



CRASHING INTO  
**POTENTIAL**

YEAR 6 – APPRENTICE PROGRAM

TEACHER  
GUIDE

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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.



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## Introduction

This unit will empower your students with essential skills and insights to cultivate resilience and mental well-being. Through engaging activities, your students will learn to navigate challenges and setbacks with confidence and adaptability. They will explore the core components of resilience, including goal setting, decision-making, growth mindset, perseverance, and reflection.

By examining real-life examples and participating in interactive discussions, students will develop strategies to manage emotions, build positive relationships, and thrive in diverse environments.

Additionally, they will have the opportunity to showcase their learning through creative projects such as podcasting and panel discussions, fostering collaboration and communication skills. By the end of the unit, your students will emerge equipped with the tools and mindset to navigate life's ups and downs with resilience and optimism.

## Home Learning

**Interview Task:** Plan and conduct an interview with someone who has shown resilience and overcome adversity.

**Interview Write-Up:** Write up your interview notes, summarizing key points and insights from the interview.

**Reflection Task:** Reflect on a personal challenge or difficulty faced, detailing how resilience factors were used or could have been used.

**Learning Reflection:** Reflect on the podcasting experience, identifying successes, challenges, and improvements for the future. Reflect on the biggest learning or take away from the term. Share a favourite resilience quote creatively (e.g., bookmark or drawing).

## Wider Learning

A visit to the local immigration museum, Indigenous cultural centre or refugee/migrant centre would be a great compliment to this unit. You could also invite in guest speakers from the school or local community who have overcome times of adversity or shown resilience.

## Assessment Statements

**By the end of this unit, students should be able to:**

- Explain the concept of resilience and its importance in overcoming adversity, drawing upon personal experiences and insights gained from interviews
- Analyse and summarize interview responses, identifying key points and insights related to resilience
- Reflect on personal challenges or difficulties, demonstrating an understanding of resilience factors and strategies for coping
- Develop and refine podcast scripts, incorporating elements of storytelling and effective communication to engage listeners
- Present podcast episodes confidently and articulately, showcasing understanding of resilience concepts and effective communication skills
- Reflect on the podcasting experience, identifying successes, challenges, and areas for improvement, and creatively express a favourite resilience quote

## Glossary

adversity, audience, collaboration, communication skills, critical thinking, decision making, edit, empathy, feedback, growth mindset, inclusion, interview, movement skills, multimodal, podcast, problem-solving, reflect, resilience, scriptwriting

## LESSON OVERVIEW

### Program Structure

**Sessions 1-5:** Each session has a focus on introducing key resilience themes through classroom discussions, role-plays, group activities, and reflective exercises. During this time, students will conduct an interview with someone at home who has shown resilience.

**Sessions 6-10:** Students apply their learning as they plan, research, write, edit and present a short presentation as a panel discussion on resilience with a group presentation at the end of term.

The program is designed to be taught over 10 sessions. In most cases, these would be weekly sessions held in wellbeing times, but many lessons could also be applied in literacy, Information Technology. In some cases, students may need additional time at the end of term to finalise and present their podcast/presentation.

At the end of the lesson plans, there are suggested ideas for incorporating the topics into other learning areas, including literacy, music and IT.

<b>Lesson 1: Introduction to Resilience &amp; Scott's Story</b>	
<p>This lesson introduces the concept of resilience through Scott's story, emphasising the importance of perseverance and determination in overcoming challenges.</p> <p><u>Learning Outcome:</u></p> <p>Students will understand the definition of resilience and its significance in navigating life's obstacles, as demonstrated through Scott's personal journey.</p>	<p><a href="#">AC9E6LA08</a></p> <p>identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p><a href="#">AC9E6LY05</a></p> <p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9E6LE03</a></p> <p>identify and explain characteristics that define an author's individual style</p> <p><a href="#">AC9E6LE02</a></p> <p>identify similarities and differences in literary texts on similar topics, themes or plots</p> <p><a href="#">AC9HP6P01</a></p> <p>explain how identities can be influenced by people and places, and how we can create positive self-identities</p>

<b>Lesson 2: Goal Setting</b>	
<p>This lesson focuses on setting personal goals and understanding why some goals fail. Students will refresh their understanding of SMART goals, exploring the connection between goal-setting and resilience.</p> <p><u>Learning Outcome:</u></p> <p>Students will be able to set SMART goals that align with their personal aspirations, demonstrating an understanding of how goal-setting contributes to building resilience.</p>	<p><a href="#">AC9HP6P01</a> explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9E6LY05</a> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9HP6P02</a> investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9HP6P06</a> apply strategies to manage emotions and analyse how emotional responses influence interactions</p>
<b>Lesson 3: Making Choices</b>	
<p>In this lesson, students learn about the importance of making good choices and resisting peer pressure, recognising the role of decision-making in building resilience.</p> <p>Students will role play real-life scenarios to explore the consequences of different choices and build strategies for decision making.</p> <p><u>Learning Outcome:</u></p> <p>Students will understand the significance of making positive choices and resisting peer pressure in maintaining resilience, reflecting on how their decisions impact their overall well-being.</p>	<p><a href="#">AC9HP6P01</a> explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9E6LY05</a> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9HP6P02</a> investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9HP6P06</a> apply strategies to manage emotions and analyse how emotional responses influence interactions</p>

<b>Lesson 4: Developing a Growth Mindset</b>	
<p>This lesson explores the concept of a growth mindset and its role in fostering resilience, encouraging students to embrace challenges and learn from setbacks.</p> <p><u>Learning Outcome:</u></p> <p>Students will understand the difference between fixed and growth mindsets, and be able to create an action plan applying a growth mindset to a current challenge.</p>	<p><a href="#">AC9HP6P02</a> investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9E6LY02</a> use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p><a href="#">AC9E6LY05</a> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9HP6P06</a> apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <p><a href="#">AC9HP6P05</a> describe and implement strategies to value diversity in their communities</p> <p><a href="#">AC9HP6P10</a> analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities</p>
<b>Lesson 5: Perseverance</b>	
<p>In this lesson, students reflect on their home learning assignment to interview someone who has shown resilience. They will identify key traits and strategies used by individuals to overcome obstacles.</p> <p>Students will begin planning their podcast from their learning and interviews.</p> <p><u>Learning Outcome:</u></p> <p>Students will learn about perseverance and resilience from the stories shared.</p>	<p><a href="#">AC9E6LA08</a> identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p><a href="#">AC9E6LY02</a> use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p>

<p>Students will begin mapping out their podcast and complete a personal pledge of perseverance.</p>	<p><a href="#">AC9HP6P05</a> describe and implement strategies to value diversity in their communities</p> <p><a href="#">AC9HP6P10</a> analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities</p> <p><a href="#">AC9HP6P01</a> explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9HP6P04</a> describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <p><a href="#">AC9HP6P06</a> apply strategies to manage emotions and analyse how emotional responses influence interactions</p>
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**Lesson 6: Introduction to Podcasting/Panel Project**

<p>This lesson introduces students to the fundamentals of podcasting and panel discussions, preparing them for the culminating project where they will share their insights on resilience.</p> <p><u>Learning Outcome:</u></p> <p>Students will gain practical experience in planning and organising a podcast or panel discussion, demonstrating effective communication and teamwork skills in conveying their understanding of resilience.</p>	<p><a href="#">AC9E6LY07</a> plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p><a href="#">AC9E6LY02</a> use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p><a href="#">AC9HS6S07</a> present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p>
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## Lesson 7: Research and Scriptwriting

In this lesson, students will complete their scripts for recording, demonstrating effective communication and teamwork. They'll engage in identifying stress management strategies, setting project goals, and refining their scripts based on feedback, ensuring clarity and the incorporation of resilience themes.

### Learning Outcome:

Students will demonstrate their ability to collaborate and communicate effectively, finalising scripts that are clear, engaging, and reflect themes of resilience and personal growth.

### AC9E6LY02

use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions

### AC9HS6S07

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

### AC9HP6P01

explain how identities can be influenced by people and places, and how we can create positive self-identities

### AC9E6LY06

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

### AC9E6LY07

plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

### AC9HS6S07

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

### AC9HP6P08

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations

	<p><a href="#">AC9HP6M09</a></p> <p>participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities</p>
<p><b>Lesson 8: Recording and Editing</b></p>	
<p>Students continue to work on their podcast projects, focusing on recording sessions and gaining proficiency in audio editing techniques to enhance the quality of their productions.</p> <p>Learning Outcome:</p> <p>Students will demonstrate competence in recording and editing audio content, applying creative techniques to produce polished and professional-quality podcasts that effectively communicate their insights on resilience.</p>	<p><a href="#">AC9HS6S07</a></p> <p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p><a href="#">AC9E6LY07</a></p> <p>plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p><a href="#">AC9TDI6P07</a></p> <p>select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions</p> <p><a href="#">AC9TDI6P08</a></p> <p>select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours</p> <p><a href="#">AC9AMA6C01</a></p> <p>use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences</p> <p><a href="#">AC9AMA6P01</a></p> <p>present media arts works in informal and/or formal settings using responsible media practice</p>

**Lesson 9: Finalising Projects**

Students finalise their podcast projects, making any necessary edits or revisions to ensure that their episodes or panel discussions effectively convey their messages on resilience.

Learning Outcome:

Students will showcase their resilience and perseverance in completing their podcast projects, reflecting on the challenges and successes encountered throughout the production process.

[AC9HP6M09](#)

participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

[AC9HS6S07](#)

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

[AC9HP6P04](#)

describe and demonstrate how respect and empathy can be expressed to positively influence relationships

[AC9E6LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

[AC9TDI6P07](#)

select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions

[AC9TDI6P08](#)

select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours

[AC9AMA6C01](#)

use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences

[AC9AMA6P01](#)

present media arts works in informal and/or formal settings using responsible media practice

**Lesson 10: Presentation and Reflection**

In the final lesson, students present their podcast episodes or panel discussions to their peers, reflecting on their learning journey and evaluating their own growth and development in understanding resilience.

Learning Outcome:

Students will reflect on their learning experiences and personal growth throughout the resilience program, articulating their insights and takeaways from the project and identifying strategies for building resilience in their own lives.

[AC9HP6M09](#)

participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

[AC9ADR6P01](#)

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

[AC9HS6S07](#)

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

[AC9E6LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

[AC9HP6P04](#)

describe and demonstrate how respect and empathy can be expressed to positively influence relationships

[AC9HP6P04](#)

describe and demonstrate how respect and empathy can be expressed to positively influence relationships

[AC9TDI6P07](#)

select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions

[AC9TDI6P08](#)

select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours

[AC9AMA6C01](#)

	<p>use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences</p> <p><a href="#">AC9AMA6P01</a></p> <p>present media arts works in informal and/or formal settings using responsible media practice</p>
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**Resilience assessment**

Qualtrics is employed as a key tool in our CRASHING INTO POTENTIAL - Year 6 Apprenticeship Programme" to assess student resilience. This sophisticated online survey platform enables us to administer the resilience scale assessment efficiently. As teachers, you will use Qualtrics to send out the resilience scale questionnaire to your students at the beginning, middle, and end of the program. The platform's intuitive design simplifies the process of collecting and analysing responses, providing you with valuable insights into each student's progress in developing resilience skills. These insights are crucial for tailoring your teaching strategies to meet the individual needs of students and for tracking the overall effectiveness of the programme.

*A note for Parents/Caregivers*

In the CRASHING INTO POTENTIAL - Year 6 Apprenticeship Programme," we use Qualtrics, a leading online survey platform, to measure your child's development in resilience. Through Qualtrics, your child will complete the resilience scale assessment, a series of questions designed to gauge their resilience skills. This will happen at three key stages of the programme - at the start, mid-way, and at the conclusion. The results from these assessments, securely gathered and analysed through Qualtrics, provide insights into your child's growth in areas such as goal setting, making choices, and perseverance. This information is vital for us to understand their progress and for you to see the impact of the programme on their personal development.

## LESSON OVERVIEW

Week 1	Week 2	Week 3	Week 4	Week 5
<b>Introduction to Resilience &amp; Scott's Story</b>	<b>Goal Setting</b>	<b>Making Choices</b>	<b>Developing a Growth Mindset</b>	<b>Perseverance</b>
<p><b><u>Pre-term Resilience Survey</u></b></p> <p><b>Warm-Up:</b> Resilience Brainstorm.</p> <p><b>Main Activities:</b> Discussion on Scott's story, Exploring what resilience means.</p> <p><b>Cool Down/Reflection:</b> Personal reflection on times they've been resilient.</p> <p><b>Assessment:</b> Student journal entries on resilience.</p> <p><b>Resources:</b> Scott's biography, resilience worksheets.</p>	<p><b>Warm-Up:</b> Goal Mapping Exercise.</p> <p><b>Main Activities:</b> Setting personal goals, Understanding SMART goals.</p> <p><b>Cool Down/Reflection:</b> Writing personal goals for the term.</p> <p><b>Assessment:</b> Review of personal goals.</p> <p><b>Resources:</b> SMART goals template, goal-setting worksheets.</p>	<p><b>Warm-Up:</b> Decision-Making Scenarios.</p> <p><b>Main Activities:</b> Role-playing to explore consequences of choices, Discussion on historical figures who made significant choices.</p> <p><b>Cool Down/Reflection:</b> Reflective journaling on personal decision-making experiences.</p> <p><b>Assessment:</b> Student reflections on role-play scenarios.</p> <p><b>Resources:</b> Scenario cards, biographies of historical figures.</p>	<p><b>Warm-Up:</b> 'Fixed vs. Growth Mindset' sorting activity.</p> <p><b>Main Activities:</b> Workshop on mindset shifting, Group discussions on mindset in real-life situations.</p> <p><b>Cool Down/Reflection:</b> Creating personal growth mindset affirmations.</p> <p><b>Assessment:</b> Observations of students' participation in discussions.</p> <p><b>Resources:</b> Mindset worksheets, affirmation cards.</p>	<p><b><u>Mid-term Resilience Survey</u></b></p> <p><b>Warm-Up:</b> Quick group challenge that requires persistence.</p> <p><b>Main Activities:</b> Studying stories of perseverance, Classroom discussion on the importance of persistence.</p> <p><b>Cool Down/Reflection:</b> Students set a personal challenge to overcome.</p> <p><b>Assessment:</b> Monitoring students' progress on their personal challenges.</p>

Week 6	Week 7	Week 8	Week 9	Week 10
<b>Introduction to Podcasting/Panel Project</b>	<b>Research and Scriptwriting</b>	<b>Recording and Editing</b>	<b>Finalising Projects</b>	<b>Presentation and Reflection</b>
<p><b>Warm-Up:</b> Ice-breaking activities related to public speaking and communication.</p> <p><b>Main Activities:</b> Basics of podcasting/panel discussion, Forming groups and brainstorming session for project topics.</p> <p><b>Cool Down/Reflection:</b> Group reflection on project ideas and roles.</p> <p><b>Assessment:</b> Initial project proposals.</p> <p><b>Resources:</b> Podcasting/panel discussion guide, brainstorming tools.</p>	<p><b>Warm-Up:</b> Research skills game.</p> <p><b>Main Activities:</b> Research for podcast/panel topics, Scriptwriting workshop.</p> <p><b>Cool Down/Reflection:</b> Group discussion on research findings and script progress.</p> <p><b>Assessment:</b> Drafts of scripts and research notes.</p> <p><b>Resources:</b> Research materials, scriptwriting templates.</p>	<p><b>Warm-Up:</b> Vocal exercises and public speaking tips.</p> <p><b>Main Activities:</b> Recording sessions for podcasts/panels, Introduction to basic editing.</p> <p><b>Cool Down/Reflection:</b> Peer feedback on recorded content.</p> <p><b>Assessment:</b> Quality of recordings, preliminary edits.</p> <p><b>Resources:</b> Recording equipment, editing software.</p>	<p><b>Warm-Up:</b> Team building activity focused on collaboration.</p> <p><b>Main Activities:</b> Finalising edits on podcasts/panels, Rehearsing presentations.</p> <p><b>Cool Down/Reflection:</b> Reflecting on teamwork and project challenges.</p> <p><b>Assessment:</b> Completion of final project edits.</p> <p><b>Resources:</b> Editing software, presentation rehearsal space.</p>	<p><b>End of term Resilience Survey</b></p> <p><b>Warm-Up:</b> Confidence-building activities before presentations.</p> <p><b>Main Activities:</b> Presenting podcasts/panel discussions, Class viewing and feedback sessions.</p> <p><b>Cool Down/Reflection:</b> Personal reflection on the learning journey and skills developed.</p> <p><b>Assessment:</b> Quality and effectiveness of final presentations.</p>

				<b>Resources:</b> Presentation equipment, feedback forms.
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## Assessment

Assessment strategies are built into the program, including a student workbook, whole class and small group discussion and activities and a detailed assessment rubric for the end-of-term presentations.

Student progress will be tracked using the resilience scale and observational methods. These assessments will provide insights into behavioural changes and practical application of resilience skills.

Assessment rubrics and checklists can be found in the Resources section of this document.

Session	Assessment Type	Description
1-10	Resilience Scale Assessments (via Qualtrics)	Administered at the beginning, middle, and end of the program to track changes in students' resilience.
1-10	Class Discussions	Regular assessments of students' participation and understanding during discussions about key themes.
1-10	Workbook Activities	Evaluation of completed activities in the student workbook for understanding of concepts and personal reflections.
1-5	Notes from Interviews and Research	Review of students' notes from interviews and research, assessing their engagement and comprehension.
6-10	Project Development Check-ins	Ongoing assessment of students' progress in developing their final presentation project (podcast, video chat, or panel discussion).
10	Final Presentation	Assessing the final presentations using a detailed rubric, focusing on understanding, creativity, and communication skills.
1-10	Teacher Observations	Continuous informal assessment through teacher observations of student interactions, participation, and overall engagement.
1-10	Peer Feedback	Peer assessments during group activities and presentations, providing additional insights into students' collaboration and communication skills.
1-10	Self-Assessment Reflections	Students' self-reflection activities, either written or oral, to assess their personal growth and understanding of resilience.

CRASHING INTO  
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YEAR 6 – APPRENTICESHIP PROGRAM

# LESSON PLANS

## Session 0: Pre-Unit Resilience Scale Assessment

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <p>Students will complete the Resilience Scale Assessment.</p> <p><b>Success Criteria:</b></p> <p><b>Finish Assessment:</b> Students complete the resilience assessment.</p> <p><b>Maintain Honesty:</b> Students answer honestly and respect privacy.</p>	<p><b>Lesson duration: 45 minutes</b></p> <p><b>ACARA links:</b> N/A</p> <p><b>Resources:</b></p> <p>Student access Qualtrics via the link that has been provided.</p> <p><b>Notes for the Teacher:</b></p> <p>The student resilience scale assessment is an online questionnaire that students complete independently.</p> <p>The results are completely confidential, and assess them as a group, and review how they progress from now to the end of the unit.</p> <p>To maintain the quality of the assessment, please do not engage students in a discussion on resilience or related themes before the assessment.</p> <p>Ensure that the assessment environment is comfortable and students feel secure in their responses.</p> <p><b>Your school coordinator will have the login details for each student.</b></p>
<p><b>Objective:</b></p>	<p>Students complete the Resilience Scale Assessment to establish a baseline resilience score, providing a starting point to measure growth throughout the program.</p>
<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>Explain that in this session, they will be completing the Resilience Scale Assessment. They should work silently and independently on this task. They should not share or discuss answers with their classmates. If they encounter any difficulties or have questions, they should ask the teacher for assistance.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p>Resilience Scale Assessment:</p> <p><b>Explanation:</b> Briefly explain the purpose of the Resilience Scale Assessment and how it will help them understand their own resilience better.</p> <p><b>Completion:</b> Guide students to complete the Resilience Scale Assessments individually. Ensure they understand that there are no right or wrong answers and encourage honesty in their responses.</p> <p><b>Confidentiality:</b> Reassure students about the confidentiality of their responses and that the assessment is a tool for personal growth.</p>

<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p><b>Initial Thoughts on Resilience:</b> Have students write their initial thoughts on resilience on a sticky note, and then have students share what they’ve written (if comfortable) and add these to a poster or class display on resilience. If time allows, have them also write their questions and things they want to know more about on a separate note.</p>
<p><b>Extended Learning:</b></p>	<p><b>Resilience Research Assignment:</b> Ask students to find one story of a public figure or someone they admire who has shown resilience.</p>
<p><b>Weekly newsletter idea:</b></p>	<p>Share the program overview with parents, “Introducing the CRASHING INTO POTENTIAL Program” (this can be found in the parent/home communications resource) so they are aware of the content and topics that will be covered in this unit.</p>
<p><b>Home Learning:</b> N/A</p>	

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Session 1: Introduction to Resilience & Scott's Story

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <p>you will understand and discuss the concept of resilience through the lens of Scott's story and explore the four key factors of building resilience.</p> <p><b>Success Criteria:</b></p> <p>Recognize the importance of resilience in overcoming challenges.</p> <p>Identify examples of resilience demonstrated by Scott in his journey.</p> <p>Understand the four key factors of building resilience.</p> <p>Reflect on personal experiences of resilience and apply them to the discussion.</p>	<p><b>ACARA links:</b></p> <p><a href="#">AC9E6LA08</a></p> <p>identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p><a href="#">AC9E6LY05</a></p> <p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9E6LE03</a></p> <p>identify and explain characteristics that define an author's individual style</p> <p><a href="#">AC9E6LE02</a></p> <p>identify similarities and differences in literary texts on similar topics, themes or plots</p> <p><a href="#">AC9HP6P01</a></p> <p>explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Worksheet – True or False (found below)</li> <li>• Student Worksheet – True or False</li> <li>• Before this lesson, students should have seen Scott's presentation. If not, you may wish to use the condensed version of his story found in the resources section under Biographies.</li> <li>• Student Worksheet – Scott's Story</li> <li>• Home Learning Tasks</li> <li>• Self-assessment rubric and teacher assessment rubric</li> </ul> <p><b>Notes for the Teacher:</b></p> <p>Ensure that the discussion remains positive and constructive, guiding students to understand that</p>
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	<p>resilience can be developed and strengthened over time.</p> <p>Be prepared to provide examples from Scott’s story if students need a prompt or guidance during their group discussions.</p>
<b>Objective:</b>	<p>Understand and discuss the concept of resilience through the lens of Scott's story.</p> <p>Introduce the four key factors of building resilience.</p>
<b>Warm-Up Activity (5 minutes):</b>	<p>Resilience True or False - <i>see Teacher Worksheet 1 and student workbook</i></p> <p>Present statements about resilience (some true, some false) and ask students to decide whether they think each statement is true or false. Use this as an opportunity to debunk common myths about resilience and reinforce accurate information.</p>
<b>Main Activity (30 minutes):</b>	<p>Discussion on Scott’s Story and Exploring Resilience</p> <p><b>Step 1:</b> Recap of Scott’s Presentation (10 minutes):</p> <p>Briefly recap Scott's story as presented to the whole year level, highlighting key moments of resilience.</p> <p>Ask students to share what they remember and what impressed them the most about Scott's journey.</p> <p><b>Step 2:</b> Group Discussion (10 minutes):</p> <p>Divide students into small groups and ask them to discuss how Scott demonstrated the four key factors of building resilience.</p> <p>In their workbooks, students complete the worksheet “Scott’s Story” and work independently to fill in examples from Scott's story under each resilience factor.</p> <p><b>Step 3:</b> Class Sharing (10 minutes):</p> <p>Invite groups to share their findings with the class.</p> <p>Create a collective list of resilience factors on the board, noting down the examples from Scott’s story provided by the students.</p>
<b>Cool Down/Reflection (5 minutes):</b>	<p>Ask students to reflect on a time they had to be resilient. Prompt them to think about how they might have used any of the four key resilience factors in their own experiences.</p>
<b>Sharing:</b>	<p>Encourage a few students to share their reflections, emphasising that resilience is a common requirement in many life situations, not just in extraordinary circumstances.</p>

<p><b>Discussion prompts</b></p>	<ul style="list-style-type: none"> <li>• What do you understand by the term "resilience"?</li> <li>• How do you think resilience can help us overcome challenges?</li> <li>• Reflect on a time when you or someone you know showed resilience. What happened, and how did they handle it?</li> <li>• How do you feel after hearing Scott's story? What aspects of his experience resonate with you?</li> </ul>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 1 Update: Exploring the Foundations of Resilience</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Reflection:</b> 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.</p>
<p><b>Home Learning:</b></p>	<p>Interview Assignment (this assignment goes for two weeks)</p> <p>Explain to students their home learning activity. Distribute the home learning sheets which includes:</p> <ul style="list-style-type: none"> <li>- Term Overview</li> <li>- Explanation of Interview task with interview questions</li> <li>- In this activity, they will interview someone at home about a time they faced adversity</li> <li>- Self-assessment rubric and teacher assessment rubric.</li> </ul> <p>Ask them to focus on identifying which of the four resilience factors the person used to overcome their challenge. Prepare to share insights in the next session.</p>

## Teacher Worksheet 1 – Session 1

### True or False?

In this activity, students will share their beliefs on topics of resilience, goals, perseverance, mindset, making choices, overcoming adversity, and mental wellbeing. The provided set of true/false statements is designed to engage students in critical thinking and reflection on these important topics.

Students have a copy of these statements in their workbooks.

### How to Use:

**Class Discussion:** Begin by reading each statement aloud and inviting students to consider whether they believe it is true or false. Encourage them to think critically and provide reasons for their choices.

**Interactive Activity:** To make the activity more interactive, consider having students physically move to one side of the room if they believe the statement is true and to the other side if they believe it is false. This can spark lively discussions and promote active engagement.

**Group Debates:** Divide the class into small groups and assign each group a set of statements to discuss. Encourage them to debate the validity of each statement and come to a consensus as a group.

**Reflection Writing:** After discussing the statements as a class or in groups, have students individually reflect on their own beliefs and understanding of resilience, goals, and other related concepts. They can write about which statements resonated with them the most and why.

TRUE OR FALSE?      DATE: \_\_\_\_\_

**CIRCLE TRUE OR FALSE**

1. RESILIENCE MEANS ALWAYS FEELING HAPPY AND CONFIDENT. TRUE/FALSE
2. SETTING ACHIEVABLE GOALS IS AN IMPORTANT PART OF BUILDING RESILIENCE. TRUE/FALSE
3. PERSEVERANCE MEANS GIVING UP WHEN THINGS GET TOUGH. TRUE/FALSE
4. HAVING A GROWTH MINDSET MEANS BELIEVING THAT YOUR ABILITIES CAN IMPROVE WITH EFFORT AND PRACTICE. TRUE/FALSE
5. MAKING CHOICES INVOLVES CONSIDERING THE CONSEQUENCES OF YOUR ACTIONS. TRUE/FALSE
6. OVERCOMING ADVERSITY MEANS NEVER EXPERIENCING CHALLENGES OR SETBACKS. TRUE/FALSE
7. MENTAL WELL-BEING INCLUDES TAKING CARE OF YOUR EMOTIONAL AND PSYCHOLOGICAL HEALTH. TRUE/FALSE
8. RESILIENCE IS ABOUT BOUNCING BACK QUICKLY WITHOUT LEARNING FROM SETBACKS. TRUE/FALSE
9. SETTING GOALS HELPS YOU STAY FOCUSED AND MOTIVATED. TRUE/FALSE
10. DEVELOPING A POSITIVE MINDSET INVOLVES CHALLENGING NEGATIVE THOUGHTS AND BELIEFS. (TRUE)TRUE/FALSE

**Answer Key:**

Resilience means always feeling happy and confident. (False)

- Resilience is not about always feeling happy or confident; it's about bouncing back from challenges and setbacks, even when things are tough.

Setting achievable goals is an important part of building resilience. (True)

- Setting goals gives students something to work towards and helps them develop the perseverance and determination needed to overcome obstacles.

Perseverance means giving up when things get tough. (False)

- Perseverance is about sticking with something even when it's difficult. It involves determination, resilience, and a willingness to keep trying, even in the face of adversity.

Having a growth mindset means believing that your abilities can improve with effort and practice. (True)

- A growth mindset is the belief that skills and abilities can be developed through dedication and hard work. It encourages students to embrace challenges and see failures as opportunities to learn and grow.

Making choices involves considering the consequences of your actions. (True)

- Making choices requires students to think about the potential outcomes of their decisions and consider how they will affect themselves and others. It's about taking responsibility for their actions.

Overcoming adversity means never experiencing challenges or setbacks. (False)

- Overcoming adversity means facing and conquering challenges, setbacks, or obstacles. It's about resilience and perseverance in the face of difficulties.

Mental wellbeing includes taking care of your emotional and psychological health. (True)

- Mental wellbeing encompasses a person's emotional, psychological, and social state. It involves managing stress, coping with challenges, and maintaining positive relationships.

Resilience is about bouncing back quickly without learning from setbacks. (False)

- Resilience is not just about bouncing back quickly; it's about learning and growing from adversity. It involves developing coping strategies, problem-solving skills, and emotional regulation.

Setting goals helps you stay focused and motivated. (True)

- Setting goals gives students a sense of direction and purpose. It helps them stay focused on what they want to achieve and motivates them to take action towards their objectives.

Developing a positive mindset involves challenging negative thoughts and beliefs. (True)

- Developing a positive mindset requires students to recognise and challenge negative thoughts, beliefs, and self-talk. It involves cultivating optimism, resilience, and a can-do attitude.

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Session 2: Goal Setting

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <p>you'll learn about the importance of setting personal goals and understand how to formulate SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of SMART goals and identify their components.</li> <li>• Reflect on personal aspirations and develop a SMART goal based on these aspirations.</li> <li>• Analyse the goal-setting examples of notable figures and identify the SMART aspects of their goals.</li> <li>• Reflect on the significance of goal setting in building resilience.</li> </ul>	<p><b>ACARA links:</b></p> <p><a href="#">AC9HP6P01</a></p> <p>explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9E6LY05</a></p> <p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9HP6P02</a></p> <p>investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9HP6P06</a></p> <p>apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Access to a projector and the internet to view the BTN segment</li> <li>• Worksheets for setting personal SMART goals</li> <li>• Printable or slideshow to explain SMART goals</li> </ul> <p><b>Notes for the Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provide clear explanations and examples of each component of SMART goals to ensure understanding.</li> <li>• Monitor group discussions to ensure students are engaging with the reading assignment effectively.</li> <li>• Facilitate the visualization activity to help students connect emotionally with their SMART goals.</li> </ul>
<p><b>Objective:</b></p>	<p>Students will learn about the importance of setting personal goals and understand how to formulate SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.</p>

<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>Watch the Behind the News (BTN) segment, Resilience, 2014. 3:54 <a href="https://www.abc.net.au/btn/classroom/resilience/10527834">https://www.abc.net.au/btn/classroom/resilience/10527834</a></p> <p>After watching the segment, invite students to share any insights or questions they have about what they saw.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p>Setting Personal Goals and Understanding SMART Goals</p> <p><b>Step 1: Discussion</b></p> <p>Ask students if they've ever set a goal before – and to share their goals they've had. Add these to a class poster.</p> <p>Students may have seen their parents setting New Year's Resolutions, which are goals. As many as 80% of New Years Resolutions fail by February, and only 8% of people stick to them for the whole year. Why might this be?</p> <p>Some reasons for this are:</p> <ul style="list-style-type: none"> <li>- The goal is too big or unrealistic (give up chocolate forever)</li> <li>- We're not ready for the change (habits are hard to break!)</li> <li>- They're on holiday, so out of their usual routine</li> <li>- They're not clear on how to achieve the goal (I'll run a marathon by the end of the year, but not have a training plan)</li> </ul> <p>In pairs, students discuss a goal they had that they didn't achieve. Give them the following questions to share:</p> <ul style="list-style-type: none"> <li>• What stopped them from achieving that goal?</li> <li>• What would they do differently if they started again?</li> <li>• How has their goal changed over time?</li> </ul> <p><b>Step 2: Introduction to SMART Goals (10 minutes):</b></p> <p>Use the slideshow or talk to students about SMART goals. At the end of the presentation, there are some relatable examples of how to make a goal SMART.</p> <p>Remind them of Scott's presentation, where they wrote down some goals. In today's lesson, they will be reviewing the goals they wrote about in Scott's session and creating a roadmap to their goal.</p> <p><b>Step 3: Personal SMART Goal Setting (10 minutes):</b></p>

	<p>Students individually reflect on their "Dream Goal" from Scott's session and use the SMART framework to refine their goal. They write down their SMART goal along with the steps they think they need to take to achieve it.</p> <p><b>Step 4:</b> Students are invited to share one of their goals and the steps they'll take to achieve it.</p>
<p><b>Cool Down/Reflection (5 minutes):</b> "Goal Visualization"</p>	<p>Students close their eyes for a moment and visualize achieving their SMART goal, focusing on the feelings and steps that helped them get there.</p> <p>You may wish to play a goal visualisation mediation, such as 5 Minute Meditations: Reach my Goals - Goal Setting Meditation</p> <p><a href="https://www.youtube.com/watch?v=PLo3EcugfJY">https://www.youtube.com/watch?v=PLo3EcugfJY</a> or</p> <p>5 Minute Guided Meditation - Manifest your Dreams &amp; Goals <a href="https://www.youtube.com/watch?v=h5xr6fD-K9A">https://www.youtube.com/watch?v=h5xr6fD-K9A</a></p> <p>After the visualization, students share how visualizing the achievement made them feel and how it might help them stay motivated.</p>
<p><b>Extended Learning:</b></p>	<p>Put on a podcast such as The Grow Your Mind podcast during quiet times (like eating/snack time).</p> <p>Some short episodes:</p> <p>The Perfect Antidote (HOPE) <a href="https://podcasts.apple.com/au/podcast/the-perfect-antidote-hope/id1502329273?i=1000472728915">https://podcasts.apple.com/au/podcast/the-perfect-antidote-hope/id1502329273?i=1000472728915</a></p>

<p><b>Discussion prompts</b></p>	<ul style="list-style-type: none"> <li>• Why is setting goals important for building resilience?</li> <li>• What are some short-term and long-term goals you have set for yourself?</li> <li>• Discuss a time when you achieved a goal. How did it make you feel?</li> <li>• How can we support each other in reaching our goals?</li> </ul>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 2 Update: The Art of Setting Goals</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Work Snippet:</b> Invite students to share their S.M.A.R.T goal for the term and explain why it's important to them.</p>
<p><b>Home Learning:</b></p>	<p><b>Interview Assignment (weeks 1 and 2):</b></p> <p>Remind students of their home learning activity. This week, you will be interviewing someone at home that has shown the skills of being resilient and overcome adversity.</p> <p>You will need to first plan your interview, then sit with them and interview them, focusing on how they overcame adversity. Ask them to focus on identifying which of the four resilience factors the person used to overcome their challenge. Prepare to share insights in the next session.</p>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Teacher Worksheet 1 – Session 2

#### Gratitude

A short story on gratitude.

Gratitude is like a magical 'thank you' that we feel in our hearts. It's when we notice and appreciate all the good things in our lives, no matter how big or small they might be. Imagine it's a sunny day, and you get to play outside with your friends, or someone surprises you with your favourite snack. When you feel happy and thankful for these moments, that's gratitude!

But gratitude isn't just for the good things. It's also about finding something to be thankful for even when things don't go our way. Maybe you wanted to play a game, but it rained, so instead, you stayed inside and found a fun new drawing app on the computer. You might feel grateful for the new discovery, even if it wasn't what you first hoped for.

When we're grateful, it's like we have a special treasure box in our hearts. Every time we say 'thank you' for something, or even just think it, we're adding a bright, shiny coin to our treasure box. The more we add, the richer our hearts feel. And it has a special power: when we're grateful, we make others feel happy and loved, too.

So, being grateful means we have 'thank you' eyes, where we see everything with a happy heart, and we share that joy with others. It helps us remember how much goodness we have in our own lives and how we can create a little ray of sunshine for those around us.

# SMART GOALS

Write goals that are SMART

**S**PECIFIC



**M**EASUREABLE



**A**TTAINABLE



**R**ELEVANT



**T**IME



# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Session 3: Making Choices

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <ul style="list-style-type: none"> <li>• you'll understand the importance of making informed choices and the impact these choices can have on oneself and others through the exploration of real-life examples and role-play scenarios.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Students can identify key factors that influence decision-making.</li> <li>• Students articulate the importance of considering the consequences of choices.</li> <li>• Students demonstrate understanding through role-play scenarios.</li> <li>• Students reflect on personal choices and their outcomes.</li> </ul>	<p><b>ACARA links:</b></p> <p><a href="#">AC9HP6P01</a> explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9E6LY05</a> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9HP6P02</a> investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9HP6P06</a> apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Internet access and a projector for the BTN segment.</li> <li>- Role-playing scenarios printed on cards or prepared for verbal explanation.</li> <li>- Teacher Worksheet 1 - Session 3, Student Workbook "What Would You Do?"</li> <li>- "Happiness" worksheet for the warm-up activity.</li> <li>- Access to the ABC Behind the News (BTN) episode, World Happiness Survey.</li> </ul> <p><b>Notes for the Teacher:</b></p> <p>Prepare role-play scenarios in advance to ensure they are age-appropriate and relevant.</p> <p>Be ready to guide the class discussion, highlighting the importance of considering long-term effects and the role of values in decision-making.</p>
<p><b>Objective:</b></p>	<p>To understand the importance of making good choices and the impact those choices can have on oneself and others.</p>

<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>World Happiness Survey</p> <p>Watch the Behind the News (ABC) episode, World Happiness Survey <a href="https://www.abc.net.au/btn/classroom/world-happiness-survey/102136178">https://www.abc.net.au/btn/classroom/world-happiness-survey/102136178</a></p> <p>Discuss any questions students may have, and if time permits, encourage students to complete the worksheet “Happiness”, where students write or draw the things that make them happy.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p><b>What would you do?</b></p> <p>Present students with brief scenarios where they have to make a choice (see Teacher Worksheet 1- Session 3, Student Workbook “What Would You Do?”).</p> <p>Students may prefer to come up with their own hypothetical situations related to school, friendships, or personal challenges. After making their choice, briefly discuss the potential outcomes, emphasizing the importance of thoughtful decision-making.</p> <p><b>Role-Playing Decision-Making Scenarios</b></p> <p>Step 1: Role-Play Scenarios (10 minutes):</p> <p>Divide students into small groups and assign each group a role-play scenario that requires making a decision. These scenarios should reflect situations where choices could have a significant impact.</p> <p>Step 2: Groups prepare a short role-play presentation that showcases the decision-making process and the outcomes of their choices.</p> <p>Step 3: Group Discussion (10 minutes):</p> <p>After the role-plays, facilitate a class discussion on the process of making choices and the factors that influence decisions. Encourage students to reflect on what they learned from each role-play about making positive choices.</p>

<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p>"Choice Consequence Reflection"</p> <p>Ask students to think about a time when they had to make a difficult choice and the outcome of that choice. Prompt them to consider what they learned from the experience and how it might influence future decisions.</p>
<p><b>Sharing:</b></p>	<p>Invite a few students to share their reflections, fostering a supportive atmosphere where learning from choices is valued.</p>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 3: Making Choices</b></p> <p>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 Gulpilil, students gained insights into how choices shape our paths and the importance of thoughtful decision-making in overcoming challenges.</p> <p><b>Teacher Prompt for Student Reflection:</b> Students can reflect on a recent decision they made, discussing what they learned from the outcome.</p>
<p><b>Home Learning:</b></p>	<p>Weeks 3 and 4:</p> <p>Students have been working on interviewing someone at home who has shown resilience.</p> <p>Task: When they have completed their interview, they will need to write up their notes with a summary of the interview, sharing the key points and insights.</p> <p>Submission Requirements: Submit a summary of the interview, highlighting the key points and insights you gained about resilience. This summary should be no more than one page and is due by Week 5 of the term.</p>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Teacher Worksheet 1 – Session 3

#### Facilitating the Activity:

**Active Listening:** Encourage students to listen carefully to their peers' opinions and reasons during discussions.

**Respectful Dialogue:** Promote an environment where students feel safe to express their thoughts and opinions without fear of judgement.

**Critical Thinking:** Guide students to think about not only what they would do but why they would make that choice.

**NOTE:** These scenarios can also be found in the Student Workbook – What Would You Do? Page.

#### Scenario 1: Homework vs. Play

**Scenario:** "You have a big science project due in a week that you haven't started yet. Your friends invite you to play at the park after school. Do you start working on your project, or do you go play with your friends?"

#### Teacher Notes:

**Discussion Points:** Discuss the importance of time management and prioritizing tasks. Encourage students to consider the consequences of delaying work and the feeling of accomplishment when work is completed.

**Reflection:** Ask students to reflect on times they had to choose between work and play. What helped them make their decision? How did they feel about their choice afterward?

#### Scenario 2: Joining a New Club

**Scenario:** "Your school has started several new clubs, including a coding club, a gardening club, and a book club. You are interested in all three but only have time to join one. How do you decide which club to join?"

#### Teacher Notes:

**Discussion Points:** Highlight the importance of considering personal interests, the benefits each club offers, and how they align with future goals or current hobbies.

**Reflection:** Encourage students to think about how they make decisions when faced with multiple interests. Discuss the value of trying new things versus deepening existing skills.

#### Scenario 3: Responding to a Bully

**Scenario:** "A student in your class has been making fun of you for your lunch choices. Do you ignore them, confront them, tell a teacher, or try to make them laugh? What do you think is the best approach?"

**Teacher Notes:**

**Discussion Points:** This scenario is a chance to discuss feelings, empathy, and the different ways of dealing with conflict or bullying. Emphasize the importance of seeking help from adults and the power of kindness.

**Reflection:** Ask students to consider how their actions affect others and the importance of standing up for themselves and others in a respectful and effective way.

**Scenario 4: Group Project Decisions**

**Scenario:** "Your group is assigned a project on Australian history. There's a disagreement about which topic to choose: The Gold Rush, The First Fleet, or Indigenous History before colonisation. How do you work together to make a decision?"

**Teacher Notes:**

**Discussion Points:** Use this scenario to discuss teamwork, negotiation, and compromise. Talk about the importance of listening to each other's opinions and finding common ground.

**Reflection:** Prompt students to reflect on how they contribute to group dynamics and the role of leadership and democracy in making group decisions.

**Scenario 5: Cheating on a Test**

**Scenario:** "You notice a classmate looking at their notes during a test. What do you do? Do you tell the teacher, confront your classmate, ignore it, or do something else?"

**Teacher Notes:**

**Discussion Points:** This scenario can open a discussion about honesty, integrity, and the consequences of cheating for both the individual and their peers. Highlight the value of personal ethics.

**Reflection:** Encourage students to think about the long-term implications of their choices, not just the immediate outcomes.

## Session 4: Developing a Growth Mindset

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <ul style="list-style-type: none"> <li>• you'll understand the concept of a growth mindset and learn strategies to adopt this approach in your learning and personal challenges.</li> </ul> <p><b>Success Criteria:</b></p> <p>Students can differentiate between fixed and growth mindsets.</p> <p>Students identify personal examples of both mindsets in their own experiences.</p> <p>Students create an action plan applying growth mindset strategy to a current challenge.</p> <p>Students reflect on a past difficulty with a new appreciation for the learning it brought.</p>	<p><b>ACARA links:</b></p> <p><a href="#">AC9HP6P02</a></p> <p>investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9E6LY02</a></p> <p>use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p><a href="#">AC9E6LY05</a></p> <p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9HP6P06</a></p> <p>apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <p><a href="#">AC9HP6P05</a></p> <p>describe and implement strategies to value diversity in their communities</p> <p><a href="#">AC9HP6P10</a></p> <p>analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Gratitude Jar worksheet (included in the student workbook).</li> <li>- "Two Mindsets, Two Different Outcomes" page in the Student Workbook.</li> <li>- Teacher Worksheet 1 - Session 3 for the answer key and examples.</li> <li>- "Growth Mindset Action Plan" worksheet in the student workbook.</li> </ul> <p><b>Notes for the Teacher:</b></p>
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	<p>Review growth mindset concepts and strategies to ensure a clear and engaging presentation to students.</p> <p>Prepare to facilitate discussions, encouraging every student to participate and share their thoughts and experiences.</p> <p>Create a supportive and non-judgmental classroom atmosphere to encourage open and honest discussions.</p> <p>Be ready to provide examples from your own life where a growth mindset has led to personal growth or learning.</p>
<p><b>Objective:</b></p>	<p>Students will understand the concept of a growth mindset and learn how it can positively impact their approach to learning and challenges.</p>
<p><b>Warm-Up Activity (5 minutes):</b></p>	<p><b>Practicing Gratitude</b></p> <p>Explain the concept of gratitude to the students (see teacher worksheet for tips and a short story that you can use).</p> <p>Students use their workbook to write down or sketch some things they're thankful for. This activity is designed to get students thinking about their aspirations and introduce the concept of goal setting in a personal and engaging way.</p> <p>Students may wish to extend this activity by using a glass jar at home and putting in notes when they're grateful for something, or keeping a gratitude journal.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p>Workshop on Shifting Mindsets and Group Discussions</p> <p><b>Step 1: Mindset Exploration (10 minutes):</b></p> <p>Briefly introduce the concept of growth versus fixed mindsets, highlighting how beliefs about our abilities influence our approach to challenges.</p> <p>Use the "Two Mindsets, Two Different Outcomes" page in the Student workbook to demonstrate the difference between mindsets.</p> <p>Students then work through the "Growth Mindset" page to sort the mindset phrases into fixed or growth mindsets.</p> <p>Ask students to share their responses and correct their answers (see Teacher Worksheet 1 – Session 3 for answer key)</p>

	<p><b>Step 2: Growth Mindset Strategies (10 minutes):</b></p> <p>Discuss strategies for developing a growth mindset, such as embracing challenges, persisting in the face of setbacks, and learning from criticism.</p> <p>Students reflect on which strategies they already use and which they can adopt.</p> <p><b>Step 3: Group Discussion (10 minutes):</b></p> <p>In small groups, students discuss areas in their lives where they can apply a growth mindset. Each group comes up with an action plan for using a growth mindset approach in a current challenge they face.</p> <p>If time allows, students can work through the ‘Growth Mindset Action Plan’ in their workbooks to write about a time when they had a challenge and needed to adopt a growth mindset.</p>
<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p>Growth Gratitude</p> <p>Ask students to write or share one thing they initially struggled with but now are grateful for because it led to learning and growth. This exercise encourages students to view challenges as opportunities for development.</p>
<p><b>Extended Learning:</b></p>	<p>Growth Mindset Journal: Students start a growth mindset journal where they document daily instances where they applied a growth mindset. This could include trying something new, asking for help, or not giving up when something gets hard.</p>

<p><b>Discussion prompts</b></p>	<ul style="list-style-type: none"> <li>• Why is setting goals important for building resilience?</li> <li>• What are some short-term and long-term goals you have set for yourself?</li> <li>• Discuss a time when you achieved a goal. How did it make you feel?</li> <li>• How can we support each other in reaching our goals?</li> </ul>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 4: Developing a Growth Mindset</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Work Snippet:</b> 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.</p>
<p><b>Home Learning:</b></p>	<p>Weeks 3 and 4:</p> <p>Students have been working on interviewing someone at home who has shown resilience.</p> <p>Task: When they have completed their interview, they will need to write up their notes with a summary of the interview, sharing the key points and insights.</p> <ul style="list-style-type: none"> <li>• <b>Submission Requirements:</b> Submit a summary of the interview, highlighting the key points and insights you gained about resilience. This summary should be no more than one page and is due by Week 5 of the term.</li> </ul>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Teacher Worksheet 1 – Session 4

#### Answer Key to “Growth Mindset” statements

A fixed mindset assumes abilities and intelligence are static, leading to avoidance of challenges and a fear of failure. In contrast, a growth mindset embraces challenges, effort, and mistakes as opportunities for learning and development.

##### **Fixed Mindset:**

I don't need to practice.

I can't change how smart I was born.

Mistakes are bad so I avoid them.

I'll never be good at this.

I ignore useful feedback.

I avoid things that require effort.

##### **Growth Mindset:**

I will keep trying.

I learn from others.

I can work hard to get better.

I can train my brain.

I want to learn.

Mistakes are learning opportunities.

## Session 5: Perseverance

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <ul style="list-style-type: none"> <li>• you'll learn about the power of perseverance through real-life stories and begin preparing to share these insights in a podcast format.</li> </ul> <p><b>Success Criteria:</b></p> <p>Students can identify and articulate key factors of resilience and perseverance from the stories shared.</p> <p>Students successfully complete their podcast preparation worksheet with relevant stories and quotes.</p> <p>Students create a personal pledge of perseverance, reflecting on how they can apply learned resilience strategies to their own challenges.</p>	<p><b>ACARA links:</b></p> <p><a href="#">AC9E6LA08</a></p> <p>identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p><a href="#">AC9E6LY02</a></p> <p>use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p><a href="#">AC9HP6P02</a></p> <p>investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9HP6P05</a></p> <p>describe and implement strategies to value diversity in their communities</p> <p><a href="#">AC9HP6P10</a></p> <p>analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities</p> <p><a href="#">AC9HP6P01</a></p> <p>explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9HP6P04</a></p> <p>describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <p><a href="#">AC9HP6P06</a></p> <p>apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <p><b>Resources:</b></p>
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	<ul style="list-style-type: none"> <li>• Home Learning task (students will have completed this in weeks 1-4)</li> <li>• Student workbook containing "Podcast Preparation" worksheets.</li> </ul> <p><b>Notes for the Teacher:</b></p> <p>Ensure you have a clear understanding of the resilience factors to guide students effectively through their story analysis and podcast preparation.</p> <p>Prepare to facilitate the "Perseverance Chain" by having your own story of perseverance ready to share as an example.</p> <p>For the podcast preparation, consider providing a mini-lesson on note-taking and summarizing to help students capture the essence of their interviews effectively.</p> <p>Cultivate an environment that values open discussion and personal sharing, reinforcing that every student's experience with perseverance is valid and valuable.</p>
<p><b>Objective:</b></p>	<p>To learn about perseverance by sharing and listening to stories of overcoming challenges. Students will discover how to set goals, make choices, and keep going despite setbacks. This lesson will help students apply these lessons of perseverance to their own life challenges.</p>
<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>Students will listen to the sample podcast with Tanya and Scott (or have students read the script found in Teacher Worksheet 1 – Session 5). Before listening, tell students they will be asked to identify the different parts of the podcast (introduction, storytelling, transitions to different speakers, conclusion).</p> <p>After listening, ask students whether they could identify the different sections of the podcast. What were the things that stood out for them?</p> <p>Explain that when they write their own podcast episode, they'll include the same formatting to make their podcast run smoothly.</p>

<p><b>Main Activity (30 minutes):</b></p>	<p>Stories of Perseverance and Class Discussion</p> <p><b>Step 1:</b> Story Exploration (10 minutes):</p> <p>At home, students have been interviewing a family/community member about a time they had to show resilience, and the resilience factors or mindset, perseverance, making choices and goal setting.</p> <p>In pairs, students should share their story of the person they have interviewed with their partner including:</p> <ul style="list-style-type: none"> <li>- Who was the person they interviewed</li> <li>- What was the challenge/adversity they faced?</li> <li>- What goals did they set to overcome the challenge?</li> <li>- What choices did they have to make?</li> <li>- What setbacks did they have?</li> <li>- How did they overcome these?</li> <li>- What did they learn about themselves/being resilient from this experience?</li> </ul> <p><i>NOTE: these questions are based on the home learning interview form</i></p> <p>If any students haven't finished writing up their interview notes, they should use this time to complete the worksheet.</p> <p><b>Step 2:</b> Gathering quotes (15 minutes)</p> <p>Explain to students that over the next few weeks, they will be creating a podcast/panel discussion with their groups on the topic of resilience.</p> <p>Model how students can take notes by asking students to share any stories or highlights from their interviews with the class. As they share, use poster paper or whiteboard to model how to take notes on each of the resilience areas.</p> <p><b>Step 3:</b> Podcast Preparation (5 minutes)</p> <p>Students should work independently to review their interview and highlight the stories/snippet/quote under each of the resilience factors on the worksheet "Podcast Preparation" in their workbooks.</p> <p>Encourage students to reflect on how these examples of perseverance can be applied to their own lives, especially in areas where they face challenges.</p>
<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p>"Perseverance Chain"</p> <p>Each student shares a brief story of a time they persevered through a difficulty, linking their story to the person next to them by finding a common theme of perseverance. This activity aims to create a visual and metaphorical chain of perseverance in the class, emphasizing that everyone has the capacity to persevere.</p>

<p><b>Sharing:</b></p>	<p>Invite students to share some of the stories/quotes they heard in their interviews with the class.</p>
<p><b>Extended Learning:</b></p>	<p>Encourage students to listen to real-life podcasts on themes of resilience and perseverance, providing a list of recommended episodes to explore.</p> <p>Set up a class blog or newsletter where students can publish their reflections on the stories of perseverance they have learned about, including insights from their podcast project.</p>
<p><b>Discussion prompts</b></p>	<ul style="list-style-type: none"> <li>• Can anyone share a brief story of perseverance, either personal or from someone they admire? What was the challenge, and how was it overcome?</li> <li>• How do setting goals help us persevere through tough times? Can you think of a goal that's motivated you to keep going?</li> <li>• What's something you've learned from a setback or challenge that helped you grow or persevere?</li> <li>• Thinking about the stories of resilience we've discussed; how can you apply these lessons of perseverance to a challenge you're currently facing?</li> </ul>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 5: Perseverance</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Reflection:</b> Ask students to identify a goal they initially struggled with but eventually achieved through perseverance, highlighting what kept them going.</p>
<p><b>Home Learning:</b></p>	<p><b>Week 5 and 6 (Due week 6)</b></p> <p>Task: Think of a time when you faced a challenge or difficulty. Write a short reflection on how you dealt with the situation and what resilience factors you used or could have used.</p>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Teacher Worksheet 1 – Session 5

Sample podcast Script - Tanya and Scott discuss the four aspects of resilience. You can listen to Tanya and Scott reading this here (INSERT LINK to podcast)

#### Podcast Script: "The Resilience Chronicles"

[Intro Music]

**Scott:** G'day, adventurers! Welcome to "The Resilience Chronicles." I'm Scott.

**Tanya:** And I'm Tanya. Today, we're diving into the heart of resilience. So, what is resilience? It's our inner strength, our ability to bounce back from setbacks and challenges. Think of it as your invisible armour that protects you and helps you recover from anything life throws your way.

**Scott:** Exactly, Tanya. For all our Year 6 listeners out there, imagine you're playing a video game. You face obstacles and sometimes you lose a life, but you keep playing, learning from your mistakes, until you beat the level. That's resilience. It's crucial because life, much like a video game, is full of challenges and surprises. It's about learning, not giving up, and moving forward, stronger than before.

**Tanya:** And there are four key ways we can all build our resilience: setting goals, persevering through obstacles, making smart choices, and fostering a growth mindset. It's like building a toolkit that helps you navigate through life's ups and downs.

**Scott:** Speaking of growth mindset, Tanya, you reminded me of a story about my great-grandfather during the war. He and his brother faced unimaginable hardships on the battlefield, losing friends and enduring the horrors of war. Yet, their letters home were always filled with hope, dreams of the future, and the peace they were fighting for. This mindset, seeing beyond the present hardship to a hopeful future, has been a beacon of resilience for our family.

**Tanya:** That's a powerful legacy, Scott. It's a bit like my grandpa's story. At just 14, he found himself alone, with nothing but a dream. That dream? To start his own trucking company. Despite having almost nothing to his name, he worked tirelessly, saved every penny, and eventually bought his first truck. But his struggles didn't end there. He fought a legal battle all the way to the Supreme Court to legalise semi-trailers in Australia, and he won. His resilience reshaped the Australian transport industry. It teaches us that with vision and perseverance, we can overcome any obstacle.

**Scott:** These historical tales of resilience are inspiring. But resilience isn't just something from the past; it's alive in our challenges today. Tanya, you have a personal story that's a perfect example, right? The school play incident?

**Tanya:** Oh, yes. Dreaming of the lead role and then not getting it was a tough pill to swallow. But instead of giving up, I used it as fuel. I dedicated the next year to improving my acting skills, learning from every piece of feedback, and practicing tirelessly. When the next auditions came, I was ready, and I landed the role. It was a testament to the power of setting a goal, embracing setbacks, and pushing through.

**Scott:** Your story brings back memories of my own challenge—aiming to be the cricket team captain. When I missed out, it felt like a personal failure. But rather than let it define me, I channelled my disappointment into determination. I worked harder, focused on team spirit, and eventually became vice-captain. That role taught me leadership and showed me that resilience can turn setbacks into stepping stones.

**Tanya:** These stories, from our ancestors' struggles to our personal journeys, highlight that resilience isn't a single act but a continuous process. It's about learning from every fall, every failure, and using those lessons to build a stronger, more resilient self.

**Scott:** So, to our young adventurers listening, remember that your resilience story is just beginning. Embrace the challenges, learn from them, and let them guide you towards your dreams.

**Tanya:** Keep exploring, keep dreaming, and above all, keep bouncing back. That's the essence of resilience.

**Scott:** Until next time, farewell, mates! Keep that resilience shining bright.

[Outro Music]

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Mock-up Podcast Episode: "Resilience in Real Life"

#### Podcast Script: "Resilience Ripples"

[Intro Music]

**Liam:** Welcome to "Resilience Ripples," where stories of strength light the way. I'm Liam.

**Mia:** And I'm Mia. Today, we're exploring the essence of resilience. What does it mean? Resilience is our ability to recover from difficulties. It's like being a rubber band; no matter how much you're stretched; you always find a way to bounce back.

**Liam:** That's spot on, Mia. For our listeners in Year 6, think of resilience as your superhero power. It's what helps you get back up after a fall, learn from your mistakes, and come back stronger. It's essential because life is full of unexpected twists and turns.

**Mia:** There are four keys to unlocking your resilience: setting meaningful goals, persisting through challenges, making thoughtful decisions, and embracing a mindset of growth and possibility. Imagine these as tools in your backpack, ready to help you climb any mountain life puts in your path.

**Liam:** Let me share a tale about persistence from my family's history. My aunt was a pioneer in environmental science, a field not many women were part of back in her day. She faced countless rejections from universities and research grants simply because of her gender. But she didn't let that stop her. She persisted, continued her research, and eventually made groundbreaking discoveries that contributed to sustainable agriculture. Her story teaches us that persistence can pave the way for change.

**Mia:** That's truly inspirational, Liam. It reminds me of my cousin's story. With dreams of becoming a chef, he faced an uphill battle due to severe food allergies. Many thought this would end his culinary ambitions. Instead, he saw it as an opportunity to innovate, creating delicious, allergy-friendly recipes. Now, he runs a successful restaurant that caters to people with food sensitivities. His journey shows that obstacles can lead to innovation.

**Liam:** It's incredible how resilience can transform challenges into opportunities. Mia, you've got a pretty inspiring story about bouncing back too, right?

**Mia:** Absolutely, Liam. In high school, I was passionate about basketball but didn't make the team in my first year. It was a hard blow, but I didn't let it define me. I spent the next year improving my skills, attending every practice I could, and learning from the coach and players. The following year, not only did I make the team, but I also became one of its key players. That experience taught me the importance of resilience, hard work, and never giving up on your dreams.

**Liam:** Your story brings back memories of my own. I always dreamed of being a writer, but my early attempts were met with rejection after rejection. Instead of giving up, I used the feedback to improve my writing. I attended workshops, read extensively, and honed my craft. Finally, my stories were published, and now I'm even working on a novel. It goes to show that with perseverance, even the most distant dreams can become reality.

**Mia:** These stories, from our family histories to our personal battles, remind us that resilience is not just about facing down the big challenges; it's also in the small everyday moments of choice and perseverance.

**Liam:** So, to our brave explorers listening, your journey of resilience is just taking shape. Face challenges with courage, learn from every stumble, and let each step forward build your resilience.

**Mia:** Keep pushing, keep dreaming, and remember, every setback is a setup for a comeback. That's the power of resilience.

**Liam:** Until we meet again, keep riding the waves of resilience.

[Outro Music]

## Session 6: Introduction to Podcasting/Panel Project

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <ul style="list-style-type: none"> <li>• Understand what a podcast is and the elements that make it engaging.</li> <li>• Learn strategies for successful podcasting.</li> <li>• Begin planning their own podcast, focusing on themes of resilience, goal setting, making choices, developing a growth mindset, and perseverance.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Define what a podcast is and identify its key components.</li> <li>• Discuss the importance of engaging content, clear audio, and structured format in podcasting.</li> <li>• Create a preliminary plan for their own podcast, including topic selection and content outline.</li> </ul>	<p><b>ACARA links:</b></p> <p><a href="#">AC9E6LY07</a></p> <p>plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p><a href="#">AC9E6LY02</a></p> <p>use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p><a href="#">AC9HS6S07</a></p> <p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Examples of inspirational podcasts or panel discussions.</li> <li>• Student workbook with podcast planner, Mindful colouring pages, I Spy pages, and journals.</li> <li>• Digital storage for the podcast episodes once they have been recorded.</li> </ul> <p><b>Notes for the Teacher:</b></p> <ul style="list-style-type: none"> <li>• See Resources for a list of podcasts or panel discussions that focus on personal growth, resilience, and inspiring stories to share with students.</li> <li>• Use the Project Timeline planner in Teacher Resources to set up the project timeline on the board or in a shared document to keep students on track with their podcasting project milestones.</li> <li>• Decide how the podcasts will be stored and presented – will you have these available for parents or others in the school? Will you share with other classes? Or publish them on the school website?</li> <li>• Consider integrating mindfulness activities into the lesson to help students manage any anxiety or overthinking related to the project.</li> </ul>
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<p><b>Objective:</b></p>	<p>Introduce students to the concept and basics of podcasting, focusing on creating content that delves into resilience, goal setting, making choices, developing a growth mindset, and perseverance.</p> <p>This session will equip students with the foundational knowledge required for a practical project where they will plan, produce, and share a podcast episode or participate in a panel discussion.</p>
<p><b>Warm-Up Activity (5 minutes):</b></p>	<p><b>Podcasting</b></p> <p>Start the session with a quick mind mapping activity. Ask students to share any podcasts or discussions they've listened to or watched that made an impact on them.</p> <p>Create a class mind map on the board with things that make a good podcast or radio show (exciting stories, using descriptive language, changing the tone of voice)</p> <p>Highlight how these platforms can be powerful tools for sharing stories and ideas.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p>Basics of Podcasting/Panel Discussions and Brainstorming Session</p> <p><b>Step 1: Introduction to Podcasting/Panel Basics (10 minutes):</b></p> <p>Provide a brief overview of what podcasts and panel discussions are, including their purposes and why they're effective means of communication. Share examples of podcasts or panels that focus on inspirational stories, resilience, and personal growth.</p> <p>Discuss the components of a good podcast/panel, such as engaging content, clear audio, and a structured format.</p> <p>NOTE – an overview of podcasting basics can be found in Teacher Worksheet 3 – Session 6)</p> <p><b>Step 2: Reviewing Project Criteria (5 minutes):</b></p> <p>Explain the assessment criteria (Teacher Worksheet 1 – Session 6 and Resources) and steps for creating their own podcast episode or panel discussion. Outline the project timeline and what resources they will have access to (recording equipment, editing software, research materials).</p> <p><b>Step 3: Podcast Planning (15 minutes):</b></p> <p>Divide students into small groups that will work together to create their podcast/panel presentation. Encourage them to think about what aspects of resilience, goal setting, making choices, developing a growth mindset, and perseverance they find most compelling and want to explore further.</p> <p>Students use the podcast planner in their workbooks to map out a preliminary topic idea and a rough outline of what they want to cover, including any stories of individuals they would like to include (e.g., from the profiles provided in earlier sessions).</p>

<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p>Mindful Activities</p> <p>Taking time to be mindful and do activities such as colouring, puzzles and journalling can help switch off the overthinking part of our brains.</p> <p>Students can spend some time colouring in one of the Mindful colouring pages, doing an I Spy page, or journalling their thoughts on the message they hope to convey through their podcast or panel discussion.</p>
<p><b>Sharing:</b></p>	<p>Invite a few students to share their topic ideas and reflections with the class, fostering an environment of support and collaboration.</p>
<p><b>Discussion prompts</b></p>	<ul style="list-style-type: none"> <li>• Discuss the purpose of creating a podcast or panel discussion about resilience.</li> <li>• What topics related to resilience would you like to explore in the podcast?</li> <li>• How can we ensure that our podcast or panel discussion reaches and resonates with its intended audience?</li> </ul>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 6: Introduction to Podcasting/Panel Project</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Work Snippet:</b> Students can share their project topics and the reason behind their choice, emphasizing what aspect of resilience they find most compelling.</p>
<p><b>Home Learning:</b></p>	<p><b>Week 5 and 6 (Due week 6)</b></p> <p>Task: Think of a time when you faced a challenge or difficulty. Write a short reflection on how you dealt with the situation and what resilience factors you used or could have used.</p>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

Teacher Worksheet 1 – Session 6

### **Assessment rubrics for podcast**

Final Presentation – Teacher Assessment (Found in resources at the end)

Final Presentation – Student Self-Assessment (Found in resources at the end)

## Teacher Worksheet 2 – Session 6

### Project Timeline

This timeline can be printed as a poster, or written up and displayed in the classroom.

Session	Date Due	Project Milestone	Details
<b>Session 4</b>		Interview  <b>by end of Week/session 4</b>	Home Learning –  Conduct an interview at home with family/community member who has shown resilience.
<b>Session 5</b>	By Week 5	Interview completed and write up notes	Home Learning - Submit notes and summary in Week 5 before CIP session.
<b>Session 6</b>		Planning and Preparation	Work as a group to create outline and plan for podcasts
<b>Session 7</b>		Writing Scripts	Writing scripts as a group
<b>Session 8</b>		Practice and Recording	Practice and edit scripts for time, clarity and flow
<b>Session 9</b>		Recording	Recording of podcast in group – review and re-record if needed
<b>Session 10</b>		Presentation and Reflection	Presenting podcast and reflection activity

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Teacher Worksheet 3 – Session 6

#### Podcasts – teacher notes

A podcast is used to describe a downloadable broadcast or program (usually audio - music or talk; can also be video) in digital form, playable on a computer or mobile device like a phone or tablet.

You can find examples at <https://www.abc.net.au/kidslisten/programs>

(Note: Apple also have a Podcasts app to download to mobile devices, which children may have seen. This allows a user to browse many thousands of podcasts using iTunes).

Remain careful of all digital content, particularly when searching the Internet and ensure for e-safety that school firewalls and anti-virus software are up to date and working correctly.

#### Software and Devices

Children can record their ‘podcasts’ using podcasting software such as Audacity, or you can record on other recording software or mobile device including iPad or tablets. Mobile devices may allow children to spread out and find more quiet space to record, rather than in a computing suite.

It should be considered however, that if the sound files are to be used for future editing, they will need to be saved in an appropriate format and location that can be accessed in future lessons.

#### Planning and Script Writing

The planning and script writing takes place over two lessons. The aim of this first lesson is to listen to example content and to plan their script for an original podcast/panel discussion, based on their interview at home and what they’ve learnt this term about resilience.

Although some practise recording can be done during this lesson, it is advisable to spend time rehearsing and edit a script to improve the quality of content for recording in the next lesson.

#### How to make a podcast

1. Choose a theme for your podcast – will you cover all four resilience areas? Or go into one area in depth?

2. What will you call your podcast? Choose a name that reflects your group, their aims and the topic you'll be discussing.
3. **Plan your ideas**  
Introduction – who will do this? What will they say? What are the key things you'll be covering in the podcast?  
You will then add your key points and write down the stories you want to share. Include a transition phrase to lead into the next point (for example, Chris has an interesting story to share on mindset from his Grandfather – Chris what happened to him?)
4. Remember to include even amounts of talking time for each person, and give everyone a turn to share.
5. Remember when sharing your stories - the people listening won't know who you're talking about, so include a description of them at the time of the challenge – My grandpa, who was just 16 years old at the time, a tall skinny beanpole of a kid with a shock of curly hair as he described himself. My mum was fresh out of university, just married and had two kids under 2 when...
6. Once you have your ideas written out, do a practice run to see how long it takes to read through. Make adjustments to the text to add more content or make parts shorter so it stays less than 10 minutes long.

## Discover the Secrets of Great Podcasts!

Engage your ears and explore the world of captivating podcasts! But wait, what makes a podcast truly exceptional? Let's unravel the mystery together!

### Key Elements of a Good Podcast:

#### Introduction and conclusion

Having a strong introduction to the segment tells people exactly what they can expect from listening. Wrap it up with a powerful call to action at the end.

#### Compelling Content:

Intriguing storytelling that keeps listeners hooked from start to finish.  
Varied topics catering to different interests, from science to storytelling, comedy to current affairs.

#### Engaging Hosts:

Charismatic and knowledgeable hosts who connect with their audience.  
Natural conversational style that makes listeners feel like part of the discussion.

#### Quality Production:

Clear audio with minimal background noise for an immersive listening experience.  
Smooth editing to maintain pace and coherence.

#### Interactive Format:

Opportunities for audience participation through Q&A sessions, polls, or listener submissions.

Social media engagement to foster a sense of community around the podcast.

**Tips for Aspiring Podcasters:**

Find your passion and choose a topic that excites you.

Research your audience and tailor content to their interests.

Practice active listening and incorporate feedback to improve.

Collaborate with others and explore guest interviews for fresh perspectives.

**Call to Action:**

Start your podcasting journey today! Grab a mic, gather your ideas, and let your voice be heard!

Unlock the potential of your storytelling skills and embark on an exciting podcasting adventure. Remember, the world is listening!

## Session 7: Research and Scriptwriting

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <ul style="list-style-type: none"> <li>students will have a completed script ready for recording, signifying their ability to effectively communicate their ideas and work collaboratively towards a common goal.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Successfully match stressors with appropriate coping strategies, demonstrating an understanding of stress management.</li> <li>Articulate their current scriptwriting status and set clear objectives for the session, showing progress in project planning and teamwork.</li> <li>Incorporate feedback and apply revisions to their scripts, ensuring they are engaging, clear, and reflective of the lesson's resilience and personal growth themes.</li> </ul>	<p><b>ACARA links:</b></p> <p><a href="#">AC9E6LY02</a></p> <p>use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p><a href="#">AC9HS6S07</a></p> <p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p><a href="#">AC9HP6P01</a></p> <p>explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9E6LY06</a></p> <p>plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features</p> <p><a href="#">AC9E6LY07</a></p> <p>plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p><a href="#">AC9HS6S07</a></p> <p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p><a href="#">AC9HP6P08</a></p>
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	<p>analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations</p> <p><a href="#">AC9HP6M09</a></p> <p>participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Stress Busting Strategies handouts or workbook pages.</li> <li>• Access to research materials (books, articles, internet for supervised research).</li> <li>• Scriptwriting templates or guides</li> <li>• Digital storage for the podcast episodes once they have been recorded – make sure students know where this is and how to access it.</li> </ul> <p><b>Notes for the Teacher:</b></p> <p>Be available to provide guidance and feedback as students work on their scripts, helping them refine their ideas and structure their content effectively.</p> <p>Consider arranging a brief tutorial or providing resources on using any available recording or editing software if students are not familiar with these tools.</p> <p>Encourage collaboration and peer feedback during the scriptwriting process to foster a supportive learning environment.</p>
<p><b>Objective:</b></p>	<p>Students will finalise their scripts, ready for recording, showcasing their teamwork and communication skills. They'll identify and apply stress management strategies, articulate script progress, and incorporate feedback for script refinement. The objective is to ensure scripts are engaging, clear, and embody resilience and personal growth themes.</p>

<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>Stressors and Strategies</p> <p>As a class, read through the “Stress Busting Strategies” in the workbook. Discuss which one’s students might use in different scenarios.</p> <p>Students then work independently or in pairs to match the stressors with the strategies in their workbooks.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p><b>Step 1: Script Progress Sharing (5 minutes)</b></p> <p>At the start of the lesson, a representative from each group will briefly share where they are in the scriptwriting process and outline what they aim to accomplish during this session. This will help set goals for the lesson and allow for peer support and ideas.</p> <p><b>Step 2: Script Writing and Refinement (15 minutes)</b></p> <p>Following the progress sharing, students will return to their groups to continue writing and refining their scripts. The teacher will roam the classroom, checking in with each group to provide guidance, answer questions, and offer feedback. This ensures that each group receives personalised support and that their script aligns with the project's objectives.</p> <p><b>Step 3: Script Finalisation and Practice (10 minutes)</b></p> <p>In the final part of the lesson, groups focus on finalising their scripts. This involves last-minute revisions, ensuring the script flows well, and practising their scripts aloud to check for timing and engagement. Groups should finalise any changes and prepare their script for recording.</p> <p><b>Reminders for Students:</b></p> <ul style="list-style-type: none"> <li>• The goal is to have a completed script by the end of this lesson. Next session, we will be recording, so it's crucial to finalize all content and practice delivery.</li> <li>• Focus on clear communication, engaging storytelling, and incorporating themes of resilience and personal growth effectively.</li> <li>• Be open to feedback and ready to make adjustments. The best scripts will come from collaborative effort and flexibility.</li> </ul>
<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p><b>I can</b></p> <p>Students sit in a circle and take turns throwing a soft ball to each other. When each student catches the ball, they should say a positive affirmation that begins with the phrase “I can”, for example, I can swim 50 metres, I can solve hard maths problems etc.</p>

<p><b>Discussion Prompts</b></p>	<ul style="list-style-type: none"> <li>• Discuss key aspects of resilience to highlight in the script.</li> <li>• Explore effective research strategies for gathering information on resilience.</li> <li>• Emphasize the importance of script structure for message communication.</li> <li>• Brainstorm creative elements to engage the audience.</li> </ul>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 7: Research and Scriptwriting</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Reflection:</b> Encourage students to reflect on the research process and how their findings have shaped their understanding of resilience.</p>
<p><b>Home Learning:</b></p>	<p><b>Week 7 and 8</b></p> <p>Task: If you haven't finished your podcast scripts yet – your task this week is to finish these off and practice at home.</p>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Session 8: Recording and Editing

**Learning intention:**

By the end of this lesson:

- students will have enhanced their public speaking and emotional expression capabilities through engaging in "Emotions Charades," where they express various emotions without words.
- They will also have acquired hands-on experience with audio recording and an introduction to editing, including setup and techniques for achieving clear audio quality.

**Success Criteria:**

- Students will demonstrate the ability to express a range of emotions non-verbally and recognise these emotions in others, improving their expressive skills and emotional intelligence.
- Successfully complete a quality audio recording within the allocated time, applying the tips for clear audio quality and understanding the importance of maintaining flow even when errors occur.
- Reflect on their recording experience, identifying strengths and areas for improvement, and discuss strategies for enhancing future recordings.

**ACARA links:**

[AC9HS6S07](#)

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

[AC9E6LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

[AC9TDI6P07](#)

select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions

[AC9TDI6P08](#)

select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours

[AC9AMA6C01](#)

use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences

[AC9AMA6P01](#)

present media arts works in informal and/or formal settings using responsible media practice

**Resources:**

- Recording equipment (microphones, headphones, computers with recording software).
- Quiet spaces designated for recording.

	<ul style="list-style-type: none"> <li>• Teacher Worksheet 1 – Session 7 "Emotion Charades" for the warm-up activity.</li> <li>• Digital storage for the podcast episodes once they have been recorded – make sure students know where this is and how to access it.</li> </ul> <p><b>Notes for the Teacher:</b></p> <ul style="list-style-type: none"> <li>• The lesson below is aimed at classes that are recording a podcast. If you have chosen a panel style presentation instead, you will need to setup your classroom/audience accordingly.</li> <li>• Ensure that recording equipment is tested and functional before the lesson begins.</li> <li>• Arrange the classroom or recording space to minimize background noise and interruptions.</li> <li>• Provide a brief tutorial on the recording and editing software if students are unfamiliar with these tools.</li> <li>• Encourage a supportive atmosphere where students feel comfortable experimenting and making mistakes during the recording process.</li> </ul>
<p><b>Objective:</b></p>	<p>Students will begin the recording process for their podcast or panel discussion, applying their script and project planning. This session also introduces students to the basics of audio editing, empowering them to refine their recordings into polished final products.</p>
<p><b>Warm-Up Activity (5 minutes):</b></p>	<p><b>Emotions Charades</b></p> <p>Using the emotions cards in the Teacher Worksheet 1 – Session 8</p> <p>"Emotion Charades" is a fun and engaging 5-minute warm-up activity where students draw cards with different emotions written on them, such as happiness, sadness, or anger. They then use their voices to express these emotions without using words, while their classmates try to guess the emotion being portrayed. This exercise not only warms up their voices but also helps build confidence in expressing themselves and enhances their public speaking skills through playful, non-verbal communication.</p>

<p><b>Main Activity (30 minutes):</b></p>	<p>Recording Sessions and Introduction to Editing</p> <p>Step 1: Recording Setup (5 minutes):</p> <p>Briefly review the recording setup, including how to use the microphone, recording software, and any tips for maintaining clear audio quality. Ensure students understand the basics of making a good recording.</p> <p>Remind students that this should be a one take recording (two at most). If they make a mistake or say something wrong, they should just apologise and keep going.</p> <p>When recording, they should record a small test recording and play it back to check the sound levels.</p> <p>Step 2: Recording in Action (30 minutes):</p> <p>Groups take turns recording segments of their podcasts or panel discussions in a designated recording area. Provide each group with a specific time slot for recording to manage the process smoothly.</p> <p>Encourage groups not recording to work on finalising their scripts, practicing their speaking parts, or work on journalling or mindfulness activities in their workbook.</p>
<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p>"Recording Reflections"</p> <p>Ask students to reflect on their recording experience, including what went well and what they found challenging. Encourage them to think about how they can apply what they've learned today to improve future recording sessions.</p>
<p><b>Sharing:</b></p>	<p>Invite a few students to share their reflections and any tips they discovered during the recording process.</p>
<p><b>Discussion Prompts</b></p>	<ul style="list-style-type: none"> <li>• Practice presenting our podcast or panel discussion and provide constructive feedback to each other.</li> <li>• What are some potential challenges we might face during the scriptwriting process? How can we overcome them as a team?</li> <li>• How has our understanding of resilience evolved throughout this project?</li> <li>• Share any personal insights or moments of growth that you've experienced during this unit.</li> </ul>

<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 8: Recording and Editing</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Work Snippet:</b> Invite students to share a lesson learned from the recording process or a snippet from their project that they're proud of.</p>
<p><b>Home Learning:</b></p>	<p><b>Week 7 and 8</b></p> <p>Task: If you haven't finished your podcast scripts yet – your task this week is to finish these off and practice at home.</p>

**CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM**

**LESSON PLANS**

Teacher Worksheet 1 – Session 7

**Emotions Charades Cards**

Print and cut up these cards for students to play Emotions Charades.

<b>Happiness</b>	<b>Sadness</b>
<b>Anger</b>	<b>Surprise</b>
<b>Fear</b>	<b>Disgust</b>
<b>Curiosity</b>	<b>Excitement</b>
<b>Frustration</b>	<b>Pride</b>
<b>Embarrassment</b>	<b>Sympathy</b>
<b>Confusion</b>	<b>Boredom</b>
<b>Joy</b>	<b>Anticipation</b>
<b>Disappointment</b>	<b>Gratitude</b>
<b>Nervousness</b>	<b>Calm</b>

## Session 9: Finalising Projects

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <ul style="list-style-type: none"> <li>• Students will have finalised their podcast recordings as a group</li> <li>• Practice and refine their presentation skills in preparation for sharing their projects with an audience.</li> </ul> <p><b>Success Criteria:</b></p> <p>Students complete all necessary edits and refinements to their projects.</p> <p>Students demonstrate confidence and clarity in the presentation of their projects.</p>	<p><b>ACARA links:</b></p> <p><a href="#">AC9HP6M09</a></p> <p>participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities</p> <p><a href="#">AC9HS6S07</a></p> <p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p><a href="#">AC9HP6P04</a></p> <p>describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <p><a href="#">AC9E6LY07</a></p> <p>plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p><a href="#">AC9TDI6P07</a></p> <p>select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions</p> <p><a href="#">AC9TDI6P08</a></p> <p>select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours</p> <p><a href="#">AC9AMA6C01</a></p> <p>use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences</p> <p><a href="#">AC9AMA6P01</a></p>
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	<p>present media arts works in informal and/or formal settings using responsible media practice</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Computers with audio editing software.</li> <li>• Recording equipment for last-minute adjustments.</li> <li>• Rubric or criteria checklist for project presentations.</li> <li>• Digital storage for the podcast episodes once they have been recorded – make sure students know where this is and how to access it.</li> </ul> <p><b>Notes for the Teacher:</b></p> <p>Ensure students have access to all necessary equipment and software for final edits.</p> <p>Create a schedule for practice presentations to ensure each group has the opportunity to receive feedback.</p> <p>Prepare the classroom or designated space for a positive affirmation circle, ensuring a supportive environment for student reflection and encouragement.</p>
<p><b>Objective:</b></p>	<p>Students will complete the recording process for their podcasts or panel discussions, finalising their projects for presentation. This session is dedicated to refining their work, ensuring that their final product is polished and ready for sharing.</p>
<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>Positive Affirmation Circle</p> <p>Begin with a positive affirmation circle where each student shares a positive statement or encouragement about the project work done so far. This activity aims to boost confidence and foster a supportive atmosphere as students approach the completion of their projects.</p>

<p><b>Main Activity (30 minutes):</b></p>	<p>Recording Sessions and Peer Feedback</p> <p>Recording Sessions (30 minutes): Groups take turns recording their podcast or panel discussion segments. Ensure each group has adequate time in the quiet recording area, adhering to the scheduled times. Provide support with technical aspects and encourage students to deliver their best performance.</p> <p>Students who have finished recording, or are waiting their turn can spend time practicing their scripts, or work on the mindfulness or journalling activities in their workbook.</p>
<p><b>Cool Down/Reflection (5 minutes):</b></p>	<p>Project Journey Reflection</p> <p>Prompt students to reflect on their project journey from the initial brainstorming to the final edits. Ask them to consider what they've learned about resilience, teamwork, and the technical aspects of creating a podcast or panel discussion.</p>
<p><b>Sharing:</b></p>	<p>Invite a few students to share their reflections, highlighting any personal growth they've experienced or challenges they've overcome during the project.</p>
<p><b>Extended Learning:</b></p>	<p>Students who wish to learn more about the podcasting process might investigate:</p> <ul style="list-style-type: none"> <li>- Adding an intro/outro music to their podcast</li> <li>- Editing skills</li> <li>- Publishing a podcast online via iTunes or similar software.</li> </ul>
<p><b>Discussion Prompts</b></p>	<ul style="list-style-type: none"> <li>• Reflect on the progress we've made so far and discuss any remaining tasks that need to be completed.</li> <li>• How can we ensure that our final project meets the criteria and objectives we set out to achieve?</li> <li>• Share any feedback or suggestions for improvement on our podcast or panel discussion.</li> <li>• Discuss strategies for promoting and sharing our project with our school community or wider audience.</li> </ul>

<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 9: Finalizing Projects</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Reflection:</b> 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.</p>
<p><b>Home Learning:</b></p>	<p><b>Week 9 and 10</b></p> <p>Task: Reflect on your learning this term and write a paragraph for each of the following topics:</p> <ul style="list-style-type: none"> <li>- Write about your podcasting experience – what worked? What didn't? what would you do differently next time? What was the best bit?</li> <li>- What has been your biggest learning or takeaway from this term?</li> <li>- What is your favourite quote about resilience? Share this in a creative way, such as a bookmark or drawing.</li> </ul>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Session 10: Presentation and Reflection

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <ul style="list-style-type: none"> <li>• Have confidently presented their podcasts or panel discussions, showcasing their hard work, creativity, and the resilience skills developed throughout the "Building Inner Resilience" program.</li> <li>• Engaged in a positive exchange of feedback and questions, deepening their understanding and appreciation of each other's projects.</li> <li>• Reflected on their personal and collective learning journeys, recognising their growth in resilience, teamwork, and communication.</li> </ul> <p><b>Success Criteria:</b></p> <p>Students effectively present their projects, demonstrating clear communication and the ability to engage an audience.</p> <p>Actively participate in the Q&amp;A sessions, both by asking insightful questions and by providing thoughtful answers regarding their projects.</p> <p>Articulate their learning and growth experiences, acknowledging the development of resilience skills and how they've applied them throughout the program.</p>	<p><b>ACARA links:</b></p> <p><a href="#">AC9HP6M09</a></p> <p>participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities</p> <p><a href="#">AC9ADR6P01</a></p> <p>rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings</p> <p><a href="#">AC9HS6S07</a></p> <p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p><a href="#">AC9E6LY07</a></p> <p>plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p><a href="#">AC9HP6P04</a></p> <p>describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <p><a href="#">AC9HP6P04</a></p> <p>describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <p><a href="#">AC9TDI6P07</a></p> <p>select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions</p> <p><a href="#">AC9TDI6P08</a></p> <p>select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours</p>
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	<p><a href="#">AC9AMA6C01</a></p> <p>use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences</p> <p><a href="#">AC9AMA6P01</a></p> <p>present media arts works in informal and/or formal settings using responsible media practice</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Computers with audio editing software.</li> <li>• Recording equipment for last-minute adjustments.</li> <li>• Rubric or criteria checklist for project presentations.</li> <li>• Digital storage for the podcast episodes once they have been recorded – make sure students know where this is and how to access it.</li> </ul> <p><b>Notes for the Teacher:</b></p> <p>Prepare certificates of completion or small tokens of recognition for each student to mark their achievement and participation in the program.</p> <p>Consider compiling the podcasts or panel discussions into a collection that can be shared with the school community or on the school website, highlighting the students' hard work and insights on resilience.</p> <p>Reflect on the program's impact and gather feedback from students for future iterations. This could involve a formal survey or an informal discussion about what worked well and what could be improved.</p>
<p><b>Objective:</b></p>	<p>This session serves as the culmination of the CRASHING INTO POTENTIAL program, where students present their podcasts or panel discussions to the class or a broader audience. It's a time to celebrate their hard work, creativity, and the resilience skills they've developed. The session also provides a space for reflection on the learning journey and the growth experienced throughout the program.</p>

<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>Circle of Encouragement</p> <p>Begin with a circle of encouragement where each student can offer a positive comment or word of support to another group or individual. This activity aims to create a positive atmosphere and reduce any presentation nerves.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p>Presenting Podcasts/Panels and Reflecting on Learning Journey</p> <p><b>Step 1:</b> Project Presentations (20 minutes):</p> <p>Groups take turns presenting their podcasts or panel discussions. Depending on the class size and the length of each project, you might need to adjust the time allocated to each group or continue presentations in a subsequent session.</p> <p>Ensure that each group has the necessary setup for their presentation, whether it's playing audio recordings or leading a live discussion.</p> <p><b>Step 2:</b> Audience Q&amp;A (10 minutes):</p> <p>After each presentation, allow time for a brief Q&amp;A session where the audience can ask questions or provide feedback. This interaction encourages deeper engagement with the content and allows presenters to elaborate on their work.</p>
<p><b>Cool Down/Reflection (10 minutes):</b></p>	<p>Reflection and Recognition</p> <p>Conclude the session with a guided reflection activity. Prompt students to think about what they've learned about resilience, the process of creating their project, and how they've grown personally and as a team.</p>
<p><b>Sharing:</b></p>	<p>Invite students to share their reflections with the class. This can include their thoughts on the program's impact, challenges they overcame, and how they can apply resilience skills in the future.</p>
<p><b>Homework/Extended Learning:</b></p>	<p>Celebration: Encourage students to celebrate their achievements and the completion of the program. You might suggest they share their projects with family or on a school platform (with appropriate permissions) to extend the impact of their work.</p>
<p><b>Discussion Prompts</b></p>	<p>Practice presenting our podcast or panel discussion and provide constructive feedback to each other.</p> <p>Reflect on the overall experience of creating and presenting our project. What did we learn?</p> <p>How has our understanding of resilience evolved throughout this project?</p>

	<p>Share any personal insights or moments of growth that you've experienced during this unit.</p>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 10: Presentation and Reflection</b></p> <p>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.</p> <p><b>Teacher Prompt for Student Work Snippet:</b> 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.</p>
<p><b>Home Learning:</b></p>	<p><b>Week 9 and 10</b></p> <p>Task: Reflect on your learning this term and write a paragraph for each of the following topics:</p> <ul style="list-style-type: none"> <li>- Write about your podcasting experience – what worked? What didn't? what would you do differently next time? What was the best bit?</li> <li>- What has been your biggest learning or takeaway from this term?</li> <li>- What is your favourite quote about resilience? Share this in a creative way, such as a bookmark or drawing.</li> </ul>

# CRASHING INTO POTENTIAL

YEAR 6 – APPRENTICESHIP PROGRAM

# RESOURCES

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICE PROGRAM

## Resources

### Cross Curriculum Learning Ideas

<p><b>Suggested Literacy/English Tasks:</b></p>	<p><b>These literacy ideas can be used in conjunction with any session.</b></p> <p><b>Inspirational people:</b></p> <p><b>Use the biographies in the resource pack, or have students research on their own choice.</b></p> <ul style="list-style-type: none"> <li>• Read and respond – what did students learn about their chosen person and the way they coped with challenges and times of adversity?</li> <li>• Journal entry – after reading the story of someone they relate to; students reflect in their journal about how they can learn from this person and use them as inspiration for their own goals</li> <li>• Turn the bio into a different style of writing – re-tell their story as a news article, children’s story or cartoon</li> <li>• Meet your heroes – imagine they have the chance to interview a hero – what would they ask them? What would they want to know?</li> </ul> <p><b>Related Literacy Tasks</b></p> <ul style="list-style-type: none"> <li>• Resilience Words – dictionary hunt – have students work in pairs to race and find the meaning of new vocabulary in the dictionary.</li> <li>• Students create a puzzle using resilience words (e.g./ . Crossword, wordsearch, true/false</li> <li>• Students write a jingle or advertisement to go with their podcast</li> <li>• Write a children’s book for younger classes on the theme of resilience and showing the four pillars of resilience</li> <li>• Write a superhero cartoon with a ‘Resilience Hero’ as the main character</li> <li>• <b>Read and act out the podcast</b> Mock-up Podcast Episode: "Resilience in Real Life"</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Explore intro and outro sequences for podcasts</li> <li>• Students create their own intro/outro music sequence for their podcast</li> <li>• Explore advertising jingles and the way different music is used in radio and tv advertising as a marketing tool</li> </ul>
<p><b>Information Technology</b></p>	<ul style="list-style-type: none"> <li>• Introduce students to the basics of audio editing and sound production using tools like garage band, audacity and other software</li> <li>• Introduce students to the vocabulary used in podcasting (see Glossary)</li> </ul>

## Checklists and Rubrics for assessment

### Resilience Scale Assessments (via Qualtrics)

(Insert links/instructions here)

Do you want to include the list of factors here? Links to research articles?

## CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

### Class Discussions Assessment Rubric

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Participation and Engagement	Actively engages in discussions by contributing insightful ideas, asking relevant questions, and responding thoughtfully to peers' comments.	Participates consistently in discussions, offering relevant contributions and demonstrating active listening skills.	Participates intermittently in discussions, with limited contributions or engagement.	Rarely participates in discussions or contributes minimally, showing little engagement or attention to peers' contributions.
Quality of Contributions	Provides thorough, well-supported contributions that demonstrate a deep understanding of resilience concepts and relate to others' contributions.	Offers meaningful contributions that contribute to the depth and richness of the discussion, incorporating relevant examples or personal experiences.	Provides limited contributions that occasionally lack depth or relevance to the discussion topic.	Offers minimal or superficial contributions that add little value to the discussion or fail to demonstrate understanding of resilience concepts.
Collaboration and Respect for Peers	Collaborates effectively with peers, actively listening to others, building on their ideas, and respectfully challenging or questioning viewpoints.	Demonstrates respect for peers' contributions by actively listening, acknowledging diverse perspectives, and fostering a supportive discussion environment.	Occasionally demonstrates collaboration and respect for peers but may interrupt or dismiss others' contributions at times.	Rarely demonstrates collaboration or respect for peers, frequently interrupting or disregarding others' contributions and viewpoints.
Critical Thinking and Reflection	Demonstrates advanced critical thinking skills by synthesising information, evaluating multiple perspectives, and offering insightful reflections.	Applies critical thinking skills to analyse resilience concepts and their relevance, offering thoughtful reflections on personal experiences or learning.	Demonstrates basic critical thinking skills by making simple connections or reflections on resilience topics.	Shows limited critical thinking skills, providing shallow or superficial reflections on resilience concepts without deeper analysis or insight.
Contribution to Learning Environment	Contributes significantly to creating a positive and inclusive learning environment, fostering open dialogue, and encouraging participation from all peers.	Contributes positively to the learning environment by actively engaging with peers, supporting others, and promoting a culture of respect and collaboration.	Contributes to the learning environment to some extent but may occasionally detract from the discussion dynamics through disruptive behaviour.	Contributes minimally to the learning environment, failing to engage constructively with peers or contribute to a positive discussion atmosphere.

## CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

### Workbook Activities

### Workbook Pages

<b>True or False?</b>	<b>P1</b>
<b>Scott's Story</b>	<b>P2</b>
<b>Scott's Resilience Factors</b>	<b>P3</b>
<b>My Reflections</b>	<b>P4</b>
<b>My Dream Goal</b>	<b>P5</b>
<b>SMART Goals</b>	<b>P6</b>
<b>My Goals</b>	<b>P7</b>
<b>Breakdown Your Goals</b>	<b>P8</b>
<b>Happiness</b>	<b>P9</b>
<b>What Would You Do?</b>	<b>P10</b>
<b>Two Mindsets</b>	<b>P11</b>
<b>Growth Mindset</b>	<b>P12</b>
<b>Growth Mindset Action Plan</b>	<b>P13</b>
<b>Gratitude Jar</b>	<b>P14</b>
<b>Podcast Preparation</b>	<b>P15</b>
<b>Podcast Planning</b>	<b>P17</b>
<b>Mindfulness Colouring</b>	<b>P21</b>
<b>I Spy Colouring</b>	<b>P23</b>
<b>Resilience Reflections</b>	<b>P24</b>
<b>What Makes A Great Podcast?</b>	<b>P25</b>
<b>Stress Busting Strategies</b>	<b>P26</b>
<b>Worksheet 1</b>	<b>P29</b>

## CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

### Student Self-Assessment Rubric- Home Learning

This rubric helps you assess your engagement and learning in the CRASHING INTO POTENTIAL program. Reflect on your understanding of resilience, insights, application of learning, and communication skills. Rate yourself honestly to identify strengths and areas for improvement. Use this self-assessment to grow personally.

#### Self-Assessment Criteria:

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Understanding of Resilience</b>	I've deeply understood resilience concepts and can connect them to various aspects of life and personal experiences.	I understand resilience concepts well and can make some connections to life and personal experiences.	I have a basic understanding of resilience concepts but struggle to make connections to life and personal experiences.	I find it difficult to understand resilience concepts and cannot make connections to life and personal experiences.
<b>Insightfulness of Reflection</b>	My reflections are thoughtful and demonstrate significant personal growth and understanding.	My reflections show personal growth and some understanding, but could be deeper.	My reflections are somewhat superficial and show limited personal growth.	My reflections lack depth and do not show personal growth.
<b>Application of Concepts</b>	I've excellently applied resilience concepts to the tasks, showing creativity and critical thinking.	I've applied resilience concepts to the tasks well, but with limited creativity or critical thinking.	I've somewhat applied resilience concepts to the tasks, but without much thought or creativity.	I've struggled to apply resilience concepts to the tasks and lacked thoughtfulness.
<b>Clarity and Effectiveness of Communication</b>	My work is clearly and engagingly presented, demonstrating excellent communication skills.	My work is clear and well-presented, but could be more engaging or effectively communicated.	My work is adequately presented but lacks clarity or engagement.	My work is poorly presented and communicated, lacking clarity and engagement.

#### Overall Reflection:

What is one area where you feel you've grown the most during these activities?

What is one area you'd like to improve in, based on your self-assessment scores?

Total Score: \_\_\_\_\_ / 20

## Teacher Assessment Rubric- Home Learning

This rubric is designed to help teachers assess students' engagement and learning through the home learning tasks associated with the CRASHING INTO POTENTIAL program. Each task is evaluated based on criteria that reflect understanding, reflection, application, and presentation skills.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Understanding of Resilience Concepts</b>	Demonstrates a deep understanding of resilience concepts, clearly connecting personal experiences or research findings to the program's themes.	Shows a good understanding of resilience concepts, with some connections to personal experiences or research findings.	Demonstrates a basic understanding of resilience concepts but lacks clear connections to personal experiences or research findings.	Shows limited understanding of resilience concepts and fails to make connections to personal experiences or research findings.
<b>Reflection and Insight</b>	Reflections are insightful, demonstrating critical thinking and personal growth.	Reflections show some insight and personal connections, but may lack depth.	Reflections are basic, with minimal personal insight or critical thinking.	Reflections lack insight and personal connection, showing little to no critical thinking.
<b>Application of Learning</b>	Excellent applies program learning to tasks, showing creativity and thoughtfulness.	Applies program learning to tasks in a clear and relevant way.	Somewhat applies program learning to tasks but lacks full relevance or creativity.	Struggles to apply program learning to tasks, showing little relevance or creativity.
<b>Presentation and Communication</b>	Presents work in a highly organized, clear, and engaging manner, with excellent use of language and visuals (if applicable).	Presents work in a clear and organized manner, with good use of language and appropriate visuals.	Presentation of work is satisfactory but may lack organization or clarity, with basic use of language.	Presentation of work is disorganized or unclear, with poor use of language and visuals.

Provide specific feedback on the student's strengths and areas for improvement across the tasks. Highlight notable insights or reflections shared by the student.

Overall Score: \_\_\_\_\_ / 20

Note to Teachers: This rubric is a guide to evaluate students' engagement with the home learning tasks. It aims to provide constructive feedback that supports students' growth in understanding and applying the concepts of resilience. Adjustments can be made to cater to the specific objectives of your program and the needs of your students.

## CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

### Final Presentation – Teacher Assessment

#### Assessment Rubric for Podcast/Panel Presentation

Criteria	Excellent	Proficient	Developing	Novice
<b>Explanation of Resilience Concept</b>	Student provides a comprehensive and insightful explanation of resilience, drawing upon personal experiences and interview insights, demonstrating a deep understanding of the concept.	Student explains resilience concept clearly, using personal experiences and interview insights effectively to convey understanding.	Student's explanation of resilience concept lacks depth or clarity, and may not fully utilize personal experiences or interview insights.	Student demonstrates limited understanding of the resilience concept, with little connection to personal experiences or interview insights.
<b>Analysis of Interview Responses</b>	Student thoroughly analyses and summarizes interview responses, identifying key points and insights related to resilience with precision and insight.	Student effectively analyses and summarizes interview responses, capturing key points and insights related to resilience.	Student's analysis of interview responses may be somewhat superficial or lacking in detail, missing some key points or insights related to resilience.	Student's analysis of interview responses lacks depth or coherence, failing to capture key points or insights related to resilience.
<b>Reflection on Personal Challenges</b>	Student provides a thoughtful reflection on personal challenges or difficulties, demonstrating a clear understanding of resilience factors and coping strategies, with insights into personal growth.	Student reflects on personal challenges or difficulties with clarity and understanding, demonstrating an awareness of resilience factors and coping strategies.	Student's reflection on personal challenges may be somewhat cursory or lacking in depth, with limited insights into resilience factors and coping strategies.	Student's reflection on personal challenges lacks coherence or depth, showing little understanding of resilience factors or coping strategies.
<b>Development of Podcast Scripts</b>	Student develops and refines podcast scripts effectively, incorporating storytelling and effective communication to engage listeners, with compelling content and organization.	Student develops podcast scripts with clarity and organization, effectively incorporating storytelling and communication strategies to engage listeners.	Student's podcast scripts may lack coherence or organization, with some content or communication strategies that are unclear or ineffective in engaging listeners.	Student's podcast scripts lack clarity or organization, with content or communication strategies that fail to engage listeners effectively.

<b>Criteria</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Developing</b>	<b>Novice</b>
<b>Presentation of Podcast Episodes</b>	Student presents podcast episodes confidently and articulately, showcasing understanding of resilience concepts and effective communication skills, engaging listeners with clear and engaging delivery.	Student presents podcast episodes with confidence and clarity, demonstrating understanding of resilience concepts and effective communication skills, engaging listeners effectively.	Student's presentation of podcast episodes may be somewhat hesitant or unclear, with occasional lapses in engagement or communication effectiveness.	Student's presentation of podcast episodes lacks confidence or clarity, with frequent lapses in engagement or communication effectiveness.
<b>Reflection on Podcasting Experience</b>	Student reflects on podcasting experience insightfully, identifying successes, challenges, and areas for improvement, expressing a favourite resilience quote creatively with depth of thought.	Student reflects on podcasting experience thoughtfully, identifying successes, challenges, and areas for improvement, and expressing a favourite resilience quote creatively.	Student's reflection on podcasting experience may lack depth or insight, with limited identification of successes, challenges, or areas for improvement, and a simplistic expression of favourite resilience quote.	Student's reflection on podcasting experience lacks coherence or insight, with little identification of successes, challenges, or areas for improvement, and a superficial expression of favourite resilience quote.

## CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

### Final Presentation – Student Self-Assessment

Criteria	I am excellent at this	I mostly demonstrate this:	I am developing this:	I am just beginning to work on this:
<b>Understanding Resilience</b>	I clearly explained what resilience is and why it's important, using my own stories and what I learned from interviews.	I explained what resilience is and why it's important, using some of my own stories and what I learned from interviews.	I tried to explain resilience, but I need more examples or help.	I found it hard to understand resilience and why it's important.
<b>Interview Analysis</b>	I looked carefully at the interviews and picked out the most important things about being strong when things get tough.	I looked at the interviews and found some important things about being strong when things get tough.	I tried to find the important parts of the interviews, but I need more practice.	I had trouble finding the important parts of the interviews.
<b>Personal Reflection</b>	I thought about the hard things I've been through and how I handled them, showing I know about ways to be strong.	I thought about some hard things I've been through and how I handled them, showing I know a bit about ways to be strong.	I tried to think about hard things I've been through, but I need more practice.	I found it hard to think about hard things I've been through.
<b>Podcast Development</b>	I worked really hard on my podcast script, making sure it told a good story and kept people interested.	I worked on my podcast script, trying to make it tell a good story and keep people interested.	I tried to work on my podcast script, but it was tricky.	I found it hard to work on my podcast script.
<b>Presentation Skills</b>	I talked confidently during the podcast, showing I understand what being strong means and talking in a way that makes sense to others.	I talked during the podcast, showing I understand what being strong means and talking in a way that makes sense to others.	I tried to talk during the podcast, but I need more practice.	I found it hard to talk during the podcast.
<b>Reflection on Experience</b>	I thought about how making the podcast went, what I did well, what was tricky, and even found a cool quote about being strong.	I thought about how making the podcast went, what I did well, what was tricky, and found a quote about being strong.	I tried to think about how making the podcast went, but I need more practice.	I found it hard to think about how making the podcast went.
<b>Group Collaboration</b>	I worked well with my group, joining in, helping others, and talking about what jobs we all had to do.	I worked with my group, joining in, helping others, and talking about what jobs we all had to do.	I tried to work with my group, but I need to join in more and help others.	I found it hard to work with my group.

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## Self-Assessment Reflections

### Workbook Assessment Checklist

Student Name: \_\_\_\_\_

Session: \_\_\_\_\_

Criteria	Completed
<b>1. Reflection on Scott's Story</b>	[ ]
- Detailed summary of Scott's journey	[ ]
- Personal thoughts on key learnings	[ ]
<b>2. Goal Setting Activity</b>	[ ]
- List of personal goals	[ ]
- Steps outlined to achieve these goals	[ ]
<b>3. Decision-Making Scenarios</b>	[ ]
- Responses to given scenarios	[ ]
- Justification of choices made	[ ]
<b>4. Growth Mindset Exercises</b>	[ ]
- Identification of fixed vs. growth mindset	[ ]
- Examples of applying a growth mindset	[ ]
<b>5. Perseverance Stories</b>	[ ]

Criteria	Completed
- Summary of a story of perseverance	[ ]
- Reflection on lessons learned	[ ]
<b>6. Research Notes for Project</b>	[ ]
- Key points from research sources	[ ]
- Organised notes relevant to project theme	[ ]
<b>7. Project Planning</b>	[ ]
- Outline of project idea	[ ]
- Plan for execution (roles, timeline, etc.)	[ ]
<b>8. Final Presentation Preparation</b>	[ ]
- Draft script or storyboard for presentation	[ ]
- Rehearsal notes or improvements made	[ ]
<b>9. Overall Participation and Effort</b>	[ ]
- Consistent effort shown across activities	[ ]
- Engagement with workbook tasks	[ ]

Teacher Comments:

## Notes from Interviews and Research Assessment Checklist

Student Name: \_\_\_\_\_

Session: \_\_\_\_\_

Criteria	Completed
<b>1. Conducting Interviews</b>	[ ]
- Identified interviewee(s)	[ ]
- Prepared interview questions	[ ]
- Conducted interviews effectively	[ ]
<b>2. Research Sources</b>	[ ]
- Used a variety of credible sources	[ ]
- Summarized information accurately	[ ]
- Cited sources appropriately	[ ]
<b>3. Relevance to Program Theme</b>	[ ]
- Information relates to the weekly theme	[ ]
- Demonstrates understanding of the topic	[ ]
<b>4. Clear and Organized Notes</b>	[ ]
- Neatly organized notes	[ ]

Criteria	Completed
- Main points highlighted or emphasized	[ ]
- Notes are easy to follow and understand	[ ]
<b>5. Reflective Insights</b>	[ ]
- Personal reflections on the information	[ ]
- Connections made to resilience concepts	[ ]
<b>6. Usefulness for Presentation</b>	[ ]
- Notes will contribute to the presentation	[ ]
- Relevant quotes or anecdotes included	[ ]
<b>7. Overall Quality</b>	[ ]
- Well-prepared and thoughtful notes	[ ]
- Demonstrates effort and engagement	[ ]

Teacher Comments:

**Teacher Observations Assessment Checklist**

Student Name: \_\_\_\_\_

Session: \_\_\_\_\_

Criteria	Completed
<b>1. Active Participation</b>	[ ]
- Engages in class discussions	[ ]
- Actively contributes ideas and insights	[ ]
- Listens attentively to peers and teacher	[ ]
<b>2. Respectful Behaviour</b>	[ ]
- Treats peers and teacher with respect	[ ]
- Demonstrates good classroom etiquette	[ ]
- Collaborates effectively with classmates	[ ]
<b>3. Use of Resilience Skills</b>	[ ]
- Applies resilience concepts learned	[ ]
- Demonstrates goal-setting behaviours	[ ]
- Makes thoughtful choices in activities	[ ]
- Displays a growth mindset	[ ]

Criteria	Completed
- Shows perseverance in tasks	[ ]
<b>4. Active Engagement in Activities</b>	[ ]
- Actively participates in activities	[ ]
- Shows enthusiasm for learning	[ ]
- Takes initiative in group work	[ ]
<b>5. Attentiveness</b>	[ ]
- Remains focused during lessons	[ ]
- Minimizes distractions	[ ]
<b>6. Behaviour Improvement</b>	[ ]
- Demonstrates improvement in behaviour	[ ]
- Applies feedback and suggestions	[ ]
<b>7. Overall Behaviour</b>	[ ]
- Behaves appropriately and positively	[ ]
- Creates a positive classroom atmosphere	[ ]

Teacher Comments:

**Peer Feedback Assessment Checklist**

Student Name (Giver of Feedback): \_\_\_\_\_

Student Name (Receiver of Feedback): \_\_\_\_\_

Session/Activity: \_\_\_\_\_

Criteria	Rating (1-5)
<b>1. Clarity of Presentation</b>	
- Was the presentation clear and easy to follow?	[ ]
- Were the main points effectively communicated?	[ ]
- Were visuals or supporting materials used effectively?	[ ]
<b>2. Engagement</b>	
- Did the presenter engage the audience effectively?	[ ]
- Were there opportunities for interaction or questions?	[ ]
- Did the presentation maintain the audience's interest?	[ ]
<b>3. Resilience Concepts</b>	
- Were resilience concepts (goal setting, choices, mindset, perseverance) addressed and applied?	[ ]
- Was the personal application of resilience discussed?	[ ]
- Were examples and stories relatable and insightful?	[ ]

Criteria	Rating (1-5)
<b>4. Feedback Delivery</b>	
- Was the feedback delivered constructively and respectfully?	[ ]
- Were specific strengths highlighted?	[ ]
- Were areas for improvement identified with suggestions for growth?	[ ]
<b>5. Usefulness of Feedback</b>	
- Did the feedback provide valuable insights for improvement?	[ ]
- Were the receiver's key strengths acknowledged?	[ ]
- Will the receiver be able to apply the feedback effectively?	[ ]

Additional Comments (Strengths and Suggestions for Improvement):

## CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

### Assessment Rubric: English

Criteria	Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Advanced)
<b>Reading, Viewing, and Comprehension</b>	Struggles to comprehend texts and identify key ideas.	Able to comprehend texts but may miss some details.	Demonstrates good comprehension and identifies key ideas in texts.	Shows excellent comprehension, identifying key ideas and nuances in texts.
<b>Analysis and Explanation</b>	Struggles to identify similarities and differences in texts and explain language features.	Identifies some similarities and differences in texts and attempts to explain language features.	Clearly identifies similarities and differences in texts and explains language features effectively.	Shows deep analysis, identifying subtle nuances and effectively explaining language features.
<b>Creation of Texts</b>	Struggles to create texts for specific purposes and audiences.	Able to create texts but may lack clarity or organization.	Creates texts effectively for specific purposes and audiences, developing ideas coherently.	Creates texts skilfully, effectively engaging audiences and developing ideas with sophistication.
<b>Use of Language Features and Structures</b>	Struggles to use and vary language features and structures effectively.	Uses some language features and structures with limited variation.	Uses language features and structures effectively, demonstrating variation and sophistication.	Demonstrates mastery of language features and structures, using them with precision and creativity.
<b>Spelling and Grammar</b>	Makes frequent spelling and grammatical errors.	Makes some spelling and grammatical errors.	Shows good spelling and grammatical accuracy.	Demonstrates excellent spelling and grammatical accuracy.
<b>Interaction and Presentation</b>	Struggles to interact with others and present ideas effectively.	Makes some attempts to interact and present ideas.	Interacts with others and presents ideas clearly and confidently.	Engages effectively with others, presenting ideas with confidence and clarity.
<b>Overall Performance</b>	Shows minimal understanding and proficiency in English.	Demonstrates basic understanding and proficiency in English.	Shows good understanding and proficiency in English.	Demonstrates excellent understanding and proficiency in English.

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## Glossary

**Adversity** - When you face a tough challenge or a difficult situation.

**Audience** - The people who listen to or watch something, like a podcast or a play.

**Audio File:** The digital format of recorded sound, like an episode of a podcast, saved on a computer or the internet.

**Background Music:** Soft music played in the background of a podcast to create a mood or theme.

**Collaboration** - Working together with others as a team to achieve a goal.

**Communication Skills** - The ability to talk to others and share your ideas clearly.

**Critical Thinking** - Thinking carefully about things to understand them better and make good decisions.

**Decision Making** - Choosing what to do or how to act in different situations.

**Edit** - To make changes to something, like correcting mistakes or improving it.

**Editing:** The process of cutting, rearranging, or fixing the recorded audio to make the podcast sound better.

**Empathy** - Understanding how someone else feels and being kind and supportive.

**Episode:** One part or instalment of a podcast series.

**Feedback** - Comments or suggestions from others to help you improve your work.

**Growth Mindset** - Believing that you can get better at something if you practice and work hard.

**Guest:** A person invited to join an episode of a podcast to discuss a topic with the host.

**Headphones:** Equipment worn on the ears to listen to audio privately without background noise.

**Host:** The person who presents and guides the podcast, talking to listeners and sometimes interviewing guests.

**Inclusion** - Making sure that everyone feels welcome and included, no matter who they are.

**Interview** - Asking someone questions to learn more about them or their experiences.

**Microphone (Mic):** A device used to capture sound, like voices, so the audience can hear everything clearly.

**Movement Skills** - Abilities to move your body in different ways, like running, jumping, or dancing.

**Multimodal** - Using different ways to express yourself, like speaking, writing, or using pictures.

**Podcast:** A digital audio program available on the internet, often as a series, where hosts talk about various topics.

**Problem-Solving** - Figuring out how to solve a problem or overcome a challenge.

**Recording Software:** A computer program used to capture and save audio from microphones.

**Reflect** - To think back on something that happened and consider what you learned from it.

**Resilience** - Bouncing back from tough times or setbacks and staying strong.

**Script:** A written plan of what the hosts and guests will talk about during the podcast episode.

**Scriptwriting** - Writing the words or dialogue for a play, movie, or podcast.

**Sound Effects (SFX):** Special sounds added to a podcast to make the story more engaging or to emphasize a point.

**Streaming:** Listening to audio directly from the internet without downloading it first.

**Subscribe:** To sign up to receive new episodes of a podcast automatically.

**Upload:** To put something on the internet, like posting a new podcast episode so listeners can hear it.

## CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

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