



# CRASHING INTO **POTENTIAL**

## **Bachelor Program** Teaching Resources

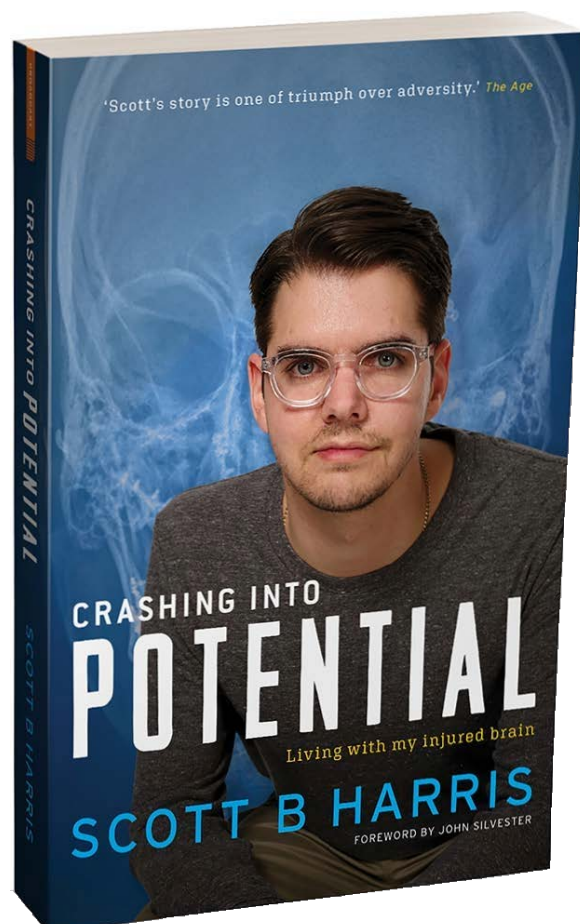


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# English Lesson 1

3 sample chapters of CRASHING INTO POTENTIAL: Living with my injured brain



## English Lesson 1: GOALS - Telling Your Story

**Lesson title:** Telling Your Story Using Goals

**Lesson Code:** ENG 1

**Worksheets:**

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

**Learning Area:** English

**Year Level:** 9

**Timing:** 45 Minutes

**Description:**

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

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

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

## Curriculum Connections

### Language

#### Language for interacting with others

##### AC9E9LA01

Recognise how language empowers relationships and roles

##### AC9E9LA02

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

Language for expressing and developing ideas

##### AC9E9LA07

Analyse how symbols in still and moving images augment meaning

##### AC9E9LA08

Analyse how vocabulary choices contribute to style, mood and tone

### Literature

#### Engaging with and responding to literature

##### AC9E9LE02

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

#### Examining literature

##### AC9E9LE04

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

##### AC9E9LE05

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

### Literacy

## **Analysing, interpreting and evaluating**

### **AC9E9LY03**

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

### **AC9E9LY04**

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

### **AC9E9LY05**

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

## **Cross Curriculum Connections**

## **General Capabilities**

### **Personal and Social Capability**

#### **Self-Awareness:**

#### **Recognise emotions**

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

#### **Self-Management:**

#### **Work independently and show initiative**

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

### **Workshop links**

- o GOALS

### **Resilience Links**

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

### **Related Lessons**

### **Prerequisites**

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

### **Resources**

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

### **Questions to prompt students**

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

**Intended learning outcomes**

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

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

**Assessment**

**Students can:**

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

**Prep (negotiation)**

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

**Write on whiteboard**

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

Print out

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

for students or provide a digital copy.

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

## Procedure

### Intro: (10 minutes)

Describe intro activity

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

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

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

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

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

### Task 1 (15 minutes)

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

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

Students complete the

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

and include:

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

### Task 2 (15 minutes)

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

Students should use the table on the

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

To consider:

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

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

### **Task 3 (10 Minutes)**

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

### ***English Lesson 1 - Worksheet 3 - GOALS - Literary Devices***

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

- o Imagery: writing with our five senses in mind
- o Allusion: saying something without directly saying it, letting the reader's mind connect the dots
- o Evocative vocabulary: words that inject emotion/feeling into the reader

- o Metaphor: a direct comparison, saying one thing is the other

**Example:**

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

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

**Wrap up/sharing (5 minutes)**

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

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

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

**Reflection**

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

Share with a friend your style of writing your preface.

- o Is it funny?

### Extension ideas

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

### Adaptation ideas

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

1. Pick a song or film you like
2. Think about what the song/film means

3. How do you know that's what it means? What ways did it tell you without telling you?
4. Think of your life as a song or story. What is your metaphor?

**Example:**

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

**References:**

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

Crashing Into Potential Workshop Series – Goals

# Health and Physical Education

## **Lesson 1**

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

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

## **Curriculum Connections**

### **Personal, social and community health**

#### **Identities and change**

##### **AC9HP10P01**

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

#### **Interacting with others**

##### **AC9HP10P04**

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

## **Cross Curriculum Connections**

### **General Capabilities**

#### **Personal and Social Capability**

##### **Self-Awareness**

##### **Recognise emotions**

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

##### **Self-Management**

##### **Work independently and show initiative**

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

### Social Awareness

#### Appreciate diverse perspectives

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

### Social Management

#### Make decisions

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

#### Workshop links:

- o GOALS

#### Resilience Links:

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

#### Related Lessons:

**Prerequisites:**

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

**Resources:**

- o Sheet with bias information below

**Questions to prompt students:**

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

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

## Procedure

### Intro: (10 minutes)

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

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

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

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

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

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

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

### Task 1 (15 minutes)

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

Discuss

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

- o With a different cultural mix of people?

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

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

Lastly, using

### **HPE Lesson 5 - Worksheet 1 - DISCUSSION: Manifesto Template**

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

### **Activity 2 (15 minutes)**

Introduce the activity by telling students:

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

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

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

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

### **Wrap up/sharing (5 minutes)**

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

# The Arts - Visual Arts

## Lesson 1

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

**Lesson title:** Discovering Resilience In Artistic Expression 1

**Lesson Code:** VA 1

**Worksheets:**

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

**Learning Area:** Visual Arts

**Year Level:** 9

**Timing 45:** Minute lessons

**Description:**

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

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

## Curriculum Connections

### Visual Arts

#### Developing practices and skills

##### AC9AVA10D01

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

#### Exploring and responding

##### AC9AVA10E01

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

#### Creating and making

##### AC9AVA10C01

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

## Cross Curriculum Connections

HPE

## General Capabilities

- o Critical and Creative Thinking
- o Intercultural Understanding

## Personal and Social Capability

## Self-Awareness

### Recognise emotions

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

Understand themselves as learners

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

## Self-Management

### Work independently and show initiative

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

## Social Management

### Make decisions

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

## Workshop links

- o GOALS

## Resilience Links

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

## Related Lessons

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

## Prerequisites

## Resources

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

## Questions to prompt students:

### WARM UP 1

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

### WARM UP 2

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

**ACTIVITY**

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

**HOME ACTIVITY**

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

**Intended learning outcomes**

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

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

**Assessment**

**Students can:**

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

**Prep (negotiation)**

**Know, Want, Learn**

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

## Procedure

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

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

### Session 1

#### Intro: (5 minutes)

Explain the self-portrait project and goal setting

Describe the intro activity

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

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

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

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

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

#### Warm Up 1 (40 minutes)

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

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

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

Ask students how they feel about:

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

**Notice:**

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

**For students to understand emotion tied to the art.**

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

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

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

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

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

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

## Session 2

### Warm Up (10 minutes)

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

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

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

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

### **Activity (30 minutes)**

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

Students use both

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

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

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

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

If there is enough time, students can use

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

Sketch to begin sketching their ideas for their portrait.

### **Wrap up/sharing (5 minutes)**

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

## **Reflection**

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

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

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



# The Arts – Performing Arts

## Lesson 1

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

**Lesson title:** Goal setting a Musical/Drama Project

**Lesson Code:** PA 1

**Worksheets:**

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

**Learning Area:** Performing Arts

Year Level: 9

**Timing:** 2 x 45 Minute sessions

**Description:**

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

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

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

## Curriculum Connections

### Dance

#### Exploring and responding

##### AC9ADA10E01

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

#### Developing practices and skills

##### AC9ADA10D01

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

##### AC9ADA10D02

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

#### Creating and making

##### AC9ADA10C01

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

#### Presenting and performing

##### AC9ADA10P01

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

## Drama

### Exploring and responding

#### AC9ADR10E01

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

### Developing practices and skills

#### AC9ADR10D01

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

#### AC9ADR10D02

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

### Creating and making

#### AC9ADR10C01

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

#### AC9ADR10C02

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

## Music

## Exploring and responding

### AC9AMU10E01

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

## Developing practices and skills

### AC9AMU10D01

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

### AC9AMU10D02

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

## Creating and making

### AC9AMU10C01

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

### AC9AMU10C02

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

## Presenting and performing

### AC9AMU10P01

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

## **Cross Curriculum Connections**

- o HPE

## **General Capabilities**

### **Personal and Social Capability**

#### **Self-Awareness**

##### **Recognise emotions**

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

##### **Understand themselves as learners**

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

#### **Self-Management**

##### **Work independently and show initiative**

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

#### **Social Awareness**

##### **Appreciate diverse perspectives**

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

### **Social Management**

#### **Work collaboratively**

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

#### **Make decisions**

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

### **Workshop links**

- o GOALS

### **Resilience Links**

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

### **Related Lessons**

### **Prerequisites**

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

## **Resources**

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

## **Questions to prompt students**

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

**Intended learning outcomes**

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

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

**Assessment**

**Students must:**

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

**Prep (negotiation)**

**Write on whiteboard**

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

**Know Want Learn**

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

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

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

## Procedure

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

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

### **Intro: (5 minutes)**

#### **Describe the performing arts project**

#### **Including:**

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

### **Activity 1 (15 minutes)**

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

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

### **Activity 2 (15 minutes)**

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

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

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

### **Wrap up/sharing (10 minutes)**

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

### **Session 2 (45 minutes)**

Students spend time scripting and practicing their performance.

## **Reflection**

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

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

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

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

**References:**

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

*CRASHING INTO POTENTIAL* Workshop Series - Goals