

Volition Year 5 and 6 Volition Workbook – Draft

A Student Learning, Growth and Development Resource
Draft Consultation Document

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DRAFT

Volition

The purpose of this workbook is to help you achieve what is important for you. It is full of ideas and ways to build your confidence and capability to take more control of your future.

Ideas in this workbook may be new to you. To help you understand these ideas a **Glossary** has been provided at the end of the workbook. Words that can be found in the Glossary are in **bold font**. For example, the word **volition** may be new to you.

People who **demonstrate** volition choose to achieve what is important for them. They identify clear **goals**, and then plan for and act in ways to achieve their goals – they take responsibility for their actions. These people have a strong sense of **purpose** that inspires and **motivates** them.

They don't wait for other people to decide for them, or expect that others will give them what they want. Instead, they plan for and work towards their goals with determination and **persistence**. These people create their own future (with the support of others, when required). They don't compare themselves to others – they work towards what is important for them.

People who show volition are more likely to feel good about themselves, which improves their **wellbeing**.

Anne's story of volition

Anne wanted to be a music performer.

Although Anne wasn't from a musical family, she decided to teach herself how to play the guitar.

First, Anne saved up enough money to buy a second-hand guitar by washing cars on weekends.

Then, Anne watched videos on how to play guitar on YouTube.

Anne practised for 30 minutes a day until she became more confident with her playing, and then decided to get lessons at a local music school.

Today, Anne plays the guitar with confidence and busks at the local shops on weekends to pay for her guitar lessons.

Anne's determination and persistence has paid off and she has achieved her goal of becoming a music performer. But this is not the end of Anne's story – she has a new goal to become a professional musician. Anne is feeling positive about her future.

Anne showed volition by making a choice about her future. She set goals, planned to achieve them, and then acted in ways to achieve her goals. Anne has a strong sense of purpose that inspires and motivates her.

Think of someone you know of who demonstrates volition. They could be someone you know personally, or perhaps someone who is well known by a lot of people.

What have you noticed about this person that indicates they demonstrate volition?

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When have you demonstrated volition?

What happened when you demonstrated volition?

This workbook is all about increasing your ability to demonstrate volition – to achieve what is important for you.

If you have a sense of purpose, and are positive and persistent, almost anything is possible. The more you practise volition, the better you get at it.

Understanding more about you and what you would like to achieve

When taking responsibility for your future it is important to understand more about yourself – your sense of purpose, interests, motivations, strengths and aspirations, etc. This will help you when planning to achieve what is important for you.

If you had to describe yourself in three words, what would they be?

Here are some words that might help you:



What other words could you use to describe yourself?

Now choose the three words that best describe you:

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Ask two different people who know you well to use three words that best describe you. What words did they choose?

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The way we see ourselves is not always the way other people see us.

So, let's dig a little deeper to find out more about you!

Purpose

You need a reason to do things – a sense of purpose.

When a sense of purpose is strong and clear, you can show high levels of motivation and **commitment** in what you do. When there isn't a strong and clear sense of purpose, you may lack the motivation and commitment to do anything.

Finding a sense of purpose can also be good for your wellbeing – it makes you feel like you can make a difference, which brings a sense of **optimism**. The feeling that you can make a difference, to have **influence**, is called **agency**.

A sense of purpose can be found in small and simple tasks, as well as in big and complex ideas (and everything in between).

For example, the purpose for completing a simple task may be to free up time to do other (and, perhaps, more interesting) things – it could be short term.

On the other hand, the purpose for regular physical training may be to participate in an upcoming sporting event – it may be medium term.

Then again, the purpose for recycling waste may be to save the planet's limited resources and reduce pollution – a long-term commitment.

What have you noticed about yourself when you have shown a strong and clear sense of purpose in the things that you do?

It can take time to realise the purpose in what you do, or in what others might expect you to do. If you can't see the purpose in what you are doing, you will need to find one to make it more **inspiring** and worthwhile.

Can you link the following behaviours with a purpose by drawing a line between them?

Behaviour

Cleaning your teeth regularly

Keeping a calendar

Planning for decision making

Participating in a hobby

Handing in assignments on time

Treating people with respect

Being honest

Volunteering

Purpose

Ensure you keep appointments

Develop trust

Make a valued contribution to your community that you feel good about

Meet course requirements

Prevent tooth decay

Create positive relationships

Relaxation, recreation and to improve your wellbeing

Reduce the risk (and consequences) of making a poor decision

Learning, Growth and Development

It is important to understand and **value** the contribution that learning makes to your growth and development. It helps to create a purpose for learning – even when the learning required may be difficult and challenging.

Purpose creates energy and inspires the **self-regulation** required for learning.

Without a purpose, learning loses its value, and it becomes difficult to remain motivated and committed.

Even though a purpose for learning may not be obvious at first, it is important to find a purpose.

For example, you may think washing your hands properly is a simple skill – it is not something you need to learn because everybody washes their hands properly, right?

Wrong! Millions of people around the world die each year from germs that are spread by people who have not washed their hands properly. Germs can spread when people make contact with contaminated surfaces and then touch their eyes, nose or mouth.

Perhaps reducing the number of deaths caused by poor hand hygiene is a purpose that could motivate people to learn to how to wash their hands correctly?

So, do you know how to wash your hands correctly?

Place the number 1 next to the first step in the **process** of washing hands, 2 next to the second, and so on. There are 6 steps in the process. This information comes from <https://www.healthdirect.gov.au/hand-washing> and is funded by the government.

- Rinse hands, making sure you remove all soap, and turn off the tap using the towel or paper towel.
- Wet hands with running water (preferably warm).
- Rub your hands together for at least 20 seconds.
- Make sure you cover all surfaces, including the backs of your hands and in between your fingers.
- Apply soap or liquid soap – enough to cover all of your hands. Normal soap is just as good as antibacterial soap.
- Dry your hands thoroughly with a paper towel, a clean hand towel or an air dryer if you are in a public toilet

There is a process for learning any new skill. The more you practise the correct process, the better you become at performing the skill, and the more likely you will be to master the skill. Mastery of a process is important because it means you will be able to confidently and capably perform the skill to a high level time and time again.

Some people give up on learning something new because they become frustrated and think they are no good at it (this is called a Fixed Mindset). In reality, they are just practising the wrong process, or the right process incorrectly.

If these people were to persist with learning the correct process there is every chance they could experience an 'aha moment' – when all of a sudden everything makes sense and learning seems to become a lot easier. They get the correct process right, and everything else falls into place.

For example, a person may be having trouble learning to ride a bike. They have a habit of looking down towards the ground and losing their balance; their front wheel starts to go sideways, and as a result, they fall over.

There is a very simple solution to this learning challenge – don't look down! You can maintain your balance better if you keep your eyes up and look ahead, instead of looking down. It may take a little courage at first, but it will allow you to maintain your balance and stay upright. The more you practise the correct process, the better you get at the skill you are learning, and the more confident and capable you become.

Once you master a process you can begin to transfer your learning to new situations. For example, the 'eyes up' technique in bike riding can be applied to any skill that requires balance, including surfing, skateboarding and skiing.

What aha moment have you experienced, when all of a sudden everything made sense?
What were you learning?

What was the aha moment?

What was the result?

So, in very simple terms, learning something new comes down to purpose, process and practice.

If you have a **compelling** purpose to learn, and you practise the right process over time, you will learn, grow and develop!

One way that people can improve a process they are learning is through acting upon **feedback** – more about this later.

Principles

If purpose provides you with the motivation to behave in certain ways, **principles** guide your behaviour.

Principles (or values) are like a personal GPS, which can assist you to head in the right direction. Principles are part of your **belief system**. When you don't live by your principles you can feel like you have let yourself (and others) down.

For example, an athlete may be training for a sporting event (purpose), and one of their guiding principles may be fairness.

Is it likely the athlete would cheat by using banned drugs to improve their performance?
Yes / No

How would the athlete feel if they did use a banned performance-enhancing drug, knowing that fairness is an important principle for them?

Circle the principles that are most important to you from the list below. Feel free to add to the list if a principle that is important to you is not included.

Honesty	Fairness	Integrity	Compassion	Authenticity
Persistence	Respect	Kindness	Responsibility	Reliability

When you behave with purpose and in line with your principles, you can show what is known as self-determination. **Self-determination** is an important part of volition.

Self-determination allows you to take control and become self-reliant (independent), instead of being **reliant** (dependent) upon others. You have the ability to choose and the responsibility to choose wisely. You know what you want to achieve, and you persistently work towards achieving what is important for you.

Self-determination can also contribute to your wellbeing – feeling good, being positive and functioning well.

People who show self-determination set goals to assist them in achieving what is important to them – more about this later.

So, let's bring it all together!

Choose a purpose to which you are committed. It could be big or small (and if you don't currently have one it may be time to think of one e.g., making the world less polluted).

What principles will guide you in achieving your purpose (e.g., reliability, integrity and fairness)?

How could you demonstrate your purpose (e.g., by using less plastic, recycling, and re-using, etc.)?

What would you notice if you were to achieve your purpose (e.g., I would be contributing less to polluting the world, and demonstrating to others what could be achieved)?

Personal Strengths

Personal strengths are characteristics that allow you to **thrive**. Everybody has their own personal strengths. No one set of strengths is better than another. Sometimes people form **teams** to combine their strengths to achieve a shared goal.

Strengths can provide you with the **capability** and confidence to achieve goals that are important to you, as well as helping you to manage **challenges** and **adversity**.

People are often good at noticing personal strengths in others, but not in themselves – even though they exist.

All of us could be better at noticing our strengths, and using them more often to achieve what is important for us.

Examples of personal strengths include:



Are there any other strengths you could add to the list?

Identify your own personal strengths and complete the table below (an example is provided for you).

Personal Strength	How do you show this strength?	What have you achieved by using this personal strength?
I am resilient	Even when things are difficult, I stay on task and do my best	I learned to play the guitar by practising regularly, even though it was challenging at times

You can use your personal strengths in different ways, at different times and in different situations. For example, you can use your strengths to assist with your learning.

What personal strengths do you show most often when you are learning something new?

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-
-

What other personal strengths could you use to assist with your learning?

-
-
-
-

Personal strengths can be further developed with effort and practice over time. Just like exercising muscles makes them more powerful, exercising your personal strengths can make them (and you) more powerful.

What personal strengths would you like to develop to improve your learning?

-
-
-

The power of purpose + principles + personal strengths

When you put your purpose, the principles that guide you, and your personal strengths together, you can develop the power to achieve great things.

This is not about competing with others to be the best, this is about challenging yourself to be at your best – to feel positive and confident, show volition and create your future.

It is about **personal leadership** – taking responsibility for being at your **personal best** to achieve your goals and aspirations.

All of us can be at our best from time to time, but the secret to success is being consistently at your best.

When have you been at your personal best?

What do you notice when you are at your best?

What helps you to be at your best?

What could you do more of to be consistently at your best?

When you are consistently at your best almost anything is possible.
So, what would you like to achieve if you were to consistently be at your best?

Growth Mindset

People with a **Growth Mindset** believe they can learn new things and develop new skills by persisting with practice over time.

People with a **Fixed Mindset** believe their skills and abilities cannot change no matter how hard they work on improving them.

The type of mindset a person chooses influences their learning and chances of success.

An example of choosing a Growth Mindset could be in learning a new language. It may not be easy, but the more you practise the better you get (particularly if you can practise with people who can already speak the language). You may never be a perfect speaker of the language you are learning, but you will get better, and better, and better with practice over time.

On the other hand, if you were to choose a Fixed Mindset you may give up when you find learning a new language to be a difficult task, and you don't feel like you are making **progress**.

People who choose a Growth Mindset are more likely to learn, grow and develop.

People who choose a Fixed Mindset are less likely to learn, grow and develop.

Many benefits come from adopting a Growth Mindset.

Match the benefits identified below the table with either a Growth Mindset or a Fixed Mindset. Please feel free to add any benefits that are not listed.

Growth Mindset Benefits	Fixed Mindset Benefits

Feel good about learning something new

Easier to find an excuse to avoid working hard

More confident to take on new learning challenges

Develop your skills to achieve what is important to you

More motivated to learn

Take more control over your learning

Don't give up when you face challenges to your learning

Which mindset had the most benefits – a Growth Mindset, or a Fixed Mindset?

So, which mindset would you choose if you would like to learn, grow and develop – a Growth Mindset, or a Fixed Mindset?

If you have chosen a Growth Mindset you are ready to develop the superpower of **goal setting**.

The superpower of goal setting

Goal setting can provide you with a way of achieving what is important for you. It isn't magic, it is even better – it's a science (and a superpower).

When you set goals with purpose, you are guided by your principles, and use your personal strengths – you are more likely to be successful.

And when the goal has a **plan**, your chances of achieving your goal increase even more.

Goal setting is a skill that anyone can learn, and the more you practise goal setting, the better (and more successful) you become.

Small goals can build upon one another (like bricks in a wall) to achieve your big goal. For example, you can break a big goal (which may take a couple of years to achieve) down into days, weeks and months.

Let's look at our example of learning a new language.

It is not likely that you will learn a new language in a week, or even a month. But continued practice over time will ensure you stay on track to achieve the goal, and this is where small goals can be important.

One small goal may be that by the end of each day you have learned a new word, so that you increase the number of new words you can speak.

A second small goal may be that by the end of each week you can link new words together, so that you can speak a sentence.

A third small goal may be that that by the end of each month you can link sentences, so that you can tell a simple story.

Each of these small goals builds upon another to achieve a big goal. Each of them is a SMART goal - specific, measurable, actionable, relevant, and time bound.

Specific – the goal has a clear focus or target

Measurable – progress and success can be measured

Actionable – the goal is both realistic, challenging and can be acted upon

Relevant – the goal has purpose and is important to you

Time Bound – the goal has a timeframe for its achievement

When you break down big goals into smaller SMART goals, they become more achievable, which means you make progress and stay motivated.

One reason the goal-setting superpower fails some people is because their goals are too big to achieve in a relatively short time – so, they give up because they feel like they are not making any progress.

A second reason is that their goals are not SMART.

Nearly every big (aspirational) goal can be broken down into smaller SMART goals to make them more achievable.

A good way to ensure goals are SMART is to use the following stem:

By (date or time) . . . I have/I am/I can (goal) . . . so that (benefits) . . .

So, now choose a big goal and break it into three smaller SMART goals using the framework below.

Remember: SMART goals should be specific, measurable, achievable, relevant, and time bound.

My big goal is to:		
Small Goal 1	Small Goal 2	Small Goal 3
By (date) I have/ I am/ I can (goal) so that (benefits)	By (date) I have/ I am/ I can (goal) so that (benefits)	By (date) I have/ I am/ I can (goal) so that (benefits)

Now you have a goal you need a plan to achieve it – because a goal without a plan is just a wish! And a failure to plan is a plan to fail.

What is your plan?

What could you do to achieve each of your goals? Brainstorm all the strategies available to you – think hard and go deep!

Okay, now what will you do to achieve your goals?

Once it is written down you become more accountable for doing what you say you will do.

Finally, how will you measure your progress towards achieving the goal?

Measuring your progress allows you to see how effective your strategies are. It also provides feedback that motivates you to continue implementing the plan.

Goal 1	Goal 2	Goal 3
To achieve my goal, I could:	To achieve my goal, I could:	To achieve my goal, I could:
To achieve my goal, I will:	To achieve my goal, I will:	To achieve my goal, I will:
My measures of success are:	My measures of success are:	My measures of success are:

Personal best goals

Another reason some people give up on achieving their goals is because they compare themselves to others. When they don't think they will be as good as the person they are comparing themselves to they lose confidence and motivation – they give up. This can lead to the person feeling bad about themselves and their ability to achieve, which isn't good for their confidence and wellbeing.

Not everyone can be first in the class (usually there is only one first), but that doesn't mean you can't be achieving your best, improving your performance and feeling good about it. Being first in the class is only one measure of success, and it may not even be the best measure of success.

The best person to compare your performance to is you. When you set personal best goals – to do better than you have previously – you benefit. It is about you and your personal best.

They are your goals – all about improving you, achieving what is important for you – they aren't about anyone else. If you challenge yourself to learn, grow and develop through setting personal best goals, you will create opportunities to achieve.

Your improvement does not have to be record breaking. Small improvements add up to become big improvements. All you need to do is adopt a Growth Mindset, set and work towards personal best goals, be persistent and celebrate your improvement!

Daiyu's challenge

Daiyu would like to achieve better results in mathematics. She usually comes in the middle of the class, but lately her results have been getting worse. She is losing confidence and has stopped working in class and preparing for exams. Daiyu tells her friends she isn't trying because maths is useless and boring.

How could personal best goals help Daiyu to improve her performance in maths?

What benefits would Daiyu notice if she used personal best goals to improve her performance in maths?

Now it is your turn. Remember: small goals can build upon each other to achieve big goals – so don't go too big too early!

Okay, let's set a personal best SMART goal to improve your performance in something that is important to you.

<p>My Personal best Goal</p> <p>By (date)</p> <p>I have/ I am/ I can (goal)</p> <p>so that (benefits)</p>
<p>To achieve my goal, I could:</p>
<p>To achieve my goal, I will:</p>
<p>My measures of success are:</p>

Being Resourceful

So, you have set a personal best goal – well done!

Developing the strategies and processes that are going to provide you with the best chance of achieving your goal is an important part of planning for success.

If you find this challenge difficult, you could easily give up. But you are more resourceful and persistent than that!

Resourceful people show initiative and are positive, creative, adaptable and persistent when dealing with challenges. They think of different ways to solve a problem by:

- focusing on a solution rather than the problem
- looking at what has worked for them in the past
- looking at what has worked for other people
- researching solutions
- trialling strategies.

Being resourceful is a skill you can master through practice over time.

Bassam's Challenge

Bassam has set a personal best goal to improve his penalty goal kicking. He would like to successfully convert 80% of the kicks he takes at goal, but is not sure what strategies and processes he needs to use to achieve this goal.

How could Bassam demonstrate resourcefulness to achieve his goal?

Feedback

Feedback is information that can be used to improve what you are doing – for example, when you are learning a skill. Reading, writing, mathematics, throwing a ball, hammering a nail, and preparing a meal are all examples of skills you can learn.

Feedback can also provide a measure of progress in your learning, which can be motivating and inspire you to maintain your effort.

Feedback is most valuable when it is timely, accurate, objective and instructive.

In the table (below) draw a line to match a term with the correct explanation.

Term	Explanation
Timely	Feedback that provides information on how to improve learning is more likely to be positive, useful and actionable.
Accurate	When feedback concentrates on the learning process (rather than the learner) it is more likely to motivate continued effort.
Objective	Feedback that is clear and precise assists with learning because it provides a better understanding of what is required to improve the performance of a skill.
Instructive	Feedback provided during (or shortly after) performing a skill can assist learning to improve the skill.

Feedback should not be thought of as **criticism** of you as a person, your motivations, or your commitment. It should be appreciated as information that can improve your learning and skill performance – feedback is a gift.

You shouldn't rely entirely on others to voluntarily provide you with feedback – you can seek feedback. You can get valuable feedback from your classmates, teachers, family members – you just have to ask them. And when you do ask them, be specific about the type of feedback you would like them to provide.

Reyan's challenge

Reyan loves eating toast for breakfast but, unfortunately, he regularly burns his toast (and he hates burnt toast).

Reyan asks you to help him improve his ability to make toast by providing feedback.

What feedback could you provide Reyan to improve his toast making skills?

Remember that (where possible) the feedback should be timely, accurate, objective and instructive.

Perhaps one of the most valuable sources of feedback is from you – yes, you!

Great learners **reflect** upon their learning and think about the best ways to improve their performance. They understand that learning involves a process that requires practice over time, and feedback improves learning and performance by improving the process.

Reflective learners stand outside themselves and:

- look at what they do
- ask questions about their learning
- wonder about what works and what could be improved
- use trial and error to see how to do things differently for a better result
- look at how they do things differently to others who are achieving success.

So, now you know a little bit about feedback, you can look out for it, and use it more effectively to help you to learn, grow and develop.

Learning preferences

People learn in different ways – some people like to learn by seeing (visual), or listening (auditory), or reading/writing, or by doing (kinaesthetic). Or, perhaps, in a combination of ways.

No one way is better than another – they are just **preferences**.

Learning preference	Characteristics
Visual learners	Prefer learning by seeing information in diagrams, tables, infographics , etc., as well as through video and photography.
Auditory learners	Prefer learning by listening. They may also like to discuss what they are learning with others to clarify their learning.
Reading/writing learners	Prefer learning by reading and/or by using writing to assist them with processing their learning.
Kinaesthetic	Prefer learning by doing – being active and hands on.

In the table, draw a line to match a learning preference with the correct example.

Learning preference

Visual learners

Auditory learners

Reading/writing learners

Kinaesthetic

Characteristics

Like projects that involve making things, such as robots from a kit.

Like using diagrams to assist with their learning.

Like group discussions about what they are learning.

Like taking notes and making **summaries** to assist with their learning.

How do you prefer to learn?

Rank your learning preference, with 1 being the highest.

- ☐ Visual
- ☐ Auditory
- ☐ Reading/Writing
- ☐ Kinaesthetic

What experiences can you share to explain your choice of learning preference?

A word of caution – you shouldn't rely only on your preferred way of learning. Try to develop a range of learning skills by testing out different ways of learning. This will provide you with a range of learning options to choose from.

Multiple Intelligence

Some people believe that intelligence can be measured by a test, but it is not that simple – understanding intelligence can be complex.

There are many types of intelligence, and a simple test can't measure all of its complex characteristics.

Howard Gardner researched intelligence and came up with eight different types of intelligence.

Like learning preferences, no one intelligence is better than another. People may show a dominance in one area of intelligence, but may also show a combination of different intelligences.

Gardner's Multiple Intelligences

Intelligence	Abilities
Visual-Spatial	Drawing, painting, solving puzzles and interpreting diagrams, plans and maps, etc.
Linguistic-Verbal	Reading, writing, speaking, listening, explaining, storytelling, etc.
Logical-Mathematical	Experimenting, analysing, problem solving, etc.
Bodily-Kinaesthetic	Active and physical – doing, making, constructing, dancing, riding, surfing, playing sport, etc.
Musical	Playing, singing, composing, conducting, etc.
Interpersonal	Enjoys communicating verbally and non-verbally; creates, values and maintains positive relationships; can see things from another person's perspective; can mediate and resolve conflict
Intrapersonal	Mindful, self-aware, self-motivated, principled, self-regulating, etc.
Naturalistic	Understands, values and interacts positively with nature, the natural environment and its interconnectivity with the world

Remember:

- Everybody is intelligent in one way or another.
- A person represents a mix of intelligences.
- No one type of intelligence is better than another.

So, what is your mix of intelligences?

In the table, place a score between 1 and 10 next to each of the multiple intelligences. 10 means the intelligence is most like you and 1 means the intelligence is least like you. Then select your top three intelligences and then provide evidence to support each of your selections.

Intelligence	Score 1-10	Evidence
Visual-Spatial		
Linguistic-Verbal		
Logical-Mathematical		
Bodily-Kinaesthetic		
Musical		
Interpersonal		
Intrapersonal		
Naturalistic		

Motivation

Motivation is the level of want, need, hunger or **drive** you have to achieve.

When motivated, you are positive, committed, **energised** and persistent.

The strongest motivation comes from inside – when you identify a strong personal sense of purpose to achieve something you value.

This isn't necessarily about competing with others to win. It is more about achieving things you believe are important, not comparing yourself to others. You achieve these things by being at your best. These types of goals are called **personal best goals**.

Have you ever noticed somebody who has been motivated to achieve a personal best goal?
Yes/No

What did you notice about them when they were highly motivated to achieve their goal?

What personal best goal are you highly motivated to achieve?

And, what will you do to achieve it?

There you go again – setting goals!

Setting goals can increase the motivation for you to be at your personal best, and achieve what is important for you.

More about personal best goals later.

Self-Efficacy

Self-efficacy is the belief you have in your ability to achieve your goals – it is an important part of volition.

People who experience high levels of self-efficacy believe what they do can make a difference. Unfortunately, people who experience low levels of self-efficacy do not believe what they do makes any difference.

For example, a person with high self-efficacy towards mathematics sees it as a source of challenge, which they can master through practice over time (Growth Mindset). They prepare for a maths exam to increase their chances of success. If they do well, they feel a sense of achievement in their work. If they don't do as well as they had hoped, they will ensure they work harder (and smarter) for their next exam.

A person with low self-efficacy towards mathematics may see it as being overwhelming and beyond their ability to master. They don't prepare for a maths exam because they don't believe it would make any difference (Fixed Mindset). If they do well, they see it as being just plain lucky and doubt they could ever do it again. If they don't do well, it reinforces their low level of self-efficacy towards mathematics. They may make excuses for their performance, or may even cheat in an exam to avoid looking bad.

Rate the following examples of self-efficacy as either high or low.

Example	High/low self-efficacy
Jim has a group of friends who like to play volleyball on the weekends. They are always asking Jim to join them, but he finds excuses not to play – even though he would like to spend time with them.	
Anne loves to play the guitar and sing. She enters talent quests whenever she gets the opportunity to perform. Anne also busks at the local shops a few times each year.	
Ruth has always wanted to learn how to surf, but doesn't want to paddle out with other surfers in case she looks like she has no idea what she is doing.	
Alex loves the outdoors and organises with her family to go on bushwalks whenever they have time and the weather is good.	

A person's level of self-efficacy can change depending upon their challenge. For example, a person may have high self-efficacy regarding their schoolwork, but low self-efficacy regarding participating in sport.

It may be even more specific: a person may have high self-efficacy regarding mathematics, but low self-efficacy in regard to English studies.

Self-efficacy is not a constant – it is always changing.

You can build your self-efficacy by:

- being kind to yourself
- putting things into perspective
- using your strengths
- doing things you like
- having positive conversations with yourself – talk yourself up, not down
- setting goals (gee – there it is again!).

Everybody experiences low self-efficacy at different times. The challenge is not to accept that it always has to be this way – if you notice it, you can change it.

Look back at the examples of self-efficacy you rated in the table above.
What could Jim do to increase his self-efficacy?

What could Ruth do to increase her self-efficacy?

Self-determination

Self-determination is the ability to make decisions about your future - it is both a right and a responsibility.

As you develop your ability to become more self-determining, you may also be expected to take more responsibility for the decisions you make.

Making good decisions is a skill, and like all skills – the more you practise the process the better you become (particularly if you use feedback to improve your decision-making).

Decision-making is a process:

1. Identify the purpose for making a decision – what is the goal of the decision?
2. Establish measures of success.
3. Collect the information and/or evidence required to make the decision (access reliable and evidence-based sources of information, be objective and avoid bias).
4. Evaluate possible alternatives.
5. Select the best alternative – the one that achieves the goal of the decision-making process, delivers the best outcomes, and best reflects your principles.
6. Act upon the decision.
7. Evaluate the decision against the measures of success.

Lisa's challenge

Lisa aspires to be a civil engineer who constructs multistorey buildings.

One of Lisa's guiding principles is to do her personal best whenever she faces a challenge. Lisa's principles also include honesty and reliability.

It is Tuesday and Lisa has a maths exam next Monday.

Lisa has been invited to go away with a friend and her family on a camping trip over the weekend

What would you do? Put yourself in Lisa's shoes and apply the decision-making process to complete the table. Please feel free to use your imagination!

What is the purpose for Lisa's decision – what is the goal?	
What measures of success could Lisa use to evaluate her decision?	
Where could Lisa find information and/or evidence to assist in making her decision?	
How should Lisa identify the best alternative?	
What should Lisa decide – prepare for her exam or go camping with her friend? Or, are there possible alternatives?	
How should Lisa act upon her decision? What should she do?	

Not all decisions are simple.

Complex decisions may require you to seek advice.

Some difficult decisions could also be emotionally challenging, in which case you may consider looking for support.

Managing your **emotions** is important when making decisions. Emotions can complicate the process and influence your decision-making, and not necessarily in a positive way.

In Lisa's challenge, Lisa's decision is complicated by her concern that her friend would be offended if Lisa were to decline the invitation to go camping – potentially negatively impacting their friendship. This concern triggers an emotional response from Lisa.

What type of emotional response could this concern trigger in Lisa?

How could this emotional response influence Lisa's decision-making?

How could Lisa manage any emotional influence over her decision-making to ensure she makes a good decision?

Consistently demonstrating the ability to make good decisions builds self-efficacy. It also builds confidence with those around you to give you more freedom to make decisions – to be more self-determining. This may happen over an extended period of time as you learn, grow and develop. Once again, it is a process that you can practise and improve upon over time.

Using a **solutions focus** can help to build self-efficacy and **empower** self-determination around decision-making.

A solutions-focused approach to decision-making avoids dwelling on problems and, instead, looks positively towards solutions. It is more about what you can do, rather than what you can't do. If you say to yourself 'I can't', you probably won't. But if you believe you can, there is every chance you will.

The more positive you become in your approach to challenges the more likely you will find a solution. **Negativity** closes down the mind, and **positivity** opens up the mind to be more creative in finding solutions.

Ahn's challenge

Ahn is having trouble completing an assignment for school.

If he avoids the challenge by seeing it as a problem he may not complete and submit the assignment on time.

If he accepts the challenge and works positively to complete his assignment he will hand it in on time

What solutions could Ahn consider to meet the challenge of completing his assignment on time?

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How do you think Ahn would feel if he submitted his assignment in on time?

Along with self-efficacy, self-determination is an important part of volition.

People with high levels of self-efficacy are more likely to see self-determination as an exciting opportunity to create their future.

So, how do you feel about taking responsibility for making choices about your future?

How could you prove your ability to consistently make good decisions?

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Vision

There is a saying that 'you can't be what you can't see'.

If you haven't already, you should consider creating a vision of what you would like your future to be.

Your vision should bring together your sense of purpose, principles, strengths, goals and aspirations. It should inspire you to take control of your future. It is an opportunity to imagine what could be, what is possible, and to begin working towards its achievement. Be positive, adopt a Growth Mindset and shoot for the stars!

A personal vision for your future will:

- provide direction
- allow you to set goals that build upon one another
- help you stay on track to achieve your personal best.

Your vision should be clear and **compelling**, but it does not have to be complex.

Lisa's vision

Lisa aspires to be a civil engineer who constructs multistorey buildings. She loves problem solving and doing hands-on projects. Lisa's vision is to start a local building apprenticeship after leaving school. Once she has some construction experience, Lisa would like to go to university and complete a civil engineering degree.

How could Lisa's vision of becoming a civil engineer influence her approach to schoolwork?

So, if you were to create your future, what would it look like? What is your vision for your future? Don't let doubt get in the way – be positive, thoughtful and aim high!

What would you notice if you were to achieve your vision?

What do you need to do to achieve your vision? What are your goals?

Once you have created a vision for your future you will need to act in ways that will achieve your vision, and that's where self-regulation helps.

Self-regulation

Self-regulation is the ability to manage your thoughts, emotions and behaviours – to stay in control, even when things are not going well for you.

But before you can self-regulate, you need to be aware of your behaviours – sometimes this can be challenging.

Habits are an example of people acting without always being aware of what they are doing. An example of a habit may be biting your nails, grinding your teeth, or giving up when things become challenging. But not all habits are bad. An example of a good habit is exercising regularly.

What other good habits can you think of?

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-
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Being **mindful** is noticing what is happening around you, how you think and how you react. It involves your **perceptions**, thoughts, emotions and behaviours.

People who can self-regulate are usually more mindful, and think about:

- what they are doing
- what they hope to achieve
- what strategies they may need to self-regulate

They realise that losing self-control could disadvantage them and others.

People who are not able to maintain self-control may not fully consider the consequences of failing to regulate their thoughts, emotions and behaviours. Or, if they do, they think about the consequences when it is too late, and the damage has already been done.

Have you ever noticed how a tired two-year-old behaves when they are not given something they want?

No wonder when people lose control some say they are 'behaving like a two year old'.

Self-regulation is a skill you can develop with practice over time. There are strategies which can assist you to better self-regulate, including:

- understanding better what is likely to **trigger** your need to self-regulate
- recognising when you could be at risk of losing control
- thinking before you act
- acting in line with your principles
- after you act, thinking about what you could have done differently or better.

So, what is likely to trigger (cause) the need for you to self-regulate (maintain control)?

What do you notice when you are at risk of losing control?

Michael's challenge

Michael is in his first week at a new school. At lunch time, another student takes Michael's hat and tosses it in the bin. Michael becomes angry and is close to losing his temper.

What could happen if Michael loses his temper?

What benefits would Michael experience if he could self-regulate and stay in control?

What strategies could Michael use to self-regulate his behaviour to stay in control?

Emotions play a big part in your ability to self-regulate.

Emotions are strong feelings, which include fear, anger, disgust, sadness and happiness.

People can experience emotions differently to others depending upon:

- their past experiences
- how they look at the world
- what is happening around them at the time

Emotions can be complex and difficult to understand.

Emotions themselves are not necessarily a problem – it is how they are managed that is more important.

If you don't self-regulate, emotions can become **overwhelming**. This could result in you being unable to **function** well, which can be dangerous and damaging to your wellbeing.

Emotions are activated by triggers – for example, when someone experiences **injustice, rejection, exclusion, discrimination**, or a **threat**. Triggers can be very personal and are not always obvious to you, or others.

Understanding what triggers your emotions can help you to recognise them and manage them before they become overwhelming.

Let's use anger as an example.

On a scale of 1–5, how well do you usually manage your anger? Tick the box that best represents you.

1 I can't manage my anger	2 I can manage my anger some of the time	3 I am not sure I know how to manage my anger	4 I can manage my anger most of the time	5 I can manage my anger all of the time
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What triggers anger for you?

What do you notice when anger is triggered for you?

What strategies do use to manage your anger?

To move you up the scale by 2 points, what else could you do to manage your anger more effectively?

Managing anger is one example of self-regulation. Self-regulation isn't only limited to managing emotions – it can apply to many areas in your life, such as the type and amount of food you eat, how regularly you exercise, the time you go to bed, and how organised you are when completing your homework or assignments.

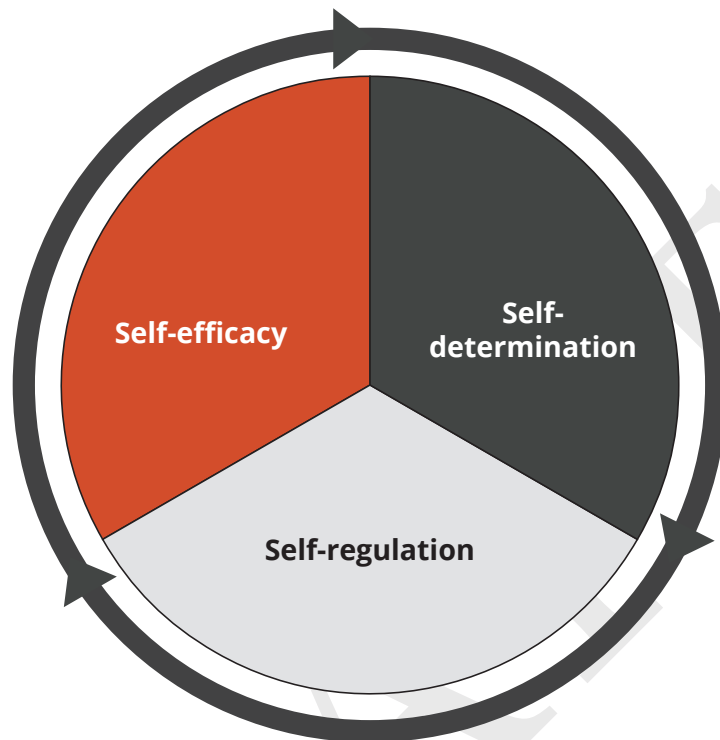
Remember that self-regulation is the ability to effectively manage your thoughts, emotions and behaviours to stay in control – even when things are not going well for you.

Self-regulation is important for achieving self-determination. You may want the responsibility to make decisions about your future, but your goals will not be achieved unless you can self-regulate.

Where could you use self-regulation to achieve what is important for you – your goals?

-
-
-
-

The more you practise self-regulation, the better you get at it, the more agency (influence) you build, and the greater your ability to show self-determination!



Managing Stress

You can experience stress when a challenge stretches your ability, or when you believe it is beyond your ability to manage.

Stress is not always bad. A level of challenge and stress is required for people to perform at their best, such as in an exam, in sport, or when speaking in public.

But when high levels of stress become overwhelming or continue for an extended time, that stress can become a problem. High levels of stress affect your wellbeing – social, emotional, psychological, and physical. So, managing stress is important for maintaining your wellbeing.

People will experience different levels of stress for different reasons at different times in different ways.

Causes of stress can include:

- feeling unsafe
- bullying or peer-group pressure
- family problems
- experiencing change
- school results
- thinking negatively about yourself
- feeling as though you have no control
- a traumatic event

When you experience stress your body can activate a response to protect you from danger. Your heart rate, breathing rate and blood pressure can all increase. You may feel anxious, flustered, hot and sweaty. This is okay for a quick response to danger (like running away), but it can become a problem if it persists over a longer period of time.

Understanding what causes you stress, how you respond to stress, and what you can and can't control can assist you in managing stress.

Ways you can manage stress include:

- adopting a positive attitude
- finding time to do things that make you happy
- Building relaxation time into your day
- exercising regularly
- getting enough sleep
- eating well
- connecting with people in positive ways
- creating routines to manage things you regularly must do that you find challenging.

Sometimes stress can feel overwhelming, and you may need to seek support. You can do this by:

- talking to a family member, trusted friend, or teacher
- speaking with your Doctor
- contacting Kids Helpline at <https://kidshelpline.com.au/> or headspace at <https://headspace.org.au/>

So, do you know what causes you stress? Yes/No

How would you rate your ability to manage stress?

1 I can't manage stress	2 I can manage stress some of the time	3 I am not sure how to manage stress	4 I can manage my stress most of the time	5 I can manage stress all of the time
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What could you do improve the way you manage stress?

Routines

A routine is a sequence of activities that are repeated so often that they become habit.

An example of a routine may be getting ready for a school day, which could be something like:

- Wake up.
- Have breakfast.
- Organise morning tea and lunch for school.
- Pack your bag.
- Clean your teeth.
- Get dressed.
- Catch the bus.

One thing leads onto another – almost without you having to think; for example, when I wake up, I have breakfast. I don't think about it – I just do it.

Your routine in the morning may be different to the example above, but most people would have a morning routine.

Routines can make managing your time easier. They can also reduce the stress and tension of getting things done – particularly when they are things we would prefer to avoid.

Getting homework done could be one example. If you build a routine around when you do your homework, it makes it easier to get it done, it's harder to avoid, and it reduces the mental stress you may experience in not getting it done.

An example of a routine to get your homework done may be:

- Get home.
- Have something to eat and drink.
- Do your homework.
- Do some recreational activities.

This may not happen every day – perhaps only on days when you have homework to do. So, when you have homework, you follow the routine.

What routines do you have?

List one of your routines below.

Routine: _____

-
-
-
-
-
-

The more often you follow a routine, the more likely it is it will become habit.

A few things to remember when you create a routine:

- Make the routine easy to follow by creating enablers – things that help the routine to flow, such as making sure you get up early enough to follow your routine. If you get up too late, you may not have the time to do everything in your routine, which may disrupt your morning and the rest of the day. You may need to set an alarm.
- Make small adjustments to improve your routine when required.
- Stick to your routine long enough to make it a habit – to make it stick.
- If for some reason your routine is disrupted, don't give it up. Things aren't always going to run perfectly, but that doesn't mean the routine isn't worth following. Just follow the routine (with any required adjustments) the next opportunity you get.

Okay, what are some things you must do that you avoid? Create a routine that could help you to get them done without having to think too much about it.

Activity: _____

-
-
-
-
-
-

Bias

Bias is a preference you show when considering and acting upon information. It may be something you are aware of (conscious bias), or something you aren't aware of (unconscious bias). It is important to understand your biases because they influence your decision-making.

For example, people tend to prefer things they know and understand over things that are new or different to them. So, when people make choices about who they make friends with, they tend to choose people who are like them. This is a bias – it is not necessarily good or bad, but it does have consequences for when you make decisions. It could mean that people of different backgrounds don't easily mix together, or that people don't get the chance to understand and value different cultures, or that people are excluded from opportunities based upon their cultural background. In the extreme, it could be demonstrated as racism.

Biases can be complex and have a real impact on the way you interact with people and the world around you. If you are not aware of your biases, you could make decisions that may not be good for you or for others.

When enough people in a community hold the same biases, it can disadvantage others. For example, if enough people in a community have a gender bias, it may mean that girls have a different set of opportunities to boys. It may be more difficult for a girl to become a builder, or for a boy to become a dancer.

Let's check on your gender bias.

What would you say to a girl who wanted to become a builder?

What would you say to a boy who wanted to become a dancer?

Identify how bias could lead to discrimination and disadvantage:

Bias	Examples of possible discrimination and disadvantage
Age	
Wealth	
Culture	

Recognising and managing your bias is a skill you can develop through practice over time.

Things that may help you to be more aware of your biases include:

- being aware of your thinking
- avoiding jumping to conclusions
- being inquisitive
- challenging your assumptions
- being open to different ways of thinking

Belonging

A sense of belonging is feeling connected – it could be to your family, friends, community, sporting groups, school, culture, etc. This connection makes you feel accepted, included, valued and safe.

When you feel a sense of belonging you feel comfortable about being yourself.

Feeling a sense of belonging is a human need that contributes to your wellbeing.

When do you feel like you belong?

If you feel like you don't belong (you feel excluded), it may result in anxiety that negatively impacts upon your mental health.

People need to create a sense of belonging – it takes some effort.

To create a sense of belonging you may need to:

- try new things and meet new people to work out where and how you 'fit in'.
- learn to see the world from different perspectives to build your understanding of what it is to belong.
- seek out people who share your principles, interests, goals and aspirations.
- contribute to others' sense of belonging, which then can be reciprocated.

Aamira's challenge

Aamira has come from another country to live in Australia. She feels a strong sense of connection to her family, but she has yet to develop a sense of connection with people at her school.

If you were in the same class as Aamira, what could you do to help her to feel connected?

What could Aamira do to develop a sense of connection with people at her school?

Respectful relationships

Respect is powerful and an important part of feeling connected.
What does respect mean for you?

Speak with a couple of other people and ask them what respect means for them. What did they say?

Respect means accepting others for who they are and what they believe – even when they are different to you. Respect is central to great relationships.

In respectful relationships:

- differences are recognised, acknowledged and valued (e.g., being different to one another, or having different views, brings benefits)
- power is shared – one person does not dominate another (e.g., all people are treated fairly)
- people feel safe to be themselves and responsibly express themselves without fear.

When people consistently show respect to one another they build trust, communicate effectively, and resolve conflict in positive ways, which contribute to improved wellbeing.

We would all like to be treated with respect, but you might not always show respect. To be respected you need to show respect.

How could you show respect to others?

Self-respect is an important part of respectful relationships.

If you show you respect yourself, it is more likely that others will show you respect.

You can show self-respect by:

- caring for yourself and your wellbeing.
- developing a personal sense of purpose.
- appreciating your strengths and self-worth.
- accepting your imperfections.
- being true to your principles.
- being mindful and self-regulating.
- seeking out and associating with others who show respect.

Self-respect can build the confidence for you to politely call out disrespectful behaviours, and constructively request that more respect be shown.

Abdul's challenge

Abdul has a group of friends that he hangs out with at school. At times, some people in the group call him a nickname he does not like. Abdul thinks the name is disrespectful and it makes him feel uncomfortable.

How could Abdul politely call out the behaviour he finds disrespectful?

Unfortunately, at times, even your best efforts may not influence a person who is behaving disrespectfully towards you.

If this is the case, you may need to consider avoiding the person or ending the relationship. If you don't feel comfortable in managing this yourself, you may need the help of a person you trust.

If you were a friend of Abdul's, how could you support him and make him feel more comfortable?

Teams

People can often achieve more as part of a team than they can by themselves.

Teams are created when two or more people work together to achieve a common purpose, or a shared goal. They can come together for either a short time or a long time, depending on what they would like to achieve.

Great teams:

- have a common purpose.
- have shared goals.
- support each other.
- communicate openly and honestly.
- demonstrate respect.
- build trust.
- share decision-making.
- work collaboratively to complement each other's strengths.
- are accountable to themselves and others in the team.

Identify a common purpose and/or goals for each of the teams in the table.
Feel free to add more teams to the table.

Team	Purpose
Family	
Rock 'n' roll band	
School group project	
Sporting team	
Workplace	

People can be part of more than one team at any one time.

Teams can build a sense of belonging that promotes cooperation and collaboration.

Members of a team bring together different strengths, which complement each other to create a collective impact. The effect of a team is greater than any one individual.

What personal strengths could you contribute to a team?

When have you been part of a great team?

What did you notice about the team?

What made the team great?

Successful people often build a team around them, which can help them to manage challenges and take advantage of opportunities. The team does not have to be big – it may only consist of a couple of people who come together when needed to collaborate and create positive results in partnership.

Let's look at your school experience – who can you call on to be part of your team when you have an opportunity or a challenge to manage?

Opportunity/challenge	Your team
You have an assignment to submit, but you don't understand how to do it – you feel lost...	
Another student is making you feel uncomfortable because of the way they are treating you...	
You would like to attend a three-day excursion, but things at home are pretty tough and you don't think your family has enough money for you to go...	
You are at a new school and have no idea how things are organised with the canteen, or for sport, etc., but you would like to find out...	
Choose another school-related opportunity/challenge and write about it here:	Who could you call on to be part of your team?

Managing opportunities and challenges

Throughout your life you will be required to manage opportunities and challenges. At times things will be going well for you, and at other times things may get tough.

Sometimes you may not be able to control the opportunity or challenge, but you can control the way you respond to it.

Viktor Frankl is an example of a person who managed extreme challenges. He survived the Holocaust during the Second World War when Nazis imprisoned millions of Jewish people in death camps. It is estimated 6 million people were murdered at this time.

Frankl believed one of the things that allowed him to survive this experience was a strong sense of purpose and meaning. Frankl believed that when he identified purpose and meaning in his life and work (even in a prison death camp), it provided the motivation to set goals and achieve what was important for his wellbeing and survival.

After the war, Frankl became internationally recognised for his work in understanding how people can positively manage opportunity and challenge in their life through finding purpose and meaning. He embraced the opportunity to share his story for the benefit of other people, and built an international career around it.

We hope that nobody will ever have to experience what Viktor Frankl did, but it does illustrate how people can manage their responses to opportunity and challenge.

Opportunities and challenges will not always be predictable – some things will seem to come out of nowhere. But in building your capabilities through learning, growth and development, you will be in a better position to manage your responses to them. When you bring together purpose, principles and personal strengths; adopt a Growth Mindset; demonstrate self-efficacy, self-determination and self-regulation; and set and attain personal best goals – anything is possible.

Can you remember an opportunity that you managed well?
What was the opportunity?

What allowed you to effectively manage the opportunity to your advantage?

What did you learn about yourself in managing the opportunity?

Can you remember a challenge that you managed well?

What was the challenge?

What allowed you to effectively manage the challenge?

What did you learn about yourself in managing the challenge?

Moving to a new school

Moving to a new school creates both opportunities and challenges. Being well prepared to manage them is important to ensure your move is a positive experience for you.

What do you know about your new school?	What else would you like to know?	Who could you ask, or where could you find out about the things you would like to know?

What opportunities are you looking forward to experiencing at your new school?	What benefits will you experience from the opportunities?	How could you make the most of these opportunities?

What are some of the challenges you will have to manage?	How are you going to prepare for managing the challenges?	Who could help you to prepare?

What would you like the teachers at your new school to know about you?
Complete the following survey:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	
I am positive about my future						What is your vision for your future?
I feel I can take responsibility for my future						How can you take responsibility for your future?
I believe I can learn, grow and develop						What will assist you to learn, grow and develop?
I know what I would like to achieve						What are your goals?
I am confident that I can achieve my goals						How can you achieve your goals?
I try to find purpose in the things I do						How do you look for purpose in the things you do?

I have principles that guide my behaviour						What are your guiding principles?
I often strive to achieve my personal best						When are you at your personal best?
I understand my strengths						What are your strengths?
I can adapt when things change						How do you adapt when things change?
I am persistent – even when faced with challenges						When are you most likely to demonstrate persistence?
I feel like I belong						What makes you feel like you belong?
I look for support when I need assistance						When are you most likely to need support?

I know what is important to me						What is important to you?
I know what I like						What do you like?
I know what I dislike						What do you dislike?
I understand my biases						What are your biases?
I can manage my biases						How do you manage your biases?
I plan before I decide to act						How do you plan before deciding to act?
I know what triggers my emotions						What triggers your emotions?
I can manage my emotions						How do you manage your emotions?

I notice when I begin to feel stressed						What do you notice when you are stressed?
I know what causes me stress						What causes you stress?
I am good at managing stress						How do you manage stress?
I value learning						What do you value about learning?
I like to learn by hearing and talking about things						What are the things you like to hear and talk about?
I like to learn by reading and writing about things						What are the things you like to read and write about?
I like to learn by seeing and visualising things						What type of things do you like to see or watch?

I like to learn by doing and making things						What types of things do you like to do or make?
I like to know how things work						What type of things interest you?
I like to make connections between things						What type of connections do you like to make?
I like creating ideas						What type of ideas do you like to create?
I like to solve problems						What type of problems do you like to solve?
Doing a good job is important to me						Why is doing a good job important?
Feedback is important to me						Why is feedback important to you?

I like to work by myself						What do you like about working by yourself?
I like to work with others						What do you like about working with others?
I like to share my ideas						What do you like about sharing your ideas with others?
I value friendship						What do you value about friendship?
I like to be a leader						What do you like about being a leader?
I like to follow another person's lead						What do you like about following another person's lead?
I like to help others to achieve what is important to them						What do you like about helping others?

I value difference and diversity						What do you value about difference and diversity?
I can see things from another person's perspective						What are the advantages of seeing things from another person's perspective?
I am good at managing conflict						How do you manage conflict?
I like to be organised						What do you like about being organised?
I am good at managing my time						How do you manage your time?
I am into sport						What do you like about sport?
I am into visual art						What do you like about visual art?

I am into performance art						What do you like about performance art?
I am into music						What do you like about music?
I am into nature and the environment						What do you like about nature and the environment?

Glossary

Adaptable	The ability to change when required e.g., <i>Bec was adaptable and changed her choice when the ice cream flavour she preferred was unavailable.</i>
Adversity	Challenge or hardship e.g., <i>Ula experienced adversity when moving to a new town.</i>
Agency	The ability to make choices and act upon them e.g., <i>Alysha showed agency in making a career choice she preferred.</i>
Aspirations	Hopes or ambitions to achieve something e.g., <i>Majid's aspirations to run a marathon motivated him to train very day.</i>
Aspires	Hopes to achieve e.g., <i>Amir aspires to be a great guitarist.</i>
Belief system	Understandings that help us to interpret and understand the world around us e.g., <i>Juvette's belief system was important for her to understand and respond to what was happening around her.</i>
Biases	Inclinations or tendencies e.g., <i>Xavier biases influenced how he spent his leisure time, including preferring online games to outdoor activities.</i>
Capability	The ability to do something e.g., <i>Xavier developed his online gaming capability and defeated a number of opponents.</i>
Challenges	Tests of ability e.g., <i>Troy new the challenges of playing against more experienced players would be a good test of his ability.</i>
Commitment	An obligation to do something e.g., <i>Sharon made a commitment to her sister to be on time to babysit her niece.</i>
Compelling	Convincing and/or motivating e.g., <i>Angelo found the need for action on climate change compelling and believed he should do something.</i>
Creative	Being imaginative e.g., <i>Nevaeh was being creative and used lollies to decorate a cake she made.</i>
Demonstrate	To show e.g., <i>Sumita could demonstrate determination when she was challenged on the soccer field.</i>
Discrimination	Treating someone or something differently e.g., <i>Jansher experienced discrimination when he was treated differently to the other kids.</i>
Drive	The motivation, energy and commitment to achieve something e.g., <i>Maria showed great drive to achieve her best maths exam result.</i>

Emotions	Feelings that can influence the way you think and behave e.g., <i>Sienna had her emotions under control even though she was very angry.</i>
Empower	To provide someone with the capability to choose and act upon their choice e.g., <i>Talia was empowered to make choices about her participation in sport.</i>
Energised	To be excited and full of energy e.g., <i>Sandeep was energised by the thought of playing in front of an audience.</i>
Exclusion	To be left out e.g., <i>Afri felt excluded from playing football because she was a girl.</i>
Feedback	Information which provides the basis for improvement e.g., <i>Camille used feedback about her dance routine to improve her performance.</i>
Fixed Mindset	A belief that ability cannot be changed e.g., <i>Miriam had a Fixed Mindset about maths and did not believe that working harder would make any difference to her results.</i>
Function	Operating or working in the correct way e.g., <i>Eryk could get the machine to function properly after reading the manual.</i>
Goal	Something that a person is trying to achieve e.g., <i>Blake had a goal to improve his maths exam mark.</i>
Goal setting	To identify, plan and act in ways to achieve something e.g., <i>Aashi used goal setting to be at her personal best in class.</i>
Growth Mindset	A belief that learning and improvement is the result of time and effort e.g., <i>Tyrone adopted a Growth Mindset in learning to play the guitar by practising every day, day after day.</i>
Infographics	Information presented in a visual way e.g., <i>a chart or table are both examples of infographics.</i>
Initiative	Taking responsibility to lead e.g., <i>Paul showed initiative when he organised a thank you gift for his team's coach.</i>
Influence	The power to change or affect something e.g., <i>Mataya was a positive influence on her friends.</i>
Injustice	Unfairness e.g., <i>there was injustice in the way some people were treated because they were refugees.</i>
Inspiring	Creating interest, excitement, and enthusiasm e.g., <i>Carl found nature inspiring and uplifting.</i>

Master	To show skill and control e.g., <i>to master the game of chess can take many years of practice.</i>
Mindful	Being aware e.g., <i>Leah realised she was annoying her brother and stopped teasing him.</i>
Motivate	The energy and drive to achieve something e.g., <i>Luca was motivated to win the game.</i>
Negativity	A pessimistic view or act e.g., <i>Kehlani showed negativity towards some of her classmates by ignoring them.</i>
Optimism	A hopefulness or confidence about something e.g., <i>Jared was optimistic about going to his new school.</i>
Overwhelming	Extreme and hard to manage e.g., <i>the joy was overwhelming for Ahmed when he realised what he had achieved.</i>
Perceptions	An understanding or interpretation e.g., <i>Chiara held a perception of her teacher as being kind and caring.</i>
Persistence	To continue despite challenges and difficulties e.g., <i>Kan demonstrated persistence when learning a new language, even though he found it hard</i>
Personal best	Your best achievement e.g., <i>Dean achieved a personal best by working hard to improve his score.</i>
Personal leadership	Taking responsibility for all aspects of your life e.g., <i>Ursula showed personal leadership in taking responsibility for improving her school results.</i>
Personal Best Goals	Goals that focus upon you and your improvement, not in comparison to others e.g., <i>Aria had a goal to improve her golf score by two shots.</i>
Personal strengths	Your personal capabilities - they allow you to grow and develop e.g., <i>One of John's personal strengths was persistence.</i>
Plan	To develop strategies and work out how to achieve something e.g., <i>Naya made a plan to ensure she achieved her goals.</i>
Positive	Hopeful confidence e.g., <i>Isaiah was positive about his future.</i>
Positivity	An optimistic view or act e.g., <i>Kehlani showed positivity by preparing to do well in her exam.</i>
Practice	To do regularly in order to learn e.g., <i>Layla needed to practice more to improve her piano playing.</i>

Preferences	A liking for e.g., <i>Fatima's preferences were similar to her sister's, as they both liked chocolate ice cream the best.</i>
Principles	A belief that helps you to know right from wrong e.g., <i>Chandler had a strong set of principles he relied upon to make good choices.</i>
Process	Actions or steps taken to achieve something e.g., <i>there is a process for measuring the area of a square.</i>
Progress	Move towards achieving e.g., <i>Sade made great progress towards achieving her personal best at the swimming carnival.</i>
Purpose	Intention or reason for doing something e.g., <i>Isla could see the purpose in cleaning out the spare room.</i>
Reflect	To think carefully about and consider e.g., <i>Raymond gave himself time to reflect upon what he had learned and realised its importance.</i>
Rejection	Refuse to accept e.g., <i>Firash experienced rejection by some people because he was not born in Australia.</i>
Reliant	Needing or depending upon someone or something e.g., <i>Lena was reliant upon her mother to get to school on time.</i>
Resourceful	Being creative in using different ways to meet a challenge and achieve your goals e.g., <i>Brian was resourceful and found different ways to overcome challenges when he moved to a new school.</i>
Self-determination	Making choices and taking control e.g., <i>Tyler displayed strong self-determination when he chose to do a traineeship when he finished school.</i>
Self-evaluation	To assess yourself e.g., <i>Navae thought that self-evaluation could help her to understand how she was progressing towards her goals.</i>
Self-efficacy	Belief in your ability to achieve e.g., <i>Carter showed a high level of self-efficacy when he set a goal to make the school soccer team.</i>
Self-regulation	Understand and manage your emotions and behaviour e.g., <i>Alex struggled with his self-regulation, which sometimes led to trouble.</i>
Self-reliant	Being independent in making decisions and acting upon them – not being dependent upon others e.g., <i>Jamal was self-reliant and packed his lunch for school each day.</i>
Solutions focus	Looking for answers rather than getting stuck on problems e.g., <i>Enzo had a solutions focus and was inspired to seek answers to his challenges.</i>

Strengths	Qualities and characteristics that allow you to achieve things e.g., <i>Tenzing displayed his strengths in problem solving to win the chess tournament.</i>
Strategies	Actions that achieve a goal e.g., <i>Raymond thought of several strategies he could use to win the game.</i>
Strive	To make a great effort to achieve something e.g., <i>Emma strives to achieve her goals.</i>
Summaries	Provide the main ideas or important points of information e.g., <i>Jordan liked summaries because they were short and easy to understand.</i>
Teams	People who work together to achieve a common goal e.g., <i>Danica was part of a team that created a great piece of art.</i>
Threat	Intention to cause damage or a risk of damage e.g., <i>Bahiri realised the large crocodile was a threat to him.</i>
Tools	Something used to complete a task e.g., <i>Taryn used a variety of tools to build a doghouse.</i>
Trigger	A cause of something e.g., <i>Ilona realised the trigger for her anger was in being treated badly.</i>
Valuing	A regard for quality and worth e.g., <i>valuing close relationships with good friends contributes to your wellbeing.</i>
Vision	An image of the future e.g., <i>Mia had an exciting vision for her life after finishing school.</i>
Volition	The power to choose, or decide, and to act e.g., <i>Kerry showed volition in choosing a career in the Navy.</i>
Wellbeing	Positive social, emotional, psychological, and physical health e.g., <i>Damon always experienced an improvement in his wellbeing when he went camping with his friends.</i>