



CRASHING INTO **POTENTIAL**

YEAR 6 – APPRENTICE PROGRAM

HOME/SCHOOL COMMUNICATIONS

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We respectfully acknowledge the traditional custodians of the land on which we live, learn, and create, the Wurundjeri people of the Kulin Nation.

We pay our respects to their Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples who have cared for this land for thousands of years.

We also acknowledge the diverse Aboriginal and Torres Strait Islander peoples from across Australia whose lands our work reaches.

We honor their rich cultures, histories, and ongoing connection to the land, and commit to listening, learning, and walking together on the journey of reconciliation.

Home/School communications

Welcome to the Communication Templates Document for the CRASHING INTO POTENTIAL Program.

This document is designed as a practical resource to assist you, the educators and staff involved in delivering the CRASHING INTO POTENTIAL program, with tailored communication templates. These templates aim to streamline the process of informing and engaging parents, caregivers, and the broader school community about the program's progress, highlights, and outcomes.

The templates provided here are meant to serve as a foundation for your communications, ensuring consistency and clarity in messaging about the CRASHING INTO POTENTIAL program. Each template is customizable to allow for the inclusion of specific details and anecdotes from your experience with the program, making each communication uniquely relevant to your school community.

Contained within this document, you will find:

Letter to Parents/Caregivers Template: A ready-to-use template to introduce the program to parents and caregivers, outlining its objectives, significance, and ways they can support their child's journey through the program.

Newsletter Article Template: A brief article designed for inclusion in the school's newsletter at the program's commencement, providing an overview of the program and setting expectations.

Weekly News Summary Template: Suggested wording for concise updates that can be integrated into the school's newsletter. These updates are intended to share weekly learning highlights and reflections from students, keeping the school community connected to the program's journey.

End of Program Reflection Template: Guidance on crafting a reflective summary of the program's impact and achievements, suitable for sharing with the school community as a celebration of the students' growth and learning.

We hope this document proves to be a valuable tool in your efforts to keep parents, caregivers, and the wider school community informed and engaged with the CRASHING INTO POTENTIAL program. Your role in fostering an environment of understanding, support, and celebration of our students' journey towards resilience cannot be overstated.

Thank you for your commitment to this important initiative.

Parent letter before commencement of the program

[Date]

Dear Parents and Guardians,

We are excited to introduce the CRASHING INTO POTENTIAL program, a comprehensive initiative designed to empower our Year 6 students with the skills and understanding necessary to navigate life's challenges with resilience and determination. This program, linked to the Australian Curriculum (ACARA), draws upon the inspiring work of Scott B. Harris and the research of Professor John Hattie of Melbourne University. It aims to foster personal growth, empathy, and a proactive approach to overcoming adversity.

Program Overview:

CRASHING INTO POTENTIAL is a structured program comprising ten sessions, each focused on critical aspects of resilience, including goal setting, perseverance, positive mindset, and informed decision-making. Scott B. Harris will be sharing his lived experiences, providing a powerful example of resilience in action. Through engaging activities, reflective exercises, and practical projects, students will explore how to apply these concepts in their own lives.

Goals and Importance:

The program's primary goal is to equip students with the tools to build and maintain resilience through life's ups and downs. Understanding and developing resilience at this formative stage is crucial, as it supports emotional well-being, academic success, and personal growth.

Outcomes:

By the end of the program, students will have:

- Enhanced their understanding of resilience and its key components.
- Developed personal goals and strategies for overcoming obstacles.
- Gained insights into making positive choices and fostering a growth mindset.
- Completed a practical project, applying their learning in a creative and meaningful way.

Assessment Methods:

Assessment will include participation in activities, completion of home learning tasks, and a final project. A key component is the Resilience Scale assessment, conducted at the program's beginning and end, to measure personal growth in resilience.

Supporting Your Child at Home:

Your involvement is invaluable to your child's learning journey. You can support them by:

Engaging in discussions about resilience and its significance.

Assisting with or being part of the home learning tasks, particularly the interview activity where students will explore a story of overcoming adversity within their family or community.

Encouraging your child to share their learnings and reflections from the program.

This interview activity is a unique opportunity for students to connect with and learn from real-life stories of resilience, emphasizing the importance of goals, perseverance, mindset, and making choices.

We believe this program will be a transformative experience for our students, equipping them with lifelong skills and attitudes towards positive mental health and resilience. Your support and involvement will greatly enhance the impact of this initiative.

Thank you for your continued partnership in your child's education. Should you have any questions or wish to discuss the program further, please do not hesitate to contact me.

Warm regards,

[Your Name]

[Your Position]

[School Name]

[Contact Information]

Newsletter Article Template: Introducing the CRASHING INTO POTENTIAL Program

Empowering Students: The Launch of CRASHING INTO POTENTIAL

We are thrilled to announce the commencement of the CRASHING INTO POTENTIAL program at our school, a pioneering initiative designed to nurture the emotional and psychological well-being of our Year 6 students. In partnership with experts, including insights from Scott B. Harris and the acclaimed research of Professor John Hattie, this program aims to equip our children with the tools they need to face life's challenges with confidence and determination.

Over the course of ten engaging sessions, students will delve into key themes of resilience, including goal setting, making informed choices, fostering a growth mindset, and the power of perseverance. Through interactive activities, personal reflection, and inspiring stories of overcoming adversity, our program seeks to empower students to build their inner strength and navigate the ups and downs of life with grace.

As part of this journey, students will also engage in a practical project, applying their newfound insights in creative and impactful ways. We invite our school community to support our students in this valuable learning experience by encouraging open discussions about resilience at home and celebrating their efforts and achievements.

Stay tuned for weekly updates on our students' progress and reflections as we embark on this transformative journey together. Let's inspire our students to build resilience and thrive!

Weekly News Summary Templates for the CRASHING INTO POTENTIAL Program

Week 1 Update: Exploring the Foundations of Resilience

Year 6 have embarked on an insightful journey into understanding resilience and overcoming adversity. This week, they've explored the concept of resilience through the inspiring story of Scott B. Harris. By discussing Scott's journey and identifying their own experiences with resilience, students have begun to lay the groundwork for their personal growth throughout the term.

Teacher Prompt for Student Reflection: Ask students to write a brief reflection on one personal challenge they've faced and how they overcame it, drawing parallels to Scott's story.

Week 2: Goal Setting

Week 2 Update: The Art of Setting Goals

Our Year 6 students delved into the importance of goal setting for building resilience. They learned about the S.M.A.R.T goals framework by examining the achievements of remarkable individuals such as Turia Pitt and Jessica Watson. Through this exploration, students discovered how clear, attainable goals can lead to extraordinary outcomes.

Teacher Prompt for Student Work Snippet: Invite students to share their S.M.A.R.T goal for the term and explain why it's important to them.

Week 3: Making Choices

This week, Year 6 explored the significant impact of making choices. Through role-playing decision-making scenarios and studying the lives of individuals like Rosie Batty and David Gulpilit, students gained insights into how choices shape our paths and the importance of thoughtful decision-making in overcoming challenges.

Teacher Prompt for Student Reflection: Students can reflect on a recent decision they made, discussing what they learned from the outcome.

Week 4: Developing a Growth Mindset

Focusing on the concept of a growth mindset, our Year 6 students learned how adopting this perspective can transform challenges into opportunities for growth. Inspired by individuals such as Layne Beachley and Nick Vujicic, students engaged in activities that challenged their perceptions of failure and success, emphasizing the value of persistence and adaptability.

Teacher Prompt for Student Work Snippet: Have students write about a time they shifted from a fixed to a growth mindset and the impact it had on their approach to a challenge.

Week 5: Perseverance

Perseverance was the theme of the week for Year 6, as they studied the journeys of people who faced significant challenges yet continued to strive towards their goals. Through these stories, including those of Dylan Alcott and Julia Gillard, students reflected on the crucial role of perseverance in achieving success and overcoming adversity.

Teacher Prompt for Student Reflection: Ask students to identify a goal they initially struggled with but eventually achieved through perseverance, highlighting what kept them going.

Week 6: Introduction to Podcasting/Panel Project

Year 6 students have begun planning their podcast or panel discussion projects on resilience. This week, they brainstormed ideas, discussed project structures, and considered the messages they wish to convey through their work, marking the first step in bringing their insights on resilience to a wider audience.

Teacher Prompt for Student Work Snippet: Students can share their project topics and the reason behind their choice, emphasizing what aspect of resilience they find most compelling.

Week 7: Research and Scriptwriting

Our Year 6 students are deep into the process of research and scriptwriting for their resilience projects. They've been gathering information and crafting narratives, working to create engaging scripts that effectively communicate their chosen themes of resilience.

Teacher Prompt for Student Reflection: Encourage students to reflect on the research process and how their findings have shaped their understanding of resilience.

Week 8: Recording and Editing

This week, Year 6 took to the microphone, recording segments for their resilience projects. They learned the basics of audio editing, facing and overcoming the challenges of production to bring their scripts to life in a format that will engage and inspire listeners.

Teacher Prompt for Student Work Snippet: Invite students to share a lesson learned from the recording process or a snippet from their project that they're proud of.

Week 9: Finalizing Projects

Year 6 is applying the final edits to their resilience projects, refining their work to ensure it accurately represents their learning and insights. This week has been about polishing their projects to make them ready for presentation, showcasing their growth and understanding of resilience.

Teacher Prompt for Student Reflection: Students can write about how their project has evolved from the initial idea to the final product, reflecting on their personal growth throughout the process.

Week 10: Presentation and Reflection

In the final week of the CRASHING INTO POTENTIAL program, Year 6 students presented their projects, sharing their personal and learned experiences of resilience with the class. Through these presentations, they reflected on their journey through the program, highlighting the lessons learned and the personal growth experienced along the way.

Teacher Prompt for Student Work Snippet: Have students prepare a short statement on what resilience means to them now, compared to the beginning of the program, to share during their presentation.