



CRASHING INTO  
**POTENTIAL**

YEAR 6 – APPRENTICE PROGRAM

TEACHER'S  
GUIDE

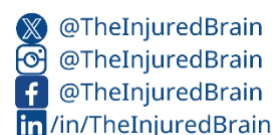
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We respectfully acknowledge the traditional custodians of the land on which we live, learn, and create, the Wurundjeri people of the Kulin Nation.

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.

Lesson 1: Introduction to Resilience & Scott's Story	

<p><b>Lesson 2: Goal Setting</b></p>	
<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>
<p><b>Lesson 3: Making Choices</b></p>	

**Lesson 4: Developing a Growth Mindset**

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**Lesson 5: Perseverance**

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**Lesson 6: Introduction to Podcasting/Panel Project**

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**Lesson 7: Research and Scriptwriting**

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<b>Lesson 8: Recording and Editing</b>	

**Lesson 9: Finalising Projects**

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**Lesson 10: Presentation and Reflection**

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## Resilience assessment

Qualtrics is employed as a key tool in our CRASHING INTO POTENTIAL - Year 6 Apprenticeship Program" 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>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>			

				<b>Resources:</b> Stories of perseverance, challenge worksheets.
<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<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>

## 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

# 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

## Session 4: Developing a Growth Mindset

## Session 5: Perseverance

## Session 6: Introduction to Podcasting/Panel Project

## Session 7: Research and Scriptwriting

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Session 8: Recording and Editing

## Session 9: Finalising Projects

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Session 10: Presentation and Reflection

# 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

### 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

## 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>	[ ]

## 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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