Introduction

NEW Program Achieve Primary (years 1-6). A Social-Emotional Learning Curriculum

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Introduction

NEW Program Achieve Primary (years 1-6)
A Social-Emotional Learning Curriculum
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The lessons in the NEW Program Achieve and their content derive from a comprehensive framework that incorporates the latest research into the social and emotional characteristics of students and how they influence their positive and negative outcomes (e.g., achievement, relationships, wellbeing).

There are two forms of the framework as seen in the accompanying figures. The version for professionals incorporates more standard scientific terminology used by researchers to describe the different social-emotional characteristics (e.g., Ellis’ ‘High Frustration Tolerance’).

### I. YOU CAN DO IT! EDUCATION SOCIAL-EMOTIONAL LEARNING FRAMEWORK

The YOU CAN DO IT! EDUCATION SOCIAL AND EMOTIONAL LEARNING FRAMEWORK - PROFESSIONAL

![Diagram of the framework](image)

**Negative Attitudes**
- Non-Compliant
- Impulsive
- Non-Acceptance of Others
- Poor Time Management
- Non-Goal Setting
- Giving Up
- Low Frustration Tolerance
- Fixed Mindset
- Pessimistic
- Approval Seeking
- Perfectionistic
- Self-Deprecation

**Positive Attitudes**
- Compliant
- Reflective
- Acceptance of Others
- Time Management
- Goal Setting
- Grit
- High Frustration Tolerance
- Growth Mindset
- Optimistic
- Non-Approval Seeking
- Non-Perfectionistic
- Self-Acceptance

**Character**
- Unfair
- Dishonest
- Selfish
- Unhelpful
- Unkind
- Disorganized
- Disrespectful
- Disorganized
- Dishonest
- Unhelpful
- Unkind
- Selfish
- Unfair

**Outcomes**
- Young People’s...
  - poor relationships
  - under-achievement
  - poor mental health

**Social-Emotional Skills**
- Getting Along
- Organisation
- Persistence
- Confidence
- Resilience

**Outcomes**
- Young People’s...
  - positive relationships
  - success
  - well-being
The second version of the framework is written to be understood by non-professionals and students and uses more familiar terminology ('Working Tough').

Both frameworks address the aspects of the psychological functioning of young people that leads to poor learning, behaviour and social and emotional outcomes. Negative Attitudes and under-developed Character (values and strengths) create Social-Emotional Blockers (anger, worry, feeling down, procrastination, not paying attention). Additionally, the frameworks represent the Positive Attitudes and Character (values, strengths) that support five essential Social-Emotional Skills all contributing to positive outcomes (getting along, organisation, persistence, confidence, resilience).
The YCDI goal is to help all children reach the top of the triangle. However, this cannot solely be accomplished through the traditional academic curriculum, instruction and services.

The YCDI view is that in order for all young people to reach the top of the triangle, they need to develop values/strengths, attitudes as well as social and emotional learning skills.

NOTE: The six terms sitting under “STRENGTHS” are what positive psychologists refer to as ‘Virtues’ categories consisting of different character strengths (see www.viacharacter.org). There are 24 character strengths that are subsumed under the six categories.

1. **Wisdom and Knowledge**: creativity, curiosity, judgment, love of learning, perspective
2. **Courage**: bravery, perseverance, honesty, zest
3. **Humanity**: love, kindness, social intelligence
4. **Justice**: teamwork, fairness, leadership
5. **Temperance**: forgiveness, humility, prudence, self-regulation
6. **Transcendence**: appreciation of beauty and excellence, gratitude, hope, humour, spirituality
II. YOU CAN DO IT EDUCATION RESEARCH

Over the past decade a number of studies have been published in professional journals that support the theory and practice of You Can Do It Education. Here are the abstracts. The main findings of each study are underlined.


Abstract. This paper reports on the social and emotional well-being (SEWB) of 66,767 young people (grades 2–12) in Australia enrolled in 404 government/state, independent and Catholic schools who completed the ACER Social-Emotional Well-Being Surveys between 2003 and 2014. Based on the Rasch measurement methodology, an ecological model of SEWB was described on a continuum on which five qualitatively distinct SEWB levels were identified: Low, Emerging, Developing, Highly Developed and Very Highly Developed. Details of the different aspects of the external (school, home and community) and internal strengths (social, emotional, learning skills; values) as well as the feelings and behaviors that characterise each level of SEWB are described. Implications of these findings for program planning for young people with mental health problems and recommendations for future research conclude the paper.


Abstract. The effect of a mental health promotion program based on cognitive behavioral therapy and social-emotional learning called “You Can Do It! Education” on the resilience of elementary school students was evaluated. Participants were fourth grade students at elementary schools in the Tokyo Metropolitan Area, who were assigned to the intervention (n= 78) or control (n =47) group. The intervention group was taught eight program lessons by a visiting counselor, which covered topics related to resilience and the relationships of thinking, feeling, and behaving. The intervention group showed significant improvements in resilience and social support, whereas the control group did not. We discuss the program’s feasibility for enhancing resilience and its limitations in Japanese school settings.


This research evaluates the impact of a teacher professional development program, “Attitudes and Behaviors for Learning” (AB4L) on reading achievement. Two primary school teachers from two economically disadvantaged schools
received three half-day training sessions in practices to teach five positive attitudes and behaviors for learning which they implemented during reading classes: developing a positive student mindset (attitudes), sharing goals of lesson, communicating behavior-specific feedback for learning, describing behaviors for learning, and discussing positive and negative self-talk. Findings: (a) student- and teacher-rated learning behaviors were positive correlated with objective reading performance; (b) students receiving the AB4L program showed increases in teacher and student rated learning behaviors, and (c) students in classes where AB4L was implemented who showed improvements in reading comprehension also showed increases in behaviors for learning. A recommendation is that teacher professional development programs should incorporate positive attitudes and behaviors as part of reading instruction.


Abstract. This study evaluated the Bullying: The Power to Cope program (Bernard, 2012), which is designed to teach children the ideas espoused in the practice of rational emotive behaviour therapy (REBT) to employ in response to bullying. Self-report data were collected at pre- and post-test of children's cognitive, behavioural, and emotional coping responses to four written bullying vignettes. At pre-test, children's personal qualities of intrinsic resiliency were also measured. The sample consisted of 139 participants in Melbourne, Australia (n = 80 in the experimental group and n = 59 in the control group), aged from 10 to 14 years. Results indicated children in the experimental group improved in cognitive and emotional coping responses relative to children in the control group. Females showed greater improvement than males in coping responses to bullying as a consequence of the intervention. Entering levels of intrinsic resiliency did not moderate the effects of the intervention program on children's coping responses. The cognitive and emotional coping responses of females to bullying vignettes (pre-test) were significantly more negative and emotionally intense than males.


Abstract. This study investigated the effect of a social and emotional learning skills curriculum, the You Can Do It! Early Childhood Education Program (YCDI), on the social-emotional development, well-being, and academic achievement of 99 preparatory and grade 1 students attending a Catholic school in Melbourne, Australia. One preparatory and one grade 1 class were randomly chosen to receive structured lessons in YCDI, delivered by their classroom teachers over a period of 10 weeks, while the remaining preparatory and grade 1 class served as the control group. The lessons were designed to teach young children confidence, persistence, organisation and emotional resilience. The educational program consisted of
explicit, direct instruction lessons drawn from the YCDI Early Childhood Curriculum taught three times a week, supported by a variety of additional social and emotional teaching practices. The results indicated that YCDI had a statistically significant positive effect on levels of social-emotional competence and well-being for the preparatory and grade 1 students, a reduction in problem behaviours (externalising, internalising, and hyperactivity problems) for the grade 1 students, and an increase in reading achievement (decoding text) for the lower achieving grade 1 students. These findings are discussed with regard to issues concerning the role of explicit instruction in social and emotional learning for the early years.


Abstract: This research investigated the impact of a social and emotional learning program, You Can Do It! Education (YCDI), on different aspects of student social and emotional wellbeing. YCDI was implemented on a whole-school basis in six primary schools with six matched schools serving as controls. At the end of the school year, students in grade 5 in both types of schools completed the Attitudes to School Survey (Victorian Department of Education and Early Childhood Education) and, again, at the end of the following school year when they were in grade 6. Results indicated significant improvements over time on different aspects of student well-being in the YCDI schools and not in the non-YCDI schools. The positive impact of a train-the-trainer model used in this study in a variety of schools under naturally occurring conditions holds promise for low-cost, preventive mental health programs.


Abstract. This study examined the effect of the You Can Do It! Education (YCDI) cognitive-behavioural intervention program on the emotional resilience of students in grades 4 to 6 who were identified with achievement, behavioural, social and/or emotional challenges. 61 students were randomly assigned to either small groups receiving an eight-week YCDI cognitive-behavioural intervention or small groups receiving “eclectic” counselling other than cognitive-behavioural. Results indicated a positive impact of the YCDI program on the resilience items contained in the ACER Social and Emotional Well-Being Surveys (student self-report; teacher survey) with no positive impact found for students receiving “eclectic” counselling. Results are discussed in terms of the need for social and emotional learning programs that explicitly teach emotional resilience skills.
II. YOU CAN DO IT EDUCATION RESEARCH


Abstract. This article discusses the non-academic, social-emotional factors that contribute to student academic achievement, including the cognitive-behavioral characteristics of underachieving students and those with learning disabilities; the “You Can Do It! Education” (YCDI) theory of achievement; derivative research on social-emotional capabilities, called the Five Foundations (Academic Confidence, Work Persistence, Work Organization, Getting Along, Emotional Resilience) that, when delayed, produce achievement problems; and recommendations for developing students' social-emotional competence. The research reviewed demonstrates that the Five Foundations and associated Habits of the Mind can be taught to young people, producing increased effort with schoolwork and better achievement.
**III. TEACHING THE DIGITAL LESSONS**

**A. LESSON SCOPE AND SEQUENCE**

There are 192 lessons in Program Achieve (Primary) – 32 lessons at each of the six year levels (1-6) that are organised into four parts. Schools/teachers may elect to commence the program at the beginning of the school year in which case the lessons that appear in Part 1 are those for Term 1. Otherwise, the program may be started at the beginning of any of the four parts/terms.

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

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

**Part 3: WELLBEING. RESILIENCE AND HAPPINESS**

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

The following list contains the complete Scope and Sequence.
III. TEACHING THE DIGITAL LESSONS

YEAR 1

Part 1: ACHIEVEMENT.
WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK
Lesson 1: Everyone is Successful
Lesson 2: Meet Charlie Confidence
Lesson 3: Charlie's Confident Thinking
Lesson 4: Meet Penny Persistence
Lesson 5: Persistent Thinking
Lesson 6: Meet Olivia Organisation
Lesson 7: Olivia Thinks Like a Good Time Manager
Lesson 8: Teamwork

Part 2: RELATIONSHIPS.
VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS
Lesson 9: Kids with Strong Values (Part 1)
Lesson 10: Kids with Strong Values (Part 2)
Lesson 11: Getting Along
Lesson 12: Self-Talk: It's Magic
Lesson 13: Accept Everyone
Lesson 14: Friendly and Unfriendly Behaviour
Lesson 15: Problems? Think First!
Lesson 16: Seeking and Giving Support

Part 3: WELLBEING.
RESILIENCE AND HAPPINESS
Lesson 17: Feelings
Lesson 18: Bad Stuff Happens
Lesson 19: Emotional Thermometer
Lesson 20: Meet Rosie Resilience and Cathy Crumble
Lesson 21: My Green Light Thinking Hat
Lesson 22: Little Bad, Big Bad
Lesson 23: Things to Do to Stay Calm
Lesson 24: How to Be Happy

Part 4: SOCIAL-EMOTIONAL BLOCKERS.
ANGER, WORRY, FEELING DOWN, NOT PAYING ATTENTION,
PROCRASTINATION
Lesson 25: What's a Blocker?
Lesson 26: Getting Blockers Off the Road
Lesson 27: Meet Worried William
Lesson 28: Meet Sad Sally
Lesson 29: Meet Lazy Larry
Lesson 30: Meet Angry Annie
Lesson 31: Meet Nathan Nuisance
Lesson 32: Blocker Self-Survey
III. TEACHING THE DIGITAL LESSONS

YEAR 2

Part 1: ACHIEVEMENT.
WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK
Lesson 1: Keys to Doing Your Best: Personal Strengths
Lesson 2: Confidence Counts
Lesson 3: Growth Mindset
Lesson 4: Persistence: How Hard Is It Really?
Lesson 5: Task Persistence
Lesson 6: Set Goals
Lesson 7: Be a Good Time Manager
Lesson 8: Collaboration

Part 2: RELATIONSHIPS.
VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS
Lesson 9: Values that Help Us Get Along
Lesson 10: Values in Action
Lesson 11: Getting Along with People who are Different
Lesson 12 Ways to Make Friends
Lesson 13: Good Communication
Lesson 14: Solving Problems, Finding Solutions
Lesson 15: Volunteering
Lesson 16: Being a Bucket Filler

Part 3: WELLBEING.
RESILIENCE AND HAPPINESS
Lesson 17: I'm Resilient
Lesson 18: My Green Light Thinking Hat
Lesson 19: Bounce Back
Lesson 20: Mindfulness
Lesson 21: Coping Skills to Stay Calm
Lesson 22: Resilience Checkout
Lesson 23: Helping Classmates to be Resilient
Lesson 24: Gratitude

Part 4: SOCIAL-EMOTIONAL BLOCKERS.
ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION
Lesson 25: Meet the Blockers
Lesson 26: The Quiet Brain
Lesson 27: Feeling Down
Lesson 28: Feeling Worried
Lesson 29: Tease Toughness
Lesson 30: Feeling Angry
Lesson 31: Feeling Lazy
Lesson 32: Not Paying Attention
III. TEACHING THE DIGITAL LESSONS

YEAR 3

Part 1: ACHIEVEMENT.
WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK
Lesson 1: Personal Best is Success
Lesson 2: Being Confident at Work
Lesson 3: Growth Mindset at Work
Lesson 4: Persistence Pays Off!
Lesson 5: How Hard is it Really?
Lesson 6: The Goal is to be Organised
Lesson 7: Managing Time
Lesson 8: Teamwork

Part 2: RELATIONSHIPS.
VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS
Lesson 9: The Values of Good Character
Lesson 10: Putting Values into Action
Lesson 11: Let’s Get Along
Lesson 12: Getting Along Thinking
Lesson 13: Making Friends
Lesson 14: Understanding How Others Feel
Lesson 15: Problems
Lesson 16: Solving People Problems

Part 3: WELLBEING.
RESILIENCE AND HAPPINESS
Lesson 17: Emotional Buttons
Lesson 18: Emotional Temperature
Lesson 19: Mr. Head Makes it So
Lesson 20: Brilliant Resilience
Lesson 21: Don’t Make Mountains out of Molehills
Lesson 22: Resilience Boosters: Dealing with Teasing
Lesson 23: Resilience Boosters: Dealing with Unfairness
Lesson 24: Be Grateful, Be Happy

Part 4: SOCIAL-EMOTIONAL BLOCKERS.
ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION
Lesson 25: Blockers on the Road
Lesson 26: Getting Rid of Blocker Thinking
Lesson 27: Mindful Breathing
Lesson 28: What to Do When You are Feeling Down
Lesson 29: How to Worry Less
Lesson 30: How to Be Less Angry
Lesson 31: You Cannot Afford to be Lazy
Lesson 32: Paying Attention Pays Off
III. TEACHING THE DIGITAL LESSONS

YEAR 4

Part 1: ACHIEVEMENT.
WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK
Lesson 1: Be Confident. Accept Yourself
Lesson 2: Be Confident in Your Mistakes
Lesson 3: Persisting when it's Hard Yakka
Lesson 4: Quitters
Lesson 5: Achieving Goals
Lesson 6: Time Management Checklists
Lesson 7: Managing My Tasks: Where Should I Start?
Lesson 8: Working Together

Part 2: RELATIONSHIPS.
VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS
Lesson 9: My Values
Lesson 10: Strengthening My Values
Lesson 11: Getting Along with People who are Different
Lesson 12: Handling Peer Group Pressure
Lesson 13: Understanding How People Feel
Lesson 14: Solving Problems and Conflicts
Lesson 15: Leadership
Lesson 16: Volunteering and Seeking Support

Part 3: WELLBEING.
RESILIENCE AND HAPPINESS
Lesson 17: Resilience Review
Lesson 18: The Magic of Mindfulness
Lesson 19: Bouncing Back to Go One Better
Lesson 20: It's Great to Be Me
Lesson 21: Be a Positive Thinker
Lesson 22: The Power to Cope with Bullying
Lesson 23: Happiness: Gratitude and Kindness
Lesson 24: Happiness in Our Classroom: Bucketfuls

Part 4: SOCIAL-EMOTIONAL BLOCKERS.
ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION
Lesson 25: The Big Secret: What Blocks You from Success and Happiness
Lesson 26: The Calm Brain
Lesson 27: Getting Up When Feeling Down
Lesson 28: Mistake-Making: Nothing to Worry Too Much About
Lesson 29: Be Tease Tough: Be Better than the Bully
Lesson 30: Anger Management
Lesson 31: Procrastination
Lesson 32: How to Pay Attention
III. TEACHING THE DIGITAL LESSONS

YEAR 5

Part 1: ACHIEVEMENT.
WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK
Lesson 1: Growth Mindset Thinking and Confident Behaviour
Lesson 2: Confident at Work
Lesson 3: Be a More Confident Speaker
Lesson 4: The Persistent Payout – Success!
Lesson 5: Hard Yakka – Getting It Done
Lesson 6: Kicking Goals with Goal Setting
Lesson 7: Managing Time
Lesson 8: Working Together as a Team

Part 2: RELATIONSHIPS.
VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS
Lesson 9: Spot Your Character Strengths
Lesson 10: Character Strengths in Action
Lesson 11: Why It’s Good to Get Along
Lesson 12: Thinking for Getting Along
Lesson 13: Friendly Behaviour
Lesson 14: Communication
Lesson 15: People Problems
Lesson 16: Problem-Solving Steps

Part 3: WELLBEING.
RESILIENCE AND HAPPINESS
Lesson 17: Emotional Stress
Lesson 18: Thinking Makes It So
Lesson 19: Stressful Events
Lesson 20: Say “Hello” to Brilliant Resilience
Lesson 21: Thinking for Resilience
Lesson 22: Practical Tips for Resilience
Lesson 23: Choosing Happiness
Lesson 24: The Great Wall of Happiness

Part 4: SOCIAL-EMOTIONAL BLOCKERS.
ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION,
PROCRASTINATION
Lesson 25: Blockers to Success and Happiness
Lesson 26: Blocker Exploration
Lesson 27: Getting Blocker Thinking Off the Road
Lesson 28: Look Up at the Good Stuff So Your Don’t Feel So Down
Lesson 29: No Worries
Lesson 30: Living about Anger
Lesson 31: Put Off, Putting It Off
Lesson 32: Paying Attention: Get in the Zone
III. TEACHING THE DIGITAL LESSONS

YEAR 6

Part 1: ACHIEVEMENT.
WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK
Lesson 1: Daily Confidence to Achieve Personal Best
Lesson 2: I Accept Myself No Matter What
Lesson 3: Down with Perfectionism
Lesson 4: Packing Yourself with Persistence
Lesson 5: Self-Motivation for Doing What You Don’t Feel Like Doing
Lesson 6: Goals: Get Committed
Lesson 7: Be an Effective Time Manager – Task Analysis
Lesson 8: Teamwork and Support

Part 2: RELATIONSHIPS.
VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS
Lesson 9: Exploring Character Strengths
Lesson 10: Building New Character Strengths
Lesson 11: Accepting Everyone
Lesson 12: Empathy
Lesson 13: Friendly Conversations
Lesson 14: Assertive, Aggressive, Passive
Lesson 15: How to Be an Effective School Leader
Lesson 16: Seeking Support and Volunteering

Part 3: WELLBEING.
RESILIENCE AND HAPPINESS
Lesson 17: Resilience Revival
Lesson 18: Preparing for Year 7
Lesson 19: The ABCs of Resilience
Lesson 20: How to Bounce Back
Lesson 21: The Hat for Optimism
Lesson 22: Using Strengths to Overcome Challenges
Lesson 23: Happiness: Random Acts of Kindness
Lesson 24: Happiness and Gratitude

Part 4: SOCIAL-EMOTIONAL BLOCKERS.
ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION,
PROCRASTINATION
Lesson 25: Transition: Blockers Makes it Harder
Lesson 26: Calming Your Monkey Brain
Lesson 27: Emotional Awareness and Regulation
Lesson 28: Feeling Out of It
Lesson 29: Managing Social and Performance Anxiety
Lesson 30: Managing Anger when People Do the Wrong Thing
Lesson 31: No More Excuses for Procrastination
Lesson 32: The Crystal Ball for Self-Control
B. THE DIGITAL LESSONS

To teach a lesson, in the ‘MY RESOURCES’ tab, you will ‘click’ the Year Level you will be teaching.

**MY RESOURCES**

| NEW Program Achieve - Primary - Year 1 |
| NEW Program Achieve - Primary - Year 2 |
| NEW Program Achieve - Primary - Year 3 |
| NEW Program Achieve - Primary - Year 4 |
| NEW Program Achieve - Primary - Year 5 |
| NEW Program Achieve - Primary - Year 6 |

Select the lesson you choose to teach.

**NEW PROGRAM ACHIEVE: PRIMARY - YEAR 1**

**INTRODUCTION**

**PART 1: ACHIEVEMENT**
- Lesson 1: Everyone is Successful

**PART 1: ACHIEVEMENT**
- Lesson 2: Meet Charlie Confidence

**PART 1: ACHIEVEMENT**
- Lesson 3: My Confident Thinking Hat

**PART 1: ACHIEVEMENT**
- Lesson 4: Meet Penny Persistence

View the lesson ‘on-line’.

**LESSON 25. BLOCKERS ON THE ROAD**
III. TEACHING THE DIGITAL LESSONS

LESSON PREPARATION AND DELIVERY

Check that you have the following resources on hand. These will be required for many of the lessons.

• Computer with internet access
• Connectivity of computer to a data projector and display monitor (e.g., whiteboard, TV screen) to show Teacher Guides in the lessons as well as YouTube videos, books and music
• Poster-sized paper
• Multiple markers/textas
• Large post-it notes
• Index cards
• Multiple scissors
• Tape/Blu-tac
• Paper and writing materials for students

ON-LINE VIDEOS, BOOKS AND SONGS

Many of the lessons require you to show a brief on-line YouTube video, book or song to engage student interest. The specific title and link is provided. You will need to check ahead of time to ensure that the link is still available. If for some reasons it is not, you can substitute an alternative video, book or song that covers a topic which helps introduce the content of the lesson.

STUDENT WORKBOOK (YCD! Journal)

Every student will need to be provided with a multi-page A4 workbook consisting of blank sheets of paper where students can record their responses and thoughts to many of the lessons. Some schools divide the blank pages in sections drawing two horizontal lines to section a top and bottom area on their worksheets. Students can record the lesson’s name and/or learning intentions in the top section, draw or write in the middle section as instructed in the lesson and write the lesson’s goal setting challenge for the week in the bottom section.
LESSON PREPARATION AND DELIVERY

PART 1. SETTING THE STAGE

LESSON 25. BLOCKERS ON THE ROAD

Personal and Social Capability

Self-Awareness
1. Recognise emotions – describe the influence that people, situations and events have on emotions.
2. Understand themselves as learners – identify and describe tactics and strategies that assist their learning.

Self-Management
1. Understand relationships - identify the differences between positive and negative relationships and ways of managing these.

Learning Intentions
1. Students will know the names of five social and emotional blockers (anger, worry, feeling down, procrastination, not paying attention) that make it harder for them to be successful and happy.
2. Students will understand how each blocker prevents them from being successful and happy.
3. Students will understand that everyone, even adults experience each of the five blockers and that it doesn’t mean that you are a bad person if you experience one.

Success Criteria
1. Students will be able to write down the names of each of the five social and emotional blockers.
2. Students will discuss ways in which each of the blockers makes it harder to be successful and happy.

Materials
- Teacher Guide: Boulders on the Road
- 3+ metres of string all students can stand by
- A4 Signs: ALWAYS, NEVER, OFTEN, SOMETIMES

Copyright
Content (lesson plans, downloadable files) may be printed for teaching purposes. These materials may not be shared or communicated to individuals outside your school. Access and use of these materials are not permitted beyond the annual learning period.

To Print Lesson Plan
Before printing, ensure all arrows have been clicked to reveal content.

Personal and Social Capabilities. You will see the specific capabilities at the specific year level that are listed in the Australian National Curriculum’s ‘Personal and Social Capability Learning Continuum’ which are covered in the lesson and which are organised into one or more of the following categories: Self-awareness, Self-management, Social awareness, Social management.

Learning Intentions. Learning intentions are provided that describe what students should know, understand or be able to do by the end of the lesson. They do not describe the activities during the lesson that students engage in that lead to the achievement of the learning intentions (outcomes). You can write the learning intentions on the board at the beginning of the lesson. From time-to-time refer to these learning intentions as you go through the lesson.

Success Criteria. These are the ways and measures a teacher uses to determine whether and how well a student has met the learning intention; that is, how the learning will be assessed.

Materials. In addition to having on hand the ‘Teaching-Learning Resources’ listed above, additional materials (e.g., building blocks, pipe-cleaners, bags, signs) that are needed to be brought to and pre-prepared for the Lesson are listed at the start of each lesson.
This plan written for every lessons consists of a number of sequenced elements that take anywhere from 45 mins. to 60 mins.+ to present. Approximate times for each element are provided.

**Printing Lesson Plans.** To obtain a hard copy of the lesson plan, you can click open all downward arrows shown in the on-line Lesson Plan and select ‘PRINT’.

**(5 mins.) Review previous lesson goal setting challenge.** Here, you will ask students to report back to you and the class on the extent to which they successfully carried out a specific weekly challenge that you concluded the previous lesson with.

**(5-10 mins.) Engage students.** Before commencing the lesson’s activities, you want to be able to ‘hook’ students’ attention so that they are interested and motivated to be engaged in lesson activities. You are provided with a sample of a short activity that you can use, or you can develop an alternative. Some of the activities you will see are short YouTube videos. Others require you to share a personal experience or anecdote that illustrates in a heart-felt or personal way the central theme of the forthcoming lesson.

**(2 mins) Share learning intentions and success criteria.** You will be provided with text to share with students concerning the goals of the lesson and what they will be expected to do at the end. These reflect the ‘Learning Intentions and Success Criteria’ listed in Part 1. Setting the Stage. You will want to ask students to paraphrase their understanding of the learning intentions and success criteria to ensure common understanding.

**(10-15 mins.) Explicit teaching.** Here, you are provided with substantial scaffolding text to enable you to present the main content of the lesson. Often
content is presented/defined with students responding to discussion questions and often engaged in small group work.

**15-20 mins.) Student Activity.** Here, the Lesson Plan provides you with one or more individual or small group activities where students apply the concepts and skills that were introduced to them during ‘Explicit Teaching’.

**5-10 mins.) Students demonstrate success criteria and reflect.** While it may be the case that students have demonstrated one or more success criteria during the previous ‘Student Activity’, during this part of the lesson, you are provided with suggestions for how students can demonstrate what they have learnt using the lesson’s previously nominated success criteria. You can assemble students in a circle or have them sitting at their desks and ask them to reflect on what they have taken away/learnt in the lesson.

**2 mins.) Goal Setting Challenge.** You will ask students to engage in their new thinking/self-talk and ‘practice’ new behaviours that they acquired during the lesson. You may ask them to focus on their personal goal for improvement that they set during the lesson in terms of practicing new attitudes/self-talk, skills and behaviours. Sometimes, the lesson’s success criteria are only achieved after the lesson has concluded and students begin applying what they learnt.

**Coaching Points for the Week.** Every lesson concludes with a summary of many of the key points of the lesson, which you can use to remind students of during the following week.

**DOWNLOADABLE TEACHER GUIDES AND STUDENT WORKSHEETS**

At the bottom of the on-line page, you may see the names of one or more ‘Teacher Guides’ and/or ‘Student Worksheets.’ You can ‘click’ these to download onto your computer to display or print.

**Teacher Guides (two types)**
1. One-page visual displays of images/text that you will need to download and show students on your class data display equipment (e.g., whiteboard, TV screen, data projector/screen).
2. Resources such as cards or pictures that you will need to cut-up and distribute to students as called for in the Lesson Plan.

**Student Worksheets.**
These are activity sheets that you will need to duplicate/photocopy for each student in your class. The content of the worksheets varies greatly and involve the students working on them individually, in pairs, in small groups, or as a whole class. Since photocopying is generally in black and white. The online copy may be displayed for referencing if needed.