

The Salvation Army Youth Outreach Service

Social and Emotional Learning Framework and Curriculum

Written and developed collaboratively with the team of teachers, youth workers and leaders from
Youth Outreach Service

Facilitated by Sue Attrill – Relationships @ School Pty Ltd

Introduction

This Framework and Curriculum has been created in response to a growing depth of understanding about how students who have dropped out of or been excluded from schools need particular support in their social and emotional development. The teachers, youth workers and leaders at the Salvation Army Youth Outreach Service work support vulnerable and disadvantaged students and their families. This document articulates the specific and focussed needs that are vital to address in order to support these young people to become happy and connected citizens.

The Melbourne Declaration on Education Goals for Young Australians (2008) says -

“Goal 2 – All young Australians become successful learners, confident and creative individuals, and active and informed citizens.”

This document recognises that vulnerable and disadvantaged young people often need specific support to reach that goal.

The National Framework for Values in Australian Schools (2005) ...” include the goals that students, when they leave school, should

- Have qualities of self-confidence, optimism, high self-esteem and a commitment to personal excellence as a bases for their potential life roles as family, community and workforce members and
- Have the capacity to exercise judgement and responsibility in matters of morality ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives, and to accept responsibility for their own actions...”

To achieve these important outcomes disadvantaged students need targeted, planned Social and Emotional learning that addresses the developmental delays that they have often experienced due to trauma, homelessness, family stress, school conflict and exclusion.

The Royal Commission into Institutional Responses to Child Sexual Abuse (2017) findings and recommendations have also informed this document in particular Recommendation 6.4 and 6.5 that” institutions should implement the Child Safe Standards identified by the Royal Commission.” (p. 6 Final Report and Recommendations.)

Rationale for a Social and Emotional Framework and Curriculum.

Many of our students have experienced long term stress and trauma resulting in disengagement from school and disenfranchisement from community. They have often missed significant sections of education and are unable to connect with community access points. Their families are often from generational poverty resulting in systemic vulnerability.

The students have missed out on learning to build positive relationships, to resolve conflict and to learn how to live in a community. They have missed out on developing knowledge of formal language and the development of recognising social cues. Social literacy is an area they often need to develop skills. Our students have had little learning about the 'unspoken rules' essential for them to get a job and develop connectedness in their community.

This lifelong experience results in low aspirations, in a pessimistic view of the future and self and perpetuates the cycle of poverty.

This framework is designed to create a foundation for Social and Emotional Literacy in order to shift the life trajectory of our students. It is designed to resource the young people so they can experience the skills and knowledge necessary to be included in society. We hope that students become empowered to see a way forward in their lives and to be happy, productive and valued members of society.

Academic Sources

The YOS SEL Framework and Curriculum uses CASEL's academic research as an organising foundation in particular the 5 SEL core competencies.

Following is a brief description of CASEL's research and the application of the framework in the Australian Curriculum - ACARA.

"What is Social and Emotional Learning (SEL)?

- SEL is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.
- These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices."

(CASEL Briefs Dec 2007. Background on Social and Emotional Learning.)

The Australian Curriculum (ACARA) also cites CASEL's ..." evidence based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

Most educational programs around the world that integrate social and emotional learning are based on CASEL’s SEL framework. This framework is also drawn upon and reference by various personal, interpersonal and social curriculum in Australian states and territories and by programs such as MindMatters, Kidsmatters and Response Ability.”

(ACARA General Capabilities in the Australian Curriculum January 2013 p.4)

This framework and curriculum is modeled on the CASEL design and also articulates how it is embedded in school wide practices and in family and community partnerships.

Social and Emotional Core Competencies (CASEL)

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



© CASEL 2017

Trauma Informed Practice

This curriculum is informed by Trauma Informed Practice research and strategies in order to address the effects of poverty, homelessness and exclusion that many students at YOS have experienced.

Trauma Informed Practice helps us understand that trauma affects memory, capacity to manage transitions, impulse control, social skills and sensory dysfunction (Trauma Informed PBS Childhood Trauma Toolkit).

This curriculum addresses specific needs for students who have experienced trauma by including strategies that assist students to manage their emotions, build respectful relationships and to organize and plan for work and independence

YOS Vision for Social and Emotional Learning

We are determined to walk with young people to create a good life that contributes to a better world.

YOS Mission Statement for Social and Emotional Learning

YOS will cultivate the well-being of young people by providing social and emotional learning in an inclusive education environment through health and wellbeing, philosophy and values, relationships and belonging, social and community partnerships and future hope.

SEL Framework – Overview

The Main Ideas

1. Who are my Connections?			
Everyone needs healthy relationships and to feel connected.			
Healthy Relationships	Legal Understandings	Connecting	
Understanding Relationships Conflict Resolution Social Skills Communication Protective Behaviours	Rights and Responsibilities Legal Health	Belonging Team work Empathy Restorative values	
2. What's important to me?			
A good life consists of a good understanding, awareness of self and the world around to realise your full potential			
Philosophy/Values	Character Development	Life Purpose	Service
Exploration of values Wisdom Belief systems	Virtues Positive self image	Who am I? Spirituality Meaning	Compassion Selflessness Kindness
3. Who helps me?			
Overcoming poverty by accessing support.			
Financial	Emotional	Mental	Spiritual
Financial literacy Pathways to employment Career pathways Government assist	Trauma information Mental Health support agencies	Hidden Rules* Formal register* Learning to learn strategies	Future story* Spiritual awakening Faith
4. Where am I going?			
Pathways and skills to live independently			
Life Skills	Post school planning	Opportunities	Decision Making
Tenancy Practical skills – cooking, shopping, mending Drivers Ed Budgeting Citizenship Parenting	Employability Keeping a job. Future study Accreditation	Work experience Trade shows Cultural experiences	SWOT- capacity to analyze Future story* Risk taking Cause-effect
5. How is my Health?			
Good health is essential to living well.			
Wellbeing	Emotional Health	Self-Care	Spiritual Health
Identity Strengths Self Esteem Independence Interdependence Mindfulness Anger Management	Resilience Self regulation Emotional Literacy Optimism	Nutrition Sleep Safety Hygiene Sexual Health Addiction awareness	Connectedness

SEL Curriculum

Main idea 1 – Who are my connections?

Everyone needs healthy relationships and to feel connected.					
Healthy Relationships					
	Understand Relationships	Conflict Resolution	Social Skills	Communication	Protective Behaviors
Key Learning	<p>Skills needed to manage different types of relationships (ACARA)</p> <p><i>Indicators of healthy relationships.</i></p> <p>Indicators of possible problems in relationships in a range of social and work related situations (ACARA)</p> <p><i>Influence of emotions on relationships (ACARA)</i></p> <p>Family Planning</p> <p><i>Friendship characteristics and qualities</i></p> <p>Understanding social cues</p> <p>Domestic violence</p>	<p>Understand need for reparation</p> <p><i>Restorative language</i></p> <p>Identify causes and effects of conflict</p> <p><i>Strategies to diffuse or resolve conflict situations (ACARA)</i></p> <p>Conflict resolution strategies across a range of social and work related situations (ACARA)</p>	<p>Hidden rules (Ruby Payne)</p> <p><i>Team work</i></p> <p>Cooperation</p> <p><i>Appropriate emotional responses (ACARA)</i></p> <p>Emotional regulation</p> <p><i>Consequences of emotional responses in social and work contexts (ACARA)</i></p> <p>*Strategies to manage emotions in familiar and unfamiliar situations (ACARA)</p> <p><i>Choosing appropriate language and voice to convey personal responses (ACARA)</i></p>	<p>Effective Listening</p> <p><i>Understand factors that influence effective communication (ACARA)</i></p> <p><i>Enables and barriers to effective verbal, nonverbal and digital communication (ACARA)</i></p> <p>Choosing appropriate emotional responses</p>	<p>Identify differences between positive and negative relationships and ways of managing these. (ACARA)</p> <p><i>Abuse awareness</i></p> <p>Personal Safety</p> <p>Devise and formulate plans to maintain personal safety</p> <p><i>Evaluate, rethink and refine approaches to take account of difficult situations of safety considerations. (ACARA)</i></p> <p>Grooming</p> <p>Behavior – what is it?</p> <p>Reporting grooming behavior</p>
Instructional Strategies	<p>Direct teaching – Interpreting social cues.</p> <p>Morning circles</p> <p>Virtues cards</p> <p>Games that promote sharing, taking turns, listening, problem solving, team work</p> <p>Speak the language of Virtues</p>	<p>Direct teaching</p> <p>Role play</p> <p>Morning circles</p> <p>Restorative</p> <p>Chat/meetings</p> <p>Evaluate strategies such as active listening, mediation, negotiation (ACARA)</p> <p>Speak the language of Virtues</p>	<p>Direct teaching</p> <p>Morning circles</p> <p>Games to promote skills</p> <p>Speak the language of Virtues</p>	<p>Direct teaching</p> <p>Morning circles</p> <p>Role play</p> <p>Scenarios</p> <p>Games to promote skills</p> <p>Speak the language of Virtues</p>	<p>Morning Circles</p> <p>Speak the language of Virtues</p>

Integration across Learning	Youth Workers Counseling Activities Morning Circle	Youth Workers RJ Chats Activities Morning Circle	Youth Workers Counseling Activities Morning Circle	Youth Workers Counseling Activities Morning Circle	Youth Workers Counseling Activities Morning Circle
Interagency	Family Planning PARTY Headspace PCYC Youth workers CYHMS	PCYC Headspace Youth workers CYHMS	PCYC Headspace Youth workers CYHMS	PCYC Headspace Youth workers CYHMS	Family Planning PARTY Headspace PCYC Youth workers CYHMS
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback

Everyone needs healthy relationships and to be connected.

Legal Understandings

	Rights and Responsibilities	Legal Health
Key Learning	Consent legislation Assault Destruction of property Theft Legal ages for alcohol Drug legislation Sexting Bullying Court process – arrest, remand, representation Role of solicitors and attorneys Move on laws Security guards International law – looking at differences in drug laws. Work Health and Safety Tenancy Credit cards/Finance	Where do I get help? Emergencies? Advice?
Instructional Strategies	Direct teaching Morning Circle discussion Scenarios Websites	Direct teaching Morning Circle discussion Scenarios Websites
Integration across Learning	Morning Circle discussion Money Care Salvo's Legal	Morning Circle discussion Salvo's Legal

Interagency	Speakers from legal profession Youth workers Legal Aid Legal Health Check Supreme Court Judge Adopt a Cop	Speakers from legal profession Youth workers Legal Aid Legal Health Check Supreme Court Judge Adopt a Cop
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback

Everyone needs health relationships and to be connected.

Connecting

	Belonging	Team work	Empathy	Restorative Values
Key Learning	Sharing experiences <i>Acceptance of differences and similarities</i> Stereotypes – race, gender <i>Identify communities to which you belong</i> Identify roles and responsibilities that contribute to community and belonging Cultural Competencies Belonging to YOS	Working in a group <i>Sharing</i> Identify how communication differs within and between communities and how this can help or hinder understanding others <i>Acknowledge the values, opinions and attitudes of others</i> Group Dynamics, forming, storming, norming	Understanding others emotions <i>Standing in someone else's shoes</i> Theory of Mind Attachment theory Co-Regulation Mirror neurons	Inclusion Connectedness Reparation Forgiveness Familiarity with RJ language
Instructional Strategies	Direct teaching Morning Circle Discussion Circle work Reflection – diaries/art	Direct teaching Morning Circle Discussion Circle work Reflection – diaries/art	Direct teaching Morning Circle Discussion Circle work Reflection – diaries/art Contagion of laughter	Working in circles Morning Circles Restorative Chats Stories
Integration across Learning	Role modeling from staff Information discussions Youth workers Volunteering Fellow students	Role modeling from staff Information discussions Youth workers Volunteering Fellow students	Role modeling from staff Information discussions Youth workers Volunteering Fellow students	Role modeling from staff Information discussions Youth workers Volunteering Fellow students
Interagency	Salvation Army Corps Local community groups Families/ carers Scouts	Salvation Army Corps Local community groups Families/ carers Scouts	Salvation Army Corps Local community groups Families/ carers Scouts	Youth Justice Communities

Monitoring and Assessment	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>
---------------------------	---	---	---	---

Main idea 2 What's important to me?

A good life consists of understanding and awareness of self and the world to realize your full potential.		
Philosophy and Values		
	Exploration of Values	Exploration of belief systems
Key Learning	<p>Virtues <i>Values held in local and national and international communities</i> Ethics Salvation Army Principles Critical thinking – current events/political scenarios Rationality and critical language – framing and reframing language to reflect language.</p>	<p>Religious beliefs <i>Social beliefs</i> Common good Links between different religions – what unites us? Links between different societies – what unites us? Personal belief systems – how do you develop that? Questioning belief. Values and beliefs alignment</p>
Instructional Strategies	<p>Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Compare and contrast different belief systems Informal discussions with staff Salvation Corporate – people and resources Code of Conduct</p>	<p>Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Compare and contrast different belief systems Informal discussions with staff Salvation Corporate – people and resources Investigation into belief and personality</p>
Integration across Learning	<p>Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project Building vocabulary</p>	<p>Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project</p>

Interagency	Salvation Army Corps Brisbane School of Philosophy Politicians to explain values etc. Develop relationship with other faiths Develop relationship with groups such as World Vision	Salvation Army Corps Brisbane School of Philosophy Politicians to explain values etc. Develop relationship with other faiths Develop relationship with groups such as World Vision
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans
A good life consists of understanding and awareness of self and the world to realize your full potential.		
Character Development		
	Virtues	Positive self-image
Key Learning	What are they? How do they operate in real life? Examples of people who have led a virtuous life. Career Development Actions that reflect who you are Identifying the character of other people.	Strengths Identify Mindfulness Self-regard – based on your actions Social conscience
Instructional Strategies	Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Informal discussions with staff Salvation Corporate – people and resources Fruits of the Spirit Identify person of character – Heroes journey	Aus Identity Myer Briggs Meditation/Prayer Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Informal discussions with staff Salvation Corporate – people and resources
Integration across Learning	Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project	Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project
Interagency	Salvation Army Corps Indigenous/Pacific Island elders Parents	Salvation Army Corps Indigenous/Pacific Island elders Parents

Monitoring and Assessment	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>
A good life consists of understanding and awareness of self and the world to realize your full potential.		
Life Purpose		
	Spirituality	Meaning and Purpose
Key Learning	<p>Faith Blind faith Connection to the divine Trust Grace Right path Gratitude Reverence – Sacredness Love Rituals Traditions</p>	<p>Who am I? What is my purpose? Deeper knowing of self. Optimism Spiritual awakening Child Safety Work Readiness – career purpose.</p>
Instructional Strategies	<p>Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Informal discussions with staff Salvation Corporate – people and resources Stories/poems Reflective practices – art, writing Moral dilemmas</p>	<p>Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Informal discussions with staff Salvation Corporate – people and resources Stories/ poems Reflective practices – art, writing Moral dilemmas</p>
Integration across Learning	<p>Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project</p>	<p>Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project</p>
Interagency	<p>Salvation Army Corps Indigenous/Pacific Island elders Parents</p>	<p>Salvation Army Corps Indigenous/Pacific Island elders Parents</p>

Monitoring and Assessment	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans</p>
A good life consists of understanding and awareness of self and the world to realize your full potential.		
Service		
	Compassion	Selflessness
Key Learning	<p>Kindness Emotional Bank Account Empathy What can I do for others? – Paying it Forward</p>	<p>Community awareness Giving – Generosity Helpfulness How can I contribute to the world? Altruism</p>
Instructional Strategies	<p>Planned and unplanned random Acts of Kindness Emotional Bank Account direct instruction and ongoing reference. Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Informal discussions with staff Salvation Corporate – people and resources Stories/ poems Reflective practices – art, writing Fruits of the spirit</p>	<p>Direct teaching in structured philosophy class Morning Circle discussion Guest speakers World leaders as examples Virtue cards and activities Informal discussions with staff Salvation Corporate – people and resources Stories/ poems Reflective practices – art, writing Identification of selfless acts – stories and acts of bravery</p>
Integration across Learning	<p>Kindness Day Planned and unplanned random Acts of Kindness Financial planned giving Emotional Bank Account direct instruction and ongoing reference. Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project</p>	<p>Community Service Working Bees Community Meals Role modeling from staff Salvation Corporate – people and resources Structured camp – adventure learning through experience of living with others and working for others. Reflective diary – drawing, writing, Informal discussion with staff 7 steps of Spiritual Companionship – Virtues Project Volunteering</p>
Interagency	<p>Salvation Army Corps Indigenous/Pacific Island elders Parent Doorways</p>	<p>Salvation Army Corps Indigenous/Pacific Island elders Parent Doorways</p>

Monitoring and Assessment	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering</p>	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering</p>
---------------------------	--	--

Main Idea 3 – Who Helps me?

Overcoming Poverty by accessing support			
Financial			
	Financial Literacy	Pathways to Employment	Career pathways – further study
Key Learning	<p>Understanding/managing debt Credit cards Interest rates – short term loan dangers Financial planning Credit rating Financial assistance for housing Decision making at financial crisis. Saving money – getting out of debt Investing Superannuation Values around money Budgeting Shopping Effects of gambling Centrelink and child care – rights and responsibilities.</p>	<p>Work experience Planning for access to TAFE/Apprenticeships Accreditation Financial assistance Harrison report Career Development and Work Preparation Centrelink and child care – rights and responsibilities</p>	<p>Career exposure Work experience Financial assistance Goal setting Centrelink and child care – rights and responsibilities</p>
Instructional Strategies	<p>Guest speaker Money Care Direct Instruction Institutional financial info.</p>	<p>Guest speakers – employers, TAFE, QUT, Apprenticeship Harrison report Individual Learning Plans Set Plans</p>	<p>Guest speakers from TAFE, QUT Harrison Report Individual Learning Plans Set plans</p>
Integration across Learning	<p>Case management Legal Health Check Informal discussions Maths Life Skills</p>	<p>Case management Legal Health Check Informal discussions Maths Life Skills</p>	<p>Case management Legal Health Check Informal discussions Maths Life Skills</p>

Interagency	Referral pathways Kick Start Justice and Youth Advocacy ASIC Bank online program Bank guest speaker re finance and banking	Referral pathways Kick Start Justice and Youth Advocacy Local employers and workplaces HR department Centrelink Job agencies TAFE	Referral pathways Kick Start Justice and Youth Advocacy Local businesses Career expos Armed Forces Industry Expos TAFE
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering

Overcoming Poverty by accessing support

Emotional

	Trauma Informed	Mental Health Support Agencies
Key Learning	Depression Anxiety Grief Understanding how your brain is affected by Trauma Recognizing danger signs – when trauma responses are operating *Shame Attachment Healing Trauma	What is available? <ul style="list-style-type: none"> • Headspace • CYHMS • Drug and Alcohol support • Crisis support •
Instructional Strategies	Direct instruction <ul style="list-style-type: none"> • Brain Science – how our brains respond to trauma • Calming strategies • Shame • Attachment 	Speakers from Headspace, Drug and Alcohol support to inform and discuss options for support. Morning circle discussion One to one counseling and support Referral to support agencies
Integration across Learning	Morning circle discussion One to one counseling and support Referral to support agencies Psychological assessment	Morning circle discussion One to one counseling and support Referral to support agencies Psychological assessment
Interagency	Reboot Case Management KYC Counseling Headspace PARTY	Reboot KYC Counseling Headspace PARTY

Monitoring and Assessment	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering</p>	<p>Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering</p>
---------------------------	--	--

Overcoming Poverty by accessing support			
Mental			
	Hidden Rules – Ruby Payne	Formal Register- Ruby Payne	Learning to Learn strategies – Ruby Payne
Key Learning	<p>Awareness that all social groups operate with hidden rules. Hidden rules at home. Hidden rules of most work places Hidden rules at YOS</p>	<p>Formal/Casual register – what is the difference When to use casual register When to use formal register</p>	<p>Planning Organizing self for learning Avoiding distractions Focusing attention</p>
Instructional Strategies	<p>Direct teaching Explore hidden rules in different environments eg eye contact, handshake etc Role play Scenarios Games Code switching</p>	<p>Teach 5 registers of language. Direct teaching Formal Register and Formal story structure. <ul style="list-style-type: none"> • Vocab • Sentence structure Explore appropriate times to use different registers – link to hidden rules. Role play Scenarios Games Use formal register to respond and communicate in real life situations eg interview questions, thank you notes.</p>	<p>Direct teach - <ul style="list-style-type: none"> • Part to whole strategies (planning) • Backward planning • To do lists • Checklist to enable organization for learning • Focusing strategies The four tendencies – addressing expectation.</p>
Integration across Learning	<p>Refer to across all learning areas</p>	<p>Refer to across all learning areas</p>	<p>Refer to across all learning areas</p>
Interagency	<p>Salvation Army Corps 99 Consulting University members Business networks Vertel foundation - sponsors</p>	<p>Salvation Army Corps 99 Consulting University members Business networks Vertel foundation - sponsors</p>	<p>Salvation Army Corps 99 Consulting University members Business networks Vertel foundation - sponsors</p>

Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteering
Overcoming Poverty by accessing support			
Spiritual			
	Future Story – Dr Ruby Payne		
Key Learning	Agency – I can make my future happen How to make it happen – I know how to take the right steps Optimism Hope Choice Christian vision Purpose Faith		
Instructional Strategies	Re framing – changing outcomes Backward planning Step Sheets Morning circle discussion Exposure to possibilities		
Integration across Learning	Philosophy classes Guest speakers Inspirational speakers Football stars		
Interagency	Salvation Army Corps 99 Consulting University members Business networks Vertel foundation - sponsors		
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer		

Main Idea 4 – Where am I going?

Pathways and skills to living independently.					
Life Skills					
	Tenancy	Practical Skills	Drivers Ed	Citizenship	Parenting
Key Learning	Legal requirements Applying for rentals Bonds Sharing house	Cleaning Mending Handyman Cooking Money handling	Safety Legal requirements Road rules	Voting Enrolling Social roles and responsibilities Volunteering identifying local and global issues (ACARA) Social Activism Social voice	Child development – SEL Parents as first teachers. Child health Child safety Parenting programs Support Attachment
Instructional Strategies	7 Habits of Effective Teens See Financial Literacy See Relationships	Social Enterprises – students learning skills through paid work. Mentorship program for cooking	Mentorships Mindfulness Direct Instruction re rules and safety Driving experience	Aust Electoral Commission guest speakers. Instruction how to vote. Local politicians	Positive parenting programs
Integration across Learning	Launch pad Kick Start Salvation Army Welfare Salvo's connect Doorways	Cert 2 in Hospitality Cert Life Skills	Drive for Life program	Local politicians	Building mentor relationships Family Worker
Interagency	Dept of Housing RTA Housing Advocacy – TAS Qld	Men's Shed Coffee Shop Salvation Army Corps Aus Harvest	Transport and Main Roads PCYC	Local politicians Getup Electoral Commission	Child Health Moreton Bay Health Encircle Youth Workers
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer Learners license Drivers license	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer

Pathways and skills to living independently.

Post School Planning

	Employability	Keeping a job	Future Study	Accreditation
Key Learning	Resume Job searching Interview skills Ability to be positive about self	Relationships at work Hidden rules- (Dr Ruby Payne) Communication Working independently Organizational skills Computer literacy Transitional work skills	Options Pre-requisites	TAFE Apprenticeships Traineeships
Instructional Strategies	Guest speakers Visits to work places Assess personal qualities (ACARA) Develop personal skill development plan Harrison report	Build strengths in various roles in small and large groups (ACARA) Capacity to work independently	TAFE, Universities coming onto site Work place exposure	Exposure to what is available Harrison Report
Integration across Learning	Morning Circle discussion Circle Work Youth Workers Career Development	Morning Circle discussion Circle Work Youth Workers Job sharing mentoring Job matching – informing workplaces re needs adjustments.	Morning Circle discussion Circle Work Youth Workers	Morning Circle discussion Circle Work Youth Workers
Interagency	Centrelink Apprenticeship Agencies TAFE – BKSB Workable Employment Skills	Centrelink Apprenticeship Agencies Workability Skills – BKSB Transitional mentor	Centrelink Apprenticeship Agencies	Centrelink Apprenticeship Agencies
Monitoring and Assessment	Harrison report Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer

Pathways and skills to live independently

Opportunities

	Work experiences	Cultural Experiences
Key Learning	Options – what is available to me? Skills workplaces will require Contacting workplaces See Post School Planning	Art/Craft Music/Dance Indigenous/Cross-cultural experiences Cooking
Instructional Strategies	Planning to approach a workplace for placement Researching Letter or phone contact Formal register – written and verbal	Guest speakers Visits to art, music, centres
Integration across Learning	Morning Circle discussions Personal counseling Career days Transitional Worker See Post School Planning	Art music and cultural activities as investigations, responses and enjoyment across all learning Harmony Day NAIDOC week See calendar for cultural dates Workshops – follow interest
Interagency	Centrelink Job agencies See Post School Planning	Indigenous groups Music/art show Circus Soleil Museum GOMA
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer

Pathways and skills to live independently

Decision Making

	Decision making skills	Risk Taking
Key Learning	Self Discipline <i>Goal setting/Prioritizing</i> Analyze goal setting in social and work related contexts (ACARA) Order – the value regarding decision making. <i>Enablers and barriers to achieving goals (ACARA)</i> Establish priorities <i>Manage resources</i> Persistence in the face of challenges (ACARA) <i>Identify factors that influence decision making (ACARA)</i> Informed choices	Devise and formulate plans to assist in the completing of challenging tasks and the maintenance of personal safety (ACARA) <i>Modify plans and safety strategies – rethink tasks with renewed confidence (ACARA)</i> Refine approaches and decisions to take account of unexpected of difficult situations.(ACARA) - strategies <i>Risk taking behaviors – brain awareness</i> Predicting outcomes and consequences Peer pressure and risk taking <i>Risk taking analysis</i> Cause-Effect Awareness of grooming/dangerous social situations Impaired decision making – alcohol, drugs, disability

Instructional Strategies	Direct teaching for the following - <ul style="list-style-type: none"> • SWOT • Force Field Analysis • Goal setting • Prioritizing Harrison Reports Reboot strategies	Direct teaching for the following <ul style="list-style-type: none"> • Risk analysis • Cause-effect • Predicting consequences • Planning personal safety Risk Assessment Tool – Salvation Army Drive for Life Mindfulness Protective Behaviors Protective plans
Integration across Learning	Guest speakers Morning Circle discussion Case management discussion Youth support workers	Guest speakers Morning Circle discussion Case management discussion Youth support workers
Interagency	Reboot Money Care Salvation Army Corps	Reboot Money Care Salvation Army Corps Qld Child protection service Disability Service
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer

Main Idea 5 – How is my Health?

Good health is essential to living well.			
Wellbeing			
	Self Awareness	Self Regulation	Independence/Interdependence
Key Learning	Self Esteem Identify Self Worth Dignity Independence Strengths Gender	Anger Management Mindfulness Brain function – emotional brain Fitness Positive thinking Solution focus	Belonging Inclusion Co-regulation – how we affect each other Healthy fun Safe decision making

Instructional Strategies	Games Investigating stories of people who demonstrate self awareness. Strength cards Aus Identify Rock and Water	Games Pathway analysis Direct teaching <ul style="list-style-type: none"> • Inside/outside listening • Body relaxation Rock and Water Direct teaching <ul style="list-style-type: none"> • Brain function Fitness measures to regulate heightened emotions. Regulating self to say positive things and recognize positive in others Appreciative thinking – noticing the good things.	Games Rock and Water Investigating stories See other sections
Integration across Learning	Morning Circle discussions Impromptu discussion Counseling Youth Worker Emotions Board Check ins Activities out of school environment Transition programs	Morning Circle discussions Impromptu discussion Counseling Youth Workers Emotions Board Check ins RJ Chats	Morning Circle discussions Impromptu discussion Counseling Youth Workers Emotions Board Check ins
Interagency	Reboot Headspace CYHMS Relationships Australia	Reboot Headspace CYHMS Relationships Australia	Reboot Headspace CYHMS Relationships Australia Salvation Army Corps
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer

Good health is essential to living well.

Emotional Health

	Resilience	Emotional Literacy
Key Learning	Strengths – recognize and cultivate Virtues - persistence Circle of care – developing connectedness Bouncing back Positive thinking Mindset – (Carol Dweck)	Identify emotions <ul style="list-style-type: none"> • In self • In others Understanding and managing feelings Friendship and co-operation Refer to other areas

Instructional Strategies	Morning Circle discussion Virtues activities Who is my circle of care? Games Stimulus stories Circle activities Direct teach Mindset research Self care wheel Resilient donut	Discussion Games Stimulus stories Circle activities
Integration across Learning	Morning Circle discussions Impromptu discussion Counseling Youth Workers Emotions Board Check ins	Morning Circle discussions Impromptu discussion Counseling Youth Workers Emotions Board Check ins
Interagency	CYHMS Hot House KYC Headspace	CYHMS Hot House KYC Headspace
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer

Good health is essential to living well.

Self-Care

	Nutrition	Sleep	Hygiene	Sexual Health
Key Learning	Food Water Physical Health Food groups Balanced diet Effect of poor diet Effect of caffeine/energy drinks on your heart Reading food labels – distinguishing healthy from clever marketing Healthy food substitutions	What does my body need? Sleep deprivation – effects How to get into healthy habits What happens in brain with sleep deprivation – memory Effect of screen time on sleep Work shifts and effect on sleep	Germ transmission Personal hygiene Hygiene in the home Protective hygiene Dental hygiene Chemical hygiene – transmission of drug smoking/use to environment	STD's Feminine health Masculine health Protective behaviors Conception Pregnancy Spirituality and sexual relationships Sexual behaviors Crisis care – rape, assault, seeking help.
Instructional Strategies	Direct instruction Guest speakers - nutritionist Morning Circle discussion Healthy Eating programs	Direct instruction Guest speakers Morning Circle discussion Healthy Living programs	Direct instruction Guest speakers Morning Circle discussion Healthy Living programs	Direct instruction Guest speakers Morning Circle discussion Youth workers Sexual health programs

Integration across Learning	Guest speakers Counseling Youth workers Cooking events	Guest speakers Counseling Youth workers	Guest speakers Counseling Youth workers	Guest speakers Counseling
Interagency	Local Gym Aus Harvest Salvation Army	Sleep clinic	Teachers Union Health Doctors/GP's Hothouse	Family Planning GP's Nurses Crisis care – Rape, assault
Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer

Good health is essential to living well.

Spiritual Health

	Connectedness	Belonging	Belief in benevolence
Key Learning	Spiritual connections Spiritual Health See Main Idea 2	See Relationships content	Optimism Hope The power of 'good'
Instructional Strategies	Philosophy classes Morning Circle discussion Refer to across all learning areas	Philosophy classes Morning Circle discussion Refer to across all learning areas	Philosophy classes Morning Circle discussion Refer to across all learning areas
Integration across Learning	Personal discussion Counseling Role modeling from staff Salvation Army values Virtues program	Personal discussion Counseling Role modeling from staff Salvation Army values Virtues program	Personal discussion Counseling Role modeling from staff Salvation Army values Virtues program Inspirational stories Scripture
Interagency	Salvation Army staff	Salvation Army staff	Salvation Army staff

Monitoring and Assessment	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer	Outcome Star RJ Outcomes Personal and group discussion Journal writing linked to report on relationship development Observation Opinion Surveys and feedback Participation in community Mission Australia Survey Individual Learning Plans Active Volunteer
---------------------------	--	--	--

References

ACARA - General Capabilities in the Australian Curriculum. Australian Curriculum Assessment and Reporting Authority. 2013

Collaborative for Academic Social and Emotional Learning. (CASEL) Social and Emotional Learning in Schools.

Department of Education, Employment and Workplace Relations 2010. National Safe Schools Framework.

Department of Education, Employment and Workplace Relations 2005 National Framework for Values Education in Australian Schools

Dweck, C. Mindset – How you can fulfill your potential. 2006

Ministerial Council on Education, Employment, Training and Youth Affairs, 2008. Melbourne Declaration on Educational Goals for Young Australians.

Dr Ruby Payne. A Framework for Understanding Poverty. 2012

Royal Commission into Institutional Responses to Child Sexual Abuse Final Report and Recommendations 2017

Souther, E. The R Rules – A guide for teens to identify and build resources. 2008

Thorsborne, M and Blood, P. Implementing Restorative Practices in Schools. 2013

Trauma Informed Positive Behavior Support. Child Trauma Toolkit. 2017

Popov, L. The Virtues Project. An Educator's Guide. 1998