

Module 1

Resilience Education

Student resilience and wellbeing are essential for both academic and social development. Children who are confident, resilient and emotionally intelligent perform better academically. These skills can contribute to the maintenance of healthy relationships and responsible lifestyles.

Module 1 includes a variety of activities to enhance students' personal and social capabilities and build their resilience through the context of drug education. The supporting student workbook is linked to the activities in this Teacher Resource and will offer opportunities for students to test their drug education knowledge and skills, solve problems using a drug education context, and reflect on their own attitudes and beliefs.

The suggested activities in this module of work can be modified or additional resources sourced to support student needs and the local context. If activities are modified, the mapping documents on pages 11-13 may not be fully applicable. It is also recommended that videos be pre-viewed to determine suitability for different student cohorts.

Note: Schools with a religious philosophy

When teaching resilience, decision-making and coping skills in the context of alcohol and other drugs education encourage students to use reflection, prayer and meditation in addition to the strategies outlined within this resource.

TOPIC 1

Personal strengths

Activity 1 Strength to strength



Learning intention

- Students assess their strengths and skill sets that contribute to their personal and social capability

Equipment

Be Ready student workbook - *Not all about being strong* – pages 1-4

Slips of paper – five per student

Family information sheet - *Strengths – it's not about being strong* – photocopy one per student

Teaching tip

The *Authentic Happiness* website has information about character strengths and the field of positive psychology at: <http://www.authentichappiness.sas.upenn.edu>

Method

- Introduce the 24 strengths on pages 1-2 of *Be Ready*. Explain that each of us have strengths that underpin our character and influence how we behave, think and feel. Strengths can be those that are morally valued (eg loyalty, kindness, forgiveness, gratitude) and broader strengths that focus on our abilities (eg leadership, curiosity, creativity). Discuss one or two of the more challenging strengths to understand from pages 1-2 of *Be Ready* as a class.
- Explain to students that it is healthy to focus on our own personal strengths and qualities especially when we are experiencing a problem in our life, as spending too much time focusing on our perceived weaknesses or shortcomings can hinder us from tackling the issue and trying new things.

Ask students to tick the strengths they feel they currently possess using the strengths listed in *Be Ready*. Remind students that they do not have to have all 24 and can be actively working towards achieving some that they have not yet ticked.

Place students in pairs. Without discussion have students choose three strengths that they think their partner possesses. Have partners share and discuss their choices.

Ask

- Was it easy to identify strengths in yourself? Why?*
 - Was it easier to identify the strengths of your partner? Why?*
 - How would knowing your strengths help you at school, as a member of a team, at home with your family life, and in your career or work?*
 - What strategies can you use to remind yourself of the strengths that you possess?*
- Read the stories about well-known people who have coped with a range of challenges using their personal strengths and qualities on pages 2-3 of *Be Ready*. Explain to students that they are to choose one of the individual stories and answer the questions on page 4 reflecting on this individual. Listen to feedback from the class.
 - Further develop this concept by choosing one of the following activities:
 - Read texts or research other people who have used their strengths to face adversity such as Anne Frank (a Jewish victim of the Holocaust) whose diary *The Diary of a Young Girl* has been the basis for several plays and films.
 - There are many movies that have been created based on true stories of individuals who have used their strengths when facing adversity. Ask students to research movies that look at successfully overcoming the odds and challenges of life eg *'Shine'* (about David Helfgott, a talented Perth musician who had to cope with a mental illness), or *'The Rocket'* (about a young boy who lost his home and mother but remained determined to win a rocket competition).
 - Have students find quotes that speak about the concepts of success or personal best and graffiti these in an artwork. Encourage students to add their personal strengths to this artwork.
 - Send home a copy of the Family information sheet – *Strengths – it's not about being strong*. Encourage students to talk about their strengths with their family and find out if they demonstrated these as a young child or when they became older.



Strengths – it's not about being strong

Sometimes as parents we can describe our children at their worst. They can be stubborn, selfish, disinterested – the list goes on, and for parents behaviours like these can be challenging. But it isn't always like this and at times our children show us wonderful strength of character.

Our character strengths are what distinguish us from other people and are based on what we value. They guide our behaviour and make us feel good about ourselves. Your child may have strengths that come so naturally to them that they may not even consider them to be strengths.

Character strengths such as self-regulation, perseverance and love of learning are not only the foundations of positive youth development and thriving, but are related to school wellbeing, success and life satisfaction.



You can play a key role in building your children's character strengths

Give meaningful and specific praise. Tell your child when you see them using certain character strengths to handle a situation or themselves. Use the name of the strength in your conversation. For example:

I'm really proud of the way you handled that situation with your friend. You were honest about your feelings but you also showed respect for your friend's feelings.

Help your teenager to recognise the character strengths they possess. Sometimes teenagers can become focused more on what they can't do than what they can do. Celebrating your child's strengths and not focusing on their weaknesses is the best way to raise a confident, emotionally mature person.

Tell your child the strengths that you know they have (be honest) and how these strengths make them the wonderful person they are. Work with your child to help them to practise the strengths they want to build.

Help your teenager recognise character strengths in others. Try reading books or watching movies where strengths are used by the characters. Have conversations and ask questions to develop your child's awareness of the strengths shown by fictional and real-life characters. Ask questions such as: What strengths did the characters show in the movie? How did the characters use their strengths to overcome challenges or obstacles? How was this character like you? How was this character not like you? How would you like to be more like this character?

Demonstrate your positive strengths. Share personal stories where you have had to draw on your strengths such as forgiveness, open-mindedness, fairness, courage and self-control, and how these helped you to cope and manage yourself in a challenging situation. Talk about the strengths that you want to build and use in the future.

Activity 2 Valuing others' strengths and achievements



Learning intention

- Students identify negative labels that can be a barrier to recognising and acknowledging strengths in themselves and others
- Students recognise and acknowledge strengths in themselves and others

Equipment

Be Ready student workbook - *Change the way we look at others* – page 5-6

A4 paper – one per student

Activities

1. **Brainstorm** (refer to page 107) what the term 'tall poppy syndrome' means. Listen to a few responses. Explain (if required) that tall poppy syndrome is a term used to describe a social phenomenon in which people who have achieved some success are resented or criticised because their talents, achievements or popularity elevate them above or distinguish them from their peers.

2. Talk about some people who have been receivers of the tall poppy syndrome due to their achievements in sport, the arts or in finance.

Explain that often negative labels can diminish or fail to acknowledge a strength being shown by a person. For example, someone who is called a 'chatterbox', 'blabbermouth', 'show off' or 'attention seeker' by some, may be seen by others as a 'confident communicator'.

Have students complete the *Match-up* activity on page 5 of *Be Ready* by matching the strengths and negative label. The answers are: Communication – 3, Positivity – 5, Achiever – 4, Commander – 1, Harmony – 2.

3. Have students recall a situation where someone dismissed or ridiculed them for competently using their strengths to achieve a goal eg being awarded an academic or sporting achievement, being recognised for being helpful or supportive, or being given a lead role in a school play or musical. Use the following discussion questions.

Ask

- *How did you feel when this happened?*
- *Did it change your behaviour? How?*
- *Why do some people show disrespect for others' strengths and achievements?* (eg resentment, jealousy, lack of understanding, lack of empathy, negative attitude).
- *What strengths do those who are quick to judge or criticise others need to develop?* (eg empathy, appreciation, kindness, social and emotional intelligence).
- *Should you let another person's inability to reach their goals affect your ability to reach your goals?*

- *What advice would you give to a friend if they were at the receiving end of the 'tall poppy syndrome'?* (eg avoid retaliation and anger; realise it's not about you but rather everything to do with them and their inability to achieve their own successes; hold true to your integrity and values; move on, surround yourself with supportive people; keep your eyes firmly fixed on your goals).

4. Have students complete *Change the way we look at others* on page 5-6 of *Be Ready*.

5. Choose one of the following activities:

- Ask each student to write their name and three strengths they possess on a sheet of paper. The sheets are then passed on so the class can confirm or add other strengths that they have recognised in each student.
- Students sit on their chairs and in a circle. The teacher stands in the middle of the circle, chooses a strength (eg leader, team player) and starts the game by saying *Someone else who is... a good leader*. Students who believe they possess that strength must stand and quickly move to a seat that has been vacated by another student. The teacher must also find an empty seat. The person left standing then must identify a strength they possess and say, *Someone else who is...* Continue the game until most students have had a turn at being in the middle.
- Students write a cover letter for a job describing the strengths and qualities that they would bring to the position.

Activity 3 Using your strengths to manage situations



Learning intention

- Students identify ways in which different strengths can be used to manage difficult social situations

Equipment

Be Ready student workbook - *Not all about being strong* – pages 1-2

Activity sheet - *Strength scenarios* – photocopy one card per group

Activities

- Distribute one scenario card to each small group. Explain that students are to discuss the scenario using the following questions. Remind students to refer to the strengths listed on pages 1-2 of *Be Ready* to help them with their discussion.

- How might the person be feeling in this situation?
- What negative thoughts might the person be having?
- What positive self-talk could the person use in this situation?
- What choices does the person have?
- What strengths would help the person manage this situation?

Have groups pass their scenario to the next group and rerun the activity until students have discussed at least three different scenarios. Debrief the activity using the following questions.

Ask

- Which strengths were useful in all situations? Why?* (eg self-control, self-regulation, social intelligence, bravery, prudence, carefulness).
- Did the thoughts and feelings that you identified for each character impact on their choices and decisions? Why?* (Discuss how negative self-talk can influence a person to act in a negative way and positive self-talk can have a different outcome for the person. Point out that it is okay to initially have negative thoughts but it is then important to work through what you're feeling and then switch these to positive thoughts).
- Do you have the right strengths to manage situations similar to these?*
- When you are in situations where a friend tries to influence you, what are two outcomes that you want to achieve?*

- What can you do to develop a strength that you do not currently possess?* (eg set a goal to practise and build the strength, observe how others use the strength in different situations, ask someone you trust to tell you when they notice you using the strength).
 - When friends try to influence you to participate in a potentially unsafe way, what are two outcomes that you should aim for?* (eg to maintain your own health and safety, maintain your friendship, influence your friend to make a safer choice).
- Have students **role-play** (refer to page 110) one of the scenarios to demonstrate how the characters might manage any negative influences and potential risks, and maintain their friendship.



Strength scenarios

Kayla (16) and Sally (15) are at an 18th birthday party. Kayla suggests that they have a shot of vodka to see what it tastes like. Sally doesn't really want too and she knows her parents would disapprove of her drinking.

Jodie (15) and Taylor (18) have gone to a party at the local beach with some friends. A fire has been lit and a couple of bottles of spirits are being passed around the circle. Jodie doesn't drink and is worried about what everyone else will say if she refuses the bottle when it's her turn.

Will (16) and Reece (15) are on a social media site and see a photo of their friend Evan who looks to be drunk and is lying next to a pool of vomit. Reece knows that Evan would be embarrassed by the photo. Some other students have already posted rude comments. Will suggests that they write something too.

Billi (14) and Nina (15) have been at a BBQ and are waiting for a Uber to take them home. Adam pulls up in his car and offers them a lift. Billi can see that there are already three people in the car and she knows that her parents would disapprove of her not wearing a seat belt in an overcrowded car. Nina wants her to get in the car.

Danni (16) and Ross (15) are at a 16th birthday party. Their friend Vivien has drunk too much and looks to be asleep on the front lawn. Danni has a curfew and wants to get home but Ross is worried about leaving Vivien alone in the dark.

Zac (13) and Frank (16) are at home, bored. Frank knows that his older brother has some cannabis in his room and suggests that they roll a joint and try it. Zac feels really uncomfortable about doing this.



TOPIC 2

Emotions and responses

Activity 1 Identifying and responding to emotions



Learning intentions

- Students identify a range of emotions
- Students reflect critically on their emotional responses in a range of challenging or unsafe situations
- Students gather feedback from peers about the appropriateness of their emotional responses in a range of challenging or unsafe situations

Equipment

Be Ready student workbook - Rollercoaster ride – pages 7-8

Large sheet of paper – one per group

Activities

1. Place students in small groups. Explain students are to complete an **ABC graffiti** (refer to page 107) in two minutes by brainstorming an emotion or feeling for each letter of the alphabet (eg anger, bewilderment, curiosity...zest. Suggest that letters such as x and z can be used in the middle of a word such as 'anxious' and 'amazement'). Listen to the emotions identified by the class.
2. Explain that emotions can control our thinking, behaviour and actions. Emotions such as fear, anxiety, negativity, frustration and depression can cause chemical reactions in our body that are very different from the chemicals released when you feel positive emotions such as happiness, contentment, love and acceptance.

Explain that it is generally recognised that there are six primary emotions which are universally recognised and easily interpreted through specific facial expressions, regardless of language or culture – love, joy, surprise, anger, sadness and fear. Each of the emotions can be experienced at different levels (Shaver, Belsky & Brennan, 2000) as shown in the table below:

Primary emotion	Secondary emotion	Tertiary emotions
Love	Affection	Adoration, affection, love, fondness, liking, attraction, caring, tenderness, compassion, sentimentality
	Lust	Arousal, desire, lust, passion, infatuation
	Longing	Longing
Joy	Cheerfulness	Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria
	Zest	Enthusiasm, zeal, zest, excitement, thrill, exhilaration
	Contentment	Contentment, pleasure
	Pride	Pride, triumph
	Optimism	Eagerness, hope, optimism
	Enthrallment	Enthrallment, rapture
	Relief	Relief
Surprise	Surprise	Amazement, astonishment, surprise
Anger	Irritation	Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness
	Exasperation	Exasperation, frustration
	Rage	Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment
	Disgust	Disgust, revulsion, contentment
	Envy	Envy, jealousy
	Torment	Torment
Sadness	Suffering	Agony, suffering, hurt, anguish
	Sadness	Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy
	Disappointment	Dismay, disappointment, displeasure
	Shame	Guilt, shame, regret, remorse
	Neglect	Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult
	Sympathy	Pity, sympathy
Fear	Horror	Alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification
	Nervousness	Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

3. Ask students to group the emotions written on their ABC graffiti sheet by drawing:

- a heart next to the emotions associated with love
- a cloud next to the emotions associated with joy
- a star next to the emotions associated with surprise
- an exclamation mark next to the emotions associated with anger
- a triangle next to emotions associated with sadness
- a circle next to the emotions associated with fear.

Explain that learning to recognise emotions at different levels can help us to identify and respond appropriately to our own emotions and also identify the emotions of others. By identifying our emotions we can also start to see how they are influencing behaviour.

4. Ask the students to identify how they would feel if they won a ticket to ride the largest and fastest rollercoaster in the world. Listen to some of the emotions identified by the class then discuss why each student feels differently about the ride. For example, the ride may cause feelings of extreme excitement and happiness for some, whereas for others feelings of anxiety and terror may be experienced. Use the information on page 7 of *Be Ready* to work through the rollercoaster example.

Explain that often we can have the presence of more than one emotion and that the level or strength of these emotions can range from low to high. Emotions can be our warning system as to what is really going on around us. They can help keep us on the right track by making sure that we are led by more than the mental or intellectual faculties of thought, perception, reason and memory. Some emotions are described as positive and others negative, however all emotions should be acknowledged. Have students circle the positive emotions listed on their ABC graffiti sheet.

5. Have students complete the continuum activity on page 7 of their workbook by reading each situation and identifying how they would feel if placed in the situation.

Ask

- *Although there were a range of situations, did you find that some emotions were felt more often than others? Which ones? Why?*
 - *What situations caused you to feel a high intensity of emotions?*
 - *Did these situations have anything in common?*
 - *Would having a highly intense and negative emotional response be a problem?* (Explain that it might be difficult for a person to manage their responses and behaviour if they experience negative emotions of high intensity).
 - *Is ignoring your emotions good for your physical or mental health?* (No. People who ignore, dismiss, or repress their emotions for extended periods of time may experience physical or mental illness).
6. Discuss the scenarios on page 7-8 of *Be Ready*. Explain that having a negative emotional response is sometimes normal however it is how your response is managed and the self-talk that we use that can make a difference. Ask students to complete the scenarios identifying the emotion(s), self-talk and the behaviour they could exhibit.
7. Place students in pairs and encourage them to gather feedback about the appropriateness of their emotional responses in each situation. After students have completed the discussion ask them to write their responses to the questions on the bottom of page 8 of *Be Ready*.

Activity 2 Recognising others' emotional states, needs and perspectives



Learning intentions

- Students identify empathy as a characteristic that contributes to respectful relationships
- Students recognise actions that do not depict empathy
- Students practise showing empathy

Equipment

Be Ready student workbook - *Walk in someone else's shoes* – pages 9-10

Activity sheet - *Someone else's shoes* – photocopy and cut into cards

Large sheet of paper – one per group

Activities

1. Explain that an 'idiom' is a phrase or combination of words which have a different meaning than the literal meanings of each word. Examples include 'blow out of proportion', 'seal of approval', 'bite the dust' or 'all thumbs'.
2. Ask students to give their understanding of the idiom 'walk a mile in my shoes' or 'put yourself in my shoes'. Explain that this idiom refers to using the skill of empathy which is the ability to:
 - mutually experience the thoughts, emotions and direct experience of others
 - demonstrate an understanding of other people's feelings, emotions and experiences in relation to your own.

Have students respond to each of the statements on page 9 of *Be Ready*. Explain to students that if they answered mostly 'yes' to the statements then they are probably doing a good job of showing empathy towards other people. The statements to which they answered 'no' are behaviours they could practise to become more empathetic. Discuss how students can develop their empathetic skills.

3. Write the following on the board – *Empathy is the same as sympathy*. Conduct a **Brainstorm** (refer to page 107) of students' thoughts about this statement. Explain that both words have similar usage but they differ in their emotional meaning. Empathy is being able to imagine what it feels like to be in another's situation. Sympathy essentially implies a recognition, understanding and compassion for another's feelings.

4. Have students read the scenarios on page 10 of *Be Ready* and discuss what feelings the character was experiencing and how the friend could show empathy.

Ask

- *Was it easy to guess the feelings the person in the scenario was experiencing? Why?*
- *Which feelings were the easiest to identify? Why?*
- *Which emotions might make the person think and act in a negative way? (eg anger, frustration, helplessness).*
- *What positive self-talk might challenge the person's negative thoughts?*
- *Would it be harder to work out how a person is feeling if you couldn't actually see their face, such as through a text message or phone call? (Discuss the impact of only using text messages and emails to share how you are feeling about situations).*

Ask students to complete the activity on the bottom of page 9 of *Be Ready* sharing their experience of someone showing empathy to them.

5. Distribute an empathy card to each pair. Ask one student in the pair to read the card then **role-play** (refer to page 110) the scenario to their partner who must be an empathetic listener. Students then switch roles. Use the following questions to process the role-plays.

Ask

- *What let you know that your partner was listening well and being empathetic?*
- *Was it hard to be empathetic to the character described on your card? Why?*



Someone else's shoes

Anna has been really busy rehearsing for a school performance lately so when she gets her English test back she's not surprised that the mark is low. But when her friend Evelyn picks up Anna's test and starts showing everyone she feels angry and embarrassed and grabs the test out of her hands and runs out of class.

Carrie is telling her best friend Naoko about how bad she is feeling because someone posted a photo of her smoking a joint. Carrie says she just wanted to try it and had never done it before but now she keeps getting nasty texts and some students are calling her a 'stoner'.

Sean teases Aaron about not making the football team. Aaron argues back and things escalate into a shouting match.

During one of the final games of the football season, Kane was injured badly, so badly that he couldn't play in the rest of the games, nor could he go to school for three months. His friend Jake is excited that the new season starts soon and he has been asked to try out for the A team. He is sharing his news with Kane.

Ashika is telling her best friend Jenna about how hurt she has been after her boyfriend dropped her. Jenna seems to be listening but keeps changing the subject and wants to show Ashika something on her phone.

All of the girls are constantly talking about the dresses they're going to buy and how they're going to do their hair for the school river cruise. Salima tells her friend Priscilla that she wants to go but the tickets are expensive and her dad just lost his job. Priscilla nods her head and then tells Salima about the new shoes and dress she has bought to wear on the cruise.

Rick is feeling really excited as he has a date on Saturday. He really wants to look good so he asks his older brother if he can wear one of his shirts but he says 'no' because he doesn't want it to get wrecked. Rick pleads with his brother and explains how important the date is but he won't change his mind.

Brodie has always loved her friend Sally's clothes. One day, when they were hanging out at Sally's house, Brodie asked to borrow Sally's expensive jeans. Sally said she could but then made fun of Brodie telling everyone at school that she couldn't afford to buy her own nice clothes.





Someone else's shoes



Brad's sister was killed in a crash on the weekend. Some other students at school post on a social media site that she was drunk and grabbed the steering wheel. Brad has read the post and is telling his best mate Larry that he feels angry and upset about it but Larry keeps trying to distract Brad.

Oliver and his friend Tom were selected to represent their school in a state spelling competition. The score was tied between Oliver and Tom's team and another school with only one question remaining. The question went to Oliver, who got it wrong, and the other team were the winners. Oliver felt terrible and apologised to Tom but he said *"you should have let me answer it then we would have won"*.



Oli accidentally bumps into Ted as he is running to catch the school bus. Ted drops his books onto the footpath. Everyone on the bus starts to laugh while Ted madly tries to pick up his books before the bus departs.

During a school netball game, Alesha had a seizure and came out of it to find everyone staring at her. Her friend Marlee was standing with some other students who were looking horrified and whispering behind their hands.



It's Friday night and you're feeling excited because your friends are getting together for a movie night but your mum comes into your room and says a family friend has unexpectedly arrived. She wants you to go out to dinner with the family. You start arguing with your mum but she slams the door and says, *"No discussion, you're going!"*

Tina's best friend Mitzy confided in her about a surprise party she had planned to throw for her brother. Tina accidentally let the secret slip and now Mitzy won't talk to her.



TOPIC 3

Managing situations

Activity 1 Assertive responses and actions



Learning intention

- Students discriminate between assertive, passive/submissive and aggressive actions
- Students understand how to apply the assertion model to a personal situation
- Students practise asserting their stance on a situation by expressing their thoughts, opinions and beliefs that acknowledge the feelings and decisions of others

Equipment

Be Ready student workbook – *Say what you mean* – pages 11–12

Activities

1. Use page 11 of *Be Ready* to explain the difference between non-assertive action (aggressive and passive/submissive) and assertive action. Point out that:
 - Being assertive does not mean a person wins every situation. It means that the person has taken responsibility for their feelings and expressed what they see to be their rights.
 - Assertion should not be confused with aggression, which seeks to win at the expense of another's rights and feelings. However, anger may be present while acting assertively but is more likely to be contained through positive action.
 - By using assertion, a better outcome is more likely, the relationship may not be harmed, and conflict may be resolved without one party feeling guilty, let down or emotionally dishonest.
 - Assertive action is significant in social situations where a decision to act unsafely, such as to use a drug or not, must be weighed against the desire to be accepted by a person or group using the drug.
 - Assertion may not be appropriate in all situations.
2. Have students recall an incident where they were dissatisfied with the outcome and use the table on page 11 of *Be Ready* to check if how they acted or failed to act, or what they said or failed to say, was aggressive or passive/submissive. In groups, have students briefly discuss what they believe they should or should not have done and note the emotions they felt at the time such as anger, resentment or disappointment. (Remind students of the 'no name' rule).
3. Read the following scenario then discuss the five steps on page 12 of *Be Ready* that Ben could use to behave assertively. Explain that understanding why people act in certain ways is useful in helping us to respond to them in a more productive manner. Highlight that the second step, the expression of feelings, is the most important.

Scenario

- *Carmelo is a new student in Ben's class. Ben invites Carmelo to meet him after school at a local takeaway shop. Carmelo arrives twenty minutes late. Ben has only a few minutes before he starts his after school job and is starving because he hasn't had anything to eat and doesn't want to be late for work.*

4. Ask students to work through the scenario using the assertive action steps. Discuss as a class.

Now using the personal incident the students previously recalled, get them to write down what they would say for each of the five steps using the second table on page 12 of *Be Ready*.

5. **Brainstorm** (refer to page 107) a list of people with whom it is more difficult to act assertively with and situations in which acting assertively can be challenging. In groups, have students identify alternative strategies or particular ways of dealing with difficult people and situations. Some students may feel that it can be difficult to speak assertively to adults. Let students know that most adults do not expect adolescents to be assertive, so when they are assertive rather than aggressive, adults are more likely to listen. In groups, have students discuss each of the scenarios on page 12 of *Be Ready* and decide if they would act assertively or choose another way to manage the situation. Listen to responses from each group.
6. In groups, have students **role-play** (refer to page 110) a situation where someone is trying to influence them to smoke cannabis. The role-play should demonstrate the use of assertive responses. Let students know that the role-plays will not be watched by others. Nominate one person in each group to role-play the person causing conflict from the list below:
 - a person of the opposite sex
 - an older stranger
 - a younger stranger
 - a close friend
 - a family friend
 - a tall, strong person.

Bring the class back together and have students reflect on what was easy or difficult about being assertive rather than being aggressive.

Ask

- *What assertiveness strategies did you use in the role-play?*
 - *Were the rights of both parties respected?*
 - *Was the outcome satisfactory or the best outcome that could be reached under the circumstances for both parties?*
7. Have the groups repeat their role-play with one member of the group acting as a supporter for the person responding to the pressure. Discuss if having this bystander support changed the outcome. Explain that practising and seeing other people practise acting assertively will help to build the students' repertoire of responses that can be used when needed. However, everyone will ultimately develop a personal style of acting assertively with which they will feel comfortable.

Activity 2 Coping skills



Learning intention

- Students identify negative and positive coping styles
- Students select and apply coping skills in a range of situations

Equipment

Be Ready student workbook - *To cope or not to cope* – page 13
Activity sheet - *Coping scenarios* – photocopy and cut into cards

Activities

1. Allocate one emotion to each group (sadness, shame, fear, boredom, worry, anger, disappointment, disgust, envy and embarrassment) and explain that students are to discuss the consequences of feeling this emotion quite often and over a long time. Listen to feedback from each group.

Ask

- *Why could feeling one of these emotions for a long period of time be a problem?* (Point out that it is normal to experience these feelings however having them for too long or too often can have physical and mental health implications).
- *What sort of things might a person experiencing these emotions think to themselves?* (eg This always happens to me. No-one understands how I'm feeling. This is the worst situation. Why do these things only happen to me?).
- *What might they do because they are feeling this way?* (eg be disruptive at home or school, start fights with others, use alcohol or drugs to dull their feelings, engage in risky behaviour).
- *Would it be a problem to always feel positive emotions? Why?* (If the feelings the person is experiencing are real, than no. However, it can cause more damage to a person if they are pretending that everything is okay and they are coping and putting on a 'brave face' to cover their emotions. It's important that young people understand that it's okay to experience negative feelings and that everyone will face difficult times in their life).
- *If you recognised that your friend was struggling* (eg sad, lonely, worried), *what could you do to show that you empathise with them?* (Ask them questions to find out why they are feeling this way. Share a story that is similar to the friend's and explain how it was handled. Suggest they talk to someone who might be able to give advice or support).
- *What would you do or say to help them get through the situation they are facing?* (eg keep talking and listening, suggest who the other person could go to for help or advice, talk to someone about the friend).

2. Read the following scenario then ask students to identify the coping strategies Aisa could use. Write the strategies on the board. Have the class decide those that are helpful (write an H next to the strategy) and those that are unhelpful (write a U next to the strategy). For example, talking to the music teacher about how she is feeling would be a helpful and an assertive action whereas 'wagging' or 'ditching' music class would be an unhelpful way to cope with the situation.

Scenario

Aisa is a fabulous singer but she didn't get the lead role in the school musical about a month ago and was quite upset. Aisa has been finding it hard to concentrate on her schoolwork and hasn't been sleeping or eating very well. Some of her classmates have been saying things to her like 'just get over it' and 'maybe you aren't as good as you think'. Her parents are angry with her for failing her latest English test and Aisa feels that they don't understand why she is feeling so distressed. Aisa hates going to school each day especially when she has music class.

3. Discuss the different coping styles on page 13 of the *Be Ready*. Explain that each of the coping styles may have a number of strategies. For example 'escape or avoid' may include staying home from school, or smoking a joint, not answering your friend's phone calls or texts, or hooning in a car with mates. Have students tick the coping styles they mostly use.
4. Group the list of coping strategies that students identified for Aisa (from Step 2) into the different coping styles. Do this on the board using different coloured markers so students can see how the behaviours fit into the different coping styles.

Ask

- *Why do we use different coping styles?* (eg depends on the problem or situation and how we feel at the time; our competency in skills such as speaking assertively, problem solving, recognising our own emotions and the emotions of others).
 - *Do we tend to only use one coping style?* (eg most people use a few and at different times in the situation).
 - *How do we learn our coping styles?* (eg by watching others we know cope with problems, 'trial and error' and 'learning from our mistakes', and resilience programs at school).
5. Ask students to form small groups. Give each group one of the coping scenario cards. Explain that groups are to choose two examples of unhelpful and helpful coping strategies for each character in the scenario. Suggest that students refer to the coping styles described on page 13 of *Be Ready* as this may prompt their thinking. Bring the groups together and share the strategies.
 6. Have students reflect on a time in their life when they managed a situation using one or two coping styles. Ask students to complete the workbook activity on page 13 of *Be Ready* using this example as a basis for their responses.



Coping scenarios

Mia (14 years) and her best friend Zoe (15 years) go to a party at their friend's house. There are no parents at the party except for their friend's older brother Jake (18 years) and his mate Rick (18 years). There's lots of alcohol at the party and Rick persuades Zoe to drink some vodka. Zoe gets a little drunk and dives into the pool and hits her head on the bottom of the pool. Mia can see she Zoe is unconscious and yells at Jake to get her out of the pool. She is really worried about Zoe and angry with Rick.

- Two positive ways that Mia might cope with this situation
- Two negative ways that Mia might cope with this situation
- Two positive ways that Jake might cope with this situation
- Two negative ways that Jake might cope with this situation

Will (17 years) has always wanted to be a motor mechanic and has been saving his pocket money to buy his first car. His girlfriend Alice (17 years) likes to smoke weed. While they are out driving in his mum's car, Alice lights up a joint and hands it to Will but he hands it back. Later that day Will's mum storms into his room really angry and accuses him of smoking weed and bans him from seeing Alice for a month. Will calls Alice and tells her what has happened.

- Two positive ways that Will might cope with this situation
- Two negative ways that Will might cope with this situation
- Two positive ways that Alice might cope with this situation
- Two negative ways that Alice might cope with this situation

Harry (16 years) has been bullied by a group of students at his school for nearly six months. Some of his friends have stopped hanging around with him and he feels angry and upset. Luke (16 years) is his best friend and is the only one who has stuck by him. One day at school some of the bullies approach Harry and start saying rude things and pushing him around. Luke is there too but when this happens he is worried that the bullies will pick on him so he walks away and leaves Harry on his own.

- Two positive ways that Harry might cope with this situation
- Two negative ways that Harry might cope with this situation
- Two positive ways that Luke might cope with this situation
- Two negative ways that Luke might cope with this situation



Coping scenarios



Ivo (15 years) has had some stuff going on at home that he is embarrassed about and doesn't want to tell his mate Kane (15 years). He has been missing quite a lot of school and his teachers have started to question him about his school work and giving him detention for not handing in homework. Kane tells Ivo that some of the other students have been spreading rumours saying that he stays home so he can drink and smoke weed. Ivo is obviously upset and tells Kane to go away.

- Two positive ways that Ivo might cope with this situation
- Two negative ways that Ivo might cope with this situation
- Two positive ways that Kane might cope with this situation
- Two negative ways that Kane might cope with this situation



Mohini (14 years) doesn't like the way she looks and feels embarrassed. She will often go to the chemist and buy diet pills to help her lose weight but nothing seems to work. Mohini tries to get out of doing sport because she isn't good at running and she hates wearing the sports uniform because it is very short and uncomfortable. During a sport lesson Garry (14 years) says she looks like a whale and starts rolling around on the ground. Some of the other kids are laughing and some turn their backs on the situation. Rachel (14 years) is the only one who tries to do something to help Mohini.

- Two positive ways that Mohini might cope with this situation
- Two negative ways that Mohini might cope with this situation
- Two positive ways that Rachel might cope with this situation
- Two negative ways that Rachel might cope with this situation



Ryder (17 years) doesn't like the way he looks and feels embarrassed because he doesn't have muscles like some of the other boys in his year. He has started using performance and image enhancing drugs which really worries his best mate Justin. When Justin tries to talk to Ryder about using the drugs and suggests that he talks to a doctor to find out more about the side-effects, Ryder tells Justin to mind his own business and that he is only jealous because he is starting to bulk up.

- Two positive ways that Justin might cope with this situation
- Two negative ways that Justin might cope with this situation
- Two positive ways that Ryder might cope with this situation
- Two negative ways that Ryder might cope with this situation



Activity 3 Positive approaches for dealing with stress



Learning intention

- Students examine the concept of stress as a response to change or challenge
- Students identify positive stress management strategies

Equipment

Be Ready student workbook - Stress check – page 14-15

Stress ball equipment (optional) – two balloons per student, flour, funnels

Internet access (optional)

Teaching tip

Stress management is not merely stress reduction but the management of situations that generate stress to the individual. Being able to understand what stress is, and how to manage it, can help students to cope with future changes and challenges in their life.

Activities

1. Explain that this activity will explore how a person's body reacts to stress and the positive strategies we can use to self-calm and cope with stress or challenge. Have students write a definition of the word 'stress' and some words used to describe a person who is feeling stressed. For example:
 - When a person faces a negative influence on their life such as threat and danger or conflict in relationships.
 - The reaction to challenge or demands in the environment that require physical, mental or emotional adjustment or response.
 - Stress can come about by any situation or thought that makes a person feel frustrated, angry, excited, nervous or anxious.
 - Stress can be positive in that people can be excited and engaged by challenging situations.
 - Some words to describe a person who is stressed might include anxious, fearful, worried or nervous.
 - Stress can become 'distress' when multiple challenges occur at once and we feel overwhelmed. (Use the analogy of a rubber band being placed around a large cool drink bottle where it is being stretched (stressed) to fit the bottle. If then the rubber band was stretched around six large cool drink bottles the band would be overstretched to the point of breaking (distressed)).

stress (optimal)  distress

2. Explain that stress can impact on a person in various ways and to different levels. In groups, have students **brainstorm** (refer to page 107) some of the physiological, mental and emotional, and behavioural signs that a person may be experiencing stress using the 'person' on page 14 of Be Ready. For example:

- **Physiological** (what happens in your body) – dry mouth, headache, sweating to cool the body, inability to sleep, increased heart rate and breathing rate, chest pain, skin irritations, stomach problems, slower reflexes, poor coordination, pupils widen, release of adrenalin and cortisol into the bloodstream.
- **Mental and emotional** – loss of enthusiasm, loss of sense of humour, poor memory, inability to relax, loss of self-esteem, appetite changes, withdrawn, becomes resentful.
- **Behavioural** – talking quickly, irrational decisions, nervous habits, high pitched nervous laughter, making mistakes, clumsy, interrupting conversations, taking more time off school, using alcohol and other drugs.

Explain that while excessive stress can cause concern and impact on a person's health and wellbeing, we need to have optimal stress (eg relaxed but energetic and enthusiastic, alert and interactive, self-confident, motivated, looking for new challenges) as this can prompt us into action.

3. Explain that stress is a part of everyday life and that at some times and for some people it can become very intense. Being able to manage stress is an important skill for keeping well and healthy, and maintaining our relationships with others. **Brainstorm** (refer to page 107) ways that people try to cope with stress and write these ideas on the board (eg sleep, play sport, exercise, holiday, relax with friends, drink alcohol, worry, just hope it'll be okay, eat comfort food, get grumpy, use drugs, search for help online, take it out on someone else).

Highlight that there are positive strategies or approaches that a person can use to self-calm and to cope with the effect of longer-lasting stress or challenge, including:

- planning actions to set realistic goals and celebrating successes
- managing time well
- identifying what you can and cannot control
- learning to relax alone and with others
- taking time to gather information and make decisions
- reviewing how you feel about things and why
- talking to someone who can help.

Discuss the strategies identified by the class and discuss if they are positive or useful in most stressful situations (indicate with a tick) and those that are negative or not useful in most situations (indicate with a cross).

Ask

- *Why do you think some people react negatively to stress and others take a positive approach?* (eg don't have coping strategies in place, easier to be grumpy or angry than look at the situation to see what they can and cannot change).
- *When might the way you cope with stress be influenced by others?*
- *Why might people think that drug use will help them to prevent or reduce stress?* (eg influences from family, peers or advertising; incorrect information about drugs; don't want to deal with the cause of their stress).

- *Do you think the media influences people to use alcohol or over-the-counter medications to cope or prevent stress? Why?*
- *Some young people think that using over-the-counter medications when they are studying will help them. What do you think?* (Emphasise that any drug such as over-the-counter medications are only to be used as prescribed by a doctor and as listed on the packet. Overdose from these drugs is still a potential harm).

4. Have students write five positive approaches for coping with stress on page 15 of *Be Ready* then mark on the continuum their use of each approach ie from never to always.

Ask

- *Will each approach for coping with stress always work for you? Why?*
- *How do you manage stressful situations in the classroom?*
- *Which strategies do you use to manage stressful situations at home?*
- *Which three approaches are you going to use more often in the future?* (Have students write these on page 15 of *Be Ready*).

5. In groups, have students identify positive and helpful coping strategies to use in the following situations.

Scenarios

- Two of your closest friends are in a bad mood with each other.
 - Your friends have asked you to bring some alcohol to a party but you have made the decision not to drink until you are over 18.
 - Feeling bad about yourself because someone has said you look fat.
 - Exams are coming up and you have fallen behind in your study.
 - Someone you know is using drugs and you are worried they may harm themselves.
 - A boy/girl you really like doesn't accept your invitation to go out.
 - Another student has posted something about you that is not true on a social media site.
6. Have students make stress balls by following the directions on page 14 of *Be Ready* (sand can replace the flour in this activity).
 7. Have students view *Smiling Mind* which is a web and App-based program developed by a team of psychologists with expertise in youth and adolescent therapy. It provides mindfulness programs for young people – <http://smlingmind.com.au>

TOPIC 4

Goal setting

Activity 1 Personal goals for health and wellbeing



Learning intention

- Students examine goal setting as an action to take responsibility in relation to their health and wellbeing
- Students practise the process for setting SMART goals to achieve personal priorities

Equipment

Be Ready student workbook - *Kicking goals* – page 16

Family information sheet - *How to set effective goals* – photocopy one per student

Activities

1. Place students in small groups to take turns sharing their responses to the following questions.
 - How do you want your life to be in one year from now?
 - How do you want your life to be when you are 21?
 - What would you like to change in your life now?
 - How are you going to achieve some of the things you have identified?

Explain that some people just live in the here and now with the expectation that things will just work out in the future. This lack of direction and planning for the future can have serious implications including an increase in levels of stress. Goal setting for adolescents has been successful for:

- getting more active
- dealing with anxiety and depression
- making new friends
- stopping or reducing drug use
- getting better or improving school results
- doing better or improving sporting or musical performance.

By setting a goal a person has made a conscious decision to be focused and motivated. This increases their chances of achieving their goal and also helps to manage stress that may be activated when plans are not put in place.

2. Discuss the SMART theory of goal setting. Use the following example to show students the SMART theory in practice.

SMART goal

I love football and I want to have an AFL career. My goal is to make the WAFL within 2 years of leaving school and in an AFL team by the time I am 21. I am going to talk to the careers counsellor this term and ask my football coach for constructive feedback after each game. I'm going to write to my favourite AFL player this week and ask him to be my mentor.

- **Specific** – goals that are too vague and general are hard to achieve. Goals that work include specifics such as 'who, where, when, why and what'.
- **Measurable** – including a quantity of 'how much' or 'how many' makes it easy to know when the goal has been reached.
- **Achievable** – goals should be challenging but not impossible.
- **Relevant** – the goal should be relevant to the person and not something they believe others want them to achieve.
- **Time related** – deadlines can motivate efforts and prioritise the goal above other distractions.

3. Have students commence the goal setting process by writing a SMART goal and some steps to help them achieve it on page 16 of *Be Ready*. Remind students long-term personal goals need to be SMART and have manageable steps.

Discuss the usefulness of this process and have students share some of their written responses.

During the year, have students revisit their goal to monitor progress and identify actions that may need to be included or changed.

8. Send a copy of the Family information sheet - *How to set effective goals* home for students to share with their family.



How to set effective goals

Tools not rules

Make it clear to your child that goals are not 'set in stone' and that it's okay to change a goal. Goals should be tools to help your child in life, not rules that restrict them.



Being able to set and accomplish goals gives your child control over the way they change and grow. This allows them to feel confident about taking care of themselves and contributing to their surroundings in a positive way. By knowing that they can take care of the basic tasks that daily life requires they will gain the confidence to face the unexpected challenges.

When you talk about goal setting with your child, there are a few tips to help guide the conversation

- Be a good listener. Your child will be more willing to include you in the goal setting process if you show that you are actively listening to them talk about their dreams.
- Each of these five characteristics of a SMART goal can help you navigate the goal setting process with your child.

S
SPECIFIC

What would your child like to accomplish?

M
MEASURABLE

How will your child know when the goal has been achieved?

A
ACHIEVABLE

Has your child considered whether the goal is realistic?

R
RELEVANT

Why is the goal significant to your child?

T
TIMELY

When will your child achieve this goal?

While achieving a goal can be its own reward, parents can consider ways to celebrate their child's success after a specific goal is met. Celebrate how your child's life is different and better because of their hard work.

- Work with your child to outline the steps to take in order to reach the goal.
- Ask your child questions to help them determine what type of support or resources might be needed along the way.
- Find out if your child has anticipated any potential obstacles and how they can be addressed.
- Discuss making a schedule or timeline to go along with the plan to achieve the goal.

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