Students will discuss the impact of social media on choices they make, and the benefits and disadvantages of social media. After the discussion, students will write a short persuasive text to outline their arguments for or against social media.

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

Text structure and organisation

AC9E9LA03

Examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination

AC9E9LA04

Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

Language for expressing and developing ideas

AC9E9LA05

Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment

AC9E9LA08

Analyse how vocabulary choices contribute to style, mood and tone

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

Creating texts

AC9E9LY06

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Cross Curriculum Connections

General Capabilities

Personal and Social Capability

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Workshop links

- o Making Choices

Resilience Links

- o Coping
- o Optimism
- o Regulation of emotions and cognition

Related Lessons

- o English Lessons 1-3

Prerequisites

- o Read chapters 11-14 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o English Lessons 1-3

Resources

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

- o Questions to prompt students
- o How do I use social media?
- o How do I feel when I stop scrolling?
- o When someone asks me to get off my phone, how do I respond/feel?
- o Do I think about my phone when I'm not on it?
- o What do I follow on social media that makes me think less of myself?
- o Has comparing myself to others ever helped me?
- o Would I like anyone else to talk to me the way I talk to myself?
- o What other ways, if any, do I evaluate myself? Or is it just how I get attention/am perceived on social media?

Intended learning outcomes

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

- o Analysis, evaluation and creation of a written persuasive piece that uses language features to argue a perspective of social media and mental health
- o Analyse and organise ideas to persuade with logical use of paragraphs and extended texts
- o Connecting and summarising ideas with evidence to infer and persuade

Assessment

Students can:

- o Demonstrate analytical, evaluative and creative skills to organise a written persuasive piece
- o Use language features including literary devices to argue an opinion/perspective
- o Use examples and evidence to support themes and ideas
- o Organise ideas logically to persuade and engage readers
- o Complete Worksheet

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

Before this lesson, students will have read (or listened to the podcast) chapters 11-14:

Print out

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

for students or provide digital copies.

Have markers and the Venn diagram idea ready

Know Want Learn

- o What do they want to know about the effects of social media on their happiness?
- o What do they already know about social media on mental health?
- o What misconceptions may they have around this?
- o How can teachers influence/persuade the moderate use of social media in a beneficial way?
- o How can we all make better use of social media?
- o What is social media NOT?
E.g. bound to facts, a representation of people's true lives, a dictionary/encyclopedia, a hobby, the most effective form of socialisation
- o How can students express themselves through their knowledge of the above?
- o How can they reflect on this?

Procedure

Intro: (10 minutes)

Before the lesson, students will have read (or listened to the podcast) for chapters 11-14:

11. Overcoming Depression
12. Speaking About it
13. Part 2 - Taking on The World
14. A White Christmas

Begin with a review of the chapters while prompting reflection with:

- o What are the key events that happened in these chapters?
- o What events happened in these chapters?
- o How do they shape the story?
- o What lessons does Scott need to learn at each stage of his recovery?

- o What are the key phrases that Scott uses that show how he is coping?
- o What resilience themes do you recognise?
- o How are they communicated in the book?

Activity 1 (10 minutes)

How can we use social media in a positive way to make good choices?

Class Discussion: What are some of the choices people make around social media?

Make a Venn diagram on the whiteboard to show the good and bad aspects of social media while asking students for examples and where they fit on the diagram - for, against or middle.

Such as making connections with like-minded people, spending too much time, learning new things, bullying and so on.

In a **class discussion** afterwards, how many of these can be modified to be more positive? How can the positive aspects be enhanced further e.g., acquiring new information via social media is tricky as we do not retain or use it. Could we investigate a topic further by reading a book? Watching a documentary? Trying it ourselves?

Activity 2 (20 minutes)

Use the attached template on the

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

to write 500-600 word written response to one or more of the following statements, referring to the discussion in Activity 1 for guidance:

Social media...

- o does more harm than good
- o companies should regulate platforms better to protect people from harm
- o should be banned

- o is too regulated/not regulated enough
- o is not real
- o should only be used by _____

You must decide if you are for or against the statement and present your ideas in one of the following ways:

A letter to the editor

1. Grab the reader's attention
2. Explain what the letter is about at the start
3. Explain why the issue is important
4. Give evidence for any praise or criticism
5. State your opinion about what should be done
6. Sign the letter.

A persuasive essay

1. Introduction paragraph to introduce the main argument
2. Approx. 3 body paragraphs discussing sub-arguments that support the main argument
3. A conclusion that summarises and reinforces the overarching position and statement

A persuasive speech

1. Much like a persuasive essay but with a writer communicating a specific theme or topic to a specific audience. Such as fellow students at a school assembly with parents present.
2. It also uses a tone that produces an emotional effect on the audience.

A persuasive advertisement

Use the AIDA formula to structure your advertisement;

1. A - Attention: Grab their eye with something that appeals to them specifically

2. I - Interest: Keep them engaged by elaborating on the above and serving their self-interests
3. D - Desire: Get the reader to want it by appealing to their emotions
4. A - Action: In no uncertain terms, tell them exactly what they need to do to begin this process

Your arguments must be clear, well thought out and suit your purpose.

Remember to consider the audience by using appropriate language, tone and structure. Also, consider their thoughts, values, beliefs and fears to make your argument more specific and persuasive

Wrap up/sharing (10 minutes)

Discuss with students who are willing to share their thoughts behind why they chose that specific medium to write and their position for or against.

- o What other students agreed but argued differently?
- o Who had a different take on the same issue?
- o Which issues were differentially expressed/written but persuaded the same?

Recap the take-away messages of chapters 11-14 and the ideas expressed in the Venn Diagram activity.

Finish the lesson by reminding students to read chapters 15-17 of Scott's book.

Extension ideas

Read stories about what life was/is like in times and places where digital life was not available.

Reflect on these questions:

- o Health issues and politics aside, what do these people love to do?

**Adaptation
ideas**

- o How is their mental health?
- o What are their values like?
- o What do they do with their time?
- o How does their life compare to mine and my social media use?
- o Is my use of social media creating thought processes that make me less happy/proud/satisfied/productive than I should or could be?
- o How do you feel comparing your life and digital life to these people?

If students do not use social media or have difficulty with the content, they can buddy up with someone who does for a quick discussion about how their lives are different:

- o What am I doing while they're on their social media?
- o What does your day look like?
- o Why do I not use it but they do?

If students have difficulty with the writing section, they can evaluate and provide their own response to how this essay is true/not true to their experiences.

<https://www.toppr.com/guides/essays/essay-on-social-media/>

English Lesson 5: MINDSET - Using Story to Teach Lessons

Lesson title: Using Story to Teach Lessons

Focus: Mindset

Lesson Code: ENG 5

Worksheets

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

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description

Students will discuss the next three chapters of CRASHING INTO POTENTIAL.

With partners, students will discuss how Scott learnt not to compare his abilities to others, and how they can recognise when they are comparing negatively to others.

Students will then write their own version of a fairy tale or fable where the character learns not to compare themselves to others.

Curriculum Connections

Language

Language for interacting with others

AC9E9LA01

Recognise how language empowers relationships and roles

Text structure and organisation

AC9E9LA04

Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

Language for expressing and developing ideas

AC9E9LA05

Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment

AC9E9LA06

Understand how abstract nouns and nominalisation can be used to summarise ideas in the text

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

Creating literature

AC9E9LE06

Create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

Creating texts

AC9E9LY06

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Word knowledge

AC9E9LY08

Understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech

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

Social Awareness

Appreciate diverse perspectives

articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Workshop links

- o Mindset

Resilience Links

- o Hardiness
- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism

Related Lessons

- o English Lessons 1-4

Prerequisites

- o Read chapters 15-17 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o English Lessons 1-4

Resources

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

Questions to prompt students

- o How do I compare myself to others?
- o Who do I compare myself to?
- o How do I feel when I do this?
- o What do I follow on social media that makes me think less of myself?
- o Has comparing myself to others ever helped me?
- o Would I let anyone talk to me the way I talk to myself?

Intended learning outcomes

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

- o Language, structure and text organisation is utilised to express and develop ideas such as morals and deeper meaning
- o Written literature is evaluated and responded to in a revised or original story
- o Thought processes are audited through personal storytelling to discover any unhealthy patterns
- o Discuss the purpose of texts with the ability to expand on ideas to provide deeper insight and substantial meaning
- o Reflect on personal experiences to analyse the roles of people, places and context in events for the creation of organising and expressing ideas.

Assessment

Students can:

- o Use language, structure and text organisation to express and develop ideas such as morals and deeper meaning in an original/revised story
- o Create a revised/original story after evaluating and responding to the original literature
- o Identify and modify unhealthy thinking due to comparisons with others
- o Discuss, evaluate and reflect on story morals to demonstrate their understanding of deeper meaning and insights
- o Reflect on personal experiences to analyse context and express ideas through story.
- 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 15-17 from CRASHING INTO POTENTIAL

Print out

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

for students or provide digital copy.

Whiteboard and markers

Know Want Learn

- o What do they want to know about comparison?
- o What do they already know about fairy tales and stories that communicate morals/deeper meaning?
- o What stories are they most likely consuming?
- o How are these stories changing and shaping their thinking?
- o How can students express themselves through their knowledge of the above?

Procedure

Intro: (15 minutes)

Before this lesson, students will have read or listened to the podcast for chapters 15-17:

- 15. Surprise!
- 16. Japan
- 17. End of Season

Begin with a review of the chapters making sure to continue with the themes of transformation and the way the text uses different language and a different perspective.

- o What has happened so far in the story?
- o What twists happened in the story that you didn't expect?
- o What was Scott feeling as he took on the challenges of solo travel?

- o What tactics did he use to help him when things went wrong?

Activity 1 (15 minutes)

Discussion: Think, pair, share.

Chapter 19 - *This is travelling & Stop comparing yourself to other people*

Scott writes in his book, *"I felt ashamed because I should have been able to do it on my own, shouldn't I? Talk about bursting my own bubble. Why couldn't I feel proud for more than a moment? Why did I always find reasons to not be proud of my achievements? I don't know, but I remember thinking that all of my friends could do this with their eyes closed. Then I needed to remind myself that they have two working arms and didn't have an injured brain."* Pg 134.

Put Scott's quote above and this one on the board. Either write it or project it on a digital board.

"The reason we struggle with insecurity is because we compare our behind-the-scenes to everyone else's highlight reel" - Steve Furtick.

Students pair up with a partner and discuss:

- o What does the quote mean in your own words?
- o Do you agree with the quote? Why/why not?
- o Why do you think we compare ourselves to others?
(List as many reasons as you can think of)
- o Who do we compare ourselves to?
- o What are the dangers of comparing ourselves to others?
- o Can comparing yourself to others be beneficial? When? How?
Explain your answer.
- o Why do you think it was so challenging for Scott to be proud of himself? Think about his life before the accident, compared to now.

Activity 2 (10 minutes)

Stories, like Fairy Tales, can teach us powerful lessons such as not to go into the woods alone or the importance of friends.

In this activity, students complete

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

They are to write a story that takes the reader on a journey, with a lesson. They can choose from:

- A. Write an original story with the key message, 'stop comparing yourself to others' or
- B. Adapt an existing fairy tale to give the message 'stop comparing yourself to others'

(And no, they can't use 'The Ugly Duckling!')

Remember the importance of paragraph and story structure.

Include:

1. Introduction to characters and place. Is there a hero/villain? A guide?
2. The trouble/challenge. Is the challenge physical/emotional/spiritual/magical? Describe the feelings of the character meeting the challenge here.
3. The resolution. Describe the moral of the story through the development of the character and their new feelings.

Wrap up/sharing (5 minutes)

Reiterate the knowledge gained from powerful, personal storytelling told through first-person narration.

Bullet point the nature of comparing ourselves to others. Reference the recent chapters of the book for examples.

Remind students to complete chapters 18-20 by the next lesson.

Extension ideas

Read some fairy tales from different eras and cultures and make note of the morals of the different stories.

Adaptation ideas

- o In context, how important were they at the time compared to now?
- o What morals still apply?
- o Which ones reinforce negative stereotypes?
- o How would you change the negative stories to reflect more modern morals?

If students are struggling, they can think of a strong quote that illustrates self-love and acceptance.

Then they can use this to work backwards to make the story.

Example:

"The things that make me different are the things that make me." - Winnie the Pooh

- o Perhaps a story about someone who changes so much to please others that no one recognises them and the character realises how loved they were when the people can't find the old character.

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

CRASHING INTO POTENTIAL Workshop Series - Making Choices

English Lesson 6 - MINDSET - Reframing Challenges

Lesson title: Reframing Challenges

Focus: Mindset

Lesson Code: ENG 6

Worksheets:

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

Learning Area: English

Timing: 45 Minutes

Description:

Students will discuss the next three chapters of CRASHING INTO POTENTIAL, particularly how Scott's negative mindset held him back from achieving his goals. When he changed his mindset, he was able to do more than he ever dreamed possible.

Students will then look at how stories of misjudged characters can be reframed to show a change of mindset and be used to overcome challenges.

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

Text structure and organisation

AC9E9LA03

Examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination

Language for expressing and developing ideas

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

Creating literature

AC9E9LE06

Create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

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

Creating texts

AC9E9LY06

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

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

Workshop links

- o Mindset

Resilience Links

- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Self-efficacy

Related Lessons

- o English Lessons 1-5

Prerequisites

- o Read chapters 18-21 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o English Lessons 1-5

Resources

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

Questions to prompt students:

- o How do I talk to myself when I'm worried/anxious/afraid/sad?
- o How do I talk to myself when I'm confident/happy/brave/optimistic?
- o Does this change depending on what I'm doing?
- o What changes in my mindset when I go from being unsure to success?
- o How does telling a story in the first-person perspective make me feel?

Intended learning outcomes

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

- o Analysing and expanding on texts to understand meaning and context.
- o Reading, reviewing, evaluating and creating text structures that organise and develop ideas.
- o Creating literary texts that express personal, first-hand accounts and the use of perspective to communicate experiences.
- o Evaluating and creating written texts with language features such as literary devices to represent people, places, events and contexts.

Assessment

Students can:

- o Analyse written texts and expand on ideas with personal input to create a cohesive, transformational story
- o Develop written stories that demonstrate their ability to review, evaluate and expand on ideas
- o Express personal accounts and perspectives in a creative mode to communicate fictional perspectives with underlying meaning
- o Use literary devices to communicate content, meaning, transformation and mindset
- 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 18-21 from CRASHING INTO POTENTIAL

Print out

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

for students or provide digital copies.

Know Want Learn

- o What do they want to know about communicating personal transformations in storytelling?
- o What do they already know about personal transformations in storytelling?
- o What transformation stories are they most likely consuming? Are they healthy? Unrealistic? What messages are they sending?
- o How can students express themselves through their knowledge of the above?

Procedure

Intro: (5 minutes)

Before this lesson, students will have read or listened to the podcast for chapters 18-21:

18. Anzac Day
19. This is travelling
20. Freedom at last
21. Arriving in Athens

Begin with a review of the chapters while prompting reflection with:

- o Why do you think Australians feel it is important to go to ANZAC cove?
- o What happens in these chapters that shaped Scott's perception of himself and his ability to travel independently?
- o What changes can you see in his confidence and mood?
- o How is this shown in the text?
- o Can you use resilience terms and themes to describe this change?

Activity 1 (10 minutes)

On page 73, Scott talks about how his therapists recognised a negative mindset preventing him from returning to activities that he loved. They encouraged him to try despite the challenges he faced, his mindset being the most important.

Discuss with the class the following:

- o What other hurdles did he face?
(needing to relearn how to snowboard, accepting mobility equipment, trying and failing over and over).
- o How did the language and messaging of the text change from Part 1 to Part 2?
- o How did Scott's attitude and motivation change to you, the reader?

- o How did Scott use his experiences as motivation to set goals and keep going?
- o After beginning his travels, what further setbacks were there?

Activity 2 (20 minutes)

Story Part 1: Write a one-paragraph story as something that has hit a challenging situation. Be creative!

- o It could be a car tyre that's "balding" and coming to terms with getting old.
- o You could be a banana that faces unfair prejudice for causing people to slip over.
- o Or a mother that is saying goodbye to their only child moving interstate to go to university.

Use proper paragraph structure: topic sentence, supporting sentences and a conclusion. Pay attention to the types of words, sentences and literary devices you use. Is the character overreacting? Are they melodramatic? Hopeful or despairing?

Think of the rule; Tell them what you're going to tell them, tell them, tell them what you told them.

Now write another paragraph after the difficult challenge has been overcome through resilience of the character.

Address these key questions in your story:

- o How did they overcome the challenge?
- o With what resilience theme?
 - Hardiness
 - Coping
 - Adaptability/Flexibility
 - Meaningfulness/Purpose
 - Optimism
 - Regulation of emotions and cognition
 - Self-efficacy
- o (Explain the above in your own words to show your understanding)
- o How could the story have ended if they did not show resilience?

Wrap up/sharing (5 minutes)

Have a brief discussion with the class about the main themes of mindset and how it can be communicated in written text, particularly in the first-person perspective.

If you wrote a story yourself, consider sharing with the class.

Extension ideas

Children's books are almost always a kind of transformational story that follows a simple formula:

- o Introduction to characters and place
- o The trouble/challenge
- o The resolution

Can you write a story in only THREE sentences?

It's harder than you think!

Example:

"With her room like a tip, Joanie Baloney was up to her hips. She crept out like a mouse because - luckily - they were moving house!"

Adaptation ideas

If students struggle, they can think of an actual event that they went through and worked out for them in the end.

Then, they can replace the characters in the story with imaginative ones. If possible, they can change the challenge to something that applies to the characters.

References:

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

CRASHING INTO POTENTIAL Workshop Series - Making Choices

English Lesson 7: Perseverance - Overcoming Challenges

Lesson title: Overcoming Challenges

Focus: Perseverance

Lesson Code: ENG 7

Worksheets

- English Lesson 7 - Worksheet 1 - PERSEVERANCE: Challenges

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description

Students will discuss the next three chapters of CRASHING INTO POTENTIAL. In these chapters, Scott and Jasmine face many challenges together. Students explore their own attitude to challenges and compare and contrast this to Scott's experiences.

Students will then work in small groups to write an opinion piece arguing for or against common statements about challenges, such as 'Challenges make you stronger.'

Curriculum Connections

Language

Language for interacting with others

AC9E9LA02

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

Literature

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

Creating literature

AC9E9LE06

Create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Literacy

Analysing, interpreting and evaluating

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

Creating texts

AC9E9LY06

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

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

Social Awareness

Appreciate diverse perspectives

articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Make decisions

develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o Perseverance

Resilience Links

- o Hardiness
- o Self-efficacy

Related Lessons

- o English Lessons 1-6

Prerequisites

- o Read chapters 22-25 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o English Lessons 1-6

Resources

- o English Lesson 7 - Worksheet 1 - PERSEVERANCE: Challenges

Questions to prompt students

- o How do I feel about particularly difficult challenges?
- o How do I feel doing something that's too easy? Or when someone struggles doing something I can easily do?
- o When someone asks me to get off my phone, how do I respond/feel?
- o When I rise to a difficult challenge, what changes in me?
- o Similar to the above, but when I avoid a difficult challenge?
- o Were people who attack challenges born that way?
- o What is something I could do right now that someone (even if it was a baby) would find incredible?

Intended learning outcomes

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

- o Analysing the nature of challenges and justifying our own ability to persevere through failure, as documented in written text
- o Organising ideas into a persuasive argument that evaluates and explores a position that we agree or do not agree against in written text
- o Collaborating in creating a meaningful exploration of a singular point of view that expands on a substantial personal development issue

Assessment

Students can:

- o Analyse, rationalise and justify their abilities and the nature of failure as documented in written text
- o Organise ideas into a cohesive, logical written argument that evaluates a given opinion
- o Collaborate and develop a singular argument that explores their ability to explore and expand on ideas as a group
- 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 22-25 from CRASHING INTO POTENTIAL

Print out

English Lesson 7 - Worksheet 1 - PERSEVERANCE: Challenges

for students or provide digital copies

Know Want Learn

Procedure

- o What do they want to know about the effects of how we see challenges?
- o What do they already know about our mental state in reference to challenges?
- o What misconceptions may they have around this?
- o How can teachers demonstrate/use examples to communicate deeper meaning in overcoming difficult challenges?
- o How can students express themselves through their knowledge of the above?
- o How can they reflect on this?

Intro: (10 minutes)

Before the lesson, students will have read or listened to the podcast for chapters 22-25:

- 22. The Greek Islands
- 23. Jasmine
- 24. The Turning Point
- 25. Leaving Europe

Begin with a review of the chapters while prompting reflection with:

- o Scott meeting Jasmine is a major turning point in the story - what made that meeting so significant?
- o What do you notice about the pace of these chapters? Think in terms of the narrator's mindset, use of language, tone of voice.
- o Do you notice any parallels between the language and pacing (very fast, almost jumbled, frantic trying to sort out the visa) and Scott's state of mind as he tries to navigate through Europe?

Activity 1 (25 minutes)

Chapter 23 - Jasmine

This chapter examines how Scott and Jasmine share a fear of challenges.

Despite this, they both chose to face their fears and in doing so, grow as individuals and in their relationship with each other. Is this the case for everyone?

Consider the following statements about challenges:

- o Facing challenges makes you stronger
- o We should always challenge ourselves to be the best we can be
- o We feel better about ourselves when we stick to what we know we can do
- o When people tell us we can't do something, we should believe them
- o Challenge is good for our development

In groups of 2-3, use

English Lesson 7 - Worksheet 1 - PERSEVERANCE: Challenges

to develop a collaborative opinion piece with introduction, conclusion and 2 body paragraphs that argues for or against one of these statements.

Use evocative language to persuade, metaphors and imagery to bring your argument to life and examples to support your position as evidence.

	<p>Wrap up/sharing (10 minutes)</p> <p>Discuss with students who are willing to share their thoughts behind why they chose that statement on challenges to write about and their position for or against.</p> <ul style="list-style-type: none"> o What other students agreed but argued differently? o Who had a different take on the same issue? o Which issues were differently expressed/written but persuaded the same? <p>Recap the take-away messages of chapters 22-25 and the ideas expressed in the Venn Diagram activity.</p> <p>Finish the lesson by reminding students to read chapters 26-29 of Scott's book.</p>
<p>Extension ideas</p>	<p>What metaphors or imagery can you create that can make you change your perspective on the size of something?</p> <p>Example:</p> <ul style="list-style-type: none"> o A tightrope 1m off the ground and 100m off the ground requires the same physical moves. The only thing that changes is our perception of the risk. o A pebble on the ground is harmless, but if you pick it up and throw it at a window, it become a weapon o A baby is cute and cuddly, but when they're hungry they can have all the adults around running to their attention.
<p>Adaptation ideas</p>	<p>If students have difficulty with the activity, they can write about persisting with a goal - what goal have they persisted with personally? What helped them persist?</p> <p>Or a piece written on learning styles - how does knowing your learning style help you persevere towards your goals?</p>

References:

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

CRASHING INTO POTENTIAL Workshop Series – Perseverance

English Lesson 8: PERSEVERANCE - Overcoming times of adversity

Lesson title: Overcoming times of adversity

Focus: Perseverance

Lesson Code: ENG 8

Worksheets:

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

Learning Area: English

Year Level: 9

Timing 45: Minutes

Description:

Students will discuss the final chapters of CRASHING INTO POTENTIAL: Living with my injured brain and the conclusion. They will then reflect on a time when they or someone they knew faced adversity. Students will write a short piece reflecting on the lessons learned and the skills and tools they used to move through that experience.

Curriculum Connections

Language

Text structure and organisation

AC9E9LA04

Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

Language for expressing and developing ideas

AC9E9LA06

Understand how abstract nouns and nominalisation can be used to summarise ideas in text

Literature

Examining literature

AC9E9LE05

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

Creating literature

AC9E9LE06

Create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

Creating texts

AC9E9LY06

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

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

Workshop links

- o Perseverance
- o Discussion

Resilience Links

- o Hardiness
- o Self-efficacy

Related Lessons

- o English Lessons 1-7

Prerequisites

- o Read chapters 26-28 and the Conclusion from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o English Lessons 1-7

Resources

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

Questions to prompt students

- o How do I feel about a particular time in my life when I was met with difficult challenges?
- o How do I feel looking back on it?
- o Did I overcome it? How?
- o What support did I have then? Did I use it to its best ability? Why/How/Why not?
- o What aspects of resilience did it take?
- o What additional aspects of resilience could have worked if I'd had the knowledge and skills?
- o If someone was facing the exact issue you overcame, what advice would you give them?

Intended learning outcomes

- What knowledge, skills and values will be the focus of the lesson?
- o Literature analysis with review and evaluation of themes and style to reflect on people, places and concepts
 - o Organising ideas into a personal response to literature that evaluates and explores mental health, resilience and the importance of reflection for lifelong learning and development
 - o Collaborating to create a deeper exploration of the previous event that stimulated growth and gives perspective

Assessment

Students can:

- o Analyse and reframe previous life challenges in documented written text
- o Organise ideas into a cohesive, logical written statement that evaluates previous ideas and informs future behaviours
- o Collaborate to develop a deeper understanding of previous life events and the way they can conduct themselves
- 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 26-28 and the Conclusion from CRASHING INTO POTENTIAL: Living with my injured brain

Print English

Lesson 8 - Worksheet 1 - PERSEVERANCE: Writing About Adversity

for students

Know Want Learn

- o What do they want to know about building characters in fictional settings?

Procedure

- o What characters/personalities will they gravitate towards? E.g. Young adult fiction, popular characters in films and modern musical artists.
- o How can students express themselves through their knowledge of the above?
- o What planning can I do with others?
- o How can I find out what the students already know? How can I build on their knowledge and experiences?
- o How can I give students some ownership of the lesson by determining the content? What choices can I offer students within the lesson?

Intro: (10 minutes)

Before the lesson, students will have read or listened to the podcast for chapters 25-28 and the book's conclusion:

- 26. Canada Round Two
- 27. I Didn't See That Coming
- 28. Back in Town
- Conclusion

Begin with a review of the chapters while prompting reflection with:

- o There is a major twist at the end of the story - why do you think Scott left this till the end to talk about?
- o What lessons did Scott use from his previous experience that helped him with his second accident?
- o What questions do you have about the book/Scott's story still?
- o If you had to describe the meaning of the book to someone, what would you say in one sentence?
- o What is your personal definition of 'resilience'?
- o What is your personal definition of 'adversity'?

Activity 1 (10 minutes)

Discussion: With a partner, discuss a time in your life when you experienced adversity and what you did to overcome it.

Pay attention to:

- o A difficult yet significant time in your life.
- o How you overcame it.
- o Did anyone help you? Support you? If so, how?
- o What did you learn from the experience?
- o If you could go back, what would you do differently?
- o Has the experience changed you? In what ways?

Activity 2 (15 minutes)

Choose one of the following to answer using

English Lesson 8 - Worksheet 1 - PERSEVERANCE

- o Write about a time you've experienced adversity and how you showed resilience during this time. In the final paragraph, reflect on what you have learned about yourself by going through this experience.

Or...

- o Write about someone you know (family, friend or someone you admire) who has experienced adversity and how they demonstrated resilience. In your final paragraph, reflect on what you have learnt from them or about them as a result of their experience.

Wrap up/sharing (10 minutes)

Discuss with students who are willing to share their stories.

Allow them to briefly tell their story in a single, powerful statement. What happened, how it changed everything, and how it was a chance for growth.

Prompt their reflection with questions such as:

	<ul style="list-style-type: none"> o What other students have gone through something similar? o Who had a different take on the same issue/problem/challenge? o Which issues/problems/challenges were the same as others, yet overcome differently? o Additionally, how do their stories reflect on the book?
Reflection	<p>How will I get students to reflect on their learning? How can I use assessment information to improve student learning?</p> <p>The activities involved require students to show their understanding through reflection.</p>
Adaptation ideas	<p>If students are finding the activities difficult, they can structure their writing activity as how someone famous in history has performed a great deed by overcoming challenges and being resilient.</p> <p>They must still demonstrate their understanding of how this person showed growth and they must refer to resilience themes.</p>

References:

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

CRASHING INTO POTENTIAL Workshop Series – Perseverance

English Lesson 9: DISCUSSION - Reflecting on the text

Lesson title: Reflecting on the text

Focus: Discussion

Lesson Code: ENG 9

Worksheets:

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

Learning Area: English

Year Level: 9

Timing 45: Minutes

Description:

Students will reflect on their feelings about CRASHING INTO POTENTIAL: Living with my injured brain now that they've finished reading it. Students will then compose an email to someone they know, retelling a story about a fictional situation they faced while travelling. They will use creative language to make the story entertaining while not worrying their loved ones about their safety.

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

Text structure and organisation

AC9E9LA04

Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

Language for expressing and developing ideas

AC9E9LA05

Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment

AC9E9LA06

Understand how abstract nouns and nominalisation can be used to summarise ideas in text

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

Creating literature

AC9E9LE06

Create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

Creating texts

AC9E9LY06

Plan, create, edit, and publish written and multimodal texts, organising, expanding, and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

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

Social Awareness

Appreciate diverse perspectives

articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Make decisions

develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o Goals
- o Mindset
- o Making Choices
- o Perseverance
- o Discussion

Resilience Links

- o Hardiness
- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

- o English Lessons 1-8

Prerequisites

- o Completed reading 'CRASHING INTO POTENTIAL: Living with my injured brain' or listened to the equivalent podcast episodes

- o English Lessons 1-8

Resources

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

Questions to prompt students

- o What events in the book resonated with you most?
- o Why? Was it what actually happened, or the feelings Scott experienced before, during or after?
- o What vocabulary choices contribute to style, mood and tone?
- o How did the book organise and present ideas in paragraphs and chapters? How does this communicate its meaning?
- o If you could summarise the book in one sentence, what would you say?
- o How can I connect my feelings and ideas with the reader?
- o How can I condense information and events into words that the reader feels?
- o How do I take what I read and interpret it as a lesson I can use in my life?

<p>Intended learning outcomes</p>	<p>What knowledge, skills and values will be the focus of the lesson?</p> <ul style="list-style-type: none"> o Learn how to use devices such as allusion, metaphor, and evocative vocabulary to express evaluation directly and indirectly o Develop an understanding of how language empowers mindsets and evocatively conveys concepts and ideas o Study cohesive devices in texts that condense information, such as nominalisation, as well as those that link, expand, and develop ideas, such as text connectives. o Summarise and interpret ideas in text using abstract nouns and nominalisation
<p>Assessment</p>	<p>Students can:</p> <ul style="list-style-type: none"> o Use literary devices to express evaluation directly and indirectly o Develop an understanding of empowering and evocative language to communicate mindsets and ideas o Analyse and apply devices that condense information and those that link, expand, and develop ideas. o Summarise and interpret ideas in reflective written text o Complete Worksheets
<p>Prep (negotiation)</p>	<p>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.</p> <p>Write on whiteboard</p> <p>Complete reading CRASHING INTO POTENTIAL: Living with my injured brain</p> <p>Print out</p> <p><i>English Lesson 9 - Worksheet 1 - DISCUSSION: Email Reflection Task</i></p>

for students

Know Want Learn

- o What do they want to/already know about descriptive language?
- o What do they want to know about structuring written text?
- o How will this benefit them in life? E.g. becoming more persuasive, able to communicate better, sound more professional.
- o What misconceptions may they have around written communication?
- o How can teachers demonstrate/use examples to communicate deeper meaning in overcoming difficult challenges?
- o How can students express themselves through their knowledge of the above?
- o How can they reflect on this?

Procedure

Intro: (10 minutes)

Before the lesson, students will have time to discuss the book and the themes that resonated most from their own life experiences.

You may prompt their reflection with questions such as:

- o What events in the book resonated with you most?
- o Why? Was it what actually happened, or the feelings Scott experienced before, during or after?
- o What vocabulary choices contribute to style, mood and tone?
- o How did the book organise and present ideas in paragraphs and chapters? How does this communicate its meaning?
- o If you could summarise the book in one sentence, what would you say?

Activity 1 (25 minutes)

Students use the template on

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

to write an email to friends and family after something unfortunate has happened to them. Could be a tragedy, massive obstacle, setback or something their friend or parents will not approve of. Try to think creatively, or a situation that truly would scare you.

Can be monetary, health, relationship or professional.

IMPORTANT: Write using descriptive language including allusion, evocative vocabulary and metaphor to demonstrate how you evaluate and communicate this obstacle/challenge. These will also add to the style, mood and tone of your email.

Students can use hemingwayapp.com at home to check the accuracy and readability of the text

It will consist of four parts:

- o Reflection and acknowledgement of the choices you've made for this unfortunate incident to happen
- o Your mindset after this has happened, paying attention to your use of language and using a growth mindset
- o Describe your end goal to overcome this challenge with intermediate goals that will help you track progress and rise to the expected outcome
- o How you will persevere: what you believe it takes to achieve this, how you'll seek and plan support when you can't be resilient alone

Students should ensure they write to condense information and link ideas together to efficiently expand and develop ideas.

Think in terms of "if X happens, then Y", "however..." "but..." and "therefore..." to show your ability to explore ideas.

Students do not have to explicitly write the above, just use it as a means of communicating their understanding.

Example: If I had fallen from the horse a moment or so later, I wouldn't be writing this to you all. But I am here, happy to be working on rehabilitation. I will see you again on two legs however long it takes!

Wrap up/sharing (10 minutes)

- o With those who are open to sharing, briefly discuss student's concepts and how they communicated these in literary terms.
- o What were their challenges?
- o What choices do they acknowledge now that lead to the incident and what choices are needed in the future to recover?
- o How will goals aid this? What are they?
- o When perseverance is running thin, what support have they implemented to rely on?

Extension ideas

Students who do well in this task can take it a step further and work on creating a story from their email.

- o Do not rewrite the email!
- o Move the paragraphs around to make the story seem more engaging. Perhaps you start at the middle where the action is? Can you end with the paragraph with the resilient mindset you've acquired?

	<ul style="list-style-type: none"> o Does the story work? Why/why not? What work needs to be done to make it more cohesive and engaging?
Adaptation ideas	<p>If students find the activity difficult, teachers can assign them a scenario. If applicable, the student can be assigned a way to solve it and the mindset needed as well.</p> <p>Students must still reflect on this and show their understanding and interpretation.</p>
Home/School Links	<p>Students should choose their two best pieces of writing from this term and publish them. This might be for a shared classroom display, publication in the school newsletter or school magazine, online blog or their choice.</p>

References:

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

CRASHING INTO POTENTIAL Workshop Series – Discussion

English Lesson 10: DISCUSSION - Reflecting on my learning

Lesson title: Reflecting on my learning

Lesson Code: ENG 10

Worksheets:

- o English Lesson 10 - Worksheet 1 - DISCUSSION: Interviewing the Author
- o English Lesson 10 - Worksheet 2 - DISCUSSION: Reflecting on My Learning

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description:

Students will imagine they are given an opportunity to interview Scott B. Harris, the author of CRASHING INTO POTENTIAL: Living with my injured brain. They will draft questions that will help their fictional audience get to know Scott, his story and how he overcame his times of adversity.

Students will then write a reflective journal piece on their learning from this term and how the lessons have shaped their understanding of how they can overcome times of adversity.

Students will have the opportunity to share their published pieces from this term and view others' published work.

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

Text structure and organisation

AC9E9LA04

Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

Language for expressing and developing ideas

AC9E9LA05

Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment

AC9E9LA06

Understand how abstract nouns and nominalisation can be used to summarise ideas in text

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

AC9E9LE03

Analyse how features of literary texts influence readers' preference for texts

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

Creating literature

AC9E9LE06

Create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Literacy

Texts in context

AC9E9LY01

Analyse how representations of people, places, events and concepts reflect contexts

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

Creating texts

AC9E9LY06

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

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

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Workshop links

- o Goals
- o Mindset
- o Making Choices
- o Perseverance
- o Discussion

Resilience Links

- o Hardiness
- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

- o English Lessons 1-9

Prerequisites

- o Completed reading 'CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o English Lessons 1-9

Resources

- o English Lesson 10 - Worksheet 1 - DISCUSSION: Interviewing the Author
- o English Lesson 10 - Worksheet 2 - DISCUSSION: Reflecting on My Learning

Questions to prompt students

- o What do I rely on?
- o How do I overcome/adapt to challenges?
- o What are the key resilience themes, and which speak most to me?
- o What resilience links should I focus on for further development?
- o What strengths have I earned from overcoming challenges?
- o What identity factors make me who I am? (Culture, values and religion etc)
- o What is my support system? (Friends, family, coaches, mentors and available health service options.)
- o How do I tell stories? (Tone of voice and style/genre)
- o Who do I compare myself to, especially on social media?
- o How do I face fear/failure?
- o What specific things do I need to face and overcome challenges?

Intended learning outcomes

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

- o Ability to analyse the effects of text structures and implement language features including literary devices to communicate their understanding of a subject or event
- o Building on ideas in literary texts to express and expand on ideas, shaping meaning and providing substantiation.
- o Experimenting with text structures to organise, develop and link ideas.
- o Experimenting with language features including literary devices, style, tone and storytelling to shape meaning, ideas and context

Assessment

Students can:

- o Communicate a subject's or event's meaning through text structures and language features
- o Use literary texts to express and elaborate ideas, providing meaning and substantiation.
- o Develop and link ideas through experimentation and evaluation of text structures.
- o Shape meaning, ideas and context through language features including literary devices, style, tone and storytelling.
- 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

Make sure students have their workbooks with

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

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

(or print them out.)

Know Want Learn

- o What do they want to know about themselves and how do they perceive their resilience?
- o How do they perceive themselves/challenges and how do they compare themselves to others?
- o What misconceptions do they have around toughness, resilience, coping and support?
- o What do they believe strength and courage are?
- o How can students express themselves through their knowledge of the above?
- o What examples can I use to elicit deeper responses from them for Activity 2?

Procedure

Intro: (10 minutes)

Discuss the themes and style of Scott's book again paying special attention to the resilience themes and how they became apparent in the events of the story.

- o Hardiness - perseverance, facing fear
- o Coping - Role models, social support, faith & spirituality
- o Adaptability/Flexibility - choices
- o Meaningfulness/Purpose - goals, altruism
- o Optimism - mindset, altruism
- o Regulation of emotions and cognition - discussion
- o Self-efficacy - perseverance, mindset, training/practice

Activity 1 (10 minutes)

Ask students to Imagine they're interviewing Scott for a TV special about his book. Using the lessons as a guide, use

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

to imagine what questions they would they ask him.

Write one question per lesson they've completed:

- o The purpose and context: Who, what, where and why?
- o Teamwork and roles in supporting one another
- o Heartfelt, personal storytelling in 1st person perspective
- o Mindset, motivation and goals
- o Comparing ourselves to others
- o How social media is helping and/or harming us
- o Facing fear/failure
- o Actions we can take to overcome adversity

- o A closing question on the style, lessons and morals of the story

Encourage students to think of different ways to frame the questions for deeper explanations and answers they'd like to get.

Activity 2 (20 minutes)

In this activity, students will reflect on their learning in English over this term using

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

They should write a short reflective piece, considering:

- o Their resilience development: What you rely on, how you overcome adapt, what needs further development and what strengths you've earned.
- o The identity factors that make them who they are, such as culture, values and religion.
- o Their support system including friends, family, coaches, mentors and available health service options.
- o Their tone of voice and style of storytelling
- o Who they compare themselves to, especially on social media
- o How they face fear/failure
- o The specific things they need to face and overcome challenges
- o The key resilience themes
- o Make sure your written answers demonstrate your understanding with the use of:
 - o Literary Devices
 - o Connected/Linked Ideas
 - o Cause and Effect (because, although, therefore, however, but...)

	<ul style="list-style-type: none"> o Logical Paragraph Structure o Varied and Creative Sentence Structure For Effects o Vocabulary Choices (Style, Mood And Tone) <p>Wrap up/sharing (5 minutes)</p> <p>Give students an opportunity to share their reflections on their learnings this term.</p> <p>If published pieces are ready and available, give students time to read other students' work and provide feedback.</p>
Adaptation ideas	<p>If students are finding the activities difficult, they can use the activities from previous lessons to aid in their answers.</p> <p>For instance:</p> <ul style="list-style-type: none"> o Lesson 1 - Written preface for their lives o Lesson 2 - Teamwork definitions o Lesson 3 - Written Fairy tales o Lesson 4 - Written response to statements on social media
Home/School Links	<p>Students should choose their two best pieces of writing from this term and publish them. This might be for a shared classroom display, publication in the school newsletter or school magazine, online blog or their choice.</p>

References:

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

CRASHING INTO POTENTIAL Workshop Series – Discussion

Health and Physical Education

HPE 1 – GOALS: Who am I and where am I going?

Lesson title: Who am I and where can I go?	
Lesson Code: HPE 1	
Worksheets: <ul style="list-style-type: none">o HPE Lesson 1 - Worksheet 1 - GOALS: List of Common Unconscious Biases	
Learning Area: HPE	Year Level: 9
Timing: 45 Minutes	
Description <p>Students will explore all the factors that shape them as individuals, and then create links between their identity and their classmates. Students will then explore the concept of different types of biases and how these shape their thinking and sense of identity.</p>	

Curriculum Connections

Personal, social and community health

Identities and change

AC9HP10P01

Analyse factors that shape identities and evaluate how individuals influence the identities of others

Interacting with others

AC9HP10P04

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships

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

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links:

- o GOALS

Resilience Links:

- o Hardiness
- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons:

Prerequisites:

- o Understand their individual cultural, social or emotional factors of identity

Resources:

- o Sheet with bias information below

Questions to prompt students:

- o What are the social/emotional/cultural factors that make up you as an individual?
- o How do they allow you to think and feel differently?
- o What do others think of your unique life factors that may be incorrectly prejudiced against you?
- o Do you know anyone like you with similar social/emotional/cultural factors who did amazing things?
- o What challenges did they face and how did they overcome them?

<p>Intended learning outcomes</p>	<p>What knowledge, skills and values will be the focus of the lesson?</p> <ul style="list-style-type: none"> o Explaining how social/emotional/cultural factors that make up an individual can be both a strength and a source of external prejudice. o Proposing strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices, and discrimination, and promote inclusion in their communities. o Possible adaptation learning outcome. o Analysing how the use of personal totems in First Nations Australian cultures can be based on personal qualities and contribute to identities.
<p>Assessment</p>	<p>Students can</p> <ul style="list-style-type: none"> o Explain how social/emotional/cultural factors that make up an individual can be strengths and a source of prejudice o Identify biases - such as stereotypes, prejudices and discrimination - and challenge them with individual and group strategies and actions to promote inclusive communities o Complete worksheets
<p>Prep (negotiation)</p>	<p>Post-it notes for the whole class (100 or so)</p> <p>Large sheet of poster paper for students to stick post-it notes on</p> <p>On the whiteboard, prepare to write a list of biases</p> <p>Know Want Learn</p> <ul style="list-style-type: none"> o What do students already know about bias and how it limits human potential? o What do they want to know about goals and overcoming bias?

Procedure

Intro: (10 minutes)

Ask the class, “What are all the things that shape who you are and what makes you unique?”

Consider all of the social/emotional/cultural factors that make up you as an individual.

- o How do these shapes who you are and what you do?
- o How does your family identify itself?
- o How might others identify you?
- o Discuss stereotypes, supporting factors, and how knowing yourself can make you more confident.

Explain that over the next few weeks, we’re making a Destiny Manifesto – a toolkit of core wellness strategies that each student will have for life.

(See *HPE Lesson 5 - Worksheet 1 - DISCUSSION: Manifesto Template*)

Students use post-it notes to write down 10 words that describe them. Write these headings on poster paper:

- o Personal (how I look/talk/move etc.)
- o Social
- o Emotional
- o Cultural

Task 1 (15 minutes)

On poster paper, invite students to come and place their post-it notes on the relevant poster.

Discuss

- o The similarities/differences and trends that they see.
- o How might the posters look in a different school?
- o In a different city/region?

- o With a different cultural mix of people?

Invite students to come up to the posters and draw lines, or group together related ideas/connections that they can see.

Invite students to discuss anything that surprised them or something they learnt about a classmate they didn't know before.

Lastly, using

HPE Lesson 5 - Worksheet 1 - DISCUSSION: Manifesto Template

students should create a goal to be who they want to be that builds on their social/emotional/cultural factors as strengths. Pay attention to the resilience themes of mindset, making choices and perseverance.

Activity 2 (15 minutes)

Introduce the activity by telling students:

Before you were born, there were identity factors contributing to how the world sees you. Where you were born, who raised you, your skin colour, the way you talk, the way you feel and who you love can shape how the world sees and values you.

A bias is a fault in thinking that does not allow people to use proper judgement. It can favour one type of person or exclude a particular type of person.

Ask the class to name as many prejudicial biases they can think of and write them on the whiteboard.

After the students call out their answers, hand out the sheets with the list of unconscious biases. Ask the students to read through and circle the ones they've experienced either first-hand or otherwise.

Wrap up/sharing (5 minutes)

	<p>Briefly go over the importance of what makes students unique and how some people can see these as a basis for prejudice through biased thinking.</p>
<p>Reflection</p>	<p>How will I get students to reflect on their learning? How can I use assessment information to improve student learning?</p> <p>Compare your goals with another student in the class.</p> <ul style="list-style-type: none"> o Can you see how the influence of our identity drastically changes our course in life? <p>Role-play being your best self with a friend.</p>
<p>Adaptation ideas</p>	<p>For First Nations students, have them reflect or research how the use of personal totems in First Nations Australian cultures can be based on personal qualities and contribute to identity.</p> <p>If students are struggling with the task, they may need help starting at their ideal job or goal and working backwards to how they'll achieve it and discovering the challenges in that journey.</p>

HPE Lesson 2: MAKING CHOICES - Making Choices

Lesson title: Making the Right Choices	
Lesson Code: HPE 2	
Worksheets: <ul style="list-style-type: none">o HPE Lesson 2 - Worksheet 1 - MAKING CHOICES: Making the Right Choiceso HPE Lesson 2 - Worksheet 2 - MAKING CHOICES: Important findings	
Learning Area: HPE	Year Level: 9
Timing: 45 Minutes	
Description: <p>Students will discuss rites of passage to adulthood and share their experiences and understandings of Australian rites of passage. Students will discuss some of the rites of passage they may go through as they become adults - and how some of these can be negative. In small groups, students will create a short role play about peer pressure and how they can stand up against it.</p>	

Curriculum Connections

Personal, social and community health

Identities and change

AC9HP10P01

Analyse factors that shape identities and evaluate how individuals influence the identities of others

Interacting with others

AC9HP10P04

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships

Cross Curriculum Connections

HPE

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

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

- o Hardiness
- o Coping
- o Regulation of emotions and cognition

Related Lessons

Prerequisites

- o Understand their basic identity or personal basic cultural, social or emotional factors

Resources

Questions to prompt students

- o What is a rite of passage?
- o What rites of passage are unique to your life? Think gender, culture, values, religion.
- o How do these expectations impact on the mental state of the people doing them? What about those who can't/don't want to participate, or want to participate in a different way?
- o Can you say no? What if you don't partake?

Intended learning outcomes

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

- o Explaining how social/emotional/cultural factors that make up an individual can be strengths and a source of prejudice
- o Proposing strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities

Assessment

Students can:

- o Explain how social/emotional/cultural factors that make up an individual can be strengths and a source of prejudice
- o Identify biases - such as stereotypes, prejudices and discrimination - and challenge them with individual and group strategies and actions to promote inclusive communities
- o Complete Worksheets

Prep (negotiation)

Write on whiteboard

Prepare to write the correct definition of the term 'rite of passage' and a list of some rites of passage in Australia.

Definition: "A ceremony or event marking an important stage in someone's life, especially birth, the transition from childhood to adulthood, marriage, and death."

- o First day of primary school
- o First day of high school
- o Schoolies (Australia)
- o Birthday's
- o Getting your license
- o Having children
- o Getting married

Know Want Learn

- o What do students already know and feel about certain rites of passages that apply to them?
- o Which ones do they truly not want to be part of?
- o Which ones do they want to be a part of?
- o Why/why not? Is it simply to fit in with others?
- o What planning can I do with others?
- o How can I find out what the students already know? How can I build on their knowledge and experiences?
- o How can I give students some ownership of the lesson by determining content? What choices can I offer students within the lesson?

Procedure

Intro: (10 minutes)

Ask the class what they think a 'rite of passage' is.

Answer: A ceremony or event marking an important stage in someone's life, especially birth, the transition from childhood to adulthood, marriage, and death. Transition to adulthood rites of passage are linked to being seen as part of the 'adult' community, moving out of the childhood phase of their lives.

Most people think rites of passage are tribal and for less civilised cultures. However, there have been rites of passage that endure the test of time for thousands of years and still are upheld today. Many examples of rites of passage are linked to religion - from rituals such as getting baptised and having your first communion, to having a Bar Mitzvah for Jewish religions, and deciding to wear a hijab for Muslim girls.

Global examples:

- o **Bar Mitzvah:** Jewish traditional celebration where teens are looked upon as adults and are expected to uphold the Jewish commandments and laws.

- o **Rumspringa:** The time when Amish youth turn 16 and are finally able to enjoy unsupervised weekends away from family.
- o **Sateré-Mawé Bullet Ant tradition:** the Brazilian tribe search the jungle for bullet ants that are then woven into gloves that 13-year-old boys must wear for ten minutes while being stung.

Rites of passage can be positive memories and milestones in people's lives. But they can also be a collective form of peer pressure.

Activity 1 (10 minutes)

Ask the class what Australian rites of passage they can think of, both positive and negative:

Common Australian Examples:

- o Debutant balls
- o First job
- o Graduation
- o 18th and 21st birthdays
- o Getting a driver's licence
- o Moving out of home
- o Losing virginity
- o Schoolies (Australia)

What negative examples are common?

- o Having your first drink/trying drugs
- o Getting into a fight

- o Losing your virginity
- o Hazing

Find personal examples of rites of passage in your culture/community and explore how these have changed over time. Ask the class the following and add these to the whiteboard:

- o What happens to people when they go through these rites of passage?
- o What changes in them?
- o What changes in the way the community views them?
- o Which of these are you interested/not interested in?
- o Do you feel additional pressure to adhere to them given your feelings?
- o Are the rites of passage fuelling biases about you?

Activity 2 (5 minutes)

Ask students to complete

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

in their workbook. Tell them that there is no right or wrong answers and there are no judgements, and they are open to write whatever they would like.

Activity 3 (15 minutes)

Explain that making choices is like a muscle that needs to be exercised – that’s why we do role plays so that when we’re faced with actual scenarios, our brains remember what we can do/say - and we don’t go into flight/freeze mode and lose our decision-making capacity.

In small groups, create a role-play showing how peer pressure can impact our choices and how they can a) stand up to peer pressure b) make good choices and c) celebrate positive rites of passage.

Write down and add any important findings on

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

Wrap up/sharing (5 minutes)

Rites of passage are ways we can use criteria to definitively look at the transition between childhood and adulthood. However, we have come a long way from the dangers and societal norms presented to us in the past and our rites of passage shouldn't limit us or force us into behaviours that don't align with our best selves.

**Adaptation
ideas**

Go through their best self from HPE Lesson 1 and think of some milestones or rites of passage that may be involved. Have them buddy up with someone on a similar path or with similar social/emotional/cultural values.

HPE Lesson 3: Mindset - Overcoming our Fear of Failure

Lesson title: Overcoming our Fear of Failure	
Lesson Code: HPE 3	
Worksheets: <ul style="list-style-type: none">o HPE Lesson 3 - Worksheet 1 – MINDSET: Reframing Challenges	
Learning Area: HPE	Year Level: 9
Timing: 45 Minutes	
Description: <p>Students will learn about the differences between a fixed and growth mindset and explore ways they can reframe their thinking to encourage a growth mindset.</p>	

Curriculum Connections

Personal, social and community health

Identities and change

AC9HP10P01

Analyse factors that shape identities and evaluate how individuals influence the identities of others

Interacting with others

AC9HP10P04

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships

AC9HP10P05

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities

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

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o MINDSET

Resilience Links

- o Hardiness
- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

- o HPE 1

Prerequisites

- o Understand their basic identity or personal basic cultural, social or emotional factors from lesson 1
- o Students have begun their Destiny manifesto

Resources

Questions to prompt students

- o What do you think of failure?
- o If you can't get something, first go, what is your reaction? What do you feel, do, and/or say?
- o What cultural, emotional and societal factors influence your perspective of failure?
- o What do others think of your unique life factors that may be incorrectly prejudiced against you?
- o Do you know anyone like you with similar social/emotional/cultural factors who did amazing things?
- o What challenges did they face and how did they overcome them?

Intended learning outcomes

- What knowledge, skills and values will be the focus of the lesson?
- o Define, identify and adapt to elements contributing to failure that is framed as an opportunity for personal growth
 - o Modify their own behaviours with a growth mindset to persevere through challenges
 - o Growth mindsets can grow resilient behaviours and unlearn destructive ones to individuals and society

Assessment**Students can**

- o Define, identify and adapt to elements contributing to their own failure and those imposed by prejudices
- o Reflect on their failures as an opportunity for personal growth and long-term success
- o Believe that behaviours, intelligence and talents can be developed over time and prejudices/biases can be eliminated through effort and learning
- o Complete Worksheets

Prep (negotiation)**Write on whiteboard**

- o Prepare to write a list of biases, these are also in the student's workbook.
- o Make sure students have their workbook with fixed vs growth mindset image
- o Make some room within the classroom for students to try physical activities or movements they cannot do (yet).
- o Ensure students have their Workbooks with their Destiny Manifesto

Know Want Learn

- o What do students already know about failure perception and how it limits human potential?
- o What do they want to know about a growth mindset and overcoming failure?

Procedure

Intro: (10 minutes)

Explain to the class about *growth vs fixed mindset* by citing Psychologist Carol Dweck, from Stanford University, as the first researcher to explore the idea of *fixed and growth mindsets*. In Dr. Dweck's seminal work, she described the two main ways people think about intelligence or ability as having either:

- o **A fixed mindset:** people believe that their intelligence is fixed and static.
- o **A growth mindset:** people believe that intelligence and talents can be improved through effort and learning.

Those who adopt a growth mindset are more likely to:

- o Embrace lifelong learning
- o Believe intelligence can be improved
- o Put in more effort to learn
- o Believe effort leads to mastery
- o Believe failures are just temporary setbacks
- o View feedback as a source of information
- o Willingly embraces challenges
- o View others' success as a source of inspiration
- o View feedback as an opportunity to learn

Now break the class up into pairs or groups of three to complete activity 1.

Activity 1 (15 minutes)

In small teams, think of something that you can't do (yet). It's easier if it is something a partner can teach you!

Could be physical like a handstand, verbal like a tongue-twister, or something mental like understanding a concept in chess. Now follow these steps to build an understanding of a growth mindset:

1. Without preparing at all, fail spectacularly at the task.
2. Pay attention to your immediate emotional, verbal and physical reaction to failure. What did you do when you failed?
3. Partners should encourage positive self-talk, give helpful feedback and use encouraging phrasing around the above bullet points
"This is a temporary setback Annie, you had your feet in the right place that time and jumped MUCH higher!"
4. Try again and frame that last failure as a step in the right direction and growth at getting better at the task.
5. Did you do better? More importantly, how do you feel?

Activity 2 (15 minutes)

If we don't think we can be who we want to be and other people reinforce this mindset, we can't live happy, fulfilling lives the way we choose.

Use the

HPE Lesson 3 - Worksheet 1 – MINDSET: Reframing Challenges

to write down how you can frame your thinking to be a growth mindset response to failures that come from these challenges.

Example 1

Challenge: Coach says I'm short and I never jump high enough to be a pro basketball player.

Growth Response: I am the perfect height to steal the ball when no one expects it. Plus, I am much faster with my feet to keep defenders guessing.

Example 2

Challenge: Coding is insanely complicated. I don't look like anyone else who does it. How will I ever get a job?

Growth Response: It's not a competition. I can help and learn in a job where I can be proud of who I am. If I have to be or look like someone else to get that job, I wouldn't want to be there anyway.

Example 3

Challenge: I'm too old to start dancing, none of the best dancers are as big as I am.

Growth Response: I can be a source of inspiration for bigger and older people who want to become dancers. If I keep dancing, I can be healthier for myself and not how others perceive me.

Wrap up/sharing (5 minutes)

Reiterate the concepts of:

- o A **fixed mindset:** people believe that their intelligence is fixed and static, and they are born with the skills they have
- o A **growth mindset:** people believe that intelligence and talents can be improved through effort and learning.

Using metaphors for growth and fixed such as concrete (fixed) and a sprouting plant that grows into a fruiting tree (growth) can help students understand, reflect and value the knowledge they've gained in today's lesson.

Students can maintain a growth mindset to overcome the fear of failure instilled by their own thoughts, and the biases of others.

Reflection

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

- o Students can share their thoughts with others who had similar post-it notes on the board in lesson 1.
- o Encourage students to speak or show their friends/family the skill they learned from the lesson and how they feel about it with a growth mindset

Extension ideas

Students who want to take their understanding of the idea of a fixed vs growth mindset could research people who have had success later in life or people who take up a new career after many years.

They may know someone from their own life who has had a big life/career change that they could profile instead if they prefer.

For example:

- o Archie Roach
- o Albert Namatjira
- o Emily Kame Kngwarreye
- o Julia Child
- o Stan Lee
- o Vera Wang
- o Yayoi Kusama

After finding out more about their life, struggles and successes, students could present a short presentation on their chosen person.

Adaptation ideas

If students are struggling with the concept of a growth mindset, you could model how a seed has a growth mindset to become a tree. Draw three vertical panels on a page, and a seed in the first box. Explain that

if a seed has a fixed mindset, it wouldn't bother putting out roots and searching for water and light and will only ever be a seed - it will stay in the ground and rot. But if it believes it can become a tree, then it would do hopeful things - extending roots, starting to sprout, and in the final panel, it will become a strong plant.

Once you have modelled this, encourage students to draw their own three panels showing a transition from something fixed to something that changes (*this might be a personal thing, or something like an egg, or a baby trying to walk, or a person going to get a job or an actor with stage fright*). Get students to discuss what is the point of transition that switches them from "I can't" to "maybe I can" to "Actually - I really can do this".

HPE Lesson 4: PERSEVERANCE - Persistence, Perseverance and Grit

Lesson title: Persistence, Perseverance and Grit

Lesson Code: HPE 4

Worksheets:

- o HPE Lesson 4 - Worksheet 1 - PERSEVERANCE: Persistence, Perseverance and Grit
- o HPE Lesson 4 - Worksheet 2 - PERSEVERANCE: Mantra Cards

Learning Area: HPE

Year Level: 9

Timing: 45 Minutes

Description:

Students will watch TedX talks on grit and come up with a shared definition of Persistence, Perseverance and Grit. Students will use reframing to show how they can rephrase self-talk and have a more positive mindset. After this, students will create mantra cards with positive affirmations that they can use for self-motivation and encouragement.

Curriculum Connections

Personal, social and community health

Identities and change

AC9HP10P01

Analyse factors that shape identities and evaluate how individuals influence the identities of others

Interacting with others

AC9HP10P04

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships

AC9HP10P05

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities

Cross Curriculum Connections

- o Literacy
- o Wellbeing

Workshop links

- o Goals
- o Mindset
- o Making Choices
- o Perseverance
- o Discussion

Resilience Links

- o Adaptability/Flexibility
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

Prerequisites

Resources

- o HPE Lesson 4 - Worksheet 1 – PERSEVERANCE: Reframing your mindset
- o HPE Lesson 4 - Worksheet 2 – PERSEVERANCE: Mantra Cards

Questions to prompt students

- o What does it mean to persist?
- o What is grit?
- o What makes one person happy and another not happy?
- o Is happiness a choice?
- o How can a manifesto help to shape our thinking?

Intended learning outcomes	<p>What knowledge, skills and values will be the focus of the lesson?</p> <ul style="list-style-type: none"> o Perceiving mistakes, failures and challenges as disproportionately small in comparison to the short and long-term benefits on their lives o Appraisal, reframing and self-modification of behaviours that do not serve the intended skill growth or outcome
Assessment	<p>Students can:</p> <ul style="list-style-type: none"> o Mistakes, failures and challenges are perceived as natural, expected factors in the long road towards their goals o Difficult people, scenarios and events are appraised, reframed and behaviour is modified to overcome them by the student o Complete Worksheets
Prep (negotiation)	<ul style="list-style-type: none"> o Make student printout mantra cards from their work book o Students will need to have their workbooks/worksheets o Whiteboard and markers <p>Know Want Learn</p> <ul style="list-style-type: none"> o What do they want to know about perseverance? o What resilient people/personalities will they gravitate towards as an example of perseverance? o How can students express themselves through their knowledge of perseverance? o What difficulties can they expect in the near future and in what ways will perseverance serve them?
Procedure	<p>Intro: (15 minutes)</p> <p>Write the words Persistence, Perseverance and Grit on the board.</p>

Watch the TedX talk

[Grit: The power of passion and perseverance](#)

with Angela Lee Duckworth (06:00)

As a class, come up with a shared definition for the terms Persistence, Perseverance and Grit.

Using a growth mindset approach, how can you stand up for others and persevere against negativity?

Discuss these with the class and any other thoughts on the video.

Activity 1 (5 minutes)

Using

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

students are to find different ways to rephrase things they tell themselves to show a growth mindset.

For example - ‘I can’t’ can become “I can’t do it yet”

Activity 2 (30 minutes)

Create Mantra cards/posters

Discuss how you can use mantras to help build a growth mindset. As a class, come up with a list of mantras or affirmations that could be used to encourage a growth mindset.

Ask students if they have any examples of mantras/affirmations from famous people.

Examples

- o Muhammad Ali: “I am the greatest. I said that before I knew I was”

- o Serena Williams: “No one can tell you who you are except for you”
- o Lizzo talking positively to her belly:
https://www.instagram.com/lizzobeeating/?utm_source=ig_embed&ig_rid=a07bf179-951f-4a28-89ae-fd6dce4fb296

Using the

HPE Lesson 4 - Worksheet 2 - PERSEVERANCE: Mantra Cards

students design and decorate their mantra cards with their own mantras. An example of a mantra card can be found in the students workbook under

HPE Lesson 4 - Worksheet 2 - PERSEVERANCE: Mantra Cards

Students could also use programs like Canva to create digital mantra cards or take photos of their cards and set them as their phone/tablet/laptop wallpaper to give them daily reminders.

- o Mistakes help us grow
- o Be brave enough to be bad at something new
- o It doesn't matter how slowly you go, as long as you don't stop
- o Every mistake you make is progress
- o I can keep going when things are tough
- o I can have a positive attitude
- o I can exercise my mind
- o I never stop asking questions and wondering
- o You haven't failed until you quit
- o I can do my best
- o Progress over perfection
- o Perfect is the enemy of done

Students can share their work with the class or give their posters to a friend or family member.

Wrap up/sharing (5 minutes)

Briefly recap the points that Angela Lee Duckworth goes over in terms of perseverance, persistence and grit.

	<p>Include the knowledge from Lesson 3 on Mindset and how this is a form of proactively using your mindset to grow your perseverance and overcome any internal or external challenges.</p>
<p>Extension ideas</p>	<p>Research online why people can do things even when they're scared.</p> <p>Students should pay attention to the people's physical attributes, mental state, mindset, self-talk professional & personal lives and the pressure they felt.</p> <p>How do these stories guide your understanding of perseverance?</p> <p>Does it change your idea of what being 'brave' is?</p>
<p>Adaptation ideas</p>	<p>Students can work with one another by asking what they dislike about themselves or their lives, and probe deeper into this by repeating the phrase "why?" until they reach a deep level of understanding.</p> <p>Example:</p> <p>"I hate when my dad watches me play soccer"</p> <p>Why?</p> <p>"Because he critiques everything I do"</p> <p>Why?</p> <p>"Because I don't play to his standard"</p> <p>Why?</p> <p>"Because I never score the ball"</p> <p>This can be reframed to something a lot more positive!</p> <p>IMPORTANT: If students are uncomfortable with this, they can tell their partner when an acceptable level of depth has been reached.</p>

HPE 5 – DISCUSSION - Presenting our Destiny Manifesto

Lesson title: Presenting our Destiny Manifesto

Lesson Code: HPE 5

Worksheets:

- o HPE Lesson 5 - Worksheet 1 - DISCUSSION: Manifesto Template
- o HPE Lesson 5 - Worksheet 2 - DISCUSSION: '10 Rules for Living a Happy Life
- o HPE Lesson 5 - Worksheet 3 - DISCUSSION: Reflecting on my learning

Learning Area: HPE

Year Level: 9

Timing: 45 Minutes

Description:

Students will reflect on their learning over the term and will then explore the concept of a Happiness Manifesto, or rules for living. Using the knowledge, they've gained this term; they will write their own Destiny Manifesto with their own 10 rules for a happy life.

Curriculum Connections

Personal, social and community health

Identities and change

AC9HP10P06

Evaluate emotional responses in different situations to refine strategies for managing emotions

Making healthy and safe choices

AC9HP10P09

Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions

AC9HP10P10

Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

Cross Curriculum Connections

Literacy

Wellbeing

General Capabilities

Critical and Creative Thinking

Consider alternatives

evaluate emotional responses in different situations to refine strategies for managing emotions

Analysing

Interpret concepts and problems

Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

Draw conclusions and provide reasons

Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions

Inquiring

Identify, process and evaluate information

Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions

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

Emotional awareness

Evaluate emotional responses in different situations to refine strategies for managing emotions

Self-management

Emotional regulation

Evaluate emotional responses in different situations to refine strategies for managing emotions

Social Awareness

Community awareness

Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

Social Management

Leadership

Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

Workshop links

- o Goals
- o Mindset
- o Making Choices
- o Perseverance
- o Discussion

Resilience Links

- o Coping

- o Meaningfulness/Purpose
- o Optimism
- o Self-efficacy

Related Lessons

Prerequisites

- o HPE Lessons 1-4

Resources

- o HPE Lesson 5 - Worksheet 1 – DISCUSSION
- o HPE Lesson 5 - Worksheet 2 – DISCUSSION
- o HPE Lesson 5 - Worksheet 3 – DISCUSSION

Questions to prompt students

- o Describe your Destiny Manifesto in your own way.
- o How did it change your individual understanding and relationship with resilience?
- o Which of the four previous lessons influenced your thinking most?
- o What did you enjoy/struggle with the most?
- o How do you feel after the project?

Intended learning outcomes

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

- o Explaining the themes of goals, mindset, making choices and perseverance in determining their future personally, professionally and as part of a community
- o Resilience in themselves that exudes outwards into others to challenge prejudice and unconscious biases
- o Identify and define internal and external challenges/failures as opportunities for growth with a growth mindset
- o Modifying their own behaviours to adapt, overcome and persevere through challenges

Assessment

Students can:

- o Goal setting, growth mindset and the qualities of perseverance in building resilient people and communities
- o The role of positive self-talk and negative biases/prejudices
- o The role of a growth mindset in perceiving and overcoming challenges and failures
- o The ability to modify and adapt their own behaviours to overcome challenges/failures
- o Complete Worksheets

Prep (negotiation)

What does the teacher need to get ready for the lesson?

Student's presentations might include:

- o Whiteboard
- o Projector
- o Classroom layout in a specific way to present where all can see

Procedure

Introduction (5 minutes)

Give students some time to reflect on their learning over this term - what were the highlights? What did they learn about themselves?

Activity (25 minutes)

Explain that they will be creating a Destiny Manifesto. This document is like a guide for living a happy life.

Show students examples, such as [Gretchen Rubins Happiness Manifesto](#) from the resource's pages. Students may also relate to other sets of rules for living, such as the 10 commandments from the bible/Koran and Torah, or the poem [Desiderata](#) by Max Ehrmann.

Students then use the

HPE Lesson 5 - Worksheet 1 - DISCUSSION: Destiny Manifesto

to answer the reflection questions on

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

and create their own '10 Rules For Living a Happy Life'

HPE Lesson 5 - Worksheet 2 - DISCUSSION: '10 Rules for living a happy life'

Students can publish and decorate their 10 rules if time allows.

Wrap up/sharing (5 minutes)

Students can choose to present their development in their Destiny Manifesto to the class.

Students must include their desired outcome/goal, how they'll use the strategies to overcome challenges such as biases, their personal mantra and why, plus pay special attention to their use of key resilience themes particularly goals, mindset, making choices, perseverance and the following resilience links:

- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Resources:

<https://gretchenrubin.com/articles/check-out-my-happiness-manifesto/>

<https://www.oecdbetterlifeindex.org/responses/>

<https://www.pursuit-of-happiness.org/science-of-happiness/measuring-happiness/>

<https://www.happiness.com/magazine/science-psychology/measuring-happiness-how-and-why/>

https://en.wikipedia.org/wiki/Gross_National_Happiness

<https://positivepsychology.com/measure-happiness-tests-surveys/#country>

https://www.youtube.com/watch?v=CBGFgUFSV6Y&list=PLmwSPUlix1Q_VEXYSg-TmLQ4HmGOhUNJx

<https://the-happiness-project.com/en-au/blogs/tools/happiness-manifesto>

Desiderata from The Poems of Max Ehrmann edited by Bertha Ehrmann

published by Bruce Humphries, Inc. 1948

The Arts - Visual Arts

GOALS: Visual Arts 1 - Discovering Resilience in Artistic Expression 1

Lesson title: Discovering Resilience In Artistic Expression 1

Lesson Code: VA 1

Worksheets:

- o Visual Arts Lesson 1 - Worksheet 1 - GOALS: The Artist's Way Contract
- o Visual Arts Lesson 1 - Worksheet 2 - GOALS: Mood Board
- o Visual Arts Lesson 1 - Worksheet 3 - GOALS: Self-Portrait Plan
- o Visual Arts Lesson 1 - Worksheet 4 - GOALS: Self-Portrait Sketch

Learning Area: Visual Arts

Year Level: 9

Timing 45: Minute lessons

Description:

This lesson plan covers 2 sessions. In the first session, students will explore how colour psychology affects our perception of moods and feelings. They will explore some self-portraits and examine how the artists use colour to reflect their personalities and moods.

In the second session, students will begin to plan their own self portrait with an artist's contract, goal setting, mood board and planning their ideas.

Curriculum Connections

Visual Arts

Developing practices and skills

AC9AVA10D01

Experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression

Exploring and responding

AC9AVA10E01

Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

Creating and making

AC9AVA10C01

Evaluate critical feedback when planning, developing and refining their visual arts practice

Cross Curriculum Connections

HPE

General Capabilities

- o Critical and Creative Thinking
- o Intercultural Understanding

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

Understand themselves as learners

Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required

Self-Management

Work independently and show initiative

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

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Self-efficacy

Related Lessons

- o Visual Arts 2, 3, 4, 5 - Continuation of Visual Arts project

Prerequisites

Resources

- o Visual Arts Lesson 1 - Worksheet 1 - GOALS: The Artist's Way Contract
- o Visual Arts Lesson 1 - Worksheet 2 - GOALS: Mood Board
- o Visual Arts Lesson 1 - Worksheet 3 - GOALS: Self-Portrait Plan
- o Visual Arts Lesson 1 - Worksheet 4 - GOALS: Self-Portrait Sketch
- o A camera or camera phone is needed

Questions to prompt students:

WARM UP 1

- o What are goals?
- o Why do we need them?
- o What is an 'Artist's Contract'?
- o What difficult issues/emotions might I encounter during this project?
- o What support can I put in place when I struggle with these issues/emotions?

WARM UP 2

- o How are colours used to portray different moods in an artwork?
- o What colours best represent my emotions/values/self-expression or how I wish to be viewed by the world?

ACTIVITY

- o What is my end goal for this project? How do I wish to communicate myself through my self-portrait?
- o What weekly and daily commitments can I make to get me to this desired end goal?
- o What key resilience theme do I want to communicate through my project?

HOME ACTIVITY

- o How have artists experimented with visual arts to develop personal expression?
- o What influences my life choices and in turn, my self-portrait?
- o How does exploring different cultural, geographical and historical factors influence my perspective?

Intended learning outcomes

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

- o Explaining how goal planning sets a foundation for accountability and resilience.
- o Identify multi-perspective artistic factors to reflect on personal life experiences and world views.
- o Articulating emotions through artistic self-expression.
- o Evaluating and developing a personal art project through goal planning that communicates a personal understanding of resilience.

Assessment

Students can:

- o Explain the beneficial outcomes of how goal planning affects accountability and resilience.
- o Evaluate critical feedback when planning, developing and redefining their visual arts project.
- o Identify multi-perspective factors in art to reflect on personal life experiences and world views.
- o Articulate emotions through artistic self-expression
- o Communicate a personal understanding of resilience through developing, reflecting and evaluating their art project.
- o Complete Worksheets

Prep (negotiation)

Know, Want, Learn

- o What do students already know about planning and goals?
- o What do they want to know about artistic expression and goals?
- o What immediate goal-planning strategies and theories can they implement into their lives after this session?

Procedure

This lesson has two sections - a theory lesson where students explore colour psychology and setting goals for self-portraits, and a second section where students can work on their self-portraits.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Session 1

Intro: (5 minutes)

Explain the self-portrait project and goal setting

Describe the intro activity

Explain to students that over the next few weeks, they'll be working on creating a self-portrait. Self-portraits are an interesting style of art because they show the viewer how the artist sees themselves, and are a mirror, or reflection of the creator at that moment in time.

As students learn more about themselves through the CRASHING INTO POTENTIAL program, they will create artwork that shows who they are and is an expression of their identity.

As part of this project, they will explore their own feelings as artists, and look at the work of other artists who have created self-portraits.

Students will be given free rein to choose the style of portrait but should aim to create a piece of art that is approx. A3 in size.

Today's lesson will have two sessions - the first looking at colours and how colours can influence our perceptions, and the second on creating an artist's contract and planning our self-portraits.

Warm Up 1 (40 minutes)

Colour theory is one of the most fundamental areas of painting. Colour theory will help you understand the relationship between

colours, how we perceive them, and the physiological impacts of certain colour combinations.

It is important to add that the colours are neither positive or negative and students may use the psychological meanings of a colour in either way. Example: Blue can mean trust, security and spirituality. However, students may use blue as a means of communicating lack of security in their lives.

Ask students how they feel about:

1. Vincent Van Gogh's '[Dark Felt Hat](#)', '[Portrait of Joseph Roulin](#)' and '[Self-Portrait](#)' - Links to paintings can be found at <http://www.scottbharris.com/...>

Notice:

- How the background and beard is quite serious and intimidating with orange used to accentuate black and brown like fire and ash in Dark Felt Hat. Also, how the darkness of his shadow appears to make a smoke effect.
- How the colour green shows life and blue shows calmness in Joseph Roulin. With soft, swirling natural colours in his beard and flushed cheeks.
- Finally, how green is the focal point with the brush strokes moving away from the eyes in Self-Portrait. The intensity of his orange beard is offset by his green eyes and the softening blue and healthy pink of his skin. Notice the subtle differences in colour to seem more hopeful than Dark Felt Hat.

For students to understand emotion tied to the art.

Van Gogh painted Dark Felt Hat in a time of self-acceptance, as the artist is famously known for seeing himself as a "... failure". This painting captures Van Gogh at his most self-assured after believing he had finally become an established painter and had to express his feelings, as he was well known for.

Van Gogh's Portrait of Joseph Roulin of his friend and postman who's character he greatly respected as a loving father. He strove to respect the realism of his friend Joseph but found himself unable to suppress his own feelings about

him, which found expression in emphatic contours and heightened effects of colour.

Van Gogh painted his 1887 Self-Portrait after studying local artists while living in Paris. He was inspired by their colourful rhythmic brushstrokes and painted himself as a fashionable Parisian. The colours intensify and complement one another: blue and orange in the background, and red/orange and green in the beard and eyes.

2. The period in which Monet created the San Giorgio Maggiore riverscape or seascape painting was when he began losing his eyesight from grey cataracts. Monet later claimed that he wished he might share the experience of a blind person suddenly granted the power of sight. The painting may represent the loss of something and the beginning of something new. Or as day ends, a new night begins and so on.

Once students have discussed the images above, they can undertake their own research on how different artists use colours to create emotions, especially in self-portraits.

Session 2

Warm Up (10 minutes)

- o Artist's Contract explanation
- o The Artist's Way contract
- o Visual Arts Lesson 1 - Worksheet 1 - GOALS: The Artist's Way Contract

Explain to students that an Artist's Contract is a way to self-motivate, establish the terms and conditions of your creative recovery, and hold yourself accountable.

Additionally, the artistic project they'll be working on may raise sensitive issues. Students are provided with a planned self-care section of the contract for self and external support in the event of mental stress. Students are encouraged to plan self-care strategies and plan with friends and/or family for potential mental stress and how to accept and overcome these feelings.

Now get students to read and sign their artist contract in their workbook.

Activity (30 minutes)

Allow students time to research self-portrait ideas online using sites such as Pinterest for inspiration or show some images from searches such as “symbolic self-portrait.”

Students use both

Visual Arts Lesson 1 - Worksheet 2 - GOALS: Mood Board

Visual Arts Lesson 1 - Worksheet 3 - GOALS: Self-Portrait Plan

to create a mind map/plan or sketch of their self-portrait. They should include:

- o Visual Arts project end goal, daily & weekly goals to reach the end goal
- o Chosen key resilience theme
- o The colours, style, influences, and mediums they will use.

If there is enough time, students can use

Visual Arts Lesson 1 - Worksheet 4 - GOALS: Self-Portrait

Sketch to begin sketching their ideas for their portrait.

Wrap up/sharing (5 minutes)

Ask students to share their support systems in place as part of their Artist’s Contract, their resilience theme and how it relates to their colours in their self-portrait.

Reflection

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

- o Discuss with friends your/their Artist’s Contract, colour and chosen key resilience theme for your project

	<ul style="list-style-type: none"> o Talk to family about your colour theme and why you chose those to express yourself artistically
Extension ideas	<p>What can the really advanced kids do to further their knowledge?</p> <p>After taking a photo for your self-portrait:</p> <ol style="list-style-type: none"> 1. Add some filters to explore the way the image changes. 2. How does the photo make you feel when it is darker? Lighter? More saturated with colour or more washed out? 3. Consider these elements to add to your self-portrait
Adaptation ideas	<p>If students are struggling, they can work with a partner to complete the worksheet</p>
Home/School Links	<ul style="list-style-type: none"> o Watch Ahn Do's 'Brush with Fame' and see how he turns their story into a portrait that reflects their personality and life. o Research self-portraiture and what their art communicated about them; Frida Kahlo, Vincent Van Gogh.

Visual Arts - MAKING CHOICES: VA 2 - Discovering Resilience In Artistic Expression

Lesson title: Discovering Resilience In Artistic Expression 2

Lesson Code: VA 2

Worksheets:

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

Learning Area: Visual Arts

Year Level: 9

Timing: 45 Minutes

Description:

This lesson has two sections - a theory lesson where students explore the work of some famous artists who had to overcome times of adversity and use this as a motivation in their art.

The second session provides students time to work on their self-portraits.

These lessons can be taught over one 90 minute period, or over two consecutive lessons of 45 minutes each.

Curriculum Connections

Visual Arts

Developing practices and skills

AC9AVA10D02

Reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

AC9AVA10D01

Experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression

Exploring and responding

AC9AVA10E01

Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

AC9AVA10E02

Investigate the ways that First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice

Creating and making

AC9AVA10C01

Evaluate critical feedback when planning, developing and refining their visual arts practice

Cross Curriculum Connections

- o HPE
- o Aboriginal and Torres Strait Islander Histories and Cultures

General Capabilities

- o Critical and Creative Thinking
- o Intercultural Understanding
- o Personal and Social capability
- o Literacy

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

Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required

Self-Management

Work independently and show initiative

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

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o Choices

Resilience Links

- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Self-efficacy

Related Lessons

- o Visual Arts 2, 3, 4, 5 - Continuation of Visual Arts project

Prerequisites

- o VA Lesson 1 - Discovering Resilience In Artistic Expression 1

Resources

- o Visual Arts Lesson 2 - Worksheet 1 - MAKING CHOICES: Artists Who Overcame Adversity
- o A camera or camera phone

Questions to prompt students:

Warm Up - Presentation of famous artworks

- o With your knowledge of colour theory from the previous lesson, how do the presented works of art make me feel?
- o What specific elements make me feel this way? Shapes/colours/position of objects/contrasts?

- o How does the art I'm presented reflect on my colour palette and key resilience theme?
- o What difficult feelings/issues/emotions/memories do these artists display that I also feel? Which ones do I NOT feel, but allow me added insight into the resilience struggles of others?
- o What specific support can I put in place when I struggle with these issues/emotions during the project? Think of specific people, strategies and others in the class who you might be able to support.

WARM UP 2

- o How are colours used to portray different moods in an artwork?
- o What colours best represent my emotions/values/self-expression or how I wish to be viewed by the world?

ACTIVITY

- o What is my end goal for this project? How do I wish to communicate myself through my self-portrait?
- o How am I communicating my key resilience theme through my project?

HOME ACTIVITY

- o How have artists experimented with visual arts to develop personal expression?
- o What influences my life choices and in turn, my self-portrait?
- o How does exploring different cultural, geographical and historical factors influence my perspective?

Intended learning outcomes

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

- o Experimenting with and evaluating ways of structuring ideas in sketches, studies, annotated digital images and journal entries.
- o Collaborating with other students and groups, such as family and community groups, to generate and support ideas for artworks through the project process.
- o Identify multi-perspective artistic factors to reflect on personal life experiences and world views.
- o Articulating emotions through artistic self-expression.
- o Evaluating and developing a personal art project through goal planning that communicates a personal understanding of resilience.

Assessment

Students can:

- o Experiment and evaluate the structure of ideas and develop an inspiration journal to support these.
- o Collaborate and support other students in generating ideas for their project and building on a support system.
- o Evaluate critical feedback when planning, developing and redefining their visual arts project.
- o Identify multi-perspective factors in art to reflect on personal life experiences and world views.
- o Articulate emotions through artistic self-expression
- o Communicate personal understanding of resilience through developing, reflecting and evaluating their art project.
- o Complete Worksheets

Prep (negotiation)

Use Projector or screen if possible

1. Have the artwork links ready to show the class.

2. Have questions for students about their feelings ready and allotted time for a few student discussions aloud with the rest of the class.
3. Keep the emotional context of the artists ready for some explanation after discussions and reflect with the class on the accuracy of their impressions and creativity when students feel differently.

TIP: There are no wrong answers to how people react to art.

Know, Want, Learn

- o What do students already know about colour theory from the previous lesson?
- o What do they want to know about the artists behind the presented artworks?
- o What colour theory principles can they implement in self-expression in their daily lives? E.g. colour choice in clothes, what marketing is trying to evoke in you emotionally, how to create an environment around you that supports your resilience theme in colour.

Procedure

This lesson has two sections - a theory lesson where students explore the work of some famous artists who had to overcome times of adversity and use this as a motivation in their art.

The second session provides students time to work on their self-portraits.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45-minutes each.

Intro: (5 minutes)

- o Explain that students will be presented art and they should pay attention to their initial 'gut feeling' about them

- o Ask students to refer to their colour theory worksheet from lesson one to provide insight. What are the colours saying to you? Do they match the psychological triggers? Why or why not?

Activity 1 (30 minutes)

Put students in groups of 2-3 and make sure they all have a copy of a copy of

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

in their workbook. This handout has a table for students to complete with one artist to be designated per group. Students are to reflect on the artist's resilience, what they felt about their art and how they can link it to their self-portrait project.

1. FRIDA KAHLO's [‘The Two Fridas’](#)

Background/context for student discussion:

- o At the age of six Kahlo was stricken with polio. At age 18 she was in a bus when it overturned and suffered a broken spinal column, a broken collarbone, and 11 fractures in her right leg. Throughout her life she had relapses of tremendous pain and fatigue, and underwent more than 30 operations in her lifetime. Frida also lost three children.
- o These paintings evoke powerful women such as goddesses or ‘tehuanas’, appropriating the identities of these Amazon matriarchs. Through her art she reflected and transcended her suffering and loss. In her highly personalized style, she exposed intimate aspects of herself. Her paintings were a type of catharsis, releasing sorrow and pain associated with her physical trauma.

Quote from the artist: “I paint self-portraits, because I paint my own reality. I paint what I need to. Painting completed my life. I lost three children and painting substituted for all of this. I am not sick, I am broken. But I am happy to be alive as long as I can paint.”

Takeaway point: What images/metaphors can you add to your art project? How do they complement your resilience theme and

colour palette?

2. **VINCENT NAMATJIRA's** [‘Stand strong for who you are.’](#)
Background/context for student discussion:

- o The self-portrait is of the artist himself alongside Australian Rules footballer Adam Goodes. Namatjira reconnected with the footballer after viewing the documentary *The Final Quarter*, which explored Goodes' final season with the AFL, having felt a heightened connection with Goodes' experience with racism.

Quote from the artist: Namatjira said that he and Goodes shared “some similar stories and experiences – of disconnection from culture, language and Country, and the constant pressures of being an Aboriginal man in this country. We’ve also both got young daughters and don’t want them to have to go through those same experiences.”

Takeaway point: How would you describe this artwork in resilience terms? Perhaps pick a resilience theme.

3. **VINCENT VAN GOGH's** [‘Self-Portrait with Bandaged Ear’](#)
Background/context for student discussion:

- o The painting shows Van Gogh a week after leaving hospital treatment for cutting off most of his left ear following an argument with a friend and fellow painter.
- o Van Gogh faced many mental health issues during his life when the science of the mind was in its infancy. He had seizures, bouts of paranoia, psychotic episodes and admitted himself to psychiatric hospitals on his own admission. The staff knew the best way to help Van Gogh with his bouts of mental illness was through art therapy. He created more than 100 drawings and 150 paintings while in care.
- o The conflict of the vibrant, positive colour use in the background and the muted clothing he wore in the cold, bitter winter is the world Van Gogh found himself in. Where the background colours seem to work in harmony to complement one another, the use of green and blue on Van Gogh's skin and clothes makes him seem almost sickly and monotonous.

- o The outside world he found fascinating, if not intimidating. While himself he thought of as needing protection, feeling vulnerable and untrusting of his own mind.

Takeaway point: What therapy can this art project provide you? What do you have inside that you'd wish to get out in a healthy way? REMINDER: Can be positive emotions you're insecure about, not just negative ones.

4. EDVARD MUNCH's ['The Scream'](#)

Background/context for student discussion:

- o The Scream depicts extreme anxiety and uncertainty. The man in the foreground is a character Munch used to display his disconnection from himself after he is lost in the wilderness, a true story when he himself was lost and couldn't find his companions (pictured above and to the left).
- o Munch had a fear of disconnection, from people and from sanity as his sister was deemed insane at the time. Notice how the person has no hair, no gender or apparent skin colour. They have lost all semblance of being an individual human. The fence symbolises the only structure keeping the individual from madness, which is the flowing, blackened river behind him.

Quote from the artist: "Can only have been painted by a madman."

Takeaway question: Who are we when we are alone? Without expectations of others? Are we vulnerable/free/lonely/open?

5. MEYNE WYATT's ['Meyne'](#)

Background/context for student discussion:

- o Meyne painted the Archibald Prize-winning portrait as a COVID-19 project, the first painting he'd made in over 10 years and the first Indigenous artist to win any of the prizes on offer in the Archibald Prize in its 99-year history. Meyne had no formal training, only the hours spent with his mum, who also is an award-winning artist.
- o The style of the painting could depict strength in uncertain times. With the dark background and heavy shading, the

colours depict the ever-present indigenous culture of Meyne even in dark times.

- o Meyne's expression appears to be confidently quizzical. As if he's questioning the person viewing the art and imposing on them a sense of self-reflection? The interesting part is Meyne was not confident in the painting, or his abilities as a painter.
- o Quote from the artist: "I decided to paint myself because there would be no one to offend if the painting wasn't any good"
- o If time allows, students might view Meyne's passionate speech on the ABC's Q and A program, where he recites his monologue from his play, City of Gold (Language warning) - a link to Meyne's speech can be found at [www.scottbharris.com.au/...](http://www.scottbharris.com.au/)
- o (<https://thewest.com.au/news/indigenous-australians/kalgoorlie-actor-meyne-wyatt-makes-impassioned-speech-on-indigenous-injustice-on-qa-ng-b881571960z>)

Takeaway point: How do you see yourself? How different is this to how you assume the world sees you?

6. JACKSON POLLOCK's '[Mural](#)'

Background/context for student discussion:

- o Pollock faced a harsh trio of borderline personality disorder, alcoholism and the pressure of success. In a time when borderline personality disorder was not understood and mental health care was difficult to access, Jackson expressed his anguish through his art.
- o His style was described as 'action painting', since he covered the entire canvas and used the force of his whole body to paint, often in a frenetic dancing style.

- o While not a self-portrait, Pollock's 'Mural' can be considered a self-portrait of his mind. Particularly of its inability to be stable or predictable, and so, the art is his body's interpretation of his mind.

Quote from the artist: Pollock described his art as "*motion made visible memories, arrested in space*"

Takeaway: How can you allow your art to translate the feelings you can't express? What do these feelings look like? Shape, colour, size etc.

Wrap up/sharing (5 minutes)

- o Recap the artworks vocally:
- o Frida Kahlo - Imagery and colour
- o Vincent Namatjira - Cultural resilience and belonging
- o Vincent Van Gogh - Emotions expressed in art therapy
- o Edvard Munch - Who are you really?
- o Meyne Wyatt - What differences are there in how you view yourself vs the world?
- o Jackson Pollock - What can you express with your art that you can't in words?

Session 2

Warm Up (10 minutes)

Students share their goals for the session and what they're going to work on in this session for their self-portrait.

Students then gather their materials and work on their self-portraits.

Reflection

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

	<ul style="list-style-type: none"> o Discuss with students/friends/family the art you saw in class and the way it made you feel/not feel. o Ask the above what art they enjoy. Or, if they haven't explored art yet, ask them about their feelings about art and explore artworks online searching for these feelings.
Extension ideas	Create an inspiration journal to collect photos, text, objects, thoughts and ideas of your chosen key resilience theme for your project
Adaptation ideas	Teacher can assign a style and colour to a student with examples after discussing their answers to the questions. Deeper reflection aided by the teacher may be required.
Home/School Links	Create an inspiration journal to collect photos, text, objects, thoughts and ideas of your chosen key resilience theme for your project

Visual Arts 3 - MINDSET- Building a positive mindset for a Resilient Tomorrow

Lesson title: Building a positive mindset for a Resilient Tomorrow

Lesson Code: VA 3

Worksheets:

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

Learning Area: Visual Arts

Year Level: 9

Timing: 45 Minutes

Description:

This lesson has two sections - a theory lesson where students explore the theme of resilience and how this can be used in their lives by working backwards from problems. They will also look at the work of Frida Khalo and her use of colour and symbolism. In the second session, students will continue to work on their self-portraits.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Curriculum Connections

Visual Arts

Developing practices and skills

AC9AVA10D02

Reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

AC9AVA10D01

Experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression

Creating and making

AC9AVA10C01

Evaluate critical feedback when planning, developing and refining their visual arts practice

Cross Curriculum Connections

- o HPE

General Capabilities

- o Personal and Social Capability
- o Critical and Creative Thinking

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

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o Mindset

Resilience Links

- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Self-efficacy

Related Lessons

- o Visual Arts 1, 3, 4 and 5 - Continuation of Visual Arts project

Prerequisites

- o VA Lesson 1 & 2 - Discovering Resilience in Artistic Expression 1 & 2

Resources

- o Visual Arts Lesson 1 - Worksheet 1 - GOALS: The Artist's Way Contract
- o Visual Arts Lesson 1 - Worksheet 2 - GOALS: Mood Board
- o Visual Arts Lesson 1 - Worksheet 3 - GOALS: Self-Portrait Planner
- o A camera or camera phone is needed

Questions to prompt students:

ACTIVITY 1 - Working Backwards

- o What little habits lead to big problems needing big resilience in your life?
- o If you showed some mini-resilience on a daily basis, what changes would you have in your life?
- o Would these come at a cost?

ACTIVITY 2 - How much does a little resilience cost?

- o What are some issues you face that pop up out of nowhere and leave you scrambling to recover?
- o Work backwards and explore why this happens? Is there a process or series of events that let this happen?
- o What small, daily behaviour or activity could you do to stop this issue from becoming a crisis, or mitigate the consequences when it does happen?

E.g. Brushing teeth every day so you don't need to get a tooth pulled out!

- o What do you feel from acknowledging the small things in life that add up?
- o Does it make sense? Does it scare you? Is it a relief?
- o What will you do with this information?

Intended learning outcomes

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

- o Explore the resilience themes of coping and self-efficacy particularly in regards to their self-belief in making better choices today for a better tomorrow.
- o Self-reflection on day-to-day lives and categorising daily tasks to conserve the resilience required should they become a crisis.
- o Documenting and reflecting on their own visual arts practice.
- o Experimenting with and evaluating ways of structuring ideas in sketches, studies, annotated digital images and journal entries.
- o Collaborating with other students and groups, such as family and community groups, to generate and support ideas for artworks through the project process.
- o Articulating emotions through artistic self-expression.

Assessment

Students can:

- o Identify and account for future challenges by making smarter daily decisions.
- o Reflect on what is costing greater resilience when a crisis occurs and how small acts of resilience mitigate this.
- o Document and reflect on the themes of resilience in their lives and communicate this in their art
- o Evaluate critical feedback when planning, developing and redefining their visual arts project.
- o Articulate emotions through artistic self-expression
- o Communicate personal understanding of resilience through developing, reflecting and evaluating their art project.
- o Complete Worksheets

**Prep
(negotiation)**

Know, Want, Learn

What do students know about stress and what makes stressful situations? Mention **time** and **importance** and **consequences** as factors in the amount of stress and resilience.

What do they **want** to know about daily resilience and overcoming the need for resilience to overcome challenges?

Students can acquire the **self-efficacy** to change the course of their lives with small daily choices. They can understand, reflect and engage in behaviours that allow them more freedom, less stress and less disappointment.

If possible, provide an example in your own life. Preferably showing some weakness and vulnerability to engage the students with honesty.

- o What can require resilience at the drop of a hat in your life?
- o What small behaviours do/do not attribute to this?
- o What can be done about it?
- o What does your life look like if you did engage in better daily choices?

Procedure

This lesson has two sections - a theory lesson where students explore the theme of resilience and how this can be used in their lives by working backwards from problems. They will also look at the work of *Frida Khalo* and her use of colour and symbolism. In the second session, students will continue to work on their self-portraits.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Intro: (5 minutes)

Explain to the class that getting ahead of our problems takes a small amount of resilience now, but a lot more later when we make poor daily choices. In adult life, health, financial and social issues - just to name a few - are the result of small behaviours.

Try and share some of challenges you've faced in life and the resilience you showed. Relate this topic of resilience back to your experiences.

Activity 1 (20 minutes)

Working backwards for a resilient future

- o Name a problem that requires resilience and seems to arise out of nowhere. Something that ruins your day, week, month or year.
- o Can be dealing with a certain type of person, subject at school, sporting challenge, or the way you think/feel about yourself. Don't limit yourself to the obvious!
- o Now, work backwards to discover why this problem happens. Is it bad luck? Poor planning? Or is there a small behaviour/task you could do (or not do) to make sure this challenge doesn't happen?
- o Discover areas where you can eliminate options to make these small choices simpler.

E.g. give your phone to your parents when it's time to do your homework, when to say no, or blocking out time in your day to build on good habits and prevent negative outcomes later.

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

(to work backwards and find solutions to some common struggles.)

Activity 2 - 15 mins

Using Frida Kahlo's use of colour and symbolism with your knowledge of colour theory, ask yourself:

- o What do you feel from acknowledging the small things in life that add up?
- o Does it make sense? Does it scare you? Is it a relief?
- o Select some imagery and metaphor to communicate this feeling and process in your daily struggles with resilience.
- o Combine the above to your colour palette and add it to your self-portrait project

Example 1: white being clean/pure, while red is pain and black is the hole in a tooth, to continue our dentist metaphor.

Example 2: [The cliffs](#) staying firmly in place no matter the size of the crashing waves. The white is chaotic, the shifting colours on the cliffs represent sturdiness over time.

Session 2

Students can continue to work on their self-portraits.

Wrap up/sharing (5 minutes)

Recap:

- o Small bouts of resilience daily cost less than large ones out of control later on.
- o The choices we make today determine the type of tomorrow we have, good or bad.
- o Ask students to reflect on how imagery and colour together shape our feelings and emotions, particularly in regards to their self-discovery of daily resilience

Reflection

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

- o Activity 2 can be a reflective task that is beneficial for caregivers as well. Students can communicate their understanding and acknowledgement of where responsibility unchecked can add up to bigger challenges in the future.

Students can use this process:

	<ol style="list-style-type: none"> 1. Tell caregiver that you understand why a specific challenge occurs in your life. (Bonus points if it frustrates them, such as not cleaning your room!) 2. Walk backwards through the process of how the problem grows. E.g. My room is a huge mess > I throw my clothes on the ground after school and leave dirty dishes in there when I'm studying > I'm so tired after school and I know I have study to do 3. Work on a solution together E.g. Maybe you have pre-planned snacks made by parents and eat them at the table while you study. Do you have a hamper for your dirty clothes? Can you make a promise to yourself to put them in the machine as soon as you're home? 4. Keep each other accountable and have fun with it!
<p>Extension ideas</p>	<p>Add objects and metaphors to your inspiration journal.</p> <ul style="list-style-type: none"> o What do your challenges and solutions to this look like? o What colour are they? o Which artists have explored similar themes before and what imagery have they used?
<p>Adaptation ideas</p>	<p>Ask students about their challenges and stressful situations. Guide them to backtrack towards the cause that can be addressed with good daily choices. Now, discover the feelings around the stressful situation and the positive daily choices and discover an object/s from these feelings.</p>

E.g. fire, snow, car, seedling, animal etc

Does your favourite sports team have a mascot?

If so, it more than likely captures the spirit of your team, including team colours.

What is your mascot and team colours for your life?

What object or image represents your ability to make resilient choices?

Visual Arts – PERSEVERANCE - Perseverance Takes Shape

Lesson title: Perseverance Takes Shape

Lesson Code: VA 4

Worksheets:

- o Visual Arts Lesson 4 - Worksheet 1 - PERSEVERANCE: Journal
- o Visual Arts Lesson 4 - Worksheet 2 - PERSEVERANCE: Understanding Perseverance
- o Visual Arts Lesson 4 - Worksheet 3 - PERSEVERANCE: Understanding Shape Theory
- o Visual Arts Lesson 4 - Worksheet 4 - PERSEVERANCE: Artwork Label

Learning Area: Visual Arts

Year Level: 9

Timing: 45 Minutes

Description:

This lesson has two sections - a theory lesson where students explore their understanding of what it means to persevere with something and how shapes can be used to represent feelings, moods and themes of perseverance. In the second session, students will finalise and prepare their self-portraits for display.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Curriculum Connections

Visual Arts

Developing practices and skills

AC9AVA10D01

Experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression

Exploring and responding

AC9AVA10E01

Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

Creating and making

AC9AVA10C01

Evaluate critical feedback when planning, developing and refining their visual arts practice

Cross Curriculum Connections

- o HPE

General Capabilities

- o Critical and Creative Thinking
- o Intercultural Understanding

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

Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required

Self-Management

Work independently and show initiative

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

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o Perseverance

Resilience Links

- o Coping
- o Meaningfulness/Purpose
- o Optimism
- o Self-efficacy

Related Lessons

- o Visual Arts 1, 2, 3 - Continuation of Visual Arts project

Prerequisites

Resources

- o Visual Arts Lesson 1 - Worksheet 1 - GOALS: The Artist's Way Contract
- o Visual Arts Lesson 1 - Worksheet 2 - GOALS: Mood Board
- o Visual Arts Lesson 1 - Worksheet 3 - GOALS: Self-Portrait Planner Worksheet 1 VA 4 Journal
- o Visual Arts Lesson 4 - Worksheet 2 - PERSEVERANCE: Understanding Perseverance
- o Visual Arts Lesson 4 - Worksheet 3 - PERSEVERANCE: Understanding Shape Theory
- o Visual Arts Lesson 4 - Worksheet 4 - PERSEVERANCE: Artwork Label
- o A camera or camera phone

Questions to prompt students

WARM UP

- o What makes you happy, sad, angry and excited?
- o When you're happy/excited, what can stop you from feeling this way?
- o What are some strategies to keep these positive feelings when the above tries to stop you?
- o When you're sad or angry, what are some strategies for you to feel calmer or at peace with these feelings? Is it a friend/place/activity or a way of thinking that you've learned?
- o What is your own understanding of perseverance?
- o Where do you need to show it in your life?
- o What difficulties do you have with it?

ACTIVITY 1 - Shape Theory

- o What is shape theory?
- o How does it express emotions and feelings?
- o How does shape theory tie in with colour theory?

Intended learning outcomes	<p>What knowledge, skills and values will be the focus of the lesson?</p> <ul style="list-style-type: none"> o Communicating deep emotions, values and self-perception through the artistic use of shapes and colour. o Understanding the nature of perseverance, particularly in terms of coping and self-efficacy. o Identifying meaning behind human psychology in regards to shape theory o Articulating emotions through artistic self-expression. o Evaluating and developing a personal art project through goal planning that communicates a personal understanding of perseverance.
Assessment	<p>Students can:</p> <ul style="list-style-type: none"> o Identify and communicate deep emotions, values and self-perception through shape and colour theory o Reflect on personal life experiences and those of fellow students with differing world views. o Identify and articulate emotions relevant to perseverance and shape theory through artistic self-expression o Communicate a personal understanding of perseverance through developing, reflecting and evaluating their art project. o Complete Worksheets
Prep (negotiation)	<p>Create a worksheet or write on the whiteboard the warmup questions.</p> <p>Include shape theory explanation</p> <p>Know, Want, Learn</p> <p>What do students already know about shape theory/perseverance?</p> <p>What do they want to know about artistic expression and goals?</p> <p>What immediate benefits can they implement into their projects after this session?</p>
Procedure	<p>This lesson has two sections - a theory lesson where students explore their understanding of what it means to persevere with something and how shapes can be used to represent feelings, moods and themes of</p>

perseverance. In the second session, students will finalise and prepare their self-portraits for display.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Warm Up (10 mins)

Ask the students the following questions and have them write their responses on

Visual Arts Lesson 4 - Worksheet 1 - PERSEVERANCE: Journal

- o What makes you happy, sad, angry and excited?
- o When you're happy/excited, what can stop you from feeling this way?
- o What are some strategies to keep these positive feelings?
- o When you're sad or angry, what are some strategies for you to feel calmer or at peace with these feelings?
- o Is it a friend/place/activity or a way of thinking that you've learned?

Describe perseverance and relate it back to the warmup:

Perseverance is defined as: persistence in doing something despite difficulty or delay in achieving success.

Now we can relate this definition back to the warmup. As we asked questions about both positive and negative perseverance, the students will have a more rounded understanding.

E.g.

- o "How do I persevere in staying happy despite X?"
- o "How do I persevere when feeling sad/anxious/angry?"
- o "How do I persevere when a goal is very important?"

Students can complete the journaling exercise on

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

in their own time.

Activity 1 - Shape theory (15 mins)

The shapes an artist uses can have a big impact on the way you, the viewer, interpret and emotionally connect to the artwork.

Geometrical shapes are the ones we've seen since we were babies. In fact, as human beings we recognise shapes before we recognise language.

- o **Curving** shapes such as circles depict calmness and softness like balls, our parent's muscly arms that would hold us, and many types of food.
- o **Sharp-edged** shapes like triangles and stars can depict agitation and potential danger.
- o **Squares and rectangle** types are supported evenly in four corners and appear rigid or protective depending on its use in art.

Biomorphic shapes appear organic or natural - made from rounded, curving, and sometimes wavy edges and suggest living organisms or natural forces e.g. human form, stones, leaves, puddles, plant life, clouds.

Implied Shapes are created by the psychological connection of dots or lines



In addition to your colour theory, light-coloured shapes convey happiness whereas dark-coloured shapes convey sorrow.

Examples:

Square: [Broadway Boogie Woogie by Piet Mondrian](#)

Description: tiny squares of blue, yellow, red, and white, represent the animated streets of Manhattan city. Broadway of New York is full of energy, light, and life, just like the painting.

Round: [MoPOP Museum, Seattle](#) by Frank Gehry

Description: MoPOP's exterior conveys all the energy and fluidity of music. Three-thousand panels, made up of 21 thousand individually cut and shaped stainless steel and painted aluminium shingles, encase the outside of the building. Their individual finishes respond to different light conditions and appear to change when viewed from different angles, reminding audiences that music and culture is constantly evolving.

Implied: [Various](#)

Description: As this shape theory requires more understanding. Here is a link to explore the ways that artists have used implied shapes and lines. From capturing the viewer's eye to leading it along the image in a certain way.

Combination: [Weeping Woman by Pablo Picasso](#)

Description: Picasso depicted the sufferings of the war through a weeping, agonised woman, clutching a handkerchief to her face to stop her constant tears.

The **broken and implied lines** represent a shattered mirror. The grey colour on the lower half of her face depicts her lifelessness and dullness, while the green represents the soldiers' illness.

The **sharp edges** of the triangles distort her face, bringing out her struggles. The **broken geometric shapes** are parallel to the vanquished existence during times of war. The focus is entirely on her **contorted** and **sad** face, which brings out the **sombre** mood of this geometric art.

Additionally, the use of colour is backward. As the black and white draw attention instead of the use of vivid colour.

Question:

- o What shape does the specific obstacle/challenge/crisis you uncovered in Lesson 3 - Mindset make to you?
- o What shape does your personal relationship with perseverance take?
- o It can be simple, or complex with a few shapes working together or against one another.

Students can complete the journaling exercise on

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

as an extension to this lesson.

Wrap up/sharing (5 minutes)

Ask students to share their thoughts and feelings on the lesson.

- o What shapes mean something in theory, but you don't feel that way?
- o What combinations of shape and colour make you feel a certain way? E.g. red triangles pointing down make me feel anxious!
- o Why do you think this is? Does the combination of shape and colour remind you of something? E.g. danger labels, road signs

TIP: If students are finding the project difficult, this is a good place to start thinking about resilience and their relationship with perseverance!

Session 2 (45 minutes)

Students can continue working on their art project and add the elements of perseverance and shape theory. By the end of this session, students should be finalising their self-portraits and preparing them for display.

Once finished, students should complete the information on

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

with the following details:

	<ul style="list-style-type: none"> o Name of artist o Name of your artwork o Year o Materials used o Description of the work (colours, key themes, influences) <p>Once reviewed by the teacher, students can enter the content onto the template provided and print for display with their artwork.</p>
Reflection	<p>How will I get students to reflect on their learning? How can I use assessment information to improve student learning?</p> <p>Ask questions about where the combination of shape and colour can be seen.</p> <ul style="list-style-type: none"> o Why are the particular shapes and colours used?
Extension ideas	<p>What can the really advanced kids do to further their knowledge?</p> <ol style="list-style-type: none"> 1. Search the internet for specific artworks that heavily involve shape theory. 2. Before reading the explanation of the art - or looking at the title of the art itself - take note of your initial reaction. 7. Does it match the feeling of the art? Or does the title and description change your perception?
Adaptation ideas	<p>Pick an artwork that ties into your chosen key resilience theme and use the shapes involved as inspiration for your self-portrait.</p>
Home/School Links	<ol style="list-style-type: none"> 1. Find a famous painting or photograph 2. Study the way it captures your eye and the lines your eye follows 3. Print it out and draw over the lines that form shapes, even implied ones 4. Do the shapes you've drawn have emotional significance to shape theory? Did your eye follow the lines you've drawn at first glance? 5. Do they reflect on your resilience theme?

6. Write down your thoughts and add them to your inspiration journal and/or bring them to class

DISCUSSION: VA 5 - Self-Portrait Presentation

Lesson title: Self-Portrait Presentation	
Lesson Code: VA 5	
Worksheets: <ul style="list-style-type: none">o Visual Arts Lesson 5 - Worksheet 1 - DISCUSSION: Reflection	
Learning Area: Visual Arts	Year Level: 9
Timing: 45 -90 Minutes	
Description: <p>Students will reflect on their learning this term in Visual Arts with time for journaling and will then share their artworks with the class.</p> <p>At the end of the presentations, students will be given an opportunity to ask questions and provide feedback to each other on their work.</p>	

Curriculum Connections

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

Social Management

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o Discussion

Resilience Links

- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

- o Visual Arts 1, 2, 3, 4 - Continuation of Visual Arts project

Prerequisites

- o Visual Arts Lesson1 - Goals
- o Visual Arts Lesson 2 - Mindset
- o Visual Arts Lesson 3 - Making Choices
- o Visual Arts Lesson 4 – Perseverance

Resources

- o Students must have their workbooks from previous worksheets from other lessons as a reference to concepts.

Questions to prompt students

- o Describe your self-portrait in your own way.
- o How does it communicate your individual understanding and relationship with resilience?
- o Which of the four previous lessons influenced your self-portrait most?
- o Can you explain the use of colour, shape, and metaphor?
- o What crises/challenges are communicated within your artwork? How?
- o What did you enjoy/struggle with the most?
- o How do you feel after the project?

<p>Intended learning outcomes</p>	<p>What knowledge, skills and values will be the focus of the lesson?</p> <ul style="list-style-type: none"> o Deep connection to resilience themes through the use of visual art o Articulating emotions through artistic self-expression.
<p>Assessment</p>	<p>Students can:</p> <ul style="list-style-type: none"> o Describe their personal connection to resilience, through their artwork o Students display goal setting, an understanding of mindset, making choices, and perseverance throughout the process of and in creating their artwork. o Complete Worksheets
<p>Prep (negotiation)</p>	<p>Know Want Learn</p> <p>What have students learned about themselves?</p> <p>What can students learn from their peers to better understand them?</p> <p>What further learning can the students undertake?</p> <p>How can I foster further learning in resilience and art after this project?</p>
<p>Procedure</p>	<p>Intro: (5 minutes)</p> <p>Describe the reflection activity</p> <p>Students will be given time to reflect on their learning in Visual Arts over the term. Using</p> <p><i>Visual Arts Lesson 5 - Worksheet 1 - DISCUSSION: Reflection,</i></p> <p>they should answer the reflection questions on:</p> <ul style="list-style-type: none"> o How they found the process of creating a self-portrait o What new things they learnt about themselves o What did they learn about overcoming adversity and persistence from their self-portrait

- o What was their biggest challenge in creating a self-portrait
- o What was one thing they will take with them from these sessions
- o How did this exercise help them grow as an artist

Describe the process of the presentation

Students get a few minutes each to present their artwork

- o Have your key resilience theme, colour/shape theory, and other connections to resilience in visual art ready
- o Students can have an opportunity to ask questions and provide positive feedback to each other as they present.

Wrap up/sharing (5 minutes)

Express the more common themes you found from the presentations and why you feel that way. Is it connected to their age? Expectations? Cultural norms?

Reflection

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

- o Encourage students to share their feelings with others about their self-portrait. Particularly if they were much different to yours.
- o Share your experience with your family at home. Mention to your family other student’s projects that had an impact on you.

Adaptation ideas

If students are struggling, they can ask questions while they are presenting:

“What resilience theme do you see in my portrait?”

“How do you see my feelings about myself?”

The Arts – Performing Arts

Performing Arts 1 - GOALS- Goal setting a Musical/Drama Project

Lesson title: Goal setting a Musical/Drama Project

Lesson Code: PA 1

Worksheets:

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

Learning Area: Performing Arts

Year Level: 9

Timing: 2 x 45 Minute sessions

Description:

This lesson has two sections - a theory lesson where students decide on their resilience them and plan their performance. In the second session, students are given time to script and practice their performance.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Before beginning these sessions, teachers will need to ensure they have a copy of a marking rubric for the relevant performing arts area (Music, Drama, dance). This may be your school-based assessment rubric, or another subject based rubric.

Curriculum Connections

Dance

Exploring and responding

AC9ADA10E01

Investigate performers' and/or choreographers' use of elements of dance, choreographic devices, genre- or style-specific techniques, conventions and/or production elements to communicate and/or challenge ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts

Developing practices and skills

AC9ADA10D01

Develop and refine safe dance practice, expressive and technical skills and genre- or style-specific techniques

AC9ADA10D02

Reflect on own and others' use of the elements of dance, choreographic devices, structure, genre- or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices

Creating and making

AC9ADA10C01

Choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating elements of dance, choreographic devices and/or structure

Presenting and performing

AC9ADA10P01

Rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques

Drama

Exploring and responding

AC9ADR10E01

Investigate use of elements of drama, performance skills and/or conventions to communicate and/or challenge ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts

Developing practices and skills

AC9ADR10D01

Develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to communicate the physical and psychological aspects of roles and characters consistent with intentions

AC9ADR10D02

Reflect on their own and others' drama or practices to refine and inform their use of elements of drama, conventions and/or approaches to shape and sustain dramatic action

Creating and making

AC9ADR10C01

Improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning

AC9ADR10C02

Rehearse and refine drama making deliberate aesthetic choices to unify dramatic meaning

Music

Exploring and responding

AC9AMU10E01

Investigate composers' and/or performers' use of elements of music, compositional devices and/or vocal/instrumental techniques in music from a range of cultures, times, places and/or other contexts

Developing practices and skills

AC9AMU10D01

Develop, practise and refine the use of listening/aural skills and style-specific vocal/instrumental skills/techniques to interpret music and communicate expressive effects

AC9AMU10D02

Reflect on their own and others' music to inform choices they make as composers and performers about how they will interpret and/or manipulate elements of music and/or compositional devices

Creating and making

AC9AMU10C01

Interpret music in a variety of forms and styles, manipulating the elements of music and/or compositional devices, and using style-specific vocal/instrumental techniques to communicate ideas, perspectives and/or meaning

AC9AMU10C02

Compose music, manipulating and combining elements of music and compositional devices relevant to chosen styles and/or forms to communicate ideas, perspectives and/or meaning and notate, document and/or record the music

Presenting and performing

AC9AMU10P01

Rehearse and present planned performances of music they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skills

Cross Curriculum Connections

- o HPE

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

Understand themselves as learners

Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required

Self-Management

Work independently and show initiative

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

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Work collaboratively

Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

Prerequisites

- o Understand that music, dance and drama have been used for centuries to express moral and ethical issues with many subjective answers and meanings

Resources

- o Your schools own Performing Arts project criteria sheet to give to students
- o Sheet must include a group's chosen resilience theme

Questions to prompt students

- o What is drama?
- o What is a musical? Can you name some famous ones?
- o How have we used these mediums to express ourselves?
- o How is it different from visual arts? Especially in regards to our senses.

Intended learning outcomes

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

- o Students plan, execute and collaborate with one another to develop their capability and confidence in dance, drama, music or a combination of the above.
- o Students use dance, drama and/or music to express resilience in purposeful and creative ways that are informed by their shared understanding.

Assessment

Students must:

- o Show communication, planning and goal-setting skills to achieve and express a mutually beneficial visual arts outcome
- o Students develop and display several resilience links in their collaborative planning, development and presentation of their performing arts piece.
- o Complete Worksheets

Prep (negotiation)

Write on whiteboard

- o Bullet point the main objective and limitations of the project
- o Explanation of the marking criteria

Know Want Learn

What do they want to know about resilience in performing arts?

What stories in performing arts will they gravitate towards? E.g. Shakespeare's tragedies

How can students own the project and add their personal and group contributions?

Procedure

This lesson has two sections - a theory lesson where students decide on their resilience and plan their performance. In the second session, students are given time to script and practice their performance.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Intro: (5 minutes)

Describe the performing arts project

Including:

- o Resilience links: Hardiness, Coping, Adaptability/Flexibility, Meaningless/Purpose, Optimism, Regulation of emotions and cognition, Self-efficacy
- o What students will be assessed on (this may be your schools marking guide, state-based assessments or ACARA marking guides)
- o Students will be scripting, rehearsing and refining their performance each lesson until the final performance in the last session of term. Their final performance piece will be a 2–3-minute group performance.

Activity 1 (15 minutes)

Students will create your group of approx. 3 students. As a group they need to

- o Decide on a resilience theme and an outcome of this as the moral story to be expressed.
 - o Determine if you will create a musical or a dramatic performing art.
 - o Choose who will play what characters?
 - o Choose the music, costume and props they'll need
 - o Fill in details of their groups performance on
- Performing Arts Lesson 1 - Worksheet 1 - Goals: Group performance

Activity 2 (15 minutes)

Students will research independently or in pairs. They will need to find an actor/musician of their choice and research:

1. What were their barriers? What struggles did they have?
2. What resilience themes come to mind when the students learned of their story?
3. Collect specific language, words, brainstormed ideas and explore their journey to find inspiration for your group's artistic expression of resilience.
4. How can the information they've gathered help them set goals that benefit their project?
5. Put their findings on

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

Wrap up/sharing (10 minutes)

Students briefly explain to the class their group's resilience theme and how they will be performing.

Session 2 (45 minutes)

Students spend time scripting and practicing their performance.

Reflection

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

Ask them about their chosen theme and why they chose it.

- o Was it an individual choice? Do all three of you feel the same way?
- o If not, use this in your character selection process. E.g. One student doesn't feel they are optimistic and that is the theme. Can they play a pessimistic character?
- o If yes, what is the shared outcome of this resilience theme? What presents challenges to this theme? What is its anti-thesis? These will help develop the story and moral.

Extension ideas	<p>What can the really advanced kids do to further their knowledge?</p> <p>Research on Shakespeare, particularly:</p> <ul style="list-style-type: none"> o King Lear: Coping (with mortality) and Decision Making/Choices (with love and inheritance) o MacBeth: Perseverance: (dark side of seeing challenges as opportunities, corruption) Emotional regulation (revenge, effects of negative self-talk) o Romeo & Juliet: Perseverance (control & commitment), Coping (with loss), Choices (and their implications/consequences)
Adaptation ideas	<p>If students are struggling, they can reflect on their resilience themes, their choices for the performance and other issues with the teacher.</p> <p>This lesson is student based and there is ample time for teacher input and support in planning.</p>
Home/School Links	<p>Go home and find 5 characters similar to those you will play or that are in your play.</p> <p>Make note of their ties to resilience, what they ‘want’ in the story and how their individual story arc is resolved.</p>

References:

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

CRASHING INTO POTENTIAL Workshop Series - Goals

Performing Arts 2 -MAKING CHOICES - Making Choices and Acting Resilient

Lesson title: Making Choices and Acting Resilient

Lesson Code: PA 2

Worksheets:

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

Learning Area: Performing Arts

Year Level: 9

Timing: 2 x 45 Minute sessions

Description:

This lesson has two sections - a role playing session where students practice different scenarios that demonstrate being optimistic, adaptable and being able to regulate their emotions. In the second session, they are given time to continue working on and practicing their performance.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Curriculum Connections

Dance

Developing practices and skills

AC9ADA10D01

Develop and refine safe dance practice, expressive and technical skills and genre- or style-specific techniques

AC9ADA10D02

Reflect on own and others' use of the elements of dance, choreographic devices, structure, genre- or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices

Creating and making

AC9ADA10C01

Choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating elements of dance, choreographic devices and/or structure

AC9ADA10C02

Apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning

Drama

Exploring and responding

AC9ADR10E01

Investigate use of elements of drama, performance skills and/or conventions to communicate and/or challenge ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts

Developing practices and skills

AC9ADR10D01

Develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to communicate the physical and psychological aspects of roles and characters consistent with intentions

AC9ADR10D02

Reflect on their own and others' drama or practices to refine and inform their use of elements of drama, conventions and/or approaches to shape and sustain dramatic action

Creating and making

AC9ADR10C01

Improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning

AC9ADR10C02

Rehearse and refine drama making deliberate aesthetic choices to unify dramatic meaning

Presenting and performing

AC9ADR10P01

Perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions to shape the drama.

Music

Presenting and performing

AC9AMU10P01

Rehearse and present planned performances of music they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skills

Cross Curriculum Connections

HPE

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

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Work collaboratively

Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

- o Adaptability/Flexibility
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

Prerequisites

- o Understand people have a choice in difficult situations. Sometimes there is the choice to do something or nothing at all, especially when it can make things worse.
- o Knowledge of dwelling on the past is not productive. People who dwell too much on past failures or successes are not moving themselves and others forward

Resources

- o Your own Performing Arts project criteria sheet to give to students

Questions to prompt students

- o What is drama?
- o What is a musical? Can you name some famous ones?
- o How have we used these mediums to express ourselves?
- o How is it different from visual arts? Especially in regards to our senses

Intended learning outcomes

- What knowledge, skills and values will be the focus of the lesson?
- o Rehearse and refine dramatic and musical project understanding through role-playing optimistic, adaptable and appropriate responses to difficult scenarios
 - o Adhere to and understand different perspectives of people with varying levels of resilience

Assessment

- Students show:**
- o An understanding of the key resilience themes; optimism, adaptability/flexibility and regulation of emotions and cognition
 - o The creation and development of characters in regards to positive and negative self-talk
 - o Students can reflect on their own and others' drama or musical practices to refine and inform their performing arts project
 - o Complete Worksheets

Prep (negotiation)

- Write on whiteboard**
- o Bullet point the main objective and limitations of the project
 - o Explanation of the marking criteria

Know Want Learn

What do they want to know about optimism, adaptability/flexibility and regulation of emotions & cognition?

What characters/personalities do they know that exhibit these factors?

How can students apply and reflect on their knowledge of the above in their project?

Procedure

This lesson has two sections - a role playing session where students practice different scenarios that demonstrate being optimistic, adaptable and being able to regulate their emotions.

In the second session, they are given time to continue working on and practicing their performance.

These lessons can be taught over one 90 minute period, or over two consecutive lessons of 45 minutes each.

Intro: (15 minutes)

Use the definitions on

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

to explain the resilience themes of:

- o Optimism - a feeling that good things will happen and that something will be successful
- o Adaptability/flexibility - the quality of being able to change or be changed in order to deal successfully with new situations
- o Regulation of emotions and cognition - being able to regulate your emotions refers to a person's ability to effectively manage and respond to an emotional experience

And how they apply to human interactions and conflict.

Optimistic people tend to think things will be okay and they may be **adaptable** and **flexible** when social situations don't go as expected and they have the skills/strategies/tools/support to maintain resilience throughout.

Regulation of emotions and cognition means that people don't get overwhelmed by events that happen to them and can control their emotional responses to situations. Being able to control how you

respond to stressful, unexpected or anxious situations is an important step to overcome adversity. When you are able to take the emotions out of a situation, you will be able to respond more calmly and rationally.

Encourage students to discuss with a partner when they have practiced these resilience themes or experienced a situation where they needed to use these skills.

Activity 1 (20 minutes)

Resilience Roleplay

1. In their project groups, students take turns at being a resilient and non-resilient (yet) character.
2. The remaining students can choose the theoretical situation the actors are in and the characters they will play.

E.g.

- A father and daughter at a playground
- A boss giving an employee constructive feedback
- A customer who does not like their haircut

Give all students a chance to be the resilient one without changing characters. Discuss the parts, choices and dialogue you enjoyed with the class and what you learned.

Wrap up/sharing (10 minutes)

Recap resilience in social situations and how it applies to their projects. Touch on the role of the following resilience links and how they dictate positive and negative outcomes when making choices when interacting with others.

- o Optimism
- o Adaptability/flexibility
- o Regulation of emotions and cognition

Session 2 (45 minutes)

Students can continue scripting and practicing their performance with attention to:

	<ul style="list-style-type: none"> o The choices in dialogue they liked from the exercise o The right/wrong way certain characters acted and the choices they made o What resilience links they should develop o What could have happened if said character showed more/less resilience
<p>Reflection</p>	<p>How will I get students to reflect on their learning? How can I use assessment information to improve student learning?</p> <p>Ask them about what seemed unrealistic in their role play.</p> <ul style="list-style-type: none"> o Why did it feel that way? Is it unrealistic, or is it just different than what you're used to? o Who is someone you love talking to because of their optimism, adaptability/flexibility and regulation of emotions & cognition? o How do they make you feel? Are these characteristics infectious when you are around them?
<p>Extension ideas</p>	<p>What can the really advanced kids do to further their knowledge?</p> <p>Look at how famous character actors get ready for roles as villains and heroes. Try to find actors who have played both, such as:</p> <ul style="list-style-type: none"> o Daniel Day-Lewis o Meryl Streep o Leonardo Di Caprio o Denzel Washington o Helena Bonham-Carter

Adaptation ideas

If students are struggling, they can model their acting from an already existing character they know.

Questions to ask may include:

- o How does being this character make you feel?
- o Rate your resilience from 1-10. Why did you pick that?
- o What is the most difficult part of the role play?

Home/School Links

See the above actors and the mix of characters they play.

Look into their specific ways of showing/lacking:

- o Optimism
- o Adaptability/flexibility
- o Regulation of emotions and cognition

And how the consequences/outcomes for this play out.

Performing Arts 3 - MINDSET - Mindset of characters in a Musical/Drama Project

Lesson title: Mindset of characters in a Musical/Drama Project

Lesson Code: PA 3

Worksheets:

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

Learning Area: Performing Arts

Year Level: 9

Timing: 2 x 45 Minute sessions

Description:

This lesson has two sections - a role playing session where students reflect on the use of self-talk as a dramatic tool, and how this can be used in dialogue during performances. They will establish the connections between positive self-talk and the way people act and consider how they can include this in their performance piece.

In the second session, they are given time to continue working on and practicing their performance.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Curriculum Connections

Dance

Exploring and responding

AC9ADA10E01

Investigate performers' and/or choreographers' use of elements of dance, choreographic devices, genre- or style-specific techniques, conventions and/or production elements to communicate and/or challenge ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts

Developing practices and skills

AC9ADA10D01

Develop and refine safe dance practice, expressive and technical skills and genre- or style-specific techniques

AC9ADA10D02

Reflect on own and others' use of the elements of dance, choreographic devices, structure, genre- or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices

Creating and making

AC9ADA10C01

Choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating elements of dance, choreographic devices and/or structure

AC9ADA10C02

Apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning

Presenting and performing

AC9ADA10P01

Rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques

Drama

Exploring and responding

AC9ADR10E01

Investigate use of elements of drama, performance skills and/or conventions to communicate and/or challenge ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts

Developing practices and skills

AC9ADR10D01

Develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to communicate the physical and psychological aspects of roles and characters consistent with intentions

AC9ADR10D02

Reflect on their own and others' drama or practices to refine and inform their use of elements of drama, conventions and/or approaches to shape and sustain dramatic action

Creating and making

AC9ADR10C01

Improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning

AC9ADR10C02

Rehearse and refine drama making deliberate aesthetic choices to unify dramatic meaning

Music

Exploring and responding

AC9AMU10E01

Investigate composers' and/or performers' use of elements of music, compositional devices and/or vocal/instrumental techniques in music from a range of cultures, times, places and/or other contexts

Developing practices and skills

AC9AMU10D02

Reflect on their own and others' music to inform choices they make as composers and performers about how they will interpret and/or manipulate elements of music and/or compositional devices

Creating and making

AC9AMU10C01

Interpret music in a variety of forms and styles, manipulating the elements of music and/or compositional devices, and using style-specific vocal/instrumental techniques to communicate ideas, perspectives and/or meaning

Cross Curriculum Connections

- o HPE

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

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Work collaboratively

Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

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

Related Lessons

Prerequisites

- o Understand that music, dance and drama have been used for centuries to express moral and ethical issues with many subjective answers and meanings
- o Understand the general themes of drama and musicals to communicate morals, stories and ideas

Resources

- o Your own Performing Arts project criteria sheet to give to students

Questions to prompt students

- o What is drama?
- o What is a musical? Can you name some famous ones?
- o How have we used these mediums to express ourselves?
- o How is it different from visual arts? Especially in regards to our senses.

Intended learning outcomes

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

- o Students can develop performance skills and/or techniques to manipulate elements and conventions of drama and music
- o Students can communicate the physical and psychological aspects of roles and characters consistent with intentions

Assessment

Students can:

- o Show collaborative performance skills/techniques to communicate their chosen resilience theme
- o Understand the creation and development of characters in regards to positive and negative self-talk
- o Reflect on their own and others' drama or practices to refine and inform their performing arts project
- o Complete Worksheets

Prep (negotiation)

Write on whiteboard

- o Bullet point the main objective of the project
- o Explanation of the marking criteria

Know Want Learn

What do they want to know about building characters in fictional settings?

What characters/personalities will they gravitate towards? E.g. Young adult fiction, popular characters in films and modern musical artists.

How can students express themselves through their knowledge of the above?

Procedure

This lesson has two sections - a role playing session where students reflect on the use of self-talk as a dramatic tool, and how this can be used in dialogue during performances. They will establish the connections between positive self-talk and the way people act and consider how they can include this in their performance piece.

In the second session, they are given time to continue working on and practicing their performance.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Intro: (15 minutes)

Describe the role of self-talk in dictating our thoughts which in turn dictate our feelings and actions. Students may refer to the worksheet:

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

for a detailed explanation of what self-talk is and how to use positive self-talk.

Explain developing optimistic self-talk, empathy, focusing on effort rather than results, surrounding yourself with positive people, recognizing and challenging negative self-talk and reflections of positive events in their lives.

In an open discussion, students can think of a film/book/play that reflects on their chosen key theme for their performance. In the discussion, they should be able to discuss parallels between their performance and the film/book/play that has similar themes.

- o What characters revolve around this and what do they 'want'?
- o Ask students how the planned characters in your project speak to themselves, others and how this helps/hurts them reaching their goals

Activity 1 (25 minutes)

Allow groups to work among themselves and proceed with the questions:

1. Think of the dialogue in your performance art.
2. Which characters, if any, show empathy and optimism?
3. Which ones show despair and pessimism?
4. Even better, which characters mix them up? Can be empathetic to others in their pessimism, "I know it's hard for you. It's always like this. Will it ever get better?"

Session 2 (45 minutes)

Students can continue building on their characters and practicing their performance, paying attention to:

- o How does the character look? Include clothing as well as facial expressions and physique
- o What music or phrases come to mind that display the underlying mindset of the character? E.g. in Harry Potter, the character of Hagrid, a large and lovable character, says, "What's comin' will come, an' we'll meet it when it does." Scenes with Hagrid in them are usually met with warm, lofty string music that is calming and reassuring.

Wrap up/sharing (5 minutes)

Recap self-talk and how it applies to their characters. This will inform the dialogue that the students will create. It will also be important when seeing how the characters interact with one another through conflict and resolution.

Reflection

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

	<p>Ask them about their character and why they developed them in that way.</p> <ul style="list-style-type: none"> o Are they based on someone or something? o What character do you feel most strongly about in your project? o Is it a specific feeling: Anger, frustration, happiness, hopelessness, inspiration? o What is the reason you feel this way?
<p>Extension ideas</p>	<p>What can the really advanced kids do to further their knowledge?</p> <ol style="list-style-type: none"> 1. Take an optimism test (such as https://www.idrlabs.com/optimism-pessimism/test.php) and see how optimistic you are 2. Take it again as a person with negative self-talk 3. Take it a final time as a person with realistic positive self-talk <p>Ask yourself if you have a deeper understanding of how something so overlooked can be so important to mindset.</p>
<p>Adaptation ideas</p>	<p>If students are struggling, they might be showing elements of negative self-talk. Use this opportunity to relate their present experience to the material.</p> <ul style="list-style-type: none"> o How does this activity make you feel? o Rate your confidence from 1-10 on the thing you're struggling with o Imagine what it would feel like to get a higher confidence rating - what needs to change to move your feelings to a higher level? o What is the most difficult part of the task and how would someone with positive self-talk feel/speak/think/do about it?
<p>Home/School Links</p>	<p>Try role-playing with your friends and family as characters with differing levels of positive and negative self-talk.</p> <p>Tip: voices and letting them know they're part of the game are optional!</p>

- o Eeyore from Winnie the Pooh
- o Kimmy from The Unbreakable Kimmy Schmidt
- o Yoda from Star Wars
- o Michael Scott from The Office

Performing Arts 4 - PERSEVERANCE - The Ps of Perseverance

Lesson title: The Ps of Perseverance	
Lesson Code: PA 4	
Worksheets: Performing Arts Lesson 4 - Worksheet 1 – Perseverance: What is Perseverance?	
Learning Area: Performing Arts	Year Level: 9
Timing: 2 x 45 Minute sessions	
Description <p>This lesson has two sections - a role playing session where students reflect on how their characters can show perseverance, and how they can show this in their performance piece.</p> <p>In the second session, they are given time to continue working on and practicing their performance.</p> <p>These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.</p>	

Curriculum Connections

Dance

Developing practices and skills

AC9ADA10D01

Develop and refine safe dance practice, expressive and technical skills and genre- or style-specific techniques

AC9ADA10D02

Reflect on own and others' use of the elements of dance, choreographic devices, structure, genre- or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices

Creating and making

AC9ADA10C01

Choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating elements of dance, choreographic devices and/or structure

AC9ADA10C02

Apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning

Drama

Exploring and responding

AC9ADR10E01

Investigate use of elements of drama, performance skills and/or conventions to communicate and/or challenge ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts

Developing practices and skills

AC9ADR10D01

Develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to communicate the physical and psychological aspects of roles and characters consistent with intentions

AC9ADR10D02

Reflect on their own and others' drama or practices to refine and inform their use of elements of drama, conventions and/or approaches to shape and sustain dramatic action

Creating and making

AC9ADR10C01

Improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning

AC9ADR10C02

Rehearse and refine drama making deliberate aesthetic choices to unify dramatic meaning

Presenting and performing

AC9ADR10P01

Perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions to shape the drama.

Music

Presenting and performing

AC9AMU10P01

Rehearse and present planned performances of music they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skills

Cross Curriculum Connections

- o HPE

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

Social Awareness

Appreciate diverse perspectives

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social Management

Work collaboratively

Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

- o Adaptability/Flexibility
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

Prerequisites

- o Understand that stories have been used to communicate morals and codes to people for thousands of years.
- o A base level understanding that perseverance is a resilience factor

Resources

- o Your own Performing Arts project criteria sheet to give to students

Questions to prompt students

- o What is drama?
- o What is a musical? Can you name some famous ones?
- o How have we used these mediums to express ourselves?
- o How is it different from visual arts? Especially in regards to our senses.

Intended learning outcomes

- What knowledge, skills and values will be the focus of the lesson?
- o Rehearse, refine and explore the factors of perseverance in theory to develop a story that communicates resilience to an audience
 - o Knowledge of perseverance is made up of hardiness (challenge, control, and commitment.) and self-efficacy

Assessment

- Students can:**
- o The ability to develop a story through exploring, refining and rehearsing a dramatic/musical project
 - o An understanding of perseverance as the combination of hardiness and self-efficacy
 - o The creation and development of characters in regards to positive and negative self-talk
 - o Their own perseverance characteristics and apply it to their project
 - o Complete Worksheets

Prep (negotiation)

- Know Want Learn**
- What do they already know about perseverance?
- What misconceptions do they have about it? E.g. is it physical? Is it all about 'toughness'?
- What characters/personalities do they know that exhibit these factors?
- How can students apply and reflect on their knowledge of the above in their project?
- o What planning can I do with others?
 - o How can I find out what the students already know? How can I build on their knowledge and experiences?
 - o How can I give students some ownership of the lesson by determining content? What choices can I offer students within the lesson?

Procedure

This lesson has two sections - a role playing session where students reflect on how their characters can show perseverance, and how they can show this in their performance piece.

In the second session, they are given time to continue working on and practicing their performance.

These lessons can be taught over one 90-minute period, or over two consecutive lessons of 45 minutes each.

Intro: (20 minutes)

Explain perseverance in terms of:

- o **Hardiness** as a result of challenge, control, and commitment.
- o **Challenge** means seeing problems or stressors as opportunities. Individuals with this trait accept change as part of life and don't expect life to be easy. We need to teach students that persevering through a challenge after a failure is the only doorway to great achievement.
- o **Control** is taking charge of the things you have power over. People who understand control let go of the things that they have no power over so they can direct the energy to more important things.

The stoic philosopher, Epictetus, said, "The chief task in life is simply this: to identify and separate matters so that I can say clearly to myself which are externals not under my control, and which have to do with the choices I actually control. Where then do I look for good and evil? Not to uncontrollable externals, but within myself to the choices that are my own..." Epictetus won his freedom as an ancient Roman slave when his owner asked him what his secret to happiness was.

- o **Commitment** is being dedicated to a cause or activity, usually one that makes things better for the person or the ones they care about. Commitment is rising to the challenge, taking control and staying there with useful strategies like goal setting and support.
- o **Self-efficacy** is the belief that you can overcome a problem, obstacle or challenge. An important part of self-efficacy is

that 'confidence comes from competence' and nothing is more valuable than practice and the help of others who are more experienced or knowledgeable.

Students will fill out

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

TIP: Think about something you have never done before and how much better you are from just the second time trying.

Activity 1 (20 minutes)

Applying Perseverance Pieces to your story

Now that we understand the mindset, choices and actions of the characters in your story, how do they persevere to meet their goals?

Perseverance is a powerful characteristic for a person whether they use it for good, evil or against someone fighting for the same goal.

Start applying the factors of **Hardiness** (challenge, control, and commitment) and **Self-efficacy** to your characters.

In your group, explore these questions to discover more about your character:

- o How do they address challenges?
Fight them head-on, seek help, cheat/lie/betray, use technology?

- o How do they navigate control?
Do they try and master it/steal it from others (this is a weakness!) Or do they share control and power over themselves? Are they anxious over things they can't control? Or are they more optimistic? What actions do they take?
TIP: This question ties into self-talk very nicely!

- o What happens when things don't go to plan? Do they have a plan to begin with? How is their commitment tested and what strategies/resources do they have to bolster their resolve?
- o What does the character feel about themselves (self-talk)? What are they competent at and how does this dictate their response to challenges, control, and commitment? Do they have a history that allows them this competence? Do they have a reason or fear of developing competence?

Session 2 (45 minutes)

Students can continue scripting and practicing their performance with attention to the way characters show perseverance.

Wrap up/sharing (5 minutes)

Recap Hardiness (challenge, control, and commitment) and Self-efficacy. Reflect on how these can be used in making characters interesting and how students can use these in everyday life.

- o How we respond to challenges
- o How we take control of what we have power over
- o How we commit to the goal or outcome
- o How self-efficacy comes from experience and practice

Reflection

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

What did you most easily relate to? **Hardiness** (challenge, control, and commitment) or **Self-efficacy**?

What struck a chord with you that you have not developed yet?

- o Did it feel good or bad?
- o Is it unrealistic (out of your control)?
- o Is it a challenge to your self-perception?
- o Does the commitment to developing that resilience seem achievable?
- o Why/why not?

<p>Evaluation</p>	<p>Does your self-talk stop you from trying/practising/seeking help or support?</p> <ul style="list-style-type: none"> o What worked well? What would I modify? What would I do differently next time? o Which students do I need to follow up? What do I need to build on in the next lesson? o How can I use the assessment information to improve student learning?
<p>Extension ideas</p>	<p>What can the really advanced kids do to further their knowledge?</p> <ol style="list-style-type: none"> 1. Ask someone you know how they talk to themselves when they try and fail. Make sure you tell them they are not being judged. 2. See if their self-talk reflects on the mentioned perseverance factors 3. Discuss with them how you feel Hardiness (challenge, control, and commitment) or Self-efficacy may be helping/hurting their ability to persevere <p>Things to consider:</p> <ul style="list-style-type: none"> o Do they blame the task/equipment/environment or themselves? o What do they literally say compared to how they feel? o Do they laugh at the silliness of it? Do they get frustrated easily? o What stages do they go through e.g. confidence > silliness > frustration > anger > despair
<p>Adaptation ideas</p>	<p>Students can pick one Hardiness or Self-Efficacy feature and build their character around this.</p> <p>Answer yes/no to the following and pick one to go into detail.</p> <p>Hardiness (challenge, control, and commitment) and Self-efficacy</p> <ul style="list-style-type: none"> o Does my character like challenges? o Does my character want control/power? o Is my character committed to their goal? o Do they use positive or negative self-talk? <p>This will still provide students with an outline for a character</p>

E.g.

1. The character in their project was decided as being a villain.
2. He/she/they do not like challenges, so they might cheat or lie
3. They want control/power and they make the heroes turn on each other to avoid challenge
4. They are willing to do anything to achieve their goal
5. The character uses positive self-talk to commit to their goal and explain away the fear of challenges

Performing Arts 5 - DISCUSSION - Musical/Drama Presentation

Lesson title: Musical/Drama Presentation

Lesson Code: PA 5

Worksheets:

- o Performing Arts Lesson 5 - Worksheet 1 - DISCUSSION

Learning Area: Performing Arts

Year Level: 9

Timing: 2 x 45 Minute sessions

Description:

Students will share their performances with the class, then spend some time reflecting on their learning this term in Performing Arts in their journals.

At the end of the presentations, students will be given an opportunity to ask questions and provide feedback to each other on their work.

Curriculum Connections

Dance

Presenting and performing

AC9ADA10P01

Rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques

Drama

Presenting and performing

AC9ADR10P01

Perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions to shape the drama.

Music

Presenting and performing

AC9AMU10P01

Rehearse and present planned performances of music they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skills

Cross Curriculum Connections

HPE

General Capabilities

Personal and Social Capability

Social Management:

Work collaboratively

Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Make decisions

Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Workshop links

- o GOALS

Resilience Links

- o Hardiness
- o Coping
- o Adaptability/Flexibility
- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition
- o Self-efficacy

Related Lessons

- o Performing Arts 1, 2, 3, 4

Prerequisites

- o Students must have attended a minimum of 3 previous classes

Resources

- o Your own Performing Arts project criteria sheet to give to students

Questions to prompt students

- o What is your project?
- o What is your key resilience theme?
- o **Post-performance:** Explain the mindset, choices and perseverance of the characters in your story

<p>Intended learning outcomes</p>	<p>What knowledge, skills and values will be the focus of the lesson?</p> <ul style="list-style-type: none"> o Performing a musical/drama piece to communicate a story with characters displaying the resilience links in mindset, choices and perseverance. o Collaboratively working in an ensemble using acting/singing/dancing skills to perform a scripted drama/musical that communicates a deeper understanding of resilience
<p>Assessment</p>	<p>Students can:</p> <ul style="list-style-type: none"> o Show the ability to communicate a deeper understanding of resilience, its outcomes and its value in a performance art piece o Show a collaboration successfully utilising acting/singing/dancing skills in a scripted drama/musical that communicates a deeper understanding of resilience o Complete worksheets
<p>Prep (negotiation)</p>	<p>Know Want Learn</p> <p>Learn the names, titles and key factors that each group will be presenting</p> <p>Ensure all students know performances are to be between 2-3 minutes long</p> <p>Plan a timekeeper</p> <p>Create a marking assessment sheet to checklist the key areas are covered</p>

Procedure

Intro: (5 minutes)

Explain procedure:

1. Students have between 2-3 minutes to present
2. Before presenting, students must inform the class of the name of their project, what questions it asks of resilience and what theme it explores
3. When students have 30 seconds left a timer will sound
4. After the performance, students can briefly explain the mindset, choices and perseverance of the characters in their story

Activity 1 (40 minutes)

Students present their resilience themed pieces and respond to questions.

Session 2:

Intro: (5 minutes)

Describe the reflection activity

Students will be given time to reflect on their learning in Performing Arts over the term. Using

Performing Arts Lesson 5 - Worksheet 1 - DISCUSSION: Reflection

they should answer the reflection questions on:

- o How they found the process of creating a performance piece
- o What new things they learnt about themselves
- o What did they learn about overcoming adversity and persistence from their performance
- o What was their biggest challenge in creating a performance piece
- o What was one thing they will take with them from these sessions
- o How did this exercise help them grow as an artist

Activity (30 minutes)

	<p>Students journal their reflections as above</p> <p>Wrap up/sharing (10 minutes)</p> <p>Teacher shares brief thoughts on each project.</p> <p>What worked, what they felt, what similarities and what questions were proposed by the students.</p> <p>Thoughts on the overall presentation of groups in regards to goal setting and planning, character mindset, choices and perseverance.</p> <p>The class can share an open dialogue with remaining time with their thoughts on the project of others in terms of resilience and performing arts used to communicate a resilience theme.</p>
Reflection	<p>How will I get students to reflect on their learning? How can I use assessment information to improve student learning?</p> <p>Ask ‘why?’ when students give an answer that has some depth behind it but no explanation.</p> <ul style="list-style-type: none"> o Evaluate the choices and the outcomes of those choices in the story. What type of resilience factor would have mitigated/prevented that outcome if it was present/absent in the character’s choice?
Extension ideas	<p>What can the really advanced kids do to further their knowledge?</p> <ul style="list-style-type: none"> o Seek out a performing arts troupe or where to find more information o Give resources on how to develop stories further for students showing interest <p>Search online for preparation, processes, insider information and documentaries about the performing arts as an industry</p> <p>Search and discover pathways to the performing arts at university and beyond</p>

Adaptation ideas

If students are worried or anxious about performance, the audience is encouraged to be supportive and aid the student in any way.

Audience can close their eyes, leave the room, smile approvingly, allow performers to close their eyes and breathe and so on.

Teachers can organise a few practice performances in the assessment setting to acclimate students to the environment.

Allow students to look at notes or read from a script if necessary.

Allow students to pick when they would like to perform in group order.