



Australian Government

Department of Education, Science and Training

Resilience and drug information for early years' students

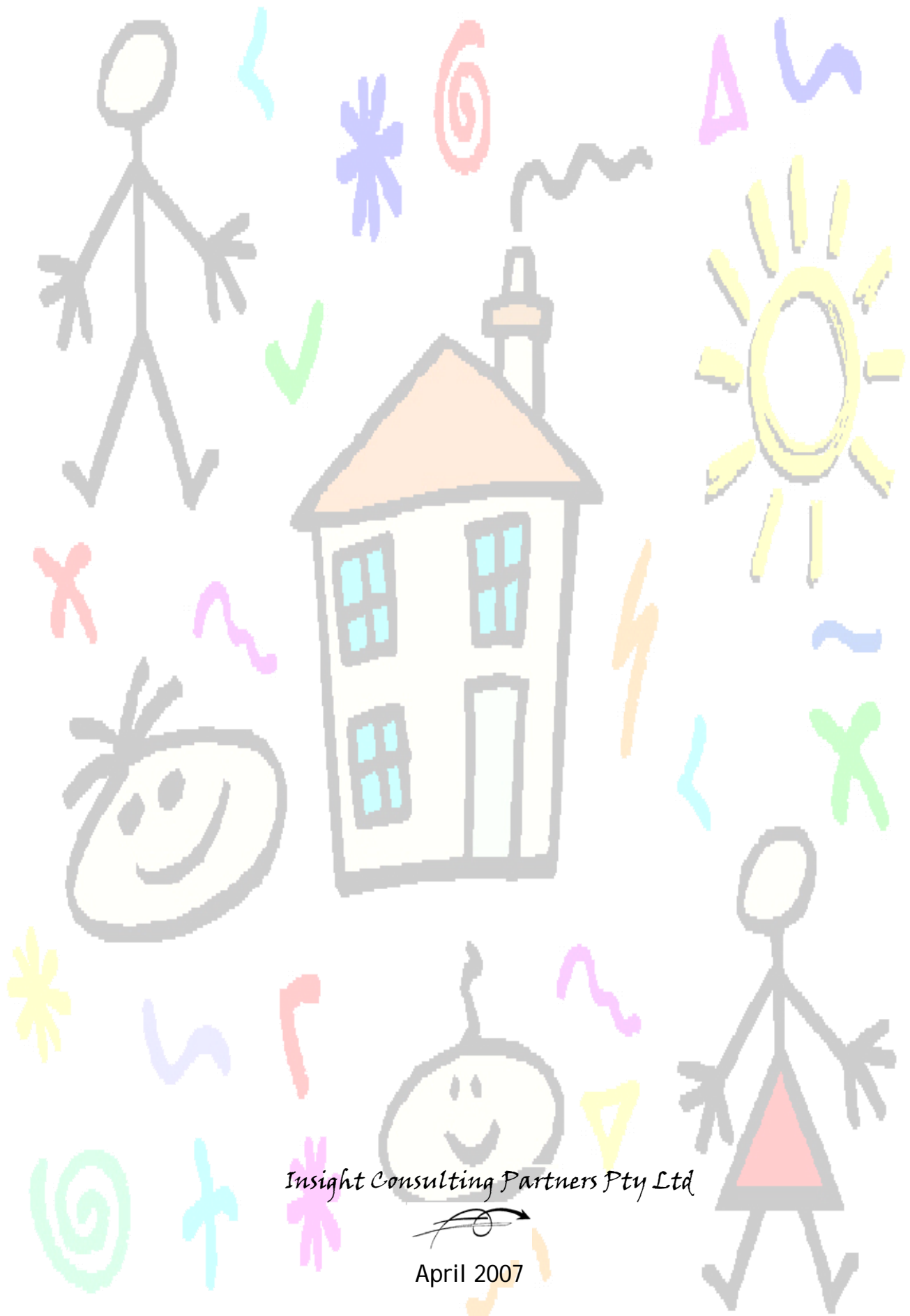


Module 3

All REDI for the Early Years of Schooling

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Introduction and background information



Introduction and background information

On completing this module participants will:

- understand that broadened approaches benefit drug education in the early years of schooling;
- acknowledge the importance of explicit teaching of social and emotional competency skills;
- identify aspects of classroom culture that influence a student's resilience;
- integrate skills that develop social and emotional competence into their teaching / learning programmes; and
- create a learning environment conducive to resilience building.

Why undertake this project?

For many years, drug education has been viewed by governments, lobby groups, parents and educators as an ideal primary prevention strategy that contributes to changes in individual behaviour and a reduced likelihood that students will go on to take drugs in later years.

Australian Government activity in drug education

The Australian Government has been very active in promoting drug education programmes throughout the country and has produced a large number of resources to support educators in this important task.

Prevention for young school students

Most of the focus for drug education programmes, however, has been on children from year 3 to year 12 of schooling. This project specifically focuses on the first three years of schooling. It is designed to complete a suite of materials known as the *REDI Resources* (Resilience Education and Drug Information) provided to all schools in Australia.

The *All REDI for the Early Years of Schooling* project is based on research showing¹ that preventative approaches and protective behaviours are a highly successful way of dealing

¹ Erebus Scoping Study (2005) DEST, Canberra

with the issue of drug education, while also focusing on the development of students' social and emotional competencies.

There have been a number of key approaches used in drug education programmes in Australia, some going back to the 1960s.

Previous models of drug education

The earlier approaches to drug education were based on a *temperance model*. The approach was designed to demonstrate to children the dangers and dreadful consequences of alcohol, tobacco and other substances. Temperance in this context is seen as *moderation in all things good and abstinence from all things bad!*

This *temperance approach* was followed by an *information approach* where students were given structured lessons, facts sheets or scientific evidence about the structure and effects of various substances.

A variety of *social influence programmes* followed where students were given values clarification activities; decision-making skills linked to values; role modelling; peer support; situation rehearsal through role plays; and training in *how to say no* to peer pressure.

The *harmful consequences* approach has also been in use and is now well over 20 years old. This focuses on an approach where students are shown that the consequences of drug use outweigh the perceived benefits that occur.

A preventative approach

The prevalence of drug taking in today's society suggests that drug education approaches are in need of revitalising and that newer approaches are needed to deal with an increasingly complex issue.

This *All REDI for the Early Years of Schooling* project has been based on a preventative approach. It focuses on the *early years of schooling*. The scoping study that preceded this project found that teachers do not want more teaching resources to assist them with early years drug education (plenty are available) or better lesson plans.

What teachers want?

Early years' teachers interviewed stated that what they want is to better integrate drug education with the explicit teaching of social and emotional competence.

By doing this teachers believe they can focus on resilience building and intra-personal strength that equip students to deal with the pressures and demands of later schooling (and life after school).

A model for *All REDI for the Early Years of Schooling* the project

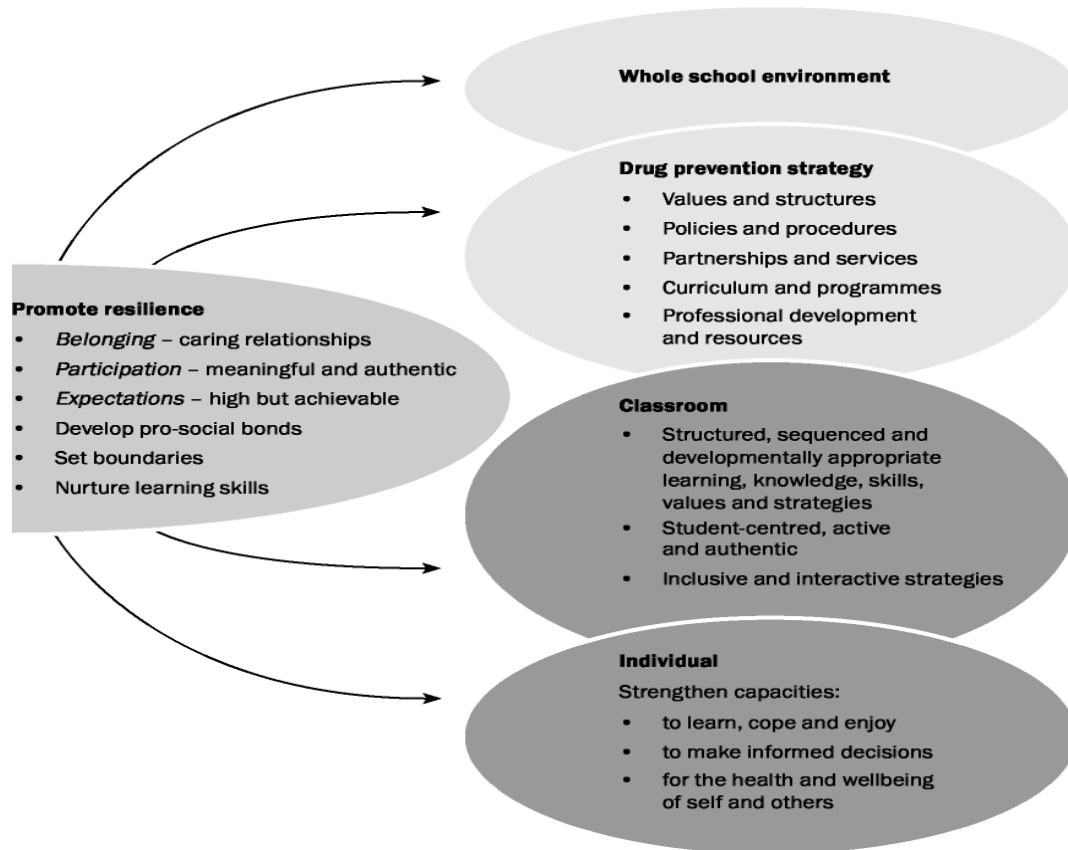
The model following has been developed for previous REDI Resources.² It shows the links between resilience, the school environment, the approach to drug education, the culture of the classroom and the social / emotional competencies.

Whereas this model is for middle primary years, it is applicable to the early years (infants or prep students) as well. The intention is to support early years' teachers with:

- competencies;
- scaffolding learning and providing opportunities for real life discussions (such as about incidents in the classroom); and
- encouraging students to articulate their thinking and

² DEST (2005) See *One and All - Primary Prevention*. Drug education in middle primary. An evidence-based approach. Part 2, p. 6. Canberra. www.redi.gov.au (*visit the Reading Room*)

feelings about drug related issues, social encounters and their views of themselves.³



Why early intervention?

Appropriately, intervention in early years has been identified as a primary prevention strategy. The purpose of primary prevention is to reduce the incidence of certain problems in the population by intervening before the problem begins.

When applied to drug use, primary prevention programmes target the whole community with the aim of stopping abuse before it occurs.

Primary prevention is particularly appropriate for early years' students, yet its importance can be overlooked in a school's busy endeavours.

³ This approach is known as metacognition - articulating one's thoughts and feelings.

Will this approach make a difference?

Substantial research in 165 schools⁴ found that focusing on the classroom ethos, or environment, significantly decreased the likelihood of students developing antisocial behaviours such as:

- delinquency;
- alcohol and drug use;
- leaving school early or having poor attendance; and
- behavioural issues.

Similarly, there is solid evidence⁵ that student attachment to school is strongly influenced by the classroom environment. Students' attachment to school is increased by approaches that make the classroom:

- safer;
- more caring;
- better managed;
- more participatory; and
- skill students in social competencies.

This attachment is resilience building for students but also impacts strongly on their academic performance.⁶

How does this fit with what teachers have to do?

Class teachers face many challenges such as time constraints and the demanding nature of the curriculum. Therefore it is unreasonable to expect them to devote large amounts of time to lessons in social and emotional competence and drug education.

The delivery of specific lessons in drug education occurs within

⁴ Wilson, D.B., Gottfredson, D.C. & Najaka, S.S. (2001). School based prevention of problem behaviours. *Journal of Quantitative Criminology*, 17, pp. 247-272.

⁵ Osterman, K.F. (2000) Students' need for belonging in the school community. *Review of Educational Research*, 70, pp. 323-367.

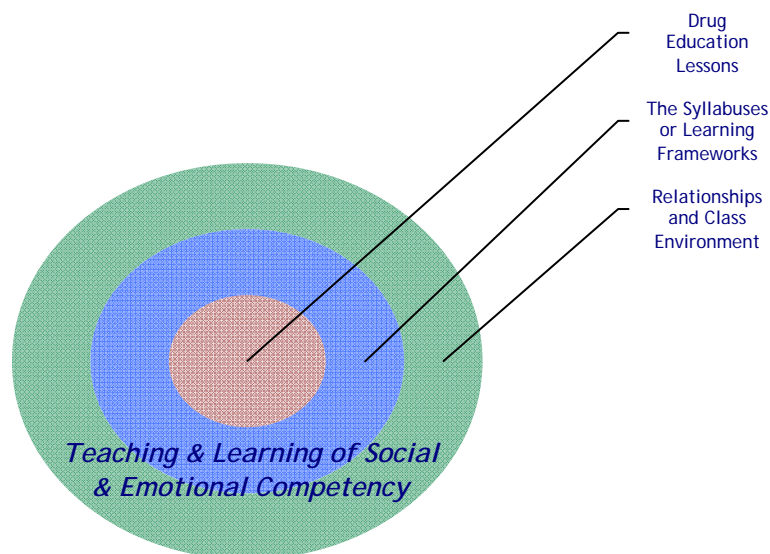
⁶ Hawkins, J.D., Guo, J. et al. (2001) Long-term effects of the Seattle Social Development Project on school bonding trajectories, *Applied Developmental Sciences*, 5, pp. 225-236.

health, physical education, pastoral care and / or society and environmental studies. Other syllabuses also contribute to the development of social and emotional competence, such as developing interpersonal communication skills in English.

Relationships and the nature of the classroom environment (or class culture) will also have a big impact on social and emotional competence and resilience.

The changing focus in this project

It is clear from the research, however, that the early years' teachers need to specifically teach the skills of social and emotional competence (detailed later). It cannot be assumed that students will *pick them up as they go along* or that they will have them when they arrive at school. The critical importance of these skills means they cannot be left to chance. The approach is shown in the model below.



Drug education lessons

The role of the early years' teacher is to unpack the concept of drug education within a health and safety framework. Successful early years' teachers are aware that they have a

limited *sphere of influence* in this area. They cannot be held responsible if students are obese, violent or come from a background where drug abuse is rife. Nor can they expect children as young as 5 to impact upon or change their out-of-school environment. However teachers can make a huge difference to the way young students cope with and / or survive their environment thus contributing to the health outcomes of the community.

'Schools are not about repairing all social evils. They are about repairing one: the evil of ignorance. Teachers do not need to feel ashamed if they can't fix homelessness or AIDS or drug abuse. Schools of course influence such issues but they do it through the imparting of knowledge and skills and the cultivation of values in their students.

Schools, on the other hand, should be blamed if students do not gain essential knowledge, skills and competencies regarding health and well-being.' (sic)⁷

The syllabuses and frameworks

The *effective* teaching of syllabuses, or essential learnings, will contribute greatly to building resilience and developing social and emotional competencies in students. The linkages between academic success and such constructs as self-esteem and resilience are well-documented in the national and international literature.

⁷ Wilson, B. (1998) *Quality education and the health of young Australians*. Brisbane: Education Queensland

2

The context for developing resilience and social and emotional competence in early years' students



Background to protective programmes

Personal safety programmes were introduced into Australia in the mid-1980s to develop empowering strategies for children and adults to prevent or interrupt violence and abuse.

Described by Dwyer⁸ as 'values-based', protective programmes (such as *The Protective Behaviours Program*) were designed to empower the individual 'to accept control of his/her life and take positive steps to improve his/her personal safety. They provided simple, practical and organized methods of achieving and utilising self-assertion techniques'.

Soon after the introduction of *The Protective Behaviours Program*, the personal safety programme was developed by adapting the original Protective Behaviours Program to include more Australian content and address everyday safety issues as well as abuse 'to improve safety and well-being'.

Personal safety programme usage

An assessment by Tomison and Poole (2000)⁹ of the implementation of protective behaviours and personal safety programmes is reflected in the National Safe Schools Framework (NSSF) Resource Pack (2004 p.53). This indicates that the protective behaviours approach is used in every state.

Tomison and Poole have also indicated the broad range of risk situations that protective behaviours programmes have been developed to address, and which are fundamental to the objectives of the National Safe Schools Framework.

⁸ Dwyer, G. (1990) *An evaluation of the Protective Behaviours and personal safety programs in Victorian schools*. Melbourne: Victorian Health Promotion Foundation. pp. 6-10

⁹ Tominson, A.M. & Poole, L. (2000). *Preventing child abuse and neglect: Findings from an Australian audit of prevention programmes*. Melbourne: Australian Institute of Family Studies.

The implementation of these prevention programmes within schools requires trained staff and additional programme material that is age-specific to various groups of students. The implementation also requires parent support and, in some cases, parent consent.

Parents' beliefs and concerns about the impact of sensitive programmes on children and their incursion into the rights of families have challenged the successful implementation of prevention programmes. At risk children are not always given parental permission to participate in the programmes. This is a concern for teachers and limits the effectiveness of the programmes.

These concerns have implications for drug prevention programmes in the early years as well as for any school-wide approach.

Programmes identified as successful in the early years require the strategies to:

- be embedded in the relationships within the classrooms;
- be age-appropriate;
- involve parents;
- be embedded in the teaching/learning strategies adopted;
- and
- complement the specific content covered.

Due to the (earlier mentioned) unease of parents and teachers regarding the implementation of the personal safety programmes and the perceptions about their effectiveness in preventing abuse, these so-called 'values-based' programmes were replaced by programmes that presented as developing children's resilience.

Successful early years programmes

These include both specifically designed programmes such as *Bounce Back* and *Programme Achieve* along with state-based curricula. The development of resilience programmes, both as specific programmes and within Health and Physical Education syllabuses, has been seen as a more comprehensive approach to prevention than programmes that were believed to be solely focused on *child protection*.

Some schools have successfully worked in partnership with parents to ensure their health and safety programmes are consistent with the ethos and practices of the school community.

Focusing on resilience

More recently Brigid Daniel (2005)¹⁰ presented a *Model of Resilience* with both intrinsic and extrinsic dimensions. These dimensions are also reflected in the concepts and strategies of *The Protective Behaviours Program*, as shown below.

Comparison of Daniel's Model of Resilience and The Protective Behaviours Program¹¹

Model of Resilience	Protective Behaviours Program
<p><u>Intrinsic</u></p> <p>Vulnerability - Resilience</p> <ul style="list-style-type: none"> • Secure Base/Sense of Belonging/Security • Self Esteem/Competence • Sense of Efficacy 	<ul style="list-style-type: none"> • Networks, Safety • Themes • Theme reinforcement • Protective Interrupting • What if's/ One step removed • Early Warning Signs
<p><u>Extrinsic</u></p> <p>Protective Factors - Adversity</p> <ul style="list-style-type: none"> • At least one secure attachment • Access to wider supports • Positive school experiences 	<ul style="list-style-type: none"> • Networking • Network Review • Theme reinforcement

¹⁰ Daniel, B. (2005) *Promoting resilience in children*, Keynote presentation to the national protective behaviours conference. Melbourne.

Themes in syllabuses

All states and territories in Australia have a Health and Physical Education (HPE) or Personal Development, Health and Physical Education (PDHPE) curricula from the early years to the end of secondary school.¹² Across Australia there is a whole school approach to Health and Physical Education.

Nationally, the curricula have several common themes including:

- a holistic view of health;
- achieving and maintaining mental, physical, emotional and spiritual well-being;
- personal safety and harm minimisation;
- resilience;
- responsibility; and
- positive self-concept and self-confidence.

Curriculum statements

These themes fit with the intrinsic factors of the *Model of Resilience* (Daniel, 2005) by working on resilience-building to lessen the impact of adverse life events. There is a strong emphasis on building self-esteem and self-confidence and developing positive self-concepts within the health strands of the Health and Physical Education curriculum.

Curriculum linkages

The extrinsic factors of the model are also supported by the Health and Physical Education curricula in all states and territories with an emphasis on protective behaviours and personal safety in each syllabus.

The aims of the personal safety content are to identify harm associated with particular situations and behaviours, and to learn actions to minimise harm and avoid potential risks.

¹¹ Nicholson, M. & Brake, N. (2006) Prevention and protection: context of prevention for early years' drug education programmes. Australian Catholic University National, Strathfield Campus. p. 7

¹² These are outlined on p. 36 in this module

There is also a recurrent theme throughout the curricula for young people to have an understanding of their right to be safe and to support their own and others' rights to respect and safety.

The Health and Physical Education curricula throughout Australia also support many of the intra-personal and interpersonal dimensions of well-being as defined by MCEETYA (Fraillon, 2004).¹³

Of the nine intra-personal dimensions of well-being,¹⁴ the content of the Health and Physical Education curricula aligns strongly with *resilience, self-esteem and spirituality*.

Out of the four distinct aspects of the interpersonal dimensions of well-being, the content of the Health and Physical Education curricula is clearly related to *acceptance and connectedness*.

The remaining intra-personal and interpersonal dimensions are integrated more subtly throughout the content of the Health and Physical Education curricula.

Need for a re-think

While these curriculum initiatives sound positive, there is a need to question¹⁵ why many Australian children and adolescents are still not achieving and maintaining that holistic view of health including mental, emotional, physical and spiritual well-being.

As has been identified, the concerns with the implementation of the earlier protective behaviours and personal safety programmes remain the challenges for the current Health and Physical Education curriculum.

¹³ Fraillon, J. (2004) *Measuring student well-being in the context of Australian schooling*. Melbourne: ACER.

¹⁴ Refer to Daniel, B. (2005)

¹⁵ Nicholson, M. & Brake, N. (2006) *Prevention and protection: context of prevention for early years' drug education programmes*. Australian Catholic University National, Strathfield Campus. p. 8.

The challenges for teachers

Teacher beliefs and attitudes that underpin the teaching of prevention programmes strongly influence the success of preventative programmes. (This highlights the benefits of teachers articulating their beliefs about drug education or social and emotional competence - in any given school.)

There are many factors that impact on the success of programmes in this area. These include:

- teachers' prior experiences, cultural beliefs and perception of their roles;
- teachers' perceived significance of social and emotional competencies; and
- the opportunities teachers provide for a range of learning experiences.¹⁶

Comfort levels

Some teachers will choose not to teach areas that they are uncomfortable with regardless of the syllabus content, the children's needs or community endorsement for a programme. This may be because they do not have the required knowledge or expertise. This can particularly apply to the specific teaching of social and emotional competencies to early years' students.

Resistance to change

In asking teachers to adopt certain curriculum approaches, a significant factor in their reluctance can be simply that they do not think the approach is necessary.¹⁷ This may be especially so for early years' teachers who feel that the challenge of drugs is not an issue for their students at such an early age or who believe that many young students of today require stronger discipline and boundaries rather than freedom to make decisions.

¹⁶ Nicholson, M. & Brake, N. (2006) *Prevention and protection: context of prevention for early years' drug education programmes*. Australian Catholic University National, Strathfield Campus.

They may also be reluctant if they are uncomfortable with or lack specific knowledge in teaching certain subject matter (such as social and emotional competence). Further, as suggested by Evans (2001),¹⁸ teachers who are highly confident may even resist change because they are confident with their current practices and feel they are already doing a fine job.

The need for ongoing professional development that addresses teachers' levels of resistance and their sense of efficacy is a key factor in overcoming such teacher reluctance. Up-to-date and relevant information is crucial.



¹⁷ Bishop, P. and Mulford, W.R. (1999). *When will they ever learn: another failure of centrally imposed change?* School Leadership and Management. 19 (2). pp. 197-200.

¹⁸ Evans, R. (2001). *The human side of school change*. Jossey-Bass, San Francisco

3

Classrooms that impact on students' resilience and social and emotional competence



Classroom culture

Just as a school has a unique culture (see Module 2) a classroom also has an ethos or culture that identifies it as different to others.

This classroom culture has a profound influence on students' resilience, sense of attachment and the development of their social and emotional competence.

As with the school, there are different layers of culture within a classroom and it is worth revisiting them and identifying some of the aspects of each that provide insights into the type of culture that exists.

CLASSROOM CULTURE LAYERS

Layer 1 Physical presentation & the language & stories

The first and most obvious layer of classroom culture is the physical layout of the classroom and the language and stories that underpin what happens from day to day.

This layer focuses on:

- how the furniture is arranged;
- the groupings that allow interaction for students;
- the displays around the room;
- the signage;
- the evidence of rules and management approaches (stars and/or incentive charts and/or rules displayed);
- the procedures that occur from the start to finish of the day; and
- how the students and teachers share their experiences and ideas.

Things to look for in Layer 1

It is important to note that single indicators can be misleading. In analysing the culture of a classroom, observers should note a variety of indicators that interact to provide a more informative picture of the culture.

This may include responding to such questions as:

- does the teacher's table dominate the classroom;
- do students' desks always face the teacher;
- are students in different groupings during the day;
- do displays of students' work show they all do similar things;
- are there welcoming and encouraging signs or pictures around the room;
- are there positive messages about behaviour and relationships - or signs of rules and punishments;
- do students enter and leave the room and move between activities responsibly and independently or are they always teacher directed;
- do students manage their materials, lunches, books, etc responsibly or do they rely on the teacher for direction; and
- when students share and relate experiences, do their classmates show interest and enthusiasm or incline towards disinterest?

Layer 2 Ceremonies, customs & behaviours

The second layer of classroom culture relates to:

- ceremonies;
- customs; and
- behaviours.

This layer focuses on:

- how the class recognises students in the classroom;
- the special events that are recognised (such as birthdays);
- the routines that have been established for such things as entering or leaving the room, greeting visitors, recognising each other and receiving instructions;
- the manner in which class members behave towards and treat each other and the regular (and casual) teachers; and
- the manner in which teachers address and respect students and their opinions.

Things to look for in Layer 2

Again, it is important to observe a variety of indicators (not just isolated factors) before judgments are made about the classroom culture at this layer.

Ceremonies are part of the bonding that occurs in a social grouping. Young students enjoy ceremonies and customs that form part of their life at school.

The teachers who develop social cohesion attend to such things as birthdays, special events and celebrations of success. They spend valuable time talking about the things that make the group special. They seek support from the students to assist with the activities that emphasise team work and class endeavour.

In looking at customs, it is also important to remember that:

Kids who help at home and know about helping are likely to be cooperative, reliable and efficient. Teachers need to think carefully to make sure the opportunities 'to help' in the classroom are equitable - not just the 'helpful' kids helping all the time.

Layer 3 The subconscious beliefs & assumptions

This layer focuses on the underlying beliefs that motivate people in the learning environments. For example, do teachers believe that:

- students are inherently good and want to please;
- students want to learn or have to be driven to learn;
- students are confident and have high self-esteem or need to have these qualities nurtured; and
- all children will succeed.

Do students believe that teachers:

- are controlling or nurturing;
- enjoy being with them and care for them;
- are sensitive and understand students' needs; and
- can manage a safe and supportive learning environment.

Things to look for in Layer 3

If the teacher believes that the social and emotional well-being of students is important, it should be obvious to an external observer that students have:

- a degree of autonomy from the teacher;
- levels of responsibility;
- a sense of responsibility;
- an equal share of 'class jobs';
- a willingness to 'have a go' at different challenges;
- a confidence to be individuals with their own ideas;

- a belief that *'failing'* is acceptable and a means to learn;
- a sense they are trusted and respected;
- the right to exist without ridicule; and
- some say in the classroom.

Adjusting the context

It is useful for teachers to focus on the protective factors that contribute to students' competence and resilience in the classroom. These factors include:

- supportive relationships;
- social skills;
- emotional skills;
- positive self-perceptions;
- positive future orientation;
- academic competence; and
- belonging, responsibility and participation.

It is also timely to state that students' resilience and development can be strongly influenced by what the class teacher does. This influence can, in fact, strongly contribute to a child's well-being regardless of the quality of the child's home-life or out-of-school experiences. This is backed by significant international research into school effects.

A resilience building curriculum

Teaching and learning experiences for early years' students that build resilience are authentic and relevant to students' lives.

They connect with students intrinsic interests and focus on students' *autonomy* (having a say in what they do). They also feature *high expectations* and provide the specific training to allow high level success to occur.

Protective factors

As discussed in Module 1, there are specific protective factors related to building resilience and the development of students' social and emotional competencies. The table below shows a range of protective factors associated with antisocial and criminal behaviour. This model can also be used to examine the factors that are within the control of the school and classroom teacher, and those that are outside their *sphere of influence*.

Protective Factors Associated with Antisocial and Criminal Behaviour *Pathways to Prevention Report*

(National Crime Prevention Authority, 1999)

Child Factors	Family Factors	School Context	Life Events	Community & Cultural Factors
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Classroom impact on resilience and social and emotional competence

<ul style="list-style-type: none"> • social competence • social skills • above average intelligence • attachment to family • empathy • problem-solving • optimism • school achievement • easy temperament • internal locus of control • moral beliefs • values • self-related cognitions • good coping style 	<ul style="list-style-type: none"> • supportive, caring parents • family harmony • more than two years between siblings • responsibility for chores or required helpfulness • secure and stable family • supportive relationship with other adult • small family size • strong family norms and morality 	<ul style="list-style-type: none"> • positive school climate • pro-social peer group • responsibility and required helpfulness • sense of belonging/ bonding • opportunities for some success at school and recognition of achievement • school norms concerning violence 	<ul style="list-style-type: none"> • meeting significant person • moving to new area • opportunities at critical turning points or major life transitions 	<ul style="list-style-type: none"> • access to support services • community networking • attachment to the community • participation in church or other community group • community and cultural norms against violence • a strong cultural identity and ethnic pride
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Spheres of influence

The concept of *sphere of influence* has particular relevance here. The factors listed under the School Context heading are obvious considerations for the school and teacher's *sphere of influence*. Some of the factors listed as Child Factors - e.g. social competence, social skills and problem solving - may also be within the sphere of influence of the school and classroom teacher. On the other hand, the factors listed under the heading Family Factors would be considered as outside their *sphere of influence*.

The importance of this discussion is the recognition that there are many factors in the development of children that the school and teacher cannot influence. This understanding enables the school and classroom teacher to focus on factors that are within their sphere, thereby maximising the effectiveness of their efforts.

The *All REDI for the Early Years* project focuses on the School Context and Child Factors within the *sphere of influence* of the school and classroom teacher, and does not address the Family and Community Factors illustrated in the table above.



4

The importance of relationships in classrooms



Relationships, relationships, relationships

An important factor in building students' emotional well-being is the relationships that exist in their local environment. At school this means the relationships between:

- students and other students;
- students and the teacher;
- students and their networks; and
- staff members in the school and/or department.

Each of these networks has the capacity to either develop or damage students' emotional well-being.

Interactions

Relationships in classrooms are generally influenced by five basic needs. These are:

- power (sense of achievement and feeling worthwhile through winning);
- belonging (being part of a group - including families);
- freedom (independence, autonomy and '*your own space*');
- pleasure (including laughter and enjoyment); and
- survival (food, shelter and basic needs).

The astute teacher of early years' students will identify what motivates individual students and plan accordingly to meet the perceived need.

This may include a reflection on:

- what does the individual student want;
- what is he/she currently doing to get what they want; and
- is what they are doing working?

Students - their peers and networks

Another key component of relationships is the networks students have at their disposal. If students do not have a range of relationships at their disposal they are at risk - their emotional well-being will be challenged.

Importance of relationships in classrooms

These networks need to be more than just friends in the classroom. Students need to have family, friends and peers as part of their network.

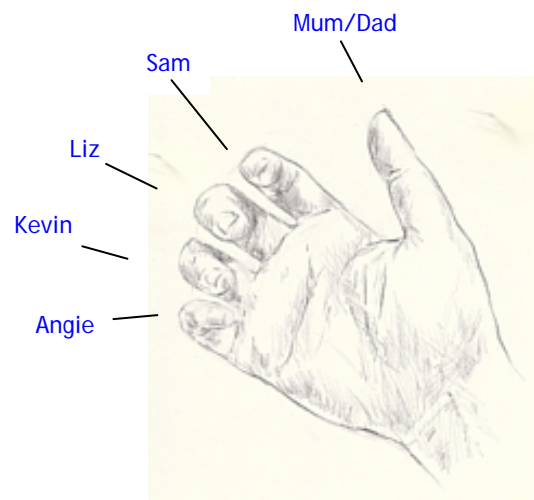
Teachers who promote well-being will be aware of students who do not have sufficient networks and will actively seek network connections for students at risk.

A quick check of networks

It is easy to find out if a child has effective networks in their lives. Ask a child to write down (or tell you), against each finger of the hand, the names of people that are really important to them. It might look like the picture below.

If the child is able to find 5 trusted adults then they have a strong network.

(Note that members of the family only count as one.)



The teachers' influence

A key component of students' networks, especially in the early years, is the teacher. Gaining acceptance from this *significant other* is very important to the early years' student.

Successful teachers are aware of the impact of their verbal utterances, body language, facial expressions and mannerisms on their students. Poor relationships with an early years' teacher can set a child back significantly in their schooling.

The power of the ALL REDI project

There is no doubt that the likely impact of this project ultimately depends on the quality of relationships in classrooms. The development of students' resilience and social and emotional competence is inextricably linked to the relationships existing in the school and the classroom and the modelling that is provided by staff and families.



5

Developing students' resilience and social and emotional competence - what do successful teachers do?



The class context

Teachers that build resilience and social and emotional competence in their students use a range of strategies and organisational arrangements. Some examples of good practice are shown below.

In setting up classrooms, early years' teachers who focus on resilience and emotional well-being pay particular attention to contextual matters such as:

What do successful teachers do?

- making sure children are safe (they have procedures that are predictable and enhance protective factors);
- skilling students to identify when they are feeling unsafe and to articulate the early warning signs¹⁹ that show them things are not right (dry mouth, butterflies);
- having students feel free to speak of their feelings and emotions without fear of ridicule or ostracising (they speak of their own feelings);
- encouraging all students to build a network of trusted adults they can rely on and turn to;
- providing opportunities for students to take risks and to decide when risks are acceptable and unacceptable;
- helping students to deal positively with the hurtful behaviour of others in their lives by selecting coping strategies (such as negotiating, changing the topic or 'giving way'); and
- helping students to find ways to relax and stay calm during the day by identifying what causes stress (such as reading aloud in class, giving news, etc) and finding ways to deal with such stress.

Class physical layout

Classrooms that promote well-being pay attention to the seating and configuration of the room. The teacher's table and furniture are not necessarily the focal point but an integral part of the learning environment. Students' desks are flexibly arranged and allow for student-to-student discourse.

Resources are readily available and students are taught to move

¹⁹ Laws, C. and Nicholson, M. (2004) Primary Protective Behaviours. Protective Behaviours Consultancy Group of NSW. Sec. Ed.

Learning arrangements

freely from their desks to the resources without teacher approval or permission. This may require regular practice and feedback to students.

The way a teacher arranges the learning activities in their class can have an influence on the way students see themselves. For example, if students are always taught in social groupings, some students might see that they never get to be with the 'popular students'.

Alternatively, if students are always grouped on their literacy ability, some students never get to experience other role models.

A *well-being* approach would have a variety of learning structures based on differing learning needs. Students need not know how the groups are arranged! A sample grouping structure is shown below.

<u>Shapes:</u> Learning based on social networks - these are the people I want to be with	<u>Colour:</u> Based on academic ability	<u>Animals:</u> Based on each group having a natural leader
<u>Numbers:</u> Used for physical activity and based on distributing students with physical expertise	<u>Names:</u> Based on literacy or maths ability	<u>Fruits:</u> Based on students' specific interests
Others may be selected to meet the needs of the learning experience.		

Learning

Resilience building experiences feature collaborative learning. Students are taught how to work together to achieve success and progressively acquire the skills that allow this to occur.

Collaborative learning is not just students sitting in groups. In fact group work is probably too demanding for the social and

emotional competence of students in the early years. Rather, working in pairs is challenging enough.

Students should initially begin working in pairs and should move to larger groups only when they have been taught the interpersonal skills to succeed (after a few years). This specific instruction is a critical component of success in developing social and emotional competencies.

Genuine collaborative learning simulates many of the interpersonal challenges that students will come across in their lives. It involves:

- planning with others and setting goals;
- deciding on courses of action;
- resolving differences;
- allocating tasks;
- monitoring progress; and
- evaluating success.

Experienced early years' teachers recognise that students (given support) are capable of such activity.

Other components of the learning environment

Other components of the learning environment that are important include:

- a focus on academic achievement (it is important to learn);
- an expectation that every child will experience success;
- recognition of every child's achievements; and
- differentiated approaches where all students enjoy success regardless of their ability.

Building relationships

The astute teacher of early years who focuses on emotional well-being spends time dealing with inter-personal issues. This can occur in a number of ways:

1. Difficulties arise in every classroom over such things as being first at something, violating another child's space or taking someone else's belongings.

When teachers use classroom meetings to solve these problems, rather than rely on their own authority, they build initiative in children. Calling a meeting conveys the message, *'In this classroom, we don't regard problems as stumbling blocks or as evidence that something bad is happening. We have the power to solve our problems'*.

Classroom meetings give children opportunities to practise the skills of exchanging ideas and listening to one another.

2. When classrooms are organized as communities rather than as authority-based hierarchies, a group spirit emerges. In such an environment, children can practice resilience-building by learning to help others see fun in everyday happenings.

Connectedness can be a daily part of life in a classroom community, where children greet each other, share family stories and events and enjoy themselves. Being able to laugh and enjoy life together cuts tension and lessens competitiveness.

3. Rule-making is a way for children to practice morality. Discussing rules invites students to weigh consequences and reflect on concepts like fairness, the reasons for rules and the instances when they apply.

Creating their own rules helps children develop responsibility for their own behavior, for one another and for the group.

Equity

The extent to which early years' teachers focus on issues of equity are crucial to the emotional well-being of all early years'

students.

Teachers who address social and emotional competence have a belief that students should succeed even though they might have low socio-economic status, ethnic background, religious beliefs or disability disadvantage. Gender issues also need to be considered. (Astute teachers of early years do not favour girls by saying things like: '*The girls can go out to lunch first*'). Similarly, they do not have competitions in the classroom that pit students against each other to gain favour.

Classroom language

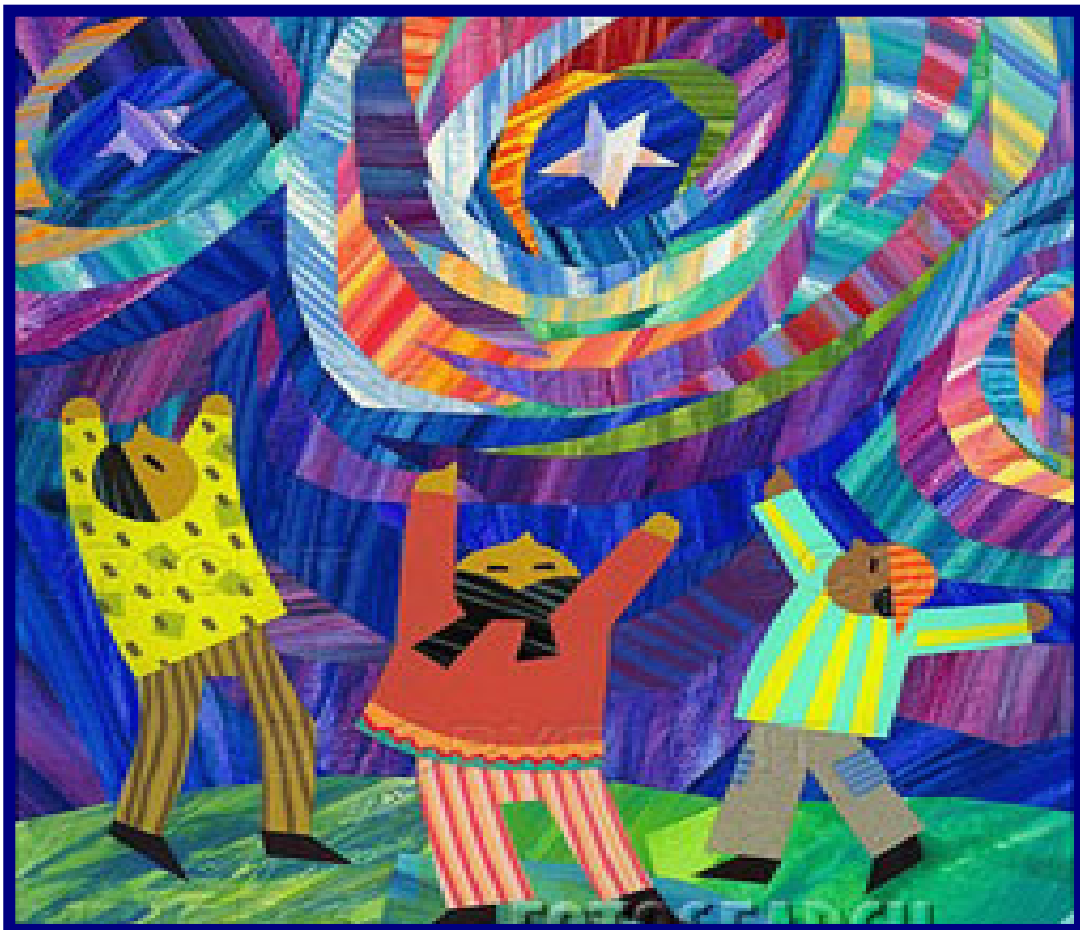
The language of the classroom is a key to the development of emotional well-being. The language can be:

- assertive or aggressive;
- encouraging or patronising;
- praising or demoralising;
- genuine or sarcastic; and
- supporting or humiliating.

There are times when teachers could be unaware of the impact of the language they are using. They may not know they are embarrassing a child or creating tension by the way they speak. The ideal language modes occur when teachers are: assertive (in disciplinary mode); encouraging (focusing on sustaining positive behaviours); and supportive (interpersonal development of students).

6

What do teachers provide in drug education lessons?



What do teachers provide in drug education lessons?

Content areas for drug education

Jurisdictions throughout Australia have developed suggested content or topics for drug education courses. These generally include lessons for the early years' classes. An outline of the approaches used across the country is shown below.

There is a multitude of resources available to support what teachers are trying to do. These are detailed (and regularly updated) on the Department of Education, Science and Training website.²⁰ The REDI materials are a specific set of resources produced by the Department of Education, Science and Training in Canberra.²¹ (See module 1) In addition, each jurisdiction has its own resources and support materials.

What is happening nationally in schools?

STATE	STRAND	1 st year of school	2 nd and 3 rd years of school	REFERENCES
New South Wales	Personal health choices	<ul style="list-style-type: none"> administration of medicines identifying medicines safe use of medicines safe storage of medicines 	<ul style="list-style-type: none"> purpose of medication safe use of medication administration of medicines safe storage of medicines 	PDHPE K-6 Syllabus. (Board of Studies, 2006) www.boardofstudies.nsw.edu.au Drug Education in NSW Primary Schools. (NSW Department of Education and Training, 2000)

²⁰ See www.dest.gov.au

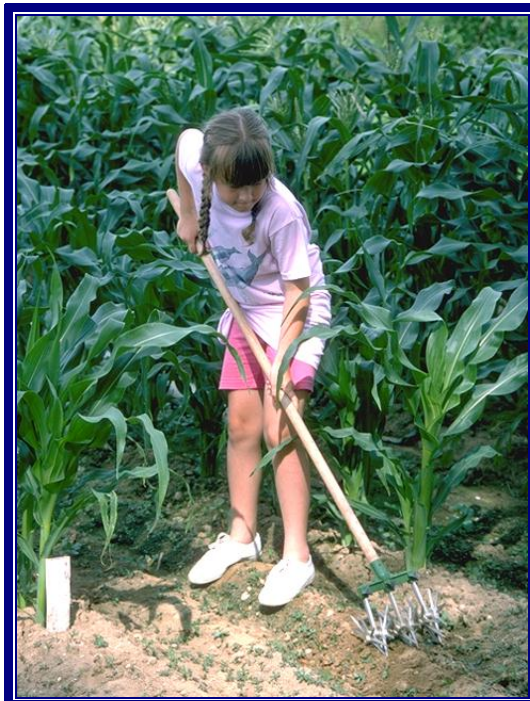
²¹ See www.redi.gov.au and visit the reading room

What do teachers provide in drug education lessons?

Queensland	<p>Making healthy choices</p> <p>Promoting the health of individuals and communities</p>	<ul style="list-style-type: none"> discussion and practice of healthy lifestyle and hygiene issues 	<ul style="list-style-type: none"> people and things that make environments and activities safe health products help meet health needs general health and drug awareness concepts such as the safe use of medicines 	<p>Health and Physical Education Years 1 - 10 Syllabus.</p> <p>Phase Descriptors (Queensland Studies Authority, 2006)</p> <p>www.qsa.qld.edu.au</p> <p>Working With Years 1-10 Health and Physical Education Syllabus.</p> <p>www.education.qld.gov.au</p>
Victoria	<p>Physical, Personal and Social Learning Strand</p>	<ul style="list-style-type: none"> maintaining good health and living a healthy lifestyle building positive social relationships working and learning in teams managing and resolving conflicts 		<p>Victorian Essential Learning Standards - Health and Physical Education.</p> <p>vels.vcaa.vic.edu.au</p>
Western Australia & Northern Territory	<p>Medicines and hazardous substances</p>	<ul style="list-style-type: none"> correct use of medicines how to avoid harmful substances correct storage of medicines and harmful substances strategies to deal with feeling unwell factors influencing attitudes towards drug use 		<p>Curriculum Framework – Health and Physical Education. (Curriculum Council WA, 2004)</p> <p>www.curriculum.wa.edu.au</p> <p>Challenges and Choices: early childhood resource for resilience, drug and road safety education. (School Drug Education and Road Aware, 2005)</p> <p>www.sdera.wa.edu.au</p> <p>www.deet.nt.gov.au</p>

What do teachers provide in drug education lessons?

<p style="text-align: center;">South Australia</p>	<p style="text-align: center;">Health of individuals and communities</p>	<ul style="list-style-type: none"> • how health conditions are prevented and managed • actions they can take to enhance their own health • safe use of medicines and poisons • personal and social development 	<p>South Australian Curriculum, Standards and Accountability Framework. Early Years Band.</p> <p>www.sacsa.sa.edu.au</p> <p>www.drugstrategy.sa.edu.au</p>
<p style="text-align: center;">Tasmania</p>	<p style="text-align: center;">Personal futures – maintaining well-being</p>	<ul style="list-style-type: none"> • make connections between their actions and well-being • plan ways to improve and maintain well-being 	<p>The Essential Learnings Assessing Guide. (School Education Division Tasmania, 2006)</p> <p>www.ltag.education.tas.gov.au</p>



7

Some possible teaching content for social and emotional competencies



Teaching the competencies

There is no clearly defined approach to the teaching of social and emotional competencies. Rather, there are a set of possible skills that teachers can draw upon to build the competencies in their classroom.

The ideal approach draws on the every day situations in the classroom where a teacher can use anecdotes and issues to highlight the particular use of the competencies.

It is also necessary for the teacher to systematically teach skills such as self-control, assertiveness, listening, etc., so that students can draw on them when required.



There is no doubt that the teaching of social and emotional competencies requires patience and perseverance. Time spent on developing *understanding of others' feelings* can seem fruitless when a child is cruel to someone. Like other syllabus content, these skills need revising and consolidation over time.

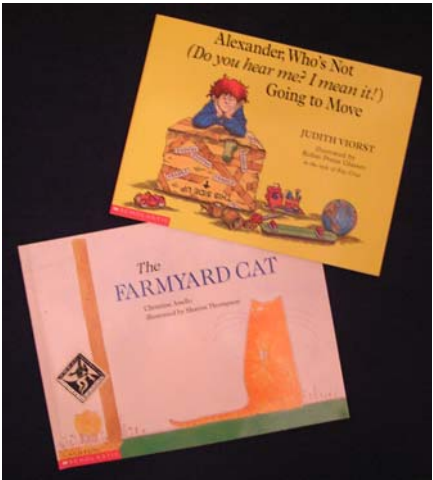

Core social and emotional competencies

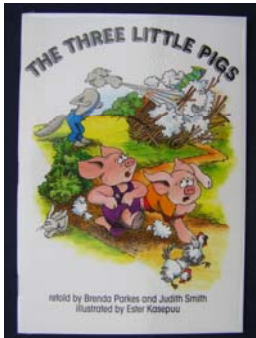

CASEL²² has identified five social and emotional skill areas as being essential for the well-being of primary students. These are:

- self-awareness;
- social awareness;
- self-management;
- responsible decision making; and
- relationship skills.

An outline of possible content for an explicit approach to teaching these social and emotional competencies to early years' students is shown below. It can be the starting point for a school staff to construct their own set of desired skills and teaching/learning activities that match the school's vision and beliefs.

COMPETENCY	SKILLS	TEACHING IDEAS
	DEVELOPED THROUGH ADULT MODELLING, ENCOURAGEMENT, FEEDBACK AND AGE APPROPRIATE SUPPORT AND GUIDANCE	CARRIED OUT IN A FRIENDLY, INVITING, STIMULATING, STRUCTURED AND CULTURALLY SENSITIVE LEARNING ENVIRONMENT
SELF-AWARENESS	<p>Identifying emotions</p> <ul style="list-style-type: none"> understanding emotions identifying and labelling one's feelings 	<ul style="list-style-type: none"> discuss different emotions, when and why you feel them sing songs about emotions, e.g. <i>When you're happy & you know it</i> read and discuss stories which deal with emotions, e.g. jealousy - <i>John Brown, Rose and the Midnight Cat</i> (Jenny Wagner) express feelings through drawings, puppets, play dough
	<p>Recognising qualities</p> <ul style="list-style-type: none"> having a sense of identity cultivating positive qualities being successful self-reflection positive self-talk 	<ul style="list-style-type: none"> talk about what they can do, what they are good at, what they feel good doing and what they want to learn participate in a wide variety of experiences in order to identify and develop individual strengths design a poster advertising themselves which include sentences beginning <i>I can..., I am... and I have...</i> use words or drawings to describe how they believe the special people in their lives see them
	<p>Perspective-taking</p> <ul style="list-style-type: none"> identifying the thoughts and feelings of others showing empathy for the needs, feelings and interests of others being a good loser and a good winner 	<ul style="list-style-type: none"> draw how their friend's face looked when they pleased them interpret feelings (read faces) of people in pictures make paper plate masks depicting happy, sad, angry, frightened, worried

	<p><u>Appreciating diversity</u></p> <ul style="list-style-type: none"> • recognising similarities and differences between themselves and others • accepting differences • understanding that individual and group differences make the world more interesting 	<ul style="list-style-type: none"> • display a 'student of the week' photo with positive comments from classmates • compare and explain similarities and differences in people from different cultures • take part in culturally diverse activities
<p>SELF-MANAGEMENT</p>	<p><u>Managing emotions</u></p> <ul style="list-style-type: none"> • monitoring and regulating feelings • looking on the bright side • dealing with disappointment • handling being teased • controlling impulses • gaining self-control • stopping and thinking • persisting in the face of frustration • adjusting to change in a positive way • separating comfortably from primary caregivers • coping with change 	 <ul style="list-style-type: none"> • explain / role play the strategies they would use to cope with unhappy feelings or deal with uncomfortable or unsafe situations • read and discuss stories which show the consequences of acting on impulse, e.g. <i>The Farmacyard Cat</i> (Christine Anello) • read and discuss stories which show children dealing with frustration, e.g. <i>Alexander and the terrible, horrible, no good, very bad day</i> (Judith Viorst) • read and discuss stories which depict children coping with change, e.g. <i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i> (Judith Viorst) • describe different parts of the body and how they are changing, e.g. teeth, hands • measure and record height and weight once a term and discuss changes

RESPONSIBLE DECISION MAKING	<p><u>Analysing situations</u></p> <ul style="list-style-type: none"> accurately perceiving situations predicting consequences making choices, plans and decisions thinking skills 	<ul style="list-style-type: none"> predict consequences of options in order to make a decision, e.g. where to swim safely classify healthy and unhealthy foods identify things needed to play safely, e.g. bike helmet, sun screen plan, do and review a task. Use <i>The Three Little Pigs</i> as an example of the need for careful planning
	<p><u>Assuming personal responsibility</u></p> <ul style="list-style-type: none"> taking responsibility for and accepting consequences of actions managing time showing initiative taking on roles and responsibilities doing age appropriate things for themself looking after possessions recognising and obeying rules and signs that promote health and safety 	<ul style="list-style-type: none"> write a procedural text for an everyday routine, e.g. getting ready for school take on roles and responsibilities in the classroom choose which 5 out of 10 activities to complete on a homework sheet take part in daily routines in allocated time periods identify rules, rights and responsibilities at school and home 

Respecting others

- being kind and compassionate
- taking turns
- sharing
- giving help / encouragement
- acknowledging and responding to others



- read and discuss stories about caring for someone / something, e.g. *Sebastian lives in a hat* (Thelma Catterwell)
- have a class pet (e.g. mouse, guinea pig) for a week with a roster for feeding /caring for it
- imagine you are the pet and deal with a different sense each day. What can it taste, see, touch, smell and hear?
- share resources, equipment, workspace and teacher time
- acknowledge significant events, e.g. birthdays
- send a get well email to a sick classmate
- identify helpful and unhelpful behaviours
- help peers, e.g. independent readers read books to emergent readers

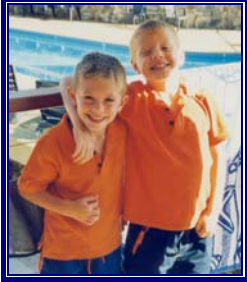

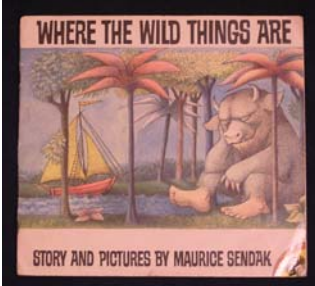
Problem solving

- making decisions
- evaluating decisions
- solving problems
- dealing with making mistakes
- seeking help as needed
- identifying people to go to for help



- identify options for a stressful scenario, e.g. losing lunch money, not making it to the toilet in time
- generate a number of possible solutions to a problem, e.g. being asked for money from an older child
- discuss / role play actions which require persistence
- role play what to do in an emergency
- collaboratively develop a set of classroom rules
- learn home and emergency (000) phone numbers
- identify people who can help them at school, home and the community
- role play asking for help in different situations, e.g. falling over at school, missing the bus, getting lost in a shop
- listen to guest speakers who help them in the community, e.g. police, fireman

RELATIONSHIP SKILLS	<p><u>Communication</u></p> <ul style="list-style-type: none"> • expressing needs and wants • expressing thoughts and feelings • using verbal and nonverbal messages • following instructions • speaking in front of an audience in a clear and interesting way • using humour as a coping tool • active listening • comprehending the written and spoken word • interpreting pictures • enjoying stories, rhymes and songs • using appropriate language, manners and behaviours in different contexts and situations • asking questions • recalling information • pretending, imitating and role playing 	<ul style="list-style-type: none"> • facilitate a weekly 'circle time'. (A structured occasion when a class group meets in a circle to speak, listen, interact and share concerns) • practise giving 'I' messages • respond to instructions • read <i>Don't forget the bacon</i> (Pat Hutchins) and discuss what can happen if you don't listen carefully to instructions • speak publicly, e.g. 1 minute talk to class on topic if interest • use body language to show their feelings and ask others to guess what they are • explain the rules of a game to a friend • create a poster about safety rules • write a thankyou note to someone who has helped them • discuss situations and audiences where they would use different forms of communication, (e.g. telephone, email, fax, letter, brief note, face-to-face)
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<p><u>Building relationships</u></p> <ul style="list-style-type: none"> • building relationships with peers and adults • being positive towards others • making and keeping friends • joining others in their games • caring about others • respecting the possessions of others • demonstrating good ways of getting the attention they want from others • having a sense of belonging 	 <ul style="list-style-type: none"> • read stories about being helpful/unhelpful, e.g. <i>The Little Red Hen</i> • participate in group routines • name the people and places that are special to them • identify and describe significant adults in their lives • name people they can trust • explain why different people are important to them • sings songs about belonging, e.g. <i>Consider Yourself</i> • describe / draw / label their families and other groups to which they belong • visit community locations such as hospital, library, fire brigade
<p><u>Negotiation</u></p> <ul style="list-style-type: none"> • co-operating with others • being flexible • negotiating to get what they want 	<ul style="list-style-type: none"> • play team and co-operative games • play board games with a partner • role play ways of resolving conflict
<p><u>Refusal</u></p> <ul style="list-style-type: none"> • standing up for themselves • dealing with bullies and conflict • being assertive • refusal skills 	<ul style="list-style-type: none"> • role play situations in which they would say “no!” or be assertive • read stories dealing with assertiveness, e.g. <i>Where the Wild Things Are</i> (Maurice Sendak) 

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Possible teaching content

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Brunskill, Karen (1998) *The Healthy Relationships Programme*. Junior level. Oxford University Press, South Melbourne

Collins, Margaret *Circle Time for the Very Young*. Inyahead Press

Drug Info Clearinghouse fact sheet. *Proactive classroom management - Developing resilient and healthy young people*. Number 3.7 November 2004

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McGrath, H., & Francey, S. (1993) *Friendly Kids, Friendly Classrooms, Teaching Social Skills and Confidence in the Classroom*. Pearson Education Australia, Melbourne

School Drug Education and Road Aware (2005) *Challenges and Choices: early childhood resource for resilience, drug and road safety education*. Government of Western Australia

WEBSITES

Board of Studies NSW: www.boardofstudies.nsw.edu.au

Bounce Back Resiliency Programme: www.bounceback.com.au

CASEL: www.casel.org/about_sel/SELskills.php

Drug Info Clearinghouse: www.druginfo.adf.org.au

Foundations for the Essential Learnings: www.ltag.education.tas.gov.au

High/Scope Educational Approach - Grades PreK-3: www.highscope.org

Inyahead Press: www.inyahead.com.au

MindMatters Plus: <http://mmplus.agca.com.au>

Protective Behaviours NSW: www.protective-behaviours.org.au

South Australian Curriculum, Standards and Accountability Framework: www.sacsa.sa.edu.au

Values for Life Education Programmes: www.valuesforlifeeducation.com



There is no doubt the best programme is one developed on site by the professionals who know the culture of the school. This involves teachers taking the opportunity to teach social and emotional competence incidentally and also skill children explicitly.

On occasions, schools might draw on specially designed programmes to supplement what they are doing for a specific purpose.

Following is a summary of some Australian and US programmes that have been evaluated and shown to be successful.

Programme: Fast Track Programme

Purpose: This US classroom curriculum programme attempted to increase emotional regulation and positive social relationships and to reduce antisocial behaviour in primary school children. Grade 1 children exposed to the intervention demonstrated lower levels of aggressive child behaviours compared to control classrooms.

Audience: Primary students

Contact: <http://www.actagainstviolence.com/specialtopics/fasttrack.html>

Programme: The Gatehouse Project

Purpose: The Gatehouse Project is a Victorian school-based primary prevention programme using curriculum strategies to enhance understanding and skills for dealing with difficult situations and emotions and whole school strategies to address risk and protective factors in the school environment. There was a 3 -5 per cent reduction in substance use for those exposed to the intervention 2 -3 years after the intervention began.

Audience: Primary and secondary students

Contact: <http://www.gatehouseproject.com>

Programme: Linking the Interests of Families and Teachers (LIFT)

Purpose: This US programme was composed of four elements:

- (1) classroom social skills instruction for 1 hour twice a week for 10 weeks;
- (2) playground behaviour monitoring; (3) six sessions of parent education; and
- (4) parent communication.

Effects on behaviour were particularly pronounced for the children who were most aggressive.

Audience: Primary students

Contact:

<http://www.childtrends.org/Lifecourse/programs/LinkingtheInterestsOfParentandTeachers.htm>

Programme: Schools and Families Educating (SAFE) Children

Purpose: This US programme included a 20-week family group curriculum and a twice-weekly individual tutoring programme through the first year of school. Those in the intervention group showed a significant increase in academic achievement over the two-year period.

Audience: Primary students

Contact:

http://modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=162

Programme: Seattle Social Development Project

Purpose: The Seattle Social Development Project (SSDP) supported teachers by offering workshops and information on enhanced methods of classroom management and instructional techniques. The evidence suggests that changing teacher and classroom practices led to improvements in student academic achievement and school bonding.

Audience: Primary students

Contact: <http://depts.washington.edu/ssdp/>

Programmes available in Australia

There are a number of programmes available in Australia that draw on local and overseas research and consultation with teachers, students and parents to identify strategies for successful classroom management.

The following is a summary of some of the programmes that are available in Australia. Not all of these programmes have been evaluated.

Programme: Bounce Back!

Purpose: The Bounce Back! Classroom Resiliency Programme provides practical classroom strategies to help young people cope with the complexity of their everyday lives and learn to “bounce back” when they experience sadness,

difficulties and frustrations.

Audience :Primary and secondary students

Contact: <http://www.bounceback.com.au/>

Programme: Confident Kids (Exploring Together)

Purpose: The Confident Kids Programme is a group programme for children aged 6 to 14 years. The programme is targeted at children exhibiting impulsive, aggressive, or bullying behaviour, those who are withdrawn, anxious or depressed, and/or those who have problematic peer relationships. It involves six to 10 children participating in 10 consecutive weeks of group work.

Audience: Young people aged 6 -14 years

Contact: <http://www.vicparenting.com.au/vp/projects/projectview.php?id=22>

Programme: Friendly Kids, Friendly Classrooms

Purpose: This programme has been produced by the same team that produce Bounce Back! It has been developed to teach children social skills. The programme aims to improve communication and interactions with others, via the promotion of pro-social attitudes and behaviours. The authors have chosen 21 social skills considered important for successful classroom and playground interactions.

Audience: Primary students

Contact: <http://www.bounceback.com.au/>

Programme: Friendly Schools, Friendly Families

Purpose: The programme provides “many small moves” from which schools can systematically implement and tailor strategies for the whole school, classroom, individuals and families to reduce bullying.

Audience: Children aged 4 -13 years

Contact: <http://chpru.ecu.edu.au/fsaf/index.php>

Programme: Friends

Purpose: The Friends programme helps children and young people develop skills to cope and manage anxiety more effectively, builds emotional resilience, encourages peer learning, builds peer support networks and promotes self confidence. The programme takes 10 class periods to complete.

Audience: Primary and secondary students

Contact: <http://www.friendsinfo.net/>

Programme: Protective Behaviours

Purpose: Protective Behaviours helps to develop safety skills and resilience in the broader risk contexts. It aims to empower children and young people to develop workable solutions to problems and risks they face in their everyday lives. It helps children to develop effective strategies to find people they might go to for help.

Audience: Early Childhood, Primary and Secondary

Contact: protective-behaviours.org.au

Programme: REDI

Purpose: Resilience Education and Drug Information (REDI) is a set of resources designed to support the implementation of a resilience approach to drug education in Australian schools, as part of promoting the health and well-being of students and school communities.

Audience: Primary and secondary students

Contact:

<http://www.redi.gov.au/ReadingRoom/ViewList.asp?room=Practice>

Programme: Resilient Kids

Purpose: Resilient Kids contains lesson plans, discussion guides, worksheets and interactive activities on the key concept of “Encountering Disappointment: Thinking and Acting Positively”.

Audience: Primary and secondary students

Contact: <http://www.opendoors.com.au/ResilientKids/ResilientKids.html>

Programme: Stop Think Do

Purpose: The core of the programme is the Stop, Think, Do social problem-solving method. Children learn this method for resolving child-to-child conflicts with adults adopting the role of a third person facilitator in ongoing peer conflicts.

Audience: Primary and secondary students

Contact: <http://www.stophinkdo.com/>

Programme: You Can Do It - Programme Achieve

Purpose: This is a curriculum of lessons to teach students how to develop social-emotional-behavioural well-being. There are four focus areas: confidence, persistence, organisation and getting along. A by-product of the programme is an improvement in student behaviour.

Audience: Primary and secondary students

Contact: <http://www.youcandoited.com>

