MADE FOR STUDENTS YEARS 7-10! INCLUDES LESSON PLANS, ACTIVITIES & VIDEOS ON MENTAL HEALTH, SEXTING, HEALTHY RELATIONSHIPS, EQUALITY & MORE.
CONTENTS:

FOREWORD

HEALTHY RELATIONSHIPS
- Is Your Relationship Healthy? 
- Let’s Talk About Friendship
- The Art of Safe Sexting

SOCIAL ENTERPRISE
- Real Bright Ideas: Long Street Coffee
- Real Bright Ideas: Dance

MENTAL HEALTH
- Stress Less: Yoga
- Stress Less: Meditation

CURRICULUM LINKS

FIND OUT MORE: ROsie.ORG.AU

Rosie is a harm-prevention initiative by the Dugdale Trust for Women & Girls, of which the Victorian Women’s Trust is Trustee.

Level 9, 313 La Trobe Street
Melbourne, Victoria, 3000
p. (03) 9642 0422
e. hello@rosie.org.au
w. www.vwt.org.au/dtwg

Published:
May 2018

Rosie is the Classroom has been developed for secondary educators, written by secondary teacher Briony O’Keefe, concept by the Dugdale Trust for Women & Girls.

Make a donation today and help further our message of respect and gender equality.
Donate: www.vwt.org.au/donate or call (03) 9642 0422
Young people growing up in Australia have a lot to deal with; puberty, juggling school and work, mental wellbeing, not to mention relationships. And on top of that, they also have to navigate a world rampant with inequality. That’s a lot to handle for a young person, especially without a strong support network. This is where Rosie comes in.

Rosie (Rosie.org.au) is a harm prevention initiative from the Dugdale Trust for Women & Girls. Our premise is simple: we want young people to be aware of their rights in all aspects of their lives and know how to get the help they need when they need it. We do this through hundreds of informative articles, guides, original video content and weekly blogs on hot topics.

I’ve been working on Rosie for nearly three years now, and in that time I’ve noticed that more and more teenage girls are becoming clued into the world around them, eager to change the status quo for the better. In 2016, we began a teenage writers program, Write Like a Girl, inviting young girls to contribute to the Rosie Blog. Since it’s launch we’ve published dozens of teen blogs, and had girls from all across the country express interest in writing on a range of topics such as people seeking asylum, mental health, feminism, and more. Not only does this show the creativity, enthusiasm and engagement of teenage girls, it highlights something very important; young women have something to say, and they are determined to have their voices heard.

It has been incredibly inspiring working with young people over the years and seeing them engage with such important social issues. Rosie goes a long way to inform young people of their rights and provide a platform for connection but it is also clear that social issues like safety in relationships, mental health and community need more unpacking in a classroom setting, with guidance from a trusted adult like yourself.

As I’m sure you know, education is about much more than learning skills in Maths and English. It’s about personal and communal growth, development and understanding. People start to shape their beliefs and connection with the wider world during their teenage years, which is why it is vital that they have the right tools to do so. In order to grow into empowered, confident and resilient young adults, teenagers need be supported to gain a full understanding of the importance of looking after their mental health, skills to maintaining healthy relationships and friendships, while finding ways they can positively contribute to their community.

That’s why we have taken Rosie that step further and developed Rosie in the Classroom. Made specifically for secondary educators, these educational modules have been written by renowned teacher Briony O’Keefe, based on our original Rosie videos. Anecdotaly, we already know that educators regularly use the Rosie website as a resource with their students. Rosie in the Classroom is about making that link explicit and includes lesson plans, activities, as well as a guide for locating these lessons within your curriculum.

As educators, you have enormous power in shaping well-rounded and compassionate young adults. Rosie in the Classroom is here to assist you in this task.
“Everybody deserves to be treated with respect, especially in our most intimate relationships.”

- Luci
**Class grouping:** Whole class or small groups

**Time:** 60 minutes

**Purpose:** To allow students to explore the content of Rosie.org.au video ‘Is Your Relationship Healthy?’ in more depth, reflecting on the drivers of unhealthy relationships and discussing the characteristics of healthy relationships.

** CONTENT WARNING:**

‘Is Your Relationship Healthy?’ contains explicit reference to relationship violence, including descriptors of physical, emotional, financial and social violence.

It’s a good idea to inform students that they have permission to close their eyes, put headphones in or to leave the room if needed.

Though there are some national support services mentioned in the video, you may also wish to find out which services are available in your state or local area in case one of your students requires support.

**It is preferable to share support information with students before commencing the class.**

Teachers should also ensure that the resources are easily accessible afterwards.

- **Video:** Is Your Relationship Healthy?
- **Link:** https://rosie.org.au/videos/video-relationship-healthy/
Activity: ABCs of Healthy Relationships

Preparation and Materials:

- Access to the internet
- A4 blank paper
- Pencils, markers
- Tracing paper (optional)

Process:

PART 1  Respond to Rosie video ‘Is Your Relationship Healthy?’

- After watching the video, ask students to remind you of the five different kinds of abuse identified in the clip (physical, emotional, social, financial and sexual abuse).

- According to your preference, write or type and project responses onto the white board.

PART 2  Reflection

- In small groups, ask students to reflect on the following question:

  The ‘Rosie’ video outlines what an unhealthy relationship looks like. Keeping the categories of violence outlined in the video in mind, what do you think a healthy relationship would look like in comparison?

PART 3  Identifying Healthy Traits

- After allowing time for reflection, solicit some brief feedback from each group about their discussion.

- Then ask each student to individually identify one key characteristic of a healthy relationship.

- Encourage students to be thoughtful and creative, but also to identify a trait or behaviour that is important to them personally. The characteristic should be articulated using one word, e.g. ‘respect’ or ‘independence’.
PART 4  *Symbolism*

- Conduct a brief whole-class brainstorm to try to imagine an icon, action or animal that could symbolically represent a characteristic of a healthy relationship. E.g. ‘communication’ could be represented via an image of a mobile phone, or a bird feeding its baby could represent ‘nurturing’.

PART 5  *Art time!*

- Using the first letter of the characteristic/word that they have chosen, ask students to contribute one letter to an illustrated ‘alphabet’ of healthy relationships (see page 8 for example).

- The illustration of the letter should symbolically represent the characteristic it stands for. Students may wish to consider using an icon, an action, an animal, or a colour.

PART 6  *Creating a visual reminder*

- Once completed, display students’ letters on the classroom wall alphabetically. You will not have a full alphabet, but you will create a visual reminder of the ‘ABC’s’ of a healthy relationship for your class.
Example illustrated letter:
Task:

After watching Rosie video ‘Is Your Relationship Healthy?’, you are going to reflect upon the qualities that you value in a relationship in order to contribute to an ‘illustrated alphabet’ to display in your classroom.

Instructions:

PART 1  Key qualities of a healthy relationship

• After your class discussion about what makes a relationship healthy, you need to decide upon what you think is the most key quality in a relationship. You should identify a single trait or behaviour that you feel is the most important in a healthy relationship. The characteristic should be able to be summed up in one word, for example ‘respect’ or ‘independence’.

• Take some time to think about this and write or type a list of qualities before deciding on one that you think is particularly important to a healthy relationship.

PART 2  Choose your symbol

• Once you have decided upon the quality that you consider important, try to imagine an icon, action, colour or animal that could symbolically represent it. A helpful way of doing this is to conduct an individual brainstorm. Think about all of the actions, objects, colours, or behaviours that could be associated with the word. Then narrow your list down to one thing that you think best symbolises the quality you want to represent.

• For example, if you chose ‘openness’, that quality could be represented by a drawing of a person ‘wearing their heart on their sleeve’. If you chose ‘loyalty’ you could use a drawing of a family dog.

PART 3  Art time

• Using the first letter of the characteristic or word that you have chosen, you are now going to create one part of an illustrated alphabet. For example, your drawing might show that ‘O is for Openness’ or that ‘L is for Loyalty’. Your drawing should look like the example given on the next page.
Your drawing must include:

- A large letter that dominates the page
- The word that begins with the letter you have chosen
- A drawing of something that represents the word you have chosen
- A border around the page

Hot tip:

You might find it useful to search YouTube for some examples of illustrated alphabets. The ‘Usborne Illustrated Alphabet’, ‘An Illustrated Alphabet by Alisdair Wright’ and Graeme Base's book ‘Animalia’ are all helpful examples.
Class grouping: Whole class or solo work

Time: 45-60 minutes

Purpose: To allow students to explore the content of Rosie video ‘Let’s Talk about Friendship’ video in more depth, evaluating ideas about friendship, self-awareness, social awareness and social management.

Activity 1. Friendship Word Cloud

Preparation and Materials:

- Access to the internet
- Paper
- Coloured pencils, markers
- Adhesive

Activity 2. Recipe for Resolution

Preparation and Materials:

- Access to the internet
- Paper
- Coloured pencils, markers
- Adhesive

- Video: Let’s Talk About Friendship
Activity 1. Friendship Word Cloud: Process

PART 1  Respond to Rosie video ‘Let’s Talk About Friendship’:

After watching the video, ask students to reflect on the following questions (responses should be written or typed):

1. What are some of the qualities that Elizabeth and Bethany value in a friendship?

2. What are some of the qualities they think may make someone a ‘bad friend’?

3. What do you notice about the way in which Elizabeth and Bethany interact with each other?

4. What does friendship mean to you?

5. What qualities do you think you could bring to a friendship?

PART 2  Thought Bubbles

• Ask students to look over their responses and circle as many words as they can that capture their thoughts about the ideas in the video, and about friendship in general.

• For example: if they have said in response to question three that ‘Elizabeth and Bethany make eye contact and give each other time to speak’, students might circle the words ‘eye contact’ and ‘time’.

PART 3  Identifying Healthy Traits

• Ask students to come up with a list of qualities or words that they associate with being a good friend.

• They should come up with at least 10-15 words.

PART 4  Word Cloud

• Ask students to create a hand-drawn ‘Word Cloud’ that incorporates all of the words they have chosen that relate to the idea of friendship (see Appendix I for example). A word cloud is an image composed of words that relate to a single topic or theme. For the purpose of this task the size of each word should relate to the emphasis placed upon it by individual students.

• Once completed, display students’ word clouds on the classroom wall.
Activity 2. Recipe for Resolution: Process

PART 1 Making Peace

• Ask students to imagine that they have had an issue with a friend that they would like to resolve.

• Next, ask them to think about the process they could follow to repair the relationship, keeping in mind any tips that Elizabeth and Bethany have provided in the ‘Let’s Talk About Friendship’ video.

PART 2 Making a Plan

Ask students to consider questions such as:

1. How could they approach their friend?
2. Do they need to talk to them in person?
3. What message do they want to get across to their friend?
4. What sorts of factors enable effective verbal, nonverbal and digital communication?
5. What needs to occur for the conversation to go smoothly?
6. What do they want the outcome to be?

PART 3 Make-Up Cake

• Ask students to create a recipe for their friend that explains the key ingredients and the method required for repairing their relationship.

• The recipe should follow the rules for procedural writing, providing a list of materials and step-by-step instructions that lead to an outcome.

PART 4 Illustrate it!

• Once all the steps are complete, ask students to illustrate their recipe and give it their own creative title. They may also wish to share their work with the class.
Example recipe:

**Make-Up Cake**

*Serves:* 2  
*Prep time:* 5 years  
*Cooking time:* 30 mins

**Ingredients:**  
50g of text messages (sent promptly)  
OR  
1 face-to-face request  
1 safe meeting place  
2 cups of discussion  
1 cup of apology  
1/4 cup of ‘respectfully disagree’  
200g of good quality promises  
1 cup of commitment  
A sprinkle of goodwill

**Method:**

1. Contact friend (via text or face-to-face) and request a safe meeting place and time.  
2. Add two cups of discussion, and stir well.  
3. When the discussion is simmering, gradually sift in 1 cup of apology!

**Example word cloud:**
Task:

After watching Rosie’s ‘Let’s Talk about Friendship’ video, you are going to create a ‘word cloud’ that reflects your own thoughts and feelings about friendship.

A word cloud is an image made up of words that are used in relation to a specific subject. The size of each word indicates how often it has been used or how important the word is to the person who wrote it.

Instructions:

PART 1 Identifying The Habits Of A Healthy Friendship

In preparation for creating your word cloud, write a response to the following questions:

1. What are some of the qualities that Elizabeth and Bethany value in a friendship?

2. What are some of the qualities they think may make someone a ‘bad friend’?

3. What do you notice about the way in which Elizabeth and Bethany interact with each other?

4. What does friendship mean to you?

5. What qualities do you think you could bring to a friendship?
PART 2  Finding the right words

- Look over your answers and circle as many words as you can that capture what you thought about the friendship between Elizabeth and Bethany, as well as words that describe the things that you value about friendship.

- The more words you can circle, the easier it will be to create your word cloud.

PART 3  What makes a good friend

- Next, write a list of qualities or words that you associate with being a good friend. You should come up with at least 15-30 words.

- Try to come up with more than that if you can. Chat to a classmate or use a thesaurus if you get stuck.

PART 4  Make your word cloud

- The final step is to use the words you have circled in part 2 as well as your list of the qualities of a good friend to create a hand-drawn word cloud. You will see an example of a word cloud below.

- To create your own personal cloud, make sure that the words that are the most important to you are the largest in size.

- When you are finished, share your word cloud with your teacher and your classmates.

Example:
Task:

After watching Rosie’s ‘Let’s Talk about Friendship’ video, you are going to create a recipe that provides a list of ingredients and step-by-step instructions that spell out how to resolve an issue within a friendship. Happy baking!

Instructions:

PART 1  Identifying the habits of a healthy friendship

Imagine that you have had an issue with a friend that you would like to resolve. Think about what you could do to repair the friendship. What steps could you follow?

Keep in mind the tips that Elizabeth and Bethany have given you in Rosie’s ‘Let’s Talk About Friendship’ video.

Think about the following questions:

• How could you approach your friend?
• Do you need to talk to them in person?
• What message do you want to get across to your friend?
• How can you communicate with them clearly? Think about verbal, non-verbal and digital forms of communication.
• What needs to occur for the conversation to go smoothly?
• What do you want the outcome to be?

PART 2  Get cookin’

Once you have answered the above questions, you are ready to write your recipe! When you are formulating your recipe, imagine that you are writing it as guide for a person having a problem with a friend who might not be sure how to work things out. You will need:

1. **Key ingredients:**
   - It’s just like making a cake: the ingredients of the recipe inform you that you will need 2 eggs, 250ml milk, 2 cups flour, 60g butter etc. to make the cake. Your recipe will list the substances or places or qualities (and quantities) that the person using it will need in order to make up with a friend. E.g. 1 TB of calm, 1 cup of goodwill and 200ml of apology.
2. **Method:**
The method is the name given to the instructions provided in a recipe. If you were making a cake, the method would tell you to preheat the oven, to beat the eggs and to add the flour. A method follows the rules of procedural writing, which means that you need to provide step-by-step instructions that the reader can follow to accomplish a goal. The goal in this case is to resolve a dispute between friends.

**PART 3 Give it a title**

- Once you have written your recipe, give it a creative title. You could also draw an illustration to go with it.
- Share the recipe with your teacher and your classmates. Ask them to check if the instructions are clear, and make any changes that are needed to ensure that your recipe can be followed easily.

**PART 4 Share it around!**

- Share your recipe with a friend or tuck it away for a rainy day :-) 

**Tips:**

- Refer to the recipe ‘Make-up Cake’ as an example of how to write your own recipe. Keep in mind that this is a partial recipe and that your dish will require more steps!
- If you are not a regular cook, it may also be helpful to look at the layout of a recipe online to get some ideas for cooking techniques. E.g. sifting, beating, sautéing, baking, whisking, simmering or frying.
HEALTHY RELATIONSHIPS

ROSIE VIDEO - 'THE ART OF SAFE SEXTING'
**Class grouping:** Whole class or solo work

**Time:** 60 minutes

**Purpose:** To allow students to explore the content of Rosie video ‘the Art of Safe Sexting’ video by refining their understanding of the legalities around sexting and devising a social media campaign to educate their peers about the issue.

---

**Activity 1. #Sexting**

**Preparation and Materials:**

- Access to the internet
- Access to design software (optional)
- A5 blank card
- Pencils, markers
- Tracing paper (optional)

---

- **Video:** The Art of Safe Sexting
- **Link:** https://rosie.org.au/videos/vide-art-safe-sexting/
Activity 1. #Sexting: Process

PART 1  Respond to Rosie video ‘The Art of Safe Sexting’:

- After watching ‘The Art of Safe Sexting’ video, ask students to identify anything that was new, surprising or interesting to them about the information provided in the clip.

- Ask them to visit www.lawstuff.org.au to clarify their understanding of sexting and the rules regarding it in their state. They should answer the following questions:

  1. What is sexting?
  2. When is it legal?
  3. When is it illegal?
  4. What are the penalties?

Extension: discussion questions

  1. Can you think of any stereotypes that exist in relation to sexting?
  2. What sorts of cultural values and beliefs inform those stereotypes?
  3. How can we challenge these stereotypes or beliefs?

PART 2  Thought Bubbles

- In small groups, ask students to identify one aspect of ‘safe sexting’ they think it is important for their peers to know about. They may wish to focus on the legal aspect of sexting for example, or on the longevity of digital images.

- Ask them to come up with a hashtag for a social media campaign intended to educate teenagers about sexting. Encourage students to be creative and to experiment with the message and tone of their hashtag.

- You could also ask students to identify any recent hashtags they think have been particularly effective, or allow them to check out the ‘Shorty awards’ for some inspiration: http://shortyawards.com/category/7th/hashtag
PART 3  Identifying Healthy Traits

• Next, tell students they are going to be designing a postcard campaign aimed at getting the message out about safe sexting - or about the consequences of illegal sexting -to an audience of their peers. The postcard should be specifically designed with a teenage audience in mind.

• It might be helpful to show students some examples of award winning postcards before they get started: https://www.avantcard.com.au/blog/postcard-awards/

PART 4  Make a Plan

Ask students to create a plan for their postcard. It should include the following:

1. A clear statement outlining the message they are trying to communicate to their peers and the aim of their postcard. E.g. what is the message, what do they hope to achieve by communicating it?

2. Detail about the concept for their postcard. This should include an idea of the sort of image they are going to draw/source (you may wish to supply tracing paper), and the design of their postcard including image and text layout.

3. The original hashtag they have devised for their campaign.

PART 5

Allow students time to create their postcards. Leave time at the end of the class for students to share their hashtags and their postcards. Consider allowing students to vote, holding awards for your class’s best hashtag and best postcard.

If appropriate, you may wish to encourage your students to present their postcard to school leadership, with a view to displaying copies of the postcard around their school for educational purposes.

Tip:

If you have students who struggle with the visual component of this task, a simple online search will reveal many websites that allow for the free design and creation of postcards.
Task:
After watching Rosie’s ‘The Art of Safe Sexting’ video, you are going to create an illustrated postcard informing your peers about ‘safe sexting’.

Instructions:

PART 1  Raise awareness
• In a small group, agree upon one aspect of ‘safe sexting’ that you think it is important for your peers to know about.
• You could choose a legal aspect of sexting for example, or you might want to focus on the idea that ‘digital images last forever’.

PART 2  Hashtag it
• Next, come up with a hashtag for a social media campaign intended to educate other teenagers about that aspect of sexting. Be creative and experiment with the message and tone of your hashtag.
• Can you think of any recent hashtags that have been particularly effective? If not, you could check out the ‘Shorty awards’ for some inspiration: http://shortyawards.com/category/7th/hashtag

PART 3  Design your postcard
Once you have come up with your hashtag, it’s time to think about planning and designing your postcard campaign. The campaign should be aimed at getting the message out about safe sexting – or about the consequences of illegal sexting – to an audience of your friends and peers.

Create a plan for your postcard, which includes the following:
1. A clear statement outlining the message you are trying to communicate to your peers.
2. The aim of your postcard. E.g. what is the message, what do you hope to achieve by communicating it?
3. Details about the concept for your postcard. This should include an idea of the sort of image you are going to draw/source, and the design of your postcard, including image and text layout.
4. The original hashtag you and your group have devised for your campaign.

Tip:
You and your group might like to look at some examples of award winning postcards from the Avant card ‘Postcard of the Year Awards’ before you get started:
SOCIAL ENTERPRISE

ROSIE VIDEO - ‘REAL BRIGHT IDEAS: LONG STREET COFFEE’
**Class grouping:** Pairs, whole class or solo work

**Time:** 60 minutes

**Purpose:** To allow students to explore the content of Rosie video ‘Real Bright Ideas: Long Street Coffee’ video in more depth, taking into consideration ideas about social enterprise, ethical principles, communication, and transforming business ideas into reality

---

**Activity: Social Enterprise Menu**

Preparation and Materials:

- Access to the internet
- Coloured cards (optional)
- 1 x ‘menu’ example for each student (or you could project the image for the class)

---

- **Video:** Real Bright Ideas: Long Street Coffee

Activity: Social Enterprise Menu Process

PART 1 Research in pairs

Ask students to find a partner. Give them 5-10 minutes to research the term 'social enterprise'. What does it mean? What is an example of a social enterprise and how does it work?

Optional:

Distribute a coloured card (see Appendix I) to three students of your choice. The purpose of the cards is to allow you to invite students who may not ordinarily participate in class to contribute their ideas. You can also distribute all the cards as an incentive to students to prepare a cohesive answer, or to allow a spread of contributors across gender identities.

PART 2 Reporting back

- Ask students (with cards if you have used them) to contribute their ideas about social enterprise and write them or type and project them onto the board.

- If you have a digital class page you could ask students to post their answers there. Clarify any difficult or complex terms that have arisen.

PART 3 Choose Your Issue

- Ask students to prepare a 'menu' outlining how they would go about conceiving their own social enterprise café (example of layout in Appendix II). To prepare the menu, students must choose an area of social justice to research in depth.

- You may wish to provide your students with some examples of issues that fall under the umbrella of social justice, or give them the option of selecting an issue themselves. Examples:
  - Animal rights
  - Gender equality
  - Homelessness
  - Access to health care
  - Access to mental health services
  - Environmental degradation
  - Violence against women
  - Aboriginal rights
  - Treatment of people seeking asylum and refugees
  - Disability rights
  - LGBTQIA+ rights
Social Enterprise Menu Process

**PART 4  Planning the menu**

- Inform students that their menu should be laid out like the one shown in the ‘Bright Ideas’ video, with each item accompanied by a price to mimic an authentic café menu.

- **Ensure that students are thorough with their research. They should distil their information into pithier menu items, with each item reflecting a thorough understanding of the issue under investigation. Students should submit their full research materials alongside their completed ‘menu’.**

- Encourage students to be creative, inventing flavours or dishes that reflect the different elements of their business. They could use puns, celebrity names, unusual flavours and so on to get their message across!

**The menu must include:**

1. **A name for their business at the top of the menu**
2. **Menu items that:**
   a. Detail the issue their enterprise is hoping to address (this response will require multiple ‘dishes’)
   b. Summarise the purpose of their business.
   c. Outline where their profits will go
   d. Detail why they are promoting or supporting an idea
   e. Outline the projected outcomes of their business
   f. Outline the difficulties the business may encounter

**Alternative:**

Offer students the option to approach the task in a more literal way. Students’ ideas should still be laid out as if they are on a menu, but rather than creatively rephrasing their ideas as ‘dishes’, their initial research and responses to the questions should be listed as menu items.

**Extension activity:**

Ask students to devise a budget for their business. Budget items could be added as ‘specials’ to the menu, with the price reflecting the predicted cost for rent, marketing, staffing, stock and fit-out.
Example menu:

Dough Nation

- The Educator 9.5
- The Golden Dough 11
- Everyone in the Loop 95
- The Purpose 10

This donut will school you about the 66 million girls around the world who don’t have access to education. The sharp flavour of lemon and pepper will evoke the harsh consequences of not being able to attend school, whilst the vanilla undertones will help to turn your own.

Get ready for the flavour sensation of passionfruit and mango donut with gold leaf nesting in the top like a gift from the gods. Each bite makes your donut disappear but in its place are the funds we use to work with “GoGirl” to get young women into school.

Enjoy the text’s flavours or combination of chocolate and caramel as you munch your way towards helping young women access school. 100% of the dough from this week will go to providing funds to places girls in school, and to providing books and uniforms. We want to help increase the number of girls who have access to education.
Task:

After watching Rosie’s ‘Bright Ideas: Long St. Coffee’ video your task is to create a mock café with a ‘social justice’ menu, modelled on the café menu from Long St cafe. The menu will outline your ideas about how to address an issue of social justice in your community.

Instructions:

PART 1  What are you passionate about?

Reflecting on your class discussion about the concept of ‘social enterprise’, choose an area of social justice to research in depth. You may already be interested in a particular social justice issue, but if not, choose one from the list below:

* Animal rights
* Gender equality
* Homelessness
* Access to health care
* Access to mental health services
* Environmental degradation
* Violence against women
* Aboriginal rights
* Treatment of people seeking asylum and refugees

PART 2  Research

Now that you have chosen your issue, your task is to research it in depth. You must:
1. Provide a thorough explanation of what the issue is
2. Detail the historical and contemporary factors that have contributed to the issue
3. Suggest how the issue could be addressed
4. Outline why it’s important to address the issue

PART 3  Making a difference

a. Now that you have a sound understanding of the social justice issue you have chosen, the next step is to consider how your café is going to help address it. For example:
   • Will you raise awareness of the issue?
   • Will you raise funds to assist those whom it affects?
   • Will you employ people who are affected by the issue?
PART 3  *Making a difference (continued)*

b. Once you have decided on your approach, you will need to:
   • Summarise the purpose of your business: how will your café help to address the issue?
   • Outline where your profits will go
   • Write a short sentence for your customers that explains why you are promoting or supporting an idea
   • Outline the projected outcomes of their business: what do you hope to achieve?
   • Outline any difficulties the business may encounter

PART 4  *Create your menu*

Now that you have gathered all the information you need about your issue of choice and how you are going to address the problem, it’s time to create a menu for your café!

You will need to break your information down into short sentences so that it will fit into a menu format. Have a look at the example menu provided for ideas about how to do that.

*Your menu must include:*
1. A name for your business
2. Menu items that:
   a. Detail the issue your enterprise is hoping to address (this may require multiple ‘dishes’)
   b. Summarise the purpose of your business.
   c. Outline where your profits will go
   d. Detail why you are promoting or supporting an idea
   e. Outline the projected outcomes of your business
   f. Outline the difficulties your business may encounter

PART 5  *Some tips!*

• Make sure that each item on your menu is accompanied by a price so it looks like a real café menu.
• Be creative! Invent flavours or dishes that reflect the different elements of your business. You could use puns, celebrity names, unusual flavours etc. to get your message across.
• Hand in both your research and your menu to your teacher

Extension activity:
If you have time, come up with a basic budget for your business. Add your budgeted meals to the menu as ‘specials’. You could outline costs for rent, marketing your business, employing staff, buying stock and fitting your café out with furniture etc. The name of the special dish should include the budget item and the price should reflect its cost.
SOCIAL ENTERPRISE

ROSIE VIDEO - ‘REAL BRIGHT IDEAS: DANCE’
Class grouping: Pairs, whole class or solo work

Time: 60-90 minutes

Purpose: To allow students to explore ‘Real Bright Ideas: Dance’ in more depth, contemplating the ideas of social justice, social activism and the empowerment of young people. Students also begin to explore the idea of an ethical concept and work on the effective communication of complex ideas and subject matter.

Activity: Flashcard Activism

Preparation and Materials:

• Access to the internet
• A3 card (6 pieces per student or pair)
• Coloured markers
• Smart phone or tablet (extension activity)

SOCIAL JUSTICE

noun [mass noun]

Justice in terms of the distribution of wealth, opportunities, and privileges within a society: individuality gives way to the struggle for social justice.

• Video: Real Bright Ideas: Dance
**Activity: Flashcard Activism** Process

PART 1  **Dance + social justice**

After watching Rosie video ‘Real Bright Ideas: Dance’, give students two minutes to turn to a classmate to discuss the following question:

*What has Kumari Middleton achieved with her dance company ‘Mayebuyi’ and why did she want to achieve it?*

Ask students to share their ideas with the class. Try to ensure that the notion of ‘social justice’ is canvassed before moving on to step two of this activity (refer to definition on previous page).

PART 2  **Social Justice Issues**

Below is a list of issues commonly understood to fall under the umbrella of social justice.

Individually or in pairs, ask students to choose an issue from the list below (or if time allows, provide the option of identifying an alternative issue). Students should choose a topic that they already have some knowledge about.

* Animal rights  
* Gender equality  
* Homelessness  
* Access to health care  
* Access to mental health services  
* Environmental degradation  
* Violence against women  
* Aboriginal rights  
* Treatment of people seeking asylum and refugees  
* Disability rights  
* LGBTQIA+ rights

PART 3  **Reporting back**

Ask students to come up with five short statements explaining something they already know about the issue they have chosen.

PART 4  **Research**

- Next, ask students to come up with five short statements explaining something they don’t already know about the issue they have chosen. Students will require access to the internet to research these statements.

- Students should be encouraged to consider their sources of information carefully, accessing a range of views and drawing informed conclusions based upon them.

- They should also locate 2-3 websites that can provide further information to others about their chosen topic.
Flashcard Activism Process

PART 5 Making Flashcards

Show students the video made for Bob Dylan’s song ‘Subterranean Homesick Blues’. Ask students to make a series of their own double-sided flashcards.

On one side of the card they should write something they already know about their chosen issue, and on the other something they do not already know about their chosen issue. Their final flashcard should feature links that direct their audience to websites for further information.

For example:

I did know that violence against women in Australia was a significant problem.

I did not know that on average, at least one woman a week is killed by a partner or former partner.

PART 6 Sharing new ideas

Ask students to present their flash cards to the class. Allow time for discussion and feedback and for students to identify one piece of information that was new to them (from another student’s presentation).

Extension Activity:

Step 1. Ask students to illustrate each of their flashcards, using photos, drawings, emojis etc. Alternatively you might wish to provide the option of keeping the design of the cards simple.

Step 2: Assist students to choose a quiet and private space within their school environment to film their flashcard video using their phones, a school tablet etc. You might like to suggest that they try to avoid using any identifiable features (e.g. faces) when filming.

Step 3. Ask your students to share their flashcard videos with their classmates. Consider also sharing your students’ work with the broader school community via assemblies, school websites or other appropriate avenues.

- ‘Subterranean Homesick Blues’ by Bob Dylan available via youtube: https://www.youtube.com/watch?v=MGxjIBEZvx0
Task:

After watching Rosie’s ‘Real Bright Ideas: Dance’ video, you are going to create a set of flashcards depicting what you know – and what you don’t know – about a social justice issue of your choice.

Instructions:

PART 1  *Choose Your Issue*

Individually or in a pair, choose a social justice issue from the list below. If you have an area of interest that isn’t on the list, you could ask your teacher if you could focus on that instead. However, it is important that you choose a topic that you already have some knowledge about, even if it’s just basic knowledge.

* Animal rights
* Gender equality
* Homelessness
* Access to health care
* Access to mental health services
* Environmental degradation
* Violence against women
* Aboriginal rights
* Treatment of people seeking asylum and refugees

PART 2  *What do you know*

Once you have chosen your area of interest, try to come up with five short statements that explain what you already know about the issue you have chosen.

PART 3  *Research new info*

Next, come up with five short statements that explain things you don’t already know about the issue you have chosen. You will need to research your topic thoroughly to come up with these statements. You also need to come up with addresses for 2-3 websites that can provide further information to others about your chosen topic.

**Important note:** make sure that you use a variety of sources for your information, and try to access a range of different views about your topic.

PART 4  *Watch*

Watch the video for the Bob Dylan song ‘Subterranean Homesick Blues’:
https://www.youtube.com/watch?v=MGxjIBEZvx0
Flashcard Activism Process

PART 5  Making flashcards

1. Make a series of your own double-sided flashcards, like the ones Dylan uses.
2. On one side of the card you write something you already know about your chosen issue.
3. On the other write something you do not already know about your chosen issue.
4. On the final flashcard write some links that direct your audience to websites for further information.

For example:

I did know that violence against women in Australia was a significant problem.

I did not know that on average, at least one woman a week is killed by a partner or former partner.

PART 6  Sharing new ideas

After you have finished all of your flashcards, present them to the class.

Extension Activity:

Step 1. Illustrate each of your flashcards, using photos, drawings, emojis etc. Alternatively you might wish to keep the design of the cards simple.

Step 2. Ask your teacher to help you to find a quiet space to film your flashcard video using your phone, a school tablet, an iPad etc. Avoid using any identifiable features of yourself or other students (e.g. faces) when filming.

Step 3. Share your flashcard video with your classmates! You might also like to share your work with your broader school community via assemblies, school websites or other appropriate avenues.
MENTAL HEALTH

ROSIE VIDEO - ‘STRESS LESS: YOGA’
**Class grouping:** Whole class, group or solo work

**Time:** 60 minutes

**Purpose:** To allow students to explore the content of the ‘Rosie Respect: Stress Less Yoga’ video by contemplating the way in which physical activity can enhance health-related fitness and wellbeing across our lifespan. Students will also consider the impact of physical and emotional health on one’s wellbeing and explore the idea that mindfulness and the practice of yoga may promote the development of personal resilience.

---

**Activity: Mind the object**

**Preparation and Materials:**

- A ‘natural object’ for each group of students. For example: a leaf, flower, dead insect, acorn, etc
- Access to the internet
- Comfortable clothing for students (if possible)
- Yoga mats or space on the floor for each student to sit/stretch comfortably
- Timer (optional)

---

- **Video:** Stress Less Yoga
Activity: Mind the object

PART 1  Set the mood

Before watching Rosie’s ‘Stress Less Yoga’ video, set the mood in your classroom by playing some relaxation music for your class. There are lots of options to choose from online (a quick search for ‘meditation music’ on YouTube will provide you with about 14,400,000’ results!).

PART 2  Break into groups

As the music is playing, arrange students into groups of four as quietly as possible and let them know they are about to undertake an activity that will require them to be still, silent and calm.

Once students are in groups and sitting silently, gently place one of the natural objects you have sourced into the middle of each table. Students are not to touch the object for now, but only to look at it.

PART 3  Object Contemplation

Once all objects have been distributed, set a timer for two minutes and calmly read the following instructions to students one at a time, spaced over 30 second intervals:

• Without touching the object on your table, focus on watching it intently for two minutes.
• Don’t touch the object. Don’t do anything except take notice of its visual appearance. Try to relax and concentrate on looking at it.
• Try to look at the object as if you are seeing it for the first time, and imagine that you have to describe the object to someone who cannot see it.
• Look at every aspect of the object, and try to concentrate all of your attention on it. What stands out to you? What have you noticed that you might not have before?

Once the two minutes are up, ask one student from each group to talk about something interesting they noticed about their object.

PART 4  What is mindfulness?

Write the term ‘mindfulness’ on the board and ask students if they know what it means, and have a brief discussion about the term.

Inform students that the activity they have just undertaken was intended to highlight the process of mindfulness, which is a practice that focuses on bringing one’s attention to experiences occurring in the present moment, and is strongly correlated with greater well-being and perceived health.
Activity: Mind the object

PART 4  Discuss Mindfulness

Ask students the following questions:

• What benefits might ‘bringing one’s attention to the present moment’ have? How is it different to using your phone when you have a spare moment? Why might it be ‘better’ for you?
• How might mindfulness help to create resilience in young people?
• How did it feel to sit quietly for two minutes? Why was it easy/difficult?

PART 5  Mindfulness + Yoga

Explain to students that the mindfulness activity they have just undertaken was to prepare them for a form of exercise that also encourages mindfulness, particularly with regard to one’s body: yoga.

Ask students to find a comfortable place for themselves on the floor, before screening ‘Stress Less Yoga Session with Rosie’ (10:05). Allow students time to relax and debrief after watching the video.

Extension Activity: Relaxation playlist

Step 1. Ask students to reflect on the music you played at the beginning of the class, and the music that was playing during the yoga video. Did they find it relaxing? Annoying? Boring? Have a quick discussion as a class.

Step 2. Ask students to think about the sort of music they find relaxing. Have them create a three-song ‘relaxation’ playlist with a brief explanation of why they have chosen each song.

If time allows, ask students to play one of their songs to the class and to read their explanation for its inclusion on their list.

MENTAL HEALTH

ROSIE VIDEO - ‘STRESS LESS MEDITATION’
**Class grouping:** Whole class or solo work

**Time:** 45-60 minutes

**Purpose:** To support students to prepare for the Rosie ‘Stress Less Meditation’ video. Students begin to consider the knowledge, understanding and skills required to manage their own mental health and wellbeing, and to support that of others. Students may also contemplate how mental health and wellbeing can be enhanced and strengthened at an individual level, and learn about coping skills, help-seeking strategies and the availability of community support resources.

**Important note:** This class requires students to maintain four minutes of silence, preferably whilst remaining still. If you have students in your class who will find this difficult, or for whom this request is not appropriate, you may wish to provide an alternative or modified activity for them.

---

**Activity: Stress Jars**

**Preparation and Materials:**

- 1 x glass or plastic jar per student (ask students to bring from home)
- Access to the internet
- A4 pieces of paper
- Scissors
- Pens, pencils
- Permanent markers

---

- **Video:** Stress Less Meditation Session
- **Link:** https://rosie.org.au/videos/video-stress-less-meditation-session-rosie/
Activity: Stress Jars Process

PART 1  
Everyday stress

Before watching Rosie’s ‘Stress Less Meditation’ video, ask students to make a list of the things in their lives that may be causing them stress, and then write them on to individual slips of paper. If they can’t think of anything, they should come up with a theoretical list. E.g. what sorts of things might be stressors in the lives of young people?

PART 2  
Create a stress jar

Ask students to fold up the slips of paper and put them into their individual jars putting the lid on tightly once all slips of paper are inside. Each jar should be labelled in some way (not necessarily with names) so that students can identify them if you or they wish to use them again.

PART 3  
Take a load off

Ask students to imagine that they have ‘de-cluttered’ their mind by taking some of the things that have been causing them stress ‘out of their heads’ and capturing them in their individual jars.

PART 4  
The importance of being still

Before watching the ‘Stress Less Meditation’ video, ensure that students are aware that they will need to be silent and still for a period of approximately four minutes. Encourage students to get comfortable, either in their chairs, sitting cross-legged on the ground, lying flat on the ground or moving to more comfortable seating if it is available (e.g. beanbags).

PART 5  
Watch

Watch the ‘Stress Less Meditation’ video. If practical, it would be valuable to undertake the meditation along with your class.

PART 6  
Identifying relaxation techniques

Once your students have viewed the video, ask them to identify any techniques Rosie utilises that could be used in their lives when they are not able to watch the video. Discuss as a class.

PART 7  
Managing stress

Ask students to take each slip of paper from their jar in turn and think about a strategy they could use to manage that particular stressor. The Australian website ‘ReachOut ’ is a useful resource for this activity.

Optional: If you intend on practising Rosie’s meditation regularly, students could be given the option of personalising their jars by decorating them with pictures or messages. It is strongly suggested that the jars are not kept in the classroom, instead keep them in a ‘safe’ space, such as a teacher’s desk.
CURRICULUM LINKS
FOR YEARS 7-8 AND 9-10
### VIDEO | LEVEL | LEARNING AREA | GENERAL CAPABILITY
--- | --- | --- | ---
Is Your Relationship Healthy? | 7-8 | Health and physical education | • Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079) • Critical and Creative Thinking • Ethical Understanding • Inquiring - identifying, exploring and organising information and ideas • Organising and processing information • Reasoning in decision making and actions • Reflect on ethical action • Consider consequences • Understanding ethical concepts and issues • Recognise ethical concepts

<p>| 9-10 | Health and physical education | • Examine the impact of changes and transitions on relationships (ACPPS090) • Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) • Critical and Creative Thinking • Personal and Social Capability • Social awareness • Understand relationships | • Inquiring - identifying, exploring and organising information and ideas • Identify and clarify information and ideas • Organise and process information • Generating ideas, possibilities and actions |</p>
<table>
<thead>
<tr>
<th>VIDEO</th>
<th>LEVEL</th>
<th>LEARNING AREA</th>
<th>GENERAL CAPABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosie in the Classroom</td>
<td>7-8</td>
<td>Health and physical education</td>
<td>Students evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AUSLAN</td>
<td>Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Health and physical education</td>
<td>Examine the impact of changes and transitions on relationships (ACPPS090)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AUSLAN</td>
<td>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>Identify indicators of possible problems in relationships in a range of social and work related situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</td>
</tr>
<tr>
<td>VIDEO</td>
<td>LEVEL</td>
<td>LEARNING AREA</td>
<td>GENERAL CAPABILITY</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>The Art of Safe Sexting</td>
<td>7-8</td>
<td>Health and physical education</td>
<td>Critical and Creative Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Inquiring – identifying, exploring and organising information and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Analysing, synthesising and evaluating reasoning and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Generating ideas, possibilities and actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Finding solutions and putting ideas into action</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identifying and clarifying information and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Organising and processing information</td>
</tr>
<tr>
<td></td>
<td>Health and physical education (extension questions)</td>
<td>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (ACPPS074)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Health and physical education</td>
<td>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)</td>
<td>Critical and Creative Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)</td>
<td>• Generating ideas, possibilities and actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)</td>
<td>• Seeking solutions and putting ideas into action</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Inquiring – identifying, exploring and organising information and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Organising and processing information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identifying and clarifying information and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Applying logic and reasoning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflecting on thinking and processes</td>
</tr>
<tr>
<td>General Capability</td>
<td>English 7-8</td>
<td>English 9-10</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Ethical Understanding</td>
<td>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT807).</td>
<td>Create imaginative, informative and persuasive texts that present a point of view and/or illustrate, organise and present information from a range of sources as appropriate (ACELY746).</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Capability</td>
<td>Use comprehension strategies to interpret, analyse and synthesise ideas and information from a variety of textual sources (ACELT723).</td>
<td>Locate, compare, select and use information from a range of sources as evidence (ACHHS153).</td>
<td></td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual and audio features to convey information and ideas (ACELY725).</td>
<td>Identify and locate relevant sources, using ICT and other methods (ACHHS168).</td>
<td></td>
</tr>
<tr>
<td>Ethical Understanding</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td></td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td></td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td></td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td>Inquiring – identifying, exploring and explaining information and ideas from texts or images when exploring challenging issues.</td>
<td></td>
</tr>
<tr>
<td>VIDEO</td>
<td>LEVEL</td>
<td>LEARNING AREA</td>
<td>GENERAL CAPABILITY</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>English (extension activity)</td>
<td>Ethical Understanding</td>
</tr>
</tbody>
</table>
|       |       | Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804) | - Understanding of ethical concepts and issues.  
- Draw conclusions from a range of points of view associated with challenging ethical dilemmas |
|       |       | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720) | Personal and Social Capability |
|       |       | Using photographs or digital images to create stories using elements of identity such as gender, ethnicity, social justice, disability or difference (ACLASFC208) | - Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities |
|       |       | Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066) | Critical and Creative Thinking |
|       |       | Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) | Personal and Social Capability |
|       | 9-10  | English (extension activity) | Ethical Understanding |
|       |       | Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756) | - Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels  
- Use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas |
|       |       | Critical and Creative Thinking | - Inquiring – identifying, exploring and organising information and ideas  
- Organise and process information  
- Generating ideas, possibilities and actions |
<table>
<thead>
<tr>
<th>VIDEO</th>
<th>LEVEL</th>
<th>LEARNING AREA</th>
<th>GENERAL CAPABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress Less: Yoga</td>
<td>7-8</td>
<td>Health and physical education</td>
<td>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practise and apply strategies to seek help for themselves or others (ACPPS072)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical and Creative Thinking</td>
<td>• Pose questions to probe assumptions and investigate complex issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal and social capability</td>
<td>• Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Health and physical education</td>
<td>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical and Creative Thinking</td>
<td>• Pose questions to critically analyse complex issues and abstract ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal and social capability</td>
<td>• Critically analyse self discipline strategies and personal goals and consider their application in social- and work-related contexts</td>
</tr>
<tr>
<td>VIDEO</td>
<td>LEVEL</td>
<td>LEARNING AREA</td>
<td>GENERAL CAPABILITY</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Stress Less: Meditation</td>
<td>7-8</td>
<td>Health and Physical Education</td>
<td>Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical and Creative Thinking • Inquiring – identifying, exploring and organising information and ideas • Organising and processing information</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Health and Physical Education</td>
<td>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at short or long term risk (ACPPS091) Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)</td>
</tr>
</tbody>
</table>
Rosie.org.au
The Dugdale Trust for Women & Girls
Level 9, 313 La Trobe Street
Melbourne, Victoria, 3000
p. (03) 9642 0422
e. hello@rosie.org.au
w. www.vwt.org.au/dtwg

Respect - more than just a word.