Acknowledging achievements and successes – Stage 5

Duration: 4 lessons (50-60 minutes in duration)

## Educative purpose

Through this learning sequence, students will learn the link between acknowledging our achievements and successes and our positive emotions. Through cultivating these emotions on a regular basis students will learn to build their resilience.

Creating memories around our important achievements allows us to have something to remember in times of self doubt. Students will have opportunities to recognise the characteristics and resilience in others who have overcome adversity. This will support students to recognise their own skills and strengths. Learning to use successes as reinforcement of what we can achieve and use them to create strategies will assist students with managing future life challenges.

## Learning goals

* Recognise the characteristics of resilience and reflect on these characteristics in relation to their own resilience.
* Assess their personal strengths and skills to achieve a positive outcome in a range of changing situations.

## Required resources and materials for preparation

Student activities are set around:

* Whole group/ small group/ Individual activities
* Offline and online.

Equipment required:

* access to the internet and laptop/tablet/phone
* online access to the [resilience self-test](https://www.verywellmind.com/quiz-how-resilient-are-you-4008851)
* online access to YouTube for case studies
* worksheets
	+ What is resilience?
	+ Recording my achievements big and small
	+ Boosting success through character strengths
	+ Case study: overcoming adversity
	+ Addressing life challenges

## Mode of delivery and digital learning

Consider using an online platform such as [Google Classroom](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/27) or [Microsoft Teams](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/27) to deliver the follow lessons for students, supporting differentiation formative assessment (teacher and peer feedback and student reflection) and collaboration. Students can brainstorm using [Microsoft OneNote Class Notebook](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/101), [Bubbl.us](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/591), [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593) or [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592%22%20%5Ct%20%22_blank)

For online delivery these messages can be audio recorded using [Audacity](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/186) and visually with [PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/116). See the department’s [Digital learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Browser?cache_id=ed601) for more options.

## Suggested syllabus content

**Outcome PD5-1 assesses their own and others’ capacity to reflect on and respond positively to challenges.**

All outcomes referred to in this unit come from the [PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Key inquiry question  | Content |
| How can people respond positively to life challenges? | * explore the characteristics of resilient people and the skills that enhance resilience and wellbeing
* examine case studies of people who have overcome adversity, including Aboriginal or Torres Strait Islander Peoples and people with disabilities and identify their characteristics and qualities **S**
* examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change **S**
* examine social and cultural influences on seeking help in a variety of contexts **S**
* predict future challenges and opportunities and the skills required to manage these in a positive way
* appraise personal strengths to design a strategy for addressing a future life challenge **S**
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## PDHPE skills

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| Self management | Interpersonal |
| * Strengthening personal identity
* Self-awareness
* Seeking help
 | * Collaboration, inclusion and relationship building
* Empathy building
* Social Awareness
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## Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. A sample information letter is available on the [PDHPE website.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready)

## Learning experiences

Learning intention:

* To explore concepts around resilience and reflect on the successful strategies that they have used to show their resilience in the past.

**What is resilience?**

Resilience is the ability to cope when things go wrong. It describes the capacity of a person to respond in a positive way to the risks, stresses and adversities of life. It is the ability to bounce back after difficult times.

**Brainstorm what is resilience?**

* Students individually complete worksheet What is resilience?
	1. Brainstorm the characteristics of a resilient person. How do they behave, act and deal with situations presented to them? These can be words they associate with resilience or examples of being resilient.
	2. Use these ideas to develop your own definition of resilience.
	3. How can I be resilient when I am facing a challenge? What questions can I ask myself?
	4. What other strategies can I use to build my own resilience to situations?
* Visit the [Kids Helpline webpage](https://kidshelpline.com.au/teens/issues/building-resilience) and compare your list to the strategies and suggestions provided. Add to your list of strategies.

**How resilient are you?**

* Individually, students complete the [resilience self-test](http://stress.about.com/library/resilience/bl_resilience_quiz.htm).
* Using the advice given at end of the self-test, students reflect on the following questions.
	1. Were your results what you expected?
	2. What resilience skills are you good at?
	3. Think of a challenging situation that you overcame positively. How did you overcome it? What strategies did you use?
	4. What resilience skills do you feel you need to work on?
	5. What are some ways to improve these resilience skills?

**Acknowledging achievements**

Learning intention:

* Build knowledge and understanding around strengths that support future success.
* Identify situations in their past where they have used their own abilities and strengths to experience success.
* To identify the strengths and abilities in others through a variety of case studies and recognise how these strengths and abilities helped to overcome individual diversity.

Note: this activity can be done either real time online or at a time that students can access. All that is required is a shared document. For example, Google docs.

* Explain to students that creating memories around our important achievements allow us to have something to remember in times of self-doubt. This can help with our ability to bounce back.
* How do we celebrate our achievements?
	1. Record 5 headings on a board or online space such as [Padlet](https://padlet.com/) or Google docs. These headings are:
		1. at school
		2. at home
		3. in the community (sport/clubs)
		4. with our friends
		5. by ourselves.
	2. Each student records (using sticky notes or a table) as many ways they can think of to celebrate achievements in these settings underneath the headings.
	3. As a group or individually, explore the range of responses and reflect on which ones were more difficult ways. Explain reasoning? How can we improve on ones that we struggled to find responses for?

**Recording your achievements**

* Explain to students that recording and acknowledging our achievements and successes increases our positive emotions and allows us to increase our resilience.
* Students complete Recording my achievements big and small worksheet.
* Students complete this process every day for a week to highlight that recording achievements either big or small help to increase daily motivation, improve future planning and build resilience. Resilience improves regardless of challenges being presented.

**Successes — what strengths help us in being successful?**

* The following activities build on previous learning and understanding of personal strengths. Research has shown that using personal strengths can help with building resilience, enhancing wellbeing and ability to overcome problems. If students have not explored previous content in this learning context, ask students to complete the [VIA Character Strength test](https://www.viacharacter.org/survey/account/register#youth)
* Students watch the clip [The Science of character](https://www.youtube.com/watch?v=U3nT2KDAGOc) (duration 8:04) and complete the following questions individually.
	1. List two famous people from history who have also identified character strengths as important components of a meaningful life.
	2. How can you shape other peoples’ character strengths?
	3. Which part of the brain controls our thoughts and actions?
		1. Executive system
		2. Pre-frontal cortex
		3. Self-regulation
		4. Focus centre
		5. Grey matter.

**Character strengths for success**

Note: this activity can be done either real time online or at a time that students can access. All that is required is a shared document. For example, Google docs.

* Explain to students that Positive Psychologists have discovered that 7 of the 24 character strengths are linked with academic success and life satisfaction. These character strengths are listed below:
	1. grit
	2. social intelligence
	3. optimism
	4. gratitude
	5. zest
	6. self-control
	7. curiosity
* Students complete the *Boosting success through character strengths* worksheet.
* Using a shared document, students provide their answers from the worksheet on how they could further develop these character strengths.
* Using this class list of ideas, pick 3 further ideas to develop character strengths and practice each of these over the next week.

**Case studies**

* Sometimes it is easier to be able to recognise the characteristics and resilience in others who have overcome adversity in order for us to recognise our own skills and strengths.
* Students choose one of the following case studies to highlight the skills and strengths that have allowed them to overcome adversity.
	1. Adam Goodes – AFL player [www.sbs.com.au/ondemand/video/127537219964/Living-Black-Conversations-S2013-Ep4-Adam-Goodes](https://www.sbs.com.au/ondemand/video/127537219964/Living-Black-Conversations-S2013-Ep4-Adam-Goodes) (duration 27:46)
	2. Turia Pitt – Burns victim after attending an ultra-marathon
		1. Part 1 (duration 8:01) - [www.youtube.com/watch?v=HEXHSW5ePns](https://www.youtube.com/watch?v=HEXHSW5ePns)
		2. Part 2 (duration 7:04) - [www.youtube.com/watch?v=G\_arxBCB4u4](https://www.youtube.com/watch?v=G_arxBCB4u4)
		3. Part 3 (duration 7:41) - [www.youtube.com/watch?v=IOBtp6BGpnQ](https://www.youtube.com/watch?v=IOBtp6BGpnQ)
	3. Kurt Fearnley – Australian paralympian (duration 4:07) [www.youtube.com/watch?v=zpgX\_UK62Io](https://www.youtube.com/watch?v=zpgX_UK62Io)
* Individuals use the Case Study - overcoming adversity worksheet to assist with this case study.
	1. Describe the barriers that the person has faced in their lifetime and how these barriers have made their life more challenging.
	2. Outline three personal skills and strengths that the person possesses that have helped them overcome the difficulties they have faced.
	3. What strategies can you take from this persons’ experience to build your own resilience?
	4. What support services did they access and where did they seek help?

**Addressing current life challenges**

Learning intention:

* Reflect on current real life challenges they may face
* Identify their strengths and skills and apply them to current challenges
* Appraise their strengths and skills to deal with the current challenges
* Student reflect on a current challenging situation in their life or use a challenging situation from the [Reachout](https://au.reachout.com/videos/check-out) website and complete the following questions from the Addressing life challenges worksheet.
	1. Describe the barriers you are facing at the moment and how these barriers have made life more challenging.
	2. Outline three personal skills and strengths you possess to help you overcome the difficulties being faced
	3. What strategies and skills can you use to deal with the situation?
	4. If you were to apply those skills and strengths to deal with the situation, make a judgment on how successful the outcomes of that situation would be
	5. How can you access support services and help to overcome and work through the challenge presented?

**Addressing future life challenges**

Learning intention:

* Reflect on future life challenges
* Identify their strengths and build the skills to apply to the chosen future challenge
* Appraise their strengths and skills to deal with the current challenges
* Research reliable and effective support services that young people could access
* Student are to watch clips from the [Reachout](https://au.reachout.com/videos/check-out) website on challenging situations and record their responses.
	1. Create a brainstorm of future challenges that young people might face.
	2. Choose **one** individual from the clips available and describe the barriers the individual is facing and how these barriers have made life more challenging.
	3. Adopt the role of the individual in the clip and identify three personal skills and strengths you possess to help you overcome the difficulties being faced.
	4. What strategies can you use to deal with the situation?
	5. If you were to apply those skills and strengths to deal with the future challenging situation, make a judgment on how successful the outcome of that situation would be.
	6. Investigate support services you can access to help to overcome and work through the challenge presented?

## What is resilience?

Resilience is the ability to cope when things go wrong. It describes the capacity of a person to respond in a positive way to the risks, stresses and adversities of life. It is the ability bounce back after difficult times.

Brainstorm the characteristics of a resilient person. How do they behave, act and deal with situations presented to them? These can be words they associate with resilience or examples of being resilient.

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Use the above ideas, develop your own definition of resilience.

| Resilience is: |
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How can I be resilient when I am facing a challenge? What questions can I ask myself?

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What other strategies can I use to build my own resilience to situations?

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Visit the [Kids Helpline webpage](https://kidshelpline.com.au/teens/issues/building-resilience) and compare your list to the strategies and suggestions provided. Add to your list of strategies.

## Recording my achievements big and small

Keeping a notebook of all your achievements, big and small, helps to increase daily motivation, improve future planning and build resilience.

Set aside 5 minutes every week to record the achievements you have made. You may like to think about achievements relating to:

* personal goals (short and long term)
* school work
* friendships
* family relationships.

Below is an example. You may like to buy a notebook to record your achievements or use this worksheet as a template. It’s up to you.

Tips:

* Write down your achievements for the week.
* Focus on aspects of your life that are important to you, not what you think others think are important.
* Focus on progress towards your goals, not the end result you are aiming for. Small steps!
* Reflect at the end of the month. What could you do more of? What could you improve on?
* Repeat.

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| Week | Date | Area of focus | Detail |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

**Boosting success through character strengths**

Positive Psychologists have discovered that 7 of the 24 character strengths are linked with academic success and life satisfaction.

For each character strength below, investigate its definition and write it in the table below. Read through how to develop each strength and then list an additional way to develop this strength in the last column of the table.

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| Character strength | Definition | Example of how to develop strength | What else could you do to develop this strength? |
| Grit |  | Read an inspiring quote or poem each week to boost your perseverance! |  |
| Social intelligence |  | Watch your favourite TV show with the sound muted and write down your feelings as you watch it. |  |
| Optimism |  | List all the bad things that have happened to you and for each list two positives. |  |
| Gratitude |  | Notice how many times you say ‘thanks’ and consider how much you mean it. |  |
| Zest |  | Improve your sleep hygiene by getting to bed to have at least 8 hours sleep! |  |
| Self-control |  | Monitor and eliminate distractions when you are completing your homework (e.g. phone, tablet, computer). |  |
| Curiosity |  | Expand your knowledge in an area of interest through reading books, magazines, journals TV, radio or online for 30mins three times per week. |  |

**Case study: overcoming adversity**

Sometimes it is easier to be able to recognise the characteristics and resilience in others who have overcome adversity in order for us to recognise our own skills and strengths.

Choose one of the following case studies to highlight the skills and strengths they possess to overcome adversity.

* Adam Goodes – AFL player
* Turia Pitt – Burns victim after attending an ultra-marathon
* Kurt Fearnley – Australian paralympian

Describe the barriers that the person has faced in their lifetime and how these barriers have made their life more challenging.

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Outline three personal skills and strengths that the athlete possesses that have helped them to overcome the difficulties they have faced.

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What strategies can you take from this person’s experience to build your own resilience?

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What support services did they access and where did they seek help?

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**Addressing life challenges**

At different times in our life a number of challenges can present. It is during these more challenging times that we need to remember the strengths and achievements we have to give ourselves reinforcement of what we can actually achieve and use to overcome these challenges.

Reflect on a current challenging situation present in your life and complete the following to assist in developing a strategy to address it.

Challenging situation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the barriers you are facing at the moment and how these have made life more challenging.

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Outline three personal skills and strengths you possess to help you overcome the difficulties being faced

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What strategies can you use to deal with the situation?

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If you were to apply those skills and strengths to deal with the situation, make a judgment on how successful the outcomes of that situation would be.

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How can you access support services and help to overcome and work through the challenge presenting?

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