

Positive Lifestyle Program

FOR HIGH SCHOOL



Positive Lifestyle Program

FOR HIGH SCHOOL



PLP introductory SESSION

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper section, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to introduce participants to the program and help them feel comfortable with their fellow group members.

Game: the Same and Different game helps young people have fun and get to know each other.

Activity: the River Crossing activity helps young people think about how rules work, and set their own rules and values for the group.

Digging Deeper: the lesson outlines the content of the program and encourages young people to think about what they want out of it.

Equipment needed for the session:

- Cardboard squares
- paper plates

Notes for this session:

This is the first session, so take some time to build relationships, explain what is going on, and agree as a group on how you will behave and treat people while in the program. Students may know each other well, or may not, so be prepared to spend time on getting-to-know-you games. Use what they say about what they want out of the program to shape the content over the sessions.

STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

Welcome to PLP for High Schools! This is a group where we'll have fun and develop as people.

Have you ever joined a new group or activity before? It can be fun and exciting to do new things, but sometimes we might feel nervous if we're doing something we haven't done before. Knowing what is going to happen can help us prepare.

So what will PLP for High Schools be like?

As a way to begin thinking about this, let's play the "Same and Different" game.



Play the 'Same and Different' Game

- Tell the participants that every PLP for High Schools session will have a game where we think about the session topic.
- In this activity, participants will get in groups based off their answers to questions.
- The participants all stand up, apart from one another.
- The facilitator reads out a question. Participants then all say their answer at the same time.
- Participants need to find people with the same answer as they have and get in a group. They have 10 seconds to find their group. Participants may also be the only person with their answer.
- After 10 seconds, ask each group or individual for their answer.
- Here are some questions
 - What's your favourite colour?
 - What house/faction are you in?
 - What's your favourite flavour of ice cream?
 - What school term is your birthday in (or closest to)?
 - What is your favourite subject at school?
 - What is your favourite season?
 - What pets do you have (or none)?
 - Do you prefer indoors or outdoors?
 - Do you prefer staying up late or getting up early?
 - Do you prefer sunny or rainy days?
 - What is your favourite animal?

How did you go with the game? Did you have similar interests to others, or different interests? What was it like sharing them? At PLP for High School, we'll share about what we like and don't like, and what we think and feel. Sometimes it will be the same as others, but sometimes it will be different.

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the “River Crossing” Activity

Equipment: cardboard squares/paper plates

- Tell the participants that every session of PLP for High Schools will have an activity which will help us discuss the topic.
- Set up a ‘river’ in your space – an empty space about 5-10m wide, with a start point and end point.
- The object of this activity is to get from one side of the ‘river’ to the other, using ‘platforms’ (the cardboard/paper plates).
- Give participants the ‘platforms’ and tell them to cross. If anyone falls in the river, they have to go back to the start.
- Without telling the participants, enforce a rule where they must be in contact with the ‘platform’ at all times, or it will float away. Eventually they will figure out that it is a rule.
- About halfway through the activity, announce that the rules have changed, and now they must also remain in physical contact with the other participants.
- The activity ends when everyone is on the other side of the river.



Discuss the activity

- *After we do activities, we discuss how they went. How did you go with the activity?*
- *Did anyone lose a ‘platform’ because they didn’t know the rules? What does it feel like when you don’t know the rules, or they change?*
- *How did you work as a team when you had to stay in contact? Was that a helpful rule?*
- *Every group or situation has rules or standard behaviour, whether it’s written down or not. What will the rules and values of our group be?*

In the group material: young people write their group rules.

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STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

In every PLP for High School session, there'll be a digging deeper section, where we look at strategies and ideas to help us grow.

What will we cover in the program?

Session 1: Self-awareness - in this session we'll grow in self-awareness by understanding what makes up our identity, including our skills, temperament, community, and purpose.

Session 2: Decision making - in this session we'll develop strategies for making decisions with a step-by-step plan.

Session 3: Self-esteem - in this session we'll explore how we can build our self-esteem through positive self-talk, seeing the best in ourselves, and celebrating our uniqueness.

Session 4: Feelings and emotions - in this session we'll go into how to identify, understand, and express our emotions, and how we handle negative emotions.

Session 5: Anger - in this session we'll learn to recognise when we feel angry, the things that make us angry, and positive ways to express our anger.

Session 6: Assertiveness - in this session we'll look at tools to be assertive when expressing our needs and boundaries, and when to ask for help or say 'no'.

Session 7: Relationships - in this session we'll think about healthy and safe relationships, and how to handle conflict when it arises.

Session 8: Setting goals - in this session we'll explore how to set effective and achievable goals by breaking them down to smaller steps, and what happens if we don't reach our goals.

In the group material: young people circle sessions they are looking forward to and list three goals they have for the program.

Discuss these topic questions

- *There are lots of reasons why people might join a group like this. Why did you choose to be involved?*
- *What sessions are looking forward to? Are there any you are not sure or worried about?*
- *What will you bring to the group? What mindset will you have when you come to the program?*
- *What do you hope to get out of it? What do you hope to have achieved by the end?*



STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

Joining a new group or activity can be fun and exciting, but sometimes we might feel nervous too. As we've discussed what the group will be like and planned what we want to achieve, hopefully you feel confident about what is ahead.

We hope that as we journey together over the next 8 sessions that you will be able to find this program helpful for you and maybe even learn something about yourself that you didn't know before.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session



PLP SESSION 1: Self-Awareness

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper section, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to help participants grow in self-awareness by understanding what makes up their identity.

Game: the Guess the Character game gets young people to think about the ways we describe ourselves and others.

Activity: the Group Challenge activity is to help young people identify how they feel about different talents and tasks, to better understand their own preferences.

Digging Deeper: the lesson explores different parts of our identity, including our skills, temperament, community, and purpose.

Equipment needed for the session:

- Character cards
- Quiz
- Timer
- Ball
- Pen and paper
- Pack of marshmallows
- Bamboo skewers

Notes for this session:

In many ways, self-awareness is at the heart of this program. Young people are still learning how to do this, so they may need extra time and guidance as they start to talk about their lives. Some young people have never been encouraged to share what they really think, so try and create a non-judgemental and safe environment.

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STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

Sometimes it can feel like other people have decided who we are. Peers label us, parents make decisions, teachers grade us. This can make it really confusing for us to know who we really are.

Having self-awareness can help us to understand our identity. It can help us to know what we like, our unique attributes, the people who are important to us, and what we have to offer the world. When we have a strong sense of self-awareness we can begin to know who we really are.

So how do we build self-awareness?

As a way to begin thinking about this, let's play the "Guess the Character" game.

Play the 'Guess the Character' Game

Equipment: character cards individually cut out, timer

- Pick a person to be the "teller".
- Set the timer for a minute and give the "teller" the stack of character cards.
- Once you start the timer, the "teller" must describe the character on a card without saying the name of the character, or the name of the movie/tv show/book that they are from.
- If the group guesses right, the "teller" picks another card and tries to describe them, doing this as many times as they can until the timer runs out.
- Pick a new "teller" and play again.

How did you go with the game? What helped you guess correctly? What made it tricky? If someone was to describe you, what would they say? Do you find it easy or difficult to express those things that make you really you?

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the “Group Challenge” Activity

Equipment: ball, pen and paper, pack of marshmallows, bamboo skewers, quiz (see end of session)

As a group, you must complete five tasks. Before you start, let the group know what tasks you will be doing.

- Keep a ball up in the air with your feet for 10 touches, with everyone touching it at least once.
- Make up a story about a magic koala, with every person adding at least one sentence each.
- Do a quiz and see if you can get 70% or better.
- Make a 45 second dance video.
- Make a tower using skewers and marshmallows. See if you make it 50cm high.

Discuss the activity

- Which activity was your favourite? Which was your worst?
- Which task were you looking forward to? Which one were you dreading?
- Which activities were you confident you could do? Why?
- In your life, are there things you look forward to doing and things you don't like? What are they?

In the group material: young people rate each activity out of 5 stars.

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STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

Who we are is made up of a lot of different parts and is unique to all of us. To help us see our uniqueness we can reflect on some categories:

What I'm good at

We are all good at different things. Sometimes skills like playing a musical instrument or sport come naturally to people but other people can find it more difficult. Knowing what you're good at can help you understand who you are.

Our personality and characteristics

Everyone is different in how they approach life. Some people love to be around their friends all the time whereas others might like to spend some time alone. Some people might want things to be organised and neat and others are naturally messier and less organised. Our personality and characteristics are unique to us.

The people who are important to us

There are all types of people that can be important in our lives: friends, parents, teachers, coaches. The people who are important to us influence who we are and help us to find our true selves.

What we have to offer others

All of us have different skills, talents and passions. We can use who we are to help and impact the lives of other people. When we reflect on what we have to offer we can start to understand how we have a place in the lives of other people.

All of these things make us special and when we can identify these for ourselves we can start to know who we are.

In the group material: young people list things for each category.

Discuss these topic questions

- *What are the things that you enjoy doing? What do you seem to do easily that other people might find difficult?*
- *What are 3 words that you would use to describe yourself?*
- *Who are the people that are important to you?*
- *What ways do you like to do things for other people?*

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STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

Sometimes in life it's difficult to know who we are, as we deal with the expectations and judgements of others. But we are all unique and have different skills, attributes, and people in our lives that makes us special. As we explore these elements, we develop our self-awareness. When we have a strong sense of self-awareness we can begin to know who we really are and act confidently and authentically.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session

BATMAN	SHREK	TARZAN	CAPTAIN AMERICA	SIMBA (Lion King)
HAN SOLO (Star Wars)	WONDER WOMAN	SPONGEBOB SQUAREPANTS	ELSA (Frozen)	MOANA
ROCKET RACCOON (Avengers)	HERMIONE GRAINGER (Harry Potter)	KATNISS EVERDEEN (Hunger Games)	WILLY WONKA	ROBIN HOOD
CINDERELLA	HOMER SIMPSON	BUGS BUNNY (Looney Tunes)	KING KONG	BUZZ LIGHTYEAR
SUPERMAN	JAKE THE DOG (Adventure Time)	PETER PARKER (Spider-Man)	SNOW WHITE	RAPUNZEL
HARRY POTTER	INCREDIBLE HULK (Avengers)	FRANKENSTEIN	WOLVERINE (X-Men)	BIG BIRD
YODA (Star Wars)	MICKEY MOUSE	CHEWBACCA	DARTH VADER	COOKIE MONSTER
DORY (Finding Nemo)	WINNIE THE POOH	CAPTAIN JACK SPARROW (Pirates of the Caribbean)	THE JOKER	LOKI (Avengers)
MARIO (Nintendo)	ELMO (Sesame Street)	SHERLOCK HOLMES	RD-D2 (Star Wars)	BUDDY (Elf)
GODZILLA	DRACULA	OPTIMUS PRIME (Transformers)	ARIEL (Little Mermaid)	IRON MAN

Quiz for Group Challenge

Question	Answer
1. Who was the first human to step on the Moon?	Neil Armstrong
2. If you have arachnophobia, which animal are you scared of?	Spiders
3. Which is the continent on Earth?	Asia
4. What do you call a person who studies weather?	A meteorologist
5. How many degrees are there in a circle?	360
6. Which 2 colors combine to form orange?	Red and yellow
7. What does the Richter scale measure?	Earthquakes
8. On which date is Halloween celebrated?	October 31st
9. Which is the largest rainforest in the world?	The Amazon rainforest
10. Name the four Teenage Mutant Ninja Turtles	Leonardo, Raphael, Michelangelo, and Donatello

PLP SESSION 2: Decision-making

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is help young people develop strategies for making decisions.

Game: the Would You Rather game gets young people to experience making choices.

Activity: the Choose Your Path activity prompts young people to consider how they make choices.

Digging Deeper: this section provides young people with a step-by-step plan for making decisions.

Equipment needed for the session:

- 24 pieces of paper marked with letters
- Marker
- Confectionary prize (like Freddos)

Notes for this session:

Some groups might be built around a particular interest or specialist subject, like a sport group or arts group. You can still run PLP for High schools in these groups. Use your activity as the context to explore the ideas of each session. For example, in this session you could explore the different choices you make in your specialist areas. For sports you could talk about how you decide on a strategy for a team, or for arts, you could talk about choices for projects.

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STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

We make decisions every day. Some of them are simple decisions about what we will eat or wear or watch on TV. Some are big, like what we are going to do for a career, or how we will manage tricky situations. We can have our parents, teachers or friends telling us what the “right” thing to do is. Sometimes all these choices can be overwhelming. We can feel anxious and confused when we have to make decisions about our lives.

Some decisions have little or no consequences, but other decisions can have significant consequences – for ourselves and others. So how do we make the best decisions?

As a way to begin thinking about this, let's play the 'Would You Rather' game.

Play the 'Would You Rather' Game

- Have everyone stand in the middle of the room.
- Read out each 'would you rather' question designating the left of you as one answer and the right as the other.
- Try to encourage each person to make a decision about which side they would choose, rather than 'sitting on the fence'.

Would you rather...

- Never play video games again or never use social media again?*
- Never listen to your favourite artist again or only listen to your least favourite artist?*
- Eat mouldy bread or mouldy cheese?*
- Go to school for 4 days a week but 10 hours a day or 5 days a week for 8 hours a day?*
- Break everything you touch or get shocked whenever you touch something?*
- Have four arms and no legs or four legs and no arms?*
- Be able to read minds or know everything?*
- Have a famous family member or be the famous family member?*
- Have all the money in the world but never speak to your best friend again or everything stays the same?*
- Always have the hiccups or always talk in a high pitch voice?*
- Fix world hunger or stop all wars from ever happening?*
- Have 20 toes or 20 fingers?*

How did you go with that game? Fun? Dumb? How did it make you feel? What was the most interesting choice someone made? Were there any choices that were hard to make?

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the 'Choose your path' Activity

Equipment: 24 Pieces of paper, marker, working out paper, confectionary prize

- Set up a 4 x 6 grid of pieces of paper (Game tiles) with the letters E, T, M and S as shown in the diagram at the back. You can also write this on a whiteboard if you'd like.
- As a group you must pass from the start of the grid to the opposite end to receive your group prize. To do this you have to move one game tile at a time, with a different person choosing which tile is next each time.
- Each game tile has a letter E, T, M or S. These letters are the categories for the challenges that you must complete if you choose that tile. E stands for exercise, T-Trivia, M-Maths and S-Sing.
- If you complete the challenge successfully you move to that game tile. If unsuccessful you lose 2 Freddos (or whatever confectionary is chosen as the prize) and must stay on the previous game tile.
- You can move one space in any direction (Forward, back, left, right or diagonal).

Discuss the activity

- Which activities were you best at? Which did you dislike?
- How did you choose which path you took? Did you aim for the quickest path? Did you choose or avoid certain activities?
- Did you choose each step as individuals, or as a team? How did other people factor into your choice?
- When you are faced with a confusing choice in life, what do you do?

In the group material: young people list people that help them make decisions.

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STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

How do we decide whether we should do something or not? How do you make a good or wise decision? If you want to improve your decision-making, here is a six-step strategy. Think of a decision you might have to make and answer the following:

Step 1: What do you need to decide?

Step 2: What are the choices or options you have?

Step 3: What are the Pros (positives) and Cons (negatives)?

Step 4: Which choice is more consistent with your own values or beliefs?

Step 5: Who could you talk to for helpful, wise advice?

Step 6: What is your decision? Why do you think it is the right or best decision?

In the group material: young people use these steps to work through a decision they are making.

Discuss these topic questions

- *Can you think of a time you had to make an important decision? What did you do?*
- *How do you figure out the pros and cons of a decision? What factors are important to you?*
- *Who are the people you ask for advice when you're making a decision?*
- *After you make a decision, how do you figure out if it was the right one?*

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STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

In life we have lots of decisions to make. Even though it is confusing, taking time to think through our choices can help. As we think about the pros and cons, our values and beliefs, and rely on the people we trust to help us, we can make healthy decisions in our lives.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session

Diagram

*Note: Do not write the challenges on the pieces of paper. They should be secret to the players.

↓	↓	↓	↓
E As a group do 20-star jumps.	T What is the longest river on Earth? a) Nile b) Amazon c) Murray	M What is 12×7 ? A = 84	S Sing 20 seconds of your favourite song.
M List 3 square numbers. A = 1,4,9,16,25,36,49... (A number multiplied by itself)	S Sing happy birthday to the oldest group member in a high-pitched voice.	E Choose someone in your group to do a cartwheel.	T What's the highest mountain in Australia? a) Mount Everest b) Mount Kosciuszko c) Mount Ainslie
E Do the worm.	M What is $132 \div 12$? A = 11	M How many millilitres are in a litre? A = 1000	S Sing your favourite nursery rhyme. e.g. Humpty Dumpty
T On Mars, what colour are sunsets? a) Blue b) Red c) Yellow	T Who invented the lightbulb? a) Thomas Jefferson b) Thomas Edison c) Albert Einstein	E As a Group do 50 push-ups combined.	M What is the name of the shape with 8 sides? A = Octagon
S As a group re-create 15 seconds of a music video with everyone singing.	T Who was Australia's first prime minister? a) Edmund Barton b) Scott Morrison c) Bob Hawke	M What is 75% as a fraction? A = $\frac{3}{4}$	E Do 3 laps around the room.
T Where do the majority of polar bears live? a) Canada b) Antarctica c) Greenland	E Do 10 burpees as a group.	S As a group create a rap about dogs.	S As a group perform the 'hokey pokey' including the dance moves.

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PLP SESSION 3: Self-esteem

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to help young people explore how they can build their self-esteem.

Game: the Have You Ever game gets young people to identify experiences that are unique to them.

Activity: the Find the Message activity helps young people experience how they build themselves and others up.

Digging Deeper: this section explores positive self-talk, seeing the best in ourselves, and celebrating our uniqueness.

Equipment needed for the session:

- 1 bucket or container per person
- Newspapers/scrap paper
- 1 cut up copy of the secret message (see back) per person

Notes for this session:

This session is all about building young people up. Consider specific ways you can encourage each young person, helping them to identifying the things about themselves that they can build on. This can be difficult for many young people, so try and provide examples for them.

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STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

Sometimes we don't feel good about ourselves. We need to have a good feeling about who we are, but sometimes we can get the message that there's something wrong with us. Maybe people criticise how we do something, or maybe someone disagrees with a part of who we are, but we can sometimes hear a bad news message that hurts our sense of identity. If people leave us feeling bad about ourselves, we can sometimes believe them and that can stop us becoming who we really are.

A healthy self-esteem means that you know you have dignity and worth as a human being. People with a healthy sense of self-worth are able to recognise they are valuable, no matter what other people say. They are able to try new things, meet new people, and look to enjoy life get through tough times and try again if things don't work out.

So how do we develop healthy self-esteem?

As a way to begin thinking about this, let's play the 'Have You Ever' game.

Play the 'Have You Ever' Game

- The object of this game is for people to list things that only they have done.
- The facilitator asks a question about something they have done, starting with "Have you ever...?". For example, they could ask "have you ever been overseas?" or "have you ever owned a dog?" – as long as the person asking has done the thing they're asking.
- If nobody has done the thing that the person says, they get a point.
- The next person takes a turn, asking "have you ever..."
- Keep going while it's fun. At the end the person with the most points wins.

How did you go with that game? What was the most exciting or weird thing someone had done?

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the 'Find the Message' Activity

Equipment: one bucket or container per person, newspapers/scrap paper, one cut up copy of the secret message (see back) per person

- The object of this activity is for young people to get the pieces of a message by getting paper in their buckets.
- Have the group stand in a circle with a 3-metre diameter. They should have a person opposite across from them in the circle. The facilitator can either participate or not to make an even number of participants.
- Put a bucket 1 metre in front of each person. In each bucket, put the cut up pieces of a copy of the secret message. There should be 7 pieces.
- On go, people take newspaper and roll it up into a ball. They then shoot their ball into a bucket. People can shoot at their own bucket or other people's.
- If they get it in the bucket, the person the bucket belongs to gets a piece of the message.
- As they get the pieces of the secret message, they should try and put it in order (without telling the other players).
- The activity ends when everybody has their own copy of the secret message and has deciphered it.

Discuss the activity

-How did you go with that activity? Fun? Challenging? What were you feeling as you attempted it?

-What do you do to encourage yourself? To remember the truth about who you are?

-How do you build others up? What do you do to encourage others when they feel bad about themselves?

-How do you know what messages to listen to in life?

-What does this message mean to you? How does it help you find the story of who you are?

In the group material: young people write a message of encouragement to themselves.

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STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

We're all different, but it isn't always easy. Sometimes it can feel like we'd rather fit in than stand out, and when we feel bad for being different, we can feel bad for being ourselves, like we have no worth at all.

But the things that make us different are the things that make us special. If everyone was the same, no-one would be valuable. It is your unique skills, personality, and experiences that make you have something to offer the world that no one else has. There is no one else like you.

When we understand what makes us special, we can build our self-esteem. We can remember those qualities when we feel down. It is also important to have people around us who see the best in us. These people can remind us that we are special when we don't feel that way.

In the group material: young people complete "I" statements about themselves in relation to the question categories.

Discuss these topic questions

- *What are three positive words that describe? What would people who love you say are your best qualities?*
- *What are some skills and talents that you have?*
- *What have you worked hard to achieve? What challenges have you overcome?*
- *What's important to you? What would you like to be remembered for?*

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STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

Sometimes we don't feel good about ourselves. We need to have a good feeling about who we are, but sometimes we can get the message that there's something wrong with us. A healthy self-esteem means that you know you have dignity and worth as a human being. When we know what we are good at, what we like about ourselves, and what we are plus, we can remember that we are special and worthy of love and dignity.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session

Code Message

You

are

special

and

worthy

of

love.

PLP SESSION 4: Feelings & Emotions

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper section, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to help young people explore how to identify, understand, and express their emotions.

Game: the Feelings Rollercoaster game gets young people to act out different emotions and reflect on how feelings can change.

Activity: the Values Walk activity helps young people to identify and understand their emotions.

Digging Deeper: the lesson explores strategies for addressing negative emotions.

Equipment needed for the session:

- Dice
- Paper with feelings labels

Notes for this session:

For many young people, emotions can be hard to handle. Some can struggle to identify and articulate their emotions. For those young people, resources like emotion face cards or the feelings wheel can be helpful. Young peoples' brains are still developing – the parts that experience emotions develop before the parts that process them. The ideas we look at in the session will help young people with that processing work.

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

There are different types of feelings we can experience. It is normal for people to experience times of feeling sad and times of feeling afraid, angry, or happy. Our feelings are messages about what we are experiencing, but that doesn't mean they are meant to control our lives. We need to be aware of our feelings and explore them, but not just follow our emotions. But sometimes our emotions can feel so big or strong that we don't feel able to handle it.

How do handle feelings and emotions?

As a way to begin thinking about this, let's play the 'Feelings Rollercoaster' game.

Play the 'Feelings Rollercoaster' Game

Equipment: dice, paper with feelings labels

- Set up six spots in your space. Label and number each space a different emotion – 1. Happy, 2. Sad, 3. Angry, 4. Surprised, 5. Afraid, 6. Love.
- Everyone starts in the middle of the room and walks around in a circle.
- The facilitator rolls the dice and calls out the number they roll and the emotion that is connected to it (i.e. 5 is Afraid).
- The group members must then run to that sign and act out that emotion. The last person to reach the sign gets a letter of the word FEELS (like the game HORSE).
- Play a number of rounds, eliminating players when they spell the full word FEELS out.
- Play until you have a winner, or for about 5 minutes.

How did you go in the game? Was it easy to act out different emotions? In this game, we changed emotions quickly, jumping from one feeling to another. Do you ever feel like your emotions change quickly?

In the group material: young people list three good things they are grateful for this week.

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the 'Values Walk' Activity

- Set up a space where young people can move around.
- One end of the space is "strongly agree", and the other end is "strongly disagree".
- Ask each question. Young people move around the space to indicate their response.
- Invite young people to share why they are standing where they are, if they wish. You can ask follow-up questions about examples of when they have experienced the emotion being discussed.

Questions:

- Pineapple belongs on pizza
- Summer is the best season
- TV is better than movies
- I feel angry when people treat me badly
- I often feel stressed
- When I feel down it doesn't take much to cheer me up
- I feel happy at school
- I feel sad when my friends are in difficult situations
- My life is an emotional rollercoaster

Discuss the activity

- *How did you go with the activity? What stood out for you?*
- *Did you find it easy or difficult to answer the questions about emotions? How do you know what emotions you experience in life?*
- *Do you experience any emotions more strongly or more often than others? Why do you think that is?*
- *Are there times, people, or situations where you feel strong emotions? Why might those situations affect you like that?*

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

Here are a few strategies that could help you handle negative feelings or painful emotions.

1. People

When feeling down or lonely, we need to reach out to other people. This could mean making a telephone call, sending a text message, or connecting online. Who are the people you could go to talk with, have a hot chocolate and ask for help? It's good to be honest and share how you are feeling – even if it makes you feel vulnerable!

2. Places

What places lift your spirits and make you feel better? These might be a particular beach, park, music venue, river, café, or national park. Where could you go when feeling down or lonely?

3. Activities

What activities lift your spirits and make you feel better? These might be listening to music, bike riding, computer games, meditating, watching a movie, walking, swimming, going to the gym or dancing. What activities could you do when feeling down or lonely?

4. Self-talk

The way you speak to yourself in your mind is called 'self-talk'. Negative or critical self-talk can bring you down while positive self-talk can help keep you from feeling down. Positive self-talk challenges negative thoughts. You can learn to do it. Instead of negative self-talk such as 'I'm hopeless' or 'My life is pointless,' try saying the following:

- 'I know that this is tough . . . but I will get through it.'
- 'Things are difficult right now . . . but I will make it.'
- 'I feel really down ... but I'm not alone.'

We all go through times that are difficult where we feel down. But sometimes these times can stretch on, and we can lose motivation, struggle to concentrate, and even lose our appetite. It's easy to get caught in a spiral of unhappiness and feel there is no escape. If these feelings are affecting every part of your life or are not easily shaken off, it's important to make an appointment to discuss how you are feeling with your doctor.

In the group material: young people list things for each category

Discuss these topic questions

- *Who are the people who you can talk to about your feelings?*
- *Where do you go when you feel down or lonely? What are the places that help you feel good?*
- *What activities could you do when feeling down or lonely?*
- *Do you have a motto or piece of advice you've been given that helps you through tough times?*

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

We all experience different emotions across our lives. Some are positive, some are negative, and sometimes we might not feel in control. If we learn to identify, understand, and handle our emotions, it can help us face difficult times.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session



PLP SESSION 5: Anger

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper section, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to help young people to recognise when we feel angry, the things that make us angry and positive ways to express our anger.

Game: the What Would Make You Angrier game gets young people to think about what it's like to be angry.

Activity: the Make a Mad Story activity helps young people think about how events, thoughts, feelings, and responses are connected.

Digging Deeper: the lesson provides strategies for young people to deal with anger.

Equipment needed for the session

None

Customisation options:

Frustration and disappointment are common elements of any skill-based activity. If you have a specialist skill group you can explore anger through these experiences, and how you respond in your space.

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

Anger is a natural and powerful emotion. We often feel anger when we are frustrated, embarrassed, hurt or misunderstood. It is OK to feel anger when we see or experience injustice or abuse. While we can't control our feelings, we do have control over our responses.

When we feel angry, it can be hard to express it in a healthy and positive way. If it is expressed destructively, it can hurt others and us. If it is expressed in healthy ways it can bring about positive change.

What do we do when we are angry?

As a way to begin thinking about this, let's play the 'What Would Make You Angrier' game.



Play the 'What Would Make You Angrier' Game

- Read out each 'What Would Make You Madder' question.
- Young people boo at the option that would make them angriest. The louder they boo, the angrier it would make them.
- Invite young people to share why they chose the option they did.
- Note: be aware of what space you are occupying. Make sure your group's booing will not be disruptive to other people.

Questions: What would make you angrier...

- Being attacked by one horse-sized duck, or 100 duck-sized horses?
- Missing the bus or getting rained on?
- Someone breaking a promise, or someone ignoring you?
- Stepping in dog poo or getting covered in slime?
- Being hungry or being thirsty?
- Stubbing your toe or bumping your head?
- Dying in a video game or lag on the internet?
- Being bullied or seeing your sibling being bullied?
- Losing something or breaking something?

How did you go with the game? What made you the angriest? What does it feel like when you get angry?

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the 'Make a Mad Story' Activity

- Have the young people create stories by filling in the gaps in the group material from the answers provided (or they can come up with their own).
- When everyone is finished, ask them to read their stories.
- Award prizes for best, funniest, weirdest, and truest stories.

Discuss the activity

- *How did you go with this activity? Was it easy to think about situations where someone might get angry?*
- *Whilst some of these are silly scenarios, there are often events that make us angry or upset. Are there any situations that you often find yourself getting angry at?*
- *When we experience an event, what we think about it will determine how we will respond to it. How do figure out what you are thinking about a situation when you start to feel angry?*
- *There are different responses and behaviours we have when we are angry. What do you typically do when you are angry? Are your responses helpful or unhelpful?*

In the group material: young people write their 'Mad Story'.



STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

Anger can cause us to feel 'out of control'. We need to find ways to take control of our anger in positive ways. Remember, you have choices. Here are a few ideas.

1. Take a Break

Remove yourself from the situation if you feel that you are getting out of control. Walk away if you can. This gives you time to work out a positive and healthy way to respond.

2. Speak to the person

If possible, talk to the person that has caused you to feel angry. Explain how you feel about the situation, and why it makes you feel angry – but stay calm. Think of a time when you have felt angry with someone and have a go at using this pattern.

I feel . . . (example: angry with you)

when I . . . (example: hear that you have been talking about me)

because I . . . (example: feel like you don't care or respect me)

Next time, could you . . . (example: not talk about me behind my back?)

3. Talk to someone

We all need someone we can talk to. Find someone you trust, a friend or an older person, who you can talk to about the situation. Ask them to help if they see you getting angry. Together, work out a way to deal with the cause of your anger in a positive way. Sometimes it's good to speak to a doctor or a counsellor.

4. Blow off steam

Another strategy is to blow off steam in a positive way - with a physical or creative activity. You need to get the tension out of your system. Go for a walk, run, gym workout, play guitar, ride a bike, or kick a football. Do something you enjoy! What might you do to blow off steam?

5. Self-relaxation

Self-relaxation is helpful when you recognise the early signs of getting angry. Count to 10 and take some deep breaths before responding when you start feeling angry. That gives you time before deciding on the best response.

6. Self-talk

'Self-talk' is useful when you are going into a situation where you think you may get angry. You act as your own personal coach by talking to yourself and getting prepared.

Before an event, you could tell yourself:

"This is going to upset me, but I know how to handle it".

"It's not going to be fun, so I have to be prepared".

"When I find myself getting angry, I'll relax and calm myself down".

During the event remind yourself:

"Stay calm. Just relax".

"Take a deep breath, stay cool and use your head".

"I have a right to be annoyed, but I need to concentrate on my goals".

In the group material: young people rank how useful each strategy is to them.



Positive Lifestyle Program

FOR HIGH SCHOOL

Discuss these topic questions

- *Think about the last time you got really mad about something. What happened? How did you handle it?*
- *Have you ever had a situation where you spoke to a person you were upset with? How did it go? Did you talk them to like the example we gave, or another way?*
- *Who are people you can speak to when you get angry? Who are people who help you process emotions in healthy ways?*
- *What do you do to blow off steam? What strategies do you use when you're upset?*



Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

Anger is a natural and powerful emotion, and we feel angry for lots of different reasons. However, some responses to anger are less helpful than others. When we understand how our thoughts shape our responses, it can help us understand why we are getting angry. When we understand our anger, it helps us to respond in more helpful ways.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session



PLP SESSION 6: Assertiveness

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper section, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to give young people tools to be assertive when expressing their needs and boundaries.

Game: the Bodyguard game gives young people practical examples of aggressive, passive and assertive behaviours.

Activity: the Human Knot activity helps young people communicate their needs assertively.

Digging Deeper: the lesson provides tools for young people to be assertive and explores saying 'no' and asking for help.

Equipment needed for the session:

None

Notes for this session:

If young people are struggling with these ideas, it might be useful to role-play different kinds of responses (passive, aggressive, assertive). When it comes to boundaries and conflict, it is very important that young people know that they can say 'no' to situations that make them feel uncomfortable or aren't what they want. However, be sensitive to avoid any sense of victim-blaming for circumstances where young people have not been able to be assertive.

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

Sometimes it can be hard to say what we really want. We can feel like people are pressuring us one way, or we'd be disappointing them if we didn't do what they want. Sometimes it can be hard for us to draw boundaries, or to let people know what we really think about a situation. But if we struggle to assert ourselves, we can end up not getting what we need, or frustrated at having to deal with others.

There are three options on how we choose to behave towards others. Sometimes people are passive, and give in to others and avoid conflict. Sometimes people are aggressive and overpower others and even use anger. The last option is to be assertive, to speak honestly and respectfully about what we think and want.

How can we be assertive when we deal with others?

As a way to begin thinking about this, let's play the 'Bodyguard' game.

Play the 'Bodyguard' Game

- Tell the participants to break into groups of four.
- Three players must hold hands and form a triangle.
- One person in the triangle is the VIP. The other two people in the triangle are the Bodyguards.
- The fourth player is the Paparazzi.
- The aim of the game is for the Bodyguards to protect the VIP from being tagged by the Paparazzi.
- The Paparazzi must not go under/through the triangle's hands.
- If the VIP gets tagged, switch places so that all players have a chance to play.

How did you go with the game? Which role did you find most fun? The aggressive Paparazzi? The passive VIP? The assertive Bodyguards?

In the group material: young people look at examples of speech and decide if they are passive, aggressive, or assertive.

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the 'Human Knot' Activity

- Get the group to stand in a circle.
- In this activity, people may only talk when it is their turn.
- The order that they are standing in is the order they can talk.
- A person can only talk when the person next to them has finished. If they don't want to say anything they can say "pass".
- Get the group to lift their left hand and reach across to take the hand of someone standing across the circle.
- Next, have everyone lift their right hand and reach across to take the hand of another person standing across the circle. Make sure that no one is holding hands with someone standing directly beside the person.
- The group must communicate and figure out how to untangle the knot without ever letting go of any hands.
- When they are untangled they should be standing in a circle.

Discuss the activity

- *How did you go with the activity? What went well? What was challenging?*
- *What was it like waiting for your turn to speak? Easy? Difficult? Why?*
- *When you did get a chance to speak, how did you go? Did you feel like you were able to communicate what you needed to, and that people understood you?*
- *When you have situations in life where you need to communicate what you need to people, do you find that difficult or easy? Why?*

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

Using assertive language helps us to tell people what we need, and to keep healthy boundaries. An effective way of asserting yourself, involves the use of “I” statements in these five steps:

1. I feel _____ an expression of your feelings
2. When I _____ a description of behaviour that leads to the feeling
3. Because I _____ a description of the effect on the behaviour
4. What I would like is _____ I description of preferred behaviour
5. Is this possible _____ check if that is possible for the other person

If you do not want to do something, you don't have to do it. Saying no does not mean you are selfish and do not feel you have to give a reason. Be direct in responding and feel free to compromise.

Some helpful phrases for saying no:

- I really appreciate you asking me, but I can't do it
- I understand you really need my help but I'm just not able to say yes
- Thanks for asking but I rather not
- No, I can't do that, but here is what I can do

Don't be afraid to ask for help – everybody needs it at times. Be direct, clear, and specific when you make a request and give the person time to decide if they want to do it. Finally make sure the person understands that it's OK to say no.

In the group material: young people use the strategy to think through a situation where they need to be assertive

Discuss these topic questions

- Can you think of a time where you needed something from other people? How did you go at communicating that to them? Were you able to be assertive?

- Can you think of a time where you had to draw a boundary and say no? How did that go?

- Sometimes it can be difficult to be assertive. What are challenges you face when trying to be assertive in your life?

- What happens if you are unable to be assertive? What might the consequences be?

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

Sometimes it can be hard to say what we really want. It can be difficult for us to draw boundaries, or to let people know what we need, which can leave us frustrated and worn out. When we use assertive language, ask for help, and say no when appropriate, we can communicate what we actually want and need.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session

PLP SESSION 7: Relationships

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper section, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to help young people think about healthy and safe relationships, and to explore how to handle conflict when it arises.

Game: the People Bingo game gets young people to experience how we build relationships by asking questions.

Activity: the People Picture Frames activity is to help young people identify who they have healthy relationships with.

Digging Deeper: this lesson explores how we manage conflict in our relationships.

Equipment needed for the session:

None

Session note:

When you help young people identify safe relationships, they may also start to unpack what unsafe ones look like. During this session you might notice what some young people say about the unsafe relationships in their lives. If a disclosure happens it is important that you help the young person seek ongoing support and if the young person is in harm, you need must follow Salvation Army policies regarding mandatory reporting. If you can, make sure you let the school counsellor, wellbeing worker, or chaplain know when you will be doing this session. This is one they might like to sit in on so they can provide any ongoing support to a particular young person they may know the context of.

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

We are made for relationships with other people. We have lots of different relationships with people. Our relationships with our parents, siblings, cousins, friends, and teachers are all different.

Healthy relationships are important for us to grow and live healthy lives. Broken or difficult relationships can cause stress, sadness, anger, and anxiety in our lives. This is especially true when it is with people who are important to us.

How do we build healthy relationships?

As a way to begin thinking about this, let's play the 'People Bingo' game.

Play the 'People Bingo' Game

- Each person has a bingo card in their group material.
- By asking each other questions, young people must find someone who fits the criteria in a box and write that person's name in the box — ie, if John has curly hair, they would write John in that box.
- The winner is the first person to complete a row, column, or diagonal of 5.
- If your group is large enough, you can make a rule that all 5 boxes in the line must be different people.

What did you make of that game? Fun? Frustrated? What did you learn about someone else that surprised you? When you are meeting people, what kind of questions do you ask them?

In the group material: The bingo card for young people to play the game.

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the 'People Picture Frames' Activity

-For each of the picture frames in the group material, draw or write the people who matter to you in those categories.

-You can also find pictures on your phone and make an album of "your people".

In the group material: Picture frames for the young people to complete the activity

Discuss the activity

- *Who are your people that you picked in the activity? Who do you see in your frames? Why did you pick them?*
- *How did you meet them? How did they develop into healthy and safe relationships for you?*
- *Which of these people see the best in you and make you feel at home? What do they see in you, and how do they let you know?*
- *Who lets you be yourself? Who makes you feel like you belong?*

STEP 3: Read the Digging Deeper section, discuss the questions (15 mins)

All relationships will involve times of conflict or disagreement. An important skill in life is to handle conflict in a healthy way that treats people with respect. Conflict doesn't need to involve bullying, abuse, or violence. Here is a strategy to help resolve conflict in a healthy way. You can follow through these steps in your group material.

1. Identify the conflict you are experiencing
2. Recognise your emotions
3. Determine what you want and why
4. Name who else is involved in the conflict
5. Recognise what they are feeling
6. Determine what they want and why
7. Think about what you can do about the conflict
8. Think about what they could do about the conflict
9. Identify the next steps you could take

People have conflict and disagreements, but that isn't the same thing as being unsafe or trapped with hurtful people. We need to learn how to deal with conflict in our relationships, but when we are being neglected or abused the most important thing is our safety. If you are experiencing violence or abuse, it is not your fault, and not your responsibility to fix. If you are being hurt or feel unsafe, don't put yourself in those dangerous situations. Look for caring people in your life and ask for help.

In the group material: Young people work through a conflict they are experiencing using this strategy

Discuss these topic questions

- *How do you usually handle conflict when it comes up in your relationships? What happens?*
- *Sometimes it can be hard not to escalate conflict by being aggressive. It's true that we can't end conflict by making it worse, but keeping our cool isn't always that easy, is it? Why do we get aggressive in these situations?*
- *What examples have you seen of people that resolve conflict with respect and understanding? What did they do?*
- *Good and bad things happen to everyone and the world isn't fair. Does this explain why people might fight or want different things? How do bad experiences influence our actions?*

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

Healthy relationships are important for a happy and full life. Even when we find and build safe relationships, conflict happens. Disagreements are normal and while we can't escape some conflicts, we can decide how we respond. If we respond calmly and assertively, identifying what we feel and need, and recognise what other people feel and need, we can manage conflict with respect.

Ask the group:

- Get each person to share a takeaway from the session
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Remind them when the next session is

Close the session

PLP SESSION 8: Setting Goals

How to run a session:

Step 1: Read introduction, then play the game

Step 2: Do the activity, then discuss the questions

Step 3: Read the Digging Deeper, discuss the questions

Step 4: Read the conclusion, close the session

Session Outline

Purpose: the purpose of this session is to help young people explore how to set effective and achievable goals.

Game: the SMARTS Paper Toss game introduces young people to the idea of SMARTS goals.

Activity: the Operation Bear Care activity is to help young people work together to plan out the steps to achieving a goal.

Digging Deeper: the lesson looks at how we break big goals down into steps, and what happens when we fail to achieve goals.

Equipment needed for the session:

- Small bin or bucket
- Scrunched-up paper
- Deck of cards
- Sheets of paper
- Teddy or object
- Container
- Copies of word search (see back)
- Timer

Session notes:

This is the final session of the PLP material. Think about ways that you can celebrate your group achievement, like throwing a mini party, or having an awards ceremony, or inviting someone 'official' (like a teacher or Salvation Army representative) to congratulate the group. Help the group reflect on the time, thinking about highlights and takeaways.

Positive Lifestyle Program

FOR HIGH SCHOOL

STEP 1: Read introduction, play the game (10 mins)

Read the Introduction

We all have goals in life. Some are big, like wanting to own a house and get a good job. Others are important, like saving money, getting your drivers license, or starting a relationship. Some are little, like passing a video game, or watching a whole television series. Whatever your dream is, goals keep us motivated and give us something to hope for. But sometimes it's not easy to set goals or achieve them. Sometimes we don't know how to get there.

How do we set and achieve goals?

As a way to begin thinking about this, let's play the 'SMARTS Paper Toss' game.

Play the 'SMARTS Paper Toss' Game

Equipment: small bin or bucket, scrunched-up paper

- This game is like HORSE but played with the word SMARTS.
- Number your group off as Player 1, Player 2, etc.
- Player 1 goes first. They choose a spot to shoot a scrunched-up piece of paper into the bin.
- If they miss, their turn is over, and Player 2 chooses a spot to shoot from.
- If Player 1 scores on their shot Player 2 must attempt to score from the same spot. If they miss, they get a letter from the word SMARTS. If they score, Player 3 must attempt the shot, and so on.
- When someone misses, the next player chooses a spot to shoot from and the game continues.
- Keep playing until there is only one person left, or for as long as the game is fun.

How did you go with the game? What did you think of the word SMARTS? There's actually a good reason we chose that word...

SMARTS is a way to make good goals. A good goal should be:

Specific – saying exactly what you're trying to achieve

Measurable – so you know when you have achieved it.

Achievable – so that is possible.

Realistic – so you actually have the resources to do it.

Time-bound – so you know when you should have achieved it by.

System – think about how this goal will impact the system of people in your life.

In the group material: an explanation of SMARTS goals for young people.

STEP 2: Do Activity, then discuss questions (15 mins)

Facilitators, watch the participants for:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

How to do the 'Operation Bear Care' Activity

Equipment: Deck of cards, sheets of paper, teddy or object, container, copies of word search, timer

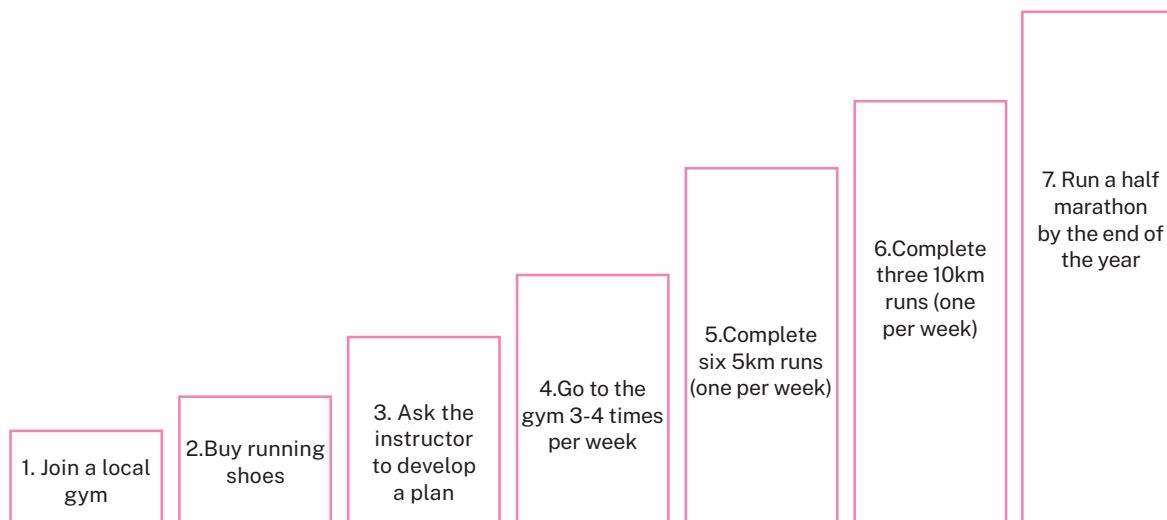
- Place a teddy or other object in a box or container in the middle of the room.
- Write a 'code' for the container on a piece of paper and rip it up into 3 pieces.
- The aim is to retrieve the code by completing 3 activities in 4 minutes.
- Challenge 1: Build a 3-level house of cards with everyone contributing.
- Challenge 2: Fly a paper airplane 8 metres (set up a start and a finish line)
- Challenge 3: Complete a word search.
- Give the group time to plan, as once they begin they will have 4 minutes to complete the activity.
- If they fail to complete the activities in time, the code resets. They can re-attempt the activities and get new numbers.

Discuss the activity

- *How did you go with the activity? What was successful? What was challenging?*
- *Did you take time to plan how you would achieve the goal of freeing the teddy? How did that go?*
- *What steps did you take to free the teddy? How did you decide who did what?*
- *Have you ever set a goal and achieved it before? What happened? How did you do it?*

STEP 3: Read the Digging Deeper, discuss the questions (15 mins)

If you have a bigger, long-term goal, it can be important to break it down into a series of steps that will help you achieve your goal. For example, if your goal is to improve your fitness and run a half marathon (21 kilometres) by the end of the year, you will need a few steps to help you achieve this goal. You won't be able to just go out and run a half marathon! Your steps might look like this:



Sometimes we fail to achieve our goals. It happens to all of us - and will happen again. Whenever we seek change, we will face setbacks, opposition, doubts and discouragement. When we fail to achieve a goal, it is tempting to give up. We can feel discouraged and return to negative self-talk like 'I'm hopeless' and 'Things will never change.' We choose not to set goals again because then we can't fail!

So we need to learn how to handle the setback, move on and not give up. If you do go from here and feel like you've failed some of the steps towards your goal, be kind to yourself. Decide to never quit and remember:

1. No one is perfect and old habits can be difficult to break. You are learning new ways of thinking and acting. This will be challenging and will involve making mistakes and trying again. Don't be surprised!
2. Setbacks and difficulties contain lessons for growth. Reflect on lessons that you can learn from the setback or failure.
 - Maybe the goal you set was too difficult at this stage and you need to revise your goal to make it more achievable.
 - Maybe there are people who discourage you and you need to find ways to handle these people.
 - Maybe you didn't keep up with people who support you and you will need to be more deliberate to make this happen.
3. You want to grow and change. Remember the reason or purpose for setting this goal and set your sights on the goal again. Every day is a fresh start.

In the group material: young people use the step diagram to break down a big goal they have.

Positive Lifestyle Program

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Discuss these topic questions

- *Who is someone you know who has set a big goal and achieved it? What steps did they take?*
- *When you have a big goal, how can you figure out what steps you need to take? Who can you talk to, and where can you research?*
- *Have you ever attempted to complete a goal but not succeeded? What happened? What did you do next?*
- *What is a goal you have for your life? Is it a SMARTS goal? What steps will you take to achieve it?*

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STEP 4: Read the conclusion, close the session (15 mins)

Read the conclusion

Whether you set it as a goal or not, you have now completed the PLP course. Congratulations! You have faced some important issues in your life and you are now a richer and better person for it. You have grown as a person and will continue to grow - things will never be the same again. Well done!

Ask the group:

- Get each person to share a takeaway from the session and course
- Ask if anybody wants to discuss anything further about this topic with a facilitator, teacher, or support person
- Congratulate them on completing the course

Close the session

O	E	V	O	L	X	T	K	B	A	E	M	S	C	J
P	G	G	D	E	F	C	H	O	I	C	E	T	K	J
H	Z	Y	R	T	W	B	C	X	Y	Y	D	D	C	V
A	T	E	F	A	L	H	Q	H	M	E	D	C	S	I
Q	S	U	N	R	F	O	O	M	D	V	D	C	L	E
G	U	R	C	E	K	P	Y	S	T	L	E	S	N	Z
I	R	E	A	P	E	B	T	C	V	N	J	Y	C	H
J	T	H	E	O	Q	C	I	K	C	H	R	M	E	T
Z	N	T	Z	O	Z	I	N	O	J	G	D	Q	L	B
M	B	E	O	C	O	K	U	W	V	P	H	C	E	Y
H	J	G	S	M	N	R	M	L	Z	C	A	Z	B	C
E	F	O	G	P	A	A	M	L	A	U	J	D	R	O
C	D	T	P	G	Q	F	O	D	S	N	O	R	A	K
M	T	Q	E	L	A	I	C	E	P	S	Y	L	T	Y
F	R	E	R	U	T	U	F	M	I	Z	V	J	E	Q

HOPE	COMMUNITY
FUTURE	TRUST
LOVE	CAUSE
TOGETHER	SPECIAL
CHOICE	CELEBRATE
ENCOURAGE	COOPERATE

the end

