

Wellbeing For Learning



12



Classroom Boosters




















(Grades 4-12)

A Teacher's Guide

with Stacey Crausaz



Wellbeing For Learning: Classroom Booster Activities (V1.0)

 1. Work Completion	 2. Achievement Level	 3. Help Seeking	 4. Self Motivation
Capacity to Engage in Assessment Tasks	Metacognition & Effective Instruction	Student/Teacher Relationships	Resilience & Coping Skills
<p>1. Never Forget! </p> <p>Activity: Discuss your best tips for note taking and remembering lesson content. Share back to the class. Time/Strategy: 10mins / Frayer model</p>	<p>4. Stop List! </p> <p>Activity: (Whole class) Answer the question 'To improve my grades I need to stop...'. Share back examples to the whole class. Time/Strategy: 10mins / Crumple & Shoot</p>	<p>7. CARD Type & Help Seeking! </p> <p>Activity: Introduce the CARD Communication Model and discuss how each CARD Type prefers to be asked for help. Time/Strategy: 10mins / Jigsaw Expert Groups</p>	<p>10. Weekly Wellbeing Goal! </p> <p>Activity: Identify one positive wellbeing goal you'll commit to over the next week, as well as a buddy to help keep you accountable. Time/Strategy: 10mins / Gove one to get one</p>
<p>2. SMART Goal Setting!    </p> <p>Activity: (Whole class) Review the SMART Goal Setting Framework and set a SMART learning goal for the week ahead. Time/Strategy: 10mins / I Do, You Do</p>	<p>5. Achievement & Challenge! </p> <p>Activity: Think about learning successes and challenges. Celebrate successes and share ideas for overcoming challenges with classmates. Time/Strategy: 10mins/Think, Pair, Share</p>	<p>8. CARD Type – Practice Makes Progress! </p> <p>Activity: (Small groups) Review the CARD Communication Model and practice giving each CARD Type praise & seeking feedback. Time/Strategy: 10mins / Rally Coach</p>	<p>11. Advice for a Friend! </p> <p>Activity: (Small groups) Discuss 3 pieces of advice you'd give a friend about staying motivated in school. Choose 1 piece of advice for yourself. Time/Strategy: 10mins / Gallery Walk</p>
<p>3. Study Planner Shake Down! </p> <p>Activity: Answer: 'the time of day I most/least feel like doing my homework or assignments is...' Note these times down in your study planner. Time/Strategy: 10mins / Individual Reflection</p>	<p>6. 10% Better! </p> <p>Activity: (Small groups) Identify 1 subject you'd like to do better in. Discuss what doing 10% better in that subject 'looks like', 'sounds like', and 'feels like'. Time/Strategy: 10mins/Looks, Feels, Sounds Like</p>	<p>9. CARD Type & Your Teachers! </p> <p>Activity: Review the CARD Communication Model and identify the CARD Type of 4 of your Teachers. Time/Strategy: 10mins / See, Think, Wonder</p>	<p>12. My Dream Job! </p> <p>Activity: Discuss your dream job. Identify 3 things that you're doing at school that could help you reach your dream job. Time/Strategy: 10mins / Silent Storm</p>

Contents

Introduction

Wellbeing For Learning & Classroom Booster Activities _____	2
Using this Book _____	3

The 12 Classroom Boosters

Self-Regulated Learning (Work Completion) _____ 4

1. Never Forget! _____ 5
2. SMART Goal Setting! _____ 8
3. Study Planner Shake Down! _____ 10

Academic Achievement (Level of Achievement) _____ 12

4. Stop List! _____ 13
5. Learning Achievement & Challenge _____ 15
6. 10% Better! _____ 17

Enlisting Social Resources (Help Seeking) _____ 19

7. CARD Type & Asking for Help! _____ 21
8. CARD Type – Practice Makes Progress! _____ 23
9. CARD Type & Your Teachers! _____ 25

Self-Regulatory Efficacy (Self-Motivation) _____ 27

10. Weekly Wellbeing Goal _____ 28
11. Advice for a Friend! _____ 30
12. My Dream Job! _____ 32

About Stacey _____ 34

Appendix 1

Inclusivity: CARD Tips For Disengaged Students _____	35
--	----

Wellbeing For Learning: Targeted Classroom Booster Activities (Grades 4-12)

1. Wellbeing For Learning Activities: The 4 Domains

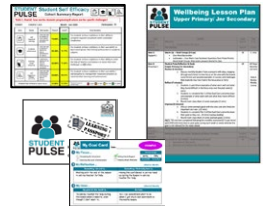
Maximising 'Wellbeing For Learning' is a core responsibility for all schools. This is achieved by targeted programs and activities that maximise 'Student Self-Efficacy'.

Student Self-Efficacy is made up of 4 factors related to a student's confidence in being able to (1) complete their schoolwork; (2) improve their level of achievement; (3) seek help from their teachers; and (4) maintain their motivation to study. These 4 factors reflect important teaching and learning domains where teachers can have a significant positive impact (see diagram).

Student Pulse Items	Related Student Self-Efficacy Factors	Related Teaching & Learning Domains
1. I could complete all of my required schoolwork...	Self-Regulated Learning (Work Completion)	Capacity to Engage in Assessment Tasks
2. I could maintain or improve my level of achievement in my schoolwork...	Academic Achievement (Level of Achievement)	Metacognition & Effective Instruction
3. I could ask my teachers for any help and support that I needed...	Enlisting Social Resources (Help Seeking)	Student / Teacher Relationships
4. I could keep myself motivated and feel satisfied with my learning...	Self-Regulatory Efficacy (Self Motivation)	Resilience & Coping Skills

2. Targeted Classroom Activities Across The 4 Domains

In class, Wellbeing For Learning Lessons usually begin by students reflecting on their Class Level Scorecard and identifying a collective focus area for discussion followed by reflecting on and updating their learning passports. They also regularly engage in targeted activities focused on improving specific areas of their Wellbeing For Learning. Listed below are a range of brief booster style classroom activities that teachers can use to target each specific factor of Wellbeing For Learning:



Wellbeing for Learning Factors	Teaching & Learning Domains	Recommended Classroom Booster Activities* (*adapted for age-appropriate contexts)
1. Work Completion	Capacity to Engage in Assessment Tasks	<ol style="list-style-type: none"> 1. Never Forget! 2. SMART Goal Setting! 3. Study Planner Shake Down!
2. Achievement Level	Metacognition & Effective Instruction	<ol style="list-style-type: none"> 4. Stop List! 5. Learning Achievement & Challenge! 6. 10% Better!
3. Help Seeking	Student/Teacher Relationships	<ol style="list-style-type: none"> 7. CARD Type & Asking for Help! 8. CARD Type – Practice Makes Progress! 9. CARD Type & Your Teachers!
4. Self Motivation	Resilience & Coping Skills	<ol style="list-style-type: none"> 10. Weekly Wellbeing Goal! 11. Advice for a Friend! 12. My Dream Job!

Using This Book

This book is comprised of two resource sets easily identifiable by the icon next to the page number:

1. Teacher Instructions; and
2. Student Worksheets (optional).



1. Teacher Instructions

A brief what, why and how for running 10-minute classroom booster activities. Use the Teacher Instructions as a quick start and then make the lesson your own!



2. Student Worksheets (optional)

Optional worksheets providing further scaffolding for 10-minute boosters (use as helpful).

Stand Alone Strategy: 10 Week Term Schedule

This book is designed to be used with the HPT Student Pulse Program which is a weekly student wellbeing pulse survey and classroom scorecard system. As such, the 12 Booster Activities would be selected according to the specific needs of each class as per their weekly pulse snapshot. However, schools can also use these classroom boosters as standalone activities without the use of student informed pulse data. Where the boosters are used without the student pulse reports the Table below shows the recommended 10 week termly activity cycle.

Week	Recommended Booster / Rationale
1	Booster 7 (Intro to the CARD Model)
2	Booster 8 (Review CARD Model and Practice)
3	Booster 5 (Discussing achievement and begin to set goals)
4	Booster 2 (Getting serious – and specific!)
5	Booster 6 (Consider the power of small goals - in case they feel overwhelmed)
6	Booster 3 (Making sure students are using time effectively)
7	Booster 1 (In the thick of it! This might help study/remembering content)
8	Booster 4 (Focusing on identifying and changing bad study habits)
9	Booster 11 (A chance to reflect and focus on personal growth)
10	Booster 12 (A chance to reflect and focus on big picture goals and dreams)

12 Classroom Boosters Unpacked

Self-Regulated Learning (Work Completion)

Capacity & Engagement in Assessment Tasks



Classroom Booster #1

Never Forget!



What:

Activity: Students discuss their best tips for note taking and remembering lesson content then share back to the class.

Time/Strategy: 10-minute total: 2-minute self-reflection and write down, 6-minute classroom share, 2-minute individual reflection and completion of the Frayer model handout. *Strategy: Frayer model for note taking.*

Why:

When we reflect on and discuss the best ways to learn and remember things, research shows we actually do better in school! This simple exercise enables students to increase their 'toolbox' of useful ways to access and remember content. This will increase their confidence in their ability to engage in assessment tasks, as well as open a dialogue between peers of how to best study.

How:

Step 1: 2 mins – Ask students to reflect and write down their best tips for note taking and remembering lesson content. **Step 2:** 6 mins – Have students share back around the room. **Step 3:** 2 mins – Invite students to fill out the Frayer Model handout highlighting their 4 favourite strategies.

Never Forget!



My TOP TIPS for notetaking and remembering lesson content are... You'll share them with your classmates soon!

(1)

(2)

(3)



Never Forget!

(Jot down your 4 favourite strategies)



Strategy 1

Strategy 2

Strategy 3

Strategy 4

**Never
Forget!**

Classroom Booster #2

SMART Goal Setting!



Specific



Measurable



Achievable



Relevant



Timely

What:

Activity: (Whole class) Review the SMART Goal Setting Framework and set a SMART learning goal for the week ahead.

Time/Strategy: 10 minutes. *Strategy: I do, You Do.*

Why:

Studies have shown that vividly describing and writing goals down is strongly associated with goal success. People who do this are 1.2 to 1.4 times more likely to achieve their goals than people who don't. This simple exercise enables students to become aware of actions they must take to complete a specific learning goal and may result in them better accessing and achieving in their assessment.

How:

Step 1: 2.5 mins – Teacher introduces the SMART Goal Setting Framework including the example. Students then identify their own goal. **Step 2:** 7.5 mins – Teacher uses timer to prompt students to move through the SMART Goal Setting framework writing their own SMART Goal (1.5 mins for each step).





Specific



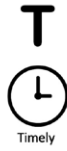
Measurable



Achievable



Relevant










Timely

Goals

EXAMPLE SMART Goal

My Learning SMART Goal

 BIG Priority	I'm going to get fit.	
 Specific: What exactly are you going to do?	I'm going to start running daily and train for a marathon.	
 Measurable: How will you know you're on track?	I will follow the Nike app training program to run a full marathon without stopping.	
 Achievable: Can you do it with the time, energy & resources you have?	I have done some running before, my body is reasonably healthy, and the marathon is 6 months from now.	
 Relevant: Is it what you really want?	I want to become a fit, healthy, and strong person — I want to be full of vitality, energy, and zest for life!	
 Time-bound: When will the goal start / end?	I have signed up for a marathon 6 months from now.	
 Goal	I'm going to follow the Nike app training program to run a marathon 6 months from now without stopping.	

Classroom Booster #3

Study Planner

Shakedown!



What:

Activity: Students answer: ‘The time of day I most/least feel like doing my homework or assignments is...’ Students note these down in their study planner.

Time/Strategy: 10 minutes. *Strategy: Individual Reflection.*

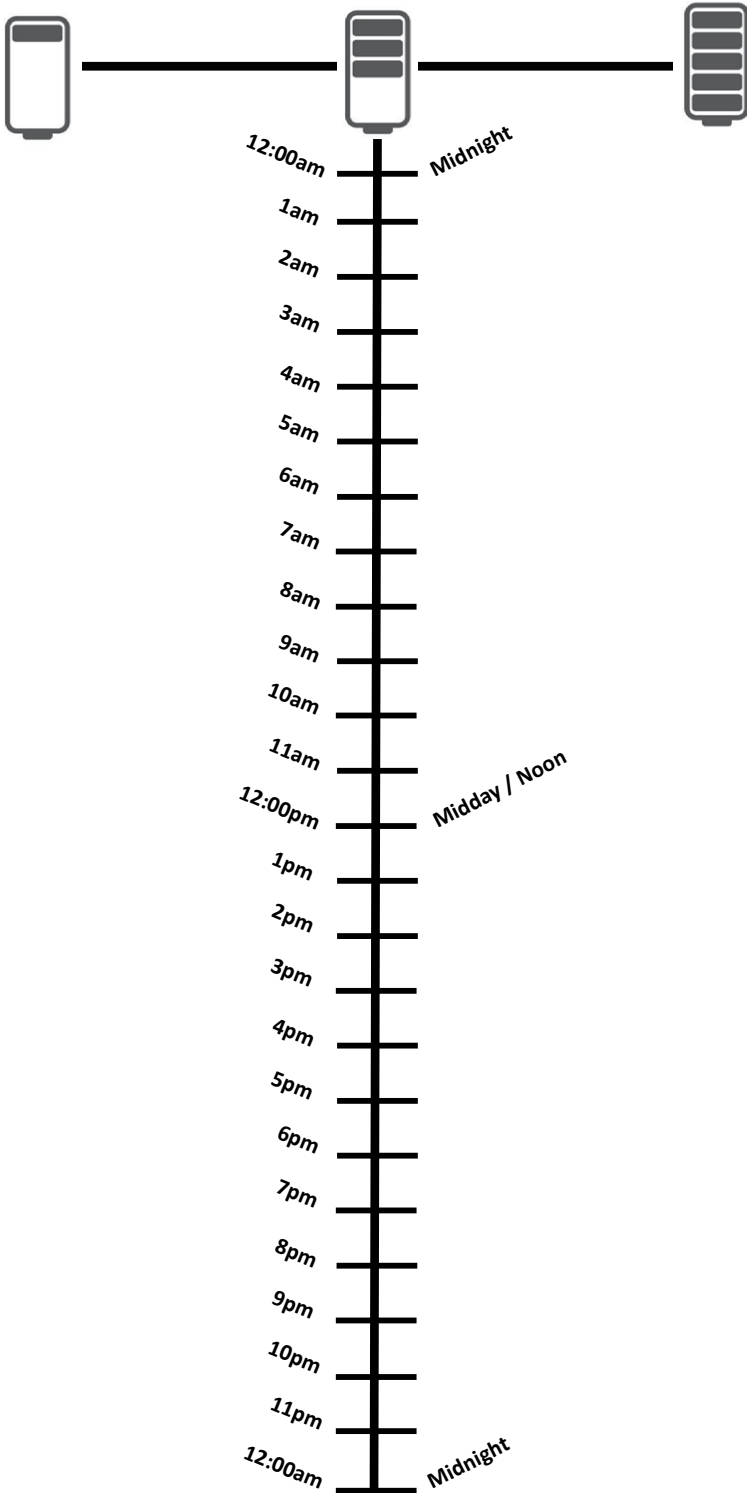
Why:

There are benefits to studying at different times of the day. However, not all bodies and brains work in the same way – a ‘night owl’ probably wouldn’t benefit from an early morning study routine, whereas a ‘morning person’ would thrive! This simple exercise will help students understand their own physiology and habits and help them feel confident to choose a beneficial time to study in order to have more capacity to achieve in their assessments.

How:

Step 1: 4 mins – Ask students to create a timeline for their day. **Step 2:** 3 mins – Have students map their energy levels against their timeline. **Step 3:** 3 mins – Invite students to update their study planner highlighting the best time for them to study.

My Energy



12 Classroom Boosters Unpacked

Academic Achievement (Level of Achievement)

Metacognition & Effective Instruction



Classroom Booster #4

STOP List!



What:

Activity: Answer the question ‘To improve my grades I need to stop...’ Share back examples to the whole class.

Time/Strategy: 10 minutes. *Strategy: Crumple & Shoot.*

Why:

Taking the time to look at our habits and decide whether we want to keep them or not makes us more self aware as well as helps us weed out things we’re doing that are not helping us reach our goals. This simple exercise will help students adopt new habits that work or spend more time on the things they know will help them achieve better grades!

How:

Step 1: 4 mins – Ask students to individually reflect on the question ‘To improve my grades I need to stop...’ and write their answers on pieces of scrap paper and crumple them into balls. **Step 2:** 4 mins – Crumple and shoot. Students are to throw their crumpled paper into a container, then grab a different one (writing down any ideas they like). Repeat this process for 4 minutes. **Step 3:** 2 mins – Students reflect individually and write down their commitments in their study planner.

Stop List!



To improve my grades, I need to stop...

(1)

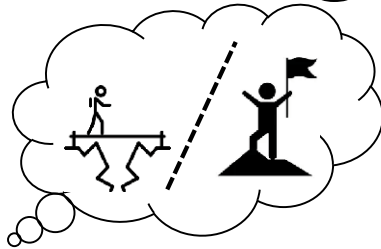
(2)

(3)



Classroom Booster #5

Learning Achievement & Challenge!



What:

Activity: Think about learning successes and challenges. Celebrate successes and share ideas for overcoming challenges with classmates.

Time/Strategy: 10 minutes. *Strategy:* Think, Pair, Share.

Why:

Teaching students to identify their own strengths and areas for development is an important aspect of learning how to set goals. Writing these goals down is proven to help in the achievement of them. This simple exercise asks students to share their learning successes and challenges with friends and then commit to a goal for the following week. This is a great way to support each others' learning as well as generate more ideas about how to overcome challenges.

How:

Step 1: 2 mins – Invite students to think about their individual learning achievements and challenges. **Step 2:** 4 mins – Break the class into elbow partners to share one learning achievement and challenge from their past week, as well as ideas to overcome identified challenges (**Pro Tip:** Get students to use their 'Goal Card' from the Student Learning Passport as a prompt!). **Step 3:** 4 mins – Bring the class back together so they can share their main takeaways around the room.



My Goal Card

Date: _____

1 My Focus...

- Completing My Schoolwork
- Improving My Level of Achievement
- Getting Help & Support
- Keeping Myself Motivated

Monthly Average

Overall SSE

Focus Area

2 My Reflection...

(Start of Month)

Something I do well is...

Something I find really hard is...

3 My Goal...

(Start of Month)

My goal for this month is...

So I can...

Classroom Booster #6

10% Better!



What:

Activity: (Small groups) Identify one subject you'd like to do better in. Discuss what doing 10% better in that subject 'looks like', 'sounds like' and 'feels like'.

Time/Strategy: 10 minutes. *Strategy:* Y Chart – Looks, Sounds, Feels Like.

Why:

When we commit to making things even just 10% better, we avoid overwhelm (the enemy of improvement!). When we decide on a small goal, studies show we are more likely to be motivated to take action and therefore more likely to achieve our goal. This simple exercise will have students commit to one subject and visualise (another powerful achievement tool) how doing 10% better in that subject will look like, sound like and feel like.

How:

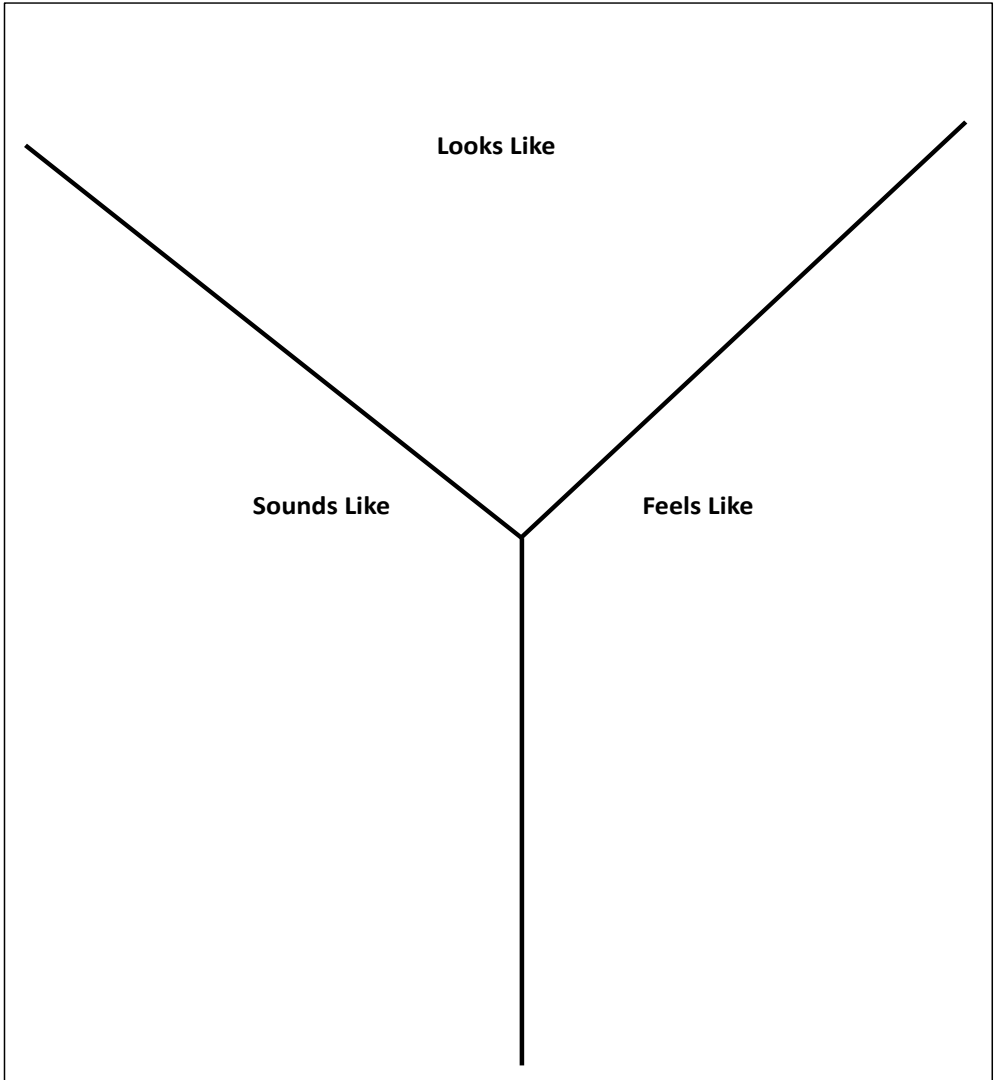
Step 1: 1 min – Ask students to identify a subject and write it down. Pause to get into groups of 3 or 4 students that have identified the same subject. **Step 2:** 3 x 3 mins (9 mins total) – Have students use a Y Chart to brainstorm what doing 10% better would look like, sound like and feel like for their subject.

10% Better!



My Subject In Focus: _____

What would doing 10% better look like, sound like and feel like?...



Looks Like

Sounds Like

Feels Like



12 Classroom Boosters Unpacked

Enlisting Social Resources (Help Seeking)

Student/Teacher Relationships



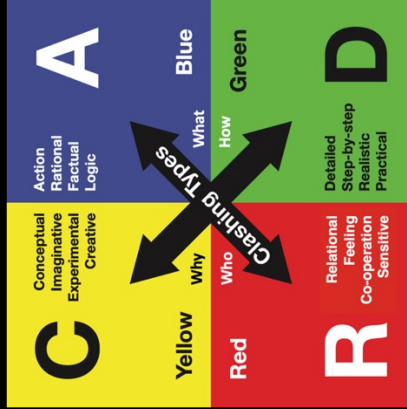


CARD Types & Communication

PRO TIP: MAKE SURE YOUR CLASSROOM CARD PROFILE IS ON DISPLAY!

Praise	Inner Critic
Awesome! Amazing! Genius!	I'm dumb/idiot! I'm stupid! I should be smarter!
Support	<i>"No one is an instant genius! Everyone needs time to think things through."</i>

Self Praise	Inner Critic
You're so kind! You're so helpful! You're so nice!	I'm a loser/can't fit in! I'm unattractive! People should like me!
Support	<i>"Not everyone has to like me! I accept myself as I am. Friendships take time."</i>



Praise	Inner Critic
Great job! Well done! Nice one!	I'm lazy! I suck! I should've done better!
Support	<i>"You're not a machine! Your best varies according to your energy at the time."</i>

Self Praise	Inner Critic
That's perfect! That's excellent! That's brilliant!	I should've got it right! I'm a fraud/failure! I'm not good enough!
Support	<i>"No one is perfect. Everyone makes mistakes as part of improving."</i>

Classroom Booster #7

CARD Type & Help Seeking!



What:

Activity: Introduce the CARD Communication Model and discuss how each CARD Type prefers to be asked for help.

Time Required: 10 minutes. *Strategy: Jigsaw Expert Groups.*

Why:

The Golden Rule (*'Do unto others as you would have them do unto you'*) is great. But HPT's Platinum Rule is better (*'Do unto others as they would want it done unto them'*). When we pay attention to others' communication styles, we are more likely to be able to effectively communicate. This exercise asks student to collaboratively learn about the Platinum Rule and the different communication styles.

How:

Step 1: Teacher assigns all students to one of the 4 colors (Red, Blue, Yellow or Green). **Step 2:** 4 mins – Students learn about their assigned colour including: the attributes of the colour, how their colour prefers to receive praise, what happens when they are self critical and how they like to receive support. **Step 3:** Students to move into rainbow or mixed groups that has one student from each colour (i.e., each group now has a Red, Blue, Yellow and Green). **Step 4:** 6 mins – Students to share back and teach each other about their colour (1.5 mins per colour), how to best ask for help and write down notes about their learnings.

CARD Type & Asking for Help



Looking at the descriptions below, how would you ask each CARD Type for help?

Card Type	Getting Support From Them	How to ask them for help
Concept (Yellow)	<i>"I am a concept person and need to know how / why this fits into the bigger picture of what we are doing..."</i>	
Action (Blue)	<i>"I am an action focused person and just need you to simply tell me what the specific next step is..."</i>	
Relational (Red)	<i>"I am a people person and sometimes find it hard to ask for help and worry about what others will think. What I really need from you right now is..."</i>	
Detail (Green)	<i>"I am a details focused person and need you to tell me more specifically what is expected / needed / supposed to happen and by when in order to (complete this task / follow this procedure)..."</i>	



Classroom Booster #8

CARD Type: Practice Makes Progress!



What:

Activity: (Small groups) Review the CARD Communication Model and practice how to ask each CARD Type for help.

Time / Strategy: 10 minutes. *Strategy: Rally Coach.*

Why:

When we practice how we would talk to others catering to their communication style, we are more likely to be able to effectively communicate. This exercise asks students to collaboratively review the CARD types and practice asking for help, receiving feedback, corrections and praise from their peers as they go.

How:

Step 1: 4 mins – Get students into pairs and have them review and discuss the CARD types. **Step 2:** 3 mins each person (6 mins total) – Get students to practice how they would ask each CARD type for help, taking turns coaching (listening, checking, correcting and praising) each other.

CARD Types

Seeking Feedback & Giving Praise



Looking at the descriptions below, discuss why each specific approach is recommended and other similar phrases that could be used in your context.

Card Type	Seeking Feedback From..	Giving Praise To...
Concept (Yellow)	<u>Help Question</u> : ‘I’m keen to get your thoughts / ideas / insights on...’	<u>Praise</u> : Great insights / ideas / awesome / amazing...
Action (Blue)	<u>Help Question</u> : ‘I need to get some quick advice / direction on (issue)...’	<u>Praise</u> : Great work / great job (thumbs up)...
Relational (Red)	<u>Help Question</u> : ‘I’d be so grateful to get your help / advice on...’	<u>Praise</u> : Thank you so much for helping me with this / you’re so kind / so nice...
Detail (Green)	<u>Help Question</u> : ‘Can you please check / review / fine tune (specific issue) for me...’	<u>Praise</u> : Excellent work / very thorough / perfect / brilliant...



Classroom Booster #9

CARD Type & Your Teachers!



What:

Activity: (Individual) Review the CARD Communication Model and identify the CARD Type of one of your Teachers.

Time / Strategy: 10 minutes. *Strategy:* See, Think, Wonder.

Why:

When we reflect on the communication style of important people in our lives and decide how we would talk to them catering to their communication needs, we are more likely to be able to effectively communicate. This exercise asks students to reflect on a teacher they'd like help from. Using the See, Think, Wonder template, students will decide what CARD type their teacher is and then reflect on how they could communicate their needs to them moving forward.

How:

Step 1: 1 min – Have students write down the name of 1 teacher they need help from. **Step 2:** 3 mins – Have students write down major behaviours they SEE in the teacher. **Step 3:** 3 mins – Have students write down what CARD Type they THINK their teacher is. **Step 4:** 3 mins – Get students to write down what this makes them WONDER about how they can better communicate with the teacher going forward (e.g., if my teacher is an Action person, I wonder if showing I'd already tried to answer the question first might help our communication?).

CARD Types & Your Teachers!



Think of one teacher you need help from. Based on the descriptions (right), what CARD Type/s are they most like?

CONCEPT	ACTION
I like to focus on thinking 'big picture' – innovating and solving complex problems.	I like to focus on the here and now – taking logical & realistic steps to get things done.
RELATIONAL	DETAIL
I like to focus on making sure people feel engaged and work together effectively.	I like to focus on the detail and the process – making sure things are done properly.

SEE – What CARD behaviours do you SEE?	THINK – What do these behaviours make you THINK your teacher's CARD type/s could be?	WONDER – What does this make me WONDER about how I can better communicate with my teacher?



12 Classroom Boosters Unpacked

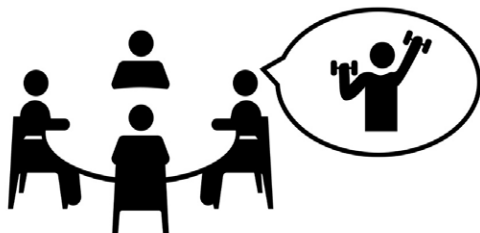
Self-Regulatory Efficacy (Self Motivation)

Resilience & Coping Skills



Classroom Booster #10

Set A Weekly Wellbeing Goal



What:

Activity: Identify one positive wellbeing goal you'll commit to over the next week, as well as a buddy to help keep you accountable.

Time/Strategy: 10 minutes. *Strategy:* Give one to get one.

Why:

'We do what we commit to' is a fundamental truth of self improvement! When we set goals for ourselves AND enlist an accountability partner, studies show we are much more likely to achieve this goal. This simple exercise enables (1) increased self awareness and accountability for self care and wellbeing and (2) an increased likelihood that students will follow through due to support from friends.

How:

Step 1: 3 mins – Students individually brainstorm at least 2 ways they can take care of themselves in terms of their learning (use goal and action format).

Step 2: 3 mins – Give One to Get One whole class discussion where students share their goals and write down other ideas / goals they like. **Step 3:** 4 mins – Students to find an accountability partner and tell each other the goal they are committing to.

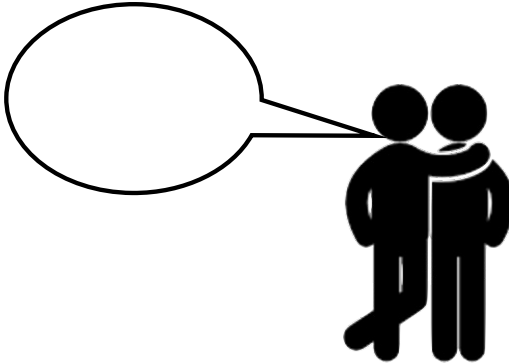
The Weekly Wellbeing Challenge!



Time	Activity	Goal
<p>Example</p>	<p><i>Take regular study breaks</i></p>	<p><i>Take one 5-minute break for each hour I study so I can stay fresh and focused.</i></p>
<p>Week 1</p>		
<p>Week 2</p>		
<p>Week 3</p>		
<p>Week 4</p>		

Classroom Booster #11

Advice for a Friend!



What:

Activity: (Small groups) Discuss 3 pieces of advice you'd give a friend about staying motivated in school. Choose 1 piece of advice for yourself.

Time: 10 minutes. **Strategy:** *Gallery Walk*.

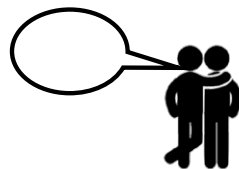
Why:

We've probably all heard of the negative impacts of peer pressure, but students can help each other too! This exercise asks students to leverage the power of positive peer influence – when peers or classmates influence a student to do something positive for themselves. This positive peer interaction will help students reflect on how to problem solve about how to stay motivated in school, something we all need help with sometimes.

How:

Step 1: 2 mins – Students to individually brainstorm 1-2 pieces of advice that has motivated them in the past (e.g., '*studying is hard, but so is failing – choose your hard*'). **Step 2:** 4 mins – In groups of 3, share your advice to the group and write the best one down, stick it to the wall/bring it up the front. **Step 3:** 4 mins – Students to complete a Gallery Walk looking at all the advice given by their peers. Students to chose their favourite one and write it down.

Advice for a Friend!



If I was giving advice to a friend about staying motivated at school, I'd say...	The one piece of advice I should take myself is:
(1)	<input type="checkbox"/>
(2)	<input type="checkbox"/>
(3)	<input type="checkbox"/>

Classroom Booster #12

My Dream Job!



What:

Activity: (Small groups) Discuss your dream job. Identify 3 things that you're doing at school that could help you reach your dream job.

Time Strategy: 10 minutes. *Strategy: Silent Storm.*

Why:

Studies show that when we are plugged in to a bigger purpose, when we can see how what we're doing is going to benefit us in the future, when things are boring yet important, we are way more likely to be motivated and willing to keep plugging away at our learning, even when we find the process a bit tedious. This exercise will boost student engagement and motivation for learning by asking students to identify what they're doing in school right now, that will benefit them in their dream job later.

How:

Step 1: 4 mins – Ask students around the room what their dream job is. Write these on the board, and where possible, categorise them by occupation type (e.g., trade, health, education etc.). **Step 2:** 4 mins – Silent storm. Using Post-It notes or white board markers, students silently identify what they are doing at school that will benefit a dream job. Students to place the Post-It note on the board or write their response under the appropriate dream job (e.g., ratios under the category of Trades). **Step 3:** 2 mins – Individual reflection time – Any surprises? Any you don't agree with? Students to write down 2 things they commit to 'plugging away at' because it will benefit them in the future.

My Dream Job!

My DREAM job is...

--

Things I'm doing at school that will help me reach my dream job are...

(1)

--

(2)

--

(3)

--

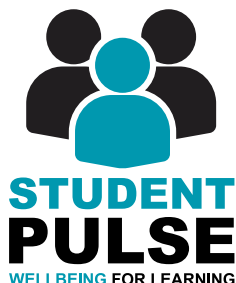
Stacey Crausaz



Stacey Crausaz describes teaching as, ‘the best job in the world – there is no other profession as rich, varied and rewarding as this one!’ She has been working in education for 12 years, both in the UK and in Australia; supporting teachers and students in her capacity as a Year Co-ordinator, a Lead Teacher and a Head of Department.

These experiences have all prepared Stacey for her new role as an Executive Coach at YXL. Her passion is to support teachers in their early careers. She strives to ignite joy in the teachers that she works with: empowering them to grow, explore, take risks in their practice and thus deliver the best education possible for their students.

Stacey has had outstanding success at YXL with her teachers often referring to her as “their saviour.” Stacey is the epitome of living her why, “to ignite joy and cultivate connections so that people feel inspired to make the world a better place.”



HPTschools.com



YXLinstitute.com.au

Appendix 1

Inclusivity: CARD Tips for Disengaged Students

C.A.R.D. PROFILE LINKS – Dominant Trait

<p>“Look at Me” <u>Concept (Yellow)</u> May sound like: <ul style="list-style-type: none"> • This is pointless! • Why do I have to do this?! </p>	<p>“You’ll Pay” <u>Action (Blue)</u> May sound like: <ul style="list-style-type: none"> • This is dumb! I’m not doing it! </p>	<p>“Help Me” <u>Relational (Red)</u> May sound like: <ul style="list-style-type: none"> • I feel confused/stupid! • I don’t get it and you’ll hate me if I ask for help! </p>	<p>“Make Me” <u>Detail (Green)</u> May sound like: <ul style="list-style-type: none"> • This is stupid! Why are we doing this? </p>
---	---	---	--

C.A.R.D. Secondary Subtypes (Additional Behaviours That May Co-exist)

Yellow	Blue	Blue	Yellow	Red	Yellow	Green	Yellow
The Yellow/Blue ‘Look at Me’ subtype is also prone to outbursts of frustration if redirection is unsuccessful.	The Blue/Yellow ‘You’ll Pay’ subtype will then question the big picture relevance if redirection is unsuccessful.	The Blue/Red ‘You’ll Pay’ subtype (rarer) will self-blame and reassure you if redirection is unsuccessful.	The Red/Yellow ‘Help Me’ subtype will question the usefulness of the task if redirection is unsuccessful.	The Red/Blue ‘Help Me’ subtype (rare) will become openly defiant if redirection is unsuccessful.	The Green/Yellow ‘Make Me’ subtype (rare) will question the big picture relevance if redirection is unsuccessful.	The ‘Green/Blue ‘Make Me’ subtype will become oppositional if redirection is unsuccessful.	The Green/Red ‘Make Me’ subtype will also try to reassure you/apologise if redirection is unsuccessful.
Yellow	Red	Blue	Red	Blue	Red	Green	Blue
The Yellow/Red ‘Look at Me’ subtype will become over-sensitive if redirection is unsuccessful.	The Blue/Green ‘You’ll Pay’ subtype will seek to accuse you of unfairness and unclear instructions if redirection is unsuccessful.	The Red/Green ‘Help Me’ subtype will criticise the task method/details if redirection is unsuccessful.	The Green/Red ‘Make Me’ subtype will also try to reassure you/apologise if redirection is unsuccessful.				
Yellow	Green	Blue	Green	Red	Green	Green	Red
The Yellow/Green ‘Look at Me’ subtype (rarer) will become hyper critical and argumentative if redirection is unsuccessful.							

Appendix 1 - Inclusivity: CARD Tips For Disengaged Students

<p>“Look at Me” Attention Seeker <i>‘I need your attention and interest’</i></p>	<p>“You’ll Pay!” Anxious and Agitated <i>‘I need to avoid looking incompetent’</i></p>	<p>“Help Me!” Needy <i>‘I need your approval’</i></p>	<p>“Make Me” Power, Attention, Control <i>‘I need to be in control of what I do’</i></p>
<p>Key Behaviours:</p> <ul style="list-style-type: none"> • Late, loud and laughing • Disruptive • Draws other students into their misbehaviour • Calling out • Wants to tell you all about the reason they are late 	<p>Key Behaviours:</p> <ul style="list-style-type: none"> • Aggressive to make others back off • Wants to work by themselves when unsure • Face-to-face direct eye contact • Ego driven – needs to feel competent before trying • Rebel status – as avoidance mechanism 	<p>Key Behaviours:</p> <ul style="list-style-type: none"> • Teacher has to work harder than the student to complete anything • Requires constant support to start or continue with task • Wants constant reassurance and praise • No resilience • No initiative 	<p>Key Behaviours:</p> <ul style="list-style-type: none"> • Needs to feel in control • Needs to feel they are being fairly treated • Refusal to complete tasks they don’t fully understand • Passively Refuse/Resist • Fidgety/Nervous/Quiet • Annoyed if embarrassed or asked to speak in front of the group
<p>Recommended 1:1</p> <p>Boosters: Choose Boosters that these students can assist with, that encourage peer interactions (e.g., #5, #1, #7).</p>	<p>Recommended 1:1</p> <p>Boosters: Choose Boosters that allow for individual work and safely practice social interaction (e.g., #2, #3, #8, #9).</p>	<p>Recommended 1:1</p> <p>Boosters: Choose Boosters that encourage peer cooperation, build relationships (e.g., #6, #10, #11, #12).</p>	<p>Recommended 1:1</p> <p>Boosters: Choose Boosters that allow these students to have a ‘job’, be in charge of an aspect (e.g., #4, #7).</p>

Wellbeing For Learning



12



Classroom Boosters

(Grades 4-12)

A Teacher's Guide

with Stacey Crausaz



“A simple, effective student wellbeing program targeting classroom level needs to enhance Wellbeing for Learning.”

PLUS 12 Quickstart Videos on YouTube!



**Channel: HPT Level Up!
Playlist: Classroom Boosters**

Powering Programs by:



HPTschools.com



YXLinstitute.com.au