



NEW Program Achieve Secondary (years 7-10)

A Social-Emotional Learning Curriculum



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Introduction

The NEW Program Achieve - Secondary is now available online providing teachers access to digital activity plans and downloadable Teacher Guides and Student Worksheets.

This curriculum is deliberately designed to contain short, targeted activities delivered in 15 - 20 minute periods during the busy timetabled secondary school day.

The NEW Program Achieve - Secondary includes 32 activities to be taught to students in years 7 & 8 and an additional 32 activities to be taught to students in years 9 & 10.

The activities are organised to be delivered across four terms and cover the following topics

- 1. Achievement:** Work Confidence (growth mindset), Persistence, Organisation and Teamwork
- 2. Relationships:** Values, Character Strengths and Getting Along Skills,
- 3. Wellbeing:** Resilience and Happiness (self-awareness, self-management, ABCs, cognitive restructuring, mindfulness)
- 4. Social-Emotional Blockers:** Anger, Not Paying Attention, Procrastination, Worry and Feeling Down (awareness and self-management)

Each social-emotional learning activity addresses an aspect of the ACARA national curriculum's Personal and Social Capabilities.

Activities take between 15 - 20 minutes of class time to present to students and can be offered flexibly throughout the school week in either Home Groups, personal and social development classes or health and physical education.

Authors Michael E. Bernard and Andrea Strudwick

Target Audience Teachers, school psychologists/ counsellors and student wellbeing and support staff of students in years 7 – 10

Delivery Digital

Contents

1. 32 activities covering Years 7 and 8
2. 32 activities covering Years 9 and 10
3. Activity Plans (online), Teacher Guides and Student Worksheets (downloadable)

Price \$950 ANNUAL LICENSE ([BUY](#)) (from date of purchase)

SCOPE AND SEQUENCE: YEARS 7-8

Part 1: ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

- Activity 1: What is success?
- Activity 2: Growth Mindset
- Activity 3: Keys for Success.
- Activity 4: Work Confidence
- Activity 5: Persistence Pays Off
- Activity 6: Goal Setting and Commitment
- Activity 7: Time Management
- Activity 8: Teamwork

Part 2: RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

- Activity 9: Good character
- Activity 10: Friends
- Activity 11: Conversation Crackers
- Activity 12: Peer Pressure Pointers
- Activity 13: Dealing with Difficult People
- Activity 14: Empathy: Putting Yourself in the
Hearts of Others
- Activity 15: Assertiveness - A Tool for Dealing
with Conflict
- Activity 16: Volunteering

Part 3: WELLBEING. RESILIENCE AND HAPPINESS

- Activity 17: Emotions and their Temperatures
- Activity 18: The Key of Resilience
- Activity 19: Catastrophising
- Activity 20: Coping Skills
- Activity 21: Rational Thinking in Action
- Activity 22: Mindfulness Exercise
- Activity 23: Gratitude. Stock Taking
- Activity 24: The Act of Kindness

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

- Activity 25: Feeling Down
- Activity 26: Feeling Down? Don't Take Things
Personally
- Activity 27: The Blocker of Anxiety
- Activity 28: Overcoming Public Speaking Anxiety
- Activity 29: Anger: Paying the Price
- Activity 30: Anger Management
- Activity 31: Procrastinate Pays Poorly
- Activity 32: Procrastination By-Pass Techniques

SCOPE AND SEQUENCE: YEARS 9-10

Part 1: ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

- Activity 1: The Goal of Success: Personal Best
- Activity 2: Success Formula
- Activity 3: Growth Mindset Pep-Talk
- Activity 4: Confidence at Work
- Activity 5: Persistence Means Working Tough
- Activity 6: SMART goals.
- Activity 7: Task Analysis
- Activity 8: Collaboration

Part 2: RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

- Activity 9: Social Intelligence. Making People Feel
Important and Valued
- Activity 10: Social Character Strengths
- Activity 11: Active Listening
- Activity 12: Empathy: Walk a Mile in Someone's Shoes
- Activity 13: Accepting Everyone
- Activity 14: Steps to Friendship
- Activity 15: Solving Conflicts
- Activity 16: Coping with Anti-Social, Mean and
Bullying Behaviour

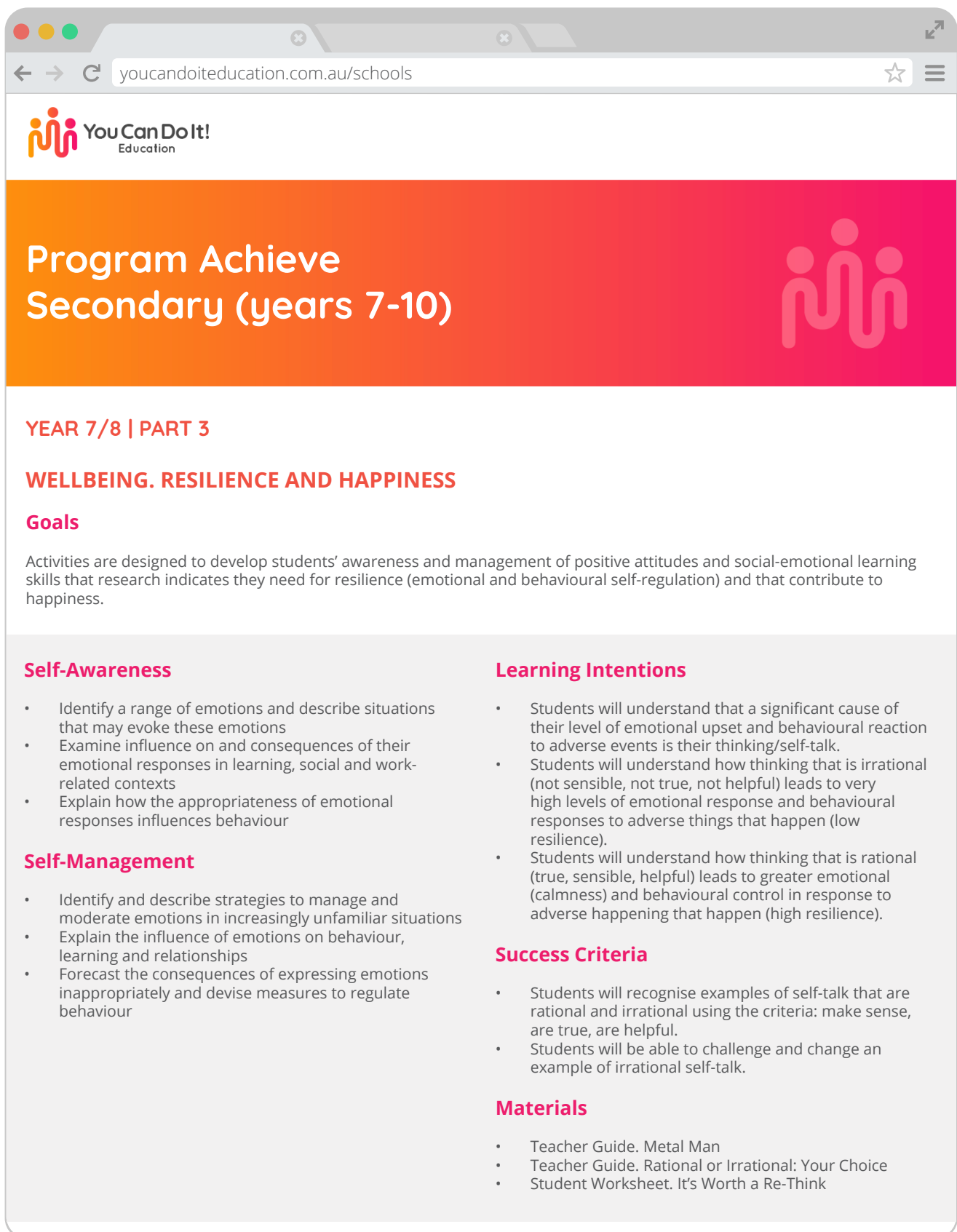
Part 3: WELLBEING. RESILIENCE AND HAPPINESS

- Activity 17: Emotion Meter
- Activity 18: Brilliant Resilience
- Activity 19: Recalibrating Badness
- Activity 20: Stress Management Skills
- Activity 21: Rational Resilience
- Activity 22: Mindfulness and Stress Management
- Activity 23: Gratitude Journals
- Activity 24: The Power of Kindness

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

- Activity 25: Feeling Down. Be Proud of You
- Activity 26: Getting Up when Feeling Down
- Activity 27: Social Anxiety and Shyness
- Activity 28: Taming Test Anxiety
- Activity 29: Anger: The Misunderstood Emotion
- Activity 30: Living with and Without Anger
- Activity 31: Why Procrastinate?
- Activity 32: Procrastinate Later!

Sample: Lesson



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YEAR 7/8 | PART 3

WELLBEING. RESILIENCE AND HAPPINESS

Goals

Activities are designed to develop students' awareness and management of positive attitudes and social-emotional learning skills that research indicates they need for resilience (emotional and behavioural self-regulation) and that contribute to happiness.

Self-Awareness

- Identify a range of emotions and describe situations that may evoke these emotions
- Examine influence on and consequences of their emotional responses in learning, social and work-related contexts
- Explain how the appropriateness of emotional responses influences behaviour

Self-Management

- Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
- Explain the influence of emotions on behaviour, learning and relationships
- Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour

Learning Intentions

- Students will understand that a significant cause of their level of emotional upset and behavioural reaction to adverse events is their thinking/self-talk.
- Students will understand how thinking that is irrational (not sensible, not true, not helpful) leads to very high levels of emotional response and behavioural responses to adverse things that happen (low resilience).
- Students will understand how thinking that is rational (true, sensible, helpful) leads to greater emotional (calmness) and behavioural control in response to adverse happening that happen (high resilience).

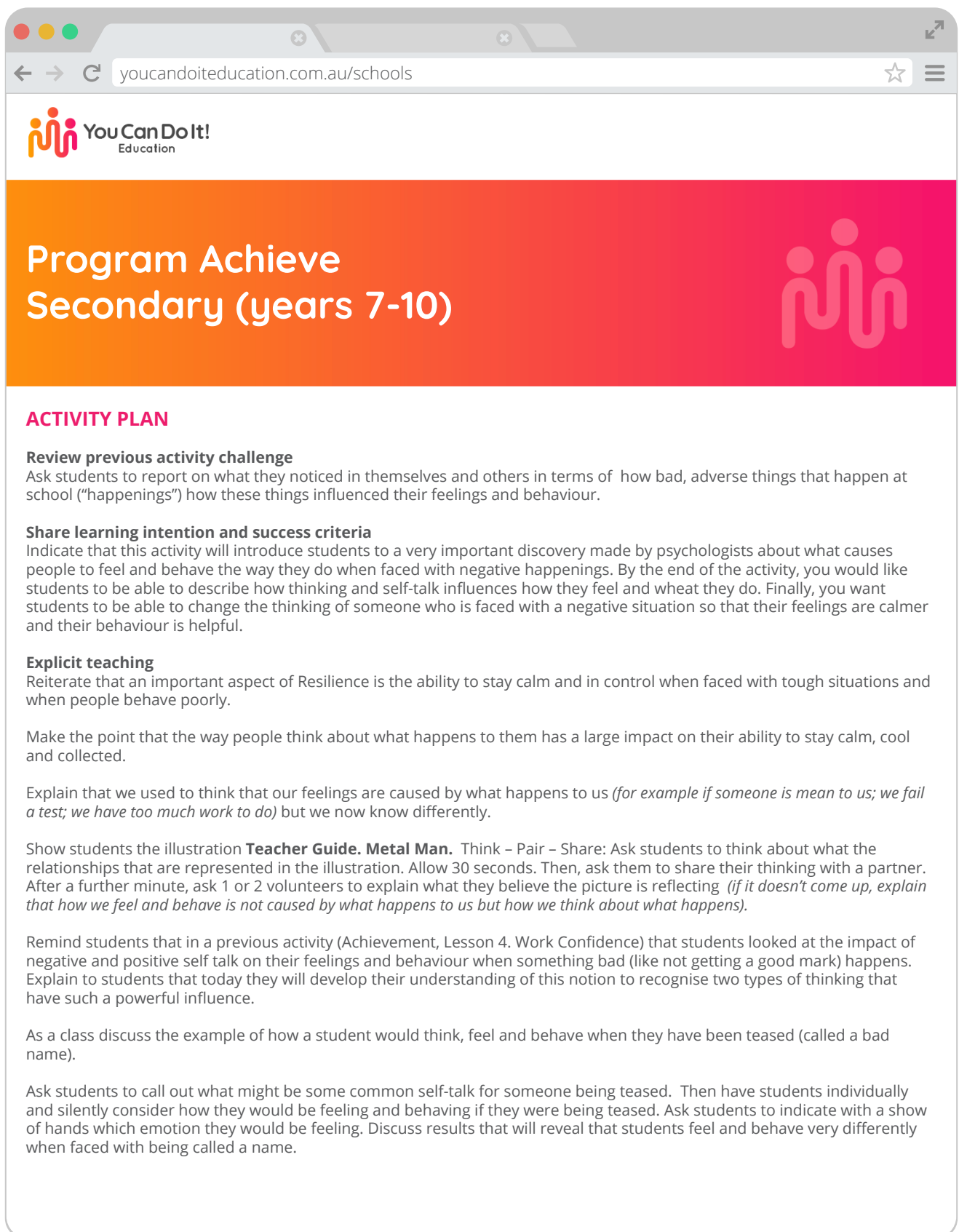
Success Criteria

- Students will recognise examples of self-talk that are rational and irrational using the criteria: make sense, are true, are helpful.
- Students will be able to challenge and change an example of irrational self-talk.


Materials

- Teacher Guide. Metal Man
- Teacher Guide. Rational or Irrational: Your Choice
- Student Worksheet. It's Worth a Re-Think


Sample: Lesson



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ACTIVITY PLAN

Review previous activity challenge
Ask students to report on what they noticed in themselves and others in terms of how bad, adverse things that happen at school (“happenings”) how these things influenced their feelings and behaviour.

Share learning intention and success criteria
Indicate that this activity will introduce students to a very important discovery made by psychologists about what causes people to feel and behave the way they do when faced with negative happenings. By the end of the activity, you would like students to be able to describe how thinking and self-talk influences how they feel and what they do. Finally, you want students to be able to change the thinking of someone who is faced with a negative situation so that their feelings are calmer and their behaviour is helpful.

Explicit teaching
Reiterate that an important aspect of Resilience is the ability to stay calm and in control when faced with tough situations and when people behave poorly.

Make the point that the way people think about what happens to them has a large impact on their ability to stay calm, cool and collected.

Explain that we used to think that our feelings are caused by what happens to us (*for example if someone is mean to us; we fail a test; we have too much work to do*) but we now know differently.

Show students the illustration **Teacher Guide. Metal Man**. Think – Pair – Share: Ask students to think about what the relationships that are represented in the illustration. Allow 30 seconds. Then, ask them to share their thinking with a partner. After a further minute, ask 1 or 2 volunteers to explain what they believe the picture is reflecting (*if it doesn't come up, explain that how we feel and behave is not caused by what happens to us but how we think about what happens*).

Remind students that in a previous activity (Achievement, Lesson 4. Work Confidence) that students looked at the impact of negative and positive self talk on their feelings and behaviour when something bad (like not getting a good mark) happens. Explain to students that today they will develop their understanding of this notion to recognise two types of thinking that have such a powerful influence.

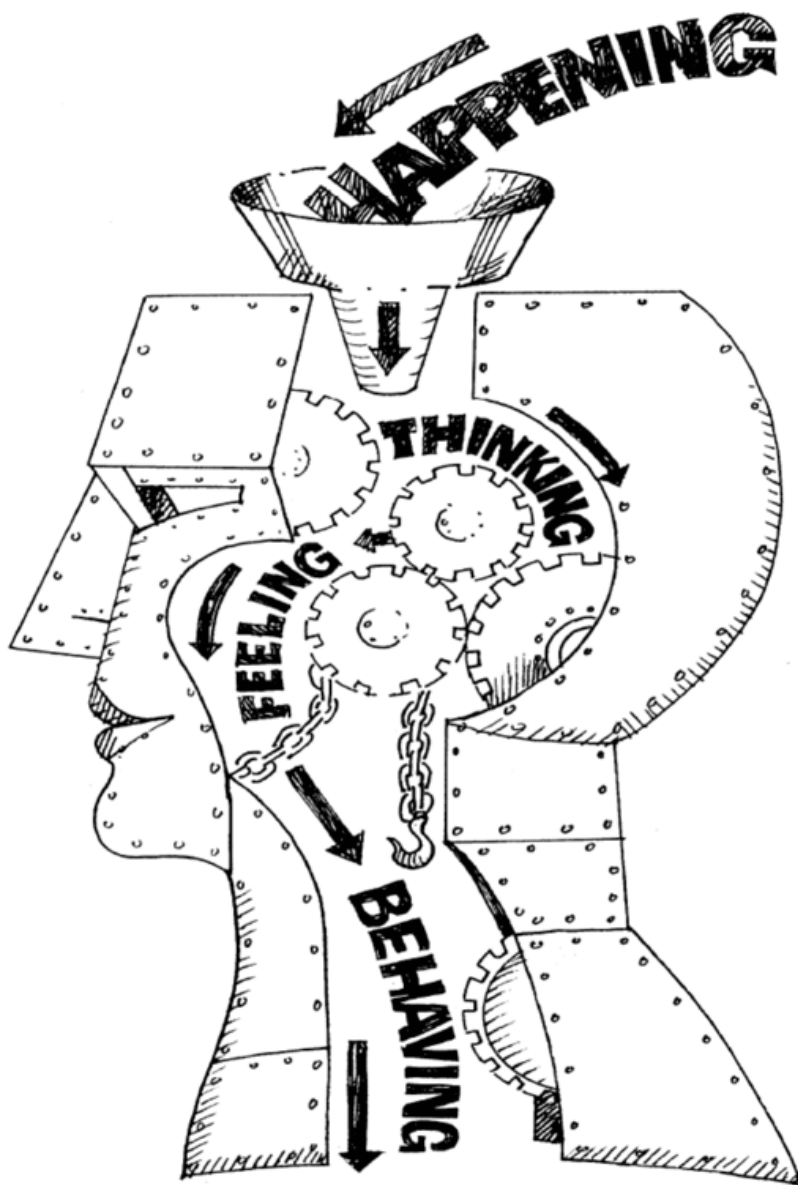
As a class discuss the example of how a student would think, feel and behave when they have been teased (called a bad name).

Ask students to call out what might be some common self-talk for someone being teased. Then have students individually and silently consider how they would be feeling and behaving if they were being teased. Ask students to indicate with a show of hands which emotion they would be feeling. Discuss results that will reveal that students feel and behave very differently when faced with being called a name.

Sample: Teacher Guide

TEACHER GUIDE

Metal Man



Sample: Student Worksheet

STUDENT WORKSHEET

It's Worth a Re-Think

When you find yourself using irrational self-talk...		...counter it with rational self-talk
I can't do this.	>>>	
This is too hard.	>>>	
I am just one big mistake.	>>>	
I always have lousy days.	>>>	
Everyone thinks I'm a loser.	>>>	
I'm never going to be any good.	>>>	



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