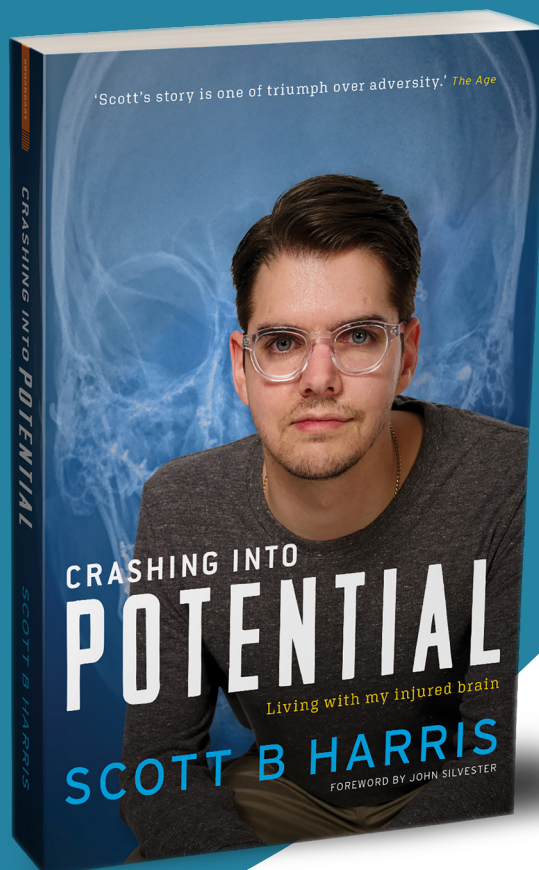




CRASHING INTO POTENTIAL

Year 9

Bachelor Program Information Pack



Evaluated By Prof. John Hattie & Scott B Harris

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Program Overview



CIP is a highly successful wellbeing program for year 9 students that gives them the skills and knowledge to help them overcome times of adversity in their lives. With the help of Prof. John Hattie, Melbourne University, CRASHING INTO POTENTIAL (CIP) has been evaluated with [amazing results](#). Grounded by his story, CIP follows the journey of Scott B Harris, around the world and the many lessons he's learn about overcoming challenges.

By year 9, many students will have had some hard times - whether from family breakups, moving house, death of loved ones, bullying or any number of challenges. At the crucial ages of 14-15, they're also preparing for their final years of secondary school, facing career choices, starting their first relationships and becoming more independent from their families.

Schools have a large role to play in supporting students through these crucial years in their development and helping them to gain the skills they need to cope with times of adversity and protect their mental health.

As educators, it can be difficult to know how to best help students become more resilient and able to cope with adversity. Creating cultural and social change to build more resilient and capable youth is a challenge.

The program uses workshops, activities and resources to equip young people with the skills and knowledge they need to overcome adversity in life.

The program is written by author, speaker and capabilities expert, Scott B Harris. In 2008, Scott was involved in a motorbike accident that changed his life and left him with life-long disabilities. Having overcome significant adversity from his injuries, Scott has made it his mission to equip young people with the skills to overcome adversity in their own lives.

Based on the principles of Collective Teacher Efficacy, the program uses a multi-disciplinary, whole-school approach to building skills to overcome adversity in students. Collective teacher efficacy is the belief that teachers can make a positive impact on the lives of students when they work together. This program aims to empower teachers to create a cohort of more resilient and mentally stronger students through guided workshops and lessons.

We do know that:

- Teachers and schools who take a collective efficacy approach to finding solutions and working together to improve student outcomes are more successful¹.
- Programs that teach skills to overcome adversity and build resilience are an effective way to improve resilience skills.
- Stories are more likely to be remembered than facts and data. Stories build emotional connections in the brain, which can improve decision-making skills².



1 Donohoo, J., Hattie, J. (2018) The Power of Collective Efficacy, ASCD, vol. 75, no. 6
<https://www.ascd.org/el/articles/the-power-of-collective-efficacy>

2 <https://shane.substack.com/p/how-stories-change-our-brains>

Program Map

CRASHING INTO POTENTIAL is structured around five key topics: **Goals, Choices, Mindset, Perseverance**, and **Discussion**. These topics are explored across five possible subject areas: **Wellbeing, English, Health and Physical Education, Performing Arts**, and **Visual Arts**. Among these, **Wellbeing** and **English** are mandatory subjects, while **Health and Physical Education, Performing Arts**, and **Visual Arts** are optional.

The program is to be run over 1 term (10 weeks), with 1 topic being taught within each 2-week period, per subject.

CIP begins with a one-hour presentation by Scott where students can listen and 'Bye-In' to his story, then is guided by the wellbeing workshops, and all other subjects will follow the guidelines set out.

Students learn the most about Scott's story through reading his memoir in English and then get the opportunity to practice what they learn throughout all other subjects.

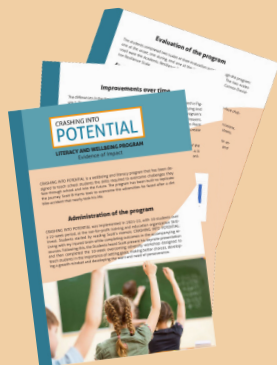
The program includes

- A comprehensive, 250-page teacher resource that includes detailed program information and lesson plans for each
- ACARA curriculum mapping, lesson plans for each subject, an implementation guide, teacher training and parent information.
- Access to the CRASHING INTO POTENTIAL Podcast which is an audio reading of the book CRASHING INTO POTENTIAL: Living with my injured brain.
- Access to onsite or pre-recorded exclusive seminars and teacher training by Scott and Prof. John Hattie.
- Access to resources, including newsletter guides for parents/carers, and information for teachers.
- Each student enrolled in the program will have (workbook/planner/reflection journal) in PDF format
- Schools can access the full program for the first year and then can upgrade with a yearly subscription following years, which includes all updates to the program.

Program Goals

The program aims to help students build their resilience skills and knowledge through changing the language students use to describe their feelings and situations, and the perceptions they have of their ability to overcome adversity.

In the longer term, students will build their skills to overcome adversity as they practice in everyday life. The program also aims to give parents the tools to help their children when faced with times of adversity and improve students' motivation, grades and overall mental health and wellbeing through to adulthood.



Implementation Considerations



Target Population

Year 9 students in Australian Secondary Schools

Program/practice descriptions and details

- The Program is designed to be implemented within the existing educational program of the school.
- Session activities should be integrated with general planning and not as an added extra.
- The concepts should be revisited on a regular basis throughout the year.
- For continuity and ease of implementation, the workshops and lessons are designed to be implemented over 10 weeks, with two weeks per workshop (1-2xone-hour workshop), then related activities taught over the following two-week period.

Program adaptability

The workshops and lessons/activities are designed to be taught sequentially to ensure maximum benefit from the program and to supply program continuity between subjects. Teachers have the flexibility to complete each topic at any time within the 2-week period.

Staffing

The program has been designed to require minimal planning time. Some planning time is required to set up lessons and prepare resources.

**Please note: Factors to consider*:*

- **Supervision/coaching:** Program support is available via ongoing email and phone support, and through complementary video conferences when required.
- **Training requirements:** All year 9 teachers are able to access the program. All participating educators are encouraged to attend the teacher PD with Scott and Prof. Hattie (via prerecorded video) to ensure they are ready to implement the program.
- **Tools and systems:** The materials are provided as online resources. All resources required to implement the program are included, with some links to external websites and content from online sources. Schools will need access to a projector and reliable internet connection, and somewhere to show the videos embedded in the program to students.

How can we equip students with the ability to overcome times of adversity?

The CRASHING INTO POTENTIAL program covers 4 skills that students need to master to build their resilience - Goal Setting, Making Choices, Mindset and Perseverance. These are four lessons Scott lives by, and they have been proven to work. The 5th topic, Discussion, is all about the students sharing what they have learnt. During engaging, and differentiated experiences, children can learn about an infinite number of different concepts and ideas¹. Research tells us that when students work together and share ideas, they learn more². Discussion is a time when students can openly talk about what they have learnt and hear from others about their experiences.

1 <https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/interacting-withothers/Pages/explanationsandsharinginformation.aspx>

2 <https://news.harvard.edu/gazette/story/2019/09/study-shows-that-students-learn-more-when-taking-part-in-classrooms-that-employ-active-learning-strategies/>

Curriculum Alignment - Practice Principles

This program is aligned with the Victorian Government Department of Education's Practice Principles¹ and has been mapped to the Australian Curriculum.

In particular, it covers:

Principle 1:

High expectations for every student promote intellectual engagement and self-awareness

- **Action 1.1** - Teachers convey high expectations of learning, effort and engagement for all students
- **Action 1.2** - Teacher's co-design aspirational goals with students
- **Action 1.4** - Teachers build student capacity to monitor and evaluate their own progress and achievement

Principle 2:

A supportive and productive learning environment promotes inclusion and collaboration

- **Action 2.1** - Teachers build quality relationships that enhance student engagement, self-confidence, and growth as a learner
- **Action 2.3** - Teachers develop student capacity to collaborate

Principle 3:

Student voice, agency and leadership empower students and build school pride

- **Action 3.2** - Teachers provide opportunities for students to exercise authentic agency in their own learning
- **Action 3.3** - Teachers provide leadership opportunities
- **Action 3.4** - Teachers build school pride and connectedness

¹ <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx#link63>

Principle 4:

Curriculum planning and implementation engages and challenges all students

- **Action 4.1** - Teachers place student needs at the centre of program planning and delivery
- **Action 4.2** - Teachers collaboratively design and implement a scope and sequence of learning

Principle 5:

Deep learning challenges students to construct and apply new knowledge

- **Action 5.1** - Teachers design learning programs to explicitly build deep levels of thinking and application
- **Action 5.2** - Teachers support students to explore the construction of knowledge
- **Action 5.3** - Teachers support students to be reflective, questioning and self-monitoring learners

Principle 6:

Rigorous assessment practices and feedback inform teaching and learning

- **Action 6.1** - Teachers design authentic, fit-for-purpose assessments to reflect the learning program and objectives

Principle 7:

Evidence-based strategies drive professional practice improvement

- **Action 7.1** - Teachers evaluate the impact of teaching on learning by analyzing multiple sources of data
- **Action 7.2** - Teachers identify and target areas for professional learning
- **Action 7.3** - Teachers draw on current research and use an inquiry improvement cycle
- **Action 7.4** - Teachers challenge and support each other to improve practice

Principle 8:

Global citizenship is fostered through real-world contexts for learning

- **Action 8.3** - Teachers and students co-design learning that connects to real-world contexts
- **Action 8.4** - Teachers and students collaborate in learning partnerships in and beyond the school

Principle 9:

Partnerships with parents and carers enhance student learning

- **Action 9.1** - Teachers establish open and sustained communications with parents/carers
- **Action 9.3** - Teachers facilitate parental/carer involvement in education within the classroom, school and beyond

The program is aligned with the Australian Student Wellbeing Framework¹ across the areas of:

- Student Voice
- Leadership
- Inclusion
- Partnerships and
- Support

And programs including:

- Respectful Relationships
- FUZE

¹ Student Wellbeing Hub, Australian Student Wellbeing Framework <https://studentwellbeinghub.edu.au/educators/framework/>

Curriculum – Wellbeing Lessons: 5

Students will learn:

Goals - Weeks 1 & 2

- How to set and achieve your greatest ambitions
- How to predict the challenges so you can avoid them
- How to draw the motivation to achieve your goals

Choices - Weeks 3 & 4

- What choices do we have in the face of adversity
- Why do we need to take responsibility for our choice
- The power of choices

Mindset - Weeks 5 & 6

- How to develop a Growth Mindset
- The power of gratitude
- How to practice gratitude

Perseverance- Weeks 7 & 8

- The story of Coronel Sander
- The story of J.K. Rowling
- The story of Sir Richard Branson

Discussion- Weeks 9 & 10

- A time when your teacher has overcome a challenge
- What did I learn about myself?
- What did I learn about overcoming adversity?
- What did others learn?

Curriculum Connections – English

Lessons: 10

Language	
Language for interacting with others	AC9E9LA01 AC9E9LA02 AC9E9LA07 AC9E9LA08
Text structure and organisation	AC9E9LA03 AC9E9LA04
Language for expressing and developing ideas	AC9E9LA05 AC9E9LA06 AC9E9LA08
Literature	
Engaging with and responding to literature	AC9E9LE02 AC9E9LE03
Examining literature	AC9E9LE04 AC9E9LE05
Literature and contexts	AC9E9LE01
Creating literature	AC9E9LE06
Literacy	
Analysing, interpreting and evaluating	AC9E9LY03 AC9E9LY04 AC9E9LY05
Texts in context	AC9E9LY01
Creating texts	AC9E9LY06
Engaging with and responding to literature	AC9E9LE02
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none"> Recognise emotions
Self-Management	<ul style="list-style-type: none"> Work independently and show initiative
Social Awareness	<ul style="list-style-type: none"> Appreciate diverse perspectives
Social-Management	<ul style="list-style-type: none"> Work collaboratively Make decisions

Curriculum Connections – Health and Physical Education

Lessons: 5

Personal, social and community health	
Identities and change	AC9HP10P01 AC9HP10P06
Interacting with others	AC9HP10P04 AC9HP10P05
Making healthy and safe choices	AC9HP10P09 AC9HP10P10
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none"> • Recognise emotions • Emotional awareness
Self-Management	<ul style="list-style-type: none"> • Emotional regulation • Work independently and show initiative Leadership
Social Awareness	<ul style="list-style-type: none"> • Appreciate diverse perspectives • Community Awareness
Social Management	<ul style="list-style-type: none"> • Make decisions
Critical and Creative Thinking	
Generating	<ul style="list-style-type: none"> • Consider alternatives
Analysing	<ul style="list-style-type: none"> • Interpret concepts and problems • Draw conclusions and provide reasons
Inquiring	<ul style="list-style-type: none"> • Identify, process and evaluate information

PHYSICALEDUCATION

Curriculum Connections – Visual Arts

Lessons: 5



Visual Arts	
Developing practices and skills	AC9AVA10D01
Exploring and responding	AC9AVA10E01
Creating and making	AC9AVA10C01
Developing practices and skills	AC9AVA10D01 AC9AVA10D02
Exploring and responding	AC9AVA10E01 AC9AVA10E02
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none">• Recognise emotions
Self-Management	<ul style="list-style-type: none">• Work independently and show initiative
Social Management	<ul style="list-style-type: none">• Make decisions

Curriculum Connections – Performing Arts

Lessons: 5

Dance	
Exploring and responding	AC9ADA10E01
Developing practices and skills	AC9ADA10D01 AC9ADA10D02
Creating and making	AC9ADA10C01 AC9ADA10C02
Presenting and performing	AC9ADA10P01
Drama	
Exploring and responding	AC9ADR10E01
Developing practices and skills	AC9ADR10D01 AC9ADR10D02
Creating and making	AC9ADR10C01 AC9ADR10C02
Presenting and performing	AC9ADR10P01
Music	
Exploring and responding	AC9AMU10E01
Developing practices and skills	AC9AMU10D01 AC9AMU10D02
Creating and making	AC9AMU10C01 AC9AMU10C02
Presenting and performing	AC9AMU10P01
Personal and Social Capability	
Self-Awareness	<ul style="list-style-type: none"> Recognise emotions Understand themselves as learners
Self-Management	<ul style="list-style-type: none"> Work independently and show initiative
Social Awareness	<ul style="list-style-type: none"> Appreciate diverse perspectives
Social Management	<ul style="list-style-type: none"> Work collaboratively Make decisions



Subjects' Overview

Wellbeing Workshop Content Overview

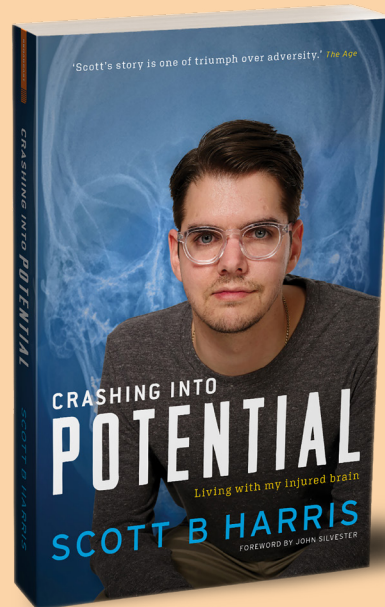
The wellbeing workshops guide the CIP program. Each fortnight, students will take part in a wellbeing lesson that is run by Scott but facilitated by the teacher. There are many tools to help us overcome adversity, but this workshop is a deep dive into the ones Scott has used throughout his recovery.

In this workshop, Scott brings to you 5 x 40-minute lessons over 10 weeks. Each lesson is broken into short videos, so it is self-paced but has been designed to accommodate 1 lesson per fortnight. Goals have been the roadmap to Scott's success, so in this workshop goals are the main focus, and your students will be revisiting them each week with their accountability partner. As well as goal setting, the workshop goes deep into taking responsibility for our choices, developing a growth mindset, and using perseverance to achieve our goals, the other three topics Scott covers in his keynote presentation. In the final lesson students will be discussing what they've learned, and the teacher will be sharing a time they (or someone they know) faced adversity. It is a good idea to watch the videos before the beginning of the program.

In this workshop, your students will learn:

Goals <ul style="list-style-type: none">• How to set and achieve your greatest ambitions• How to predict the challenges so you can avoid them• How to draw the motivation to achieve your goals	Choices <ul style="list-style-type: none">• What choices we have in the face of adversity• Why we need to take responsibility for our choice• The power of choices
Mindset <ul style="list-style-type: none">• How to develop a Growth Mindset• The power of gratitude• How to practice gratitude	Perseverance <ul style="list-style-type: none">• The story of Coronel Sander• The story of J.K. Rowling• The story of Sir Richard Branson
Discussion <ul style="list-style-type: none">• A time when your teacher has overcome a challenge• What did I learn about myself?• What did I learn about overcoming adversity?• What did others learn?	

English Content Overview



Students are encouraged to communicate different perspectives in a variety of ways through the content and activities. Whether it's creatively writing a story, taking on the role of the course's author, or writing as themselves in an unusual or challenging scenario, students will have a lot to learn and take creative control over.

These activities allow students the knowledge to identify and communicate difficult emotions. Then they build on skills and strategies so they can deal with them now and in the future.

Students will complete two lessons each fortnight focussed on the themes of overcoming adversity. The two English lessons over the 5 themes are; Goals, Making Choices, Mindset and Perseverance. The final lesson is a Discussion Workshop where students can demonstrate their knowledge and abilities in line with assessment criteria and the ACARA outlines.

Each lesson contains an overview of the lesson, step by step guide to teaching the lesson and all relevant worksheets.

Lessons also contain relevant home-school connection opportunities, adaptations for different groups of learners and extension ideas where applicable.

English Learning Outcomes

Students will be able to discuss and expand on ideas whilst shaping meaning and providing substantiation in their own literary activities. They'll explore the themes of Scott's book, CRASHING INTO POTENTIAL: Living with my injured brain and reflect on their own experiences throughout the course activities.

As they develop ideas, they'll organize text structures, experiment with them, and evaluate them. Language features including literary devices and features of voice help them communicate deeper subtext and meaning. This understanding will help them to express their ideas and understandings around overcoming times of adversity and building key resilience skills. The activities will explore the nature of context and relate it to the student's past experiences. Through writing, they can link ideas, theories, and experiences to communicate their emotions and understand the emotions of others

Assessment

At the end of the term, students will engage in two key reflection tasks that summarise the overcoming adversity themes and the learning outcomes. The activities within the lesson reiterate the learnings from lessons 1-8 and require a demonstration of the ACARA outcomes to complete.

English includes the following lessons:

- GOALS – Telling Your Story
- GOALS – Teamwork Makes the Goals Work
- MAKING CHOICES – Understanding Adversity and Resilience
- MAKING CHOICES – Can Social Media Be a Force for Good
- MINDSET – Using Story to Teach Lessons
- MINDSET – Reframing Challenges
- PERSEVERANCE – Overcoming Challenges
- PERSEVERANCE – Overcoming times of adversity
- DISCUSSION – Reflecting on the text
- DISCUSSION – Reflecting on my learning

The CIP lessons explore new and exciting ways that your students can become their best selves and realise their true potential. You will follow Scott's journey through his book and the lessons that build on previous content and resilience themes.

This content arrives at a pivotal time in young lives. When society asks them who they are, where they're going and not whom they want to be! With the scaffolded lessons in the English program, students will understand who they are and can take control of their life's path in ways they hadn't dared dream of.

- Each lesson has practical activities that help them practise their skills including:
- Writing a book preface that summarises their purpose
- Reflective writing on teamwork and support structures
- Analysing and developing personal tone, style and vocabulary
- Evaluating structure, plot and prose
- Exploring underlying morals/subtext in popular cultural literature
- Written responses to commonly held beliefs that may inhibit/limit self-efficacy

Fortunately, this journey doesn't involve your class facing the hardships Scott has in the book! The first-person perspective, key learnings and resilience themes encourage self-discovery and adoption of a different perspective. Through independent and collaborative activities, they'll master essential language and literacy skills as they learn.

At the end of the term, the CRASHING INTO POTENTIAL program encourages students to share their learning across curriculum areas with a range of shared presentations for the school community. In English, this may involve student publishing their best writing pieces, or sharing their ideas through speeches, digital media or printed formats.

HPE Content Overview

The core of the HPE content is becoming our best selves and creating a 'Destiny Manifesto' to get there. Through goal setting, self-discovery, adopting a growth mindset, making the right choices and persevering, your class will develop an optimistic mindset towards their potential.

Students will complete 1 lesson each fortnight focussed on the themes of overcoming adversity. Each of the 5 lessons cover the workshop themes of: Goals, Making Choices, Mindset and Perseverance. The final lesson is a Discussion Workshop where students can demonstrate their knowledge and abilities in line with assessment criteria and the ACARA outlines.

Each lesson contains an overview of the lesson, step by step guide to teaching the lesson and all relevant worksheets. Lessons also contain relevant home-school connection opportunities, adaptations for different groups of learners and extension ideas where applicable.

HPE Learning Outcomes

The CIP lessons explore new and exciting ways that your students can become their best selves and realise their true potential. You will follow lessons that build on previous content and resilience themes.

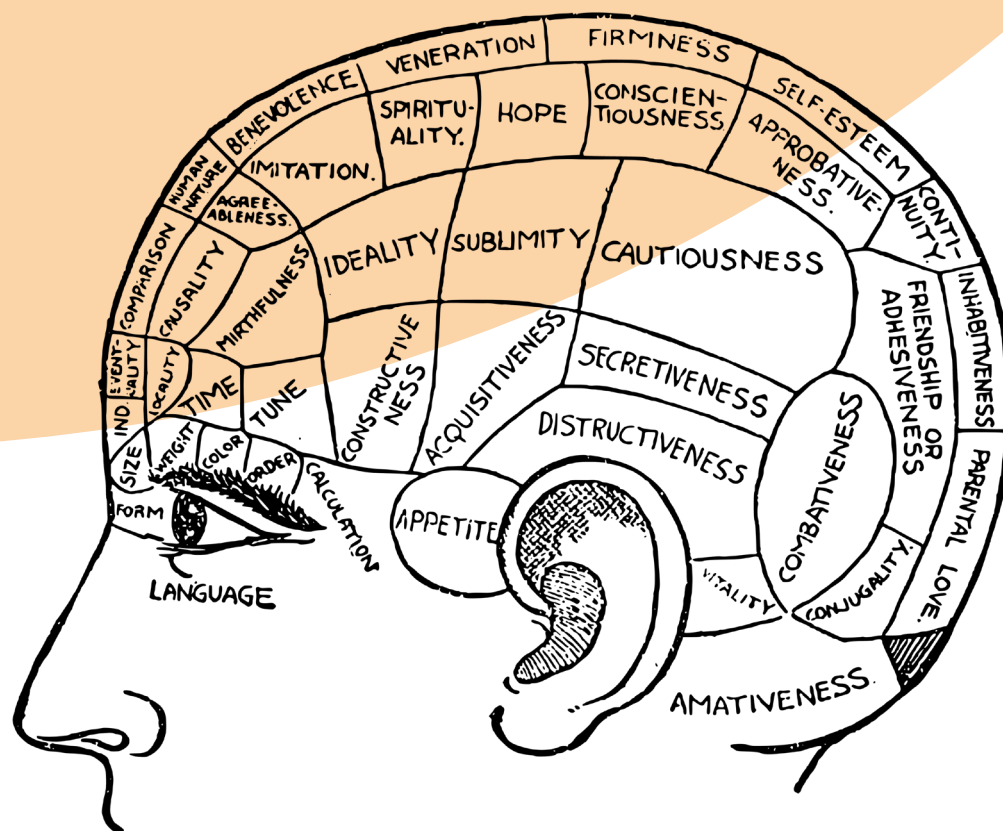
Themed classes and activities encourage collaboration, independent thinking, and evaluating societal norms to identify challenges they might face as adults. Some activities tackle bias and prejudice, and how we can empower ourselves and those who follow in our footsteps with our thoughts and actions. The identity factors of your class are promoted as strengths that combat the effects of bias and celebrate their individuality.

Other activities stimulate reflection on experiences with risk-taking behaviour and peer pressure, with room to assess how these external factors will affect their direction in life. These issues are important at this stage in life. The activities give the class independence and space to explore the actions and consequences for an informed look at their lives as a 'bigger picture'.

They'll take ownership over contextual activities including:

- Overcoming the fear of failure by changing their perceptions
- Looking at the long-term effects of short-term peer pressure
- Challenging stereotypes and the prejudice of others
- Knowing themselves to contribute to a supportive environment
- Celebrating individuality and ownership of being unique

The activities build on their 'Destiny Manifesto' with a toolkit of mantras, affirmations, growth mindset skills and fundamental identity factors to support resilience in themselves and the community.



Arts Content Overview

The core of the Arts content is the development of a project that communicates a deeper understanding of themselves and how they fit into the world. This is an opportunity for the class and the teacher to become more aligned with their student's self-perception and how their transition into adulthood can benefit from resilience.

Through goal setting, self-discovery, adopting a growth mindset, making the right choices and persevering, your class will develop an optimistic mindset towards their potential. This will be reflected in the expression of their art projects.

The lessons encourage discussion of mental health themes, particularly in regard to self-perception and how we value ourselves in the world.

Students will complete five 90-minute lessons each fortnight focussed on the themes of overcoming adversity. These lessons can be split into two 45-minute sessions, depending on the timetable. The first lesson covers theory and activities based on the themes of overcoming adversity from the Wellbeing Workshops and the second session is time for students to create their self-portraits or work on their performance piece.

The workshop themes of Goals, Making Choices, Mindset and Perseverance are woven into each lesson. The final lesson is a Discussion Workshop where students can demonstrate their knowledge and abilities in line with assessment criteria and the ACARA outlines.

Each lesson contains an overview of the lesson and a step-by-step guide to teaching the lesson and all relevant worksheets. Lessons also contain relevant home-school connection opportunities, adaptations for different groups of learners and extension ideas where applicable.

Arts Learning outcomes

The CIP lessons explore new and exciting ways that your students can become their best selves and realise their true potential. You will guide their exploration of self in lessons that build on previous content and resilience themes.

The Visual Arts project offers an insight into how artists develop style and communicate themes in their paintings. This information is then added to their ongoing self-portrait project they present during the Discussion in lesson 5.

The activities will introduce concepts such as:

- Creating an 'Artist's Contract'
- Analysing and evaluating the artist's meaning and our own interpretations of their art
- Analysing the psychology of colour to express mood and emotion
- Symbolism to communicate subtext
- How we feel, why we feel and how it applies to shape theory

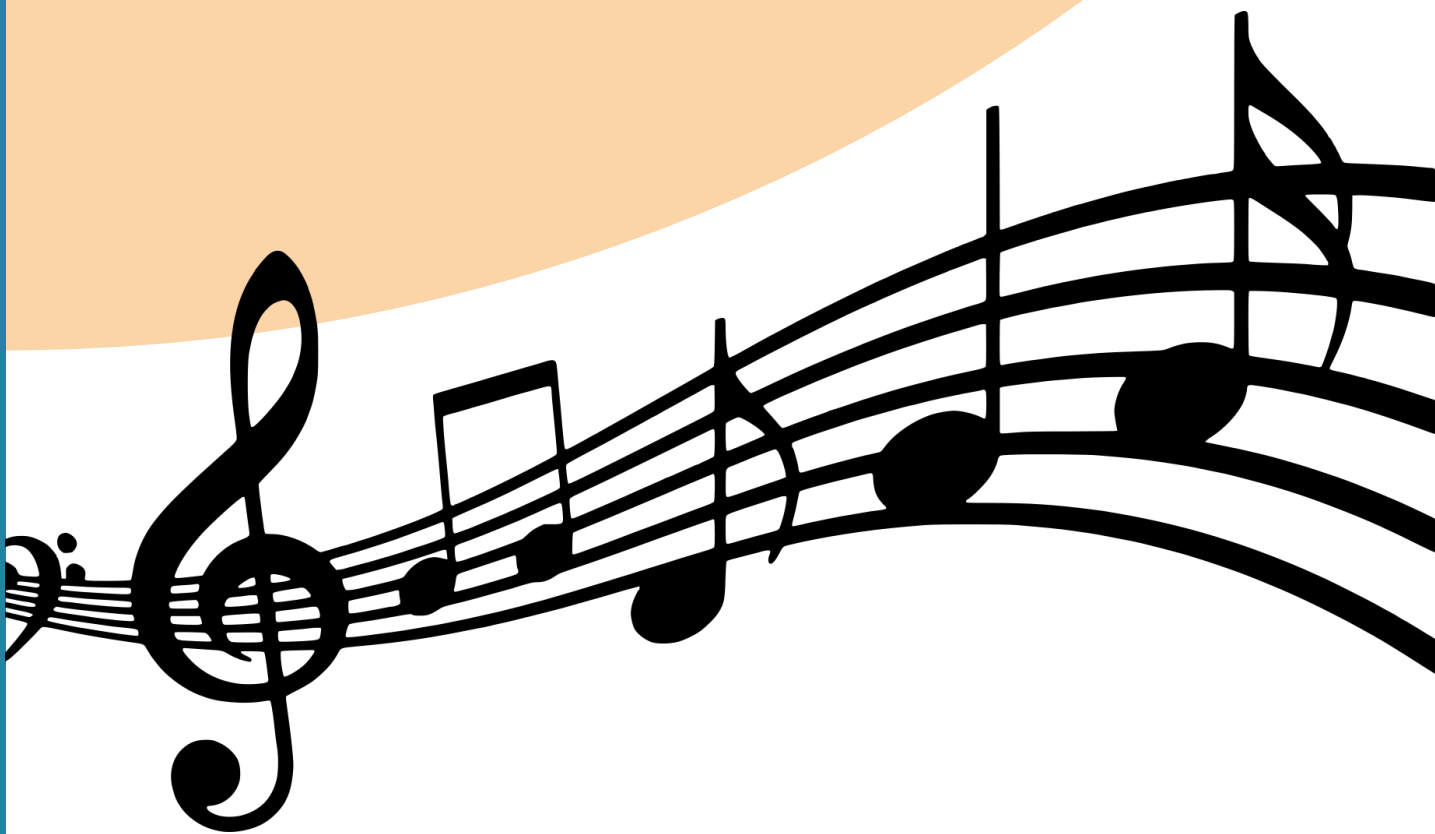
The self-portraits are presented in an open discussion of their resilience theme, how artistic theory and their personal artistic style communicates their self-perception. This format allows the class to evaluate their deeper connections to become more involved with themselves and each other on a meaningful level.

The Performing Arts project gives students creative control over a collaborative performance in a Musical or Dramatic format. They'll use the unique features of performing arts to communicate morals and subtext through acting, music and/or choreography. Students can use the lesson content to build characters with conflicting goals and values, using historical literature such as Shakespeare as a reference.

The activities will introduce concepts such as:

- Exploration of different mediums to effectively perform a story
- The nature of characters; how they think, talk, look and act to achieve their goals
- Dialogue as a means of explanation and character development
- Understanding motivations and how these create conflict
- Roleplaying to experience the effects and consequences of our choices

The performing arts projects are presented in Lesson 5 with time for the performing students to address the assessment criteria and the moral of their performance. The audience is encouraged to comment on linked themes, ideas of symbolism and artistic communication.



English Lesson 1

***Total of 25 Potential Lessons across 5 subject**

SAMPLE

English Lesson 1: GOALS - Telling Your Story

Lesson title: Telling Your Story Using Goals

Lesson Code: ENG 1

Worksheets:

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

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description:

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

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

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

SAMPLE

Curriculum Connections

Language

Language for interacting with others

AC9E9LA01

Recognise how language empowers relationships and roles

AC9E9LA02

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

Language for expressing and developing ideas

AC9E9LA07

Analyse how symbols in still and moving images augment meaning

AC9E9LA08

Analyse how vocabulary choices contribute to style, mood and tone

Literature

Engaging with and responding to literature

AC9E9LE02

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

Examining literature

AC9E9LE04

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

AC9E9LE05

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

SAMPLE

Literacy

Analysing, interpreting and evaluating

AC9E9LY03

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

AC9E9LY04

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

AC9E9LY05

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

Cross Curriculum Connections

General Capabilities

Personal and Social Capability

Self-Awareness:

Recognise emotions

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

Self-Management:

Work independently and show initiative

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

SAMPLE

Workshop links

- o GOALS

Resilience Links

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

Related Lessons

Prerequisites

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

Resources

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

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Questions to prompt students

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

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Intended learning outcomes

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

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

Assessment

Students can:

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

Prep (negotiation)

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

Write on whiteboard

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

Print out

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

for students or provide a digital copy.

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

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Procedure

Intro: (10 minutes)

Describe intro activity

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

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

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

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

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

Task 1 (15 minutes)

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

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

Students complete the

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

and include:

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

Task 2 (15 minutes)

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

Students should use the table on the

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

To consider:

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

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

Task 3 (10 Minutes)

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

English Lesson 1 - Worksheet 3 - GOALS - Literary Devices

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

- o Imagery: writing with our five senses in mind
- o Allusion: saying something without directly saying it, letting the reader's mind connect the dots

- o Evocative vocabulary: words that inject emotion/feeling into the reader
- o Metaphor: a direct comparison, saying one thing is the other

Example:

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

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

Wrap up/sharing (5 minutes)

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

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

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

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Reflection

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

Share with a friend your style of writing your preface.

- o Is it funny?
- o Dramatic?
- o Action based?
- o If it was a film, who would play you?

Extension ideas

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

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Adaptation ideas

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

1. Pick a song or film you like
2. Think about what the song/film means
3. How do you know that's what it means? What ways did it tell you without telling you?
4. Think of your life as a song or story. What is your metaphor?

Example:

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

References:

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

Crashing Into Potential Workshop Series – Goals

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