

2:1

2:2

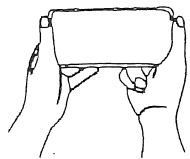
SOCIAL SKILLS

YOUR ONLINE LIFE

Did you know that employers sometimes check people's social media profiles before offering them a job? Follow these tips to help ensure your online presence doesn't have a negative impact on your life.

1. *Don't post anything you wouldn't show your mum ...or your dad...or your teachers.* Things we post online have a habit of being revealed to a larger audience than we might have intended, so keep this in mind when sharing information and images either on social media or in a message.
2. *Be true to yourself*
Don't worry about what other people are posting. Instead of FOMO, embrace the JOMO! Post content that reflects your values and who you are as a person.
3. *Be kind online*
It can feel easy to be overly critical of a person or a situation when you are removed by distance and/or interacting online. Before you comment, ask yourself: is it helpful? Is it necessary? Is it kind? And...would I say this face-to-face?
4. *Check your settings*
Ensure your privacy settings are set up correctly and create a strong password that you keep secret from others (including your friends). Protect your online identity.
5. *Don't check in*
Posting where you are in real time, and 'checking in' or tagging yourself at venues or locations, can make it easy for people to track you down if they can see your account.

Our online life has a direct impact on our real-world life, so decide today to protect your online presence.



Actions

Identify two things you can do this week to protect your online presence?

1. _____
2. _____

LP ACTIVITY – THINKERS

How might you use critical and creative thinking skills to provide some positive solutions to complex problems? What can I do about world health issues as a student? Give some examples.



WELLBEING TIP

If unsure of something, a sign of strength is to ask; uncertainty causes anxiety.



WHAT WENT WELL THIS WEEK?



SELF-MANAGEMENT SKILLS

GROWTH MINDSET

You might have heard people talk about growth or fixed mindset. What does it mean and why is it important for success in the DP?

Having a fixed mindset means believing that talents are fixed from birth and success comes from what you are born with.

Having a growth mindset means believing that abilities are not fixed, that success comes from dedication and hard work, and that failure is an opportunity to learn.

Which mindsets do you have in different areas?

Adopting a growth mindset can improve your academic performance. You can help yourself to adopt a growth mindset by:

- Training the brain – your brain is a little like a muscle, the greater the challenge, the harder it works, the more neural connections your brain makes, (this is also known as Neural Plasticity).
- Reframe success – understanding how success is a result of hard work.
- Amend the message - the language we use is very important in driving mindsets.
- Resilience – don't crumble at the first sign of criticism; see it as a learning opportunity.
- No limits – don't put a false ceiling on your ability.



Actions

What are two things that I will start doing to adopt a growth mindset?

1. _____
2. _____

MINDFULNESS ACTIVITY

Describing Pictures – you and a friend each draw a picture and not show each other. Then describe to each other to what the picture looks like and means to each of you.



2:3



2:4

RESEARCH SKILLS

RESEARCH RESOURCES

When researching, you have to judge what resources are useful. There are numerous books, apps and websites available to you, the secret is to be critical.

To do this look at:

The Title

- what is the author trying to convey?

The Author/Editor

- are they an authority on the subject?
- what else have they written or produced and how recently?

Details of Publication

- when was it written/produced?
- has it been reprinted/reproduced?
- is it out of date?

Contents

- does it cover your needs?
- is there bias in its presentation?

Foreword/Preface

- why was the resource written/produced?
- how does it differ from other resources on the same subject?

Main Text

- do the introduction and conclusion tell you anything?

The Layout

- are there graphics, diagrams, charts or tables to help you?
- are the headings and subheadings clear?

The Glossary

- are there any words unclear to you?

Bibliography

- how thorough are the footnotes/references?
- are recently published references used?

The Index

- is it detailed enough for you to find your information?

The key is to be discerning.

If unsure, ask your librarians and subject teachers.



Actions

What are two things that I will start doing to improve how I use research resources?

1. _____
2. _____

CREATIVE ACTIVITY

Ask a friend to make up an unusual question then try to answer it. *Don't try to be too logical!* Here are examples: How would my life be different if I could travel into space? How much water is in this lake?



WELLBEING TIP

Identify which Habits of Mind are best to use when meeting other people.



WHAT WENT WELL THIS WEEK?



RESEARCH SKILLS

ANALYZING INFORMATION

The ability to analyse information is an essential part of the research process.

Research should follow a logical sequence:

1. **DEFINING:** Identifying the Topic/Problem
 - understanding exactly what is to be investigated
 - describing it in your own words for clarity.

Breaking it Down

- dividing the investigation into smaller pieces
- developing an order to follow
- establishing your research aims.

Developing a Timeline

- setting deadlines for information collection, analysis, drafting and completion of the final report.

2. LOCATING: Establishing Resources

- locating sources containing relevant information
- accessing the Internet, and a library
- be discerning when collecting data.

3. SELECTING: Collecting Data

- identifying the most suitable method of gathering the required information
- implementing a strategy to do so.

4. ORGANIZING: Analysing Data

- evaluating and interpreting gathered information
- identifying the main thrust of the data
- identifying any bias, prejudice, inferences or hidden messages.

Coordinating Data

- collating all individual pieces.
- synthesizing the components into a coherent unit
- arriving at an overall judgement.

5. PRESENTING: Preparing a Report

- writing a draft and seeking feedback from teachers and fellow students
- assessing feedback and incorporating relevant points in your final copy.

You will be assessed on your conclusions, analysis, commentary, arguments and interpretations.

6. EVALUATING: Assessing the process and the product

- evaluating the process and identifying the stages that require improvement. How successfully was the topic/problem addressed?

Actions

What are two things that I will start doing to improve my research process?

1. _____
2. _____

MINDFULNESS ACTIVITY

Food Names – write down as many foods as you can beginning with either b or m. Which of these do you like and why? What dishes are they used in?



2:5



2:6

RESEARCH SKILLS

WRITING A REPORT

A Report is assessed on its quality of information, depth of discussion of the topic, and balanced conclusions and recommendations.

Writing your report must be followed through logically step-by-step.

Using this format can help you to reach your goal:

Aim:

- write the problem in your own words using subject-specific terminology
- describe the process you will use to solve it.

Solution and Justification:

- show the steps you used to work through the problem
- justify each step you used and identify any irrelevant steps
- discuss solutions that didn't work and the changes you needed to make.

Conclusion:

- does your solution answer the question you developed from the aim?
- did you solve the whole problem, or did you only answer parts of it?
- are there any 'what if' questions or further issues to consider?

Evaluation:

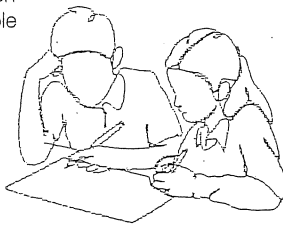
- evaluate your solution(s)
- are they accurate and justifiable?
- are there any relevant perspectives you didn't take into account?
- does further research need to take place?
- are there any implications?

Academic Honesty:

- reference your research using a recognized convention
- acknowledge the people that assisted you
- list all sources of information used.

Appendix:

- this must be very well organized.



Actions

What are two things that I will start doing to improve how I write reports?

1. _____
2. _____

LP ACTIVITY – COMMUNICATORS

How can you encourage other members of your group to share their views? Have you found this can give you new ideas on how to view a project or solve a problem? Give some examples



WELLBEING TIP

Balance your blood sugar with portions of protein, carbohydrates and good fats in every meal.



WHAT WENT WELL THIS WEEK?



SELF-MANAGEMENT SKILLS

HARASSMENT

Your right to feel comfortable and secure online and in-person is essential to effective study and a happy life.

Harassment in any form should not be tolerated as it can have a destructive influence on your life. Address the harassment directly as it will not just simply go away. Harassment occurs in four main forms.

Verbal:

- being put down, abused or having rumours spread about you
- being sent unacceptable messages involving:
 - implication
 - insinuation
 - inference
 - innuendo.

Electronic:

- receiving unwelcome messages via social media or email.
- don't reply to these messages; take a screen shot and report all the details to your parents and teachers.

Written:

- receiving unacceptable notes or letters
- graffiti about you
- don't reply, pass them onto your parents and teachers.

Physical:

- being pushed, hit or assaulted.

Sexual Harassment is a combination of verbal, electronic and physical harassment. It is unwelcome, uninvited and unwarranted affection.

If you are harassed:

- act immediately
- let the perpetrator know very clearly that it's not on
- speak up and report it – it's your right.

Consult your:

- Year-Level Coordinator/Advisor
- Student Welfare Coordinator
- Team (this includes your family).

They support you to develop strategies to deal with harassment. Your school will have policies and processes to deal with harassment.



Actions

What are two things that I can start doing to keep myself safe and avoid harassment online?

1. _____
2. _____

MINDFULNESS ACTIVITY

Story Meanings – read or write a short story or poem and describe what it means to you and the emotions you feel.



Thanksgiving
BREAK

2:7

SELF-MANAGEMENT SKILLS

BULLYING: NO WAY!

Bullying is a severe form of harassment and must be addressed:

- if you are a victim, tell someone; never be afraid to speak up
- your parents and teachers will listen and act
- if you see another student being bullied, speak up
- the bullies must have their feeling of power over you and others taken away.

Bullying can be beaten when you, your parents and teachers work together.

If you are bullied in person:

- use assertive body language and look the bully in the eye
- firmly tell him/her to stop
- leave the situation and immediately tell a trusted adult.

If you are bullied electronically:

- don't reply and instead save the message and show it to a teacher or family member
- block the phone number, address or contact
- delete them as a friend on your social media
- if the bullying is happening on social media, use the online reporting system if available.

It's common to experience the following feelings:

- | | |
|-----------------|-----------------|
| • anxiousness | • powerlessness |
| • anger | • frustration |
| • embarrassment | • helplessness. |

Don't blame yourself.

When reporting the bullying:

- be confident and describe what occurred accurately
- who was the bully?
- who was with them?
- when and how often have they bullied you?
- who was with you when it occurred?
- have you told anyone else this is happening?



Actions

What are two things that I will start doing to build strategies to deal with bullying?

1. _____
2. _____

CREATIVE ACTIVITY

Use the "10 Ways to ..." prompt to develop your creative thinking. You have 5 minutes to come up with your ideas. Find 10 ways to serve breakfast.



SELF-REFLECTION

What is one thing you understood well this week?



WHAT WENT WELL THIS WEEK?



SELF-MANAGEMENT SKILLS

HOME STUDY SESSIONS

How do you study effectively? Have you been shown how to study effectively?

Before you begin a study session, it is rewarding to prioritize your study:

- use travel time to organize what you will study and in what order so you can apply yourself once you arrive home
- set yourself a specific task to achieve in each session
- begin with subjects that have the most pressing deadlines and that you find the most difficult.

In these Study Sessions:

- concentrated, uninterrupted quality application for 50 minutes
- have a break and get ready for your next Study Session for 10 minutes
- at times when you are a little tired, another strategy is to study for 25 minutes with a 5-minute break
- break larger or more complex tasks down into smaller, more manageable ones
- write daily summaries of work covered in class in your own words, listed under main points
- record your plan for different problems; create a logical series of steps or a list or flowchart
- practise skills learned by doing problems, exercises and essays
- do a 5-minute revision of what you have done in the session. This can help to embed information in your long-term memory.

These sessions are the backbone of your study program.



Actions

What are two things that I will start doing to improve home study sessions?

1. _____
2. _____

MINDFULNESS ACTIVITY

Five Senses – think of two of your greatest achievements and describe what you experienced for each of your five senses.



2:8



2:9 EXAM WEEK

STRESS WARNING SIGNALS

You may find yourself in situations that create stress. Everyone will experience degrees of stress from time to time and if it's not addressed it will impact on your study, progress and health.

There are two types of stress.

Positive Stress or eustress is a positive form of stress. It has a beneficial effect on your health, motivation, performance and emotional wellbeing. It is essential for:

- your emotional and physical stability
- it helps to supply the energy you need to study to your potential and enjoy life.

Negative Stress occurs when we feel like the physical, mental and emotional resources we have on hand can't meet the demands we are facing in life. Negative stress can lead to:

- anxiety and depression
- a drain on enthusiasm and energy
- decreased performance.

Negative stress is commonly called distress.

DISTRESS signals fall into three categories.

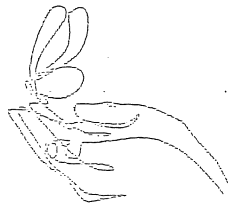
Physical: Trembling, dizziness/headaches, skin disorders, pounding heart, breathlessness, stomach aches, frequent tiredness.

Emotional: Anxiety, depression, being temperamental, panic, lack of interest/boredom, loss of self-esteem.

Behavioural: Disturbed sleeping patterns, frequent distraction, forgetfulness, lack of attention, abnormal eating habits, withdrawal.

It is perfectly natural to experience some feelings of stress during the senior years of schooling. The key is how you handle them.

It is important to recognize the signs of stress and seek help from a trusted adult. Don't ignore these feelings, as doing so may see them grow and become more serious.



Actions

What are two things that I will start doing to reduce my stress levels?

1. _____
2. _____

WHAT WENT WELL THIS WEEK?



Take time to make your own healthy lunch and snacks each day.

VALUING YOURSELF



ANGER MANAGEMENT

To manage your anger, it is essential to understand what it is and what causes it.

Anger is a perfectly normal human reaction and is caused by the infusion of adrenaline-related chemicals into the blood stream.

1. Uncontrolled anger is destructive, making you aggressive. It consumes you – your normal functioning level is severely impacted and thinking logically is very difficult.
2. Controlled anger, being pumped up, is positive anger and can make you more assertive in dealing with uncomfortable situations. It focuses your vision and determination.

Following are some tried-and-proven strategies for controlling anger and regaining your normal functioning level:

- write down physical warning signals you experience as you become angry; it could be hastened breathing, muscle tension, etc.
- draw an outline of your body and put the warning signals on it
- encourage yourself to use positive self-talk
- use deep breathing to control anger
- encourage yourself to exercise, walk, run to stimulate the release of endorphins
- write down a sliding scale from calm, irritated to extremely angry using 1-10, and bring yourself back down the scale
- find a critical friend who will let you know when you are beginning to show signs of anger.

The key to controlling anger is an awareness in yourself and having a strategy in place to curb your anger.



Actions

What are two things that I will start doing to work on my anger management?

1. _____
2. _____

10 ACTIVITY - POWERUPLED

How are others impacted when you act with honesty, kindness and respect? How would you feel about someone who showed you these qualities?



Winter Break



SELF-MANAGEMENT SKILLS

RELAX: STRESS REGULATION

A calculated approach is essential in combating stress. You will overcome stress when you are mindful, being ever present in your NOW and fully aware of what is happening around you. Be open to new ideas and curious to discover better ways of doing things.

Recognizing your personal distress signals is the key:

- make a list of three stressful situations
- list your body signals; physical, emotional and behavioural
- be aware of the early signs of these signals.

When you realize that you are stressed act immediately. Procrastination will only heighten the problem.

Share it:

- identify the source of the stress and address it
- discuss your feelings with your team
- work with them to build strategies to relax.

Be positive:

- picture your goals
- focus on transforming distress to positive stress

Regulate your physical response:

- practice normal relaxed breathing
- look at the Square Breathing focus for further breathing techniques
- use relaxation techniques to relax your whole body (refer to index)
- exercise to clear your mind and relieve tension.



Be assertive:

- self-talk "I will make it work for me"
- acknowledge you are stressed and work to reduce it as fleeing from the situation will make it worse
- set aside time for yourself to relax and recharge.

Often stress is the end result of trying to do too much.

Be aware of your main source of stress. Find a balance of study and your other commitments.

Actions

What are two things that I will start doing to relax and control my stress?

1. _____
2. _____

MINDFULNESS ACTIVITY

Tree Branches – Look at a tree or shrub for five minutes and count as many different branches as you can.



WHAT WENT WELL THIS WEEK?



WELL-BEING TIP

Avoid excessive caffeine; it saps creative energy.



THINKING SKILLS

MEMORY TRAINING

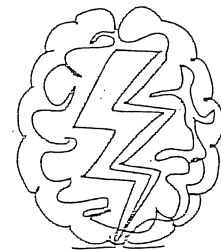
One of the keys to successful learning is being able to use your memory:

- developing strategies to remember the subject matter systematically
- being able to recall and apply it to familiar and unfamiliar situations
- seeing the big picture of where everything fits in a subject and how it can be transferred across other subjects.

The following techniques are reliable in coding information for your long-term memory:

- Repeating
- Differing approaches
- Exchanging ideas
- Routine
- Mnemonics
- Group Associations
- Summary Flash Cards
- Technology
- Idea Maps
- Listing
- Visualizing
- Reading between the Lines

Your brain is always looking for patterns to make connections and store what you learn.



Actions

What are two things that I will start doing to improve my memory training?

1. _____
2. _____

CREATIVE ACTIVITY

Listen to a song or a musical piece and ask your friends what they understand about it. Can they think of a context where that song could be used to achieve a specific goal?

